

THE CURRENT LEADERSHIP ROLES OF SCHOOL MANAGERS IN A CHANGING EDUCATIONAL ENVIRONMENT

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SUBMITTED IN ACCORDANCE WITH

THE

REQUIREMENTS FOR THE DEGREE OF

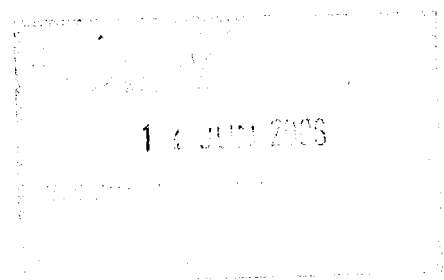
PHILOSOPHIAE DOCTOR

IN THE SCHOOL OF EDUCATIONAL SCIENCES AT THE
NORTH-WEST UNIVERSITY: VAAL TRIANGLE FACULTY

PROMOTER: DR M.I XABA

VANDERBIJLPARK

2005



DECLARATION

I hereby declare that:

THE CURRENT LEADERSHIP ROLES OF SCHOOL MANAGERS IN A CHANGING EDUCATIONAL ENVIRONMENT

is my own work, that all the resources used or quoted have been indicated and acknowledged by means of complete references, and that this thesis was not previously submitted by me for a degree at any other university.

G.T MOTSOENENG

AUTHOR

2005

DEDICATION

This study is dedicated to my wonderful wife, **Nomvula Ivy Motsoeneng** and our three sons, **Tlotlisang**, **Ofentse** and **Atlehang** who always kept on inquiring on the study chapter reminding me to do what I could, with what I had, wherever I found myself. You really kept my spirit with the desire to succeed.

To my mother, **Maki Adelina Motsoeneng**, whose efforts in educating me during my primary and secondary stages contributed to my success as a father, an educator, a lecturer, public figure and school manager.

To **Nomaqala Christina Mazibuko (Anti)** who always prepared food for me to get energy during my study.

May the Lord bless you.

Thank you very much

“Faith is the substance of things hoped for and the evidence of things not yet seen” Hebrews: 11: 1.

ACKNOWLEDGEMENTS

I wish to acknowledge the contribution of the following people and instances in the completion of my study.

The **Almighty God** who gave me wisdom, faith, patience and everything positive to enable me to accomplish my goals.

Special gratitude is due to my promoter, Dr. Mgadla Isaac Xaba, senior lecturer at North-West University (Vaal Triangle Campus). His professional guidance, positive influence, constructive criticism and motivation enabled me to complete my study. His in-depth knowledge in transformational issues is highly valued. May the grace of the Lord be with you.

Dr. N.J.L. Mazibuko, senior lecturer at North-West University (Vaal Triangle Campus), who sacrificed his laptop which facilitated the effective development of my study.

Mrs Petru Kellerman, who sacrificed her time to type some of the sections in the study. Keep on with your friendly attitude.

Special thanks to Mrs. A. Oosthuyzen from the Statistical Consultancy Services of the North-West University (Vaal Triangle Campus) who sacrificed her time to integrate data from research questionnaires to facilitate its analysis and interpretation.

School Management and Governance Developers, school principals for their mutual co-operation, respect and assistance in completing research questionnaires which enabled me to complete my study.

The North-West University (Vaal Triangle Campus) Library staff, for their friendly support during my study.

The Central University of Technology, Free State (Welkom) Library staff, for their efforts in assisting me with study material.

The Dlamini family members (Vanderbijlpark) for accommodating me during my regular visits to the university. God bless you.

SUMMARY

Post-apartheid South Africa is characterised by policy changes in political, social and economic spheres. Reforms implemented in education indicate how schools should be organised and managed. The school manager/principal as a key figure in the functioning of the school must exhibit capacity in managing change. This is because: change is, and will continue to be a feature of education; schools are expected to continue education delivery without major disruptions to teaching and learning processes; and change in South African schools is mainly transformational and legislative.

This study firstly, focuses on the rationale for a focus on leadership roles of school managers, clearly depicting school managers' leadership and management roles during the apartheid era in South Africa, which exposed school managers to numerous criticisms and ultimately being deemed as failures. In this regard, the democratic, non-sexual and non-racial education system which was introduced through the advent of democracy, initiated changes in education and schools, which demands of the school manager to be capacitated in terms of knowledge and skills on change management.

Secondly, reasons for continued implementation of changes in education are emphasized through policy initiatives, which guide and inform the process of change. This presents challenges to school managers to ensure that school communities understand and implement educational transformation policies. This calls for insight into the essence of change and school organizational change.

This research identifies a need for school managers to be capacitated with regard to appropriate leadership roles so as to manage the implementation of new change initiatives and still maintain school organisational stability and effectiveness. Consequently, this research propounds the attributes of the instructional, transactional and transformational leadership roles as appropriate for a changing educational environment. For this purpose, this study presents the tri-factor leadership model. This model integrates instructional, transactional

and transformational roles as appropriate for school managers' change management practices in a changing educational environment.

OPSOMMING

Post-apartheid Suid-Afrika word gekernmerk deur verandering op politieke, sosiale en ekonomiese terrein. Hervorming wat in onderwys geïmplimenter is, gee 'n aanduiding van hoe skole georganiseer en bestuur behoort te word. Die skoolbestuurder/skoolhoof is 'n sleutelfiguur in die funksionering van die skool en moet kapasiteit ten opsigte van die bestuur van verandering demonstreer. Dit is nodig, omdat verandering 'n kernmerk van onderwys is en sal bly; van skole gaan steeds verwag word om onderwys te lewer sonder om groot ontwrigting vir die onderrig en leerproses te veroorsaak; en verandering in Suid-Afrikaanse skole is hoofsaaklik transformasioneel en wetgewend van aard.

In die eerste plek, fokus hierdie studie op die rasionaal vir die klem wat daar gelê word op die leierskapsrol van die skoolbestuurders. Die leierskap en bestuursrolle van skoolbestuurders gedurende die apartheid era in Suid-Afrika, waar skoolbestuurders blootgestel was aan veelvuldige kritiek, en uiteindelik as mislukking beskou is, word duidelik afgebaken. In hierdie verband het 'n demokratiese, nie-geslagtelike en nie-rassistiese onderwysstelsel met die intrede van demokrasie 'n aanvang geneem. Hiervolgens is verandering in onderwys en skole aangebring wat van 'n skoolbestuurder vereis om bevoeg te wees in terme van kennis en vaardighede rakende bestuursverandering.

In die tweede plek, lê die studie klem op die redes vir die volgehoue implementering van verandering in die onderwys deur beleid wat die veranderingsproses rig en inspireer. Dit bied uitdagings aan skoolbestuurders om te verseker dat skoolgemeenskappe die beleid ten opsigte van onderwys-hervorming verstaan en implementeer. Dit verg insig om die wese van verandering en organisatoriese verandering in skole te verstaan.

Hierdie navorsing identifiseer 'n behoefte by skoolbestuurders om toegerus te word om toepaslike leierskaprolle te vervul sodat hulle met bekwaamheid die implementering van nuwe veranderinge kan bestuur, en die organisatoriese stabiliteit en effektiwiteit van die skool kan behou. Voortspruitende hieruit, stel hierdie navorsing die eienskappe van onderrig, onderhandeling en

transformasionele leierskaprolle as geskik vir 'n veranderende onderwysomgewing. Vir die doel van die studie word 'n drie-ledige-faktor leierskapmodel voorgestel. Hierdie model intergreer die onderrig, onderhandeling en transformasionele rolle as toepaslik vir die bestuurspraktyke van skoolbestuurders in 'n veranderende onderwysomgewing.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
CASS	Continuous Assessment
CSChE	Canadian Society for Chemical Engineering
C2005	Curriculum 2005
DA	Developmental Appraisal
DoE	Department of Education
EEA	Employment Equity Act
E of EA	Employment of Educators Act
HIV	Human Immunodeficiency Virus
IQMS	Integrated Quality Management System
LRA	Labour Relation Act
OBE	Outcomes Based Education
PM	Performance Measurement
RNCS	Revised National Curriculum Statement
SASA	South African Schools Act
SMGDs	School Management and Governance Developers
SMT	School Management Team

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION AND STATEMENT OF THE PROBLEM

South Africa is currently in a transition which is characterised by policy shifts in the social, economic, political and educational arenas (Govender, 1997:272). This transition is often characterised by changes that require a transformation of organisational systems. This is more so in education. A plethora of changes aimed at redressing the imbalances of the apartheid past have been introduced and are being implemented in education, and in particular, in schools. Needless to say, these changes have, and continue to influence the way school teaching and learning processes are carried out.

While changes in education are laudable for pursuing the long-cherished ideal of democracy in South Africa, challenges in their implementation have become inevitable. These range from lack of capacity for implementation to amendments effected on the new systems themselves as typified by the introduction of Outcome Based Education (OBE) and the subsequent revision thereof into the Revised National Curriculum Statement (RNCS).

The implementation of changes in education, and in particular, at schools challenges personnel at schools in terms of their acumen to implement and manage change. In particular, school managers are challenged the most. Therefore it will always remain crucial that educational managers, leaders and administrators be well-equipped in order to deal with demanding and challenging situations that are brought about by transformation (Mashele & Grobler, 1999:295).

School managers and leaders should be empowered to deal with the dynamic educational situations and should be ready to explore areas for transformation, to plan on implementation, organise the necessary resources, guide all those affected by reform, control the situation at institutional level and turn schools

into centres of excellence. Phendla (1995:9) maintains that school leadership is a linchpin in a complex process that involves developing strategies to facilitate learning, create an environment that fosters motivation to learn and shapes the way learners view learning. In the context of a transforming education system, school principals as managers, administrators and leaders need to develop a vision of the future along with strategies for producing educational changes (Beeka, 1998:16).

Beare, Brian, Caldwell and Millikan (1990:99) clearly postulate that outstanding leadership has invariably emerged as a key characteristic of outstanding schools. In order to achieve positive academic and professional standards, the principal must motivate, empower and equip his/her school community. Several questions concerning the role of the principal in a changing education system and society seem to beg for answers, *inter alia*:

- Do school managers live up to the expectations of stakeholders regarding changes introduced in education?
- Can school managers perform leadership roles that contribute towards quality education in a changing South African society, while maintaining desirable aspects of societal expectations?
- Can school managers lead schools in co-operation with other stakeholders and professionals to be able to implement transformational initiative within educational institutions?
- Are school managers equipped to lead educational institutions within a transforming South African educational system?

These questions are evoked by numerous incidents at schools that indicate the challenges of implementing and managing change. Among others, the following incidents bear relevance to the challenges in this regard:

Firstly, there seems to be general consensus that the implementation of the new curriculum is not without difficulties. Joemat (2003:47) makes the point that there is an extensive degree of concern over the technical aspects such as planning, the time teachers have to spend on planning for the implementation of the new curriculum and OBE as well as the fact that actual implementation in the classroom was raised very sharply by educators as being problematic. In his research, De Waal (2004:63) found the following problems with regard to the implementation of the new curriculum in historically disadvantaged schools:

- class sizes, which vary between 35 and 48 learners per class lead to class management problems struggling learners are not getting sufficient attention in terms of remedial work and academic backlogs are not being attended to;
- lack of learning support materials, frustrates educators as well as learners and limit effective classroom practice by restricting learner's visual perspectives as well as their self-learning abilities;
- lack of training and development and the fact that radical changes are being made by means of policies, are not aligned with and supported by an appropriate structure for teacher training and development;
- lack of resources such as laboratories, computer centers, libraries, inadequate school furniture, infrastructure and proper sport facilities are viewed as constraints that are not conducive to successful education transformation;
- lack of adequate funding where most schools do not having posses adequate funds, due to parents not paying school fees as well as the lack of adequate sponsors to initiate further training and development;
- lack of adequate support from the department such as Learning Area Advisory Services and Management Support Services;

- insufficient staff and overloaded educators in terms of teacher-learner ratios, makes the effective facilitation of Curriculum 2005/OBE difficult, if not impossible; and
- the inadequate reading levels of learners, poses huge problems in terms of learners working on their own and thus resulting in struggling to cope with the C2005/OBE principles of learning.

Secondly, changes in learner disciplinary measures, such as the abolishment of corporal punishment, continue to create difficulties for educators. For example, an educator in the Mpumalanga Province was dismissed in terms of section 17(1) of the Employment of Educators' Act of 1998 for seriously "assaulting" a learner accused of theft (Zwane, 2002). In this regard, Mitchell's report (1999) asserts that educators experience the abolishment of corporal punishment as an increased workload and contributing to low morale. This is indicative of the difficulties educators experience implementing stipulations of the South African Schools Act No. 84 of 1996 regarding the prohibition of corporal punishment as well as the difficulties of implementing the new policy on alternatives to corporal punishment (Republic of South Africa, 1996c; Department of Education, 2000a).

Thirdly, incidents of crime and violence in schools indicate the difficulty of implementing transformational requirements relating to safety and health promotion in schools. These incidents are well documented in media reports. During this year, 2005, the following incidents have featured in the media:

"Principal shot dead in office" (News24.com, 03 March 2005).

"Teacher stabbed to death" (News24.com, 24 March 2005).

"Violence rife in SA schools" (Business Day, 11 May 2005).

"Boy killed in fight at school" (News24.com, 01 June 2005).

"Bullying rife in FS schools" (News24.com, 02 June 2005).

"Boy hacked with panga at school" (Mopani News, 10 June 2005).

“Parents lock teachers out” (News24.com, 02 August 2005).

Finally, issues pertaining to educator motivation and morale are indications of the challenges presented by leadership in a changing educational environment. According to Hall, Altman, Nkomo, Peltzer and Zuma (2005:13) there is a high level of dissatisfaction among educators regarding the size of their remuneration packages and about three-quarters of educators state that they earned an inadequate salary. The following factors (Hall *et al.*, 2005:14) cause the dissatisfaction and low morale of educators (Hall *et al.*, 2005:14):

- challenges of implementing new curricula and systems, which are more related to a qualitative interpretation of the concept ‘workload’ – influenced educators’ evaluation of changes in their workload;
- poor career advancement opportunities and lack of recognition;
- inadequate peer support;
- substandard teaching structure, including working hours, workload and policies;
- lacking discipline and lack of respect;
- reduced opportunities for community enhancement; and
- inadequate job security.

These incidents serve as an indication of the challenges faced by schools in implementing change. This is especially so in terms of externally initiated change such as transformational and legislative change, which then, puts to the fore the leadership roles of school managers in a changing educational environment. The thrust is, in essence, with regard to aspects of change management that relate to making people accept and implement change, that is, leadership behaviours that facilitate the acceptance and implementation of change.

In the light of this foregoing exposition, this research intends to focus on the following questions, which are:

- What are the leadership roles of school managers in a changing educational environment?
- What are the current leadership roles of school managers in a changing educational environment with reference to the Lejweleputswa District?
- What leadership model can be employed to capacitate school managers in a changing South African education system?

The research problems formulated above imply that certain specific aims have to be realised through the present study.

1.2 AIMS OF THE STUDY

The purpose of this study thus is to:

- investigate the leadership roles of school managers in a changing educational environment;
- investigate the current leadership roles of school managers in the Lejweleputswa District; and
- design a leadership model that will capacitate school managers in leading a changing South African educational system.

If the above aims are considered, certain terms have to be explained and a research method is also required.

1.3 DEFINITION OF TERMS

Terms relevant to this study are clarified in chapter two. For the purpose of this study, the terms “school manager” and “principal” will be used interchangeably

to refer to school personnel designated as responsible for the management and leadership of the school.

1.4 RESEARCH METHOD

This study relies mainly on quantitative research through the use of a questionnaire to collect data on leadership roles of school managers in a changing educational environment. The quantitative research uses descriptive statistics as a method of organising data, facilitating the organisation and interpretation of numbers obtained from measuring a characteristic or variable (Leedy & Ormrod, 2005:30; McMillan & Schumacher, 1993:191). Leedy and Ormrod (2005:180) contend that the focus in quantitative research is typically on one aspect of behaviour which is quantified in some way to determine its frequency. In this research, responses to questions contained in the questionnaires are quantified and presented in tabular form.

This research is also supported by a thorough study of relevant literature.

1.4.1 Literature review

A literature review is undertaken to get a clearer understanding of the nature of the problem that has been identified, helps to focus and shape the research question and shows a path of prior research and how the current research is linked to previous researches (Fouche & Delport, 2002:127). This study is based on a literature study which includes primary and secondary sources to expose accumulated knowledge in the mentioned field of interest (Ary, Jacobs & Razavieh, 1999:67). The literature study was thus conducted to gain an understanding of the current leadership roles of school managers in a changing educational environment. Relevant information was gathered using the internet, journals and textbooks.

1.4.2 Research instruments

Information gathered from the literature study was used to develop questionnaires for school managers and School Management and Governance

Developers (SMGDs) in the Free State Department of Education. SMGDs are school principals' immediate seniors and managers. Example's questionnaires on various leadership roles (Example, 2004a & 2004b) were used as a guideline to conceptualise the questionnaire dimensions and items. Permission for the use of these questionnaires was granted by the copyright holders of the questionnaire (see Annexure E).

1.4.3 Population and sampling

The target population comprised school managers and SMGDs in the Free State Department of Education. SMGDs were included in the population so as to gain insight into their perceptions of the roles of school principals in their districts.

As the Free State Department of Education consists of a large number of public schools and it would be time consuming and not be financially feasible to cover the entire province, it was decided to limit the target population to public schools in the Lejweleputswa District of the province. The representativity of the population was achieved through appropriate sampling procedures (Leedy & Ormrod, 2005; Strydom & Venter, 2002; MacMillan & Schumacher, 2001).

1.4.4 Sampling

As alluded to above, two population groups were used for the study, namely, the school managers and SMGDs. There were 418 public schools in the Lejweleputswa District of the Free State Department of Education and the number of school managers was 395 (Free State Department of Education, 2005). A random sample of school managers ($n=120$) was decided upon in line with guidelines provided by Strydom and Venter (2002:201). According to these authors, for populations of 500, the sample of 100 is acceptable. In this research, the sample of 120 was decided upon based on these guidelines and on convenience of accessibility to the researcher (Leedy & Ormrod, 2005: 207; MacMillan & Schumacher, 2001:177).

There were 19 SMGDs in the Lejweleputswa District. This information was received from the Department's website (<http://www.fsdoe.fs.gov.za/education.html>). There was no need for sampling in this case and consequently, the questionnaire was administered to the entire population (Leedy & Ormrod, 2005:207; Strydom & Venter, 2002:201).

1.4.5 Pilot study

The questionnaire was pre-tested by a selected number of respondents from the target population regarding its qualities of measurement and appropriateness and to review it for clarity to determine such aspects as the duration it would take to complete and the clarity of instructions and items, and to detect any ambiguities in the questionnaire items (MacMillan & Schumacher, 2001:267).

The pre-test also served the purpose of ensuring that the questionnaire was valid and reliable. In this regard, the questionnaire had to measure what was intended and could be used elsewhere and still measure what was intended, given the same circumstances for which it was developed (Delpont, 2002:166; Welman & Kruger, 2001:97). For these purposes, the pre-test population comprised principals (n = 20) and SMGDs (n = 5) drawn from the neighbouring Fezile Dabi District.

1.4.6 Data collection and analysis

The Statistical Consultancy Service of the North-West University (Vaal Triangle Campus) was approached for assistance in the analysis of data collected from questionnaires. Information received was summarised in tables with clear description of results and interpreted.

1.7 ETHICAL CONSIDERATIONS

Permission to administer the questionnaires to SMGDs and school principals was sought from the Free State Department of Education. The questionnaire was accompanied by a covering letter which requested respondents to

complete it and assured them of the confidentiality with which their responses would be handled (MacMillan & Schumacher, 2001:196). The letter of approval from the Department was also attached to the questionnaire (see Annexure B).

1.8 DELIMITATION OF STUDY

This study is undertaken in the field of education in the area of Educational Management and inquires into leadership roles of school managers in the Lejweleputswa District of the Free State Department of Education. While school managers relate to the entire School Management Team (SMT), this study focuses on the role of the school principal as an educational manager. The SMGDs as immediate superiors to school managers are included in the empirical study as a means of cross-balancing the data collected as a result of the understanding the disadvantages of questionnaire (Tuckman, 1994:216).

1.9 CONTRIBUTION OF THE STUDY

The study contributes to the existing body of knowledge on school managers' leadership role. The proposed model presents an opportunity for school managers to exercise leadership roles that seek to balance the current educational needs of schools and the transformational requirements of redressing the imbalances of the past education dispensation.

This study is of particular value to school managers in the Lejweleputswa District of the Free State Department of Education since data collected and processed bear relevance to the District.

1.10 STATISTICAL TECHNIQUES

The Statistical Consultancy Service of the North-West University (Vaal Triangle Campus) was approached for assistance in the analysis and interpretation of data collected from questionnaires.

Descriptive data were used to interpret the data collected. Frequency counts and tests for differences in perceptions between principals and SMGDs and data analysis techniques were used from data presented in tabularised form.

1.11 CHAPTER DIVISION

Chapter one includes general information, which includes the problem statement, aims of the study and the research method.

Chapter two contains an exposition of concepts through a literature study and information on roles of school managers in a changing educational environment.

Chapter three presents the research design.

Chapter four reports on data analysis and interpretation.

Chapter five presents leadership model for school managers in a changing educational environment.

Chapter six contains an overview of the chapters. Conclusions are drawn and recommendations are made.

1.12 SUMMARY

This chapter has outlined the problem statement and presented the research method. The next chapter presents a literature review of the roles of school managers in a changing educational environment.

CHAPTER 2

SCHOOL MANAGERS' LEADERSHIP ROLES IN A CHANGING EDUCATION ENVIRONMENT

2.1 INTRODUCTION

This chapter presents the leadership roles of school managers in a changing educational environment. The rationale for a focus on leadership roles of school managers highlights the shift from past authoritarian leadership practices to a new approach to school management and leadership. This is informed by the new ethos on educational management since the inception of democracy and the new education dispensation in South Africa. An understanding of the essence of change management as well as different leadership theories becomes critical in an effort to expose the leadership roles of school managers in a changing educational environment.

2.2 RATIONALE FOR A FOCUS ON LEADERSHIP ROLES OF SCHOOL MANAGERS

Since the introduction of a democratic, non-racial and non-sexist education system in South Africa, school managers have had to cope with a new set of responsibilities and expectations due to changes that have been introduced at an increasing speed. Consequently, the roles of school managers have been put in the spotlight since they are expected to manage change at schools. School managers are required to lead and manage schools with a clear understanding and ability to diagnose and analyze the current situation of change (Department of Education, 2000b:19). They need to be developed to manage, facilitate change and lead schools effectively as well as to create effective linkages with the immediate community and educational stakeholders (Department of Education, 2000b:48).

An important aspect of this requirement for school managers is an understanding of what managing change in a changing educational environment entails. This is because, firstly, as new changes are brought about and implemented, some areas of schools remain unchanged and as a result, stakeholders expect as minimal disruptions in educational standards and performance as possible (Hargreaves, 1995:217). Secondly, managing change implies making changes in a planned, managed and systematic manner as well as responding to changes over which people have no control, that is, externally imposed change initiatives (Mayeski & Gaddy, 2000:5). In South African schools, the latter implication is most relevant because most changes taking place in education and in schools, are a result of legislative initiatives over which school managers have no control, but to implement and manage. This, by the very nature of change implies effecting change, at school level to accommodate and adapt to legislative changes.

The issues raised above bring to the fore the question of whether school managers are able to bring about change and manage it effectively. This can be best understood with a scrutiny of the social context of schools, the apartheid legacy on school management and leadership, the effects of the educational transformation and the new approach to educational management in South Africa.

2.2.1 The school's social context

According to Theron (2002b:79) the school is a complex system comprising the structural and the "people" dimensions. The structural dimension consists of the institution, roles and expectations while the people dimension consists of individuals, who belong to the institution and have unique personalities that are defined in terms of particular needs. It is the interaction of these dimensions that defines the social context of the school.

Boyd (1992:2) refers to the social context of the school as the ecology of the school, which consists of physical and inorganic aspects. The physical aspect

relates to arrangements for organising people, scheduling patterns, size of the school and the degree of safety in the school. The inorganic aspects consists of, *inter alia*, policies and rules that govern the school.

In the South African schools' context, the interaction of these aspects of the school's ecology portray the social context of schools and give expression to the context of change in schools. According to Mitchell's report (1999), the context of change in South Africa is characterised by among other things, the following:

- rationalisation of staff in schools;
- curriculum 2005 (RNCS) and OBE;
- increased learner diversity;
- reduced budget resources;
- policy changes like the abolishment of corporal punishment;
- participatory and representative school governance and management;
- increased parental involvement;
- educator morale;
- tradition;
- lawless and violent social environment;
- internally generated change;
- relationship with educators unions; and
- norms and standards.

The interplay between and among these features dictates the leadership roles that school managers have to play in managing the implementation of change and thus determines their competency for doing so. For instance, the White Paper on Education and Training (Department of Education, 1995) advocates the task of educational leadership as, *inter alia*:

- enabling communities to shape their governance structures to reflect constitutional principles including democracy, non-racialism and non-sexism; and
- managing change in a systematic, inclusive and fully participatory way.

Schools in South Africa are faced with enormous transformation challenges. School managers have to work within the schools' social context in implementing transformational change. This in essence, implies managing change within the context of such social factors as listed above. Mitchell's report (1999) aptly regards this as practice in whole school development. Therefore, school managers' leadership roles have to be contextualised within the whole school. The notion of the whole school suggests that the school is viewed within the context of the broader society in which it exists. Therefore, it is logical to view the school as a societal structure, which will be influenced by societal events such as the change in the macro-political sphere of society (Van der Westhuizen & Mentz, 2002:67).

This implies focussing on both the structural and people contexts of the school. In essence, this refers to ensuring that the school functions within a context of education delivery while implementing externally-initiated change as is the case with transformational change initiatives. In direct terms, school managers' roles involve ensuring that effective teaching and learning takes place with as minimal disruptions as possible and ensuring that transformational change takes place as required per education system requirement. This, school managers have to do in the context of schools' ecological aspects.

The school's social context does not only determine the leadership roles of school managers, but it also determines the reasons for some of the current school management and leadership practices. This is articulated in the apartheid legacy on school management and leadership.

2.2.2 The apartheid legacy on school management and leadership

School managers during the apartheid education failed to manage schools effectively. Among other things, they were unable to accommodate effective participation of stakeholders in school affairs, which led to learners developing an 'anti-academic attitude towards schooling' and lost their dedication and willingness to learn and educators lost their professional ethos, because the climate in schools was not conducive to teaching and learning (Department of Education, 1996a:18). Consequently, school managers lost control of both educators and learners, and they were viewed by society as 'sell-outs', because their loyalty was torn between the Department of Education (DoE) and the community, since they had to carry out the orders from the Department of Education in a hostile and rebellious climate (Lethoko, Heystek & Maree, 2001:311; Galitz, Fuglestad & Lillejord, 2002:16). Radebe (1999:1) points out that as a result of school climates then, there were frequent disruptions of schools and school managers were compelled to manage and lead in such circumstances.

The reasons for this can be found in the school management and leadership practices of the time because practices of the past exert an influence on the future educational practices (Xaba, 1999:9).

Firstly, the crisis in South African schools before democracy is attributed to the lack of legitimacy of the entire education system which, as a result, led to poor management and the collapse of teaching and learning. In this regard, Department of Education (1996a:18) asserts that many conventional practices such as punctuality, lesson preparation, innovation, administrative elegance, individual

attention and peer group learning were discredited due to resistance to apartheid education and that some principals were discredited as being part of the system.

Secondly, school management was undertaken by unskilled and irrelevantly qualified principals who were ill-equipped for problems occurring in their positions and did not have the necessary management and leadership skills, which resulted in widespread dysfunctional schools (Moloi, 2002:xiv; Steyn, 1993:363). Steyn (2002:253) further points out that school managers operated in a regulated work environment which made them accustomed to receiving instructions from the apartheid education officials. As a consequence of this, and due to the way in which principals were selected, there were problems which were devoid of participation and collaboration with stakeholders. These problems, according to Steyn (2002:253), were highly visible in:

- weak leadership, management and administration;
- weak/poor school attendance;
- educators without a desire to teach;
- tensions between various elements of the school community;
- vandalism, gangsterism, rape, alcohol and drug abuse;
- high dropout rates;
- poor school results;
- general feelings of helplessness;
- de-motivation and low morale;
- disrupted authority; and

- poor state of buildings, facilities and resources (Steyn, 2002:253)

In this regard, Chisholm and Vally (1996:24) assert that the education department expected principals to fulfil roles of control, which led to authoritarian, hierarchical and “top-down” management styles.

Thirdly, the public administration and management practices were rule-driven, secretive and hierarchical and were infused with authoritarian and non-consultative cultures, with an emphasis on technical administrative functions like planning, organising, guiding and controlling where officials (principals) were seen as implementers of policy formulated elsewhere in the system (Department of Education, 1996a:15, 20; McLennan, 1997:41; Thompson, 1995:41).

Clearly, the fore-going exposition of apartheid school management and leadership practices has an influence on current school management practices. Most school managers at schools are products of the apartheid era, who are not trained for school management, let alone change management at schools. It is conceivable that they would have difficulties in managing change in their new dispensation, especially because it is easier to change the education system structure than to change peoples’ internalised attitudes. As a result, the top-down, autocratic and individualistic school management legacies of the past still exist in the current education and school environments (Xaba, 1999:12, 16).

It is evident that the legacy of apartheid school management and leadership still pervades most school practice. Much as schools were deprived of effective governance and professional management then, they are likely to experience the same problems currently. The effects of these legacies are made visible in current school management scenarios due to the effects of educational transformation.

2.2.3 The effects of educational transformation

According to Lemmer (1999:117), most attempts to change the South African education in the 1990s hinged on problems caused by apartheid: namely, racism, poverty and negative school climate. Consequently, education transformation ushered in a new era in school management. The introduction and implementation of various legislative initiatives led to the emergence of a new educational management ethos. Malada (2005:17) asserts that while implementation challenges abound, South Africa made considerable progress through the transformation policies it has adopted in the democratic education system. This translated to the need for democratic and inclusive school management practices. This implies new or broader roles for school managers. These are roles that necessitate the implementation of these changes and thus, the ability to manage change effectively.

Among others, the Constitution of the Republic of South Africa Act No. 108 of 1996, the National Education Policy Act No. 27 of 1996, the South African Schools Act No. 84 of 1996, the Employment of Educators Act No. 76 of 1996 and the Employment Equity Act No. 55 of 1998 as well as such policy initiatives that have resulted in, *inter alia*, the Outcomes Based Education, the Revised National Curriculum Statement and the Integrated Quality Management Systems are some of the changes resulting from educational transformation and have an impact on the school managers roles to introduce, facilitate and manage change effectively.

2.2.3.1 ***The Constitution of the Republic of South Africa (Act 108 of 1996)***

The Constitution of the Republic of South Africa (Republic of South Africa, 1996b) has made numerous provisions that have a direct impact on how schools should be managed. This implies that changes have to be made in the way in which schools operate so as to accommodate these provisions. Among other provisions,

the Bill of Rights and provisions regarding public administration as contained in Chapters 2 and 10 bear relevance to schools.

(a) Provisions of and implications of the Bill of Rights

According to Chapter 2, Section 9 (3), the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

The implications of these provisions require school managers to ensure that systems are in place to implement these provisions. For instance, it would be against constitutional provisions to discriminate against learners and educators in terms of race, sexual orientation, disability, religion and language. This implies managing change in a manner that previous practices, which could have been against the law have to be replaced. This would obviously affect the way in which things are done at schools.

Chapter 2 Section 10 provides that every person has inherent dignity and the right to have their dignity respected and protected. Coupled with these provisions, Section 12 (1) maintains that every person has the right to freedom and security of the person, which includes the right to be free from all forms of violence from either public or private sources and should not to be treated or punished in a cruel, inhuman or degrading way.

The implications of the above for schools are that both learners and educators may not be subjected to situations that impinge on their dignity, both physically and psychologically. For instance, they must be protected against such acts as sexual harassment, physical and psychological abuse. This implies that school managers have to employ appropriate measures to combat any of these acts. This means

managing change to accommodate the implementation of this regulation in such a way that negative past practices in this regard are eliminated.

Section 14 provides that everyone has the right to privacy, which includes the right not to have their person or home searched, their property searched, their possessions seized, or the privacy of their communications infringed. At schools, this section applies to issues concerning the carrying of weapons and prohibited substances and how searches thereof should be carried out. Due to past practices where searches, both bodily and of property, could be done arbitrarily based on suspicion, these new provisions implies change management regarding their introduction and implementation.

Sections 15(1) and (2) states that everyone has the right to freedom of conscience, religion, thought, belief and opinion and that religious observances may be conducted at state or state-aided institutions, provided that those observances follow rules made by the appropriate public authorities, that they are conducted on an equitable basis and attendance should be free and voluntary. These provisions can result in conflict, especially because religious observances at schools were mandatory for both learners and educators in the past. To successfully implement these, change management and apposite skills thereof, are therefore crucial on the part of school managers.

The foregoing presentation includes the provisions of Section 29 (1) which maintains that every person has the right to a basic education and Section 29 (2) which provides that every person has the right to receive education in the official language or languages of their choice in public educational institutions where that type of education is reasonably practicable. In order to ensure the effective access to, and implementation of this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account equity, practicability and the need to redress the results of past racially discriminatory laws and practices.

(b) *Provisions and implications of public administration*

In terms of Chapter 10 (195), public administration must be governed by the democratic values and principles enshrined in the Constitution, including the following principles:

- efficient, economic and effective use of resources must be promoted;
- services should be provided impartially, fairly, equitably and without bias;
- people's needs must be responded to, and the public must be encouraged to participate in policy-making;
- public administration should be accountable;
- transparency could be fostered by providing the public with timely, accessible and accurate information; and
- public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, as well as the need to redress the imbalances of the past in order to achieve reasonable representation.

The implications of these provisions are that school managers should manage and lead in democratic ways. This implies managing change in so far as ensuring that resources are used efficiently and effectively, that education is provided without bias, that the school community is involved in decision and policy making and there is accountability and transparency in school leadership and management. The remaining challenge for school managers is to ensure that school demographics are broadly representative of the South African public and aim at redressing the imbalances of the past. The current roles of school managers are thus crucial in

facilitating change, especially because of the rapid pace at which changes in education are introduced.

2.2.3.2 ***The South African Schools Act*** (Act 84 of 1996)

The South African Schools Act (SASA) (Republic of South Africa, 1996c) ushered a new system of school management and governance. In essence, the SASA aims to provide a uniform system for the organisation, governance and funding of schools and effectively transforming the administration, management and governance of schools regarding, amongst other things, alignment with democratic management and governance principles (Republic of South Africa, 1996c). Thus, the fundamental democratic principle advocated is that of participatory school management and governance.

Amongst other provisions, the SASA addresses issues of compulsory attendance of learners, language policies, suspension and expulsion of learners, prohibition of corporal punishment and funding of schools and financial management. These provisions indicate the importance of leadership roles of school managers.

(a) *Some provisions and implications of the SASA*

Chapter 2, Section 3 of the SASA provides for compulsory education of learners up to the age of fifteen years or the ninth grade. This provision implies that managers by virtue of their positions are compelled, in the case of learners who fail to attend school, to investigate circumstances of learners' absence from school, restore the situation and even go to the extent of invoking applicable legislation to force parents of such learners to comply with these regulations.

Stipulations in SASA are also extended to issues pertaining to discipline of learners at schools. In this regard, the Act provides for the development of codes of conduct for learners, suspension and expulsion of learners and the prohibition of corporal punishment.

In terms of Chapter 2, Section 8, discipline and consequently, the development of codes of conduct for learners should be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement of the quality of the learning process. This extends to the adherence to procedures relating to the suspension and expulsion of learners, including a fair hearing and application of rules of natural justice, suspending learners for a period not longer than a week as a correctional measure.

The Act further provides that no person may administer corporal punishment at a school to a learner. Section 10 (2) further stipulates that any person who contravenes subsection (1) will be found guilty of an offence and be liable on conviction to a sentence which could be imposed for assault.

The implication of the above provisions is that school managers find themselves in roles that extend beyond merely managing schools or ensuring that classroom teaching and learning takes place, but also enforcing applicable laws. This drastically changes their leadership roles and puts emphasis on proper strategies and change management acumen to ensure that there is compliance with the Act. It is important to note that changing from previous ways of discipline to the new provisions entails much more than issuing out instructions to that effect. It actually entails ensuring that these provisions are implemented. Doing so requires leadership roles that understand the dynamics of the change management process.

Chapter 2, Section 6 provides for the language policy of public schools. According to this provision, the school governing body may determine the language policy of the school, subject to the Constitution, which implies no form of racial discrimination in the implementation of this provision. This provision has far-reaching implications for schools, especially schools, which for many years have only catered for single language groups. School managers' leadership roles in facilitating the implementation of this provision of the Act are immensely challenged

in terms of changing attitudes, managing this kind of change and the resultant resistance thereof.

In terms of article 16, principals and the Head of the Education Department are responsible for the professional management of the school with the principal appointed as the head of the school. Firstly, principals must ensure that the school is managed in compliance with prescribed applicable legislation, regulations and personnel administration measures and policies (Department of Education, 1999a: C-9). Among other legal prescriptions, the SASA provides for:

(b) *Admission of learners to public schools*

According to Chapter 1, Section 5 (1), a public school must admit learners and serve their educational requirements without unfairly discriminating in any way. Since discrimination in admission to public schools was legal during the apartheid education system, school managers are challenged to reverse the ingrained admission discriminatory practices which were based on colour and language. Their leadership roles are crucial in implementing this change, especially with regards to changing mind sets, equitable utilisation of resources and staff development in order to deal with this new challenge.

This challenge is further impacted upon by issues concerning paying of school fees, learners' beliefs and life philosophies. To this end, Chapter 1, Section 3 of the Act stipulates that no learner may be refused admission to a public school on the grounds that his or her parent:

- is unable to pay or has not paid the school fees determined by the governing body;
- does not adhere to the mission statement of the school; and

- has refused to enter into a contract in terms of which the parent waives any claim for damages arising out of the education of the learner.

The implications of these provisions call for school managers to ensure that their school policies accommodate all stakeholders' needs and interests, an endeavour that can be achieved through effective setting and communication of educational goals (Leithwood, Chapman, Corson, Hallinger & Hart, 1996:747). This implies a change management leadership role to ensure that systems are in place to implement these provisions, which could include exempting parents from paying school fees as provided for in Chapter 4, Section 39 (2) (b). The most crucial aspect of the implementation of these stipulations mostly concerns advocacy and interaction with school stakeholders than merely enforcing regulations that may be perceived as being punitive, especially during the initial stages of the implementation.

2.2.3.3 ***The Labour Relations Act*** (Act 66 of 1995)

The Labour Relations Act (Republic of South Africa, 1995) accommodates provisions on determining the employment conditions of the employees within the South African education department. This Act determines labour relationships between the employer and employees. Subsequently, this Act calls for school managers as custodians of the Education Department at the school level to ensure that mutual relationships exist between the employer and employee. Some of the provisions of the Labour Relations Act (LRA) relate to the freedom of association and general protections, where every employee has the right. According to Chapter 2, Section 4 (1), every employee has the right:

- to participate in forming a trade union or federation of trade union; and
- to the constitution of that trade union and to participate in its lawful activities.

Section 5 (2) (b) provides that no person may prevent an employee or a person seeking employment from exercising any right conferred by this Act or from participating in any proceeding in terms of this Act, or prejudice against an employee or a person seeking employment because of past, present or anticipated membership of a trade union or workplace forum.

The foregoing provisions clearly indicate that school managers have to ensure that there are strategies and mechanisms to deal with the employer-employee relationship at school level. The past practices created situations which granted school managers absolute powers that allowed them to decide whether or not educators could organise themselves at school level, and discuss issues of common interest. The current change management should not interfere with the educators' organised labour activities where their labour unions engage them in:

- strike actions;
- workshops; and
- stay-aways from duty.

School managers are required to manage situations resulting from disputes declared by labour unions and in certain circumstances, educators engage in labour disputes that keep them away from their duties for a certain period. In these conditions, school managers as union members also find themselves engaged in activities which are not their duties, even though they have to account to the Head of the Provincial Education Department and parents on an ongoing basis. Subsequently, school managers are regarded as essential service providers within their schools and therefore, to live up to this expectation, they are required to manage strike actions and disputes between the employer and employees at school level. It is expected that this role should be fulfilled without illustrating any form of discrimination.

It is imperative to indicate that as an effort to keep educators within the terms of their employment contract, the Department of Education instituted the principle of “no work no pay” as stipulated in the LRA and in agreements reached at the collective bargaining councils between employer and employee parties. This role requires the contribution of school managers since they have to submit information regarding educators’ absenteeism. This practice exposes school managers to extensive criticism, since they are regarded as “sell outs” by their union members. As union members, school managers cannot abdicate their positions as accounting officers, hence detailed reports regarding the general functionality of their schools even during the crisis situation is required.

The most important implication of these provisions relates to the way in which school managers should balance their roles to the expectations of unionised staff, including the fact that they themselves could be unionised. This implies being able to manage these legal processes by enforcing the law, while acting as change agents which should include being able to facilitate an understanding of the LRA.

These provisions are further aligned to the provisions of the Employment of Educators Act, which provides for the regulation of educators’ service contracts and employment conditions.

2.2.3.4 The Employment of Educators (Act 76 of 1998)

The Employment of Educators Act (E of EA) (Republic of South Africa, 1998) provides for the employment of educators by the state, for the regulation of the educators’ conditions of service, for their discipline and discharge and for all subsequent matters of this nature (Education Labour Relations Council, 2003b: C-2). The E of EA drastically changes the service conditions of educators from a past of uncertainty to transparent procedures. Among other things, the E of EA deals with appointments in, and promotions or transfers to, teaching posts.

Chapter 3, Section 6 (3) (a), firstly provides that any appointment, promotion or transfer to any post on the educator establishment of a public school may only be made on the recommendation of the governing body of that particular school. This implies involvement of the parent community through the school governing body in these matters. This process implies that school managers should serve as change agents in terms of empowering stakeholders to understand that school managers alone cannot determine the schools' post provisioning, which represents a major shift from past practices where school managers were at liberty to deal with educators' appointments, promotions and/or transfers as they deemed fit.

Secondly, Section 6 (3) (a) provides that if there are educators who are in excess of the educator establishment at the school due to operational requirements, redeployment of such educators should be considered. This implication calls for school managers to adhere to procedures and principles regarding the educators' redeployment. Therefore, school managers should be democratic, collegial, transparent and inclusive when dealing with educators' redeployment. In essence, this implies a leadership role that takes cognisance of change management dynamics. This would include for instance, involvement of educators in decision-making regarding such processes because ignorance thereof may be construed as attempts by school managers to off-load targeted educators from their schools' post provisioning.

The E of EA also provides for procedures in handling educator misconduct. Chapter 5, Section 17 (c) through (d) provides that an educator shall be guilty of misconduct if he/she:

- disobeys, disregards or wilfully defaults in carrying out a lawful order given to him/her by a person having the authority to give it, or by word or conduct displays insubordination; and

- is negligent or indolent in the carrying out of the duties attached to his/her post (Education Labour Relations Council, 1999: 3A-15)

These provisions not only imply a thorough knowledge base on educators' misconduct, but also the ability of school managers to implement the apposite procedures. School managers become frustrated as a result of lengthy processes involved in dealing with misconduct cases, due to not correctly following the prescribed procedures.

Implications of the E of EA for school managers' leadership roles emphasises the crucial role of proper facilitation of legislative and transformational changes in education and at schools. This implies managing change, as school managers are required to display leadership roles that promote collegiality, democratic principles, transparency, objectivity and inclusiveness when handling educators' service conditions. This calls for school managers who are fully empowered on decision-making and problem-solving skills as well as organisational behaviour dynamics.

2.2.3.5 The Employment Equity Act (Act 55 of 1998)

The Employment Equity Act (EEA) (Department of Labour, 1998) recognises in its preamble that:

- as a result of apartheid and other discriminatory laws and practices, there are disparities in employment, occupation and income within the national labour market; and
- those disparities create such pronounced disadvantages for certain categories of people that they cannot be redressed simply by repealing discriminatory laws.

Therefore, the EEA mainly aims to:

- promote the constitutional right of equality and the exercise of true democracy;
- eliminate unfair discrimination in employment;
- ensure the implementation of employment equity to redress the effects of discrimination; and
- achieve a diverse workplace broadly representative of the people.

Although not directly disregarded by the EEA, educational institutions and schools are regarded as workplaces. Some provisions in this Act have a direct bearing on how schools fulfil their roles in the new dispensation, and thus can be considered as aspects of a changing educational environment. The following provisions are an example of such aspects:

(a) *Provisions on the elimination and prohibition of unfair discrimination*

According to Chapter 2, Section 5, every employer must take steps to promote equal opportunities in the workplace by eliminating unfair discrimination in any employment policy or practice. Section 6 (1) further stipulates that no person may unfairly discriminate, directly or indirectly, against an employee, in any employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language and birth.

The foregoing provisions require school managers to ensure that the teaching and learning environment allow acceptable practices that accommodate the needs, interests and aspirations of the different sectors of the South African population,

and in particular are in alignment with the unfolding democratic ethos in the country.

Firstly, the past practice created situations where employment opportunities were not open to all people. Different population groups had their own curriculum and administration, with positions strictly reserved for specific categories of people disregarding performance, race, sex, colour, gender and even qualifications. The new education dispensation demands that school managers effect changes in their staff components and offer equal opportunities to officials within the employment of the Department of Education. This implies change management since school managers have to comply with the provisions of the EEA on employment opportunities. Therefore, the EEA require school managers to design specific policies to illustrate their commitment in implementing its stipulations. Such policies include issues of gender equity and affirmative action.

Secondly, schools are exposed to situations which compel school managers to consider inclusive education. The past practices inculcated a habit of limiting opportunities for disabled learners and/or educators and this left schools without appropriate facilities to cater for this category, which ultimately led to unsatisfactory educational experiences of learners and educators with disabilities. Therefore, the current education transformation require school managers to be responsive and sensitive to the diverse range of teaching and learning needs of all learners at school (Department of Education, 2001:12). This indicates unequivocally the extent to which leadership roles of school managers become imperative in implementing these provisions.

Thirdly, the health status of both educators and learners contributes to determining the effectiveness of the school in implementing the new curriculum. School managers are required to keep confidential information on the health status of educators, especially in situations where specific educators suffer from dread diseases such as HIV/AIDS. Adherence to the provisions of the EEA and the

National Policy on HIV/AIDS (Department of Education, 1999b) poses a major challenge to school managers' leadership roles. Basically, this involves introduction of these provisions, implementation and evaluation thereof at schools as workplaces.

2.2.3.6 *The National Education Policy Act* (Act 27 of 1996)

The National Education Policy Act (NEPA) (Department of Education, 1996b) also makes provision for policies relating to ordinary public schools. The policy on HIV/AIDS and matters pertaining to health promotion in schools are among the most important provisions that have a direct bearing on the leadership roles of school managers in a changing educational environment. The promotion of non-discrimination and equality, HIV/AIDS testing, admission of learners and appointment of educators to institutions, disclosure of the health status, safe school environments, education on HIV/AIDS and the creation of Health Advisory Committees are among the critical policy provisions in the NEPA.

The implications of these provisions for school managers' roles impact directly on the change management acumen of school managers. In this regard, these provisions relate to the implementation of regulations which might seem to go against general society's norms and outlook, for example, issues relating to people living with HIV/AIDS, inclusion of sexuality education in the school curriculum and matters relating to the rights of pregnant teenage learners at schools. It must be emphasised as alluded to throughout this study, that the role of school managers have more to do with advocacy of these provisions and interacting with different stakeholders in such a way that these provisions become everyday norms in school communities.

2.2.3.7 *The White Paper 6 on inclusive education*

The White Paper 6 on inclusive education makes provision for the education and training system to promote education for all and foster the development of inclusive

and supportive centres of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of society (Department of Education 2001:8) Therefore, inclusive education refers to a single, integrated system and responds to the diverse needs of the learner population (Department of Education, 2001:16).

Inclusive education therefore implies large-scale changes in the manner schools deliver according to the education mandate. This implies inter alia, a change of attitudes towards differently-abled learners, provisions of the necessary resources in mainstream schools to cater for their needs and empowerment of staff, in particular, educators who are to teach these learners. This places enormous challenges on school managers' leadership roles as it demands them to be fully equipped to implement the apposite principles involved in catering for the educational needs of learners with learning barriers. This in essence, implies change management and the ability to cater for diverse needs of school stakeholders.

Added to the foregoing information, the educational transformation brought about policy and legislative initiatives, which resulted in, Outcomes Based Education and others.

(a) *Outcomes Based Education*

The Outcomes Based Education (OBE) model is the single most important change introduced in South African school education and heralds a massive change in schools' approach to teaching and learning. It creates conditions and learning experiences that aim at increasing learners' self-esteem and social respect. The South African Human Rights Commission (1998), converts educators to playing facilitative roles against the traditional role of power and domination while learners are passive recipients of knowledge (Griffin, 2002:118).

The challenge of school managers' leadership roles in the face of this massive change relates to the implementation of OBE. According to Morrow and King (1998:96), school managers and educators are unprepared and rather vague about the new Outcomes Based Curriculum. Therefore, Galitz, Fuglestad and Lillejord (2002:18) advocate that when surrounded by reform, school managers develop a new set of skills, some of them being quite radically different from traditional ones. School managers have had to manage the implementation of this new approach to education while at the same time maintaining stability in the school grades that are not offering OBE yet. School managers' roles are critical, especially regarding this aspect, but also regarding playing effective staff development roles and enacting in-service training programmes amidst educators who may be resistant, demoralised and lacking the capacity to creatively apply appropriate OBE teaching strategies.

(b) *Integrated Quality Management Systems*

The Integrated Quality Management System (IQMS) was introduced to align the different quality management programmes that were applied to regulate the general functionality of schools (Department of Education, 2004). According to the Education labour Relations Council (2003:4), the philosophy underpinning the IQMS is based upon the fundamental belief that the purposes of Quality Management Systems (IQMS) are fivefold, namely to:

- determine competence;
- assess strengths and areas for development;
- provide support and opportunities for development to assure continued growth;
- promote accountability; and
- promote an institution's overall effectiveness.

The IQMS consists of three programmes, namely, developmental appraisal (DA), performance measurement (PM) and the Whole School Evaluation (WSE) (Department of Education 2004:1). The principal is charged with the responsibility to ensure that the programmes of the IQMS are effectively implemented at school. This implies assuming a role that ensures its introduction, implementation and monitoring. This makes the leadership role of the principal very crucial, especially because the responsibility to manage the IQMS is a function of the full participation of educators in their own development.

2.2.3.8 Synopsis

The nature of change in the South African education environment appears largely external, *via* transformation and legislation. It is also clear that introducing this change at school level and ensuring its implementation implied roles that exhibit leadership behaviours that seek to involve and motivate stakeholders. It is crucial to emphasise at this point that leadership roles in a changing educational environment have more to do with management and leadership behaviour that facilitate the implementation of externally determined change than the actual theoretical grounding of change management.

This, however, does not preclude the importance of an insight into change management. In particular, leadership roles of school managers appear to necessitate behaviours that incorporate the integration of change initiatives into existing school processes as well as a radical shift from past and some present practices where appropriate. The implications of such transformational and legislative initiatives as the provisions of the Constitution, the SASA, the Labour Relations Act, the EEA, the E of EA and the National Education Policy Act, bear testimony to this assertion. This includes among others, policy initiatives and the introduction of inclusive education, OBE and the IQMS.

Clearly then, school managers' roles can be considered as behaviours that seek to introduce and implement change at school level through integrating instructional, transactional and transformational directions (discussed later in this chapter). This is obvious because no single leadership behaviour or role can successfully address the needs for managing change.

2.2.4 The new approach to educational management in South Africa

The new educational management approach in South Africa is informed by the central goal of education that advocates a democratic, service-oriented education and training management system. According to Xaba (1999:8), the new education system in South Africa requires a new management, that is, a new ethos and style, new organizational structures, procedures and systems, new skills and techniques at all levels of the system to produce a democratic school-based system that addresses the needs of learners.

Accordingly, the White Paper on Education and Training (Department of Education, 1995) advocates that change must be managed by the new education authorities in a systematic, inclusive and fully participatory way. This approach in essence embodies such principles as stakeholder and community participation, accountability, responsibility sharing and democratic processes.

The new approach to management thus advocates stakeholder participation, with collaboration between parents, educators, SMTs and learners as enshrined in the SASA. According to Xaba (1999:26), this implies a new outlook to school management and leadership, which focuses on the school and its community and power devolution within the school as well as democratization of school management.

Due to the legacies of the past management and leadership approach, most schools still find themselves within traditional organizational structures with an

influence of 'old' management and leadership ways and lack of leadership capacity (Xaba, 1999:23). This in essence implies that the leadership role of school managers necessitate a consideration of ensuring their appropriateness to the new management approach at schools.

To be able to advance leadership roles that enhance change implementation and management, it is therefore crucial to gain an insight into what in essence change management implies, and take cognisance of the leadership roles that school managers have to perform in a changing educational environment.

2.3 THE ESSENCE OF MANAGING CHANGE

Managing change requires an understanding of the context of organisational change in terms of the importance of the effective management of change, the change process and approaches to change management.

2.3.1 Orientation

In the context of educational management, change implies that school managers are exposed to new controls and regulations, growth, increasing competition, technological developments and changes in the workforce (Theron, 2002a:182). This is premised on the fact that education has to respond to circumstances and events that happen in the society.

This calls for an understanding of what organizational change is. According to Theron (2002a:182), change is a struggle between what is and what is desired and affects all aspects of a person's life and, by implication, all aspects of the school's life. Change thus, is a deliberate effort to alter the *status quo* by influencing or modifying functions, structure, technology and or purpose of an organization. Accordingly, Credaro (2001) posits change as emanating from internal and external forces. This implies for schools, that change emanates, internally, that is, from the school's efforts to effect improvement and, externally, that is, from

external influences. In the latter instance, change can be seen as imposition from outside.

Theron (2002a:189) classifies change into the following forms:

- *technocratic change*, which is a result of changes and improvements in technology;
- *social change*, which is generated by changes in relationships, role and philosophy;
- *interactive change*, which occurs when a group of people decide to improve matters and effect changes in, for instance, the classroom, programmes and structures of a school;
- *competitive change*, which is brought about by competition and the desire to be better than others or other schools;
- *optional change*, which occurs when employees initiate change rather than imposed change;
- *incremental change*, which seeks to improve the school's current operations further; and
- *transformational change*, which is dramatic and rapid in impact and ultimately changes the school's culture radically.

In South Africa, much of the change in schools is mainly transformational via legislative initiatives (see 2.2.2). Consequently, school managers are compelled to implement and manage this change. However, doing so implies initiating change within the school so as to accommodate legislative change. This in essence defines change as two-fold, namely:

- introducing change or new things in a planned and systematic manner in response to a need for school improvement; and
- responding to change over which the school organization has no control, such as legislation.

According to MacGilchrist, Meyers and Reed (1997:11), schools must have the capacity to manage change. Responding to external change requires that school managers' role be those of implementing, facilitating and in essence managing change. Therefore schools as organisations need to develop, mature and adjust to both internal and external change (Blandford, 1997:175). This is as Schlebush (2001:13) contends, that educational change is not an event but a process. In supporting this notion, Sergiovanni (1991:269) indicates that the change process means "coming to grips" with the multiple realities of people who are the main participants in implementing change. Kreitner and Kinicki (1998:619) advance that the change process:

- involves learning something new, as well as discontinuing current attitudes, behaviours, or organizational practices;
- will not effect transformation unless there is motivation to change;
- consider people as the hub of all organizational change. Any change whether in terms of structure, group process, reward system, or job design, requires individuals to change;
- present resistance even when the goals of change are highly desirable; and
- requires reinforcement of new behaviours, attitudes and organizational practices.

Therefore school managers need to effect changes in a planned, managed and systematic manner through effective innovative strategies, and respond to changes over which the school has no control. This will ensure that all efforts associated with change, result in effective change management at school.

This evokes the question of the necessity and importance of change to be managed effectively.

2.3.2 The importance of effective management of change

The quest for continuous school improvement is the fundamental reason for effective management of change. It makes sense therefore that change brings some measure of organizational disruption and instability. Kimberling and Raphael (2001) specifically relate to change as resultant in some degree of loss in stability, expertise, relationships or understanding. This can be translated to loss of the familiar and disruption of the organization's *status quo*. This is bound to affect the way the organization operates and how people perform and feel towards the change, which in turn may influence the success of the change itself.

The importance of effective management of change relates to ensure that change is implemented successfully and limiting resistance to the change itself. In this regard effective management of change implies the following (Hay & Härtel, 2001; De Witt, 2004; Van der Westhuizen & Theron, 2002):

- ensuring that change fits the needs of the organization;
- carefully planning, designing and implementing the change;
- reducing as much disruption in the organization as possible so as to ensure that
 - there is no loss of the familiar and reliable;

- there is no loss of authority;
 - change is meaningful;
 - fear for change is reduced;
 - tolerance for change is heightened;
 - misperceptions about the change are dispelled;
 - involvement of people involved and affected by the change;
 - there is continuous evaluation and feedback so as to ensure that there is a clear relationship between the actual and the planned objectives of change; and
 - infrastructural support and communication is adequately catered for.
- change from external forces like legislation can be matched to the schools 'current processes so as to minimize resistance and disruption and thus maintain stability.

According to Hay and Härtel (2001) the following dimensions with regard to employee reaction to change make it important to manage it effectively:

- *emotional reaction*, which relates to employees reaction to change;
- *organizational environment and attribution*, which relates to the culture, climate and economic reality of the organization and determines the context within which change takes place and may have an effect on employees attributional appraisals of the change; and

- *decision to resist and resistance behaviour*, where employees may decide to resist the change and actually resist the change effort.

It is clear from this exposition that managing change is a complex process. It is also clear that change has to be managed effectively so as to ensure that the school benefits from the change itself, but also succeeds in pursuing and achieving its educational goals, by limiting disruption and maintaining stability.

The school, being a complex organization (Theron, 2002b:79) presents a challenging scenario for the effective management of change. This is even more significant in South Africa, where change in schools is largely external in nature and thus requires skilful change management roles from school managers. A scrutiny of school organisational change is thus essential.

2.3.3 School organizational change

Change in the school as an organization focuses mainly on its effects on how the school functions and how change impacts on the various functional systems that make up the school. Champoux (2003:400) gives an account that organizational change involves movement from the organization's present state to some future or target state. In this regard, Theron (2002a:184) asserts that change in schools targets the group or the whole school against individuals and thus impacts on systems of people working at tasks interdependently. Therefore, change in the school organization ultimately targets the development of organizational adaptability and improving the effectiveness of its various systems.

In order to facilitate the implementation of transformational change in the school organization, and thus manage it effectively, it is imperative for the school to be viewed as a whole, and thus adopt a holistic approach to change management (Credaro, 2001). This is necessitated by the fact that transformational change affects the whole school, in terms of its operations and infrastructure. Stiegelbauer

(1994) refers to such change as requiring changes that go deep into the structure of an organization and the way in which people work together and asserts that this kind of change is multifaceted, takes more time and means changing attitudes, perceptions, behaviours, relationships and the way people collaborate.

An important aspect of understanding school organizational change and the management thereof, pinpoints the need for changing among others, attitudes, behaviours and relationships. Cohen, Fink, Gadon and Willits (1995:10) regard the school managers' role to be that of 'designers' of the future, with the ability to articulate a vision and core values that set the direction for others. Stiegelbauer (1994) asserts in this regard that the baseline for any change is working with people who will implement the change, that is, lead, support and act as resources as well as people who will act as catalyst and energizers.

McNamara (1999) views the involvement of top management as crucial in this respect and advocates a change agent role which seeks to translate the vision for change into realistic plans and implementation thereof, as well as the sustenance thereof by modifying organizational structures. These structures include strategic plans, policies and procedures. In view of the transformational effects of change in South African schools, it makes sense to regard effective management of change in schools as involving a change in organizational structures and procedures.

In the school organizational context, this implies an understanding and insight into the change process.

2.3.4 The change process

McNamara (1999) refers to the unfolding of change in organizations as involving an unfreezing, changing or movement and refreezing (Theron, 2002a:190; Keitner & Kinicki, 1998:619).

2.3.4.1 **Unfreezing**

Unfreezing focuses on the creating of the motivation to change (Kreitner & Kinicki, 1998:619). Theron (2002a:190) posits that unfreezing entails recognising that existing school practices have to change and by implication, existing forces that give the school and its operations character have to be changed. This for instance, means, *inter alia*, that the introduction of legislative change necessitates the school organization to recognise that there is a need for change in its practices.

As alluded allude to above, this would imply a recognition that existing school organisational structures, policies and procedures might have to change to accommodate the change. An example in South Africa is the introduction of Continuous Assessment (CASS) where school operations relating to learner assessment had to be changed to be in alignment with the new assessment norms.

Successful unfreezing requires a disconfirmation of the school organization's current practices, so as to engender dissatisfaction with the old way of doing things and thus creating recognition for the need to change (Kreitner & Kinicki, 1998:61;Theron, 2002a:190; Stiegelbauer, 1994) To succeed in this requires information gathering, sustained and effective communication and education as well as benchmarking by comparing the schools status with that of other schools (Theron, 2002a:190; McNamara, 1999; Kreitner & Kinicki, 1998:619).

It is clear that only when unfreezing has “rocked the boat” enough to create a realisation and recognition of the need for change, can the actual change be enacted. This is premised on the possibility that recipients of change would be at a stage where they will have internalised the need for change.

2.3.4.2 ***Movement or changing***

Movement or changing refers to the time when the process of change is set in motion. This implies that new ideas and or practices to be implemented are subjected to scrutiny, developed and applied in practice (Theron, 2002a:190). Kreitner and Kinicki, (1998:619) propound that since change involves learning, at this stage people are provided with information, new behavioural models or new ways of scrutinizing issues with the purpose of assisting them learn new concepts and points of view. At this stage (Kreitner & Kinicki, 1998:619) postulate that role models, experts, benchmarking results and training, are useful mechanisms to facilitate change.

2.3.4.3 ***Refreezing***

Refreezing is the last stage in the unfolding of change and relates to the internalisation of the outcomes of freezing and movement or changing. Theron (2002a:190) and Kreitner and Kinicki (1998:619) see this as the stabilisation stage where employees integrate the changed behaviour or attitude into their normal way of doing things. The role of positive reinforcement at this stage is seen as a way of consolidating the desired changes.

In South Africa, this can be seen in the implementation of CASS as part of schools' assessment modes, currently, as against the traditional methods that have been discarded.

An exposition of the change process implies the ability to manage change. According to Theron (2002a:194), managing change entails five phases, namely:

- ***Diagnosis***

Diagnosis involves a realisation that participants in the educational process lose faith in the current practices and activities and thus see a need for

change. This realisation necessitates the unfreezing and diagnosis by revealing the extent and reality of the situation that needs to be changed (Theron, 2002a:195). DeWitt (2004) including defining the change, identifies goals to be achieved and assesses the schools' readiness for change. In essence, diagnosis involves identifying and understanding the nature and scope of the pending change (see Canadian Society for Chemical Engineering, (CSChE), 2004), which also involves planning.

- *Planning*

Planning refers to finding creative alternatives to the problems that have been diagnosed as needing to be changed, analysing these alternatives and finally making a choice between possible solutions (Theron, 2002a:196). According to CSChE (2004:6) included in planning, is identifying those action items that have to be completed before the change is implemented and others that can be completed after the change. De Witt (2004) adds that this phase should determine employee readiness for change, assess employee skills in terms of, for instance, which skills will be needed to be upgraded and how many employees will need to learn new skills (Dobbins, Boehlje, Miller, Gray & Ehmke, undated). This includes planning for limiting any resistance to the proposed change. Planning is thus a blueprint for the implementation of change.

Theron (2002a:196) emphasizes that an appropriate climate should be created by continuously communicating with those involved in the change. It can be pointed out here that it is important to handle these phases of change in an inclusive and collaborative manner, in the spirit of the new approach to educational management.

- *Implementation*

Implementation involves putting into practice the outcomes of diagnosis and planning. In this regard, Theron (2002a:196) posits that implementation means that new structures are created, rules and regulations changed, objectives set and training provided (McNamara, 1999; DeWitt, 2004). Theron (2002b:196) points out that during implementation, effective communication, involvement, sensible allocation of duties facilitation are necessary supporting forces. De Witt (1999) specifically alludes to communication as involving, not only giving people regular updates, but also “selling” the change, defining segments and developing key messages for each segment as well as understanding people’s viewpoints and “painpoints”.

- *Stabilisation*

The stabilisation phase involves people’s involvement as a result of loyalty to new norms which come into existence during the stabilisation phase (Theron, 2002a:196). This phase essentially relates to the normalization process as a result of the internalisation of change.

- *Evaluation*

This phase involves evaluating the entire change process and indicates the degree of success of the change process and change itself and enables ascertaining the success of the change and serve as a point of departure for other change processes (Theron, 2002a:197). It can be concluded that, in the light of transformationally induced change, this would be an ongoing process.

The phases of the change process are a main characteristic of the role of the school managers in managing change. Stiegelbauer (1994) asserts that the most

important element in this regard is people and that this requires leadership. This implies an understanding of how to approach change and thus, of various approaches to change, as they have an effect on how the change process is contextualised at school organizational level.

2.3.5 Approaches to change management

The approaches to managing change in school organisations are intended to minimise resistance to change and ensure that change is accepted on a basis of understanding of the need thereof. Kotter and Schlesinger (2005) list as reasons for resistance to change, parochial self-interest, misunderstanding, low tolerance to change and a different way of assessment of the change situation.

2.3.5.1 *Education and communication*

According to Kotter and Schlesinger (2005), education and communication involves informing and educating people about the change beforehand and helping employees see the logic in the change effort, thus reducing unfounded and incorrect rumours concerning the effects of the change in the organization. Theron (2002a:233) asserts that this comprises individual discussions, memoranda and reports and can include discussing the reasons for change and listening so as to understand the needs and viewpoints of those involved and enable all involved to understand why the change is necessary.

2.3.5.2 *Participation and involvement*

Participation and involvement articulates the new management vision and approach as contained in the SASA (see 2.2.2). Theron (2002a:233) maintains that educators should be involved in the change as soon as possible in order to accept responsibility for it and be motivated by their commitment to generate ideas and information and cooperate in applying the change. Kotter and Schlesinger (2005) emphasizes that involvement and participation in the change effort is most likely to

result in people wanting the change rather than resisting it and is likely to decrease resistance of those who merely acquiesce in the change.

2.3.5.3 *Facilitation and support*

Facilitation and support prevents potential resistance and helps employees to deal with their fear and anxiety during the transition period (Kotter & Schlesinger, 2005). Theron (2002a:233) cites facilitation and support as involving provision of re-education and emotional support programmes, understanding and providing opportunities for those involved to talk while being attentively listened to, especially when the tension level of those involved escalate or when staff members experience adjustment problems and consequently offer resistance.

2.3.5.4 *Negotiation and agreement*

Negotiation and agreement relates to exchanging something of value to reduce resistance and comprises negotiation with a view to a satisfactory agreement with employee unions and/or individuals (Theron, 2002a:233). Kotter and Schlesinger (2005) add that offering incentives to employees to induce them not to *veto* certain elements of change.

2.3.5.5 *Manipulation and co-option*

Manipulation and co-option is used where other tactics will not work or are too expensive. This involves co-opting people who resist change and involves bringing people on board for appearances rather than their substantive contribution and usually involves selecting leaders of resistance to participate in the change effort (Kotter & Schlesinger, 2005; Theron, 2002a:234).

2.3.5.6 Coercion

This approach is appropriate where speed is essential and is used only as a last resort (Kotter & Schlesinger, 2005). In this case, management forces people to accept change by making it clear that resistance can lead to job losses, dismissals, withholding promotion or transfer (Kotter & Schlesinger, 2005); (Theron, 2002a:235).

The various approaches to change management imply that school managers have certain qualities or characteristics that enable them to use these approaches. For instance, a school manager who believes strongly in above-board practices would shy away from manipulation and co-option as an approach to managing change. An understanding of leadership theories lends insight into leadership behaviour, qualities and or situations which determine the leadership roles in a changing educational environment.

2.4 LEADERSHIP THEORIES

Leadership is defined in many ways by various experts as the capacity to guide the school and those associated with it in the right direction. For instance, Swanepoel, Erasmus, Van Wyk and Schenk (1998:371) state that a leader is an accepted person who displays a natural ability in a given situation to improve others to willingly follow an ideal or vision. Such a person motivates and commits followers to believe in themselves, their own strengths and worth.

Kreitner and Kinicki (1998:496) define leadership as a social influence process in which a leader seeks voluntary participation of subordinates in an effort to reach organizational goals. However, Leithwood, Jantzi and Steinbach (1999:6) argue that leadership involves an intentional influence exerted by one person over other people to structure the activities and relationships of an organisation. In this regard, Smith and Piele (1996:2) postulate that leadership is an activity, an influence

process in which an individual gains the trust and commitment of others and without recourse to formal position or authority moves the group to the accomplishment of one or more tasks. Consequently, Fidler, Russel and Simkins (1997:201), see leadership as a collective and not an individual effort which enables the school manager to be clearly understood.

This research takes cue from the foregoing definitions and espouses leadership as:

“the school managers’ capacity to influence educators, learners, parents and the community to participate voluntarily in initiating new goals and procedures, both individually and collectively, which contribute to the ability of the school to meet its current and future demands.”

This definition highlights the role of the school manager and considers the contextual nature of leadership (Bolden, Gosling, Marturano & Dennison, 2003:6) through posing and securing answers to questions such as:

- What is the purpose of the school?; and
- What should the relationship between school managers, educators, learners, parents and the community be (Preedy, 1993:143)?

In this context, the traits, behavioural, situational, contingency and transformational leadership theories bear relevance.

2.4.1 *The trait theory of leadership*

The trait theory was dubbed the “great person” theory as it asserted that some people are born leaders (Huysamen, 2002:20). In fact, the trait theory advocates physical or personality characteristics that differentiate leaders from followers (Doyle & Smith, 1999; Kreitner & Kinicki, 1999:497). Bolden *et al.* (2003:6) points

out that this theory advocates the notion critical leadership traits could be isolated and that people with such traits could be recruited, selected and installed into leadership positions. Table 2.1 in the next page lists the main leadership traits and skills identified by this theory.

Table 2.1 Leadership traits and skills

Traits	Skills
- Adaptable to situations - Alert to social environment - Ambitious and achievement-orientated - Assertive - Cooperative - Decisive - Dependable - Dominant (desire to influence others) - Energetic - Persistent - Self-confident - Tolerant of stress - Wiling to assume responsibility	- Clever (intelligent) - Conceptually skilled - Creative - Diplomatic and tactful - Fluent in speaking - Knowledgeable about group task - Organised (administrative ability) - Persuasive - Socially skilled

(Bolden *et al.*, 2003:7)

Although there are weaknesses pertaining to aspects of this theory (see Kreitner & Kinicki, 1999; Doyle & Smith, 1999; Bolden *et al.*, 2003), it can be concluded that the traits and skills listed by this theory can be considered useful for school managers to possess in a changing educational environment. The question is whether they can be learnt or whether people should be trained to exhibit them.

2.4.2 *The behavioural theory*

The behavioural theory focuses on what leaders do, especially how they behave towards their followers (Doyle & Smith, 1999). This theory groups different patterns of behaviours and labels them as styles of leadership. According to Doyle and Smith (1999), the four main styles that dominate this theory are:

- *concern for the task*, where leaders emphasise the achievement of concrete objectives, look for high levels of productivity and ways to organize people and activities in order to meet those objectives (Kreitner & Kinicki, 1999:499); (Bolden *et al.*, 2003:7);
- *concern for people*, where leaders look upon their followers as people – their needs, interests, problems, development and so on. In other words people are not seen as mere units of production (Kreitner & Kinicki, 1999:499); (Bolden *et al.*, 2003:7);
- *directive leadership*, which is characterised by leaders taking decisions for others and expecting them to follow instructions (Kreitner & Kinicki, 1999:501). This indicates a high concern for production and a high task orientation; and
- *Participative leadership*, where leaders attempt to share decision making with others.

The behavioral theory is important for school managers because it propounds the advancement of democratic principle of participation and involvement of people in school change management processes, while at the same time, advocating a focus on task execution. This is important for change management because it allows the school manager to create a balance between task accomplishment and concern for people. This is especially relevant in a changing educational environment that ushers in change in a transitional, cascading and piecemeal fashion.

2.4.3 *The contingency-situational theory*

The contingency-situational theory considers the contextual circumstances in which leadership is exercised (Doyle & Smith, 1999). Bolden *et al.* (2003:8) posit that the contingency-situational theory was developed to indicate that the style of leadership was contingent upon such factors as the situation, the people, the task, the organization and the environmental variables.

Kreitner and Kinicki (1999:503) postulate that the contingency-situational theory specifically relates to the effectiveness of a particular leadership style as being dependent on the situation. Thus as situations change, different styles become appropriate. This theory espouses such styles as the participating, selling, delegating and telling and posits that which are a function of the level of maturity or development of subordinates (Kreitner & Kinicki, 1999:509); (Bolden *et al.*, 2003).

Doyle and Smith (1999) outline three factors as being important in this theory, namely, that the:

- *relationship between the leaders and followers*, which relates to how well the manager gets along with subordinates;
- *structure of the task*, which relates to the way in which the job is structured; and
- *position power*, which relates to how much power the manager possesses and how much authority is conferred on the leader.

The contingency-situational theory is critical in inducing the school manager to examine and think about what they do in different situations, for instance, directive or participative.

2.4.4 *The transactional and transformational leadership theory*

According to Doyle and Smith (1999), transactional leadership entails leadership where leaders approach followers with an eye to trading one thing for another, which is exchanging rewards and promises for effort. Thomas (2003:1) sees transactional leadership as involving motivating followers by appealing to their self-interests and thus is premised on principles that are motivated by the exchange process.

Transformational leadership is described as visionary and seeks to appeal to followers' better nature and move them towards higher and more universal needs and purposes (Doyle & Smith, 1999). Accordingly, transformational leadership raises the awareness of followers, their level of consciousness about the significance and value of designated outcomes and ways of reaching them. This will be discussed in detail in the next section.

In terms of the definition of leadership and the review of leadership theories, it is clear that in a changing educational environment, leadership characteristics, behaviour and influence of subordinates is paramount. This is mainly descriptive of the leadership role of school managers in a changing educational environment that needs to retain certain standing practices while introducing and changing others. An analysis of leadership roles is thus essential and is the focus of the next section.

2.5 THE LEADERSHIP ROLES OF SCHOOL MANAGERS IN A CHANGING EDUCATIONAL ENVIRONMENT

School managers' roles basically have to do with the "how" and the "what" of school managers do in change management situations. Three prominent roles are identified, namely, instructional, transactional and transformational.

2.5.1 Orientation

As illustrated earlier (see 2.2), South Africa's educational management and leadership emerges from a past of practices that focused on a management and leadership ethos that encouraged unilateralist, individualistic and purely administrative approaches to school management. This is compounded by effects of the past legacies and the requirements of the new educational management ethos.

Consequent to these factors, school management faces a mammoth challenge in terms of the whole system of education delivery. Firstly, while there is a plethora of changes coming from transformation initiatives, schools have to deliver education in ways that minimise disruption as much as possible. This is the result of changes introduced being valuable and aimed at benefiting the schooling community at large.

Resultant disruptions are detrimental to the community that already are advanced in the school system. In fact, Hargreaves (1995:217) argues in this regard that, unlike companies which operate in dynamic and uncertain environments, schools are remarkably stable for most of the time and are particularly difficult to change. This is because people generally want stable schools.

Secondly, the nature of change in South Africa is largely as result of transformation legislative initiatives. These changes in most instances necessitate changes in the basic operations of schools, which imply a total change in the way some aspects of schools are managed (see 2.2).

This scenario depicts a picture of a changing educational environment that needs leadership roles that focus on facilitating change while maintaining school stability. This in essence is not about managing change on an absolute basis (see 2.3.4). This is mainly about approaching change. In this regard, this research propounds a

position that relates to management and leadership behaviour, characteristics and approach to change management. In essence, this research is motivated by the fact that school managers have no choice in implementing legislative change and should take cognisance of the fact that using state policy to effect change is difficult (Van Wyk, 2000). Thus, school managers are faced with learning and acting out behaviours that facilitate conditions for effective change implementation and management.

For this reason, the review of leadership approaches and theories has set the tone for an understanding of leadership roles of school managers in a changing educational environment. The basic purpose being to ensure that effective teaching and learning takes place, while change is implemented in as smooth a manner as possible, an understanding of what leaders do and how they do it, highlight the leadership roles of school managers.

This study postulates such leadership roles as the instructional, transactional and transformational as vehicles for leadership in a changing educational environment.

2.5.2 The instructional leadership role

Instructional leadership was developed in the 1980s by the effective schools' movement (Marks & Printy, 2003:372). According to these researchers, instructional leadership views the principal as the primary source of educational expertise with a role of maintaining high expectations for educators and learners, supervising classroom instruction, co-ordinating the school's curriculum and monitoring learner progress. The emphasis was thus on the principal being responsible for ensuring instruction in the school.

In this regard, Leithwood *et al.* (1999:8) draw attention to the fact that the focus of the instructional leadership role is the behaviours of educators as they engage in activities directly affecting the growth of learners, Davidoff and Lazarus (1997:195)

point out that instructional leadership is a process of guiding, inspiring and encouraging educators along a path towards greater professional effectiveness. Therefore, good instructional leadership is the path to good teaching and learning (Department of Education, 2000b:1).

Instructional leadership is generally defined as the leadership role that requires focusing on instruction, building a community of learners, sharing decision making, sustaining the basics, leveraging time, supporting ongoing professional development and creating a climate of integrity, inquiry and continuous improvement (Doyle & Rice, 2002). Lashway (1999) includes such traditional tasks as setting goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers and places emphasis on a deeper involvement in the “core technology” of teaching and learning and professional development.

Chell (1995) posits that while school managerial functions are separated into planning, organising, motivating and controlling, instructional leadership functions involve all the beliefs, decisions, strategies and tactics that principals use to generate instructional effectiveness in classrooms. Bouchard, Cervone, Hayden, - Riggins-Newby and Zarlengo (2000:2) report that principals as instructional leaders view themselves as curriculum facilitators who need to work with teachers, state requirements, the community and learners to ensure the best possible educational opportunity for all.

It is clear from this exposition that instructional leadership focuses on learning and achievement. This should be against set standards of achievement, either provincial or national. In this regard, school managers must be knowledgeable in how learners learn and thus create conditions for effective learning. School managers must also have the capacity to utilise human and other resources for school effectiveness and educational quality.

Effective instructional leadership requires school managers to possess appropriate knowledge and skills. According to Chell (1995) instructional leadership comprises three categories namely:

- *Knowledge base*, which among others, includes knowledge of effective school literature, research on effective speaking, awareness of own educational philosophy and beliefs, administrative development, change theory and knowledge of curriculum theory;
- *Tasks* such as, supervision and evaluation of instruction, staff development, curriculum development, group development, action research, positive school climate and school and community; and
- *Skills*, which include interpersonal, communication, people, decision-making, application, problem-solving and conflict management, technical, goal setting, assessing and planning, observing and research and evaluation.

Instructional leadership fits well into the currently propounded management styles that advocate democratic principles of inclusivity, collaboration and participation. It therefore does not reside solely in the school principal's domain. The school middle management in the form of deputy principals and heads of departments should equally be responsible for the success and effectiveness of learner achievement because a great deal of work in the managing of the teaching-learning process operates at middle management level in schools.

It is clear from this exposition that instructional leadership is at the core of learner achievement and success. From its definition, it is also clear that only school managers who are well prepared and have the necessary knowledge, skills and attitudes can be effective instructional leaders. A question to be answered is

whether contemporary school managers in South African schools possess these features.

Considering the background to school management in South Africa, it seems that contemporary school managers are not well-prepared and equipped for instructional leadership. It is clear among others that schools leaders have to possess knowledge and skills of lifelong learning, be action researchers, change theorists, curriculum developers, conflict managers, problem solvers, supervisors and evaluators of instruction.

It is argued therefore, that school managers should play the role of instructional leadership. This is basically because emphasis is on the achievement of effective learning and teaching, that is, ensuring that learning processes are facilitated and minimal disruption takes place as changes are introduced.

2.5.3 Transactional leadership role

Transactional leadership is defined as involving an exchange between the school manager and subordinate educators in a manner that each receives something from the other in return for something else (Bass, Avolio, Jung & Berson, 2003:208; Aronson, 2001:208; Doyle & Smith, 1999). The emphasis in transactional leadership is to maintain the situation of the school organization and ensuring stable administration practices and resources essentially through strategies of control (Aronson, 2001:208). Transactional leadership is thus contingent on staff agreeing with, accepting or complying with the school manager in exchange for praise, rewards and resources or the avoidance of disciplinary action.

Thomas (2003) succinctly describes transactional leadership as seeking to motivate followers by appealing to their own self-interest and emphasises that transactional behaviour focuses on the accomplishment of tasks and good worker

relationships in exchange for desirable results. Friedman (2004:207) stipulates clarification, completion and compliance as components of transactional leadership. These components are thus described as:

- *clarification of goals, standards and tasks*, which means that the manager explains what is required of the educators and what compensation they will receive if they fulfil the requirements;
- *completion of tasks*, which is the major outcome of such leadership; and
- *compliance*, which appeals to the self-interest of individual stakeholders and is accomplished through rewards and incentives.

It is clear that transactional leaders engage educators in a relationship of mutual inter dependence in which the contributions of both sides are acknowledged and rewarded. This implies that effective transactional leadership is contingent on the manager's abilities to meet and respond to the reactions and expectations of their staff (Kuhnert & Lewis, 1997:649).

According to Thomas (2003), transactional leadership can encompass three types of behaviour, namely:

- *contingent reward*, which means that to influence behaviour, the manager clarifies the work that needs to be accomplished;
- *passive management by exception*, which means to influence behaviour, the manager uses correction or punishment as a response to unacceptable performance and deviation from accepted standards; and
- *active management by exception*, which means to influence behaviour, the manager actively monitors the work performed and uses corrective methods to ensure that the work is completed to meet expected standards.

Bolden *et al.* (2003:15) includes among other transactional leadership qualities, a focus on tactical issues, relying on human relations to lubricate human interactions and builds on the need to “get the job done”.

Although there are criticisms of transactional leadership, this study identifies the role of the school manager as that of clarifying educational goals, standards and tasks, and emphasises that the completion of tasks ensures compliance with performance standards at school. This is combined with an understanding of the motivational effects of rewarding performance and setting objectives in line with educators’ expectations. A further scrutiny of transactional leadership indicates its alignment with the approach that embraces, *inter alia*, education and communication (see 2.3.5.1) and negotiation and agreement (see 2.3.5.4).

It is important to consider that transactional leadership seems to focus on the task that has to be completed and thus seems to locate well in the notion of continuing school organizational stability, while introducing and managing change. In this sense, the transformational leadership role seems to embrace goal setting, performance monitoring and control, providing feedback and career skill development.

2.5.4 Transformational leadership role

Barnett (2003) posits transformational leadership as occurring when leaders and followers unite in pursuit of higher order common goals and when they engage in ways that raise one another to higher levels of motivation and morality. Transformational school leaders promote educational restructuring and innovation, encouraging collaborative participation and raising the role of followers to that of the leader (Bartnet, 2003). Horsfall (2003) asserts that transformational leadership seeks to achieve improvement by creating a climate and support structures in which individuals can achieve organisational goals.

According to Swanepoel, Erasmus, Van Wyk and Schenk (1998:383) transformational leadership is the set of abilities that allows the leader to recognise the need for change, to create a vision to guide that change, and to execute change effectively. This type of leadership influences all directions, downward with subordinates, laterally with colleagues, upward with superiors, and outward with clients and customers (Swanepoel *et al.*, 1998:383). However, Norris (2001:220) expresses the view that transformational leadership is a form of enacted change that is planned and is intended to bring about significant changes in the way an institution is managed.

Bolden *et al.* (2003:16) assert that transformational leadership is a process in which the leaders take actions to increase their associates' awareness of what is correct and important, raise their motivational maturity and activate them to go beyond their self-interests for the good of the organization. Leithwood, Jantzi and Steinbach (1999:27) further state that transformational leadership entails not only a change in the purposes and resources of those involved in the leader-follower relationship, but an elevation of both, that is a change 'for the better'.

In this regard, Leithwood (1992:9) advocates that transformational leadership focuses on using facilitative power to make changes to the school with continuous pursuit of three fundamental goals, namely:

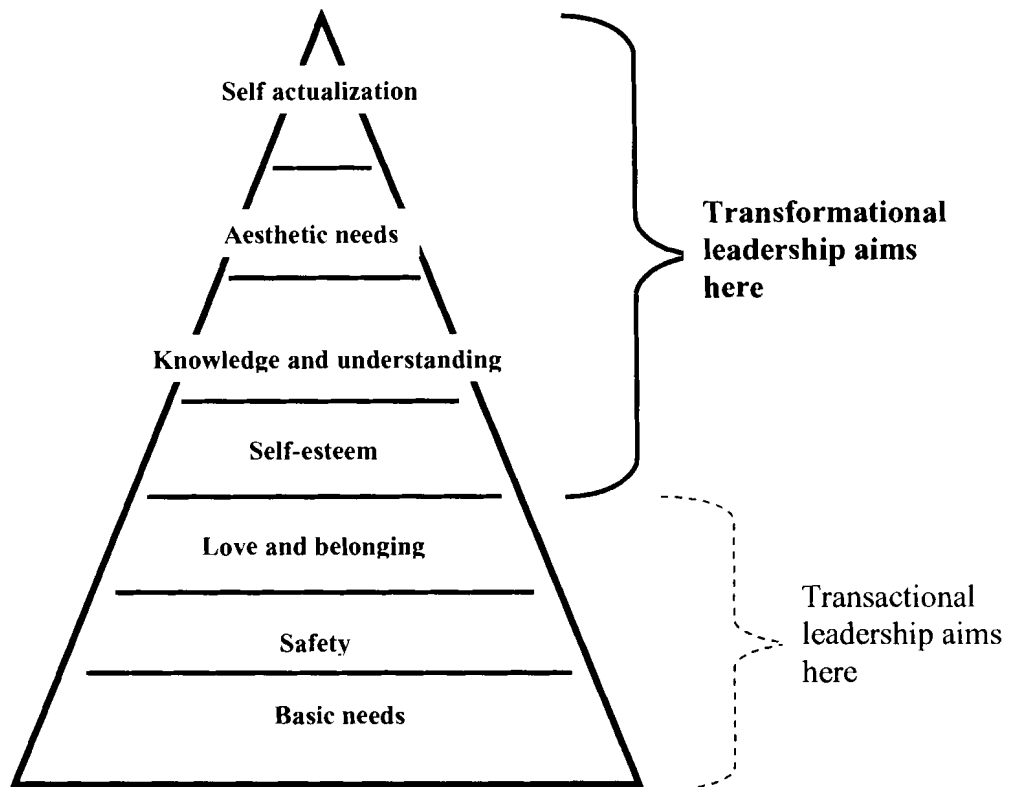
- assisting staff members develop and maintain a collaborative and professional school culture;
- fostering educator development; and
- helping educators solve problems as a team more effectively.

Bass and Avolio in Conger (1999) indicate that transformational school leaders motivate their followers to commit and realise performance outcomes that exceed their expectations and engage in three processes, namely:

- heightening followers' awareness about the importance and value of designated goals and the means to achieve them;
- inducing followers to transcend their self-interests for the good of the collective effort and its goals; and
- stimulating and meeting followers' higher order needs through the leadership process and mission.

Taylor (2004) portrays the main goals of transformational leadership as, transferring a vision, transforming an organization, developing a collaborative culture, assisting people develop and people solve problems more effectively. In view of these goals, transformational leadership thus plays a role of assisting people achieve their higher aspirations. This can be illustrated in terms of Maslow's hierarchy of needs illustrated in figure 2.1 on the next page.

Figure 2.1 Maslow's hierarchy of needs



(Taylor, 2004)

In maintaining this exposition, Jung (2001:187) advocates that transformational leadership involves active and emotional relationships between leaders and followers and, based on the strong attachment between the leader and followers, a transformational leader seeks to transform followers' personal values and self-concepts so that they can broaden and elevate their needs and aspirations to focus and achieve higher levels of needs and potential. In this regard, Bass (1995) found that transformational leadership exhibits four distinct factors (Politis, 2004); (Lievens, Ven Geit & Coetsier, 1997), which are:

- *charisma*, which relates to instilling pride, faith and respect, seeing what is really important and transmitting a sense of mission. Lievens *et al.*

(1997:417) articulates this as idealised influence, which implies leadership that acts as a role model, creates a sense of identification with a shared vision and instils faith in followers by overcoming obstacles;

- *inspiration*, which is defined as inspiring and empowering followers to accept and pursue challenging goals and mission enthusiastically;
- *individual consideration*, which consists of behaviours such as communicating personal respect to followers by giving them specialized attention, by treating each individual as an individual and by recognizing each individual's unique needs; and
- *intellectual stimulation*, which relates to leaders who consider existing problems in new ways, articulate these new ideas and encourage followers to rethink their conventional practice and ideas. Politis (2004:26) sees this as arousing followers to think in new ways and emphasize problem solving and reasoning before taking action.

The fore-going exposition highlights the suitability of the transformational leadership role in a changing educational environment. Basically, it seeks to create school organizational climates that involve educators and staff in seeking new and innovative ways of restructuring schools, by focusing on such aspects as collaborative problem solving, creative and innovative thinking, focusing on the vision and long-term vision. By its very nature, the transformational leadership role involves democratic principles of school management and emphasises the importance of people in carrying out transformational change.

It is clear that school managers' roles of transformational leadership embrace painting a vision, intellectual stimulation and treating people as individuals. This raises the question of the way in which leadership roles can be located within school managers' leadership roles.

2.6 LEADERSHIP ROLES AND THE CORE BUSINESS OF SCHOOL MANAGERS: INTEGRATING THE SCHOOL LEADERSHIP ROLES

The foregoing discussion culminated into the explication of three leadership roles of school managers in a changing educational environment. Due to the nature of change in South African education, it is clear that managing change requires school managers to perform roles that seek to maintain stability and effective teaching and learning at schools, while implementing change that is resultant from transformational and legislative initiatives. An integration of instructional leadership, transactional leadership and transformational leadership roles seems the most appropriate role for school managers.

This is premised on firstly, the fact that instructional leadership, involves a school manager using all strategies and tactics to generate instructional effectiveness at the school (see 2.5.2), they need to possess the apposite knowledge base, execute the necessary tasks and possess the necessary skills for motivating educators to perform to their highest capabilities.

Secondly, the transactional leadership role involves knowing exactly what has to be done by clarifying educational goals, standards and tasks, emphasises that the completion of tasks ensures compliance with performance standards at school (see 2.5.3). The transactional leadership role also requires school managers who have the necessary motivational skills, such as rewarding task execution through motivational rewards. It is also important because it seems to satisfy the low order needs of staff, which in itself contributes to organizational stability, but also reduces job dissatisfaction (Xaba, 1996).

Thirdly, the transformational leadership role addresses the introduction and implementation of change, through its impact on the way educators are motivated to pursue higher order needs (see 2.5.4). Consequently, change places educators' creativity and innovativeness and the pursuit of self actualisation on the

performance pedestal by inducing them to accept change and transformational effects as challenges urging them on in the pursuit of self realisation.

With regard to school managers' leadership roles in a changing educational environment, the three roles address their facilitation of change through, among others, competencies necessary for change management in organisations. Tearle (2004) advocates the following competencies as being crucial:

- Identifying the key stakeholders of the change.
- Involving these stakeholders in the diagnostic process, that is helping them to achieve consensus on the changes the organisation needs to make. When done in a participative process, this helps create ownership for change.
- Helping the stakeholders to set clear goals for their change process.
- Educating these stakeholders about the changes they want to make and helping them to understand how the changes they have selected will impact on the rest of the organisation.
- Helping the stakeholders to understand how these changes will benefit the organization themselves. This in turn builds commitment to the change.
- Helping the stakeholders understand the 'costs' of these changes to the company, their division and to themselves personally.

It can be surmised that leadership roles in a changing educational environment include, school managers' personal domains, interpersonal attributes like communication and productive relationships; strategic and organisational attributes. In this regard, this study identifies school managers' approach to change management, communication, decision-making and problem-solving, motivation

and staff development as well as community relations as domains of leadership roles in a changing educational environment (see Example, 2004a & 2004b).

This study propounds an integration of the three leadership roles as appropriate for a changing educational scenario. This is more so because no single leadership role can be absolutely effective. Its appropriateness would be contingent on prevailing circumstantial needs. This notion is fully pursued in Annexure A.

2.7 SUMMARY

This chapter explored the school managers' leadership roles through a literature review. An exposition of the school managers' leadership and management during the apartheid education system in South Africa revealed the need to adapt current management roles to policy initiatives as determined by the current democratic process that influence the schools' organisational climate. School managers are required to respond to both internal and external change. Therefore, this chapter indicated that effective management of change is influenced by the school managers' capacity to fulfil instructional, transactional and transformational roles.

The following chapter presents the empirical research design.

CHAPTER 3

EMPIRICAL RESEARCH DESIGN

3.1 INTRODUCTION

The previous chapter attempted to investigate through the literature study the leadership roles of school managers in a changing educational environment. The nature of change in the South African education environment was found to be largely external to schools, via transformation and legislation. It is also clear that introducing this change at school level and ensuring its implementation implies roles that exhibit leadership behaviours that seek to involve and motivate stakeholders.

Clearly then, school managers' roles can be considered as integrating instructional, transactional and transformational directions. This is obviously because no single leadership behaviour or role can successfully address the needs for managing change.

This chapter presents the empirical research design and outlines the research methodology to investigate the current roles of school managers in a changing educational environment in South Africa.

3.2 AIM OF THE EMPIRICAL RESEARCH

The empirical study aimed to investigate the actual leadership roles of school managers in a changing South African educational environment. Reference was made to the Lejweleputswa District of the Free State Department of Education. It was found from the literature study that leadership roles in a changing educational environment like South Africa, basically revolve around the ability to involve people in implementing change. The empirical study sought then to investigate the current roles of school of managers in the context of leadership behaviours that integrate elements of instructional, transactional and transformational roles.

3.3 RESEARCH METHOD

This study mainly employs a quantitative approach. Quantitative research is defined as a formal, objective and systematic process where data is used to obtain information about study phenomena (Stubbs (2005). According to Vockel and Asher (1995:192), quantitative research involves description and data collection processes, research designs and statistical procedures and includes among others, questionnaires. To this end, this study makes use of a questionnaire as quantitative research instrument.

3.3.1 The research instrument

Achieving the aims of the research is dependent on a careful consideration of the research instrument.

3.3.1.1 *The questionnaire*

A survey questionnaire is a formalized schedule for collecting data from respondents (Erwee, 1994:28). Questionnaires serve a vital information-gathering purpose and represent a sizeable investment. It is noted, however, that questionnaires are limited by certain disadvantages, especially in a survey of this nature where respondents have to indicate their own performance status regarding the research subject, in this case, their roles (Leedy & Omroyd, 2005:185). According to Best and Kahn (1993:230) and Tuckman (1994:216), questionnaires are limited by among others, misleading responses as a result on not being able to check the motivation of respondents, socially desirable responses as a result of respondents being unwilling to respond to questions bordering on private or controversial issues, indiscriminate answering of the questionnaire due to little interest in a particular problem and failure to get a true picture of opinions and feelings as a result of the questionnaire not being able to probe deep enough as in interviews.

Chances are that respondents might be tempted to provide positive or socially acceptable responses. For this reason the questionnaire was adjusted so as to

be administered to SMGDs, who are school managers' immediate seniors and managers. In addition, the questionnaire was preferred for its advantages, especially the anonymity factor, and among other advantages, relatively low costs of administering it, the ability to cover a large geographic area and to the ability to reach a large sample (Delport, 2002:172).

The use of the questionnaire is also justified by the ease with which it can be administered since the target population was deemed accessible and homogeneous and would as a result, be comfortable with understanding it (Wolf, 1997:422).

3.3.1.2 Questionnaire design

Questionnaire design is a well-organised and thorough process. According to McMillan and Schumacher (2001:258) this involves preparing, constructing items and formatting the questionnaire.

Information gathered from the literature study was used to develop a questionnaire for school managers in the Free State Department of Education. Constructing questionnaire items in this study was based on the consideration of such principles as making items clear, avoiding double-barrelled questions, making sure questions are relevant, writing short and simple items and avoiding negative and biased items or terms (McMillan & Schumacher, 2001:258).

McMillan and Schumacher (2001:265) contend that there are many questionnaire formats, among others, writing items and using boxes for respondents' answers as well as using contingency questions. The questionnaire for this study comprises two sections (see Annexure D & E). Section A relates to the general information of the respondents. Section B relates to current roles played by school managers in the Lejweleputswa District. This section, comprises thirty one questions grouped into five sections focusing on dimensions relating to leadership roles namely:

- Approach to educational change
- Communication
- Problem solving and decision making
- Motivation and development
- Community relations

For these dimensions, respondents were requested to indicate their responses on a balanced four-point Likert-type scale indicating:

1 = Strongly agree

2 = Agree

3 = Disagree

4 = Strongly disagree

The balanced four-point scale was firstly chosen in order to eliminate the tendency of respondents to provide socially desirable responses so as to please the researcher or appear helpful. To this end, Garland (1998) contends that these tendencies can be minimized by eliminating the mid-point category from the Likert scale. Secondly, the researcher sought to elicit definite answers from respondents since the questionnaire content was deemed to be specific to the roles of school managers in a changing educational environment typified by respondents' schools (Hitchcock & Porter, <http://www.arches.uga.edu/~porter/likertscale.html>).

In constructing and formatting the questionnaires, guidelines provided by authors on research design were considered and used to finalise the questionnaires (Leedy & Ormrod, 2005:190; Delport, 2002:176; McMillan & Schumacher, 2001:258; Wolf, 1997:422).

3.3.1.3 ***Pilot study***

The questionnaire was pre-tested with a selected number of respondents from the target population. This was in order to ascertain its qualities of measurement and appropriateness and to review it for clarity. Such aspects as the duration it would take to complete and the clarity of instructions and items were carefully given attention (MacMillan & Schumacher, 2001:267). The pilot population, as mentioned elsewhere in this text (1.4.5), comprised principals (n=20) and SMGDs (n=5) drawn from the neighbouring Fezile Dabi District

3.3.1.4 **Questionnaire validity and reliability**

Data collected must be reliable and valid. Reliability refers to accuracy or precision of a research instrument or the degree to which the independent administrations of the same instrument yield the same or similar results under comparable circumstances (Delpont, 2002:168). However, Delpont (2002:169) asserts that reliability does not guarantee valid results. Validity on the other hand measures the appropriateness of an instrument. Delpont (2002:168) defines validity as referring to the instrument actually measuring the concept in question accurately.

To ensure reliability and validity of the questionnaire, firstly, the literature study was used as the basis for formulating questionnaire dimensions and items (see De Wet, 2004:208). Secondly, Example's Leadership Feedback Questionnaire (2004b) and the Transformational Leadership Feedback (2004a) were used as guidelines to conceptualise the questionnaire dimensions and items.

After the questionnaire was constructed it was piloted to ensure that it would measure what it intended to measure and that it could be used elsewhere and still measure what was intended, given the same circumstances for which it was developed (see Delpont, 2002:166; Welman & Kruger, 2001:97). A Cronbach Alpha test was computed and yielded a Cronbach co-efficient of 0.96 which, in consultation with the Statistical Services of the North-West University: Vaal Triangle Campus was considered highly valid.

3.3.1.5 Questionnaire distribution

The final questionnaire was then distributed to the target population. One hundred and thirty nine questionnaires were distributed. These were accompanied by a covering letter (see Annexure D & E), aiming at urging respondents to complete the questionnaire and complete all sections. The letter also gave an assurance in terms of confidentiality and anonymity of respondents completing the questionnaire. As questionnaires were personally distributed, the respondents got first hand orientation. The process took four weeks of distribution, completion and collection.

3.3.2 Population and sampling

The target population was identified as school managers (principals) and SMGDs in the Free State Department of Education. SMGDs as school principals' immediate seniors and managers, were included in the population so as to gain insight into their perceptions of the roles of school principals in their district.

For reasons stated in 3.3.2, the target population was limited to public schools in the Lejweleputswa District of the province. The numbers of school managers in the district were obtained from the Free State Department of Education's website (<http://www.fsdoe.fs.gov.za/education.html>). The representativity of the population was achieved through appropriate sampling procedures (Leedy & Ormrod, 2005; Strydom & Venter, 2002; MacMillan & Schumacher, 2001).

As alluded to above, two population groups were used for the study, namely, the school managers and SMGDs. There are 418 public schools in the Lejweleputswa District of the Free State Department of Education and with 395 school managers (Free State Department of Education, 2005). A random sample of school managers ($n=120$) was decided upon in line with guidelines provided by Strydom and Venter (2002:201). According to these authors, for populations of 500, the sample of 100 would be acceptable. In this research, the sample of 120 was decided upon based on these guidelines and on

convenience of accessibility to the researcher (Leedy & Ormrod, 2005: 207; MacMillan & Schumacher, 2001:177).

There are 19 SMGDs in the Lejweleputswa District. This information was received from the Department's EMIS Unit. There was no need for sampling in this case and consequently, the questionnaire was administered to the entire population (see Leedy & Ormrod, 2005:207; Strydom & Venter, 2002:201).

3.3.3 Response rate

Questionnaires were distributed to 120 school principals in the Lejweleputswa District. SMGDs were requested to complete the questionnaire after a meeting and consequently, all 19 questionnaires were returned. Table 4.1 shows the return rate of the questionnaires per population category.

Table 3.1 The return rate of questionnaires

Population category	Questionnaires distributed	Questionnaires returned	% return
School principals	120	110	92%
SMGDs	19	19	100%

It can be seen from Table 4.1 that the return rate from the principals was 92% which, according to Delport (2002:172) is considered an acceptable return rate.

3.4 ADMINISTRATIVE PROCEDURES

Administrative procedures include getting approval from education authorities to conduct research at schools and following up on outstanding questionnaires.

3.4.1 Approval from the Head: Free State Department of Education

Approval to conduct research in schools was requested from the Head of the Free State Department of Education (see Annexure B). The questionnaire was then distributed personally to school principals in the district and they were expressly requested to complete the questionnaires after working hours. SMGDs completed the questionnaire after a meeting they were attending.

3.4.2 Follow-up on questionnaire

Although the return rate generally is acceptable, personal follow-up visits were undertaken to collect outstanding questionnaires, especially from the school principals.

3.5 STATISTICAL TECHNIQUES

The Statistical Services of the Vaal Triangle Faculty of the North-West University analysed and processed data collected by means of the SAS-programme. The programme computed frequencies and percentage of the data as well as the t-test and Cohen's d-value to analyse statistical differences between the means of the various scores obtained from school managers and their SMGDs.

3.6 SUMMARY

This chapter outlined the research design. The research method, development and the pilot study were described.

The next chapter presents the research data analysis and interpretation.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Chapter three focused on the outline of the empirical study. This chapter presents data analysis and interpretation.

4.2 DATA ANALYSIS

Data analysis is a set of information obtained through systematic investigation. It can refer to information that is numerical or narrative (De Poy & Gitlin, 1998:305). Neuman (1997:271) asserts that data analysis is a technique for gathering and explaining the content of text. The content refers to words, meanings, ideas or any messages that can be communicated. The text is anything written, visual or spoken that serves as a medium for communication.

This study follows the quantitative method of data analysis with narrative reporting and interpretation of results. Monette, Sullivan and Cornell (1990:11) advocate that analysis of data in quantitative research involves inferences, which in this study implies that judgement is passed, reasoning is used and a conclusion is reached, based on evidence.

According to Cresswell (1998:140) the effective strategy of reducing the collected data, is to develop codes or categories and to sort text or visual images into categories. Therefore, Flick (1998:178) posits that the interpretation of the text serves to develop the theory and is at the same time, the basis for the decision about which additional data should be collected. The summary of data collected is presented in this chapter. Tables are used to indicate frequency counts and as well as null responses (NR)

4.3 DATA ON THE DEMOGRAPHIC DATA OF RESPONDENTS

Respondents' demographic data indicate information relating to their backgrounds and provides the opportunity to get insight of where they are located.

4.3.1 Review of respondents

The number of questionnaires distributed amounted to 19 for SMGDs and 120 for school principals. Of this number, 19 (100%) from SMGDs and 110 (92%) principals were returned (see 3.1).

4.3.1.1 Gender

Figures 4.1 and 4.2 depict the data on respondents' gender review.

Figure 4.1 School managers

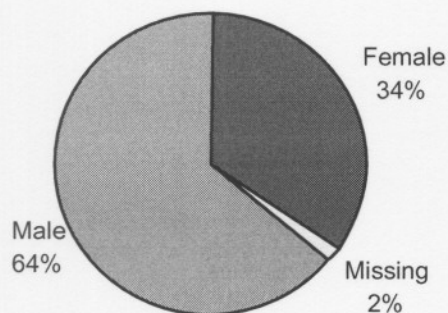


Figure 4.2 SMGDs gender

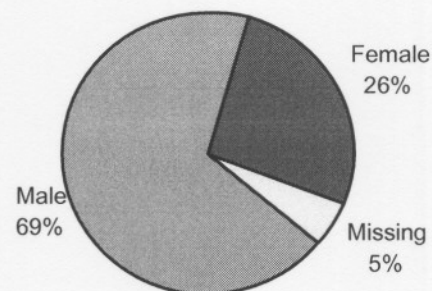


Figure 4.1 indicates that the majority of school managers are male (64%) with 34% female school managers in the Lejweleputswa District. The same situation prevails for SMGDs (Figure 4.2), where males represent 68.4% and females 26.3%. It can be deduced from these responses that management positions still reflect the legacies of the past which favoured males to females in senior positions and thus created an impression that males possessed the required management and leadership attributes necessary to lead institutions. The current educational transformation process affords leadership opportunities to

females as an endeavour to redress the past (see 2.2.2.1 & 2.2.2.5). This could be an area for leadership roles that recognise the changing educational environment even at higher education levels than schools.

The next figure depicts the ages of respondents. This information is relevant in so far as it reflects the age composition of educational leaders.

4.3.1.2 *Ages of respondents*

Table 4.3 and 4.4 present data on the age of respondents

Table 4.3 School managers' age distribution

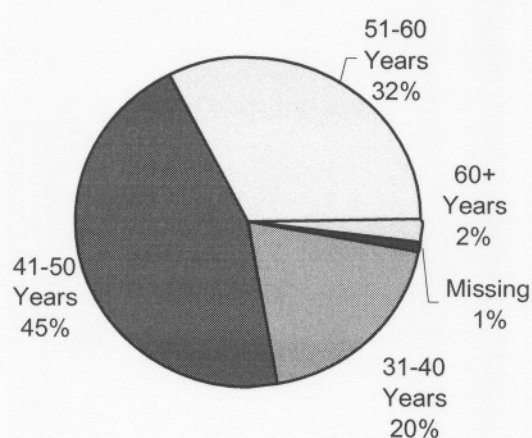
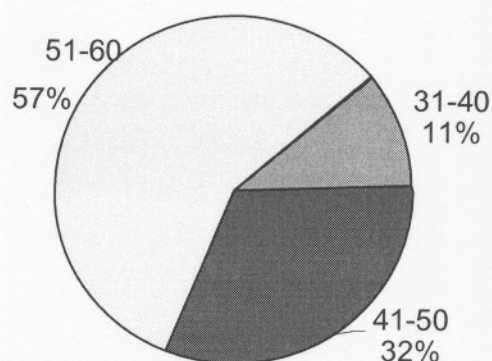


Figure 4.4 SMGDs age distribution



Responses in figure 4.3 indicate that the majority of school managers (45%) fall within the 41 and 50 year age category. This is followed by school managers in the 51-60 year age category (32%) and 2% in the 60+ age category. A sizeable number (20%) of school managers falls within the 31-40 years age category.

The majority of SMGDs (57%) fall within the age category of 51-60 years (figure 4.4). This is followed by 32% who are in the 41-50 years age category, with the smallest being (11%) in the 31-40 years age category.

The age composition of school managers bears significant implications in terms of their leadership roles in a changing educational environment. First, by virtue of age, it is possible that the majority of them were principals in the previous dispensation and thus, can be experiencing challenges in change management due to internalised management practices of the past as well as legacies of the past. It is possible that they have a deep understanding of the roles they have to play in a changing educational environment. Given the reported incidents in Chapter 1 (see 1.1), it is possible that the former is the case, which all the more emphasises the need for appropriate leadership roles in a changing educational environment. While this issue can be the case, it is also imperative to indicate that school managers' age place them in favourable situations regarding the understanding of educational transformation. To that end, it can be deduced that most school managers, as 'old hands' in the educational environment, are acquainted with the requirements and expectations of educational stakeholders about performance, leadership and management of the learning institutions and that their experience in leading and managing change is imperative.

This observation is made even more significant when their actual experience as school managers is considered.

4.3.1.3 *Experience in the current position*

Figures 4.5 and 4.6 on the next page illustrate data on the respondents' experience in their current positions.

Figure 4.5 School managers' experience in current position

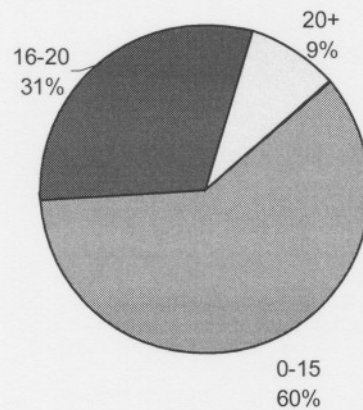
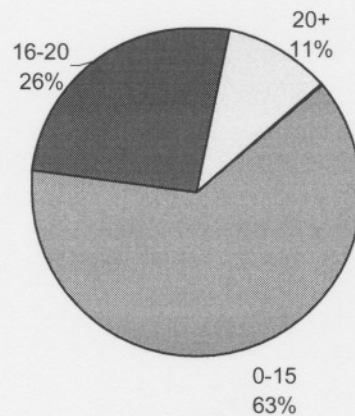


Figure 4.6 SMGDs' experience in current position



The data in figure 4.5 indicates that the majority of school managers (60%) have been in their managerial positions for between 1-15 years. These responses clearly illustrate that most school managers were appointed after the introduction of a democratic, non-racial and non-sexist education system in South Africa (see 2.2). The advent of democracy brought numerous changes in South Africa and some of these changes were implemented in the education

system as an endeavour to redress the past which was mainly characterised by inequalities (see 2.2.1). It can be deduced from responses in figure 4.5 that most school managers directly face educational transformation challenges, which require them to perform significant change management roles (see 2.2). This further illustrates the need for school managers to possess specialised knowledge and skills required in managing change, especially in a changing educational environment.

It is also evident that the majority of SMGDs (63.1%) occupied their current positions during the new dispensation as they have between 1-15 years in their current positions (figure 4.6). It can therefore be deduced that as their immediate managers, school principals expect to be empowered by them on transformational issues regarding education. This situation, therefore, necessitates a focus on the current leadership roles that are appropriate in facilitating change implementation in the changing educational environment.

The leadership roles of school managers in a changing educational environment could also depend on the level of their professional qualifications.

4.3.1.4 Respondents' professional qualifications

Figure 4.7 depicts data on the respondents' professional qualifications.

Figure 4.7 School managers' professional qualifications

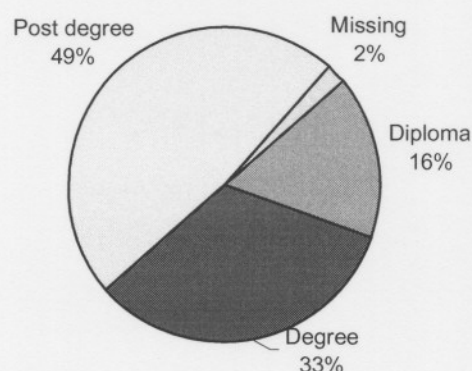
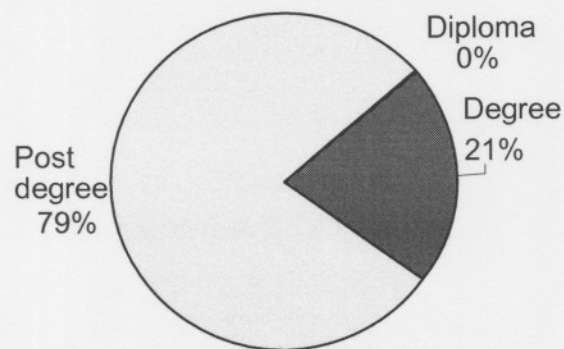


Figure 4.8 SMGDs professional qualifications



From the responses on professional qualifications in figure 4.7, it is evident that the majority of school managers (49%) possess post-graduate degrees while 16% and 33% respectively possess diplomas and/or degrees. In the first instance, these responses, indicates that school managers are suitably qualified to lead and manage educational institutions. It seems also that school managers, by virtue of having post graduate degrees could have acquired skills in educational management, which bodes well for their leadership roles in the current educational environment. However, these professional qualifications should be coupled with the capacity to management the implementation of change initiatives at school level.

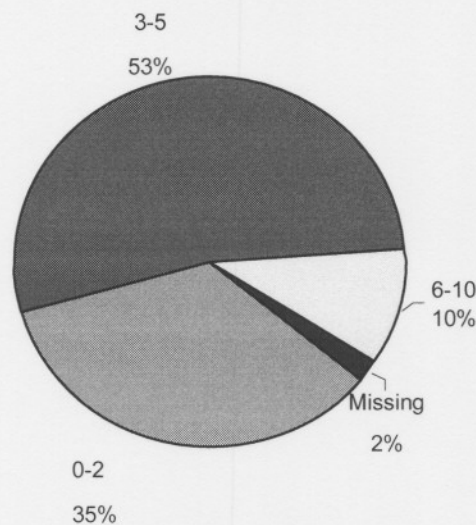
Responses in figure 4.8 also indicate that the majority of the SMGDs (79%) possess post-graduate degrees. It can be deduced from these responses that school managers are in a better position to exercise their leadership roles under the supervision of suitably qualified managers. This situation makes the effective implementation of transformational initiatives within the legal framework of the South African democratic system manageable (see 2.2.2.1 - 2.2.2.7).

Effective change management at school depends on the collaborative effort that is displayed by the SMT in fulfilling its leadership roles. The size of the SMT provides an indication of the size of the school and its enrolment figures.

4.3.1.5 *Data on the number of SMT members at the school*

Data on the number of SMT members in respondents' schools is depicted in figure 4.9.

Figure 4.9 Number of SMT members at the school



From the responses in figure 4.9, it is clear that the majority of school managers lead schools where the number of SMT members is between three and five (53%), while some schools (10%) have between six and ten and some (35%) have up to two members.

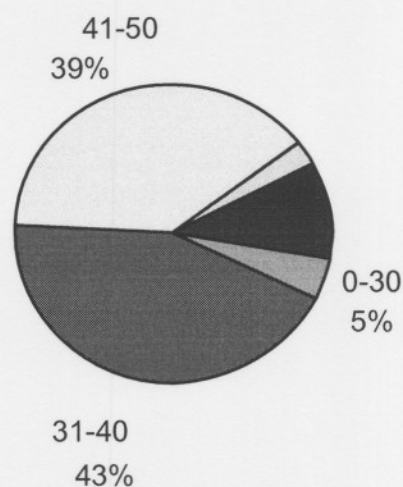
The implications of this data are that school managers in the Lejweleputswa District seem to be in charge of relatively large schools, as indicated by the number of SMT members. This poses major challenges with regard to leadership roles that seek to implement change in new ways as required by the new education dispensation (see 2.2.3 & 2.6). In this regard, the SMT constitutes an important structure within the schools organisation, as it is the starting point for all organisational change management endeavours.

The leadership role of school managers is also measurable through effective communication with educators who constitutes the staff establishment of the school.

4.3.1.6 *Number of educators at the school*

Figure 4.10 presents responses on the number of educators at the school.

Table 4.10 Number of educators at the school



From figure 4.9, it can be seen that a larger number of schools (43% & 39% respectively) comprise educator numbers that range between 31-40 and 41-50. These responses imply that school managers lead and manage schools constituting relatively large spans of control. This implies large numbers of educators who need to be motivated, empowered and involved in all change management processes (see 2.3.3). This is mainly because educators play a significant role in the process of transformation at school. Therefore, school managers' leadership roles are tested in these circumstances (see 2.2.2.7).

School managers' actual leadership roles at schools is a critical element of managing the implementation of change in a changing educational

environment. The next section presents empirical data on the actual leadership roles of school managers.

4.4 AN ANALYSIS OF THE ACTUAL LEADERSHIP ROLES OF SCHOOL MANAGERS

The actual roles of school managers are examined in terms of categories relating to their approach to educational change, communication, problem solving and decision making, motivation and development as well as community relations. For the purpose of analysis, the “agree” and “strongly agree” responses are combined to denote “agree” while the “disagree” and “strongly disagree” are combined to denote “disagree”.

4.4.1 Approach to educational change

Information on school managers’ approach to educational change is depicted in Tables 4.1 – 4.6.

4.4.1.1 *Data on school managers’ in-depth knowledge of current educational change*

Table 4.1 on the next page illustrates data relating to school managers’ knowledge of current educational changes.

Table 4.1 School managers' in-depth knowledge of current educational change

<i>In-depth knowledge of current educational change</i>	School managers		SMGDs	
	<i>f</i>	%	<i>f</i>	%
Agree	87	79.1	14	73.7
Disagree	23	20.9	4	26.3
NR	0	0	0	0
TOTAL	110	100	19	100

Data in table 4.1 indicates that the majority of school managers (79.1%) agree that they possess in-depth knowledge of the current educational change, while a significant number (23%) disagrees. These positive responses are confirmed by SMGDs (73.7%) who also agree that school managers have in-depth knowledge on current educational change. This response is understandable since educational change is continuing and is quite vibrant in South Africa. It is significant that some school managers indicate lack of in-depth knowledge on current educational change. This is intriguing since all school managers are involved in and are expected to manage the implementation of educational change in the country and can be attributed to school managers who may be feeling that they do not understand the reasons behind the current change in education. This points to a strong possibility that school managers' superiors themselves have a leadership role in the changing educational environment, which includes *inter alia*, the articulation of the vision and mission of the education department through effective change management (see 2.2 & 2.3.5).

The foregoing exposition is imperative since it could assist in ensuring effective and uniform implementation of educational transformation programmes in all schools.

Being knowledgeable about current educational change involves keeping up to date with educational developments in the process of change management (see 2.5.2).

4.4.1.2 Keeping up to date with educational development in the process of change management

Keeping up to date with educational developments in the process of change management is crucial in so far as playing a leadership role that accommodates new developments and adopts appropriate implementation strategies. A case in point could be the implementation of the RNCS in the midst of the cascaded OBE in the form of Curriculum 2005. Data in this regard is depicted in table 4.2.

Table 4.2 Data on keeping up to date with new educational developments in the process of change management

<i>Keeping up to date with new educational developments in the process of change management</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	77	70.0	7	36.8
Disagree	32	29.1	10	63.2
NR	1	0.9	0	0
TOTAL	110	100	19	100

From the responses in table 4.2, the majority of school managers (70.0%) agree that they keep up to date with educational developments while 29.1% disagree. In this regard, there seems to be agreement with responses offered in table 4.7 on having an in-depth knowledge of current changes in education.

However, the majority of SMGDs (63.2%) disagree that school managers keep up to date with educational developments. As their immediate seniors, SMGDs

could be looking at developments at schools and ascribing the unsuccessful implementation of new changes as attributable to school managers' failure to keep up to date with new developments (1.2). This difference in responses highlights the rationale behind focusing on the leadership roles of school managers since they include keeping up to date with developments (see 2.5.2 & 2.5.4).

It would also be interesting to examine whether these differences are *per* chance or coincidence or *per* practical effect (see 3.5).

4.4.1.3 *School managers' positive reaction to changes in education*

Table 4.3 portrays data on whether school managers react positively to educational changes.

Table 4.3 Data on whether school managers react positively to changes in education

<i>Positive reaction to suggested changes</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	85	77.3	12	63.2
Disagree	24	21.8	7	36.8
NR	1	0.9	0	0
TOTAL	110	100	19	100

From the responses on whether school managers react positively to changes in education, table 4.3 indicates that the majority of principals (77.3%) agree that they react positively to changes in educational. This view is supported by the majority of SMGDs (63.2%) who agree that school managers react positively to changes in education. However, a significant number of school managers (21.8%) disagree, which is supported by 36.8% of the SMGDs who also disagree.

These responses indicate that while there are school managers who react positively to change in education, however disruptive, there are those school managers who do not. This is indicative of the normal reactions to change. In the case of the former managers, they may have reached the acceptance stage, while in the case of the latter this could be a result of resistance to change (see 2.3.1). Therefore, it can be deduced from these responses that while most school managers are prepared to manage change, some principals still need motivation on the essence of change and the rationale for transformation of the education system (see 2.2). This has serious implications for the leadership roles they have to play.

In the context of educational management, change implies that school managers are exposed to new controls and regulations, growth, increasing competition, technological developments and changes in the workforce (see 2.3.1). In this regard, school managers require knowledge, resources, facilities and skills to manage change. Therefore, the department of education has to provide school managers with the necessary tools in order to cater for the schools' emerging change management needs. This endeavour is imperative in influencing the school managers to adopt flexible approaches in their change management.

4.4.1.4 *School managers' adoption of flexible approaches to change management*

Table 4.4 presents data on whether school managers adopt flexible approaches to change management.

Table 4.4 Data on whether school managers adopt flexible approaches to change management

<i>Adopting flexible approaches to change management</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	86	78.2	13	68.4
Disagree	24	21.8	6	31.6
NF	0	0	0	0
TOTAL	110	100	19	100

Responses in table 4.4 indicate that the majority of school managers (78.2%) agree that they adopt flexible approaches to change management. The majority of SMGDs (68.4%) also agree that school managers adopt flexible approaches to change management. This is a positive state and can only serve to make change management not very difficult to facilitate and realise at schools. It can also be deduced from these responses that schools are led in flexible ways by school managers who do not rely on particular approaches to change management. It is, however, noteworthy that a significant 21.8% and 31.6% of respondents from school managers and SMGDs disagree with this statement. Clearly, some managers need capacity building in this regard.

School managers are required to be effective in reviewing their decisions in the light of new information. This is an indication of a flexible approach to change management. In this regard, information on school managers' capacity to review decisions is presented in the next section.

4.4.1.5 *Provision of professional support to school communities*

Providing professional support is a crucial aspect of ensuring that change initiatives are successfully implemented. In this regard, such initiatives as the

OBE, the RNCS, the IQMS can be invoked to illustrate the need for leadership roles that provide professional support to educators and other relevant school stakeholders, *inter alia*, parents and learners (see 2.2.7). Table 4.5 presents data on school managers' provision of professional support to the school community.

Table 4.5 Data on providing professional support to school communities

<i>Providing professional support to school communities</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	88	80.0	7	36.8
Disagree	21	19.1	12	63.2
NR	1	0.9	0	0
TOTAL	110	100	19	100

Responses in table 4.5 indicate that the majority of school managers (80.0%) agree that they provide professional support to their school communities, while 19.1% of school managers disagree. The response of the majority of school managers is supported by only 36.8% of the SMGDs. The majority of the SMGDs disagree that school managers provide professional support to their school communities. This seems to lend credence to the notion expressed elsewhere in this text (see 1.2) and seems to suggest an awareness of the critical leadership role school managers need to play at schools. This seems to highlight the gap between providing leadership in a changing educational environment and maintaining school stability and standards (see 1.1 & 2.1).

While school managers may be knowledgeable about educational transformation issues, they may be in a situation of difficulty and challenge in so far as taking the school community along in the implementation of

transformational changes and thus, be challenged in providing the necessary support (see 2.3.5.3). This may be related to issues like the implementation of such initiatives as the RNCS and the provisions of the SASA regarding democratic school management and governance. In the researcher's own experience, this has emerged in informal discussions with school principal colleagues over the implications of school community involvement in change.

This exposition brings to the fore the necessary capacity of school managers to organize resources in order to manage change.

4.4.1.6 ***School managers' capability to organise resources for managing change***

Managing change requires leadership roles that succeed in organising the necessary resources (instructional and transformational). Table 4.6 presents data regarding school managers' capacity to organise resources for managing change.

Table 4.6 Data regarding school managers' capability to organise resources for managing change

<i>Capability to organise resources for managing change</i>	School managers		SMGDs	
	<i>f</i>	%	<i>f</i>	%
Agree	78	70.9	9	47.4
Disagree	30	27.3	10	52.6
NR	2	1.8	0	0
TOTAL	110	100	19	100

Table 4.6 depicts that the majority of school managers (70.9%) agree that they are capable of organizing resources for managing change, while 27.3% disagree. On the other hand, more than half of the SMGDs disagree that school managers have the capacity to organise resources for managing change. This finding indicates a difference of perceptions between school managers and SMGDs. It could be that school managers consider themselves capable of doing this, because, despite challenges, changes are in any case implemented. SMGDs could on the other hand be looking at the success of change management at schools (see 1.2).

It would be informative to examine the significance of these differences. However, this situation all the more highlights the rationale of focusing on leadership roles of school managers in a changing educational environment (2.2).

4.4.2 Communication

Communication across all school processes is a critical part of the school manager's leadership role, especially in changing educational environments. This phenomenon finds expression in the importance of the effective management of change (see 2.3.2), the change process (see 2.3.4), the approaches to change (see 2.3.5) and the leadership roles of school managers (see 2.5). Tables 4.7 – 4.11 depict data on school managers' current communication role.

4.4.2.1 School managers' articulation of the educational vision

The educational vision defines the very core of schools' business (see 2.6) and thus lends significance to the leadership role of the school managers. Table 4.7 depicts data on school managers' articulation of the educational vision.

Table 4.7 Data on school managers' articulation of the educational vision

<i>Articulation of the educational vision</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	75	68.2	7	36.8
Disagree	34	30.9	12	63.2
N.R.F	1	0.9	0	0
TOTAL	110	100	19	100

Data in table 4.7 indicates that 68.2% of school managers agree that they articulate a clear educational vision. However, the majority (63.2%) of SMGDs disagree that school managers articulate the educational vision. Only 36.8% of the SMGDs agree with this statement. The difference in responses between school managers and SMGDs is quite significant. On the one hand, it is possible that most school managers attach vision articulation to successes in their school management processes as they see them, while on the other, SMGDs could be looking at the whole picture of school performance, and in the light of numerous challenges still faced by schools, perceive the articulation of the educational vision as being inadequate.

These responses emphasise the importance of principals' leadership approaches (see 2.3.5, 2.4 & 2.5). In this regard, it can be deduced that while school managers may be well conversant with educational and transformation policies as found earlier, they are faced with challenges in terms of adopting leadership roles that capacitate them in all aspects of change management, including the most crucial, that is, articulation of the educational vision (see 2.3.3; 2.4 & 2.5.4).

Closely related to articulating the educational vision is school managers' capacity to share information.

4.4.2.2 ***School managers' effectiveness in sharing educational information***

Sharing information is one powerful aspect of managing the implementation of change management. This is even more so in a changing educational environment that require school managers to manage and lead in democratic and all inclusive ways (see 2.2). This is aptly expressed in aspects describing approaches to change management (see 2.3.5 & 2.6). Table 4.8 portrays data on school managers' capacity to share information.

Table 4.8 Data on whether school managers are effective in sharing educational information

<i>Effectiveness in sharing educational information</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	81	73.6	7	36.8
Disagree	27	24.6	12	63.2
NR	2	1.8	0	0
TOTAL	110	100	19	100

Responses in table 4.8 illustrate that 73.6% of school managers agree that they are effective in sharing educational information. This view is supported by less than half of the SMGDs (36.8%) who agree that school managers are effective in sharing educational information. The majority of the SMGDs (63.2%) disagree that school managers are effective in sharing educational information. As change agents, school managers are required to acquaint their school communities with educational transformation in line with legislative and policy

initiatives within the Department of Education (see 2.2.2). This difference in responses between school managers and SMGDs further emphasises the significance of leadership roles that take cognisance of the importance of education and collaboration (see 2.3.5.1), through possession of appropriate skills which include communication (see 2.5.2). This is because among others, sharing information is a catalyst to transferring a vision, helping people to develop and helping people solve problems more effectively (see 2.5.4)

School managers' ability to share educational information requires school managers to give regular feedback to educational stakeholders.

4.4.2.3 Providing regular feedback on educational transformation to stakeholders

Providing regular feedback on educational transformation to stakeholders is important in facilitating the implementation of change at schools because feedback ensures that people are kept abreast of new developments, change and reasons for it, thus helping with the movement stage of the change process (see 2.3.4.2). Table 4.9 presents data on whether school managers provide regular feedback on educational transformation to stakeholders.

Table 4.9 Data on providing regular feedback on educational transformation to stakeholders

<i>Providing regular feedback on educational transformation to stakeholders</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	76	69.1	5	26.3
Disagree	33	30.0	14	73.7
NR	1	0.9	0	0
TOTAL	110	100	19	100

Data in table 4.9 indicates that the majority of school managers (69.1%) agree that they provide regular feedback on educational information to stakeholders, while 30.0% disagree. This data further seem to confirm school managers' effectiveness in sharing information with stakeholders as presented in table 4.8. However, the majority of SMGDs (73.7%) disagree with this statement, which is a discrepancy between school managers' and SMGDs' responses. The key in this regard could be in the word "regular". It could be that feedback, while being provided to stakeholders, is not as regularly provided as it should be in changing educational circumstances. This is indicative of the importance of leadership roles that are effective in facilitating the implementation of change.

4.4.3 Problem solving and decision-making

School managers' leadership roles in a changing educational environment include the acumen for problem-solving and decision-making. It is important to note that this involves ensuring school community participation and involvement as propounded by the new educational management and leadership ethos of applying democratic principles (see 2.2.3 & 2.5.4). Tables 4.10 – 4.16 depicts responses on school managers' ability to solve problems and make decisions

4.4.3.1 *The potential to review decisions in the light of new information*

New information is a trademark of changing circumstances. Similarly, in a changing educational environment, it could be expected that new information would necessitate the potential to be able to review decisions already taken (see 2.4). Data on school managers' potential to review decisions in the light of new information are depicted in table 4.10.

Table 4.10 Data on school managers' potential to review decisions in the light of new information

<i>Potential to review decisions in the light of new information</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	82	74.5	8	42.1
Disagree	28	25.5	11	57.9
NR	0	0	0	0
TOTAL	110	100	19	100

Data in table 4.10 indicates that the majority of school managers (74.5%) agree that they are capable of reviewing decisions in the light of new information, while about a quarter (25.5%) disagreed. The school managers who agree indicate that school managers realise the importance of reviewing their decisions, which is indicative of a move from the past management legacy (see 2.2.1), while those who disagree may be the cautious type of school manager, who puts trust on the tried and trusted decision-making mode. This can also be due to fear of the implications of rescinding decisions as a result of new information.

Less than half of SMDGs (42.1%) agree that school managers are capable of reviewing decisions in the light of new information, while more than half (57.9%) disagreed. These responses indicate a difference of responses between school managers and SMDGs. As school principals' immediate managers, SMGDs are in a better position to detect whether school managers are capable of reviewing decisions when necessary. The fact that the majority of them see school principals as being incapable of doing so is cause for concern. This is mainly because decision-making is a crucial aspect of school managers' leadership roles in a changing educational environment. Related to reviewing decisions in the light of new information is making sound decisions under pressure.

4.4.3.2 Making sound decisions under pressure

In a changing educational environment, school processes are regularly disrupted by the need to make immediate decisions and often under pressure. This calls for leadership roles that include problem-solving and decision-making that advocate inclusivity, collaboration and participation (see 2.5.2 & 2.5.4). Table 4.11 portrays data in this regard.

Table 4.11 Data on making sound decisions under pressure

<i>Making sound decisions under pressure</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	84	76.4	11	57.9
Disagree	24	21.8	8	42.1
NR	2	1.8	0	0
TOTAL	110	100	19	100

Data in table 4.11 indicates that the majority of school managers (76.4%) agree that they make sound decisions under pressure while only 21.8% disagree. This is collaborated by most SMGDs (57.9%) who also agree that school managers do make sound decisions under pressure. This is indicative of school managers' possession of decision-making skills, which implies that schools are generally better equipped since they are led and managed by school managers who can make sound decisions.

However, it is noteworthy that a significant number of school managers and SMGDs disagree on this statement, which is significant because it highlights the need for leadership roles that are appropriate for empowering school managers to be able to acquire the requisite decision-making skills. It is equally important that school managers involve others in their decision-making.

4.4.3.3 Involving others in decision-making

Involvement of other stakeholders in school process is one prominently advocated feature of the new educational management and leadership ethos (see 2.2; 2.2.2.2; 2.3.5.2 & 2.5.4). Table 4.12 depicts data regarding involvement of others in decision-making.

Table 4.12 Data on the involving others in decision-making

<i>Involving others in decision-making</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	75	68.2	7	42.1
Disagree	30	27.3	11	57.9
NR	5	4.5	0	0
TOTAL	110	100	19	100

From the responses in table 4.12 it is clear that the majority (68.2%) of school managers strongly agree that they involve others in decision-making. This probably implies collegiality in their approach to decision-making. However, over half of the SMGDs disagree with this statement. This is a significant finding in that it suggests that most principals are, according to their immediate superior individualistic in decision-making. This illustration assists in confirming the need for considering democratic, transparent, inclusive and participative approaches in managing change which emphasize that school managers should observe policy initiatives as outlined in transformational policies (see 2.2.2).

Problem-solving and decision-making involves relating to departmental policies when addressing problems.

4.4.3.4 *Relating to departmental policies when addressing problems*

Relating and using departmental policies is crucial in order to avoid conflict situations and minimising disruptions as a result of not using prescribed policies. This can be related to problems that may be experienced by schools in terms of prescribed provisions as contained in, for example, the Constitution (see 2.2.2.1), the SASA (see 2.2.2.2), the LRA (see 2.2.2.3), the E of EA (see 2.2.2.4) and the National Education Policy Act (see 2.2.2.6). Table 4.13 depicts data on whether school managers relate to departmental policy when addressing problems.

Table 4.13 Data on whether school managers relate to departmental policy when addressing problems

<i>Relating to departmental policies when addressing problems</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	84	76.4	7	36.8
Disagree	25	22.7	12	63.2
NR	1	0.9	0	0
TOTAL	110	100	19	100

Data in table 4.13 depicts that 76.4% of school managers agree that they relate to departmental policies when addressing problems. However, only 36.8% of the SMGDs agree while the majority (63.2%) disagree. It seems that SMGDs relate to numerous cases they have to mediate as a result of prescribed procedures and policies not being followed. On the other hand, school managers seem to be agreeing in terms of the fact that they have no choice, but to relate to departmental policies. The implementation of such policies could be their biggest challenge (see 1.2). It is remarkable that a significant 22.7% of school managers disagree that they relate to departmental policy when

addressing problems. This can be those principals who may be finding it difficult to internalise the new policies, especially those that seem to be against the usual practices of the past. This could be attributed to the effects of the past management and leadership legacies (see 2.2.1). This lends credence to the necessity of leadership roles that embrace transformational effects and implications.

Crisis situations at schools are a regular phenomenon and as such, it is important for school managers to be able to manage crisis situations of any kind.

4.4.3.5 The ability to manage educational crises at school

Table 4.14 illustrates data on whether school managers are able to manage educational crises at schools.

Table 4.14 Data on whether school managers are able to manage educational crises at schools

<i>Ability to managing educational crises at school</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	79	71.8	9	47.3
Disagree	31	28.2	10	52.7
NR	0	0	0	0
TOTAL	110	100	19	100

Data in table 4.14 illustrates that 71.8% school managers agree that they are able to manage educational crisis at schools while only 28.2% disagree. Over half (52.7%) of the SMGDs disagree with this statement. Clearly, the difference in responses between school managers and SMGDs indicate the need for capacity regarding managing crisis situations. School managers seem to be

referring to minor crises situations at schools, while SMGDs seem to be relating to crises situations where they may be called to intervene on a regular basis. The exposition of current challenges at schools (see 2.1) suggests that SMGDs could be correct in their perceptions of school managers' ability to manage crisis situations.

Being able to manage crisis situations at schools is related to being able to consider sufficient options before making a decision in many situations.

4.4.3.6 ***Considering sufficient options before making a decision***

This attribute is a trademark of problem-solving and decision-making in the changing educational environment. This is because, being inundated by many changes at schools, necessitates a careful consideration of various options before taking a decision, especially in a participatory and inclusive environment as required by the new leadership ethos at school (see 2.2.3 & 2.3.4.3). Data on whether school managers consider sufficient options before making decisions is presented in table 4.15.

Table 4.15 Data on whether school manager consider sufficient options before making a decision

<i>Considering sufficient options before making a decision</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	80	72.7	8	42.1
Disagree	28	25.5	11	57.9
NR	2	1.8	0	0
TOTAL	110	100	19	100

Considering data in table 4.15, it can be seen that most school managers (72.7%) agree that they consider sufficient options before making a decision. However, more than half (57.9%) of the SMGDs disagree that school managers

do this. A discrepancy in responses is noted even here. School managers may be relating to everyday operation matters where decisions taken do not demand a consideration of various options. A person is inclined to agree with the SMGDs on this, especially in view of the challenges still besetting schools (see 1.2). In this regard, school managers could be basing their perceptions on their experiences of situations where they may have had to intervene due to rapid or one-dimensional decision-making.

A changing educational environment requires school managers to be able to motivate and develop staff. This will, in essence be a catalyst to managing change in inclusive and all-embracing ways.

4.4.4 Motivation and development

Motivation and staff is a crucial aspect of school managers' leadership roles in a changing educational environment. Tables 4.16 - 4.22 present data on school managers' ability to motivate and develop of educators.

4.4.4.1 *Giving support to educators*

Giving support to educators is a critical aspect of the school manager's leadership role. This, in essence, is a tenet of the instructional leadership role of the school manager (see 2.5.2). Table 4.16 presents data on whether school managers give support educators.

Table 4.16 Data on whether school managers support educators

<i>Giving support to educators</i>	School managers		SMGDs	
	<i>f</i>	%	<i>f</i>	%
Agree	93	84.6	11	57.9
Disagree	17	15.4	8	42.1
NR	0	0		0
TOTAL	110	100	19	100

Responses in table 4.16 indicate that the majority of school managers (84.6%) agree that they support educators. This response is shared by over half (57.9) of the SMGDs. Educators today find themselves being in a state of transition from trained instructors to educated professionals, and from dispensers of information and skills to facilitators of knowledge, attitudes, values and skills such as required by the system of OBE (see 2.2.27a). It is clear from these responses that school managers have the perception that they support educators. This is an important finding, especially in consideration of *inter alia*, such issues as those raised elsewhere in the study (see 1.2; 2.2.2.2 & 2.2.2.2).

To lend support to educators, school managers need to be inspired to implement curriculum changes.

4.4.4.2 *Inspiration to implement curriculum changes*

Being inspired to implement curriculum changes is imperative in ensuring effective change management since an inspired school manager would be in a better position to inspire and motivate others. Table 4.17 presents data on whether school managers are inspired to implement curriculum changes.

Table 4.17 Data on whether school managers are inspired to implement curriculum changes

<i>Inspiration to implement curricular changes</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	80	72.7	7	36.8
Disagree	30	26.3	12	63.2
NR	0	0	0	0
TOTAL	110	100	19	100.0

From the responses in table 4.17, it can be seen that the majority of school managers (72.7%) agree that they are inspired to implement curriculum changes. However, the majority of SMGDs (63.2%) disagree that school managers are inspired to implement curriculum changes. The difficulties experienced in implementing the new RNCS can be construed to imply lack of inspiration by school managers to implement curriculum changes (see 1.2). It is also noteworthy that a significant 26.3% of school managers disagree and that only 36.8% of the SMGDs agree to this statement. SMGDs are possibly looking at problems related to implementation of the new curriculum (see 1.2).

Building effective teamwork at schools is crucial to change management roles.

4.4.4.3 ***Building effective teamwork at schools***

Teamwork is a critical aspect of ensuring that there is cooperation in the pursuit of organizational goals. This applies equally to promoting stakeholder involvement and participation in the implementation of change and transformational initiatives in education. Table 4.18 presents data on whether school managers' attempt to build effective teamwork at schools.

Table 4.18 Data on whether school managers build effective teamwork at schools

<i>Building effective teamwork at school</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	92	83.6	9	47.4
Disagree	17	15.5	10	52.6
N.R.F	1	0.9		
TOTAL	110	100	19	100

Data in table 4.18 indicate that the majority of school managers (83.6%) agree that they build effective teamwork at their schools. This is a positive sign since successful implementation of educational transformation depends on the collaboration, unified effort and co-operative relationships between school managers and educational stakeholders in implementing change 2.3.3).

However, the majority of SMGDs (52.6%) disagree that school managers build effective teamwork at their schools. From experience, SMGDs have often indicated to school principals that their interventions are usually on conflict resolution. Their response to this statement suggests that they see these interventions as indicative of poor teamwork at schools. This finding highlights the rationale behind the leadership roles that have to be promoted at schools. Building effective teamwork also implies encouraging educators to work to their best potentials.

4.4.4.4 *Encouraging educators to perform to their best potential*

Encouraging educators to perform to their best potentials is a critical aspect of building teamwork and motivation. Through this aspect, school managers' leadership role not only addresses educators' self realisation needs (see 2.5.4),

but also promotes involvement and participation of educators in change implementation initiatives at schools. Table 4.19 presents data on whether school managers encourage educators to work to their best potentials.

Table 4.19 Data on whether school managers encourage educators perform to their best potential

<i>Encouraging educators to perform to their best potentials</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	94	85.5	11	57.9
Disagree	16	14.5	8	42.1
NR	0	0	0	0
TOTAL	110	100	19	100

Table 4.19 indicates that the majority of school managers (85.5) and SMGDs (57.9 agree that school managers encourage educators to perform to their potentials. This is a positive response and indicates that in the current educational environment, school managers recognise the significance of educators who are well capacitated to deal with challenges in the educational direction. By encouraging them to perform optimally, school managers' leadership roles are in line with transformational and instructional leadership attributes (see 2.5.3 & 2.5.4). This bodes well for school managers in the currently changing educational environment. It has to be noted, however, that 14.5% of school managers and 42.1% of SMGDs disagree with this statement, which poses a challenge regarding ensuring that all school managers recognise the importance of encouraging educators to work optimally to their potentials. Doing so requires a recognition of the importance of providing opportunities for educators' professional development.

4.4.4.5 ***Providing opportunities for educators' professional development***

One of the problems cited for poor curriculum implementation is lack of training and development (see 1.2). Providing opportunities for educators' professional development at school is one way of ensuring that curriculum implementation takes place. Data on whether school managers make provision for educators' professional development is depicted in table 4.20.

4.20 Data on whether school managers provide opportunities for educators' professional development

<i>Providing opportunities for educators' development</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	87	79.1	6	31.6
Disagree	23	20.9	13	68.4
NR	0	0	0	0
TOTAL	106	100.0	19	100

According to data in table 4.20, the majority of school managers (79.1%) agree that they provide opportunities for educators' professional development. This view is sharply contradicted by the majority of the SMGDs (68.4%) who disagree. School managers may be relating to development opportunities provided by the department for all schools and thus see themselves as allowing educators such development opportunities. On the other hand, SMGDs are motivated to disagree due to their evaluation of educators' status of professional advancement. This contrast in responses serves to highlight the need for school managers' leadership roles to focus on all aspects of change management, including providing educators with opportunities for professional development.

This is in line with their instructional, transactional and transformational leadership roles (see 2.5). School managers' leadership roles in a changing educational environment also require them to be effective in terms of networking and establishing community relations.

4.4.5 Building community relations

Building community relations relates to the ability of school managers to foster co-operation with various stakeholders and being able to create a network of centres for co-operation in the quest for education service delivery. This blends in well with the requirement of the new education direction that seeks to turn schools into centres of community life and development (see 2.2.1; 2.2.2; 2.2.3). Tables 4.21 - 4.26 present data regarding school managers networking and community relations.

4.4.5.1 *Striving to build co-operative relationships with the community*

Among other leadership roles, school managers have a role to strive to build co-operative relationships with their communities. Data in this regard is presented in table 4.21.

Table 4.21 Data on whether school managers build co-operative relationships with the community

<i>Striving to build co-operative relationships with the community</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	82	74.6	10	52.6
Disagree	27	24.5	6	47.4
NR	1	0.9		0
TOTAL	109	100	19	100.0

Data in table 4.21 indicate that 74.6% of school managers agree that they build co-operative relationships with their school communities. This response is

supported by more than half (52.6%) of the SMGDs who also agree. This response indicates recognition of the importance of building co-operative relationships with the community. However, a number of school managers (24.5%) and SMGDs (47.4%) respectively disagree that school managers build co-operative relationships with their communities. It can be deduced from these responses that while other school managers are effectively engaged in ensuring that school communities understand the process of educational transformation, other school managers do not offer such opportunities to their school communities (1.2). This is a cause for concern, especially in the light of leadership roles that must be fulfilled by school managers in this changing educational environment.

The aspect of building co-operative community relationships with the school is related to transforming the school into a centre of community development.

4.4.5.2 Transforming the school into a centre of community development

Schools should, in essence, be centres of community development. This way the community benefits from services rendered by the school, not only to its children, but also to the community at large. Table 4.22 depicts data on whether school managers engage in transforming schools into centres of community development.

Table 4.22 Data on whether school managers engage in transforming schools into centres of community development

<i>Transforming schools into centres of community development</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	74	67.3	8	42.1
Disagree	36	32.7	11	57.9
NR	0	0	0	0
TOTAL	110	100.0	19	100.0

From table 4.22, it can be seen that 67.3% of respondent school managers agree that they engage in transforming schools into centres of community development. This is collaborated by 42.1% of the SMGDs. However, the majority of the SMGDs (57.9%) disagree with the statement. Notwithstanding this response, it can be concluded that school managers do attempt to transform schools into centres of community development. This is crucial because it implies that on this aspect, school managers' leadership roles do recognise the importance of the community to the school in a changing educational environment.

Closely related to this aspect, is the necessity of consulting the community through its functional structures.

4.4.5.3 Consulting the community through its functional structures

Communities in the environment around schools have numerous functional structures through which community activities are executed. School managers would benefit by consulting with such structures on relevant issues pertaining to educational transformation and school operations (1.2; 2.2.1 & 2.2.3). Table 4.23 depicts data on whether school managers consult with the community through its functional structures.

Table 4.23 Data on whether school managers consult the community through its functional structures

<i>Consulting the community through its functional structures</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	80	72.7	7	36.8
Disagree	30	27.3	12	63.2
NR	0	0	0	0
TOTAL	110	100	19	100

Responses in table 4.23 indicate that the majority of school managers (72.7%) agree that they consult the community through its functional structures. It can be deduced from these responses that school managers consider community structures as effective in forging relationships with the broader community. However, the majority of SMGDs (63.2%) disagree that school managers do consult the community through its functional structures. This indicates that school managers, according to their SMGDs could do better in this aspect. It is also noteworthy that a significant 27.3% of school managers also disagree that they consult the community through its functional structures. This suggests the inaccessibility of such structures in those communities or it can be that school managers themselves do not utilise such structures. This presents a danger of divorcing the community from schools. This could be resultant in such reported incidents of violence, crime and burglaries at schools (see 1.2) because there would, in such situations, be no community ownership of schools.

This situation, have an impact on determining the school managers' ability to forge partnerships with community structures.

4.4.5.4 ***Forging partnerships with community structures***

Forging partnerships with community structures is an important aspect of ensuring that schools build relationships with communities and that networking becomes feasible. This promotes the notions of inclusive and collaborative school management and governance. Data on whether school managers forge effective relationships with community structures is portrayed in table 4.24.

Table 4.24 Data on whether school managers forge effective partnerships with community structures

<i>Forging effective partnerships with community structures</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	74	67.3	4	21.0
Disagree	34	30.9	13	79.0
NR	2	1.8	0	0
TOTAL	108	100	19	100

Data in table 4.24 indicate that the majority of school managers (67.3%) agree that they forge effective partnerships with community structures. On the other hand, the majority of SMGDs (79.0%) disagree with the notion that school managers forge effective partnerships with community structures. Only 21% of the SMGDs support this notion. These responses seem to suggest that school managers do forge partnerships with community structures while a sizeable number does not. It is important to note that engaging community structures in school affairs is a challenge. This points to the need for school managers to play even more transformational roles in this educational environment (see 2.5) and significantly implies a need for changing mindsets and directing schools generally to recognition of the importance of community structures (see 2.2.1).

This will be useful, for instance, when addressing provisions of the National Education Policy Act (see 2.2.2.6) and the White Paper on inclusive education (see 2.2.27).

This aspect is even more important with the consideration of school managers' roles of resource agents for the community.

4.4.5.5 ***Serving as a resource agent for the general community***

Serving as resource agents for the general community agrees with transforming schools into centres for community development. Table 4.25 depicts data on whether school managers serve as resource agents for the general community.

4.25 Data on whether school managers serve as resource agents for the general community

<i>Serving as resource agents</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	79	61.8	5	26.3
Disagree	31	27.2	14	73.7
NR	0	0	0	0
TOTAL	110	100	19	100

The success of school managers in implementing changes is mainly determined by their approaches to change management (see 2.3.5). To be effective in fulfilling their leadership roles in a changing educational environment, principals also need to serve as resource agents to the general community. Responses in table 4.25 indicate that the majority (61.8%) of school managers agree that they serve as resource agents for the general community. However, the majority of SMDGs (73.7%) disagree that school managers serve as resource agents for

the community. Only 26.3% of the SMDGs agree with the statement. At the same time, 27.2% of the school managers also disagree that they serve as resource agents for the community, which is disconcerting, especially in view of the new educational management and leadership approach in South Africa (2.2.3).

It seems that many school managers do attempt to serve as resource agents for the general community. This can be in terms of offering assistance where necessary. It is clear also, that some school managers do not serve as resource agents for the general community, possibly because being resource agents for the community is likely deplete their already limited school resources, or being engaged thus, will impinge on their actual school management and leadership responsibilities in terms of time resources. It seems also that most school managers, due to the past management legacy, still see schools as separate entities from the community, and that they should be solely concerned with instructional matters (see 2.2.1).

Despite the reasons expose above, it remains crucial in the current educational environment for school managers to be engaged in these exercises with the community. This will give meaningful expression to the requirements of the provisions of transformational initiatives in education, especially with regard to new ways of democratic management and governance of schools (see 2.2.2).

One of the areas of importance regarding school managers' role of building relationships pertains to dealing with people diplomatically and honestly.

4.4.5.6 Interacting diplomatically and honestly with people

This aspect is crucial in order to show consideration to community members by communicating personal respect, giving them the necessary attention and treating them as individuals and recognising their needs (see 2.5.4). This is to the benefit of communities where community members posses generally inadequate literacy levels and may lack understanding of processes of value to the school. Consequently, this aspect supplements the notion of schools as

community development centres and school managers being resource agents for the general community (see table 4.25).

Data on whether school managers interact diplomatically and honestly with people is presented in table 4.26.

4.26 Data on whether school managers interact diplomatically and honestly with people

<i>Interacting diplomatically and honestly with people</i>	School managers		SMGDs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Agree	77	70.0	11	57.9
Disagree	31	28.2	8	42.1
NR	2	1.8	0	0
TOTAL	108	100	19	100

Table 4.26 indicates that the majority of school managers (70%) agree that they interact diplomatically and honestly with people. This response is supported by almost three-fifths (57.9%) of the SMGDs. This is an important finding in that it displays the positive role school managers perform in interacting with the community. This also displays a shift from past management and leadership practices which separated the school from the community and thus projected school managers who did not have time for community members. This also projects an important democratic principle of transparency as propounded by transformational initiatives (see 2.2.2).

Equally important is the finding that a significant 28.2% of school managers and 42.1% of the SMGDs disagree that school managers interact diplomatically and honestly with people. This is disconcerting and can only necessitate capacity

building for school managers to regard their leadership roles as including interactions with the community, and a corresponding diplomatic and honest interaction.

The findings as presented in the foregoing sections reveal a prominent feature namely, that in most instances, there were differences in responses between school managers and SMGDs. This could be a result of the disadvantages of the questionnaire as a research instrument. In the light of these differences, it was deemed necessary to investigate whether the responses that differed were significant or not and that if they were, whether such differences were of practical effect or not. The next section presents an analysis of differences in responses between school managers and SMGDs.

4.5 AN ANALYSIS OF DIFFERENCES BETWEEN SCHOOL MANAGERS AND SMGDS' RESPONSES

The responses between school managers and SMGDs indicate differences in perceptions. It was therefore necessary to analyse these differences in order to determine whether they are statistically significant or not and to determine whether they are of any practical effect. For the purpose of this study, the t-test was computed to determine whether the differences had any significance and the Cohen's d-value was computed to determine the effect sizes of the statistical differences as well as to determine whether these were of any practical significance.

4.5.1 The t-test

A t-test determines whether the means of two groups are statistically different from each other at a selected probability level (Vockel & Asher, 1995:321). The t-test yields a probability value (p-value) which indicates whether there are statistically significant differences between two means of a sample (Gall, Borg & Gall, 1996:183; Vockel & Asher, 1995:321). A statistically significant difference means that the differences between the means of a sample are not due to chance or coincidence, but point to a real difference between the means.

In this study and in line with Gall *et al.* (1996:184),

- the 0.05 (5%) level was selected to determine whether there were any significant differences in responses between school managers and SMGDs;
- p-values greater than 0.05 indicate no statistically significant differences in responses; and
- p-values less than 0.05 indicate statistically significant differences in responses (see Gall *et al.*, 1996:184).

4.5.2 The d-value (effect size)

The effect size assesses the magnitude of a difference between two means, i.e. it takes into account the size or measure of the difference between means regardless of whether it is statistically significant. According to Vockel and Asher (1995:357), the effect size determines whether the difference is substantial enough to recommend changes in the educational practice. In this study, the effect size is computed to determine whether the difference derived from the t-test can be interpreted as being of practical significance or use. The effect size was obtained using the following formula (Cohen, 1988:553; Vockel & Asher, 1995:357):

$$d = \frac{\bar{X}_1 - \bar{X}_2}{SD_{\max}}$$

where

$\bar{X}_1$ = the mean of principals' responses

$\bar{X}_2$ = the mean of SMGDs' responses

$SD_{\max}$ = the maximum standard deviation (of either of the respondents)

The interpretation of the effect size was done on the basis of the guidelines offered by Cohen (1988:26) that:

$d = 0.2$ (small effect)

$d = 0.5$ (medium effect)

$d = 0.8$ (large effect)

In this study, it was decided to consider only those effect sizes that were above 0.8 (large effect) for interpretation. This was because it was noted that the population of school managers was fairly homogeneous and faced the same legislative and transformational challenges at their schools (see 1.8 & 2.2).

4.5.3 Differences in responses regarding school managers' approach to educational change

There were differences in responses between school managers and SMGDs in terms of frequency counts on this dimension of school managers' current leadership roles. Although these were frequency count differences, it appears from the t-test conducted, that there are significant differences between the means of some items in this dimension. Table 4.27 depicts data on statistical differences between the means of school managers and SMGDs' responses.

Table 4.27 Differences in responses on school managers' approach to educational change

Item	School managers		SMGDs		t	p	d
	Mean	SD	Mean	SD			
B6	1.954	0.782	2.315	0.582	-1.919	0.06	-
B7	2.091	0.822	2.736	0.653	-3.241	0.00 [*]	0.6
B8	1.981	0.706	2.421	0.606	-2.548	0.01 [*]	0.5
B9	1.981	0.753	2.368	0.760	-2.061	0.04 [*]	0.83 [#]
B10	1.862	0.787	2.684	0.582	-4.341	0.00 [*]	1.04 [#]
B11	2.101	0.842	2.578	0.901	-2.253	0.02 [*]	0.53

^{*}Significant difference

[#]Practical significance d

= 0.2 (small effect size)

d = 0.5 (medium effect size)

d = 0.8 (large effect size)

According to data from table 4.27, there are differences between the school managers and SMGDs:

- on “keeping up to date” with educational developments in the process of change management ($p=0.00<0.05$). However, the effect size ($d=0.6$) is less than 0.8 and thus is of no practical significance.
- on reacting positively to changes in education ($p=0.01<0.05$). It can, however, be seen that these differences though statistically significant, are of no practical significance ($d=0.5$).
- on whether school managers adopt flexible approaches to change management, it can be seen that there are differences in the means of

the responses between school managers and SMGDs ($p=0.04<0.05$). It can also be seen that these differences are large enough to be of practical significance ($d=0.83$). This can be considered to have implications for the manner in which school managers approach change management. It seems that they have the perception that tried and tested strategies are effective and perceive little need to be flexible. They possibly also see flexibility as being disruptive and possibly results in inconsistency. This calls for school managers to adopt leadership roles that are able to consider circumstances and are thus flexible (2.4.1 & 2.5.4).

On the other hand, SMGDs' responses suggest that they regard school managers as being inflexible in their approaches to change management. This could be attributed to SMGDs not being part of regular processes in schools, and as a result, having a "through the window" conception of what really takes place at schools. This, however, has implications for the adoption of an approach to school leadership that capacitates school managers with appropriate skills to manage change using a variety of suitable strategies.

- on school managers' provision of professional support to school communities ($p=0.00<0.05$). These differences are also of practical significance ($d=1.04$). These differences can be attributed to numerous reasons, *inter alia*, the meaning of professional support to school communities being perceived differently by school managers and SMGDs or even who the school communities refers to in terms of professional support. Clearly, educators and parents can be provided with professional support depending on the objective.
- on school managers' capability to organize resources for managing change ($p=0.02<0.05$). These differences are, however, of medium effect size and thus are of no practical significance.

4.5.4 Differences in responses regarding communication

All three items in this dimension reveal significant differences with large effect sizes. Table 4.28 portrays data in this regard.

Table 4.28 Data on regarding communication

Item	School managers		SMGDs		t	p	d
	Mean	SD	Mean	SD			
B12	2.055	0.803	2.736	0.653	-3.500	0.00*	0.85 [#]
B13	1.907	0.902	2.789	0.713	-4.049	0.00*	0.98 [#]
B14	2.055	0.858	2.947	0.705	-4.279	0.00*	1.04 [#]

*Significant difference

[#]Practical significance

d = 0.2 (small effect)

d = 0.5 (medium effect)

d = 0.8 (large effect)

There are significant differences between school managers and SMGDs:

- on school managers' articulation of the educational vision ($p=0.00<0.05$). These differences are also of practical significance ($d=0.85$). These differences suggest a result of the point from which respondents understand the articulation of the educational vision. School managers seem to perceive this from a point of view of their schools, while SMGDs seem to viewing it from their positions as departmental officials. Notwithstanding the reason behind the differences, it is important to note the important of vision articulation in change management and implementation, especially in a situation of transformational change. Therefore, a transformational leadership role is appropriate to deal with this issue and capacity building to that end is essential.

- on whether school managers are effective in sharing educational information. The differences between school managers and SMGDs are statistically significant ($p=0.00<0.05$) and these differences are also of practical effect ($d=1.98$). These differences can be attributed to school managers perceiving themselves as sharing information effectively, perhaps through means internal to the school, like circulars, instruction books and even in meetings. SMGDs' responses on the other hand suggest that they are looking at issues in which they may have had to intervene and found among others, lack of knowledge among people concerned. They can also be looking at information sharing including all stakeholders, like parents. In most instances, it can be that incidents occurring at schools could be seen as resulting from lack of information. This aspect is critical in the implementation of change and puts emphasis on school managers' leadership roles in changing educational circumstances.
- on whether school managers provide regular feedback on educational transformation to stakeholders. Differences in responses between school managers and SMGDs are statistically significant ($p=0.00<0.05$) and are also of practical significance ($d=1.04$). These differences are noteworthy and confirm the differences noted in terms of sharing information. In the light of this finding, it can be concluded that school managers may be lacking, regarding sharing information and providing regular feedback to stakeholders. This lends more credence to the notion that school managers need transformational leadership role attributes in managing the implementation of change, especially in the changing educational environment.

These findings suggest that school managers' communication in terms of educational change implementation and management needs improvement.

4.5.5 Differences in responses regarding problem-solving and decision-making

Two items in this dimension displayed significant differences which were also of practical effect between school managers and SMGDs' responses. Table 4.29 portrays data in regarding differences in responses on problem-solving and decision-making.

Table 4.29 Data on differences regarding problem-solving and decision-making

Item	School managers		SMGDs		t	p	d
	Mean	SD	Mean	SD			
B15	1.954	0.881	2.684	0.671	-3.434	0.00 [*]	0.83 [#]
B16	1.872	0.813	2.421	0.692	-2.766	0.00 [*]	0.67
B17	2.076	0.755	2.578	0.768	-2.661	0.00 [*]	0.65
B18	1.899	0.838	2.684	0.582	-3.914	0.00 [*]	0.83 [#]
B19	2.090	0.784	2.526	0.696	-2.268	0.02 [*]	0.55
B20	1.907	0.870	2.578	0.692	-3.186	0.00	0.77

^{*}Significant difference

[#]Practical significance

d = 0.2 (small effect size)

d = 0.5 (medium effect size)

d = 0.8 (large effect size)

From table 4.29 it can be seen that there are significant differences:

- on whether school managers have the potential to review decisions in the light of new information ($p=0.00<0.05$) and that these differences are of practical significance ($d=0.83$). This is an important finding because

being able to review decisions already taken, demands courage from school managers and can be construed as a weakness. It is however, a trademark of good leadership. The differences can be attributed to school managers being overly cautious in what they do and being prepared to adhere steadfastly to decisions taken, regardless of the consequences. While this can be laudable, it is important for school managers' leadership to play roles that capacitate them to be able to review decision already taken, especially in the light of new information.

- on whether school managers make sound decisions under pressure, it is commendable that though there are statistically significant differences ($p=0.00<0.05$), these are of medium effect size and are thus of no practical significance ($d=0.65$).
- On whether school managers involve others in decision-making. ($p=0.00<0.05$). However, these differences are of no practical significance ($d=0.67$).
- on whether school managers relate to departmental policies when addressing problems ($p=0.00<0.05$). These differences are of a significant effect ($d=0.83$) and are thus both of practical and statistical significance. This finding is significant because while school managers can be flexible in their approach to problem-solving, they need to adhere to prescribed policy directives. SMGDs seem to be relating to experiential incidents where they may have had to intervene because prescribed procedures and policy prescription had not been related to in problem-solving. In this regard, prescription of the SASA regarding corporal punishment, handling of grievances and disputes in terms of the LRA and the E of EA could be cases in point. Be that as it may, this is a clear need for a leadership role that is transformational for school leaders, because of the attributes it propounds (see 2.5.4).

- On whether school managers are able to manage educational crises at schools ($p=0.02<0.05$). These differences are, however of medium effect and are thus of no actual significance.
- On whether school managers are able to consider sufficient options before making decisions ($p=0.00<0.05$). These differences are also of medium effect ($d=0.77$) and are of no considerable effect in this study.

In the light of this exposition, it seems that school managers problem-solving and decision-making in terms of items listed could be acceptable, although they could do better on the items cited as being of substantial or considerable effect.

4.5.6 Differences in responses regarding motivation and development

Most of the items in this dimension display significant differences which are also of practical significance. Table 4.30 depicts data in this regard.

Table 4.30 Data on whether school managers give support to educators

Item	School managers		SMGDs		t	p	d
	Mean	SD	Mean	SD			
B21	1.690	0.821	2.421	0.961	-3.488	0.00*	0.82 [#]
B22	2.045	0.828	2.526	0.696	-2.386	0.01*	0.82 [#]
B23	1.733	0.856	2.473	0.772	-3.520	0.00*	0.85 [#]
B24	1.636	0.842	2.473	0.611	-4.139	0.00*	0.84 [#]
B25	1.854	0.833	2.736	0.561	-4.437	0.00*	0.83 [#]

*Significant difference

[#]Practical significance

d = 0.2 (small effect size)

d = 0.5 (medium effect size)

d = 0.8 (large effect size)

There are significant differences between school managers and SMDGs regarding:

- whether school managers support educators ($p=0.00<0.05$). These differences are of large effect ($d=0.82$) and are thus of practical significance. A possible reason for this can also be due to SMDGs having intervened in cases where it was evident that educators had not received the necessary support. This can also be related to reported complaints of educators for not getting sufficient support in curriculum implementation matters (see 1.2). This is cause for concern considering that educators need utmost support especially regarding situations where they have to deviate from familiar practices to the new. An example could be support regarding the implementation of the new mode of assessment.
- whether school managers are inspired to implement curriculum changes ($p=0.01<0.05$). The effect size is noticeable and thus the differences have a practically significant effect. This implies that school managers may have reduced morale due to the many changes in the curriculum implementation requirements, which causes their inspiration to decrease. Be that as it may, school managers need to focus on leadership roles that seek to maintain organisational effectiveness while they strive to implement curriculum changes, especially when the cascading and “piecemeal” nature of change in education is considered.
- building effective teamwork at school ($p=0.00<0.05$) and these differences are of significant practical effect ($d=0.85$). These differences can be attributed to SMDGs relating to schools as they perceive them and as they intervene in issues that indicate lack of teamwork. This is important because teamwork is critical for effective leadership roles in changing educational environments, and thus points to the importance of roles that integrate transactional, instructional and transformational leadership.

- whether school managers encourage educators to perform to their best potential. In this case, there are significant difference between school managers and SMGDs ($p=0.00<0.05$) which are of large effect, thus being practically significant ($d=0.84$). The transactional leadership role is useful in this case in so far as it relates to school managers seeking to ensure that educators' lower level needs are satisfied (see 2.5.3) and the transformational leadership role is critical in so far as it addresses educators' higher order needs of self-actualisation (see 2.5.4).
- whether school managers provide opportunities for educators' professional development. There are significant differences ($p=0.00<0.05$) which are also of substantial effect, thus being of a practically significant effect ($d=0.83$). This finding points to the need for school managers need to perform a transformational leadership role as it promotes among others, helping and fostering staff members and educator development in general (see 2.5.4).

4.5.7 Differences in responses regarding building community relations

Table 4.31 depicts data on differences between school managers and SMGDs on building community relations.

Table 4.31 Data on differences between school managers and SMGDs on building community relations

Item	School managers		SMGDs		t	p	d
	Mean	SD	Mean	SD			
B26	1.880	0.910	2.578	0.837	-3.120	0.00*	0.77
B27	2.10	0.856	2.789	0.787	-3.277	0.00*	0.81 [#]
B28	1.990	0.795	2.736	0.653	-3.277	0.00*	0.94 [#]
B29	2.129	0.749	2.842	0.688	-3.862	0.00*	0.95 [#]
B30	2.063	0.827	2.789	0.713	-3.598	0.00*	0.88 [#]
B31	1.962	0.874	2.526	0.696	-2.660	0.00*	0.64

*Significant difference

[#]Practical significance

d = 0.2 (small effect size)

d = 0.5 (medium effect size)

d = 0.8 (large effect size)

Table 4.31 shows that there are significant differences between school managers and SMGDs concerning:

- whether school managers build co-operative relationships with the community ($p=0.00<0.05$). However, these differences are of medium effect ($d=0.77$) and are thus of no practical significance.
- whether school managers transform schools into centres of community development ($p=0.00<0.05$) and are of practical significance ($d=0.81$). This suggests that SMGDs relate to how they perceive relations between schools and their communities, which could perhaps not be showing signs of any partnership. In this changing educational environment, it is imperative for schools to begin to serve as centres for

community life and thus school managers' leadership roles need to be aligned to this ideal. School managers, on the other hand, seem to perceive schools as entities solely belonging to the school community and can be resentful of what they perceive as community interference if schools were to be too accommodating to the community.

- whether school managers consult the community through its functional structures ($p=0.00<0.05$) and these differences are of significant effect ($d=0.95$). This finding is cause for concern and calls for the capacitating of school managers in integrating leadership roles that include qualities that promote the involvement of the community through its relevant structures (1.2). It can be asserted that school managers regard community structures with caution for fear of over-involvement and interference.
- whether school managers forge effective partnerships with community structures ($p=0.00<0.05$). These differences are also of a practically significant effect ($d=0.88$). This aspect of building community relations is crucial in terms of involvement and participation of stakeholders in education. As alluded to above, school managers seem to be overly cautious for fear of the community structures over-involvement and participation in school affairs, which could result in undue interference in professional matters.
- whether school managers serve as resource agents for the general community ($p=0.00<0.05$). These difference are however, of medium effect ($d=0.64$) and thus not noticeably significant to this study.

4.5.8 A synopsis and remarks regarding the findings

The data analysis reveals two scenarios. Firstly, school managers largely agree with the questionnaire items. This suggests that school managers' perceptions of their current leadership roles are in line with effective change management. In essence, they seem to be succeeding in playing appropriate roles in the

management and implementation of change. However, responses from SMGDs largely contradict those of school managers.

4.5.8.1 *Remarks concerning responses of school managers*

Two possible reasons can be attributed to school managers' responses. It can be due to the disadvantages of questionnaires as alluded to elsewhere in this text (see 3.3.1.1). School managers' responses can be induced by the reluctance to reveal their actual status. It can also be due to SMGDs perceptions being based on observations made on a few occasions they visit schools or based on their evaluation of whole schools' performances rather than being based on experience of specific issues, which would differ from school to school.

Secondly, the analysis of responses indicates that the differences are statistically significant and to a large extent, are of a practical effect, thus being of considerable significance. This is cause for concern and highlights the need for school managers' leadership roles to be aligned to achieving school effectiveness while being effective in implementing change management strategies that succeed in taking the school community into collaborative relations in the implementation of change initiatives in the pursuance of school organisational goals.

4.5.8.2 *Remarks concerning SMGDs responses*

It is clear that school managers in the Lejweleputswa District office need capacity building with regard to appropriate leadership roles in a changing educational environment. While SMGDs do not agree with most items relating to current roles of school managers in the current educational environment, it can be deduced that as immediate managers, SMGDs themselves are possibly in need of development regarding leadership roles and how they can render support to school managers in this regard.

Finally, notwithstanding the exposition above, the analysis of the data collected indicates clearly that school managers are facing enormous challenges regarding the management of change in the current educational environment. This should form the basis of the leadership model this study proposes. This model, based on the general tone of the findings, integrates elements of prominent leadership roles into a model for school leadership in a changing educational environment.

It must be noted, however, that these findings do not actually indicate reasons why SMGDs differ from school managers on most of the attributes. Therefore, any data in support of searching for contributory factors to this aspect can be a subject of another study.

4.6 CHAPTER SUMMARY

This chapter set out to present the data analysis and interpretation. Data analysis was done through frequency analysis and statistical testing of differences between school managers' and SMGDs' responses about the current role of school managers.

The next chapter presents the summary, findings and recommendations of this study.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of the study. The focus of presentation is based on important aspects that were found from the literature study regarding leadership roles of school managers in a changing educational environment. Further presentation is also based on findings of the empirical study regarding current leadership roles of school managers in the Lejweleputswa District. Finally, recommendations based on the research findings are presented.

5.2 SUMMARY OF THE STUDY

Chapter 1 outlined the rationale of the study. The thrust of the study relates to the leadership roles of school managers in a changing educational environment. This is based on South Africa's educational environment which has seen an introduction of numerous transformational and legislative changes. Problems experienced at schools with the implementation of these changes motivated the questions of whether school managers fulfil leadership roles that facilitate this implementation in such a way that schools still continue to deliver teaching and learning activities without disruption as a result of changes introduced. In essence, the implementation of educational change is dependent on the capacity of school managers in change management. This chapter essentially guided the reader through this research's content by presenting the problem statement, research aims and the research methodology.

Chapter 2 focused on the school managers' leadership roles in a changing education environment. The rationale for a focus on school managers' leadership roles was exposed (see 2.2). This exposition brought to the fore, the importance of school's social context (see 2.2.1) as presenting the

interaction of various school ecological aspects in South Africa as requiring leadership roles that focus on the structural and people dimensions of the school in the implementation of externally imposed change initiatives in education. The apartheid legacy on school management and leadership (see 2.2.2) indicated that school managers operated within a regulated work environment, were expected to fulfil roles of control which led to authoritarian, hierarchical and top-down management styles, practiced rule-driven, secretive and non-consultative management. Consequently, these past management practices have an influence on how school managers execute their management and leadership functions as these past practices pervade their current roles.

The effects of educational transformation (see 2.2.2) indicated that change in the South African education system sought to democratise management and school governance and concomitantly, legislation affected how schools have to function and be managed. Among others, transformational effects include such Acts as the Constitution (see 2.2.2.1), the South African Schools Act (see 2.2.2.2), the Labour Relations Act (see 2.2.2.3), the Employment of Educators Act (see 2.2.2.4) Employment Equity Act (see 2.2.2.5) the National Education Policy Act (see 2.2.2.6), the White Paper on inclusive education (see 2.2.2.7) including such policy initiatives that have resulted in, *inter alia*, the Outcomes Based Education, the Revised National Curriculum Statement and the Integrated Quality Management Systems (see 2.2.2.7).

The new approach to educational management in South Africa (see 2.2.3) highlighted the requirement for change from past management practices to management that advocates stakeholder participation, collaboration between parents and educators, SMTs and learners as stipulated in the South African Schools Act. The essence of change (see 2.3) revealed that change is two-fold, namely introduction of new things and responding to change imposed externally. This led to an exposition of the importance of effective change management (see 2.3.2), school organisational change

(see 2.3.3), the change process (see 2.3.4) and approaches to change management (see 2.3.5).

The leadership theories (see 2.4) exposed theories like the trait theory, the behavioural theory, the contingency-situational theory and the transactional-transformational theories. This culminated into the leadership roles of school managers in a changing educational environment (see 2.5) identified as the transactional role (see 2.5.2), transactional role (see 2.5.3) and the transformational role (see 2.5.4). In exposing the leadership roles and core business of school managers (see 2.6), it was highlighted that an integration of the three leadership roles was the ideal school managers' role in the changing educational environment.

Chapters 3 and 4 presented the empirical research design and data analysis and interpretation respectively. Chapter 3 detailed the research method, including the research instrument and its design, the pilot study, population and sampling, response rate and the administrative procedures. Chapter 4 outlined data analysis and interpretation by means of table detailing frequencies and test for statistical differences on responses among school managers and SMGDs.

The next section presents the findings with regard to research aims so as to indicate how each aim was realised.

5.3 FINDINGS FROM THE RESEARCH

Research findings presented in this section relate to the research aims as stated in Chapter 1.

5.3.1 Findings from research aim 1: leadership roles of school managers in a changing educational environment

The following findings were made with regard to leadership roles of school managers in a changing educational environment:

- The rationale for a focus on leadership roles of school managers (see 2.2) is informed by the fact that the introduction of the new education dispensation presented school managers with a new set of responsibilities due to changes that had been introduced at a rapid pace. Thus, school managers are required to lead and manage schools by among other, being able to facilitate change. School managers therefore need to understand what change is and manage it in a way that ensures minimal disruptions to schools' teaching and learning processes.
- Managing change and facilitating its implementation requires an understanding of the following issues:
 - the school's social context (see 2.2.1), which means that the school managers' leadership role should take cognisance of the school's ecology in facilitating change. This implies considering the whole school and ensuring that the school functions within a context of education delivery while implementing externally-imposed transformational change initiatives;
 - the apartheid legacy on school management and leadership (see 2.2.1), which means that school management is still influenced by past management and leadership practices. These are among others, irrelevant management qualifications, operating in a regulated environment resultant in being used to receiving instructions, weak leadership, control functions, authoritarianism and non-consultation, emphasis on technical administrative functions and top-down autocratic and individualistic management styles.
 - educational transformation (see 2.2.2), which means that school managers have to deal with completely different school

circumstances from the past. Their leadership acumen is acutely tested by among other things, the introduction of many transformational and legislative changes. These changes require different leadership roles. For instance, the introduction of Acts like the Constitution (see 2.2.2.1), the South African Schools Act (see 2.2.2.2), the Labour Relations Act (see 2.2.2.3), the Employment of Educators Act (see 2.2.2.4) Employment Equity Act (see 2.2.2.5) the National Education Policy Act (see 2.2.2.6), the White Paper on inclusive education (see 2.2.2.7) including such policy initiatives that have resulted in, *inter alia*, the Outcomes Based Education, the Revised National Curriculum Statement and the Integrated Quality Management Systems (see 2.2.2.7) imply that school managers' roles must take cognisance of the stipulations of these Acts and manage change at school level to accommodate their implications. Indiscriminate implementation or poor implementation of these Acts may lead to disruptions at schools.

- The new approach to educational management and leadership in South Africa (see 2.2.3) highlights the cornerstone of the new leadership roles of school managers, that is, those of facilitating school change management processes by ensuring stakeholder participation, with collaboration between and among parents, SMTs, educators and learners as prescribed in the SASA.
- School managers, in addition to leadership roles, must understand the essence of change (see 2.3). This implies an understanding of different forms of change, the meaning of change and the nature of the process of change. Doing so requires insight into:
 - why effective change management is important (see 2.3.2), which relates to ensuring that change is implemented

successfully and resistance is limited to the change itself. This can be achieved by matching change to the school's current processes and considering staff's emotional reactions, the organisational environment and resistance to change and the decision to resist change.

- school organisational change in terms of viewing the school as a whole and thus adopt a holistic approach to change management, especially because transformational change affects the whole school in terms of its operational processes and its infrastructure (see 2.3.3). Importantly, to consider is the focus on changing attitudes, behaviours and relationships, hence the need for inclusive and collaborative change management leadership roles.
- the change process, in terms of how it unfolds and what to expect from the unfreezing stage to the refreezing stage of the process (see 2.3.4). This goes along with the phases of diagnosis, planning implementation, stabilisation and evaluation (see 2.3.4.3).
- approaches to change management (see 2.3.5), which have to do with ways of minimising resistance to change, *inter alia*, education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-option and coercion (see 2.3.5.1 – 2.3.5.6).
- Leadership theories highlight what in essence leadership is and lay the ground for insight into the leadership role (see 2.4). The trait, behavioural, contingency-situational and transactional-transformational leadership theories all highlight the characteristics of different leadership dispositions and highlight the need for an

approach to leadership and change management that combines qualities that work in various situations. In this case, the qualities identified isolate the instructional, transactional and transformational qualities as appropriate for a changing educational environment (see 2.5).

- Instructional leadership involves a school manager using all strategies and tactics to generate instructional effectiveness at the school (see 2.5.2). For this, school managers need to possess the apposite knowledge base, execute the necessary tasks and possess the necessary skills for motivating educators to perform to their highest capabilities.
- The transactional leadership role involves knowing exactly what has to be done by clarifying educational goals, standards and tasks, emphasises the completion of tasks and ensures compliance with performance standards at school (see 2.5.3). The transactional leadership role also requires school managers who have the necessary motivational skills, like rewarding task execution through motivational rewards. It is also important in that it seems to satisfy staff's basic needs, which in itself contributes to organizational stability, but also reduces job dissatisfaction.
- The transformational leadership role addresses the introduction and implementation of change, *via* its impact on how educators are motivated to pursue higher order needs (see 2.5.4), which places educators' creativity and innovativeness and the pursuit of self actualisation on the performance pedestal by inducing them to accept change and transformational effects as challenges urging them on in the pursuit of self realisation.

5.3.2 Findings from research aim 2: current leadership roles of school managers in Lejweleputswa District of the Free State Department of Education

The current leadership roles of school managers were investigated in terms of five dimensions, viz., school managers' approach to educational change, communication, problem-solving and decision-making, motivation and development and community relations. The following findings were made:

- ***Approach to educational change***

It was found that school managers regard themselves as having an in-depth knowledge of current educational change (see 4.4.1.1). This perception was supported by the majority of SMGDs. The vibrancy of change in South Africa is such that this response could be expected and bodes well for school managers because this is the starting point in change management and facilitation. There were no practically significant differences between school managers' and SMGDs' responses in this regard (see 4.5.2).

School managers regard themselves as keeping up to date with educational developments in the process of change (see 4.4.1.2). It was, however, found that SMGDs differed from school managers in this regard. These differences were, however, found to be of no practical significance (see 4.5.3). This is, in any case an indication of the need for a leadership approach, which the study's model seeks to address.

School managers were found to react positively to change (see 4.4.1.3) and this was confirmed by SMGDs' responses. There were also no practically significant differences between school managers and SMGDs in this regard.

On whether school managers adopt flexible approaches to change management (see 4.4.1.4), both school managers and SMGDs agree and this was deemed a positive state which could only serve to make change management easy to facilitate at schools. By implication, this indicates that school managers are amenable to using different strategies to manage change. This can only serve to make the proposed model relatively implemental.

School managers regarded themselves as providing professional support to the school community (see 4.4.1.5). However, this view was not shared by the SMGDs. These differences were found to be practically significant (see 4.5.3). This implies that while school managers were found to be knowledgeable about educational developments in the process of change, they may be challenged in terms of taking the school community along in the implementation of transformational changes. This may be related to the implementation and support on policy measure like the RNCS, the provisions of the SASA regarding democratic school management and governance and the IQMS (see 2.2.2).

On organising resources for managing change, school managers regarded themselves as capable of doing so, while SMGDs differed with them (see 4.4.1.6). There were significant differences between school managers and SMGDs on this item. These were, however, of no practical significance (see 4.5.3). These differences could thus be ignored.

- ***Communication***

It was found that school managers articulated the educational vision (see 4.4.2.1). SMGDs though differed with school managers in this regard, and the differences were found to be of a significant effect, thus of practical significance (see 4.5.4). This was attributed to the possibility that SMGDs looked at the whole education system vision

and felt that school managers were not doing well, while school managers could have looked at their own schools' educational visions measured in terms of successes at that level. These responses were viewed as indicative of the need for leadership roles that use attributes of the transformational role (see 2.5.4).

Closely related to articulation of the educational vision, is school managers' effectiveness in sharing educational information (see 4.4.2.2). It was found that school managers regarded themselves as doing this, while SMGDs disagreed that they did. The differences between school managers and SMGDs were found to be significantly practical (see 4.5.4). This was found to necessitate leadership roles that encompass instructional and transformational roles and approaches that use education and collaboration and the proper use of communication skills (see 2.3.5.1 & 2.5.2).

Regular feedback to stakeholders on educational transformation was found to be an essential feature of communication (see 2.3.5.1). School managers regarded themselves as providing regular feedback to stakeholders, while SMGDs sharply disagreed (see 4.4.2.3). These differences were found to be of significant effect (see 4.5.4). These responses were found to lend credence to the need for school managers to exercise transformational roles (see 2.5.4).

- ***Problem-solving and decision-making***

Problem-solving and decision-making are among the critical aspects of school managers' leadership roles in a changing educational environment. The following findings were made regarding this dimension:

- * School managers regarded themselves as having the potential to review decisions in the light of new information (see 4.4.3.1). The view was, however, negated by SMGDs.

These differences were also found to be practically significant (see 4.5.5). Decision-making is an important aspect of school managers' leadership roles. Therefore, the responses indicate the importance of leadership roles which have features promoting collaboration and flexibility in decision-making. The transformational role seems an appropriate leadership role in this instance (see 2.5.4).

- * School managers were found to be able to make sound decisions under pressure (see 4.4.3.2). This view was expressed by school managers themselves and supported by the SMGDs as well. There were also no practically significant differences in this regard (see 4.5.5).
- * On whether school managers involved others in decision-making, it was found that school principals agreed while SMGDs disagreed (see 4.4.3.3). However, these differences were found to be of a significant effect size and thus of no considerable significance (see 4.5.5) and thus could be ignored.
- * School managers regarded themselves as relating departmental policies when addressing problems (see 4.4.3.4). However, the majority of SMGDs disagreed that school principals related to departmental policies. The differences between school managers and SMDGs were found to be of practical significance. This finding emphasises the importance of considering the instructional and transformational roles (see 2.5.2 & 2.5.4). This is important because ignoring or not relating to departmental policies can create chaos at school and result in resentment and resistance to change (see 2.3.5).

- * On whether school managers had the ability to manage educational crises at schools, it was found that most school managers regarded themselves as being able to while SMGDs disagreed that school managers were able to (see 4.4.3.5). These differences were, however, found to be of no practical significance (see 4.5.5).
- * School managers indicated largely that they considered sufficient options before making a decision, while SMGDs disagreed (see 4.4.3.6). These differences were, however, of no practical significance (see 4.5.5).

- ***Motivation and development***

Motivation and development of staff is especially crucial in a changing educational environment. Responses to items in this dimension indicated differences between school managers and SMDGs (see 4.4.4.1 – 4.4.4.5). This related to such issues as school managers giving support to educators (see 4.4.4.1), being inspired to implement curriculum changes (see 4.4.4.2), building effective teamwork at schools (see 4.4.4.3), encouraging educators to work to their best potentials (see 4.4.4.4) and providing opportunities for educators' professional development (see 4.4.4.5). These differences were also found to be of practical significance. This could perhaps explain problems raised in Chapter 1. These responses clearly indicate that the school managers' leadership role in managing the implementation of change are crucial and that instructional, transactional and transformational (see 2.5.2 – 2.5.4) roles are most appropriate for school managers.

- ***Building community relations***

Building community relations is a crucial aspect of the transformational leadership role. It was found that school managers

strive to forge co-operative relationships with the community and this was supported by most the SMGDs (see 4.4.5.1). There were no differences of a practical significance (see 4.5.7).

On whether school managers were transforming schools into centres of community development, school managers and SMGDs differed significantly and the differences were of practical effect. They also differed on whether school managers consulted the community through its functional structures, on forging relationships with community structures and on whether they served as resource agents for the general community (see 4.4.5.2 – 4.4.5.5 & 4.5.7). These differences in responses between school managers and SMGDs indicate that school managers need to “bridge the gap” between the school and the community. This is aptly addressed by the attributes of both, the transactional and transformational roles (see 2.5.3 & 2.5.4).

It was, however found that school managers interact diplomatically and honestly with people (see 4.4.5.6) and that there were no differences of practical effect between school managers and SMGDs on this item (see 4.5.7).

An analysis of findings regarding school managers' current leadership roles in the Lejweleputswa District indicated that critical differences of perceptions between school managers and SMGDs. This point, to a need, for concerted efforts, in capacitating school managers, generally to exercise those leadership roles that will ensure that they manage the implementation of change in inclusive and collaborative ways. The proposed model would therefore create scope for this capacity building.

5.3.3 Findings from research aim 3: a leadership model for school managers in a changing educational environment

The following findings were made with regard to the leadership model for school managers in a changing educational environment (see Annexure A);

- The tri-factor leadership model has a scope for being implemented at schools;
- Attention is drawn to three specific leadership roles which are then integrated into the tri-factor leadership model;
- The instructional role ensures the effectiveness of teaching and learning processes and focuses on learner achievement, which is the core business of the school;
- The transformational role ensure the change management and implementation processes at schools by achieving school organisational stability through proper change management strategies that promote a collaborative culture and creates conditions for staff involvement in the change process;
- The transactional roles play an interactive role between outcomes of the instructional and transformation roles by focusing on tactical issues and the “getting the job done” through contingent rewards, passive management by exception and active management by exception.
- The tri-factor leadership model is strengthened by, *inter alia*, its recognition of change as inherent in continuously improving school organisations and that school have to consistently provide stable and effective teaching and learning conditions, recognition of the core business of the school, recognition of people and task completion, is open for modification to suit particular institutional

needs and circumstances, amenability to customisation and promotion of educators' development to higher performance levels;

- The model can be limited by, *inter alia*, being construed as too simplistic, existing criticism of instructional and transactional roles, difficulty to implement where school managers lack skills espoused by various leadership roles, not being a “pre-packaged”, “ready-made” tool for implementation and being confusing if leadership roles are not considered in isolation of the bigger picture of the model.
- Implication for school leadership includes, recognition of the importance of the instructional role attributes, recognition of school managers' disposition to embracing aspects of staff motivation and involvement, and recognition of the fact that implementing the model is not an easy task and may seem daunting, especially in the quest for “quick-fix” solutions.

These findings culminate into recommendations of the research.

5.4 RECOMMENDATIONS

This study investigated current leadership roles of school managers in the Lejweleputswa District. On the basis of this study, the following recommendations are made:

Recommendation 1

School managers should be capacitated to manage the practical implementation of the change process.

Motivation

School managers seem to have knowledge of the transformation process and educational change. The process of change presents challenges to

school managers who have to relate to parents, educators, learners, departmental officials and no-governmental organisations. In this regard, more knowledge and skills on what change entails should enable school managers to be effective in implementing the necessary change.

Recommendation 2

The department of education should prioritise capacity building of all its managers in instructional, transactional and transformational leadership roles.

Motivation

School managers' immediate superiors should model leadership roles that facilitate change management and implementation so as to be able to capacitate school managers.

Recommendation 3

The tri-factor leadership model proposed in this study (see Annexure A) should be a blueprint for the department of education to develop programmes for school managers' mentorship programmes.

Motivation

The tri-factor model takes cognisance of the fact that capacity building of school managers in the leadership roles they have to fulfil in a changing educational environment is not a once-off exercise and should aim for long-term capacity of school managers. A mentorship programme is thus appropriate in this regard.

Recommendation 4

School managers should strive to be researchers and be active readers of available literature of school leadership.

Motivation

There is an abundance of literature on school leadership and school managers as researchers can benefit from the richness of information contained in this literature. Their motivation in reading will be effective in assisting them to be influential change agents.

Recommendation 5

School managers, with the assistance of the department of education, should create a network of collaborative school management and from a leadership corps.

Motivation

Creating such a network can benefit school managers in terms of sharing information and experiences on leadership roles for particular problem situations. This is necessitated by the different responses to the same item, i.e. there were instances where school managers who disagreed with certain items scored up to almost 20% of the school manager population, which is indicative of lack of information and skills sharing among school managers.

Recommendation 6

Schools should be developed to serve the community.

Motivation

Educational transformation in South Africa emphasizes participative leadership and management which offer opportunities to the community to take an effective role in school affairs. Most schools still lack resources which are relevant in facilitating change. Due to lack of funds, exposure to vandalism and lack of proper maintenance on existing structures, schools

developed a tendency to limit the community's access to facilities. In this regard, school managers' efforts to liaise with the community are limited.

Recommendation 7

School managers should be empowered on networking strategies.

Motivation

Educational transformation offers challenges, which requires schools to adapt in political, economic and technological spheres. In this regard, school managers require opportunities that may enable them to access information at local, provincial and national level. Therefore, schools require highly advanced resources, which include computers that offer internet facilities in order to locate events regarding change.

Recommendation 8

School managers require induction on assuming their management responsibilities.

Motivation

Effective implementation of change relies on proper understanding and sound knowledge of policy initiatives that are meant to implement change. Certain school managers assumed their positions during the transformation process and these principals require adequate knowledge and skills on change management. In this regard, SMGDs are expected to illustrate commitment in offering induction sessions to new school managers.

5.5 LIMITATIONS OF THE STUDY

The scope of this study did not allow for the testing of the proposed model, mainly because it is a long-term capacity building model. It can, however, be a subject of another study.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

- Research could be undertaken to investigate the roles of SMGDs in a changing educational environment.
- Research could also be undertaken to investigate how SMGDs interventions at schools contribute to school managers' leadership roles.
- A longitudinal study can be conducted on the appropriateness of the proposed tri-factor leadership model.

5.7 CHAPTER SUMMARY

This chapter presented the synopsis of the entire study in terms of findings and recommendations, as well as limitations of the study and areas for further research.

The entire study investigated the current leadership roles of school managers in a changing educational environment. Leadership roles were investigated and current leadership roles were investigated in the Lejwelepustwa District of the Free State Department of Education. The study rounded off by presenting a tri-factor leadership model for school managers in a changing educational environment, which it is hoped, will capacitate school managers in their endeavours to enact transformational and legislative change initiatives while maintaining schools' education service delivery modes of stability and effectiveness.

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ANNEXURE A

A TRI-FACTOR LEADERSHIP MODEL FOR SCHOOL MANAGERS IN A CHANGING EDUCATIONAL ENVIRONMENT

Taking the conditions of a changing educational environment and the need for continuous improvement of schools' education delivery as points of departure, change will be a continuous feature of the educational environment for some time to come in South Africa. During the process of change and its implementation, schools will be expected to remain stable and continue to deliver expected educational outcomes.

The tri-factor¹ leadership model constructed in this study creates a balance between continuous and stable education delivery, and implementation of change initiatives within schools' education delivery processes. To achieve this, effective instructional, transactional and transformational roles in school leadership are essential. Put differently, the tri-factor leadership model proposes leadership roles that incorporate essential elements of the instructional, transactional and transformational roles. The model is named the tri-factor model because it integrates three factors of school leadership roles namely, the instructional, transactional and transformational factors in line with Mouton and Marais' assertion (1990:140) that a model's value is in its ability to draw attention to specific themes, which make it to have a strong guiding function. Figure 1 illustrates the model.

¹ Tri-factot is a self-made term from a combination of **tri** meaning three and factor.

Figure 1 The tri-factor leadership model

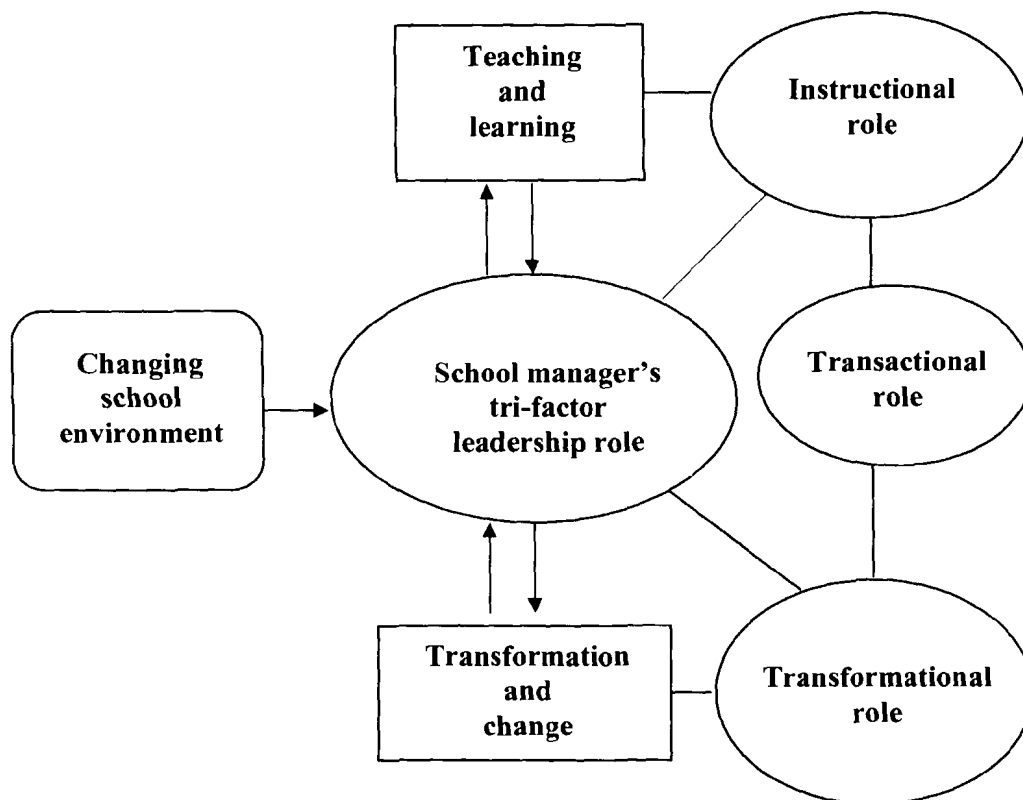
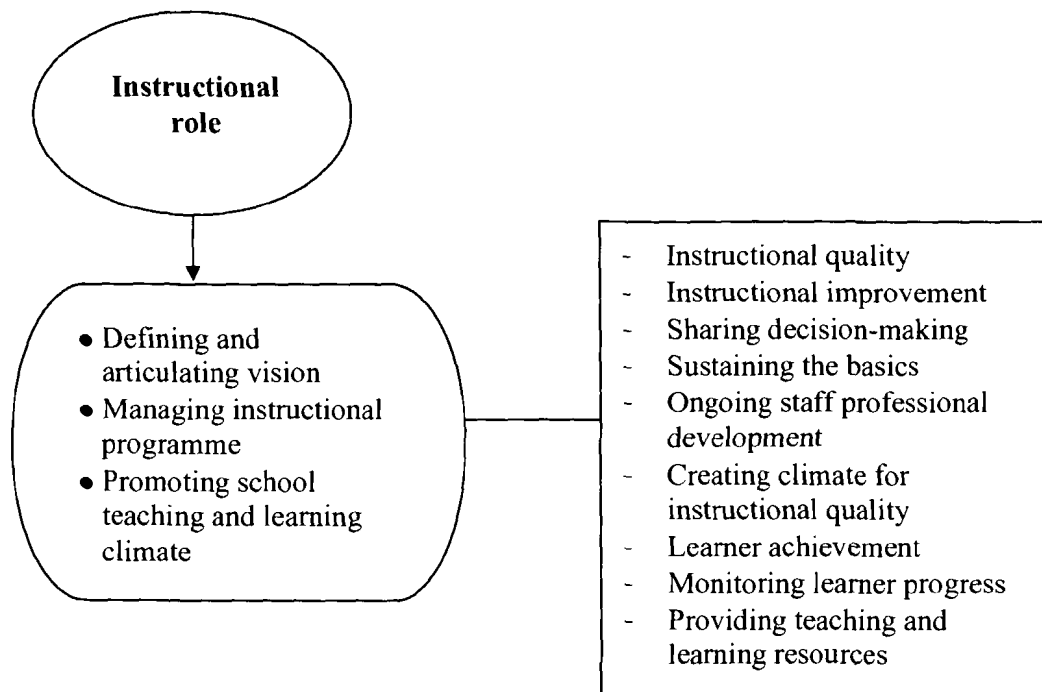


Figure 5.1 illustrates the manner in which the school manager interacts with the school environment in terms of the changing educational scenario. Two features are noticeable in the model. The first feature relates to the teaching and learning situation which must continue to be stable and effective and demands of the school manager to exercise leadership that is geared towards ensuring that educators perform their teaching and learning duties and that learners experience learning achievement. The school manager's role in this case is that of providing instructional leadership. Figure 2 illustrates the instructional dimension of the model.

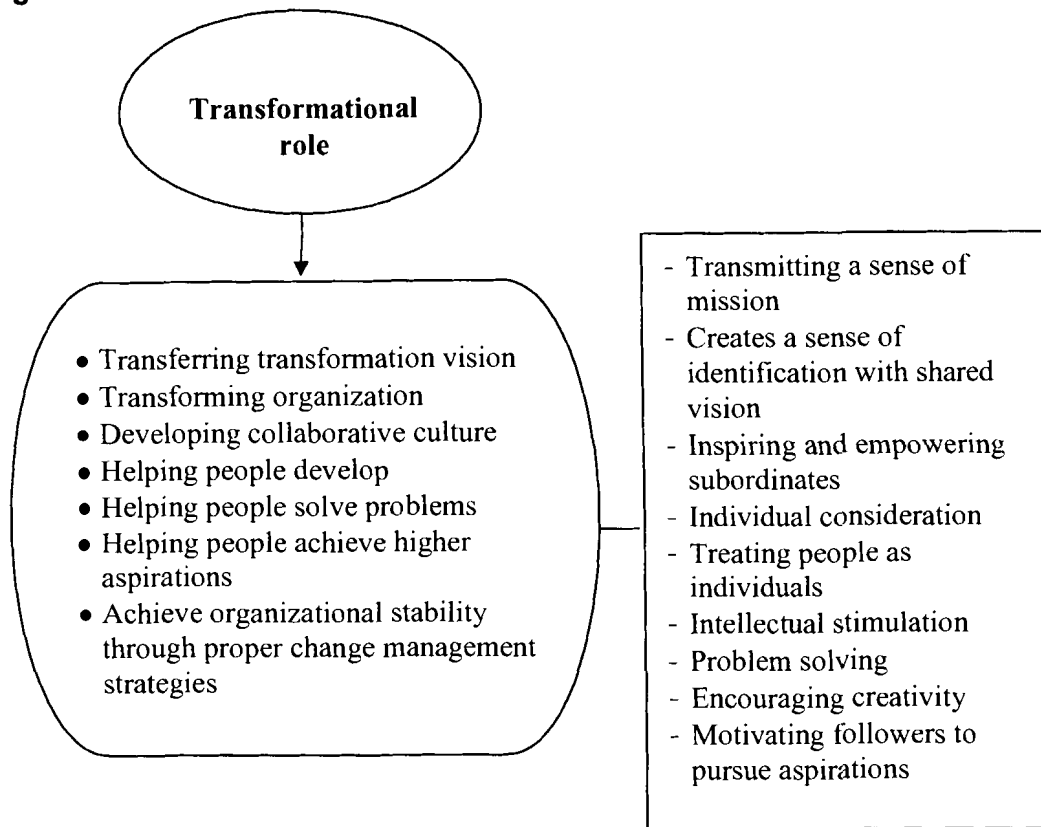
Figure 2 The instructional dimension of the tri-factor model



In practice, this role involves the focus on educators' behaviour as they engage in activities directly affecting learner growth and achievement. To ensure that teaching and learning is effective, the school managers in this case would focus on such activities as setting goals, allocating instructional resources, ensuring curriculum management and implementation, monitoring the actual teaching through the use of such instruments as the IQMS and being involved in the core basics of teaching, learning and professional development.

The second feature relates to transformation and change (figure 3). This feature denotes the introduction and implementation of transformation initiatives as well as change, which is an inherent aspect of a seeking to improve the school continuously. This feature demand of the school manager to exercise change facilitation processes by creating a climate and support structure in which individuals can achieve school organisational goals.

Figure 3 The transformational dimension of the tri-factor model

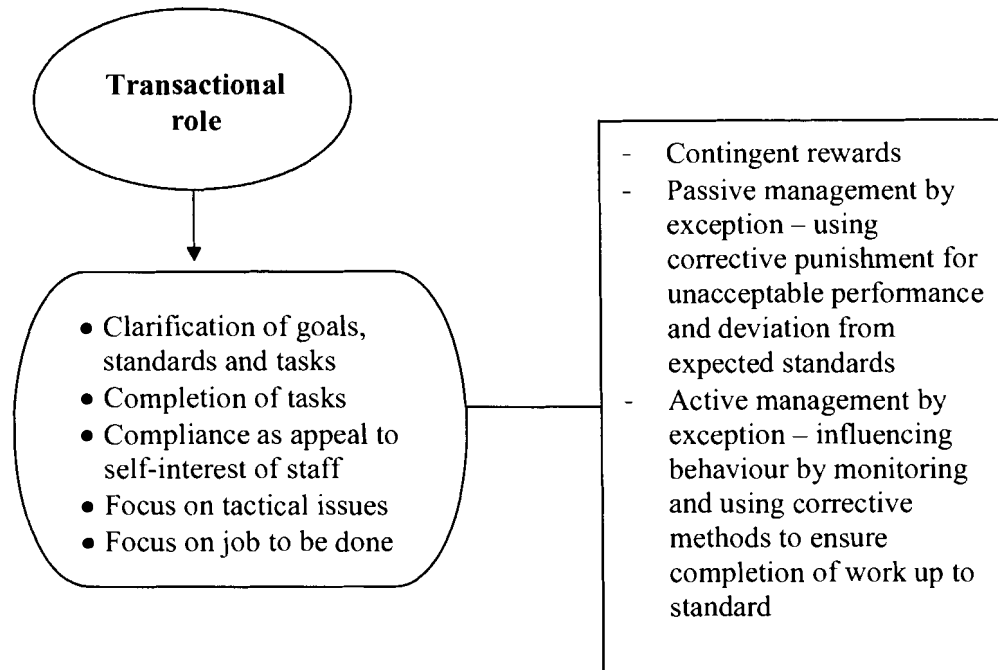


In the practical situation, the transformational role would involve promoting educational restructuring and innovation and encouraging collaborative participation of stakeholders. The school manager is required in this instance to enhance the staff's awareness of what is right and important as well as to improve their motivational maturity. It is important to recognise that the school managers' transformational role seeks to transfer a vision, transform the school, develop a collaborative culture, and in essence, help people to achieve their higher aspirations. This in essence means that school managers exercise a leadership role that focuses on subordinates higher order needs in the quest for self-actualisation.

In exercising the leadership role, the school managers invokes the transactional role (figure 4), which recognises that the functions of leadership, that is, activities that consist of a series of exchanges between the school managers

and staff members in the school organisational setting. In essence, the transactional role recognises the motivational effects of mutual dependence between staff and school leadership.

Figure 5.4 The transactional role of the tri-factor model



The transactional leadership role plays in essence, an interactive role between the transactional role and the transformational role. Through the transactional role, the school manager recognises the staff's efforts, both in terms of instructional process of teaching and learning and change and transformational processes of implementing change. The school manager's role relates to behaviour that provides contingency rewards through clarifying what needs to be accomplished, using corrective sanctions as a response to unacceptable performance and deviation from accepted standards and monitoring work performed and using corrective methods to ensure the completion of tasks to expected standards.

The transactional role requires the school manager to focus on tactical issues, building human relations and understanding motivational effects of rewarding performance and setting objectives in line with staff's expectations. In essence,

this role focuses on the work that has to be done and thus assists in the pursuit of organisational stability while implementing change.

5.4.1 The strengths of the tri-factor leadership model

The tri-factor model has the following strengths:

- The model is located within the recognition of two essential elements of education in schools, namely that change is, and will continue to be a feature of the educational environment and that schools have to consistently provide effective teaching and learning and provide stable learning conditions. The model thus presents an integration of leadership roles that are aimed at addressing the two elements raised above.
- The model emphasises on the core business of schools, that is, effective teaching and learner achievement through instructional leadership roles.
- The model takes into cognisance, the need for a focus on people as well as the tasks that have to be completed. Through the transactional role the roles of people are recognised, as are their shortcomings and strengths. Through the transformational role, tasks that have to be completed in implementing change are focused upon.
- The model is open and can be modified to allow for other management aspects. For instance, the model can be adapted to the functions of deputy principals and Heads of Department at schools. In other words, the model can be used for sector leadership at schools, because the major focus of all school activities is effective teaching and learning.
- The model presents more of an approach to leadership roles in a changing educational environment than a rigid prescription of “whats” and “nots” to do. Therefore, its strength lies in the amenity to be customised to school settings, for instance, a General Education and Training school or a Further Education and Training institution. The

model is therefore a long-term capacity building mode for school managers in a changing educational environment.

- Through its transformational effects, the model promotes the development of educators' potential to subscribe to the vision of the school and to seek to achieve the school organisational goal.
- The model does not present a “quick-fix” solution to school managers' change management problems, but rather requires hard and committed work aimed at whole school improvement.

Much as the tri-factor model has numerous strengths, it also has limitations.

5.4.2 Limitations of the model

The tri-factor leadership model can be limited by the following factors:

- The model can be construed as being too simplistic, especially if care is not taken to gain a deep insight into the essence of the integrated leadership role.
- Critics of instructional and transactional leadership may find the model unworkable, especially if the focus areas propounded by this model are ignored and are seen as addressing specific areas of leadership.
- It may be difficult to implement if school managers are not equipped with skills and attitudes espoused by the leadership roles involved in the model.
- As more of an approach than a “packaged ready-made tool” for change management, the model requires intensive and lengthy capacity building exercises. This can be costly and time consuming.

- It can be confusing if one leadership role attributes are overemphasised over the others, especially if “quick-fix” solutions are sought to induce school managers to perform to laid down standards. As alluded to above, the model proposes a long-term process.

5.4.3 Implications for school leadership

There is a clear case for the use of the tri-factor leadership model. Due to its inclusion of instructional leadership, the model addresses the most important aspect of school management and leadership, namely, effective teaching and learning and promotion of learner achievement. The instructional leadership role also emphasises that school managers should have the necessary knowledge base to effect curriculum implementation. This simply addresses the fact that school managers must also be capacitated in the implementation of the new curriculum itself.

The transformational role in addition to aspects exposed above, addresses the school manager’s leadership disposition, regarding such aspects as inspirational motivation and intellectual stimulation including a consideration for others, while the transactional role complements both the transformational and instructional role by addressing issues of motivational recognition through rewards. It must be noted that rewards in this instance, do not necessarily mean extrinsic rewards.

The implementation of the model can however seem daunting due to its integration of the three leadership roles. This can, however, be seen as an attempt to incorporate those leadership attributes that are perceived as critical in ensuring that schools deliver teaching and learning and that change can be implemented effectively.

ANNEXURE B

FREE STATE PROVINCE



To • Aan • Ho : Mr GT Motsoeneng
Fax No • Faksnr • Fax : 057 3961002
Date • Datum • Letsatsi : 14 September 2004
From • Van • Ho Tswa Ho : Marguerite Wessels

FAX ▼ FAKS

Number of Pages • Aantal Bladsye • Palo ya Maqephe 3 (Including this one)

Message ▼ Boodskap ▼ Molaetsa

Dear Mr Motsoeneng

Included with this fax is the letter giving you permission to conduct research in the FS Education Dept.
The original copy will be posted to you as well.

Sincerely

M V Wessels

CONFIDENTIAL - WARNING / VERTROULIK - WAARSKUWING

This message has been sent in confidence to the named addressee(s). If you are not the intended recipient you must not disclose or distribute it in any form, and you are asked to contact the sender immediately. / Hierdie boodskap is vertroulik aan die geadresseerde(s) gestuur. Indien u nie die regte ontvanger is nie, mag u die inhoud van hierdie boodskap nie bekend maak of in enige vorm versprei nie en word u versoek om die afsender onmiddellik te kontak. / Molaetsa ona a raretswe ya amehang feela. Ha o se ya amehang se phetole mohale nku mashodu ka ho o hahetsa. Monga molaetsa o qelwa ho ikopanya/itanyisa le ya o romelletseng ka potlako.

Department of Education • Departement van Onderwys • Lefapha la Thuto

Private Bag/Privaatsak X20565, Bloemfontein, 9300 • Republic of South Africa • Republiek van Suid-Afrika • Riphabolike ya Afrika Borwa

Tel/Mohala : +27 (0) _____ • Fax/Faks : +27 (0) _____ • E-mail/E-pos : _____@majuba.ols.gov.za

FREE STATE PROVINCE



enquires : Mrs M V Wessels/
reference no. : 16/4/1/548004

Tel : (051) 404 8075
Fax : (051) 4048074

2004-09-13

Mr GT Motsoeneng
PO Box 40121
Motsethabong
9463

Dear Mr Motsoeneng

REGISTRATION OF RESEARCH PROJECT

- 1 This letter is in reply to your application for the registration of your research project.
- 2 **Research topic: Contemporary leadership roles of Free State-Goldfields school managers that influence education in a changing society.**
- 3 Your research project has been registered with the Free State Education Department and you may conduct research in the Free State Department of Education under the following conditions.
 - 3.1 Principals and educators participate voluntarily in the project.
 - 3.2 The names of the schools, principals and educators involved remain confidential.
 - 3.3 The questionnaires are completed and the interviews are conducted outside normal tuition time.
 - 3.4 You consider making the suggested changes.
 - 3.5 This letter is shown to all participating persons.
- 4 You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein. It will be appreciated if you would also bring a summary of the report on a computer disc, so that it may be placed on the website of the Department
- 5 Once your project is complete, you may be invited to present your findings to the relevant persons in the FS Department of Education. This will increase the possibility of implementing your findings wherever possible.
- 6 You are requested to confirm acceptance of the above conditions in writing to:

The Head: Education, for attention: CES IRRISS
Room 1204, Provincial Government Building
Private Bag X20565, BLOEMFONTEIN, 9301

We wish you every success with your research.

Yours sincerely

WB van Rooyen

CES: IRRISS

cc Director of District: Lejeweletswa

Department of Education ∇ Departement van Onderwys ∇ Lefapha la Thuto

ANNEXURE C

ANNEXURE C

NORTH-WEST UNIVERSITY

QUESTIONNAIRE FOR SCHOOL MANAGEMENT & GOVERNANCE DEVELOPERS

INSTRUCTIONS TO PARTICIPANTS/RESPONDENTS

You are kindly requested to answer the following questions as completely as possible.

- . Keep your answers as brief as possible
- . This questionnaire forms part of research to evaluate current leadership roles of school managers that influence education in a changing society.
- . Your name is not required, but your contribution could be of great significance to educational transformation in South Africa.
- . Strict confidentiality and professional handling of your contribution is absolutely guaranteed.
- . Please select **ONLY ONE** answer per question. Put a **cross** to indicate your answer.

SECTION A: GENERAL INFORMATION.

1. Please indicate your gender.	MALE	
	FEMALE	
2. Please indicate your age.	21-30	
	31-40	
	41-50	
	51-60	
	60+	
3. Please indicate your experience in the current position.	1 – 15	
	15 -20	
	20+	
4. Please indicate your professional qualifications.	DIPLOMA	
	DEGREE	
	POST GRADUATED DEGREE	
5. Please indicate the number of school managers under your supervision.	0-30	
	31-40	
	41-50	
	50+	

SECTION B:

Please note:

- Statements are provided from question 6-31 with a **1-4 scale**. Please mark (X) next to the appropriate number by referring to the scale below.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Approach to Educational Change

6. Do school managers illustrate in-depth knowledge on the current educational change?

	1		2		3		4
--	---	--	---	--	---	--	---

7. Do school managers keep up to date with educational developments in the process of change management?

	1		2		3		4
--	---	--	---	--	---	--	---

8. Do school managers react positively to changes in education?

	1		2		3		4
--	---	--	---	--	---	--	---

9. Do school managers adopt flexible approaches to change management?

	1		2		3		4
--	---	--	---	--	---	--	---

10. Do school managers provide professional support to school communities?

	1		2		3		4
--	---	--	---	--	---	--	---

11. Are school managers capable of organizing resources for managing change?

	1		2		3		4
--	---	--	---	--	---	--	---

Communication

12. Do school managers articulate a clear educational vision?

	1		2		3		4
--	---	--	---	--	---	--	---

13. Are school managers effective in sharing educational information?

	1		2		3		4
--	---	--	---	--	---	--	---

14. Do school managers provide regular feedback on educational transformation to stakeholders?

	1		2		3		4
--	---	--	---	--	---	--	---

Problem solving and decision-making

15. Are school managers capable of reviewing decisions in the light of new information?

	1		2		3		4
--	---	--	---	--	---	--	---

16. Are school managers capable of making sound decisions under pressure?

	1		2		3		4
--	---	--	---	--	---	--	---

17. Do school managers involve others in decision making?

	1		2		3		4
--	---	--	---	--	---	--	---

18. Do school managers relate to departmental policies when addressing problems?

	1		2		3		4
--	---	--	---	--	---	--	---

19. Are school managers capable of managing educational crises at schools?

	1		2		3		4
--	---	--	---	--	---	--	---

20. Do school managers consider sufficient options before making decisions?

	1		2		3		4
--	---	--	---	--	---	--	---

Motivation and development

21. Do school managers support the educators?

	1		2		3		4
--	---	--	---	--	---	--	---

22. Are school managers inspired to implement curriculum changes?

	1		2		3		4
--	---	--	---	--	---	--	---

23. Do school managers seek to build effective teamwork at school?

	1		2		3		4
--	---	--	---	--	---	--	---

24. Do school managers encourage educators to work to their best potentials?

	1		2		3		4
--	---	--	---	--	---	--	---

25. Do school managers provide opportunities for the educators' professional development?

	1		2		3		4
--	---	--	---	--	---	--	---

Building community relations

26. Do school managers strive to build co-operative relationships with the community?

	1		2		3		4
--	---	--	---	--	---	--	---

27. Are school managers engaged in transforming schools into centres of community development?

	1		2		3		4
--	---	--	---	--	---	--	---

28. Do school managers consult the community through its functional structures?

	1		2		3		4
--	---	--	---	--	---	--	---

29. Do school managers forge partnerships with community structures?

	1		2		3		4
--	---	--	---	--	---	--	---

30. Do school managers serve as resource agents for the general community?

	1		2		3		4
--	---	--	---	--	---	--	---

31. Do school managers interact diplomatically and honestly with people?

	1		2		3		4
--	---	--	---	--	---	--	---

THANK YOU FOR YOUR CO-OPERATION

ANNEXURE D

ANNEXURE D

NORTH-WEST UNIVERSITY

QUESTIONNAIRE FOR SCHOOL MANAGERS

INSTRUCTIONS TO PARTICIPANTS/RESPONDENTS

You are kindly requested to answer the following questions as completely as possible.

- . Keep your answers as brief as possible
- . This questionnaire forms part of research to evaluate current leadership roles of school managers that influence education in a changing society.
- . Your name is not required, but your contribution could be of great significance to educational transformation in South Africa.
- . Strict confidentiality and professional handling of your contribution is absolutely guaranteed.
- . Please select **ONLY ONE** answer per question. Put a **cross** to indicate your answer.

SECTION A: GENERAL INFORMATION.

1. Please indicate your gender.	MALE	
	FEMALE	
2. Please indicate your age.	21-30	
	31-40	
	41-50	
	51-60	
	60+	
3. Please indicate your experience in the current position.	1 – 15	
	15 -20	
	20+	
4. Please indicate your professional qualifications.	DIPLOMA	
	DEGREE	
	POST GRADUATE DEGREE	
5. Please indicate the SMT members at the school.	0 – 2	
	3 – 5	
	6 - 10	
6. Please indicate the number of educators at the school.	0-30	
	31-40	
	41-50	
	50+	

SECTION B:**Please note:**

- Statements are provided from question 7-32 with a 1-4 scale. Please mark (X) next to the appropriate number by referring to the scale below.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Approach to Educational Change

7. Do possess in-depth knowledge on the current educational change?

	1		2		3		4
--	---	--	---	--	---	--	---

8. Do you keep up to date with educational developments in the process of change management?

	1		2		3		4
--	---	--	---	--	---	--	---

9. Do you react positively to changes in education?

	1		2		3		4
--	---	--	---	--	---	--	---

10. Do you adopt flexible approaches to change management?

	1		2		3		4
--	---	--	---	--	---	--	---

11. Do you provide professional support to school communities?

	1		2		3		4
--	---	--	---	--	---	--	---

12. Are you capable of organizing resources for managing change?

	1		2		3		4
--	---	--	---	--	---	--	---

Communication

13. Do you articulate a clear educational vision?

	1		2		3		4
--	---	--	---	--	---	--	---

14. Are you effective in sharing educational information?

	1		2		3		4
--	---	--	---	--	---	--	---

15. Do you provide regular feedback on educational transformation to stakeholders?

	1		2		3		4
--	---	--	---	--	---	--	---

Problem solving and decision-making

16. Are you capable of reviewing decisions in the light of new information?

	1		2		3		4
--	---	--	---	--	---	--	---

17. Are you capable of making sound decisions under pressure?

	1		2		3		4
--	---	--	---	--	---	--	---

18. Do you involve others in decision making?

	1		2		3		4
--	---	--	---	--	---	--	---

19. Do you relate to departmental policies when addressing problems?

	1		2		3		4
--	---	--	---	--	---	--	---

20. Are you capable of managing educational crises at schools?

	1		2		3		4
--	---	--	---	--	---	--	---

21. Do you consider sufficient options before making decisions?

	1		2		3		4
--	---	--	---	--	---	--	---

Motivation and development

22. Do you support the educators?

	1		2		3		4
--	---	--	---	--	---	--	---

23. Are you inspired to implement curriculum changes?

	1		2		3		4
--	---	--	---	--	---	--	---

24. Do you seek to build effective teamwork at school?

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

25. Do you encourage educators to work to their best potentials?

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

26. Do you provide opportunities for the educators' professional development?

	1		2		3		4
--	---	--	---	--	---	--	---

Building community relations

27. Do you strive to build co-operative relationships with the community?

	1		2		3		4
--	---	--	---	--	---	--	---

28. Are you engaged in transforming schools into centres of community development?

	1		2		3		4
--	---	--	---	--	---	--	---

29. Do you consult the community through its functional structures?

	1		2		3		4
--	---	--	---	--	---	--	---

30. Do you forge partnerships with community structures?

	1		2		3		4
--	---	--	---	--	---	--	---

31. Do you serve as resource agents for the general community?

	1		2		3		4
--	---	--	---	--	---	--	---

32. Do you interact diplomatically and honestly with people?

	1		2		3		4
--	---	--	---	--	---	--	---

THANK YOU FOR YOUR CO-OPERATION

ANNEXURE E

FROM: Chris<chris@johnstonpenno.co.za>
TO: <OPWMIX@puknet.puk.az.za>
Subject: **OFF-THE SHELF 360 DEGREE TOOLS**

Dear Dr Xaba

Thank you for your email requesting permission for a student to use our questionnaires as guidelines for his study.

Providing these questionnaires will be fully acknowledged, we are quite happy for you to use them.

Best wishes

Chris Bayly

Business Manager

Johnston Penno Limited

Level 4, 374 Montreal Street

Christchurch

Tel: 03 982 1204

Fax: 03 982 1205

www.johnstonpenno.co.nz