

**THE LEADERSHIP ROLE OF A
SCHOOL PRINCIPAL:A PUBLIC
ADMINISTRATION PERSPECTIVE**

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ABSTRACT

Education refers to the imparting of knowledge and life skills to the learner by the educator. This means that in order to part with this knowledge, there must be a conducive school climate, where the principal, as a manager, plays an active role in guiding and supervising educators to attain their objectives.

In the past, the education system in South Africa was divided into several departments. The segregated departments of education served the different races (Whites, Coloureds, Indians and Blacks). Blacks were regarded as inferior and were given the type of education that moulded them to become servants to the Whites. On the other hand Whites were made to believe that apartheid is acceptable.

The ushering in of a democratic order in 1994 brought about profound changes in terms of education. A single department of education was introduced through the National Education Policy Act (Act 27 of 1996). This change and transformation was therefore important for the government and the education system. The education department was charged with the responsibility of ensuring that the imbalances of the past are redressed.

In the quest to ensure that all people are provided with efficient education, and that all educators know their respective duties, the department of education introduced several policies and councils. One of the outstanding policies introduced is the Employment of Educators Act (Act 76 of 1998). This Act clearly outlines the duties and responsibilities to be performed by principals, deputy-principals, heads of departments and educators.

The principal, as manager of a school, has been tasked with the duty of overseeing the smooth running of the school. In overseeing the smooth running

of the school, the principal has to show leadership qualities. Therefore, it is important for the principal to know his/ her leadership role within the school in order to be effective and efficient, and to have a successful school.

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CHAPTER 1

INTRODUCTION

1.1. Orientation and problem statement

The fundamental characteristics of leadership are bringing people to work together effectively in a team, to inspire their loyalty towards the group and generally motivating them to make a meaningful contribution to the achievement of objectives (Kroon, 1995:387). Leadership can be described as the process whereby one individual influences others to willingly and enthusiastically direct their efforts and abilities towards attaining defined organisational goals (Nel et al, 2001:349).

Leadership is a two-way relationship. A leader not only has an influence on his followers, but the followers also have an influence on the leader (Nel et al, 2001:349). Leadership thus contains a human factor where leaders play an important role to guide people, realising definitive objectives through the co-operative and voluntary efforts of all the people in the enterprise (Kroon, 1995:387).

Important qualities of good leaders are physical and mental health, a sound view of life, dedication to a cause, unselfishness, enthusiasm, intelligence and knowledge, humble self-confidence, eloquence, courage and decisiveness (Kroon, 1995:401-402). Walters (1990:10), in Nel et al, states that effective leaders have, inter-alia, the following characteristics:

- They have the ability to create visions that are noteworthy to strive for.
- They can excite people to strive for specific goals.
- They have external energy and inner strength.
- They have the mental ability that enables them to make effective decisions.

Taking the above explanation of leadership into mind, it seems that leadership in many black secondary schools is not effective and efficient. Educators and non-teaching personnel are, to an extent, not totally committed to their respective duties. Leadership, in this case, refers to the role that a school principal has to play in bringing his/ her personnel to work together as an effective team, to inspire them and to guide them to achieve certain objectives.

In many schools there is a lack of trust between the principal and educators and in some cases between the principal and the communities. Principals and educators have to be people who have credibility, but it seems in many cases that communities do not trust principals with the management and leadership functions of schools. This mistrust in principals' cascade down to educators and it puts the credibility of the whole school under scrutiny. Without credibility, visions will fade and relationships between principals of schools, their educators and the community will, and indeed does, wither (Chowdhury, 2000:18-19).

This position experienced in many black schools leads to the following questions:

- What is management within the context of black schools ?
- What is the managerial role of schools principals in black schools at large ?
- What is leadership *per se* ?

- What is the leadership role of school principals in schools ?

1.2. Objectives of the study

The objectives with this study are the following:

- To analyse what management is in black schools.
- To determine the managerial role of a school principal in black schools.
- To describe what leadership is within the context of management.
- To determine and describe the leadership role of a school principal.

1.3. Leading theoretical statement

The role of the school principal as a leader and a manager of a school, and a black school in particular, can be determined and described in such a way that principals can have a clear understanding of their role as leaders within the context of management.

1.4. Literature

An analysis of literature indicated that there are ample books, reports and other literature on management and leadership available to undertake a study of this magnitude. Due to the fact that this is a theoretical analysis of management and leadership and how principals in black schools can operate as effective managers, the previous mentioned availability of material is important.

1.5. Data base consulted

The following data basis have been consulted:

- Library Catalogue, Ferdinand Postma-Library: PU FOR CHE
- Sabinet
- SA Catalogue of books

1.6. Methodology

The following will be undertaken to secure quality information to compile this study:

1.6.1. Literature study

A literature study will be undertaken and legislation, books, journals and official documentation will be analysed to determine the importance of management and leadership to school principals in black schools. A preliminary research has indicated that sources in this regard are readily available. Furthermore an analysis of what management entails and how leadership will affect the management function of school principals will be undertaken. With this as foundation, a theoretical framework will be established to act as guidelines for school principals to manage and lead effectively and efficiently.

The following data basis have been consulted to ascertain the availability of the study material for the purpose of this research:

- Catalogue of thesis and dissertations of South African Universities.
- Catalogue of books: Ferdinand Postma-Library (PU FOR CHE)

- NRF: Nexus
- Index to South African Periodicals (ISAP)
- EBSCO Academic Search Elite

1.6.2. Non-empirical study

The purpose of this study is to determine guidelines for effective and efficient management and leadership, with special reference to leadership and the role of the school principal. This is thus basically a theoretical analysis of what management and leadership entails.

1.7. Abbreviations used in the study

The following abbreviations have been used in this mini-dissertation:

DoE	:	Department of Education
EEA	:	Employment of Educators Act, Act 76 of 1998
ELP	:	Education Law and Policy
ELRC	:	Education Labour Relations Council
H.O.D.	:	Head of Department
R.C.L.	:	Representative Council of Learners
R.S.A.	:	Republic of South Africa
S.A.S.A.	:	South African Schools Act (Act 84 of 1996)
S.G.B.	:	School Governing Body
U.N.	:	United Nations
UNESCO	:	United Nations Educational, and Scientific Commission

1.8. Chapters

- Chapter 1: Introduction: Orientation and problem statement
- Chapter 2: Management in school context
- Chapter 3: Principles of management
- Chapter 4: Leadership as function of a school principal
- Chapter 5: Conclusion

CHAPTER 2

MANAGEMENT IN SCHOOL CONTEXT

2.1. Introduction

Education is regarded around the world as a tool to be used to open the doors of further learning and employment. UNESCO, one of the bodies or organs within the United Nations (U.N.), calls for all countries to make sure that they provide their citizens with quality education. The world today needs people who are literate, and who can use their knowledge, gained through education, to think strategically and contribute to the welfare and prosperity of their respective countries.

The South African government, as stipulated by the Constitution (Act 108 of 1996), strives to achieve an educated and literate society. The National Education Policy (Act 27 of 1996), as amended by the Education Laws Amendment Act (Act 100 of 1997), has as core the objective to provide for the determination of the national policy for education. Further, the intention of the new education policy is to amend the previous National Policy for General Education Affairs (Act of 1984), so as to substitute certain definitions and to provide afresh for the determination of policy on salaries and conditions of employment of educators and to provide for matters connected therewith (DoE, 1999:1-1).

The principles as stated in the National Education Policy (Act 27 of 1996) should be directed towards the advancement and protection of the fundamental rights of every person, as guaranteed in the Constitution of 1996 and in terms of international conventions ratified by parliament.

With this in mind the system, in school context, will be discussed in this chapter. A brief history of the school system will be given to contextualise happenings after 1996.

2.2. History of the school system before 1994

The school education system in South Africa, as manifested before 1994, was based on the policy of apartheid and segregation. There were, in fact, different education systems and departments in place, with different education policies for the different racial groups. The South African Education System was not only divided on the political level, but there were different education departments (for Whites, Coloureds, Indians and Blacks) to implement these policies (Mothata, 2000:X-XI).

The perception always existed that the education department responsible for white education was well resourced, with good physical facilities and educated personnel. In black schools, learners were taught by educators who were not always professionally trained. Although the education system is in the process of change, the legacy is still prevalent today. There are still black educators without even a grade 10 or 12 certificate, or with outdated teaching qualifications, such as the Primary Teachers' Certificate and Junior Secondary Teachers' Certificate. To address this legacy, the National Department of Education is offering free bursaries to these educators who are under-qualified, or even unqualified, to study part-time with tertiary institutions in order to upgrade their current qualifications (DoE, 2000:78).

The segregated education system found in South Africa before 1994 still has its scars left in the infrastructure of many black schools. Most of the black schools were and are still under-resourced and without the necessary modern technology needed to teach effectively and efficiently. The majority of white schools has, on

the other hand, excellent infrastructure and is able to present school education of high quality (Mothata, 2000:X-XI).

Van der Westhuizen (1994:490-492) states that since 1910 an adequate number of school buildings have been built for whites by provincial governments and provision was made for a larger range of tuition areas as well as areas for making use of audio-visual learning and teaching methods. For coloureds, although they also fell under the provincial governments, the local communities were largely responsible for building schools themselves. Owners of farms and church societies built during that time a number of schools, but when coloured education was taken over from the provinces in 1964 by the then Department of Coloured Affairs, there was such a shortage of school buildings that double session classes had to be introduced.

Van der Westhuizen (1994:490-492) further says that for Indians, Indian Education was also allotted to provincial administrations in 1910, but that the Indian community had still to provide their own school buildings, which were subsidised by provincial administrations. The provincial administrations were since 1910 responsible for the building of only few Indian schools. Between 1966 and 1970, Indian Education was transferred to the then Department of Indian Affairs in terms of Indian Education Act of 1965.

Although the provincial administrations were responsible for black education after 1910, local communities, church societies and farmers in rural communities had to provide the buildings themselves. Very few schools were built by provincial administrations. In 1954 Black Education was transferred to the then Department of Native Affairs (since 1958, the Department of Bantu Education, and since January 1978, the Department of Education and Training) in terms of the Black Education Act of 1953. Thereafter, local administration boards were

responsible for building schools from 1954 to 1979, although the Department of Education and Training took over this function since the beginning of the eighties (Van der Westhuizen, 1994:492).

After the first democratic elections in South Africa on the 27th of April 1994, a new constitution was promulgated. The government, through the new constitution, tried to restore the imbalances of the past. A new single education system was introduced, and legislation and policies were drafted which combined the different education departments, systems and policies into one. The national education system, which is based on the principle of non-racial segregation, came into being and it was endorsed in the National Education Policy Act (Act 27 of 1996) (Mothata, 2000:XII-XIII).

2.3. Legislation and the school system since 1996

Since 1996, several changes have taken place in the educational arena in South Africa. Multiple legislation was passed in order to make sure that a single education department is formed, maintained and sustained, and all educators are subjected to the same rules, policies and acts. The more important legislation will be discussed.

2.3.1 National Education Policy Act (Act 27 of 1996)

The main objective of this Act is to provide for the determination of a national policy for education and to amend the National Policy for General Education Affairs Act of 1984. A further objective of the Act is to substitute certain definitions from past legislation to provide afresh for the determination of policy on salaries and conditions of employment of educators, and to provide for matters connected therewith (DoE, 1999:1-1).

The following aspects play an important role with regard to school management: they are monitoring, evaluation, filing and allocation of duties. Allocation of duties entail subject allocation, class allocation, ensuring election of functional committees and time-tabling, which include examination time-tables, gate-control and assembly time-table. Filing system outlines the different types of files that a school must have in order to function properly. Examples of these files are examination files and allocation of duty files (DoE, 2000:29).

2.3.2. South African Schools Act (Act 84 of 1996)

The purpose of this Act is:

- To provide for a uniform system for the organisation, governance and funding of schools.
- To amend and repeal certain laws relating to schools.
- To provide for matters connected therewith (DoE, 1999:2A-3).

This Act lays the foundation for the active participation of educators, parents and members of the community in the education system. An important feature of SASA is that it enables schools to become self-managing organisations. Section 20 of the Act outlines the functions of the school governing bodies of every school in South Africa, and section 21 outlines extra powers and allocated functions, which apply to self-managing schools.

Another important principle in SASA is that it broadens governance of schools to include parents. SASA also promotes partnerships as an important component of the education system (DoE, 2000:55).

2.3.3. Employment of Educator's Act (Act 76 of 1998)

The main objective of the Act is (DoE, 1999:3A-3):

- To provide for the employment of educators by the state.
- To regulate the conditions of service, discipline, retirement and discharge of educators.
- To manage matters connected therewith.

This Act came into effect on 2 October 1998, replacing the Educators' Employment Act of 1994 (DoE, 1999:3A-3).

On misconduct, the Act says that an educator shall be guilty of misconduct if he/she contravenes or fails to comply with a provision of this Act or any law relating to education, behaves in a disgraceful, improper or unbecoming manner, or, while on duty, is discourteous to any person, or commits sexual or any other form of harassment. This Act gives the principal the power to exercise his managerial duties and powers (Mothata, 2000:187).

It is thus clear that legislation that was promulgated after 1996, concentrated on a new education system for the country. This legislation also addressed, to an extent, how the new system should be managed to implement the new system successfully.

Certain councils were also established in order to secure, maintain and promote labour peace in education. These councils were also responsible to establish a minimum criteria for the professional registration of educators.

2.4. Councils responsible for education activities

2.4.1. The Education Labour Relations Council

The Education Labour Relations Council was formed in 1995 with the hope of bringing together the employer and the employees in the education sector. The objectives of the council, to name a few (DoE, 1999:5-1) are:

- To maintain and promote labour peace in education.
- To prevent and resolve labour disputes in education.
- To perform dispute resolution functions.
- To promote collective bargaining in relation to matters of mutual interest.
- To conclude and enforce collective agreements.

The exact role of the Education Labour Relations Council is to bring together all stakeholders in education, where matters of mutual interest are discussed.

Further the council makes room for any dissatisfaction from both the employer and employees (educators) to be discussed. At this council, unions discuss with the employer any misconduct their (union members) have been charged with by the school management. If educators feel that they have been ill-treated by the principals, and the matter was not honestly solved by education officials, unions discuss these matters at the said council.

2.4.2. The South African Council of Educators

The South African Council of Educators came into being during the deliberations at the Education Labour Relations Council in 1995. The main objectives of the Council are to establish minimum criteria for the professional registration or

provisional registration of educators as defined in section 1 of the Employment of Educators Act (Act 76 of 1998). This Council shall also keep a register of educators, establish a professional code of conduct for educators, establish a fair and equitable disciplinary inquiry procedures and promote the professional development of educators (DoE, 1999:4-4).

SACE, with regard to management in education, has been given powers to draw up rules and principles, which will enable the teaching profession to regulate itself in the interests of transparency and greater accountability to the communities it serves. The Code of Conduct for Educators is similar to the Hippocratic Oath taken by all practicing doctors. It is a professional code of conduct, which applies to all educators who are registered with SACE. Given the legal status of the Council, there is a general agreement that the SACE Code of Conduct is the official code, and should be adopted by all schools throughout the country (DoE, 2000:60).

2.5. Hierarchy of the school management system

The ability of the South African education system to compete in an increasingly global economy, depends on the ability to prepare both learners and educators for a new and changing environment. This is in line with the mission in the corporate plan of the Department of Education which are to ensure that all South Africans receive flexible lifelong learning and education and training of high quality. The vision and mission of the Department of Education determines, inter- alia, the following:

The vision statement of the Department of Education is of a South Africa in which all our people have access to lifelong education and training opportunities, which will in turn contribute towards improving the quality of life and building a peaceful, prosperous and democratic society (Rasenyalo, 2002:3).

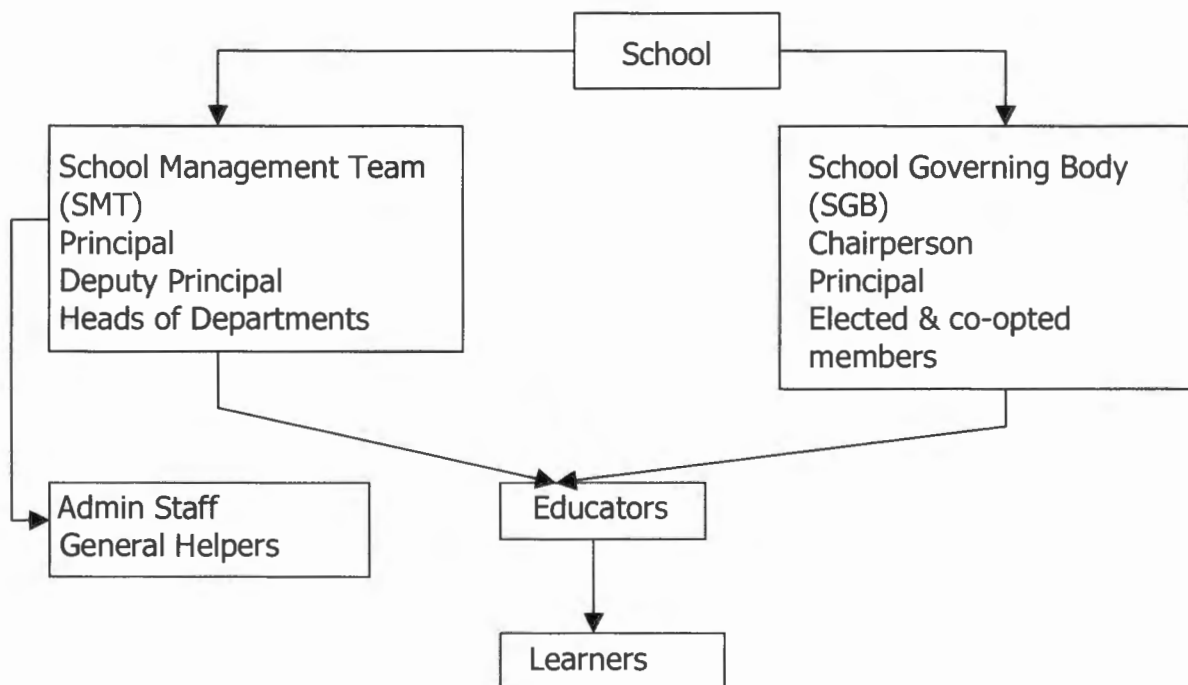
The mission statement of the Department of Education is to provide leadership in the construction of a South African education and training system for the 21st century (Rasenyalo, 2002:3-4).

The vision statement of the department of education in the Free State is to be a Department that improves the quality of life of Free State citizens through the provisioning of a quality, lifelong education and training system. The mission statement is to operate an efficient and effective outcomes-based education system that works towards the overall development of the Free State citizens in a dedicated and professional manner (Rasenyalo, 2002:5).

To implement the educational policies of the Department of Education, each school has been structured in such a way that effective and efficient management principles can be implemented. The organisational hierarchy of a school plays an important role, as an educational institution to function properly and achieve its vision, mission, goals and objectives.

The typical organisational structure of a school may look as follows:

Figure 2.1.: Organisational structure of a school (DoE, 1999: 3c-9)



Management in education should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their belief that they can make a difference. When and where appropriate, authorities need to allocate authority which will ensure the building of human resource capacity (DoE, 1999:3C-9).

Each of the identified entities in the structure has its own functions in order to secure effective management. The functions of the School Governing Body are, inter-alia, the following (DoE, 199:45):

- develop a vision for the school
- put together a development plan for the school that can work
- draw up a code of conduct
- determine school policies
- develop goals and objectives
- manage assets and school funds, and
- keep overall control of the school's finances.

The functions of the school management team, and specifically that of the school principal, are of specific importance to this mini-dissertation and will be discussed in more detail.

2.6. Management role of the school management team and principal

The principal forms strategically part of the school management team (SMT). The SMT has the day-to-day responsibility for the professional and operational management of the school, under the leadership of the principal. This means making sure that the policies agreed on by the SGB are put into practice, that all areas in the school function effectively, and that everybody works productively towards achieving the school's vision and mission.

The functions of the SMT are, inter-alia, (DoE, 2000:24) the following:

- interpersonal function – acting as a representative for the school and dealing with stakeholders
- information function – using and sharing information effectively
- decision-making – making decisions to solve problems and deciding how to use resources
- team-building function – to promote effective teamwork in the school

Within this process the school principal has a specific management role to play, which will be highlighted in the next section.

2.6.1. The principal as a manager of a school

The primary aim of a principal is to ensure that the school is managed in a satisfactory manner and in compliance with applicable legislation, regulations and personnel administration measures. The principal must ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies (DoE, 1999:3C-9).

These management functions of the principal can be demarcated in specific areas.

2.6.1.1. General managerial functions

According to the Employment of Educators Act (Act 76 of 1998), the principal has the following managerial functions to fulfil:

- To manage a school in a professional way.
- To give proper instructions and guidelines for time-tabling, admission and placement of learners.
- To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners, in consultation with the appropriate structures such as the SGB.
- To ensure that a school journal, containing a record of important events connected with the school, is kept.
- To make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained.

- To handle all correspondence received at the school.

As will later be discussed, these are only broadly prescribed managerial functions, which can be elaborated on.

2.6.1.2. Personnel management

The school principal is also responsible for the personnel management function of a school, according to the Employment of Educators Act (Act 76 of 1998).

These functions consist mainly of the following:

- To provide professional leadership within the school.
- To guide, supervise and offer professional advice on the work and performance of all staff in the school.
- To ensure that workloads are equitably distributed among the staff.
- To be responsible for the development of staff training programmes.
- To participate in the agreed educator appraisal process.
- To ensure that all evaluation/ forms of assessment conducted in the school are properly and efficiently managed.

Bruyns et al (1997:12) states that a manger's role is to be responsible for all management functions and also fulfils the role of thinker, trainer, mentor and steward. The principal must also supply staff with information by means of information sessions, letters and staff meetings. The principal will have to manage conflict amongst personnel and is responsible for corrective actions when the school experiences personnel crises, such as strikes.

It is important to notice that the Employment of Educators Act (Act 76 of 1998) mentions that the school principal has a specific role to play in the sense that he/

she must provide professional leadership within the school. The Act does not elaborate on this important function and it is the purpose of this mini-dissertation to clarify this issue and to provide the school principal with guidelines on how to implement this function.

2.6.1.3. The teaching role of the school principal

The Employment of Educators Act (Act 76 of 1998), states that a school principal, on top of his managerial duties, can be involved in teaching if there should be a need for it, and the principal can further execute the following duties:

- To engage in class teaching as per workload of the relevant post level.
- To act as a class teacher/ educator if required.
- To assess and record the attainment of learners taught.

Although not directly linked to the management of the school the teaching function will acquire specific leadership qualities.

2.6.1.4. Extra and co-curricular functions

The Employment of Educators Act (Act 76 of 1998) gives the school principal the power and responsibility:

- To serve on recruitment, promotion, advisory and other committees as required.

- To play an active role in promoting extra and co-curricular activities at the school and to plan major school functions.
- To encourage learners' voluntary participation in sports, educational and cultural activities organised by community bodies.

To implement this function a school principal will also need to acquire leadership qualities to give guidance to all and implement extra and co-curricular functions.

2.7. Interaction with stakeholders

The school principal has to serve on the school governing body and render all the necessary assistance to the governing body in the performance of their functions in terms of the South African Schools Act (Act 84 of 1996). Further, the principal has to participate in community activities in connection with educational matters and community building.

The functions the school principal has to fulfil in this regard are the following according to the South African Schools Act (Act 84 of 1996):

- to liaise with relevant structures regarding school curricula and curriculum development
- to make sure that the school establish a representative school governing body (SGB)
- to promote partnerships as an important component of the education system
- to make sure that the school establish a representative council of learners (R.C.L.)
- to make sure that the school community is motivated and disciplined to take education seriously.

2.8. The communication function of the school principal

For every institution to flourish and succeed in its plans to achieve its goals and objectives, communication plays an important role. The Employment of Educators Act (Act 76 of 1996) also regard communication as an important aspect in education, therefore the principal has to:

- Co-operate with members of the staff and the school governing body in maintaining an efficient and smooth running school.
- Liase with the district office concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.
- Liase with relevant structures regarding school curricula and curriculum development.
- Meet parents concerning learners' progress and conduct.
- Co-operate with the SGB with regard to all aspects as specified in SASA:-
 - code of conduct for learners
 - disciplinary actions
 - rights and responsibilities of learners
 - dispute resolution
 - counseling
 - punishment
 - suspension and expulsion.
- Liase with other relevant government departments, i.e. the Department of Health, as required.
- Co-operate with universities, colleges and other agencies in relation to learners' records and performance.
- Participate in departmental and professional committees.

- Maintain contacts with sports, social, cultural and community organisations.

In order to fulfil these functions a school principal must have a sound knowledge of leadership in order to be able to act as manager and leader of the school.

Kimbrough & Burkett (1990:4) stated that the other functions of a school principal are:

- Instruction and curriculum
- Pupil personnel
- Community and school relations (these relations were discussed in the duties of the principal earlier in this chapter)
- School staff personnel
- Organisation and structure of the school
- School facilities.

When analysing the functions of a school principal, as mainly required by legislation, a principal should have ample knowledge of the management function. More specific, the principal should act as a leader in combining the school organisation and the community into a unit in order to secure effective and efficient education system.

2.9. Conclusion

It has been noted that the education system in South Africa has been drastically changed and transformed since the inception of a democratically elected government on the 27th of April 1994. The different education departments, which existed before and which catered for the needs of the different racial

groups, were done away with. A single, non-racial education system was put into place and the new National Education Policy Act (Act 27 of 1996) paved the way for policies and legislation which governs educators and their employment.

An important Act, outlining the duties of educators is the Employment of Educators Act (Act 76 of 1998) and the South African Schools Act (Act 84 of 1996). It was also stated in this chapter that new councils, which were not there before 1994, were established. The two outstanding councils are the South African Council of Educators (SACE) and the Education Labour Relations Council (ELRC). The South African Council of Educators is responsible for the code of ethics of educators, while the Education Labour Relations Council brings together the employer and the employees in one chamber, where issues of mutual interest are discussed collectively.

School principals in black schools have been reluctant to exercise their powers and authority as outlined by their job description in the Employment of Educators Act (Act 76 of 1998). In this chapter the duties of principals are outlined, and it is therefore the principals' duty to familiarize themselves with their respective duties, and act according to them in order to make sure that their schools are managed professionally.

It is clear that school principals have an important management role to play. To contextualise this role an analysis of what management *per se* comprises will be undertaken in the next chapter.

CHAPTER 3

PRINCIPLES OF MANAGEMENT

3.1. Introduction

Institutions can only succeed in reaching their goals if they apply effective management principles. Good managers are those managers who possess, or who have acquired the four pillars of management, namely, planning, organising, leading and controlling. A manager, who in the 21st century does not have these skills, will not achieve his institution's aims, goals and objectives.

Like any other institution, schools need managers/ principals, who mastered the art to manage and who are able to implement management skills. A good and effective manager will thus understand how to plan his/ her activities, how to organise activities, how to lead people and how to implement effective control measures. Management is in effect a process whereby people in leading positions use human and other resources as efficiently as possible to provide certain products or service in order to meet certain needs and achieve the organisations stated objectives (Bruyns et al, 1997:7).

In this chapter the foundation of management will be analysed in order to clarify the management role of a school principal and to determine where leading, as management function, fits in the process.

3.2. Analysis of the phenomenon " management "

The Concise Oxford Dictionary defines management as the professional administration of business concerns, public undertakings (Dean, 1993:1). Archer et al (2000:161) define management as the process that managers follow to attain the goals of the organisation by working with and through people. Beach (1985:6) stated that management is the process of utilising material and human resources to accomplish designated objectives. Management involves the organisation, direction, co-ordination, and evaluation of people to achieve these goals. Cronje et al (2000:100) define management as the process whereby human, financial, physical and informational resources are employed for the attainment of the objectives of an organisation.

Management is a process whereby people in leading positions use human and other resources as efficiently as possible to provide certain products or services in order to meet certain needs and achieve the organisation's stated objectives (Bruyns et al, 1997:).

The basic tasks of management (Cronje et al, 2000:101).

Activities	Terminology
Management decides what should be done	Planning
Management decides how it should be done	Organising
Management says how and when it should be done	Leading
Management ascertains whether the tasks have been carried out	Controlling

Bartol & Martin (1991:6) state that management is the process of achieving organisational goals through implementing four major functions, namely:

- The planning function
- The organising function
- The leading function
- The controlling function

There are also six sub-functions or additional management functions, which are so-called " tools " that should be utilized by managers to manage effectively. These sub-functions are decision-making, delegation, disciplining, communication, co-ordination and motivation (Bruyns et al, 1997:8). The sub-functions fall outside the scope of this study and will therefore not be discussed.

The four basic management functions (planning, organising, leading and controlling) are interdependent and in constant interaction with one another. A principal, as a manager of a school, must be able to plan school activities and at the same time take notice of organisational changes that might occur because of the establishment of certain plans. The management function in schools, is from a theoretical point of view not an easy task. What complicates the matter is that new education legislation has changed the role of a school principal significantly (Dean, 1993:1).

An analysis of the four management functions will be undertaken to clarify what each of the functions consists of.

3.3. Planning

Planning is a basic management function that encompasses the purposeful consideration and visualisation of what the institution or sections of the institution should achieve within a particular time span, despite the uncertainty of the future, in order to be successful (Kroon, 1995:111).

Gilgeous (1997:145) states that planning helps managers focus their attention on objectives that can generate results, set priorities, emphasise organisational strengths, anticipate problems and deal with them and clarify what is required and how events can be controlled.

Van der Westhuizen (1994:137) states that planning is a management task, which is concerned with deliberately reflecting on the objectives of the organisation, the resources, as well as the activities involved. It has to do with the drawing up of the most suitable plan for effectively achieving an institution's objectives. Van der Westhuizen (1994:137) further states that planning is the action of a manager to try and master the future. Only through careful planning set objectives can be realised.

3.3.1. Importance of planning

Although managers do not always in practice pay sufficient attention to planning, there are good reasons why managers should regard planning as extremely important (Kroon, 1995:113). They are, inter alia, the following:

- Through planning institutional problems can be anticipated and uncertainty in the future of the institution be reduced.
- Planning focuses attention of the goals and objectives of the institution, because goals and objectives have been scrutinized when planning is undertaken.

- Planning improves performance, because the functions and roles of the personnel are analysed to see whether they are in line with the objectives of the institution.
- Planning provides motivation and elicits commitment because the end goal of the institution becomes clear.
- Planning ensures co-ordination because the various entities, striving to reach one goal, are aware of their role in the process.

Through planning activities the manager, in this case the school principal, will be able to secure that his/ her school and staff move in a co-ordinated way towards specific objectives and goals.

3.3.2. Components of planning

It will be useful for a school principal, as manager, to take notice of the various components of planning because knowledge thereof will broaden the view of a principal on his way to become an effective manager. The following is important to understand when the planning function is undertaken:

3.3.2.1. Scanning the environment

Scanning the environment is the first step in the determination of a plan of action to reach certain objectives for a school. It is the systematic analysis of the environment in which a school operates and consists normally out of entities such as legislation, government departments, the parents, churches, physical infrastructures available and the community leaders. The influence of these entities will give the school principal a clear indication of the inputs that should be taken into account when school planning is undertaken (DoE, 2000:48).

3.3.2.2. Analysing legislation and education policies

Policies serve as general guidelines for management when making decisions and set the limits within which such decisions must be made when similar situations occur repeatedly. A planning process cannot be undertaken unless a school principal is aware of the implication of relevant education legislation and policies. Legislation and policies will have to form the backbone of the planning document and plans will have to be formulated within the guidelines of legislation (DoE, 2000:49).

3.3.2.3. Determination of goals and objectives

Once the legislation and environmental inputs have been calculated by the school principal, specific goals and objectives should be determined to indicate the way forward for the school. The goals and objectives should be specific guidelines, which will result in specific steps that should be taken by the school in order to implement the plan. One can say that an analysis of the environment will result in a hierarchy of goals that are implemented by means of the management-by-objectives process (DoE, 2000:68).

3.3.2.4. Programmes and schedules

A programme and schedule gives an exposition of the activities and sequence in which activities must be performed to achieve a particular objective. Normally a time-frame can be connected to the implementation of a goal or objective and such a time-frame will ultimately create a standard on which the realisation of a goal or objective can be measured (DoE, 2000:69).

3.3.2.5. Procedures and methods

A procedure prescribes a fixed way of acting in order to deal with a tasks. Once the goals and objectives of a specific plan are clear, specific procedures of how the goals and objectives can be reached are determined. A procedure comprises specific steps and a job-description can be viewed as a typical procedure. With the determination of procedures an indication of the technique that will have to be implemented to perform a task is necessary (DoE, 1999:3c-9).

3.3.2.6. Setting of standards

The setting of standards to measure performance is of vital importance to secure that a plan has been implemented. A standard is a predetermined norm or criterion with which the performance must comply. A standard can be set in terms of the quantity of units that must be produced, the quality of the product or the time taken to complete a task or activity (DoE, 1999:2A-1).

3.3.2.7. Budgeting

Every plan must be accompanied by a budget. This gives in financial terms the amount of funds needed to execute the plan. A budget is a statement of expected financial results. A school principal must make sure that plans are determined within the frame of funds available. Unrealistic plans will be impossible to implement and will create expectations that are unrealistic (DoE, 1999:2A-1).

Should a school principal take notice of the above mentioned guidelines when he/ she develops a plan for a school, the success rate of that school to be managed in an effective and efficient way will be enhanced.

4. Organizing

Bartol & Martin (1991:7) describe organising as the process of allocating and arranging human and non-human resources so that plans can be carried out successfully. Bruyns et al (1997:104) state that organising leads to the analysis, systematisation, arrangement and division of activities, which are in co-ordination with plans that have been set.

Organising can also be defined as the management function that deals with the assessment of duties, responsibilities and authority to people and departments (Kroon, 1995:221). Organising is that management task which is performed to initiate planning, and to establish connections with the various parts so that goals may be realised and attained effectively (Van der Westhuizen, 1994:162).

The organising process consists of the following main steps (Van der Westhuizen, 1994:161-162):

- The determination of the goals and objectives that an institution, such as a school, wishes to achieve.
- Activities that must be carried out to make the achievement of the goals and objectives possible should be clear.
- The division and grouping of similar activities into similar sections or departments is important.
- Job design within each section or department should clearly be determined.
- The design and visual representation of the organisation structure is important in order for educators to know what the communication channels are.

- The delegation of tasks, authority and responsibility to individuals in departments and jobs should be clearly indicated.

In order for a school principal to be able to organise his/ her school in a secure way, the following characteristics and principles of organising should be taken into account:

3.4.1. Characteristics of organising

Barry and White (1975:63-77) and Marx (1981:234) in van der Westhuizen, say that the characteristics of organising are, inter alia, the following:

- It is a task, which has to be executed so that set objectives are realised in practice in an orderly fashion.
- It secures the smooth running of the organisation (school) and will lead to the co-ordination between various activities.
- It creates effective channels of communication between the various sections in the school and between the educators themselves.
- It is concerned with relationships between people.
- It should bring about the maximum utilisation of resources.
- It is concerned with the grouping of tasks in order for specific sections or educators to undertake work of similar nature.
- It is concerned with a common effort by the school and educators to achieve set goals.

Organising is, in essence, intellectual work or work that involves thorough processes which assist in carrying out the planning process. No plan can be achieved successfully if the organising function is regarded as unimportant. If a school principal take notice of the principles regarding organising he/ she will be in a position to organise a school in an efficient way.

3.4.2. Principles of organising

A principal will have to take the following organising principles into cognisance when organising a school.

3.4.2.1. Line of authority

Clear lines of authority must run from the top to bottom of the organisational structure of a school. The line of authority proposes the formal reporting lines of subordinates. This in turn represents the formal communication channels. A school principal must make sure that the line of authority flows through a formally structured hierarchy (principal, deputy principal, heads of departments, educators) and that an educator, for instance, does not report directly to the deputy principal. This will undermine the line of authority and will jeopardise control (DoE, 2000:70).

3.4.2.2. Principle of single liaison

This principle is singled out as one of the more important principles by the classical theoreticians, because they argue that it can be applied successfully as a co-ordination mechanism. It means that a specific educator should report only to one superior and not more than one. The moment that an educator has more than one supervisor, aspects such as control and evaluation will be jeopardised (Kroon, 1995:2323).

3.4.2.3. Span of control

The number of subordinates that can be controlled effectively by a supervisor is limited. This means that should too many educators fall under the control of one head of department, that head of department will find it difficult to manage the group and aspects such as control and guidance will not receive enough attention. Factors that influence the ideal span of control are the following:

- The competence level of subordinates. If the subordinates are competent educators, a supervisor will be able to manage more educators because they are well trained to do their work.
- The physical dispersal of subordinates. If subordinates are located in one section, a supervisor will be able to manage more educators because they are in his/ her immediate vicinity.
- The level of interaction between subordinates. If the subordinates are highly motivated and interact in an efficient way, the supervisor will also be able to manage more educators.
- The standardisation of procedures. If the work of subordinates are well standardised and well defined, a supervisor will also be able to manage more subordinates because they are well aware of what is expected of them (DoE, 1999:3C-7).

3.4.2.4. The principle of elasticity

The basic organisation structure must be able to adapt to the environment and to the adaptation of strategic plans without much difficulty. Effectiveness must be obtained with the expansion or reduction of the basic organisation structure (DoE, 2000:71).

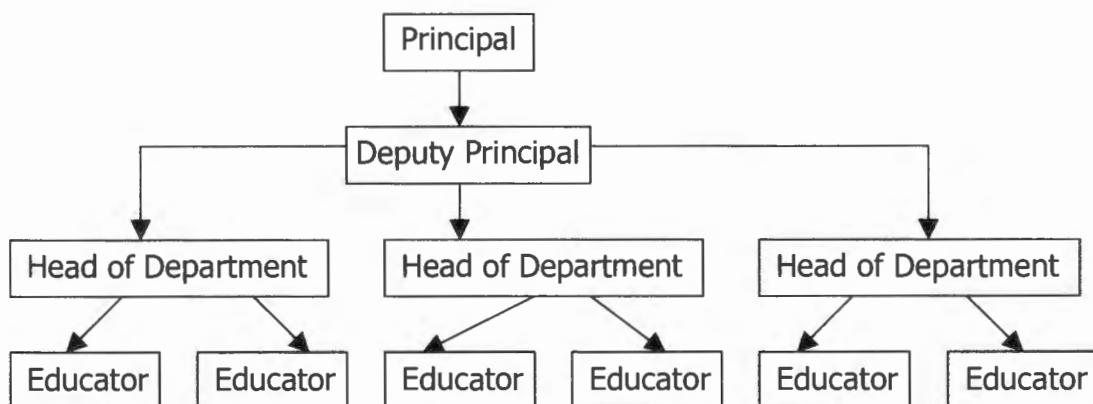
3.4.3. Characteristics of good organising

Van der Westhuizen (1994:163) states that good organising has the following characteristics:

- It promotes team spirit and group morale, because people know exactly what is expected of them.
- It describes the activities of departments and workers clearly so that they know what their position is in the institution.
- It prevents overlapping of activities.
- It facilitates internal communication
- It makes the guiding-process easier.
- It creates a system for getting work done.
- It improves control because work is well organised.

A typical organisational structure for a school may look as follows:

Diagram 3.1. A typical school structure according to the theory



A school principal who knows the theory of organising will be able to organise his/ her school in such a way that strategic plans can be implemented and that goals can be achieved.

3.5. Leading

Leading is a broad concept, and there are several definitions to describe leading. Smit & Cronje (1995:333) define leading as a task of influencing and directing the behaviour of individuals and groups in such a way that they work willingly to pursue the objectives and goals of the institution. Leadership also involves knowledge of individuals and groups to motivate them to achieve pre-determined goals.

Kroon (1995:388) states that leading is a process by which a particular person, the leader, influences a group of people (subordinates) in such a manner that they will subsequently willingly strive to achieve the objectives that the leader presents them with (Bruyns et al, 1997:123).

3.5.1. Nature of leading

Leading involves taking the lead to bridge the gap between formulating plans and reaching objectives. Through leading plans are translated into reality, but it remains a somewhat illusive concept that is difficult to define. Leading involves elements such as influencing, giving orders, motivating and handling people, either as individuals or in groups, managing conflict and communicating with subordinates. It is therefore the activity that infuses energy into the enterprise to activate its members and resources to get things moving and keep them in motion (Smit & Cronje, 1995:333).

Hallinger et al (1999:21) stated that a good leader can lead by doing the following three things well, namely he/ she:

- Knows what is going on. He/she knows the right things to do and makes the right thing happen.
- Can work through subordinates and is able to organise and motivate them to get things done. Like physicians, leaders are ethically obliged to think before they act.
- Can define and frame reality for themselves and often for their constituents.

Leaders in particular are required to make sense of ambiguous, complex and puzzling events. When they frame accurately and respond appropriately, puzzles and problems become promising opportunities (Hallinger et al, 1999:23). Leading also entails activities such as transmitting information to subordinates, formulating the enterprises mission, objectives and plans and explaining these to subordinates. Leaders talk with subordinates, discipline them and deal with conflict (Smit & Cronje, 1995:333).

Effective leaders are people with ideas, and they are people who have the ability to communicate and sell the vision and ideas. They are people who trust followers so that followers can trust them and they are people who have the ability and willingness to learn from experience and to adapt (Thompson, 1996:51).

3.5.2. Components of leading

Leading consists of certain components.

3.5.2.1. Authority and power

Authority is the power of a leader to give orders and demand action from subordinates, while power refers to the ability of a leader to influence the

behaviour of others without necessarily using his authority (Smit & Cronje, 1995:334). Badenhorst (1995:12) alludes to the fact that power is the use of authority to exert influence and to get things done, hence power can be used positively or negatively.

3.5.2.2. Influence and delegation

Influence is the ability to apply authority and power in such a way that followers take action. Delegation forms an important part of leading and happens when a leader passes his authority on to a subordinate to do something on his behalf. It also entails subdividing a task and passing a smaller part of it on to a subordinate together with the necessary authority to execute (Smit & Cronje, 1995:334).

Kroon (1995:265) alludes to the fact that delegation is a process whereby authority and responsibility are delegated to lower levels of management.

3.5.2.3. Responsibility and accountability

Responsibility and accountability also form part of leading and involves the responsibility of a leader to perform a task according to orders, and the leader's duty to account for his actions (Smit & Cronje, 1995:334).

3.5.3. Importance of leading

The performance of any school, small or large, is directly related to the quality of leadership. Good school principals will lead their institutions and educators to greater heights of achievement, productivity and ultimately profitability (Smit & Cronje, 1995:337-338). Adey & Andrew (1993:65) state that effective leading is important and plays such a pivotal role that problems can be addressed before

they cause disruption in a system. It is further stated by the two authors (Adey & Andrew) that through effective leading the leader will be able to participate in a social context and that he/ she will be able to create co-operation amongst subordinates. The leader will be self-motivated and prepared to show initiative and to persevere in doing what he has set out to do (Smit & Cronje, 1995:338).

Because effective leadership is an important vehicle in an institution such as a school, the phenomenon leadership will be analysed in depth in chapter 4. It will also concentrate on the school principal as an effective leader.

3.6. Controlling

Bartol & Martin (1991:8) state that controlling is the process of regulating organisational activities so that actual performance conforms to expected organisational standards and goals and to evaluate the successful implementation of the strategic plans. Bruyns et al (1997:148) state that control is a continuous and dynamic process which actually starts with the planning stage.

Control involves a systematic process through which managers can compare real performance with plans, standards and objectives and take corrective action if deviations occur (Kroon, 1995:443). There are three stages of control measures, namely:

- Pre-control, which aims at preventing anticipated problems.
- Steering control, which takes place while the work is being done.
- Post-control, which is the most popular form of control and concentrates on completed achievements or end-results. It gives planners an indication of the effectiveness of the total planning action and feedback on performance of employees.

There are specific guidelines that a school principal should take notice of when he/ she plans controlling activities.

3.6.1. Guidelines for effective control

It should be remembered that control occurs at all levels of management. If a manager, like the school principal, determines the actual performance of employees/ educators or organisational units and compares this with the required standards or objectives, then the school principal is applying control.

The guidelines for effective control are:

- Control must be simple and understandable (simplicity).
- Subordinates must be involved in developing control processes (participation).
- Management-by-objectives offers many advantages for control.
- There must be quick reaction to information.
- Control must not be used as punishment.
- Control systems must be designed for a specific situation.
- Control must emphasize self-adaptation.

3.6.1.1. Characteristics of effective control

Effective control helps school principals to evaluate the aims, goals and objectives of their respective schools in order to determine whether they have been successfully implemented. The following characteristics serve as the basis for effective control (DoE, 2000:65):

- Planning and control must be integrated.
- Control must be economical.

- Acceptability is important.
- Maximum objectivity is necessary.
- Effective control should show deviations and corrective action.
- The control system must lead to accurate, reliable and valid information.

3.6.1.2. Importance of control

Control plays an important role in any institution, such as a school, because of the following factors (Kroon, 1995:443-444):

- It prevents crises, because corrective measures can timeously be implemented.
- Quality is standardised because outputs are evaluated according to the same norms.
- It leads to standardised actions to increase efficiency.
- It prevents malpractices, theft and waste.
- It results in delegation because subordinates who are delegated can be controlled effectively.
- It brings about performance appraisal to all employees.

Because of the importance of control measures in a school, a principal must be well aware of control activities and should implement them without deviation of known measures.

3.7. Conclusion

This chapter dealt with the principles of management. The principal, as a manager of a school, has to acquire several skills in order to manage his school effectively and efficiently. Going through the four basic tasks of management

(planning, organising, leading and controlling) it is evident that if principals can adopt and implement these tasks effectively, schools will be run more professionally and smoothly. If properly implemented, schools and the education system in general can achieve its visions, missions, aims and objectives.

Adair & Allen (1999:4) also conclude by stating that managers at all levels are business leaders. The business is about producing a quality product or service. At the heart of that role lie the three overlapping core responsibilities of any leader, namely; achieving the task, building and maintaining the team, motivating and developing the individual.

CHAPTER 4

LEADERSHIP AS FUNCTION OF THE SCHOOL PRINCIPAL

4.1. Introduction

Leadership involves taking the lead to bridge the gap between formulating plans and reaching objectives. Leadership translates plans into reality and is a somewhat illusive concept that is difficult to define precisely. Leadership involves elements such as influencing, giving orders, motivating and handling people, either as individuals or in groups, managing conflict and communicating with subordinates. It is therefore the activity that infuses energy into the enterprise to activate its members and resources to get things moving and keep them in motion (Smit & Cronje, 1995:333).

Hallinger et al (1999:21) state that a good leader does three things well. Firstly, he knows what is going on. Secondly, he knows the right thing to do and lastly, he makes the right thing to happen, working through subordinates well organised and motivated to get things done. Like physicians, leaders are ethically obliged to think before they act. Leaders think, define and frame reality for themselves and often for their constituents.

Leaders in particular are required to make sense of ambiguous, complex and puzzling events. When they frame accurately and respond appropriately, puzzles and problems become promising opportunities (Hallinger et al, 1999:23). Leadership also entails activities such as transmitting information to

subordinates, formulating the enterprises' mission, objectives and plans and explaining these to subordinates. Leaders talk with subordinates, discipline them and deal with conflict (Smit & Cronje, 1995:333).

Effective leaders are people with ideas, and they are people who have the ability to communicate and sell their vision and ideas. They are people who trust followers so that followers can trust them and they are people who have the ability and willingness to learn from experience and to adapt (Thompson, 1996:51).

4.2. Leadership within the educational context

Smit & Cronje (1995:333) define leadership as a task of influencing and directing the behaviour of individuals and groups in such a way that they work willingly to pursue the objectives and goals of the organisation. Leadership also involves knowledge of individuals, groups, motivation and communication.

Kroon (1995:388) argues that leadership is a process by which a particular person, the leader, influences a group of people (subordinates) in such a manner that they will subsequently willingly strive to achieve the objectives that the leader presents them with, and as such, leadership is part of the management process (Bruyns et al, 1997:123).

Leadership in an educational context can be described as a set of reciprocal processes shared by many, rather than the actions of one person. It is not role-specific actions, but derives from a mutuality of purposes and shared values that connect leaders and non-leaders who work in the same school. It is engaged in common efforts to strive for the same objectives and to create a milieu for growing together (Lambert et al, 1995:171).

Kimbrough & Burkett (1990:106) state that a leader in an educational institution, such as a school, must use his/ her position to move the school towards educational excellence. Leadership in educational institutions requires knowledge of the environment, how to manage the changes that occur and he/ she must be able to create a productive school climate to ensure progress.

Lambert et al (1995:29) further argue that leadership in an educational environment is a concept transcending individuals, roles and behaviours. Therefore, anyone in the educational community, teachers, administrators, parents and students, can engage in leadership actions. The principal, however, according to Kimbrough & Burkett (1990:109), will have to play a pivotal role in getting all the role players to focus their leadership potential into one effort, namely to promote the interest of the school. The principal must thus be regarded as a leader of leaders, influencing other leaders to focus their potential to the use of school activities.

Dublin (1968:385), in Beare et al, sees leadership in educational context as " the exercise of authority and the making of decisions " while Fieldler (1967:8), also in Beare et al, considered the leader (school principal) to be " the individual in the group given the task of directing and coordinating task-relevant group activities (Beare et al, 1989:100). DoE (2000:9) states that leading is about guiding and inspiring people to get things done efficiently and effectively. One without the other is not enough. The principal as leader will thus set the course for the school, will make strategies and plans and will motivate and inspire others to follow these strategies.

A school principal, as a leader, has to be an instructional leader when guiding or leading his/ her school in a specific direction.

4.3. Characteristics of educational leadership

An educative leader, such as a school principal, will have to be a planner, analyst of educational institutions and systems, evaluator of the relative merits of variety of often conflicting viewpoints, a confident decision-maker, motivator and a negotiator. The school principal as leader will have to concentrate on two major areas, namely:

- Leadership activities, which addresses institutional/ school needs.
- Leadership activities, which addresses personnel/ educators needs.

4.3.1. Leadership in institutional/ school context

An education leader or school principal should possess the following characteristics in order to utilise leadership potential and reach institutional/ school objectives (Duignan & Macpherson, 1992:84):

- He/ she must be a creator of opportunities for development and performance in the school. This will allow participants in any educational process to participate in decision-making and to assist with the development of an institution, such as a school. By creating opportunities for other experienced educators in the school to share their knowledge, the principal will not only obtain valuable inputs from other leaders, but will also create an environment in which less experienced educators can learn and develop themselves.
- He/ she must be an expert to encourage other educators involved in the implementation of educational policies to work as a team in the school.

- He/ she must create a positive working environment so that the objectives of the school can be reached. This includes a system of feedback on educational activities and performance in a positive and creative manner. The opportunity to discuss and rethink ideas and practices will be to the advantage of the school.
- He/ she must create conditions in which educators will be able to strive to accomplish school goals.

Mastering these characteristics will enable a school principal to act as a leader and to be of benefit to the school.

4.3.2. Leadership in personnel/ educators context

Cattanach (1996:2-4) states that a good leader will not only be able to utilise effective leadership to the advantage of the school, but also to the advantage of the educators working in the school. He emphasizes the following aspects as important for a leader to take notice of when leading people to achieve institutional/ school goals:

- They should be persons who are able to create a feeling of security amongst educators.
- They should be persons who are self-confident and who can develop self-confidence amongst educators/ subordinates.
- They should be persons who have the ability to make decisions and who are able to live comfortably with decisions once they have been made.
- They should be persons who are willing to change previous decisions, but with a degree of reluctance to change course.
- They should be persons with a tolerance of ambiguity.

- They should be persons who are able to recognise opportunities and who can motivate people to strive to take opportunities.

Quality educational leadership, which is required today, can best be described as "leading others to lead themselves" through, among other things, modelling effective leadership-followers styles and establishing a leadership-followers culture in the school. An effective leader will thus not only concentrate on his/her own leadership abilities, but will concentrate on developing the leadership abilities of others, such as subordinates. This will create a high performing organisation where each member of the team is a self-led, growing and dynamic individual, prepared to contribute to the greater goal of the team and the organisation (Davies & Ellison, 1997:147).

In order to achieve this, a school principal should have certain capabilities. Bottery (1992:186) states that he/ she should be a leader who:

- Must be critical in thought to be able to identify leadership crisis and to react in a positive manner to address it.
- Must be transformative and be able to adapt to changes.
- Must have a vision for the institution/ school and his fellow educators.
- Must be able to empower his/ her subordinates so that they are in a position to deliver quality work.
- Must be liberating and addresses all negative attitudes and activities in order for subordinates to concentrate on their work.
- Must act in an ethical manner to win the support of subordinates.
- Must be a responsible leader, a person on which subordinates can rely on.

Should a leader, such as a school principal, be able to address and even master these capabilities, he/ she will have a sound foundation to act as leader within a school.

A leader should, however, have specific qualities (physical and mental) to survive as a leader, which will be highlighted next.

4.3.3. Physical and mental qualities of a leader

The person who want to act as an effective leader should examine himself/ herself and see that he/ she overcomes shortcomings as far as possible by acquiring qualities he/ she lacks (Kroon, 1995:401-402).

The qualities of a good leader are, inter alia:

- He/ she should have good physical and mental health.
- He/ she should have a sound view of life and dedication to a cause.
- He/ she should be characterised by unselfishness and enthusiasm.
- He/ she should be an intelligent person with a broad knowledge of the humanities.
- He/ she must be a humble person, but full of self-confidence and courage.
- He/ she must be decisive and should have good communication skills.

Smit & Cronje (1995:340) state that an effective leader must have good qualities such as intelligence, assertiveness, a good vocabulary, attractiveness, self-assurance and that he/ she should be an extrovert.

4.4. Guidelines for good leadership

Bailey (1991:109) states that school principals should follow certain guidelines when they act as leaders in institutions/ schools and when they act as leaders to other personnel/ educators. He elaborates on the guidelines, which a principal should follow when he/ she acts as leader in a school.

4.4.1. Guidelines to follow as leader of a school

The quality of a principal's leadership activities is crucial to the development of a school and to secure that the school's goals are being achieved. The school principal should pay attention to the following guidelines in order to be an effective leader in school activities:

- He/ she must be able to vary his/ her leadership style to accommodate different situations encountered from the school environment and within the school itself.
- He/ she should take a long-range view of leadership in the sense that cognisance should be taken of the fact that the school with all its activities will develop and that leadership styles should address these changes.
- He/ she should be aware that the school system is a complex system and that an interactive leadership style is necessary to deal with those complexities.
- He/ she should take a broad view of organisational and interpersonal relations and that the school system is a dynamic system, constantly changing.

- He/ she should, on a constant basis, evaluate his/ her leadership style to be able to address leadership techniques that are relevant to a specific situation.

The issue of leadership style has come to the fore and in order for a principal to be an effective leader, it is important to take note of the various leadership styles there are and to make sure that a leadership style is developed that suits specific situations. The issue needs attention.

4.5. In search of the best leadership style

Leadership styles have been a prolific basis for research through the years. A well-known study of autocratic, democratic, and laissez-faire styles of leadership was conducted by Lippitt and White with the assistance of Kurt Lewin. The results of this study were interpreted as favouring a democratic style of leadership (Kimbrough & Burkett, 1990:113).

Leaders do not act in the same way. They have a range of different styles, all of which will affect the ways in which they communicate (Fielding, 1995:67). An analysis of the more important leadership styles will be discussed in the next section. The purpose of the discussion is to give to school principals an indication of what each style consists of.

4.5.1. Facilitative-democratic leadership style

Principals adopting this style of leadership will normally initiate, implement and sustain viable forms of shared decision-making. Leaders facilitate the development of collegial and reciprocal norms and dialogue with teachers, based on sharing, mutuality and equality. This, however, occurs to a significantly lesser extent in a power-through versus a power-with approach (Blasé & Anderson,

1995:15). In the power-through style, the leader uses power bestowed upon him in working with his subordinates. Subordinates do not have a say in the plans and decisions taken. In power-with approach, the leader works hand in hand with subordinates in planning up until the implementation stage. In this approach subordinates are fully involved (Blasé & Anderson, 1995:15).

Van der Westhuizen (1994:190) states that mutual consultation is the order of the day in a facilitative-democratic style of leadership. Decisions are made by means of voluntary and spontaneous communication and the leader plays an active role in this process. This type of leadership provides staff with the opportunity to make a contribution. Definite efforts are made to create positive interpersonal relationships.

Blasé & Anderson (1995:20) state that democratic orientated principals have succeeded in using less reactive and more diplomatic micro-political strategies. Educators and principals in democratic leadership schools also indicated that leaders were willing to employ negative tactics that were indirect, subtle and somewhat covert. Such tactics are considered manipulative because the " target " remains unaware of the influence.

4.5.2. Authoritarian/ closed transactional leadership style

DoE (2000:14) defines authoritarian leaders as leaders who prefer to keep tight control over staff and learners and often rely on rules and procedures to run their schools. This leadership style, prevalent among authoritarian principals, is a classic authoritarian in which, at least, the " rules of the game " are fairly clear to both educators and principals. Negotiation is minimal and tends to be achieved covertly and not openly (Blasé & Anderson, 1995:17).

4.5.3. Adversarial/ closed transformative leadership style

In this leadership style, principals, although fundamentally authoritarian in style, tend to be more proactive and engage in politics more publicly and with a greater appearance of openness. They are more confrontational and aggressive in achieving their goals. Adversarial principals are closed, not in the sense that they avoid conflict, but in the sense that they rarely share power (Blasé & Anderson, 1995:18).

4.5.4. Democratic/ empowering / open transformative leadership style

This leadership style, according to Blasé & Anderson (1995:21) is democratic in the processes of decision-making as well as in its fundamental concern with goals of equity and justice within educational institutions and in the broader communities. Anything can be questioned or challenged without fear. Democratic or empowering leadership represents a shift from an emphasis on leadership as management, that is managing the school culture or managing diversity, to an emphasis on leadership as a form of empowerment.

Democratic leaders prefer to share planning and decision-making and guide their staff, rather than telling them what to do, and this does not mean that they do not, or should not, make difficult and unpopular decisions when necessary (DoE, 2000:14).

4.5.5. *Laissez-faire*/ free rein leadership style

Van der Westhuizen (1994:190) states that leaders using or adopting this style of leadership do not make their presence felt, and the staff has the freedom to

make individual or group decisions. The leader is minimally involved and is constantly in the background.

Leaders adopting this style do not give their staff much guidance or direction and do not engage creatively with staff members in order to manage or lead them. They are happy to let events take their course (DoE, 2000:14). Bruyns et al (1997:129) state that there is no real leadership with regard to subordinates. For all practical purposes there is no communication and everyone set their own objectives. Laissez-faire leaders do not direct groups, they observe the group, and record what is going on, and give advice when it is needed (Fielding, 1995:68).

There is no " theoretically correct " leadership style and leaders who are competent normally vary between the different styles, according to a specific situation. If educators are well trained and effective in their work, a principal will probably follow a democratic style of leadership. If educators are ineffective and not class performing, an authoritarian leadership style would be more appropriate.

School principals will be able to perform effectively, should they be able to adapt their leadership style according to a specific task or activity. An indication of the leadership task of a school principal, in instructional context, will be undertaken.

4.6. The instructional leadership tasks of a school principal

The important tasks of a school principal are the following:

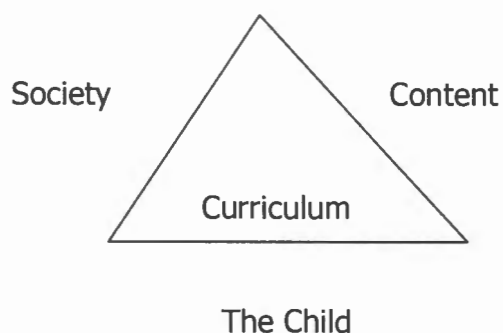
4.6.1. Leadership in reaching agreement on instructional goals

One of the principal's primary leadership tasks is to guide the school, educators and learners in the process of accepting and maintaining high standards of educational goal achievement. In the absence of well-conceived educational goals, schools are pressured into performing all kinds of social duties that are not educational in nature. However important, the primary function of a school is not to deliver social services to the community, but to address the educational needs of the community. Social needs should be addressed by social, religious, and civic agencies and groups, which are in existence for the sole purpose of addressing the social needs of the community (Kimbrough & Burkett, 1990:117).

4.6.2. Leadership in decisions about the nature of curriculum content

Dean (1993:40) states that the school principal must see to it that there is a curriculum and a curriculum philosophy, which concurs with the national curriculum. There is a sense in which all societies educate their young, although it is only relatively recently that this has become a task to be undertaken by people specifically trained to do it. A curriculum can be seen from three points of view, those of the child, of the content and of the view of the society (see figure 4.1.).

Figure 4.1.: Curriculum analysis (Kimbrough & Burkett, 1990:118-119).



The selection of curriculum content involves the principal and staff amidst the troubled waters of philosophical and religious differences about the appropriate nature of education. Philosophical differences come into conflict in curricular decisions. One focus of the curriculum must be on the learner (child) and the fundamental processes of educating the learner. Achieving the school and community leader concurrence concerning the nature of the curriculum offerings is a challenging task that will challenge the leadership resources available to the principal (Kimbrough & Burkett, 1990:118-119).

4.6.3. Leadership in organising curriculum experiences for learning

The instructional delivery system, coupled with the organisation for instruction, is another area for effective leadership. Decisions have to be made about the organisation and delivery of instruction. Some of the major decisions about the organisation are given via school board policies (SGB). Even the state legislature gets into the act by mandating lengths of the school day and year and length of periods (Kimbrough & Burkett, 1990:119-120).

Management teams, as leaders at the school, and with the principal in charge, must plan the use of time to provide a programme over the school year which

uses the skills of staff and the space and other resources available to the best advantage (Dean, 1993:60).

4.6.4. Leadership in improving the instructional programme

If teachers/ educators are to perform at maximum effectiveness and efficiency, the administrative team of the school must provide the instructional services and resources needed for a first-rate programme. The enthusiastic and persistent leadership of the principal is crucial to the performance of this task.

The principal's attitude must be to see that educators have instructional resources and services when they need them (Kimbrough & Burkett, 1990:120). They (Kimbrough & Burkett) further state that the principal would decide which instructional programmes/ processes the educators should use, and educators would have to agree to perform their tasks as specified by the principal.

4.6.5. Leadership in the evaluation of performance

One of the most important concerns of the school, staff and learners is how to measure, as objectively as possible, the progress of the school. Evaluation is the basis for growth and improvement. The system of evaluation should include the performance of the administrative staff (Kimbrough & Burkett, 1990:120).

Goldring & Rallis (1993:91) concur with Kimbrough & Burkett. They state that schools and the work of their principals are being evaluated informally every day. Parents pass judgement as their children report each day's events, real estate agents rate the school in each community for potential buyers, local businesses measure the school on the basis of their experiences with the young people they hire. The evaluation of the principal is highly linked to the evaluation of the school.

People who care about improving their school and its public image would give tools to control judgements of effectiveness and to fulfil the other crucial roles of evaluation. An accountability system for schools is used to ensure that educators and administrators are doing their job to provide quality education. The cycle of evaluation, which includes assessment, planning and design, implementation and evaluation, can serve as a key strategy in programmes and personnel improvement.

When undertaking the mentioned activities, a school principal will have to follow a certain leadership pattern. There are basically four patterns of leadership, which will be discussed next.

4.7. Patterns of school leadership

There are several patterns of school leadership that a school principal will have to follow in order to achieve goals. These patterns are:-

Pattern A is characterised by a focus by the leader on interpersonal relationships, on establishing a co-operative and genial climate in the school and effective, collaborative relationships with various community and central office groups. Principals adopting this pattern seem to believe that such relationships are critical to their overall success and provide a necessary springboard for more task-oriented activities in the school (Hallinger et al, 1999:104).

Pattern B states that a learner's achievement, well being and growth are the central focus of the school principal as leader. This pattern, suggests that while such achievement and well being are the goals, principals use a variety of means to accomplish them (Hallinger et al, 1999:104-105).

Pattern C, regarded as a programme focus, highlight the fact that principals adopting this leadership pattern, nevertheless, share a concern for ensuring effective programmes, improving the overall competence of their staff and developing procedures for carrying out tasks central to programme success. The orientation is to the task, and developing good interpersonal relations is viewed as a means to better task achievement.

The last pattern, pattern D, is characterised by almost exclusive attention to what is often labelled "administrivia" :- the nuts and bolts of daily school organisation and maintenance. Principals adopting this pattern, according to studies, are pre-occupied with budgets, timetables, personnel administration, and request for information from others. They appear to have little time for instructional and curriculum decision-making in their schools, and tend to become involved only in response to a crisis or a request (Hallinger et al, 1999:105).

4.8. The principal as a supervisor

Glickman et al (1995:6-7) state that supervision is a process and a function, not a particular position or person. Schools that have supervisors have in common staff members who attend to the function of improving instruction, while Kimbrough & Burkett (1990:169) argue that supervision is the means by which leadership is provided for improving the teaching and learning environment of the school, and the principal is responsible for providing that leadership. The purpose of supervision is to improve the instructional programmes, and anyone who practices it assumes a supervisory role.

According to 1987 ASCD Yearbook, supervisors are defined as those who have the word in the title, but also principals, superintendents, department heads, and

all those whose responsibilities include helping other staff members to improve their performance (Kimbrough & Burkett, 1990:169).

4.8.1. The need for supervision

One need for supervision is to prevent the tendency toward disorganisation, which in systems language is known as entropy (Kimbrough & Burkett, 1990:170). Glickman et al (1995:6) state that typical supervisors are school principals, assistant principals, instructional lead teachers, department heads, master teachers, teachers, programme directors, central office consultants and co-ordinators.

The principal as supervisor must intervene in the school social system through a variety of approaches and techniques. Strong leadership is essential, and in the process of employing these techniques, the principal must use feedback to determine the effectiveness of the approaches and techniques (Kimbrough & Burkett, 1990:170).

4.8.2. Approaches to supervision

There have been many approaches to supervision in the schools. The approach that is popularly used at any particular time seems to be determined by trends in society. When there is an ideological swing nationally with a conservative bent, the approach tends to be toward management and inspection (Bartol & Martin, 1991:446).

Principals, in their role as supervisors and change agents, should attend to questions for improving the organisational climate of the school and possibly its supra systems. The job of the principal in improving the teaching and learning environment goes further than encouraging the adoption of new techniques for

teaching mathematics and other subjects. Principals must include in the supervisor's plans the improvement of the social system within which mathematics is taught (Kimbrough & Burkett, 1990:175).

Supervision is related directly to helping educators with instruction but only indirectly to instructing learners. Supervision is not the act of instructing learners, that is, teaching, but rather the actions that enable educators to improve instruction for learners (Glickman et al, 1995:7), and a characteristic of successful schools is that someone, somewhere is responsible for and committed to the process, function, and tasks of supervision. Behind every successful school is an effective supervision programme.

4.9. Motivation as important activity of leadership

Motivation is one of the six additional functions of management. Based on the important role that motivation plays in the workplace and at schools. It was therefore singled out of the other additional functions of management. As people are born with different abilities and capabilities, it becomes the duty of the manager to motivate his/ her subordinates.

Motivation is that aspect which causes, channels and maintains human behaviour. Managers/ principals should have the basic understanding of the reasons for human actions in order to be able to influence the behaviour of people (Kroon, 1995:327). Bartol & Martin (1991:445) state that motivation is the force that energises behaviour, gives direction to behaviour, and underlies the tendency to persist.

Van der Westhuizen (1994:194) describes motivation as the preparedness to expend energy to achieve a certain goal. Motivational leaders encourage their staff and colleagues to willingly achieve to the best of their abilities. Kreps (

1990:155) states that motivation is the degree to which an individual is personally committed to expending effort in the accomplishment of a specified activity or goal.

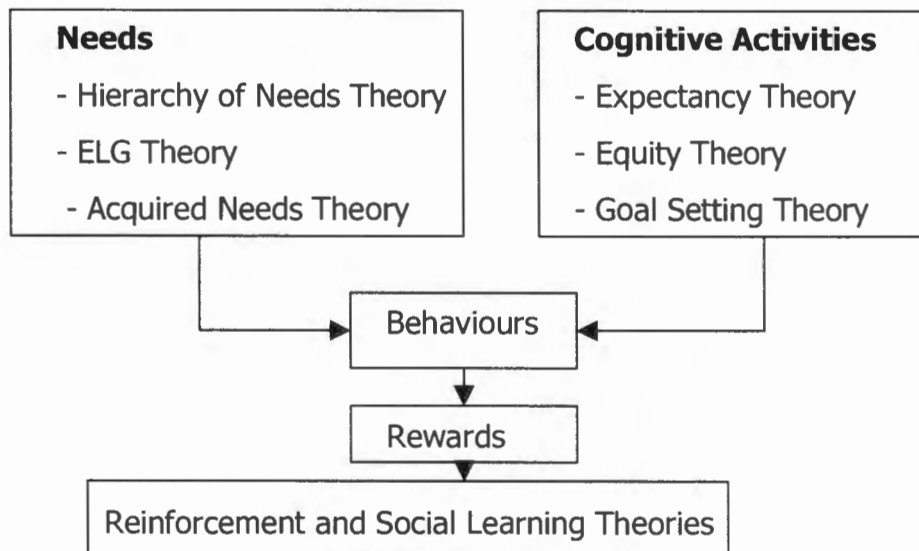
Management scholars have developed a number of different theories that help us to understand what motivates people at work, and they further argue that motivation is an ongoing process (Bartol & Martin, 1991:447).

4.9.1. Guidelines for motivation

The following guidelines can be distinguished to facilitate the motivation task of management (Kroon, 1995:347-348):

- Individual differences must be recognised.
- Subordinates must be suited to their work.
- Objectives must be used.
- Objectives must be perceived as achievable.
- Rewards must be individualised.
- Rewards must be linked to performance.
- The system must be checked for equity.
- The importance of money must not be disregarded.
- Positive reinforcements must follow each good work done.
- Participation is important.

4.9.2. Model of the motivation process



As the model indicates, a person's inner needs and cognition lead to various behaviours. The rewards then help to reinforce that behaviour, fulfil needs, and provide input into a person's cognition about the linkages between his/ her behaviours and possible future rewards. Since motivation is a complex phenomenon, major motivational theories address the various elements in the process above (Kroon, 1995:447).

4.9.3. Internal and external dimensions of motivation

Many factors are involved in motivating an individual. The two central factors are external and internal incentives, more commonly known as extrinsic and intrinsic rewards. Intrinsic motivators are rather illusory. They are based on fulfillment of individual beliefs and values. Extrinsic motivators are much more obvious and are based on providing individuals with valuable economic returns, goods and services (Kreps, 1990:155).

Katz & Kahn (1978:288), in Kreps, identified four ways that organisation members can achieve intrinsic rewards. These ways are:

- Development of personally satisfying and meaningful organisational roles.
- Social reinforcement of collective goals through participation in satisfying organisational groups.
- Active involvement, participation, and personal identification with organisational goal setting and goal accomplishment.
- Sharing of social rewards from collective efforts and activities.

4.9.4. Maslow's hierarchy of needs



Maslow's hierarchy of needs is based on the notion that human beings have to satisfy a series of five kinds of needs. The most basic of these needs are called lower-order needs, and the least basic are called higher-order needs. He represented these needs as a hierarchy because people have to satisfy their lower-order needs before they can concern themselves with higher-order needs (Kreps, 1990:157).

Kreps (1990:157-158) further states that survival needs include the need for food and other basic physiological nurtures. Once survival needs are satisfied, human beings become interested in providing for their safety and security. Safety needs include making enough money to afford secure housing, job security, or protection against economic, social, political and physical threats. Affiliation needs include establishing good working relationships, having friends or feeling part of a group within the organisation. Esteem needs include the feeling that treats one with respect, being known for the quality of your workmanship, having others seek your advice, or moving up within the formal hierarchy of the organisation. Lastly, self-actualisation includes learning more about yourself and the world around you. Maslow suggests that human beings can be motivated by ascertaining the level of need fulfillment that they have achieved and providing them with opportunities to fulfil their next higher need level.

Outstanding leadership has invariably emerged as a key characteristic of an outstanding school. There can no longer be doubt that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority. Principals, as leaders and strategic leaders of schools, must keep abreast of trends and issues, threats and opportunities in the school environment and in society at large. Leaders must share knowledge with others in the school community and encourage other school leaders to do the same.

Leadership is a universal, human activity. Authors agree that leadership is one of the biggest needs of our modern and fast changing world. In South Africa, several changes were brought to the education system, together with additional special demands on principals, educators, parents and the learners. In this situation, visionary leadership is a necessity.

Natural leaders are leaders who succeed in getting people to co-operate in achieving a particular objective by making use of their inborn ability and personality traits. Their most important characteristic is that they tend to be autocratic and that control is done by means of personal inspection. These leaders have and experience a problem of delegating willingly (Kroon, 1995:399).

4.10. Conclusion

In every institution, especially in schools, the principal must show proper leadership to the members of school's SMT, educators, learners, stakeholders and the entire school community. Leadership in educational institutions plays a critical role. Lambert et al (1995:171) state that educational leadership is a set of reciprocal processes shared by many, rather than a set of behaviours invested in one person. An educational leader (the principal) must use the position to move the school towards educational excellence. Leadership in educational institutions requires knowledge of how to become a leader and of the change process, and understanding of a productive school climate, and supervisory skills (Kimbrough & Burkett, 1990:106).

This chapter outlined in detail the leadership function of the school principal and the patterns of school leadership that the principal has to acquire in order to professionally lead his school. Further, styles of leadership were discussed in which the principal has to check whether the leadership style he is using fits in with the way he should run his school. The chapter also highlighted the important guidelines principals must use, and the characteristics to be acquired by an excellent and a dedicated school leader.

CHAPTER 5

CONCLUSION

5.1. Introduction

When the new government assumed office after the first democratic elections in 1994, it inherited an education system with segregated departments. The education system was used to provide services differently to the different racial groups in the country. In the new democratic dispensation/ order, this state of affairs was totally unacceptable. The new government had to make sure that it puts into place an education system that would be representative of all South Africans, and that would serve all the racial groups (citizens) equally.

The new government also had to ensure that new education policies are implemented in an efficient and effective manner. As all government departments went through a transformation process, the education department could not escape this transformation process.

The last part of the study will look at the general implications, and further look if the objectives of the study were realised or achieved.

5.2. General implications

Management in school context covered in chapter 2 indicates that there have been intense changes in terms of objectives, policies, functions and structures of the old education system and the new education system in a democratic South Africa. Most of the changes have been dealt with in the sections in chapter 2.

This part of the study will therefore attempt to give an overview of each section dealt with.

The history of the education system in South Africa before 1994 was based on segregation. There was an education department for Whites, Coloureds, Indians and Blacks (Mothata, 2000:V). The old education system was biased, and the new one strives to serve all citizens of the country equally.

Legislation introduced by the new democratic order in education is much more specific and clearer. The legislation provides for the determination of a National Policy for Education and to amend the National Policy for General Education Affairs Act (Act 84 of 1984). A further objective of the legislation and policies in education aims to substitute certain definitions from past legislation to provide afresh for the determination of policy on conditions of employment of educators.

With regard to the hierarchy of the school management system, the National Education Policy Act (Act 27 of 1996), brings about more improvements which would ensure better service to the learners and the school community. The following seem to be most important:

- The school management team has the day-to-day responsibility for the professional and operational management of the school, under the leadership of the principal.
- The school governing body manages assets and school funds, and determines school policies and puts together a development plan for the school that can work.
- Educators provide effective teaching for the development and guidance of learners to proper adulthood.
- Administrative staff and general helpers provide administrative support (typing and filing) and general cleanliness of the school.

- Learners play a crucial role in education as the school only becomes fully functional if there are learners who have to be moulded to proper adulthood through education.

An endeavour to seek dedicated management in schools, via the school management team and the principal, is emphasised in departmental documents and circulars (DoE, 2000:24). These departmental documents and circulars outline the management role of the SMT and the school principal, the principal as a manager of the school and the general functions of the principal as prescribed by the Employment of Educators Act (Act 76 of 1998).

Management, according to Beach (1985:6) is the process of utilising material and human resources to accomplish designated objectives, and involves the organisation, direction, co-ordination, and evaluation of people to achieve these goals. Hence principles of management became another area which was identified as important for the school principal. The four basic principles of management are planning, controlling, leading and organising. Planning is a basic management function that encompasses the purposeful consideration and visualisation of what the institution or section of the institution should achieve within a particular time span. Organising is the process of allocating and arranging human and non-human resources so that plans can be carried out successfully. Controlling is the process of regulating organisational activities so that actual performance conforms to expected organisational standards and goals. Leading is the process by which a particular person, the leader, influences a group of people in such a manner that they will subsequently willingly strive to achieve the objectives that the leader presents to them (Bruyns et al, 1997:123).

Leadership has also been regarded as one of the areas that the principal has to look at in managing and leading subordinates (educators) in achieving the schools mission, vision, aims and objectives. Smit & Cronje (1995:333) define leadership as a task of influencing and directing the behaviour of individuals and groups in such a way that they work willingly to pursue the objectives and goals of the organisation. Leadership also involves knowledge of individuals, groups, motivation and communication.

The principal as a school leader has to acquire certain leadership skills, as circumstances require, his leadership abilities will be tested. It is therefore necessary for the principal to know these leadership styles in order to be able to judge and act accordingly. Some of these leadership styles are democratic, authoritarian, bureaucratic, *laissez-faire*, facilitative and closed-transactional. These leadership styles were explained in detail in chapter 4. Further, in pursuit of professional leadership of their schools, principals have to know the various characteristics, guidelines and patterns of educational leadership.

5.3. Conclusion

In South Africa, education has an important role to play. With the country's diversity of races and complex problems, education should help to establish good relations between all the people to enable them to communicate with one another. It is therefore the duty of the schools, with principals in charge, together with members of the SMT and all stakeholders involved in education, to make sure that education plays an important role in bringing together the different racial groups in the country. The principal has a far greater role to play in this regard, as one of his duties, as prescribed by the Employment of Educators Act (Act 76 of 1998), is to communicate or interact with stakeholders in education, and leads the communication process in a school.

5.4. Realisation of the objectives of the study

The objectives of this study, as stated in chapter 1 (section 1.2.) were reached in that:

- An analysis of the management in school context was covered in Chapter 2.
- Determining the managerial role and principles of management for the school principal were covered in chapter 2 and 3.
- Describing educational leadership and the leadership role of the school principal were covered in chapter 4.

With this kind of leadership by principals in our schools, black secondary schools could become more effective and the children of South Africa could reap the benefits.

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