Managing Conflict In Primary Schools

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DECLARATION

I hereby declare that:

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is my own work, that all the resources used or quoted have been indicated and acknowledged by means of complete references[1], and that this dissertation was not previously submitted by me for a degree at any other university.

T.E. Motsiri

[1] Some internet sources do not have page numbers.

DEDICATION

This study is dedicated to my beloved, very supportive mum, Manana Lydia Motsiri; "Mum at the age of 71, you always prepared food for me to get energy to sustain me during my study. You also took care of my only little son, Mokhele Solomon Motsiri. I thank you very much."

To my twin sister, Tshigwane Elizabeth Motsiri for her motivation and encouragement during my ill health. "You really lifted my spirit and the desire to succeed. Unity is strength, and we always make it when we are together. Thank you very much."

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To Ntebaleng Neria Motsiri and Lebohang Queeneth Motsiri for their support during the tough times of my studies.

> "Thank you all! With the help of the Almighty God, everything was possible. May the good Lord bless you all" (Matthew 19:26).

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ABSTRACT

This research investigated the correlation between the principal's leadership style and the school organisational climate. The literature study established the importance of leadership in the context of an open and positive school organisational climate. In this regard, it was found that a supportive principal leadership style is positively related to an open and positive school climate, where educators are engaged and enjoy high collegiality and intimate relationships.

The school organisational climate as variously defined, relates to educator perceptions of principals or school management behaviour and refers to how educators experience, especially the management aspects that influence the climate in the school. Thus, organisational climate is related to the quality of experiences an educator has in the school, which is expressed in how he or she experiences the school life.

The Organizational Climate Descriptive Questionnaire for Elementary Schools, consisting of six organisational climate descriptive dimensions was used for data collection. The dimensions describe the behavioural aspects of principal leadership namely, supportive, directive and restrictive and educators' behavioural aspects namely, collegial, intimate and disengaged. The behavioural interactions of principals and educators provided the basis for the analysis of the correlation between the principal's leadership style and the school organisational climate.

It was established that there was a correlation between principals' leadership styles and school organisational climates. It was found that the organisational climates of the surveyed schools are characterised by principal leadership behaviour that is high on directive behaviour, slightly below average on supportive and restrictive. Educator behaviour was found to be slightly below average on collegial behaviours. Educator behaviour scored below average on intimate behaviour and scored slightly above average on disengaged behaviour.

Principal openness behaviour was found to be below average while educator openness behaviour was found to be average which translate to school organisational climates that are relatively closed, which actually indicates a relationship between principal leadership style and school organisational climate. This research therefore draws a conclusion that there indeed is a correlation between school principals' leadership styles and school organisational climates.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION AND PROBLEM STATEMENT

Fullan in Kelley, Thornton and Daugherty, (2005) points out that:

> "Only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in learner achievement".

This statement highlights the importance of the principal's leadership in facilitating a positive and open school organisational climate for the promotion and sustenance of learner achievement in schools. The school organisational climate is defined as the educators' experience of the management aspects that influence the climate at the school (Mentz, 2002:148). Mentz (2002:146) argues that organisational climate is one of the components that determine the quality of the working life of the educator and that aspects such as the effectiveness of management and the relationships between staff members generate a certain "atmosphere" in the school. In addition, the school climate can make a significant impact upon educational environments, as Freiberg (1998: 22) notes, "school climate can be a positive influence on the health of the learning environment or a significant barrier to learning."

According to Freiberg (1998:22), the school climate is made up of elements ranging from the quality of interactions among educators, the noise levels in the school's hallways and cafeteria, the physical structure of the school building and the comfort levels of individuals and how safe they feel, the size of the school and the opportunities for learners and educators to interact in small groups, both formally and informally and the support staff interaction with educators. Therefore, the principal's leadership and the school climate are therefore important for school

effectiveness. In essence, this implies that the leadership style of the principal has an influence on the school climate.

A healthy school climate contributes to effective teaching and learning (Freiberg, 1998:22; Holt & Smith, 2002:53). John and Taylor V (1999:29) describe the school organisational climate as the human environment within which educators of a school do their work and from their research, these researchers found a strong correlation between the principal's leadership style and the school climate and recommend that individuals serving as principals should recognise that their dominant leadership style is directly related to the school climate and to the organisational commitment of their educators.

Clearly, from the foregoing exposition, there is a correlation between the principal's leadership style and the school organisational climate. Mentz (2002:157) argues that the school organisational climate can be influenced by the characteristics of the school principal and educators. In the case of the principal, the school organisational climate relates to the manner in which he or she sets an example by working hard, how he or she treats educators, the degree to which he or she maintains a distance between himself or herself and staff and the extent to which he or she endeavours to induce educators to work hard. Thus, the leadership style of the principal can influence the school climate to be a healthy or an unhealthy one depending on whether or not it is predominantly supportive or directive.

The South African education system has experienced radical transformation since 1994. There have been many changes in the system and schools have had to deal with the implementation of these changes. Besides, the changes have been rapidly introduced and implemented. As is typical of transformational and rapid change (Theron, 2002:188), there would be an impact on how principals exercise their leadership at schools. This in turn would impact on how educators experience their working life at schools. Principals' leadership styles are immensely challenged to

either be supportive or directive in an attempt to implement change while maintaining school stability and a positive school climate.

This research study moves from an assumption that there is a correlation between the school principal's leadership style and the school organisational climate. On that basis, the study will attempt to answer the following questions:

- What is the nature of school principals' leadership styles?
- What is the nature of the school organisational climate?
- Is there a correlation between school principals' leadership styles and schools' organisational climates?
- Assuming that there is such a correlation, how can principals' leadership styles be improved to enhance school organisational climates positively?

To address these questions, specific research objectives are pursued.

1.2 RESEARCH AIM

The aim of this research is to investigate the if there is a correlation between the school principal's leadership style and the school organisational climate. Specific objectives to achieve this aim are as follows:

- To determine the nature of school principals' leadership styles;
- To determine the nature of the school organisational climate;
- To investigate if there are correlations between school principals' leadership styles and schools' organisational climates; and
- To recommend how principals' leadership styles can be improved to enhance school organisational climates positively.

To achieve these specific aims, it is important to get an understanding of the main concepts used in this research.

1.3 DEFINITION OF MAIN CONCEPTS

1.3.1 Leadership

There are many views and definitions related to the concept of leadership. Doyle and Smith (2001) state that to lead involves influencing others and that leaders seem to come to the fore when there is a crisis or special problem or become visible when an innovative response is needed. Thus, leaders are people who have a clear idea of what they want to achieve and why. These scholars then conclude that leaders are people who are able to think and act creatively in non-routine situations – and who set out to influence the actions, beliefs and feelings of others.

George and Jones (2002:390) define leadership as the exercise of influence by one member of a group or organisation over other members to help the group or organisation to achieve its goals and they identify two features as defining leadership namely, exerting influence over other members of a group or organisation and achieving organisational goals.

Leadership can therefore be defined as a process of influencing people to execute tasks in order to attain organisational goals.

1.3.2 Leadership style

Marotz and Lawson (2007:6) explain leadership style as the way in which an individual guides, shapes and leads others towards an accomplishment of an outcome. Clark (2005:1) defines a leadership style as the manner and approach of providing direction, implementing plans and motivating people. Schermerhorn (2004:167) defines leadership styles as the recurring pattern of behaviours exhibited by a leader.

Literature studies reveal different leadership styles. However, in terms of leadership behaviour, it seems that two basic styles emerge namely, the task oriented and people oriented styles. In this regard, Hoy, Tarter and Kottkamp (2001:135) advocate three principal leadership styles namely, supportive, directive and restrictive, which styles of leadership behaviour will be discussed in detail in the next chapter.

1.3.3 **Organisational climate**

Idogho (2006:71) views the school organisational climate as encompassing all those behaviours that permit cordial interpersonal relationships among staff and permit cooperative human activities in which members of staff, both teaching and non-teaching, interact for the purpose of realizing set goals and objectives. Hoy and Miskel (2005:185) define organisational climate as the set of internal characteristics that distinguish one school from another and influence the behaviour of each school's member.

Mentz (2007:148) defines the school organisational climate in terms of educator perceptions of the principal's or the school management's behaviour and states that it refers to how educators experience, especially the management aspects that influence the climate in the school. Thus, organisational climate is related to the quality of experiences an educator has in the school, and to how he or she experiences the school life.

Ekvall and Ryhammar (1998:126) assert that organisational climate consists of a conglomerate of attitudes, feelings and behaviours which characterise life in the organisation. Sweetland and Hoy (2000:705) describe organisational climate as being related to internal characteristics of organisations, including the values, norms, attitudes, behaviours and feelings that influence the behaviour of members.

Based on the definitons cited above, it can be claimed that the school organisational climate refers to the way in which educators experience their working life at school and as such, it has an influence on their behaviour.

To achieve the aim and specific objectives of this research, a particular research method and design was followed.

1.4 RESEARCH METHOD

This study undertakes a quantitative research method using a questionnaire survey research method. The quantitative research uses statistics as a method of organising data, facilitating the organisation and interpretation of numbers obtained from measuring a characteristic or variable (McMillan and Schumacher, 2001:191). In this research, responses to questions contained in the questionnaires are displayed in tabular form. The literature review forms the basis of the constructs of this research.

1.4.1 Literature review

The study is based on a literature review which includes primary and secondary sources to reveal accumulated knowledge in the specific fields of, leadership style and organisational climate. The literature study will thus be conducted to gain an understanding of the relationship between the principal's leadership style and the school organisational climate. Relevant information will be gathered using the internet, journals and textbooks. Key words to be used include:

Leadership, leadership style(s), organisational climate, school climate, management style, leadership theories, directive ladership, supportive leadership, restrictive behaviour, task orientation, people orientation.

1.4.2 Empirical research

The following aspects relate to the empirical research process:

1.4.2.1 *Aim*

The empirical research aimed to investigate if there was a correlation between the principal's leadership style and school organisational climate. This was done through a quantitative data analysis to determine correlations between scores relating to principal and educator behavioural dimensions.

1.4.2.2 *Research instrument*

Hoy, Tarter and Kottkamp's (2000) Organizational Climate Descriptive Questionnaire for Elementary Schools (OCDQ-RE) was used for purposes of data collection. The OCDS-RE consists of 42 items with six dimensions describing the behavioural dimensions of principals namely, supportive, directive and restrictive and educators namely, collegial, intimate and disengaged.

The OCDQ-RE, is one of a set of questionnaires used for measuring the school organisational climate. Oluwatoyin (2006:131) points out that this questionnaire, together with the OCDQ-RM and the OCDQ-RS have been tested, revised and used in related research studies and researchers like Hoy, Hoffman, Sabo and Bliss assert that the validity and reliability of the revised versions of the OCDQ instruments have proven to be strong. Mentz and Van der Westhuizen validated the questionnaire in a study of 78 secondary schools in the former Orange Free State province (Mentz, 2007:168; Mentz & Van der Westhuizen, 1993). Some of these questionnaires have been used in primary schools in South Africa (Oluwatoyin, 2006; De Villiers, 2006).

1.4.2.3 *Population and sampling*

To investigate the correlation between the principal's leadership style and the school organisational climate, the empirical research investigated educators' perceptions of their principals' leadership styles and their school organisational climates. The target population comprised educators in the Gauteng Department of

Education (GDE). Due to the expanse of the province, the study population was delimited to the GDE's Sedibeng Districts 7 and 8.

Various authors (see Leedy & Ormrod, 2005:207; Strydom & Venter, 2002:201; MacMillan & Schumacher, 2001:117) provide arguments and guidelines regarding representative sample sizes for different population numbers. Enquiries from the two districts indicated that there were 154 primary schools in both districts. At an estimate of 25 educators per school, based on a snap survey of local schools, there were an estimated 3850 educators in both districts. On the basis on guidelines provided by various authors regarding sample sizes (see Leedy & Ormrod, 2005:207; Strydom & Venter, 2002:201; MacMillan & Schumacher, 2001:117), this research consisted of a population of educators (N = 3850) and a simple random sample of 400 educators.

1.4.2.4 ***Pilot survey***

Because the instrument was designed in the United States of America, it was pre-tested with a selected number of respondents (n = 50) in the neighbouring district (Fezile Dabi District) from a similar population to the target population of this research regarding its appropriateness in the South African educational linguistic environment. This also assessed such aspects as the time it would take to complete the questionnaire, the clarity of instructions and items, and any ambiguities resulting from linguistic difficulties with the questionnaire .(MacMillan & Schumacher, 2001:267).

The pre-test also served the purpose of ensuring that the questionnaire was valid and reliable. In this regard, the questionnaire had to measure what it was intended to measure and, given the similar circumstances, the questionnaire should be usable elsewhere and still measure what it was intended to measure (Delport, 2002:166; Welman & Kruger, 2001:97).

1.4.2.5 *Research procedure and statistical techniques*

To achieve the aim and objectives of this research, firstly, a literature review was conducted to determine the nature of principals' leadership styles and the school organisational climates. This review provided a basis for the identification of dimensions pertaining to both leadership styles and school organisational climate. For this purpose, the Organizational Climate Description Questionnaire-RE developed by Hoy, Tarter and Kottkamp (2000) was used and the organisational climate and behavioural dimensions were adopted.

Second, questionnaires were distributed and collected, after which the Statistical Consultancy Services of the North-West University: Vaal Triangle Campus were approached for assistance in the analysis and interpretation of data collected from questionnaires. Descriptive statistics were used to interpret the data. A frequency analysis and tests for statistical variances in statistical techniques were used from data presented in tabularised form. The Pearsons Correlation was used as a statistical method to determine correlations.

1.4.2.6 *Ethical considerations*

The research permission protocol of the GDE was followed and the request for permission to administer the research questionnaire to the target population was submitted to the senior managers of the Districts 7 & 8 together with the prescribed form obtainable from the Department's website (http://www.education.gpg.gov.za).

The questionnaire was accompanied by a covering letter requesting respondents to complete it and assuring them of the confidentiality with which their responses would be treated. The letter of approval was also attached to the questionnaire.

Unfortunately the Department's approval was not received. Consequently, questionnaire were distributed after schools' teaching contact time. Principals and educators' goodwill was sought for the completion of the questionnaires.

1.5 RESEARCH PLAN

Chapter 1 provides a general orientation to the study. The research problem, aims and research method and research plan are briefly outlined.

Chapter 2 provides the literature review in terms of the nature of leadership and the school organisational climate.

Chapter 3 provides a detailed discussion of the empirical research method. This entails a discussion of the design, method, empirical study aim, research instrument, population and sampling, ethical issues and other aspects pertinent to empirical research.

Chapter 4 provides the research results in terms of data collected, analysis and interpretation.

Chapter 5 provides the summary of the research findings, conclusions and recommendations.

1.6 CONTRIBUTION OF THE STUDY

This study intends to contribute to the practice of educational management in the area of school organisational behaviour. It is hoped that practitioners will derive the benefit of empirically determined data in relation firstly to the principals' leadership styles in schools and secondly, to the school organisational climates of schools in the survey area.

Findings of this research will, it is hoped, contribute to the school community's developmental processes, especially the school management teams as well as assist departmental functionaries at institutional development and support levels to build the capacity of school principals as regards leadership styles that are commensurate with open and healthy school organisational climates.

Because the research uses an existing research questionnaire, it is envisaged that the findings of this research will also contribute to the theory of school leadership and organisational climate by way of confirmation of an existing empirical research approach.

1.7 CHAPTER SUMMARY

This chapter presented an orientation to the research by outlining the research problem, aim and method. The next chapter present the literature review.

CHAPTER 2

LEADERSHIP STYLE AND SCHOOL ORGANISATIONAL CLIMATE: A REVIEW OF LITERATURE

2.1 INTRODUCTION

This chapter presents a literature review on the nature of school principals' leadership styles and the nature of the school organisational climate. The study also looks at the correlation between the two phenomena, namely, the leadership style and the organisational climate.

2.2 ORIENTATION

The concept of leadership has as many definitions as there are studies of the concept. Kreitner and Kinicki (1998:495) point out that disagreement about the definition of leadership stems from the fact that it involves a complex interaction between the leader, the followers and the situation. For instance, some people believe that leadership is represented by a set of prescribed behaviours, while others believe that the concept does not really exist. However, despite the disagreements on the concept, as Kreitner and Kinicki (1998:494) argue, leadership makes a difference in an organisation. In fact, Kruger and Steinman (2003:14) postulate that the effectiveness of a school does not depend solely on aspects such as resources, better curriculum and improved buildings, it also depends on the nature of the organisational culture, the organisational climate and the leadership of the principal.

Griffith (1999:267) points out that literature on the organisational climate has recognised leadership as an essential element in determining organisational climate and that by the same token, organisational climate has been recognised as a powerful element in determining leadership effectiveness. This linkage is evident in educational research, where organisational climate has been related to principal

effectiveness, measured by the degree of staff trust in the principal, and the extent of trust among educators (Marzano, 2005).

In the context of its importance and impact, leadership can be seen as central and critical in so far as school effectiveness is concerned. Kelley, Thornton and Daugherty (2005:17) assert that educational leadership is possibly the most important single determinant of an effective educational environment. Since the school environment is continually confronted by change, almost on a daily basis, it can be argued that school principals should be able to handle the changing environment. In doing so, they are influenced by the changing environment itself, and in dealing with it, they themselves influence it. It is this interaction of the principal's leadership with the school environment that determines whether the school becomes effective or not.

According to Kruger and Steinman (2003:14), the task of the principal is to manage the different curricular and extra-curricular activities and programmes of the school. These tasks are performed through the formal structures in the school in order to encourage positive staff members who will work hard towards achieving a culture of learning and teaching. By utilising and managing the climate and culture of the school, the principal will create an environment in which both educators and learners will positively and enthusiastically contribute to the success of the teaching and learning activities. This implies that the principal plays a leadership role at school. Accordingly it is important to examine the relationship between school leadership styles and the school organisational climate. In essence, an insight into the concept of leadership sets the tone for this.

2.3 THE CONCEPT OF LEADERSHIP

A study of literature reveals many different approaches to the concept of leadership but the notions of influence and goal achievement seem to be common to all definitions. The following definitions are typical of leadership in literature:

George and Jones (2002:390) define leadership as the exercise of influence by one member of a group or organisation over other members to help the group or organisation to achieve its goals and they identify two features as defining leadership namely, exerting influence over other members of a group or organisation and achieving organisational goals.

According to Schultz (2003:186), leadership is the social process of influencing people to work voluntarily, enthusiastically and persistently towards a purposeful goal, or organisational goal and thus leadership is not restricted to a formal position or formal authority, since anybody on any level in the organisation can exert influence on others. Greenberg, Ashton-James and Ashkanasy (2000:682) concurs with the social aspect and contends that leadership appears to be a social process in which the leader is able to influence the behaviour of the followers, but only once the followers have accepted their relative positions.

Robbins *et al.* (2003:314) define leadership as the ability to influence a group towards the achievement of goals and the source of this influence may be formal, such as that provided by the possession of managerial rank in an organisation. Rollinson *et al.* (1998:336) assert that leadership is a process in which leader and followers interact in such a way that the leader influences the actions of the followers towards the achievement of certain aims or objectives and it is characterised by a set of characteristics or attributes of the person occupying the leader role which enables him or her to exert influence on the behaviour of followers.

Some definitions of leadership indicate a notion of intentionality and argue that leadership involves a deliberate process of influencing followers. In this sense, leadership involves such aspects as visioning as a way of influencing people. To this end, Rollinson *et al.* (1998:333) add that leadership is the process of creating a vision for others and having the power to translate it into a reality and to sustain it. Chapman and O'Neil (1999:30-32) summarise the various postulations and

contend that leadership is based on the ability to empower followers and equals the sum of six critical elements or factors namely:

- *Visionary mission* – the ability to see the big picture and to formulate a plan of action to reach a lofty goal;
- *Decisive decision making* – the ability to delegate effectively and make good, timely decisions;
- *Mutual reward theory* – the ability to enhance relationships based on a balance of rewards for all people involved;
- *Effective communication* – the ability to convey meaning through writing, speaking and non-verbal actions for understanding;
- *Power of influence* – the ability to prompt others towards desired actions; and
- *Positive force* – the ability to motivate and stimulate others to take action.

Werner (2002:349) provides a summary of what leadership entails and points out that it involves exercising influence and not coercion, and that it is an attempt at changing attitudes and actions which are related to specific goals.

From the above, it can be concluded that the concept of leadership exhibits the following features:

- Influencing followers;
- Achieving organisational goals; and
- Involving in most instances, deliberate actions and attempts at influencing people.

Schools largely aim to be effective and thus to achieve educative teaching goals. In that context, the principal can be said to be a leader who attempts deliberately, to influence educators to achieve school effectiveness goals. This would involve changing educators attitudes towards goal-attainment in a way that promotes educative teaching goals. It can be concluded, therefore that the principal does this throughout all his/her school activities.

The leadership function through all school activites necessitates an understanding of the principal's role as leader. However, very often the notion of the principal as school manager comes in to play. There is thus an imperative for distinguishing between leadership and management.

2.3.1 **The difference between leadership and management**

Figure 2.1 aptly captures the differences between leadership and management.

Figure 2.1 Leadership versus management

Criteria	Leadership	Management
• Change	* Provide a vision and initiate change	- Implement changes as suggested by the leader
• People	* Inspire and develop	- Control
• Power derived from	* Ability to influence others	- Authority
• Task	* Do the right things	- Do things right
• Commitment to goal	* Passionate	- Impersonal

Adapted from Werner, 2002:350.

As illustrated in figure 2.1, the differences between leadership and management seem to focus on how functions between the two concepts are carried out.

According to Werner (2002:350), leadership focuses on vision, strategic development and initiative, whereas management deals with the implementation of the vision. In essence, this means that managers are more concerned with short-term problems in organisations, whereas leaders take a much broader perspective and concern themselves with the specific environment, and with the internal and external influences on the environment, thus anticipating the future needs of the organisation (cf. Kreitner & Kinicki, 1998:496).

Oluwatoyin (2006:23) cites Ubben, Hughes and Norris who assert that management is characterized by maintaining standards and an extremely steady environment, that is, ensuring that things are going on precisely according to the existing pattern. Thus the manager is preoccupied with activities that will help to maintain the existing situation in the organisation and consequently, the organisation almost always has a predictable atmosphere. On the other hand, leadership is characterised by change and constant improvement and the leader persistently analyses the standard to ensure that the organisation is accomplishing its goals, otherwise the leader initiates change to improve standards. Oluwatoyin (2006:23) also cites Davidoff and Lazarus who assert that leadership is providing vision and direction in a school whereas management is 'ensuring that the organisational goals are achieved.

Maccoby (2000:57) argues that management is a function that must be exercised in any business (organisation), whereas leadership is a relationship between leader and led that can energise an organisation. In this sense, management as a function involves planning, budgeting, evaluation and facilitating, while leadership as a relationship involves selecting talent, motivating, coaching and building trust.

Sinclair (2002:1) describes management as being about handling things, about maintaining order, about organisation and control, while leadership is about mobilising others to want to struggle for shared aspirations.

Cieslica (2007) posits that management tends to involve direction of day-to-day operational tasks, management and maintenance of budgets and is deadline oriented, directing teams to achieve goals by establishing objectives, while leadership tends to involve visionary thinking, belief that with great risk comes great reward and achievement of goals by inspiring followers. Leaders motivate and possess the qualities that mirror the organisation's mission and vision.

The above comments on the differences between leadership and management illustrate clearly that while different, the two concepts are interwoven. In this regard, Sinclair (2002:2) argues that leaders must also be effective managers, so that they must be able to inspire and mobilise, coordinate, control and evaluate. Werner (2002:350) contends, in this regard, that managers' leadership skills will ensure their effectiveness.

Oluwatoyin (2006:23) cites Anderson *et al.* who make the case that management cannot function effectively if it does not have leadership as its cornerstone because management is undermined by a lack of humanity, clarity, focus, adaptability and creativity and they point out that both management and leadership must be developed and integrated because of the constant change the world is experiencing in all aspects of human endeavours. They assert that an individual manager must lead and each leader must manage in order to respond appropriately to the needed change in the organisation.

In the context of the school, it can be asserted that the principal plays or has to play both the management and leadership roles: a management role because he/she must see to school activities being executed correctly; a leadership role because he/she has to see that the right things are accomplished through influencing people to correct action. In essence, this implies that he/she should play the role of activating, directing, guiding, mentoring, educating, assisting and supporting all staff so that they focus on a shared vision, strategy and set of intended aims (cf. Prinsloo, 2003:142).

Because leadership is mainly to do with influencing people to attain school organisational goals, it makes sense that the style of the principal's leadership will determine how educators experience the organisational life at school. To this end, leadership is important for any school organisational climate.

2.3.2 The importance of leadership in schools

The importance of leadership in school organisations cannot be overemphasised. This is because without leadership, the chances of schools attaining educative teaching goals are next to zero. In this regard, Arikewuyo (2007:1) asserts that leadership mobilises human and material resources and creates the necessary climate for productivity. Arikewuyo (2007:2) cites Peretemode who claims that leadership is important because of its far-reaching effects on the accomplishment of school programmes, objectives and attainment of educational goals.

Harris (2006:10) contends that there is a powerful relationship between effective leadership and school development and that effective school leadership exercises an influence on the effectiveness of the school and learner achievement. For this reason, Griffith (1999:267) contends that leadership is generally recognised as an essential element in determining an organisational climate and productivity.

According to Sashkin and Sashkin (*in* Oluwatoyin, 2006:25), leaders help reduce ambiguity and uncertainty in organisations, take constructive actions to achieve long-term goals, provide clear positive reasons for their actions, goals, and accomplishments and add clarity and direction to life and make it more meaningful. These scholars say that leadership matters because effective leaders make a difference in peoples' lives, which empowers followers and teaches them how to take appropriate actions that can facilitate change.

Soukamneuth (*in* Oluwatoyin, 2006:25) reports that leadership creates circumstances for positive inter-group relations and for a caring and safe environment and that leaders in schools prevent disruptive behaviour by promoting

positive inter-group relations using different approaches to create a safe and caring environment. This implies, in essence, that principals as leaders need leadership skills to reduce racial tensions among learners, as such tensions lead to negative social behaviour and attitude.

Leadership also has an impact on the school's instructional programme delivery (Waters, Marzano & McNulty, 2003:3, 5). Blasé and Blasé (2001) assert that effective instructional leaders promote educator reflection and professional growth, which in essence implies that educators are encouraged to reflect on their learning and practice by being given feedback on their teaching practice and by being empowered through the demonstration of various teaching techniques. In this regard, empowerment occurs through:

- the provision of staff development opportunities addressing emergent needs;
- the provision of support collaboration among educators;
- coaching relationships;
- encouraging and supporting programme design, so that educators are involved in redesigning instructional programmes;
- applying principles of adult learning, growth and development to staff development programmes; and
- implementing action research.

Clearly leadership is an important aspect of the school's make-up. This is because as highlighted above, leadership quintessentialy provides a school organisational climate that is conducive to educator performance and productivity as well as to learner achievement.

To understand the origins of assertions on various aspects of leadership, it is important to explore the various leadership theories.

2.4 SOME LEADERSHIP THEORIES

Theories of leadership attempt to explain either the factors involved in the emergence of leadership or the nature of leadership and its consequences and are usefully supplied with models which are replicas of reality, using variables conceived to be involved (Bass, 1981:26). The development of leadership thought is considered to have evolved into trait, behavioural, contingency and new or contemporary leadership theories (Fiddler & Atton, 2004:22).

2.4.1 Trait theory

Kreitner and Kinicki (1998:497) point out that at the turn of the 20th Century, the prevailing belief was that leaders were born, not made and selected people were thought to possess inborn traits that made them successful leaders. Hellriegel, Slocum and Woodman (1998:307) state that the trait theoy is based on observed characteristics of many leaders, *inter alia*, drive, originality, high energy, extraversion and introversion. Essentially, the trait theory postulates that a leader possesses personal charateristics that differentiate him or her from followers (Kreitner & Kinicki, 1998:497). Thus as Fidler and Atton (2004:22) contend, the trait theory is premised on the following key features:

- that leadership resides in the person; and
- these abilities were present when leadership was first exercised.

Schermerhorn (2004:166) explains that according to this leadership theory, the physical traits of an individual make no difference in determining leadership success and lists traits such as being honest, competent, forward-looking, inspiring and credible as important traits and argue that such traits may enhance a leader's

effectiveness, particularly with respect to creating a vision and a sense of empowerment.

In sum, traits considered important as leadership characteristics include drive, desire to lead, motivation, honesty and integrity, self-confidence, intelligence, knowledge and flexibility. Oluwatoyin (2006:28) states that even though there is no list of traits that guarantee leadership effectiveness, a number of traits have recently been identified to contribute to leadership success as they recognise the influence of both traits and situation. Oluwatotin (*ibid.*) further cites Hoy and Miskel who identify some traits that are currently associated with effective leadership such as self-confidence, stress tolerance, emotional maturity and integrity.

There are many criticisms levelled at the trait theory of leadership. However, as Kreitner and Kinicki (1998:499) point out, traits play an important role in how leaders are perceived and as a way of recognising the visonary trait, leadership will always require people who are able to organise the efforts of others to accomplish the objectives that flow from a vision. To this end, Gronn (2003:2) asserts that while trait theories fell into disrepute during the 1950s, since the 1980s, these theories have undergone a huge revival. This may perhaps be due to their relevance to certain leadership situations.

2.4.2 **Behavioural theories**

According to Kreitner amd Kinicki (1998:499), behavioural theories came to prominence during World War II as an attempt to develop better military leaders as a reaction to the inability of the trait theory to explain leadership effectiveness. The focus was on leadership behaviour as it was believed that leader's behaviour affected the work group effectiveness and this theory led to the identification of patterns of behaviour, called leadership styles, that enabled leaders to manage others effectively. Schermerhorn (2004:167) refers to these behaviours as recurring patterns of behaviour exhibited by a leader.

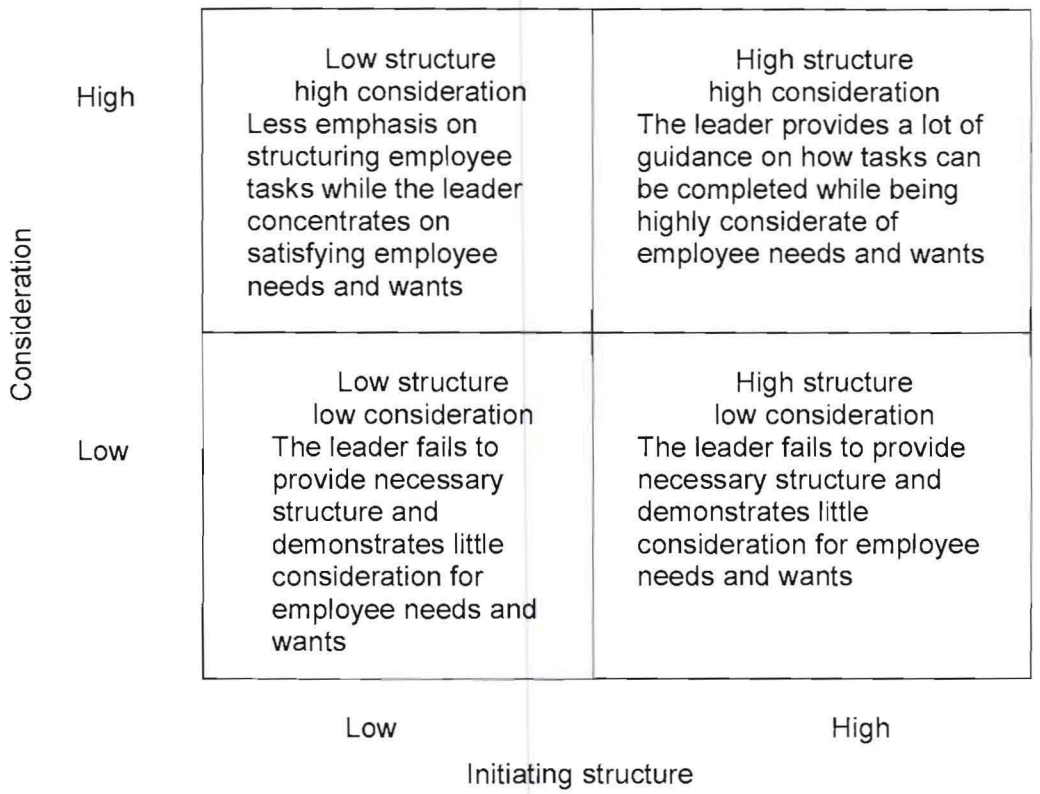
According to Schermerhorn *et al.* (1998:268), behavioural theories focus on the degree to which a leader's style displays concern for the task to be accomplished and/or concern for the people doing the work. The terminology used to describe these dimensions of leadership behaviour is found to vary, with theorists referring to the concern for task as initiating structure, job-centredness and task-orientedness, while concern for people is referred to as consideration, employee-centredness and/or relationship orientation (Schermerhorn *et al.*, 1998:268; Fiddler & Atton, 1998:22; Robbins & DeCenzo, 2001:348).

Schermerhorn *et al.* (1998:268) explain that when the leadership behaviours are used in different combinations, the following leadership styles can be identified:

- *abdicative or laissez-faire*, which shows low concern for both tasks and people;
- *directive or autocratic,* which shows high concern for tasks and low concern for people;
- *supportive or human relations*, which shows high concern for people and low concern for tasks; and
- *participative or democratic*, which shows high concern for both people and tasks.

According to Kreitner and Kinicki (1998:500), the behavioural theories comprise *consideration* and *initiating structure*. The former relates to leader behaviour that organises and defines what members should do to maximise output (high task concern), while the latter dimension relates to leader behaviour associated with creating mutual respect or trust and focuses on a concern for group members' needs and desires (high people concern), as illustrated in figure 2.2.

Figure 2.2 Leadership styles according to the contingency theories



Source: Kreitner & Kinicki, 1998:501.

Therefore the behavioural theories (Schermerhorn *et al.*, 1998:268) Illustrated in figure 2.2) advocate that :

- a leader who is high on task concern or orientation plans and defines work to be done, assigns tasks and responsibilities, sets clear work standards, urges task completion and monitors performance results.
- A leader who is high on people concern or orientation acts warmly and supportively toward followers, develops social rapport with them, respects their feelings, is sensitive to their needs and shows trust in them.

Since behaviour is learnt and is not necessarily a trait, the behavioural theories attest to leaders being made and not being born. Kreitner and Kinicki (1998:501) make the point that behavioural theory indicates that there is no one best style of leadership and that the effectiveness of one style is a function of the situation at hand.

2.4.3 **The contingency theories**

Schermerhorn *et al.* (1998:268) point out that the contingecy theories emerged out of the question: When and under what circumstances is a particular leadership style preferable to others? Therefore contingency theories aim to discover the variables that permit certain leadership characteristics and behaviours to be effective in a given situation (Hellriegel *et al.*, 1998:310). Kreitner and Kinicki (1998:502) aptly describe contingency theories as proposing that the effectiveness of a particular leadership style or leader behaviour depends on the situation.

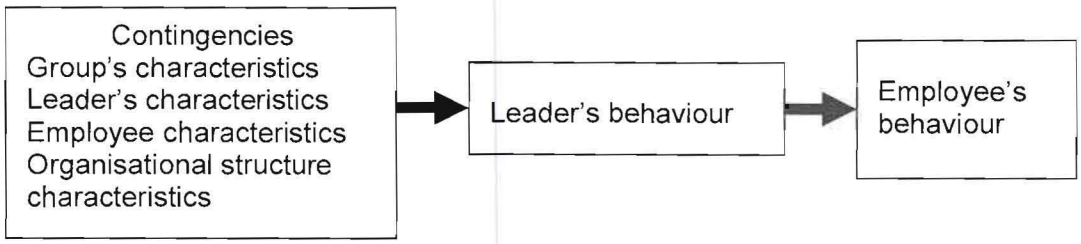
Hellriegel *et al.* (1998:310) state that there are four variables having an influence on a leader's behaviour namely, a leader's personal characteristicts, employee's characteristics, the group's characteristics and the structure of the group, department or organisation. Among other contingency theories, three theories are prominent namely, Fiedler's contingency model, Hersey and Blanchard's situational leadership theory and the path-goal theory.

2.4.3.1 ***Fiedler's contingency model***

Fiedler's contingency theory contends that leadership success depends on a match between leadership style and situational demands and that leadership is part of one's personality and therefor relatively enduring and difficult to change (Schermerhorn, 2004:168). Hellriegel *et al.* (1998:310) contend that the theory advocates leadership as being contingent upon both the leader's motivational system and the degree to which the leader controls and influences the situation

and has three contingency variables namely, group atmosphere, task structure and the leader's position power as illustrated in figure 2.3.

Figure 2.3 Contingency variables



Source: Hellriegel *et al.* (1998:310

In essence, Fiedler's theory advocates that leadership styles tend to be either task motivated or relationship motivated (Schermerhorn, 2004:168). According to Schermerhorn (*Ibid*), to diagnose leadership situations, three contingency variables must be understood namely:

- *the quality of the leader-member relations* (good/poor), which measures the degree to which the group supports the leader;
- *the degree of task structure* (high/low), which measures the extent to which task goals, procedures and guidelines are clearly spelled out; and
- *the amount of position power* (strong/weak), which measures the degree to which the position gives the leader power to reward and punish subordinates.

2.4.3.2 ***Hersey and Blanchard's situational leadership theory***

Hersey and Blanchard's situational leadership theory suggests that succesful leadership adjusts style depending on the readiness of followers to perform in a given situation (Schermerhorn, 2004:169). According to Hellriegel *et al.* (1998:316), situational leadership is based on the amount of relationship (supportive) and task

(directive) behaviour that a leader provides in a situation and the amount of either relationship or task behaviour depends on the readiness or maturity of followers. These explanations of the situational leadership theory suggest that the style a leader uses is a function of the readiness or maturity of the followers to perform tasks.

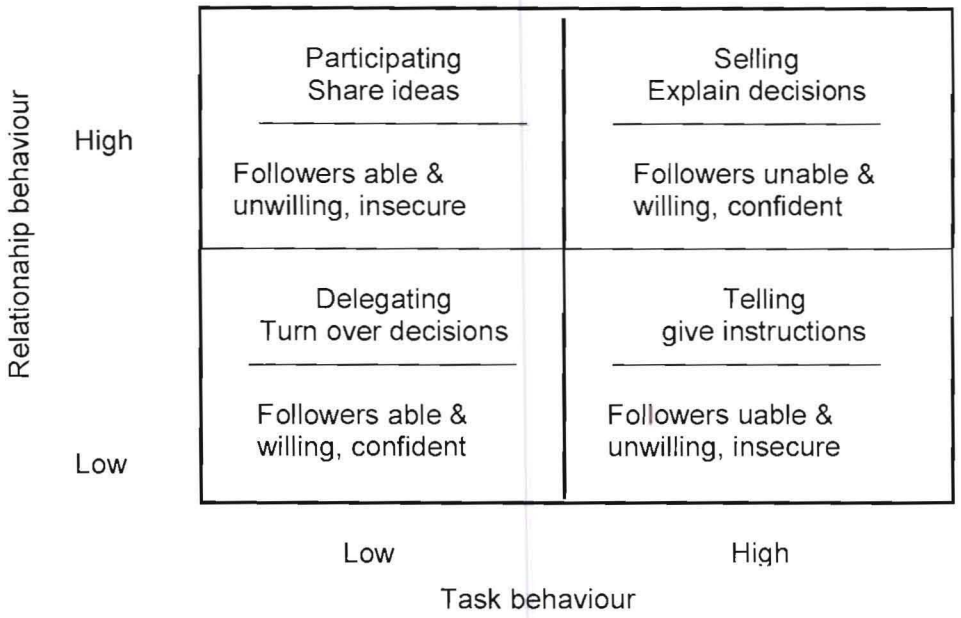
In Hersey and Blanchard's (1988:116) own words, the four basic styles reflect the "behaviour pattern that a person exhibits when attempting to influence the activities of others as perceived by those others and involves some combination of task and relationship behaviours namely, high task and low relationship, high task and high relationship, low task and high relationship and low relationship and low task". The four basic styles depict different leadership styles and a person's leadership style involves some combination of task and relationship behaviour. The two types of behaviour are explained thus (Hersey & Blanchard, 1988:116):

- *Task behaviour,* which is the extent to which leaders are likely to organise and define the role of members of their group, to explain what activities each is to do, and when, where and how tasks are to be accomplished. Task behaviour is characterised by endeavouring to established well-defined patterns of organisation, channels of comrnunication and ways of getting jobs accomplished.

- *Relationship behaviour*, which is the extent to which leaders are likely to maintain personal relationships between themselves and members of their group by opening up channels of communication, providing socio-emotional support, "psychological strokes" and facilating behaviour.

This is illustrated in figuire 2.4.

Figure 2.4 Basic leader behaviour styles



Adapted from Hersey & Blanchard, 1988:117 & Schermerhorn, 2004:169.

According to Schermerhorn *et al.* (1998:169), the possible leadership styles that result from a combination of task-oriented and relationship-oriented behaviours as illustrated in figure 2.3 are:

- *Delegating,* where a leader allows the group members to make and take responsibility for task decisions. This is a low task, low relationship style;
- *Participating*, where a leaders emphasises shared ideas and participative decisions on task directions. This is a low task, high relationship style;
- *Selling*, where a leader explains task directions in a supportive and persuasive way. This is a high task, high relationship styles; and
- *Telling*, where a leader gives specific task directions and closely supervises work. This is high task, low relationship style.

While the situational leadership theory has limitations, Hellriegel *et al.* (1998:319) indicate that it can help leaders to increase the level of performance of inexperienced employees if they are given direction and close supervision and if the appropriate style is used, it can increase the employees' level of readiness to perform tasks. The theory thus assists leaders to develop teams and to help followers learn to manage themselves. It thus is important to change the leadership style to fit a changing situation.

2.4.3.3 ***The path-goal theory***

The path-goal theory was developed by Robert House and suggests that an effective leader is one who clarifies paths through which followers can achieve both task-related and personal goals. Robbins and DeCenzo (2001:352) postulate that the essence of the path-goal theory is that it is the leader's job to assist his or her followers in attaining their goals and to provide the necessary direction and support to ensure that their goals are compatible with the overall objectives of the group or organisation.

As indicated in the term path-goal, the theory propounds that effective leaders clarify the path to help their followers get from where they are to the achievement of their work goals and to make the journey along the path easier by reducing roadblocks and pitfalls (Robbins & DeCenzo, 2001:353). The theory, according to Schermerhorn (2004:170) identifies four leadership styles that may be used in the "path-goal" sense namely:

- *Directive leadership*, which relates to letting subordinates know what is expected, giving directions on what to do and how to do it, scheduling work to be done, maintaining definite standards of performance and clarifying the leader's role;

- *Supportive leadership*, which relates to doing things to make work more pleasant, treating group members as equals, being friendly and approachable and showing concern for the well-being of subordinates;

- *Achievement-oriented leadership*, which relates to setting challenging goals, expecting the highest levels of performance, emphasising continuous improvement in performance and displaying confidence in meeting high standards; and

- *Participative leadership*, which relates to involving subordinates in decision making, consulting with subordinates, asking for suggestions from subordinates and using these suggestions when making a decision.

Schermerhorn (2004:178) points out that the path-goal theory propounds that a leader always uses a leadership style that complements the needs of situations. As Robbins and DeCenzo (2001:353) assert, a leader's behaviour is motivational to the degree that it:

- makes employee need satisfaction contingent on effective performance; and

- provides coaching, guidance, support and rewards that are necessary for effective performance.

2.4.4 **The contemporary leadership theories**

A number of contemporary leadership theories find their roots in the so-called traditional, behavioural and contingency theories. The notion of contemporary or new leadership theories stems from the thinking that (Fidler & Atton, 2004:24):

- leaders are distinguished by being recognised as such by followers;

- followers have an impact on the leader; and

- leaders have some particular personal characteristics but also exhibit behaviours which might be developed.

Among the most common of contemporary leadership theories, transactional, transformational, charismatic and visionary theories are examples.

2.4.4.1 ***Transactional leadership theory***

In terms of the transactional leadership theory, leader-follower relationships are based on a series of exchanges or bargains between leaders and followers and these leaders can be effective to the extent that they clarify expectations and goals (Lievens, Van Geit, & Coetsier, 1997:417). Hellriegel *et al.* (1998:344) submit that according to the transactional leadership theory, leaders use power derived from rewards and punishment to influence their followers so that leaders' visions focus on the exchange of rewards and punishments for achieving results. Bogler (2001:663) contends that the transactional image of leadership refers to exchange relationships between the leaders and their followers where each enters the transaction because of the expectation to fulfil self-interests, and it is the role of the leader to maintain the status quo by satisfying the needs of the followers.

Thomas (2003) describes transactional leadership as seeking to motivate followers by appealing to their own self-interest and focuses on the accomplishment of tasks and good worker relationships in exchange for intended results. According to Thomas (2003), transactional leadership can encompass three types of behaviour, namely:

- *contingent rewards*, which means that to influence behaviour, the manager clarifies the work that needs to be accomplished;
- *passive management by exception*, which means to influence behaviour, the manager uses correction or punishment as a response to unacceptable performance and deviation from accepted standards; and

- *active management by exception*, which means to influence behaviour, the manager actively monitors the work performed and uses corrective methods to ensure that the work is completed to meet expected standards.

Transactional leadership thus involves an exchange between the leader and subordinates so that each receives something from the other in return for something else (Bass, Avolio, Jung & Berson, 2003:208). The importance in transactional leadership is to maintain the situation of the school organisation and ensure stability through strategies of control (Aronson, 2001:208).

Although there are criticisms of transactional leadership, the role of the school principal is identified as that of clarifying educational goals, standards and tasks, and the theory emphasises that the completion of tasks ensures compliance with performance standards at school. This is combined with an understanding of the motivational effects of rewarding performance and setting objectives in line with educators' expectations (cf. Motshoeneng, 2006:80).

Schermerhorn (2004:172) describes the transactional leader as a leader that directs the efforts of others through tasks, rewards and structures, where the leader adjusts tasks, rewards and structures to help followers to meet their needs while working to accomplish organisational objectives.

2.4.4.2 ***Transformational leadership theory***

Barnett (2003) points out that transformational leadership occurs when leaders and followers unite in pursuit of higher order common goals and when they engage in ways that raise one another to higher levels of motivation and morality. Taylor (2004) contends that the main goals of transformational leadership are:

- transferring a vision,
- transforming an organisation,

- developing a collaborative culture,
- assisting people to develop and to solve problems more effectively.

In view of these goals, transformational leadership plays a role in assisting people to achieve their higher aspirations. Transformational leaders, according to Lievens *et al.* (1996:419) achieve these goals by exhibiting the following distinct characteristics:

- charisma, which relates to instilling pride, faith and respect, seeing what is really important and transmitting a sense of mission. This is idealised influence, which implies leadership that acts as a role model, creates a sense of identification with a shared vision and instils faith in followers by overcoming obstacles;
- Inspiration, which is defined as inspiring and empowering followers to accept and pursue challenging goals and the mission enthusiastically;
- individual consideration, which consists of behaviours such as communicating personal respect to followers by giving them specialised attention, by treating each one as an individual and by recognising each one's unique needs; and
- intellectual stimulation, which relates to leaders who consider existing problems in new ways, articulate these new ideas and encourage followers to rethink their conventional practice and ideas.

Jung (2001:187) adds that transformational leadership involves active and emotional relationships between leaders and followers and, based on the strong attachment between the leader and followers, a transformational leader transforms followers' personal values and self-concepts so that they can broaden and elevate their needs and aspirations to focus on and achieve higher levels of needs and potential. To this end, Politis (2004:26) argues that this encourages followers to

think in new ways and it emphasises problem solving and reasoning before taking action.

2.4.4.3 ***Charismatic leadership theory***

According to Schermerorn (2004:173), charismatic leadership suggests a leader as a person who develops special leader-follower relationships and inspires followers in extraordinary ways. Hellriegel *et al.* (1998:342) assert that charismatic leaders concern themselves with developing a vision of what could be, discovering or creating opportunities and increasing employees' desire to control their own behaviours and thus they rely on the power they obtain through followers' identification with them.

Kreitner and Kinicki (1998:509) see charismatic leadership as emphasising symbolic leader behaviour, visionary and inspirational messages, non-verbal communication, appeal to ideological values, intellectual stimulation of followers by the leader, display of confidence in self and followers and leader expectations for follower self-reliance and for performance beyond the call of duty.

Robbins and DeCenzo (2001:358) point out that in charismatic leadership, followers accord to the leader attributions of heroic or extraordinary leadership abilities when they observe certain behaviours. Accordingly Robbins and DeCenzo (2001:359), advocate the charismatic leadership theory as suggesting that leadership is characterised by:

- Self-confidence in ones judgement and abilities;
- Vision, which implies that charismatic leaders have an idealised goal that proposes a future better than the *status quo*, so that the greater the disparity between this idealised goal and the *status quo*, the more likely that followers will attribute extraordinary vision to the leader;

- Ability to articulate the vision, which means that charismatic leaders are able to clarify and to articulate the vision in terms that are understandable to others. This articulation dernonstrates an understanding of the followers' needs and hence, acts as a motivating force;

- Strong convictions about the vision, which means that leaders are perceived as being strongly committed and willing to take on high personal risk, incur high costs and engage in self-sacrifice to achieve the vision;

- Behaviour that is out of the ordinary, which relates to leaders engaging in behaviour that is perceived as being novel, unconventional and counter to norms, which behaviours when successful, evoke surprise and admiration in followers;

- Appearance as a change agent, which implies that these leaders are perceived as agents of radical change rather than as caretakers of the *status quo*; and

- Environmental sensitivity, which means being able to make realistic assessments of the environmmental constraints and resources needed to bring about change.

Kreitner and Kinicki (1998:509) indicate that charismatic leaders transform followers by creating changes in their goals, values, needs, beliefs and aspirations by appealing to followers' self-concept namely, their values and personal identity.

2.4.4.4 ***Visionary leadership theory***

The visionary leadership theory suggests that leadership is the ability to create and articulate a realistic, credible and attractive vision of the future for an organisation or organisational unit that grows out of and improves the present (Robbins & DeCenzo, 2001:360). Hellriegel *et al.* (1998:341) contend that leadership is inherently future-oriented and postulate that visionary leadership seeks to

recognise the shortcomings of the present situation and offer a vision of how to overcome them. Visionary leadership sees beyond the current realities, defines new goals and generate new ideas about how to achieve those goals.

Robbins and DeCenzo (2001:360) identify three qualities propounded by the visionary leadership theory namely:

- the ability to explain the vision to others in terms of the required actions and aims through clear oral and written communication;
- the ability to express the vision not just verbally but through the leader's behaviour, which requires ways that contnually convey and reinforce the vision; and
- the ability to extend the vision to different leadership contexts, which is the ability to sequence activities so that the vision can be applied in a variety of situations, so that the vision is meaningful to the all people in different areas of an organisation.

The different leadership theories presented above emphasise different aspects of leadership. While some are considered to be the traditional or "old" theories and others are considered to be contemporary or "new" theories, it is clear that all represent significant inputs to the concept of leadership. Clearly the traditional theories seem to focus on specifically what leaders posses as traits or what they do in influencing followers. Contemporary theories seem to project aspects of both the traditional and behavioural theories and present a comprehensive view of leadership that encompasses notions of follower participation as key to influencing them. These aspects of leadership give rise to leadership styles.

2.5 LEADERSHIP STYLES OF PRINCIPALS

Marotz and Lawson (2007:6) explain leadership styles as the way in which an individual guides, shapes and leads others towards the accomplishment of an

outcome. Clark (2005:1) defines a leadership style as the manner and approach of providing direction, implementing plans and motivating people. Schermerhorn (2004:167) defines leadership styles as the recurring pattern of behaviours exhibited by a leader.

The definitions of leadership styles presented above essentially outline what leadership is about. Leaders can be seen to behave in ways described by various leadership theories. However, it seems that leadership styles involve specific ways in which leaders pursue their goals of influenceing their followers in different situations. Thus, while a leader can exhibit a particular leadership orientation, he/she can use different styles in different situations. In this regard, Milligan (www.aLearningEdge.com) argues that there is no best leadership style for all situations but there is a best style or combination of styles for every unique leadership situation. Therefore the notion of leadership styles is considered in this research, as depicting leadership's exhibition of a way of achieving organisational goals.

There are many versions of leadership styles presented in literature. The following styles are considered the basic or classic leadership styles.

2.5.1 **The autocratic leadership style**

Van Wagner (2007:1) states that autocratic leadership provides clear expectations for what needs to be done, when it should be done, and how it should be done and there is also a clear division between the leader and the followers. McCrimon (2007) points out that when leaders make decisions and simply tell team members what to do, they are exercising autocratic or directive leadership and McCrimon (*ibid.*) explain that the word "autocratic" suggests being dictatorial. According to Milligan (www.aLearningEdge.com), managers and leaders relying heavily on the authoritative style tend to manage by providing clear instruction, soliciting some input (while leaving no doubt as to who is boss), monitoring behaviour, and

motivating with both discipline and rewards and see influence as a key part of the manager's job.

2.5.2 **Participative Leadership**

According to Van Wagner (2007), the participative leadership style is generally regarded as the most effective leadership style as participative leaders not only offer guidance to group members, but also participate in the group and allow input from other group members. Van Wagner (*ibid.*) reports that Kurt Lewin's research on leadership styles found that while productivity tended to be lower than in the case of autocratic style, when the democratic style was used, the results were of a much higher quality.

This style is sometimes referred to as democratic or consultative. McCrimmon (2007:1) asserts that the key point is that subordinates are involved in making decisions rather than simply being told what to do and consultative leaders gather inputs from subordinates but still make the decision themselves. In essence, being participative or democratic means that leaders and team members make decisions together and this style is useful when the leader recognises that wider input will yield a better decision or that participation will enhance commitment to the decision.

2.5.3 ***Laissez-faire* leadership**

With this style, also called the empowering or delegative style, managers or leaders let subordinates make their own decisions (McCrimmon, 2007:1). In essence, the *laissez-faire* style connotes some form of laxity, suggesting that employees are free to do whatever they want. Van Wagner (2007:1) reports that research indicates low productivity when this style is used and found that group members make many demands on the leader, show little cooperation and are unable to work independently.

Prinsloo (2003:143) asserts that a principal who predominanlty uses the *laissez-faire* leadership style demonstrates a lack of leadership, which may have the following negative results in a school:

- generally poor performance in the school;
- unclear aims and outcomes;
- general frustration, aimlessness and indecision;
- educators who work haphazardly and as a result, become demotivated and experience little job satisfaction; and
- a lack of focus

It can, however, be pointed out that this leadership style is people-oriented, which is one of the requirements for effective leadership. However, the people-orientedness of this style is counterbalanced by poor results, which renders this dimension aimless and unproductive.

2.5.4 **Summation**

Leadership theories and leadership styles as outlined in the foregoing section apply to the role of leadership at school. Considering that school leadership is essentially about influencing educators to execute their educative teaching responsibilties willingly and to give their utmost to the task, it can be concluded that school leadership is concerned with creating school organisational climates that facilitate the leadership role, that is, the influencing of educators to perform their duties to the best of their abilities.

Creating positive and healthy school organisational climates requires that principals use leadership styles that exhibit supportive qualities. This is essentially because as highlighted in the previous section, leadership styles are about what

leaders do and how they do it to influence their followers. It is also clear that the styles used cannot be absolutised to one style only, but are contingent on the situations prevailing at school from time to time. This is as HayGroup (www.haygroup.com) asserts:

> "Great leaders create a great atmosphere to work in, don't have one style of leadership; they have several, know when to use the appropriate style of leadership (and) know exactly what their role is in the team."

The relationship between the principal's leadership style and the school organisational climate will be discussed later in the text. The meaning of school organisational climate is, however, crucial to facilitate the understanding of this correlation.

2.6 THE CONCEPT OF SCHOOL ORGANISATIONAL CLIMATE

There are many views and definitions of what school organisational climate constitutes. The following discussion outlines some of the definitions commonly used.

Organisational climate is a reflection of the way people perceive and come to describe the characteristics of their environment and is created by a group of interacting individuals who share a common and abstract frame of reference as they come to terms with situational contingencies that relate to the demands imposed by organisational conditions (Allen, 2003:66). This approach to the origins of the school organisational climate shifts the focus away from individual perceptions as a source of climate formulation and emphasise the interaction of the organisation's members

Burton, Lauridsen and Obel (1999:4) state that organisational climate has been defined as the "relatively enduring quality of the internal environment of an organisation that:

- is experienced by its members,
- influences their behaviour, and
- can be described in terms of the values of a particular set of characteristics (or attitudes) of the organisation."

Burton *et al.* (1999:4) further state that organisational climate is the psychological climate of the organisation, which refers to the perceptions held by the individuals about the work situation. These researchers cite James and Jones who submit that the psychological climate is a set of global perceptions held by individuals about their organisational environment. The psychological climate is measured using dimensions such as disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, trust and consideration (Burton *et al.*, 1999:5).

Hoy, Hoffman, Sabo and Bliss (1996:41) define school climate as the set of internal characteristics that distinguish one school from another and that influence the behaviours of each of the school's members. It is a relatively stable property of the school environment that is experienced by participants, affects their behaviour and is based on their collective perceptions of behaviour in schools.

Mentz (2007:148) defines organisational climate in terms of educator perceptions of principal or school management behaviour. Thus, organisational climate is related to the quality of experiences an educator has in the school, which is expressed in how he or she experiences the school life.

According to Cooper (as cited by Oluwatoyin, 2006:84), organisational climate refers to people's perception of their working environment with regard to caring and friendliness. This means that organisational climate is more or less the people's understanding of the amount of kindness and hospitality they receive as they interact. This involves the perceptions of staff and learners, which influence their behaviour and this is measurable.

The various definitions of organisational climate highlight the behaviour aspect of organisational members as being a function of how they perceive their working life. In essence, organisational climate is seen as the perceptions of members about the quality of their worklife. In this regard, Ekvall and Ryhammar (1998:126) assert that organisational climate consists of a conglomerate of attitudes, feelings and behaviours which characterise life in the organisation. Sweetland and Hoy (2000:705) describe organisational climate as being related to internal characteristics of organisations, as including values, norms, attitudes, behaviours and feelings of members and as influencing the behaviour of members.

Oluwayotin (2006:73) asserts that the school as a system of social interactions compels the principal, educators and learners to interrelate at administrative level in areas of planning, decision-making, problem solving and control and to interact in personal matters, which are part of normal school routine. In this sense therefore, the school organisational climate seems to have everything to do with the atmosphere, tone or feeling that prevails in a particular school social system, which is a result of interactions between the principal, staff and learners and among educators and learners (cf. Owens, 2004:18).

Since leadership theories and leadership styles emphasise how leaders influence their followers to exact maximum performance, this research recognises school organisational climate in consideration of behavioural dimensions of leaders and followers at school, especially because this is what will assist in determining the relationship between the principal's leadership style and the school organisational climate. This consideration prompts a scrutiny of the importance of the school organisational climate.

2.7 THE IMPORTANCE OF THE SCHOOL ORGANISATIONAL CLIMATE

Various research studies highlight the importance of the school organisational climate. In most cases as presented below, this importance is highlighted in terms of a positive school climate.

Pashiardis (2000:224) points out that the school organisational climate has been identified as one of the few critical factors for enhancing a school's effectiveness. John and Taylor V (1999:31) report a correlation between the school organisational climate and educator morale and commitment. The National School Climate Center (2007:5) points out that educators have recognised the importance of school climate for a hundred years and makes the following assertions:

- A positive school organisational climate promotes learning and powerfully affects learner motivation to learn;
- A positive school organisational climate is characterised by and promotes strong collaborative learning communities and improves educator practice as well as children's learning; and
- The school organisational climate has a profound bearing on educators' own education and retention. This is because attrition is highest among beginner educators and as such, being inducted into healthy and positive school organisational climates makes their induction effective and thus reduces attrition;

In a study investigating perceptions of educators about the influence of school organisational climate on learners' academic achievement, Johnson and Stevens (2006:8) found that:

- There was a positive and statistically significant relationship between educators' perceptions of school climate and learner achievement;

- Schools in which educators perceived a positive school organisational climate, with a high degree of affiliation among educators, an atmosphere of innovation, high involvement of educators in the decision-making process, cooperative, friendly learners and adequate resources and facilities, had better average learner achievement.

Freiberg (1998:1) concurs and states that a healthy school organisational climate contributes to effective teaching and learning. Marshall (2006) states that research shows that the school climate can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioural and emotional problems for students and additionally, specific research on school climate in high-risk urban environments indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students

Oluwatoyin (2006:76) cites Fopiano and Norris and Pasi who argue that a supportive and responsive school organisational climate fosters a sense of belonging, promotes resilience and reduces possible negative circumstances of the home environment. This can hold true for both educators and learners alike.

Kruger and Steinman (2003:16) indicate that for educator morale and job satisfaction to be high, educators need to be nurtured, supported and valued by the broader school community and therefore influencing educator morale contributes to a positive school organisational climate. This implies a clear relationship between educator morale and the school organisational climate.

It can thus be concluded from the foregoing exposition that the school organisational climate has a bearing on numerous factors related to and promoting school effectiveness. The importance of the school organisational climate is best articulated by Sweetland and Hoy (2000:705), when they state that the school organisational climate:

- is a characteristic of the entire organisation,
- arises from behaviours that are important to its members, and
- influences members' behaviour and attitudes.

The importance of the school organisational climates can be related to the type of climate prevailing at a school.

2.8 A PERSPECTIVE ON SCHOOL ORGANISATIONAL CLIMATE

The type of organisational climate a school displays is largely determined by the types of interaction among the school community members. As Hoy *et al.* (2000:2) assert, the organisational climate indicates "a set of measurable properties of the work environment, based on the collective perceptions of the people who live and work in that environment and demonstrated to influence their behaviour". This implies that the behaviours of people in the school determine the kind of climate that will prevail at a school.

There are many perspectives on school organisational climate. In fact, Sweetland and Hoy (2000:706) claim that a number of instruments have been developed to measure the organisational climate of schools and advocate two perspectives namely, openness and health. These scholars further cite studies by Halpin and Croft, Hoy and Sabo, Hoy, Tarter and Kottkamp, Pace and Stern and Stern as using various other perspectives and actually use what they regard as the parsimonious perspective of school climate in their study.

John and Taylor V (1999:30) cite Halpin and Croft, who in their study of the organisational climate of schools, conceived of climate as being either open or closed and came up with six types of climate on a continuum from open, through autonomous, controlled, familiar,and paternal, to closed. These climate types were based on various degrees of four educator-related factors namely, hindrance,

intimacy, disengagement, and esprit and on four principal-educator relations factors namely production emphasis, aloofness, consideration, and thrust.

In conceiving a typology of school climate, Hoy *et al.* (2000:132) identify dimensions that characterise the school organisational climate of primary schools in terms of principal and educator behaviour. This is in line with the notion of the school organisational climate being an interaction between the principal and educators. Principal behaviour comprises the extent to which it (behaviour) is supportive, directive, or restrictive, while educator behaviour comprises the extent to which their behaviour is collegial, intimate or disengaged.

Hoy *et al.* (2000:132) describe these dimensional behaviours thus:

- *Principal behaviour*

  - *Supportive behaviour* reflects a basic concern for educators. The principal listens to and is open to educator suggestions. Praise is given genuinely and frequently, and criticism is handled constructively. Supportive principals respect the professional competence of their staffs and exhibit both a professional and personal interest in each educator.

  - *Directive behaviour* is rigid monitoring of educator behaviour. Principals maintain close and constant control over all educators and school activities, down to the smallest details.

  - *Restrictive behaviour* hinders, rather than facilitate educator work. The principal burdens educators with paperwork, committee requirements and other demands that interfere with their teaching responsibilities.

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- *Educators' behaviour*

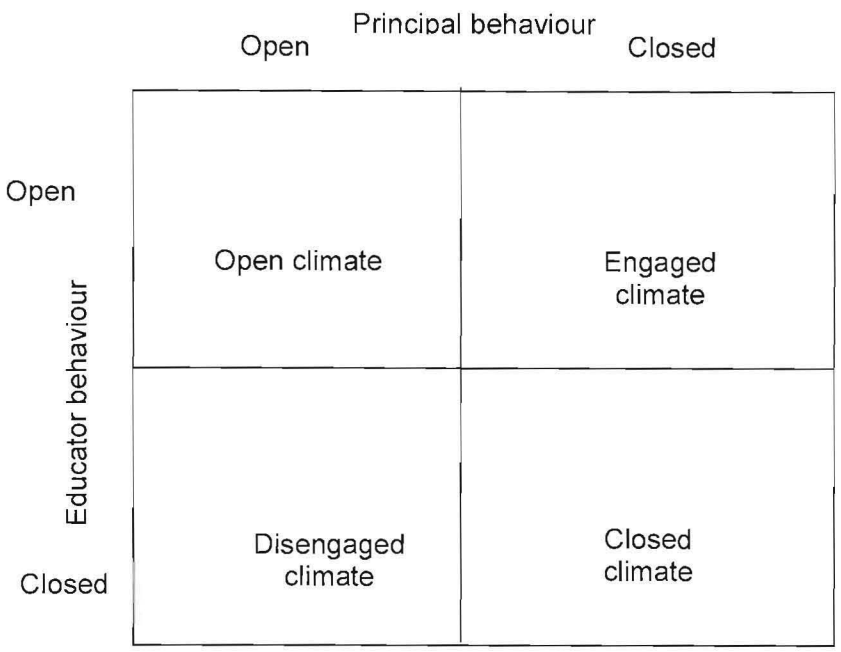
    - *Collegial behaviour* supports open and professional interactions among educators. Educators are proud of their school, enjoy working with their colleagues and are enthusiastic, accepting and mutually respectful of the professional competence of their colleagues.

    - *Intimate behaviour* reflects a cohesive and strong network of social support among the faculty. Educators know each other well, are close personal friends, socialise together regularly and provide strong support for each other.

    - *Disengaged behaviour* refers to a lack of meaning and focus on professional activities. Educators are simply putting in time and are non-productive in group efforts or team building and they have no common goals. Their behaviour is often negative and critical of their colleagues and the organisation.

An analysis of principal behaviour and educator behaviour in terms of the dimensions listed above, provides a basis for a typology of school climates arranged according to the openness of interactions. According to Hoy, Hoffman, Sabo and Bliss (2000:135), by cross-partitioning openness in principal behaviour with openness in educator behaviour, four categories of climate are defined as illustrated in figure 2.5.

Figure 2.5 The typology of school organisational climates



Source: Hoy *et al.* 2000:136

Hoy *et al.* (2000:136) explain these categories of the school climate typology thus:

- *Open climate*

  The distinctive characteristics of the open climate are cooperation, respect, and openness that exists within the staff and between the staff and the principal. The principal listens and is receptive to educator ideas, gives genuine and frequent praise, and respects the competence of staff (high supportiveness). These principals also give their educators independence to perform without close scrutiny (low directiveness) and provide facilitating leadership devoid of bureaucratic trivia (low restrictiveness). Likewise, the staff supports open and professional behaviour (high collegial relations) among educators. Educators know each other well and are typically close personal friends (high intimacy).

They cooperate and are committed to teaching and to their job (low disengagement). In brief, the behaviour of both the principal and educators is genuine and open.

- *Engaged climate*

The engaged climate is marked, on the one hand, by ineffective attempts of the principal to lead and on the other, by high professional performance of the educators. The principal is rigid and authoritarian (high directiveness) and respects neither the professional expertise nor personal needs of the staff (low supportiveness). In addition, the principal is seen as burdening staff with unnecessary "busywork" (high restrictiveness).

However and surprisingly, educators simply ignore the principal's unsuccessful attempts at control and conduct themselves as productive professionals. They respect and support each other, are proud of their school, and enjoy their work (high collegiality). They not only respect each others' professional competence, but they like each other as friends (high intimacy). Educators come together as a cooperative unit engaged and committed to the teaching-learning task (high engagement).

In brief, the educators are productive in spite of weak principal leadership, the staff is cohesive, committed, supportive, and engaged.

- *Disengaged climate*

The disengaged climate stands in stark contrast to the engaged. The principal's leadership behaviour is strong, supportive and concerned. The principal listens to and is open to educators' views (high supportiveness), gives educators the freedom to act on the basis of their professional knowledge (low directiveness) and relieves educators of most of the burdens of paperwork and bureaucratic trivia (low restrictiveness).

The staff reacts badly, with educators being unwilling to accept responsibility. At best, the staff simply ignores the initiatives of the principal and at worst, the staff actively works to immobilise and sabotage the principal's leadership attempts. Educators not only dislike the principal, they do not like each other as friends (low intimacy) or respect each other as colleagues (low collegiality). The staff is clearly disengaged from their work. Although the principal is supportive, flexible, and non-controlling (open), the staff is divided, intolerant and uncommitted (closed).

- *Closed climate*

  The closed climate is the antithesis of the open climate where the principal and educators simply go through the motions, with the principal stressing routine trivia and unnecessary "busywork" (high restrictiveness) and educators respond minimally and exhibit little commitment to the tasks at hand (high disengagement).

  The principal's leadership is seen as controlling and rigid (high directiveness) as well as unsympathetic and unresponsive (low supportiveness). These misguided tactics are accompanied not only by educator frustration and apathy, but also by suspicion and a lack of staff respect for colleagues as well as for school managers (low intimacy and non-collegiality).

  In sum, closed climates have principals who are non-supportive, inflexible, hindering, controlling and a staff that is divided, apathetic, intolerant, and disingenuous.

It is clear from this perspective that the school organisational climate should be optimistic and nurturing. It should be one where everyone believes that all learners are capable of learning, and where it is safe, fun and intellectually challenging. To

this end, Muir (2006) lists the attributes of a supportive climate promoted in successful schools as including:

- Continual sharing of ideas where educators share ideas daily regarding vital issues of instruction, curriculum, testing, school organisation, and the value of specific knowledge;
- Collaboration where educators become involved in team-teaching and other collaborative efforts in programme development, writing, and research.
- Egalitarianism in which educators dispense with formalities and anyone who takes an interest in a departmental meeting can vote, which projects the notion that the quality of ideas is more important than the source.
- Practical application in which educators ask themselves: How does what we are doing help learners, educators and the school? What did we do this week to help?
- Principals who desire to improve a school's culture and foster an atmosphere that helps educators, learners , and parents know where they fit in and how they can work as a community to support teaching and learning

For purposes of this research, school organisational climate is regarded in terms of Hoy *et al.*'s typology of school climates.

2.9 THE CORRELATION BETWEEN PRINCIPAL LEADERSHIP STYLE AND ORGANISATIONAL CLIMATE

Dondenro (1997:218) contends that organisational climate is strongly related to the amount of control over individual workers and point out that the manner in which this control is exercised is directly affected by the management style. In this sense,

it can be inferred that the leadership style has an influence on organisational climate. In fact, many research studies have found a correlation between the school organisational climate and the principal's leadership style.

Oluwatoyin (1996:197 & 207) found in her research that principals' leadership styles were responsible for school climate, which shows that the principal's leadership style is one of the major factors responsible for school climate especially in terms of leadership behaviour. This reveals itself in the expectations, values, beliefs, relationships with educators and the examples principals set for the whole school.

John and Taylor V (1999:47) report that various studies found a significant correlation between leadership style and school organisational climate. These researchers cite the following studies:

- Holley, who concluded from her study that the leadership style of the principals can create a climate that is conducive and supportive of the instructional emphases in the school;
- Withrow, who found a significant correlation between the scores on the leadership behaviour questionnaire and the school climate survey;
- Higgins, who found that the participative leadership style of the principal promoted a positive school organisational climate;
- Al-Gasim, who found that a leadership style involving high-consideration and high structure was related to an open school organisational climate; and
- Bailey who found that educators perceived a positive relationship between their principals' leadership styles and the school climate;

John and Taylor V's (1999:47) study also came to the conclusion that in schools where the principal's leadership style is high in both consideration and structure,

educators experienced engagement in school plans and perceived their principals as manifesting directive behaviour. When both consideration and structure are low, educators perceived their principals as unsupportive and they disengaged themselves from school plans and programmes. These researchers concluded therefore that leadership emphasis on task and performance without the cushioning effect of warmth, respect, consideration and empowerment creates a closed and sometimes oppressive school organisational climate.

Pushpanadahm (2006:42) cites Chakraboti who found that the open climate in schools and ways of creating a congenial climate largely depends on the leaders personality and his or her behaviour. Tharp (2006:19) asserts that the principal is central to shaping the climate of the school and reports that her research established a relationship among learner-principal interactions and school climate and that principals whose leadership styles exhibit learner-centered leadership, are an important determinant in creating a positive school climate.

Perhaps Hoy *et al.* 2000:144) succinctly capture the relationship between the principals' leadership style and school organisational climate in their description of the typology of school climates. Figure 2.6 illustrates this relationship.

Figure 2.6 The relationship between school leadership and organisational climate

Climate dimension	Climate type			
	Open	Engaged	Disengaged	Closed
Supportive	High	Low	High	Low
Directive	Low	High	Low	High
Restrictive	Low	High	Low	High
Collegial	High	High	Low	Low
Intimate	High	High	Low	Low
Disengaged	Low	Low	High	High

As indicated in figure 2.6, the climate dimensions indicate a relationship with the climate type. The supportive leadership style or behaviour is related to a high open climate, low engaged climate, high disengaged climate and a low closed climate while the directive and restrictive style are related to low and high climates in terms of open, engaged, disengaged and closed respectively.

By way of an example, on the one hand, an open climate is characterised by cooperation, respect, and openness that exist within the staff and between the educators and the principal. The principal listens and is receptive to educators' ideas, gives genuine and frequent praise, and respects the competence of staff. In this sense, the correlation or relationship between the leadership style and the organisational climate is positive, implying that when the supportive behaviour of principal increases, the openness of the school organisational climate also increases.

On the other hand, a closed climate indicates a situation where the principal and educators simply go through the motions, with the principal stressing routine trivia and unnecessary "busywork" and educators responding minimally and exhibiting

little commitment to the tasks at hand. The principal's leadership is seen as controlling and rigid as well as unsympathetic and unresponsive, which in sum, implies that closed climates have principals who are non-supportive, inflexible, hindering, and controlling, and a faculty that is divided, apathetic, intolerant, and disingenuous. In this sense, the correlation between principal leadership style and climate is a negative one. The principal's style is highly directive, hence the closed climate.

An interesting outcome of these correlations is their effect on educators. As alluded to above, when the supportive behaviour is high and the climate is open, educator behaviour is characterised by open and professional behaviour, which implies high collegiality among educators who not only respect each others' professional competence, but like each other as friends, which implies high intimacy. Therefore educators cooperate and are committed to teaching and their jobs and in sum, the behaviour of both the principal and educators is genuine and open.

Another interesting outcome of these correlations between leadership style and organisational climate relates to educator behaviour as a result of directive leadership. Directive behaviour is negatively related to the openness of the organisational climate. This implies ineffective attempts of the principal to lead. The principal is rigid and authoritarian and respects neither the professional expertise nor personal needs of the faculty. In addition, the principal is seen as burdening faculty with unnecessary "busywork" An interesting and surprising outcome of this is that educators ignore the principal's behaviour and exhibit behaviour characterised by high professional performance. In simple terms, the principal's directive behaviour results in educators coming together and seeking support from each other. Thus, their behaviour becomes highly collegial and intimate.

The exposition above indicates clearly that there is a correlation between the principal's leadership style and the school organisational climate. A remarkable point to consider is that this relationship is not necessarily and absolutely causal,

since it is conceivable that other school contextual factors can influence the school organisational climate. However, it is clear that leadership behaviour has an influence on the school organisational climate and that the kind of correlation can be determined on the basis of a combination of behavioural factors. This indicates and confirms the notion that there is no one best style of leadership. Creating and or enhancing the school organisational climate can thus be construed as a function of, *inter alia*, situational variables.

The next section looks specifically at the role of situational leadership in creating an open school organisational climate.

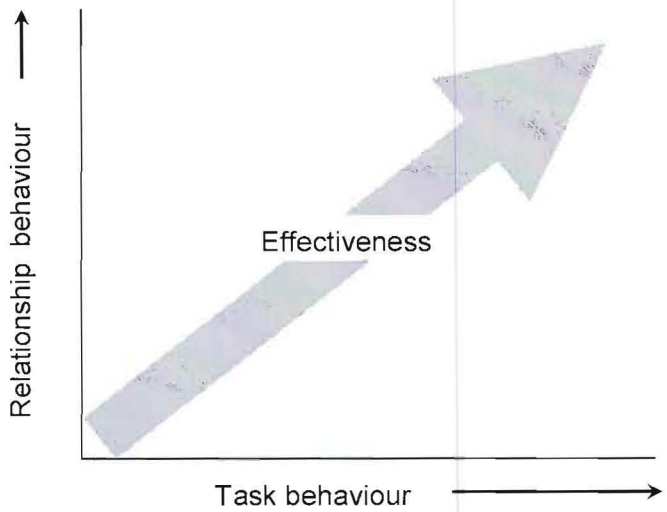
2.10 APPLYING SITUATIONAL LEADERSHIP TO CREATE AN OPEN SCHOOL ORGANISATIONAL CLIMATE

From the exposition of the essence of school organisational climate, it is clear that the open school organisational climate can be regarded as the ideal type of climate for achieving school organisational goals. It has become clear that the behavioural interaction of principals and educators is an important aspect of the school organisational climate. Consequently, the leadership style of the principal is critical in ensuring that educator behaviour is collegial and engaged.

Creating and enhancing the school organisational climate requires a focus on aspects of school leadership (cf. 2.8 & 2.9). While leadership theories espouse aspects of leadership that are crucial for a healthy and open organisational climate, they are often critisised for, *inter alia,* addressing certain aspects of leadership while neglecting others. For purposes of this research, a theoretical orientation that considers the situational leadership theory is adopted. It is argued that the leadership style of the principal is contingent on the day-to-day aspects of school management (cf. 2.4.3.2). The situational leadership theory is thus regarded as most appropriate for the purposes of creating an open school organisational climate.

According to Hersey and Blanchard (1988:116), the leadership style reflects a person's behaviour pattern in trying to influence others as perceived by those others. It is therefore how the principal's behaviour is perceived by educators that determines how they will experience their lives at school. In other words, it is how the principal behaves in trying to influence educators that they will behave in ways that will give rise to a particular school organisational climate. This can be construed to mean that it is the effectiveness of the principal's behaviour that will give rise to an open climate. In this regard, Hersey and Blanchard (1988:117) assert that the effectiveness of the principal depends on how his/her leadership style interrelates with the situation in which he/she operates as illustrated in figure 2.7.

Figure 2.7 The effectiveness in leadership behaviour



Source: Hersye & Blanchard, 1988:118.

In terms of figure 2.7, the effectiveness dimension integrates the leadership style with situational demands of a specific environment, so that when the style of a leader is approapriate to a given situation, it is termed effective and when the style is inappropriate to a given situation, it is termed ineffective. In this sense, Hersey and Blanchard (*ibid*) postulate that if the effectiveness of a leadership style

depends on a situation in which it is used, it follows then that any of the basic styles may be effective or ineffective, depending on the situation.

An important element of situational leadership relates to the maturity level of educators. According to Prinsloo, (2003:146), these relate to the readiness and competency of educators to perform tasks or solve problems and these maturity levels are:

- *Low maturity*, which refers to educators who are unwilling or unsure of how to execute a task and who do not have the necessary ability to carry it out;
- *Low to average maturity*, which refers to educators who do not have the ability to execute a task, but are willing and confident enough to attempt it;
- *Average to high maturity*, which refers to educators who have the ability to execute a task, but are unwilling or unsure of how to do so; and
- *High maturity*,which refers to educators who are able and confident enough to execute a task and who are willing to do so.

According to situational leadership, the principal's effective leadership will require him/her to use leadership styles or techniques that fit the situation and the people in it, so that the principal may have to change his/her leadership behaviour in order to accommodate the situation and people. For example, in a situation where educators are experienced and confident enough to execute tasks, the principal may have to use participation and delegation.

In the case of educators who are inexperenced and who are not really willing or dedicated, the principal might have to be highly directive and supportive. In the case of educators who are inexperienced, but willing and dedicated, the principal might have to use direction and support as well as to tell them what to do and how to do it. In the case of educators who are able and unwilling, the principal might have to use high directiveness and to invoke his/her power to influence them to

execute tasks. However, this should not be for long periods of time or for ever, because the aim would be to move their maturity levels to those of able and willling educators.

Therefore creating an open organisational climate can be said to require principals to know which style of leadership to use, when and to whom that style is suitable. To this end, Bess and Goldman (2001:430) state that the circumstances faced by each principal are unique and require leadership skills that combine the initiating structure and consideration and that effective principals will attune themselves to such indicators as attendance and discipline data and whatever ongoing academic performance indicators are available during, as well as at the end of the school year and assess whether instructional improvement efforts are actually taking place.

At the same time, they will be expected to react to individual problems from all directions, many of which create legitimate exceptions related to policy and established practice and stretch their ability to respond to the personal needs of staff and students. They must then be able to understand and to adapt to the new demands of school change and understand both their staff and the situations they collectively face.

These researchers (Bess & Goldman, 2001:431) further add that for school principals to apply situational leadership effectively, they must not only have a good understanding of educators' skills and talents, but must also possess an understanding of how these might be affected by the changes in education.

2.11 CHAPTER SUMMARY

This chapter has provided a literature review on the nature of leadership styles and the nature of the school organisational climate. Leadership theories provided the basis for the analysis of principals' leadership styles. The exposition of both leadership styles and school organisational climate dimensions identified the

factors pertinent to the empirical research study, which is presented in the next chapter.

CHAPTER 3

EMPIRICAL RESEARCH

3.1 INTRODUCTION

The previous chapter described the essence of the school organisational climate and its relationship to leadership. On the basis of the literature study, an empirical study was undertaken to determine the relationship between the two constructs. This chapter presents the empirical research design.

3.2 RESEARCH DESIGN

According to Leedy and Ormrod (2005:85), a research design provides the overall structure for the procedures the research follows. This implies that a research design provides a plan for collecting and utilising data so that desired information can be obtained as precise as possible to test an hypothesis properly. According to Denzin and Lincoln (2005:32), this is always done with the central goal of solving the research problem. In this regard, Denzin and Lincoln (*ibid)* point out that due to many factors that must be considered in planning the research, it is imperative that researchers consciously and purposely select and utilise those research methods that would permit better, convenient and successful attainment of specific research aims.

This research design uses a quantitative approach. Quantitative research is defined as a formal, objective and systematic process where data is used to obtain information about study phenomena (Stubbs: 2005). According to Vockel and Asher (1995:192), quantitative research involves description and data collection processes, research designs and statistical procedures and includes questionnaires. Quantitative research is defined as a formal, objective and systematic process where data are used to obtain information about study phenomena (Stubbs (2005). A quantitative research approach uses inter alia,

descriptive statistics as a method of organising data, facilitating the organisation and interpretation of numbers obtained from measuring a characteristic or variable (Leedy & Ormrod, 2005:30; McMillan & Schumacher, 2001:191). Leedy and Ormrod (2005:180) contend that the focus in quantitative research is typically on one aspect of behaviour which is quantified in some way to determine its frequency. According to Vockel and Asher (1995:192), quantitative research involves the use of questionnaires and this will form part of the research method for the study.

3.3 RESEARCH METHOD

The research methodology includes the literature and empirical studies.

3.3.1 The literature review

A literature study was conducted to gain an understanding of the relationship between the principal's leadership style and the school organisational climate. Relevant information was gathered using the internet, journals and textbooks. Key words used included:

leadership, leadership style(s), leadership models/theories, organisational climate, school climate, management style.

3.3.2 Empirical research

The empirical research for this study developed in terms of:

3.3.2.1 *Aim*

The aim of the empirical study was to determine the relationship between school leadership and school organisational climate. This was done through the use of a quantitative questionnaire survey.

3.3.2.2 *The questionnaire as a research instrument*

Creswell (2002:361) states that a questionnaire is used in a survey design where participants in a study respond to a set of questions or statements. In line with this assertion, a questionnaire survey was used in this research because:

- A questionnaire is a convenient way to reach a geographically dispersed sample of a population.
- Its distribution facilitates quick data collection, often in as little as six weeks from the first distribution to the conclusion of data collection.
- A distributed questionnaire is economical because it involves only duplication and distributing expenses.

Added to these reasons was the fact that the choice of a questionnaire as a data collecting instrument, held the advantage that respondents were able to complete questionnaires anonymously (Delport, 2002:172). However, the following disadvantages of a questionnaire as a research instrument were noted by, *inter alia*, Best and Kahn (2003:307):

- Respondents who do not have an opinion of or the knowledge concerning the subject, will answer the questions instinctively or respondents might have little interest in a particular problem and therefore might answer the questionnaire indiscriminately
- As motivation of the respondents is difficult to check, the researcher might receive misleading responses and misinterpretation of questions can occur.
- The respondents can be forced to give simple answers to complicated issues.

- Questionnaires that do not probe deeply enough may not reveal a true picture of opinions and feelings.

- The length of a questionnaire can give cause for inaccurate responses and a low percentage of feedback.

However, for this research it was decided that the advantages of the questionnaire far outweighed the disadvantages, especially if the necessary procedures to ensure validity and reliability are followed. The design of the questionnaire did, however, take these disadvantages into consideration.

3.3.2.3 *The questionnaire design*

The design of a questionnaire must be well-organised through a careful process of questionnaire constuction. Consequently and in line with Delport (2002:175), the following factors were taken into account when preparing the questionnaire:

- The questionnaire contents should be determined on the basis of the literature study-identified variables and in line with the aim of the empirical study.

- The target population of educators should be identified so as to inform the length of the questionnaire and the clusters of questions per dimension.

- The questionnaire format should be informed by the fact that it would be a questionnaire delivered or distributed by hand, administered through the assistance of contact persons at schools. This should be accompanied by a covering letter, detailing the purpose of the study and indicating for whom the study is meant.

- The composition of questions should be guided by basic principles like brief sentences, clear language, unambiguity, relevance and non-threatening phrasing.

In addition to these guidelines, Gall, Borg and Gall (1996:294) offer the following to be considered:

- the questionnaire should reflect scholarship so as to elicit high returns;
- the questionnaire should be designed to be as brief as possible so that answering requires at most 15 minutes;
- the questionnaire should not include unnecessary items;
- all questionnaire items should be phrased in a manner that is deemed understandable;
- items should be phrased in a manner that avoids bias or prejudice;
- questions that might elicit embarrassment, suspicion or hostility should be avoided;
- the questionnaire should be neatly arranged and clearly printed;
- questions should communicate the necessary rules about the process of answering so as to reduce complexities; and
- questionnaire items should be constructed carefully in order to measure specific aspects of the study objectives.

For this research, a standardised questionnaire, which complies with the afore-mentioned guidelines was used.

Hoy, Tarter and Kottkamp's Organisational Climate Descriptive Questionnaire-Rutgers-Elementary (OCDQ-RE) (Hoy *et al.*, 2000:24) was used for purposes of data collection. The OCDR-RE contains forty-two items, which assess six dimensions of elementary school climate. Three of the dimensions (collegial, intimate and disengaged) portray the behaviour of primary school educators and

the other three (supportive, directive and restrictive) depict the behaviour of primary schools principals.

The questionnaire was designed to consist of two sections. Section A was added to elicit data about respondents' demographic details, while Section B contained the questionnaire items as developed by Hoy *et al.* (2000:24). Thus the questionnare finally comprised the following:

- *Section A: Biographic information*

  Items in this section related to the biographic information of the respondents, which Delport (2002:225) refers to as categorical variables which, on arithmetic operations, can be performed and include both nominal and ordinal variables and relate to which group a subject belongs.

  Items in this section related to information about respondents' age, gender, number of years in the teaching profession, position held at the school, qualifications, type of school, number of educators at school, number of learners at the school and location of the school. These items assisted in statistically determining reasons for any discrepancies in responses.

- *Section B: Dimensions related to organisational climate:*

  The dimensions find expression in 42 items describing the behaviour of secondary school educators and principals as presented in Figure 3.1

Figure 3.1 Dimensional items of the OCDQ-RE

Supportive principal behaviour
The principal goes out of his/her way to help educators.
The principal uses constructive criticism.
The principal explains his/her reasons for criticism to educators.
The principal looks out for the personal welfare of educators.
The principal compliments educators.
The principal listens to and accepts educators suggestions
The principal treats educators as equals.
The principal is easy to understand.
The principal goes out of his/her way to show appreciation to educators.
Directive principal behaviour
The principal rules with an iron fist.
The principal checks the sign-in sheet every morning.
The principal schedules the work for the educators.
The principal corrects educators mistakes.
The principal checks lesson plans.
The principal closely checks classroom (educator) activities.
The principal is autocratic.
The principal monitors everything educators do.
The principal supervises educators closely.
Restrictive principal behaviour
Routine duties interfere with the job of teaching.
Educators have too many committee requirements.
Administrative paperwork is burdensome at this school.
Clerical work reduces educators' paperwork.
Collegial educator behaviour
The educators accomplish their work with vim, vigour, and pleasure.
Educators leave school immediately after school is over.
Most of the educators here accept the faults of their colleagues.
Educators help and support each other.

Educators are proud of their school.
New educators are readily accepted by their colleagues.
Educators socialize together in small, select groups.
Educators respect the professional competence of their colleagues.
Disengaged educator behaviour
Staff meetings are useless.
There is a minority group of educators who always oppose the majority.
Educators ramble when they talk at staff meetings.
Educators ramble when they talk at faculty meetings.

(Hoy *et al.*, 2000:24)

Educators were requested to describe the extent to which specific behaviour patterns occur in their schools. The responses were indicated on a four-point scale defined by categories "rarely occurs" (RO), "sometimes occurs" (SO), "often occurs' (O) and "very frequently occurs (VFO).

The questionnaire was then subjected to a process of administration.

3.3.2.4 ***Administering the questionnaire***

The administration of the questionnaire included the pilot survey, finalisation and distribution.

- *Reliability and validity*

  The validity of a measuring instrument is determined by whether or not the instrument measures what it is supposed to measure (Delport, 2002:166). This implies that the instrument must have content validity, face validity, criterion validity or construct validity (Delport, 2002:167-168). Reliability on the other hand, is determined by the accuracy of an instrument and the extent to which that instrument yields the same or similar results under comparable conditions (Delport, 2002:168).

The OCDQ-RE was deemed valid and reliable because it was specifically designed for primary schools. It is also suitable for research into South African school climates. As such, Oluwatoyin (2006:131) points out that this questionnaire, together with the OCDQ-RM and the OCDQ-RS have been tested, revised and used in related research studies, and researchers like Hoy, Hoffman, Sabo and Bliss assert that the validity and reliability of the revised versions of the OCDQ instruments have proven to be strong. Mentz and Van der Westhuizen validated the questionnaire in a study of 78 secondary schools in the former Orange Free State province (Mentz, 2007:168; Mentz & Van der Westhuizen, 1993). Some of these questionnaires have been used in South Africa (Oluwatoyin, 2006; De Villiers, 2006).

While valid and reliable, it was noted that the OCDQ-RE was designed in the United States and that for linguistic purposes, it would have to be customised to cater for local school linguistic requiremnts. To this end, the questionnaire had to be pilot-tested.

- *Pilot test*

Creswell (2002:367) posits that after good questions have been developed using the principles of question construction, a researcher pilot tests the questions, which helps determine that individuals in the sample are capable of completing the survey and that they can understand the questions. A pilot test of a questionnaire is therefore a procedure in which a researcher makes changes in an instrument, based on feedback from a small number of individuals who complete and evaluate the instrument and in which the pilot participants provide written comments directly on the survey, and the researcher modifies or changes the survey to reflect those concerns (Creswell, 2002:367). The pilot sample was not included in the final sample.

In this research a sample of educators (n = 50) from the adjacent Fezile Dabi District was used for this purpose. The educators were requested to respond honestly and to note any questions that were either confusing or ambiguous and to make comments and suggestions so that the questionnaire could be readjusted before being distributed to the target population.

All questionnaire items yielded a Cronbach Alpha coefficient of 0.825 and an average inter-item correlation of 0.129, which was considered highly valid.

- *Final Questionnaire*

Subsequent to the pilot study and the noting of results thereof, the necessary adjustments were made and the final questionnaire was developed (Annexure A). The questionnaires were personally distributed by the researcher to contact persons at schools in order to minimize the disadvantage of postal questionnaire surveys and to ensure a high return rate, as well as the exercise control over the time for returning the questionnaires.

A covering letter was enclosed (Annexure B) with the aim of orienting the respondents to the questionnaire and assuring them of confidentiality and anonymity (Delport, 200:176; Creswell, 2002:369). The collection of the questionnaire was done personally with the help of contact persons at schools where the questionnaires were distributed.

- *Questionnaire distribution*

A total of 400 questionnaires were administered to educators at schools. The permission of school principals was obtained to administer the questionnaires and this was done strictly after school hours through contact persons at schools.

3.3.2.5 *Population and sampling*

The population comprised all primary school educators in the Gauteng Province. Since the Gauteng Province consists of a large number of public schools and it would be time-consuming and not financially feasible to cover the entire province, it was decided to limit the target population to public schools in the Sedibeng Municipalities, consisting of Districts 7 and 8 of the Gauteng Department of Education. Enquiries about the target population indicated that there were on average about 25 educators per primary school. There are 154 primary school in both districts, which yielded an approximated 3 850 educators.

Various authors on sampling in research advocate different sample sizes for populations in quantitative research. Among others, sample sizes of between 10% and 20% are recommended as representative of population sizes larger than 1000 (Leedy & Ormrod, 2001; Strydom & Venter, 2002; McMillan & Schumacher, 2001). In this research, it was decided to sample 400 in line with Leedy and Omroyd's directives (2001). The sample for this research was set at 400 educators randomly selected from primary schools in the two districts.

Of the 400 questionnaires distributed, 278 usable questionnaires were returned. This represented 69.5% of the sample, which was considered acceptable in terms of representativeness of the target population in the two districts. Table 3.1 illustrates the response rate.

Table 3.1 The response rate of questionnaires

Population category	Questionnaires distributed	Usable returns	% return
Educators	400	278	69.5%

This return rate can be attributed in part to the personal administrative procedures followed by the researcher. It must be mentioned, however, that most respondents

showed a reluctance to complete the questionnaire, due to them being reportedly overworked as well as having, in the past, completed questionnaires without getting feedback of any sort.

3.3.4 **Administrative procedures**

The prescribed research request protocol of the Gauteng Department of Education detailed in the Department's website (http://www.education.gpg. gov.za) was followed for the approval to administer the research questionnaire to the target population. Unfortunately, the department's response was not received by the time questionnaires were to be distributed. Therefore school principal's permission and educators' goodwill was thus relied upon.

The questionnaire was accompanied by a covering letter requesting respondents to complete it voluntarily and assuring them of the confidentiality with which their responses would be treated.

3.4 **STATISTICAL TECHNIQUES**

The North-West University: Vaal Campus Statistical Services processed the data collected by means of a computer using the SAS-Programme. The programme was used to compute the frequency analysis and analysis of variance, including the MANOVA test and the Tukey HSD (Honestly Significant Difference) test.

Personal follow-up visits were undertaken in order to collect outstanding questionnaires. These were mainly in schools where educators were engaged in school activities that required the researcher to allow for delays in collecting the questionnaires.

3.5 **CHAPTER SUMMARY**

In this chapter the research design was presented and outlined briefly with regard to the research method, the development of the research and pilot study

description. Finally, it was noted that the questionnaire was used as a research instrument because of its advantages and was distributed and collected through contact persons at schools.

The next chapter will present the research data analysis and interpretations.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter the results of the empirical study are outlined and interpreted. Data was collected to determine the relationship between leadership and organisational climate at schools. A standardised questionnaire measuring the behavioural dimensions of principals' leadership styles and educator behaviour was used. Respondents' demographic profile receives attention first.

4.2 RESPONDENTS DEMOGRAPHIC PROFILE

The demographic profile relates to respondents' biographical information in terms of gender, age, experience as educators, post description, number of staff in the school, location of schools and number of learners in the school. This information helped the researcher to determine, for instance, if results were in any way influenced by respondents' demographic circumstances. In determining that, the demographic factors were treated as independent variables. The following are the respondents' demographic data.

4.2.1 Respondents' gender

Figure 4.1 depicts data relating to the gender of the surveyed respondents.

Figure 4.1 Data on respondents' gender

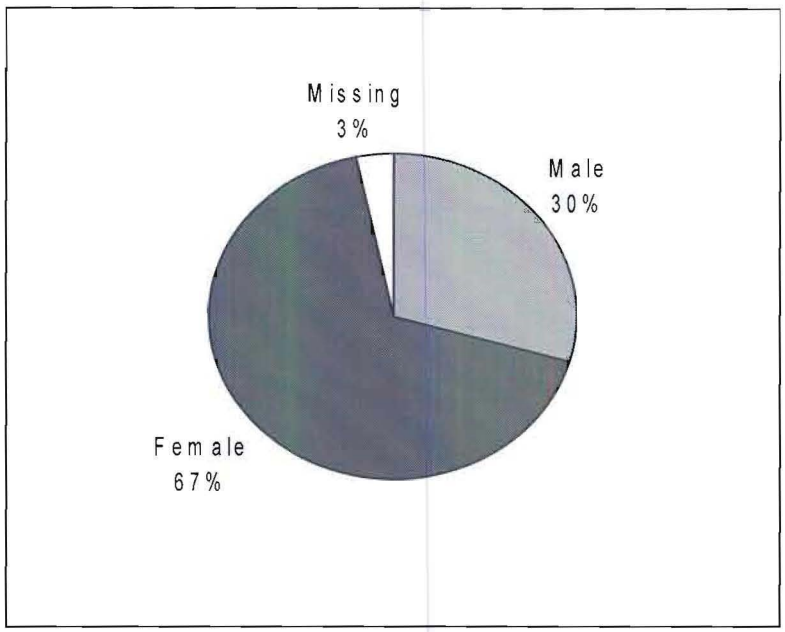
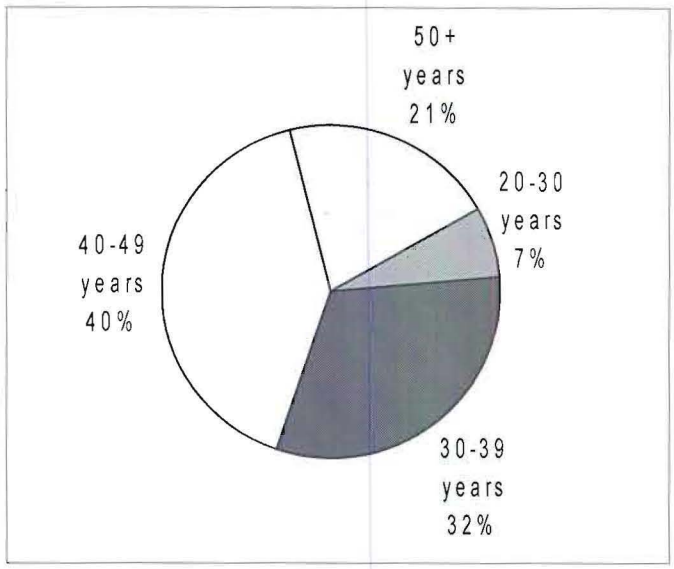


Figure 4.1 shows data relating to respondent educators' gender. The data indicate that there are more female educators (67%) than there are male educators (30%). This can be considered characteristic of primary schools in general where there are usually more females than males. This data will be used to determine if the respondents' gender had any influence on their perceptions of schools' organisational climate behavioural dynamics.

4.2.2 Respondents' ages

Figure 4.2 illustrates data relating to respondents' ages.

Figure 4.2 Data on respondents' ages

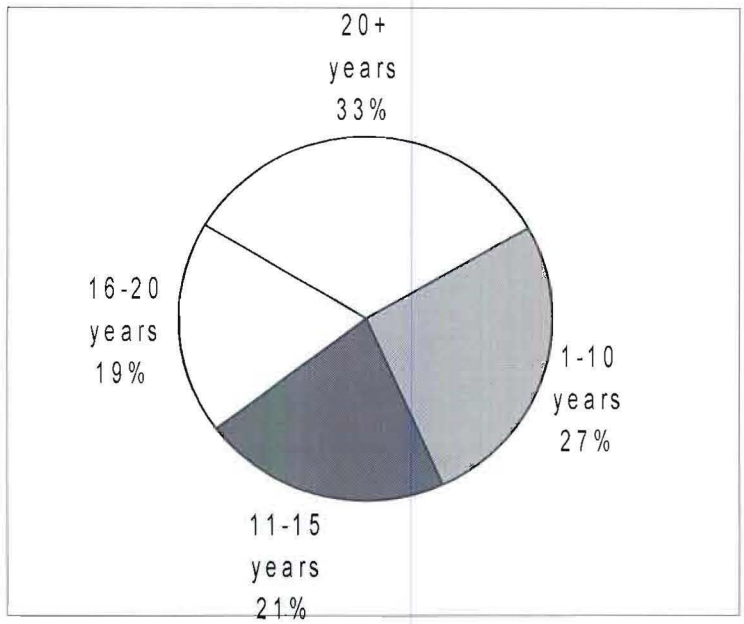


According to data in figure 4.2, the majority of educators (40%) in the sample are above 40 years, while educators below 40 years account for 39% of the sample. It is also noteworthy that a sizeable number of educators (32%) are above 50 years. This result implies that generally, many educators at schools are in mature age ranges. This can be considered a strength in so far as data collected is concerned. This is based on an assumption that these educators' maturity provides them with a balanced life-view and thus their perceptions can be considered balanced as well.

4.2.3 Respondents' experiences as educators

Figure 4.3 portrays data on respondents' experience as educators at schools.

Figure 4.3 Respondents' experience as educators at schools

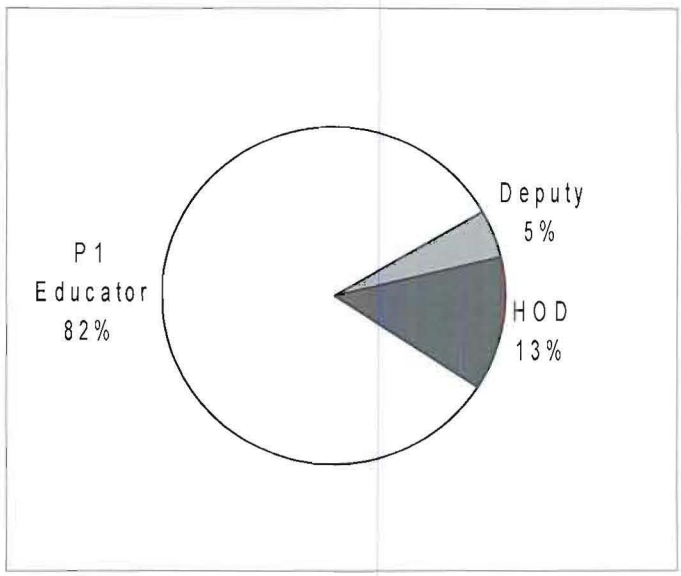


From figure 4.3, it can be seen that the majority of educators (33%) in the sample are quite experienced educators with more than 20 years experience. This is followed by 27% whose experience is 10 years and less. This indicates a balance between experienced and less experienced educators. A significant number (21%) have teaching experience of between 16 and 20 years followed by 19% whose eperiences are between 11 and 15 years. It can also be seen that collectively, more than half (52%) of the surveyed educators have teaching experiences above 16 years. This seems to confirm the assertion made above and means that respondents perceptions will be informed by many years of experience as educators.

4.2.4 Respondents' positions at schools

Figure 4.4 portrays data on respondents' post descriptions at their schools.

Figure 4.4 Respondents' positions at schools

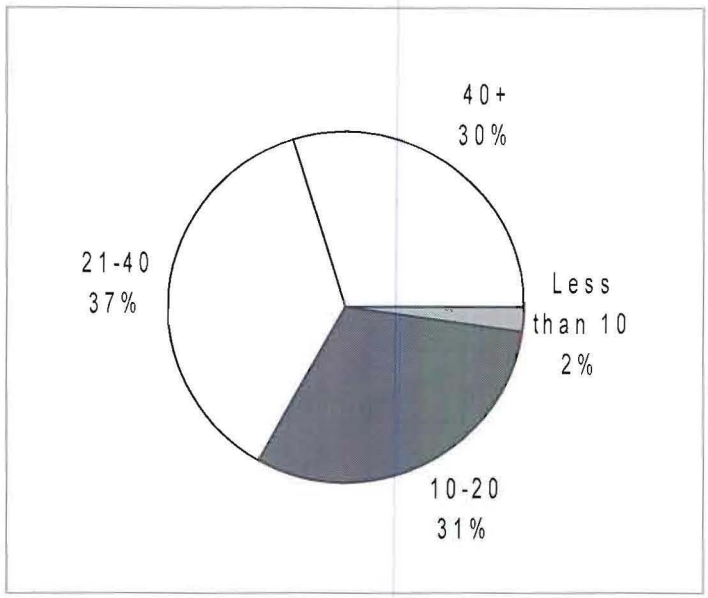


From figure 4.4, it can be seen that the majority of educators in the sample (82%) are on post level 1, while HODs account for 13% and deputy principals account for 5%. The status of educators in these positions will assist in better understanding the organisational climate behavioural features as this will provide the research with perceptions from educators in different positions.

4.2.5 Number of educators at respondents' schools

Figure 4.5 portrays data on the number of educators at respondents' schools.

Figure 4.5 Number of educators at respondents at schools



From figure 4.5, it can be seen that the majority of respondent educators (37%) are from schools with staff compliments of between 21 and 40, followed by educators from schools with between 10 and 20 staff members (31%). This is followed by schools with staff compliments of 40^{+} (30%). In terms of post provisioning norms, respondents are from relatively large schools, which understandably can be expected to have implications in so far as school organisational climates are concerned, especially in terms of principal leadership behaviour and educator behaviour. This is especially relevant in the directive, supportive and restrictive principal leadership behaviour and educators' intimate and collegial behaviour.

4.2.6 **Location of respondents' schools**

Figure 4.6 portrays data on the location of respondents' schools

Figure 4.6 Location of respondents' schools

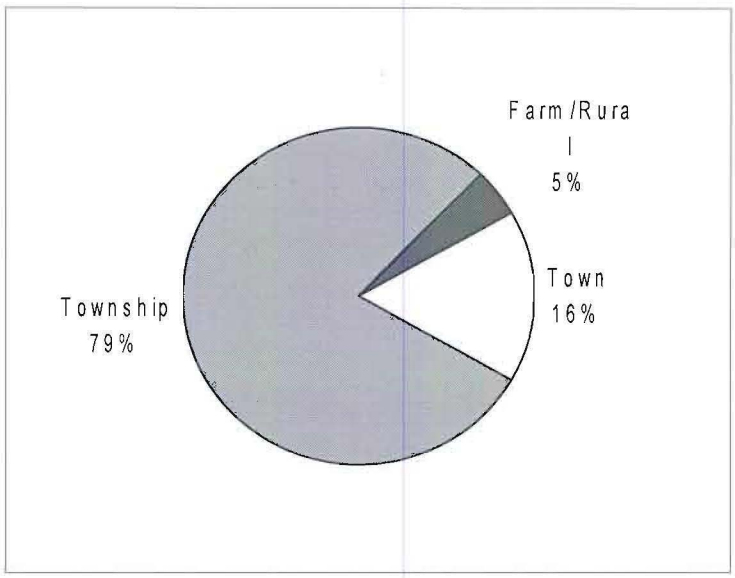
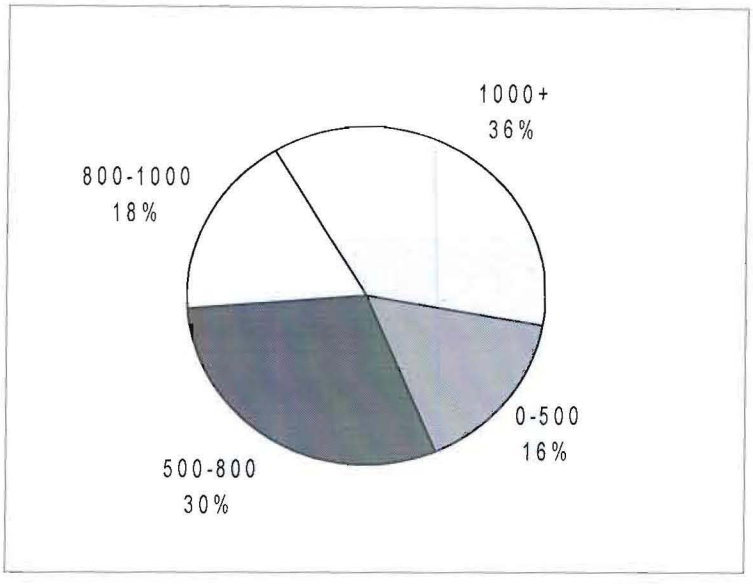


Figure 4.6 indicates that most respondent educators (79%) are from township schools, while 5% are from farm/rural schools and 16% are from town schools. This is true of the country's demographics where the majority of citizens are located in townships. The location of schools might have an influence on the behaviour of staff at schools *via* the impact of school contextual and other social aspects, like availabilty of resources, proximity to service areas, etc.

4.2.6 Enrolment figures at respondents' schools

Figure 4.7 portrays data on the enrolment figures at respondents' schools.

Figure 4.7 Enrolment figures at respondents' schools



From figure 4.7 it can be seen that the majority of respondents' schools (36%) have enrolments above 1000 learners, followed by schools with enrolments of between 800 and 1000 (18%). This finding confirms the findings above relating to the number of educators at schools. As alluded to earlier, the school enrolment figures, like staff compliments can have implications for leadership and school organisational climates.

4.3 ANALYSIS OF RESPONSES TO THE OCDQ-RE ITEMS ON THE SCHOOL ORGANISATIONAL CLIMATE

This section presents an analysis of individual dimensions of the school organisational climate based on the standardised scores of the surveyed schools' climate dimensions, and this will be used to determine and profile principal leadership and educator behaviour. Finally, a collective profile of the school orgnisational climates of the surveyed schools is presented and this will be used to assess the correlation between leadership and organisational climate of the surveyed schools.

4.3.1 An analysis of the individual behavioural dimensions

To analyse the scores for the individual dimensions relating to principal and educator behaviour, Hoy *et al.* (2000:151) outlines the procedure for scoring the results. For purposes of this study, the SAS-analysis was used to compute all scores as directed in Hoy *et al.* (2000:151). The organisational climate profiles of schools were computed with all schools as the unit of analysis, based on the sampled number of respondents. Therefore responses were all scored to derive the mean scores per dimension for principal and educator behaviour.

4.3.1.1 *An analysis of principal behaviour per dimension*

Table 4.1 portrays the mean scores per dimension relating to principal leadership behaviour.

Table 4.1 The standardised mean and deviation scores for principal behaviour

Behaviour	Dimension	Valid N	Mean	Std. Dev.
Principal	Directive	278	22.90	4.483
	Supportive	278	21.74	5.231
	Restrictive	278	12.46	3.197

From table 4.1, it can be seen that principal directive leadership behaviour ranked the highest with a mean score of 22.90, followed by supportive behaviour at 21.74 and restrictive behaviour at 12.46. Directive behaviour implies that principals maintain close and constant control over all educators and school activities, down to the smallest details (Hoy *et al.*, 2000:135). A frequency analysis for items relating to this dimension was done to get an insight into which items weighed heavily in this regard. Table 4.2 depicts the frequency scores in this regard.

Table 4.2 Data on principal directive behaviour

Item	Frequensies %		
	Rarely/ Sometimes Occurs	Often/Very Frequently Occurs	Nul responses
The principal rules with an iron fist	76.6	19.1	4.3
The principal checks the time register every morning	23.7	74.1	2.2
The principal schedules the work for the educators	46.0	52.2	1.8
The principal corrects educators mistakes	28.0	70.2	1.8
The principal closely checks classroom (educator) activities	36.4	62.2	1.4
The principal checks lesson plans	43.2	54.7	2.1
The principal is autocratic	73.4	23.0	3.6
The principal monitors everything educators do	53.6	45.4	1.0
The principal supervises educators closely	36.7	62.3	1.0

From table 4.2, it is clear that respondents perceive principals to display highly directive behaviour as is evident from the following responses:

- the principal checks the time register every morning (indicated as "often and very frequently occurs" by 74.1%),
- the principal schedules the work for the educators (indicated by 52.2% as "often and very frequently occurs"),
- the principal corrects educators mistakes (indicated by 70.2% as "often and very frequently occurs");
- the principal closely checks classroom (educator) activities (indicated by 62.2% as "often occurs" and "very frequently occurs");

- the principal checks lesson plans (indicated by 54.7% as "often and very frequently occurs"); and
- the principal supervises educators closely (indicated by 62.3% as "often and very frequently occurs").

A remarkable finding regarding principal directive behaviour at the surveyed schools relates to the perceptions of educators indicating that:

- the principal monitors everything educators do (indicated by 53.6% as rarely or "sometimes occurs").
- the principal rules with an iron fist (indicated overwhelmingly by 76.6% as rarely or "sometimes occurs"); and that
- principal is autocratic (indicated by the majority of respondents, (73.4%) as rarely and "sometimes occurs").

These responses seem to suggest that educators perceive principals' directive behaviour with regard to these aspects as being high. However, this could also mean that respondents understood these items as indicative of low supportive behaviour, which may not necessarily imply absolutely directive behaviour. For example, items like "the principal corrects educators mistakes", correcting mistakes may be by way of being supportive, and "the principal closely checks classroom (educator) activities" and "principal supervises educators closely" could be construed as relating to low supportive behaviour.

It is, however, clear that generally, perceptions of high directive behaviour are conceivable enough in line with the rank order. The implication for this behaviour at the surveyed schools generally indicates that principal behaviour is characterised by rigid close supervision, where the he/she maintains constant monitoring and control over all educators' and school activities in detail (Hoy *et al.*, 2000:26). This could be attributed to the numerous changes that have been introduced in the

schooling system since 1994 and the concomitant uncertainty resulting from any change situation.

Principals might be acting directively in order to ensure that changes are implemented and thus, making sure that they are at the forefront of implementation by applying strict supervision and monitoring mechanisms. While this might appear to work in terms of the implementation of new programmes, this might have adverse effects on educators' feelings of self-efficacy brought about by being allowed to be creative and innovative, and thus being self-motivated. This might present schools with stifling atmospheres, which translate to closed and disengaged organisational climates.

Supportive behaviour ranked second with a mean score of 21.74. The frequency analysis regarding principal supportive behaviour is depicted in table 4.3.

Table 4.3 Data on principal supportive behaviour

Item	Frequensies %		
	Rarely/ Sometimes Occurs	Often/Very Frequently Occurs	Nul responses
The principal goes out of his/her way to help educators.	35.7	63.2	1.1
The principal uses constructive criticism.	48.2	47.5	4.3
The principal explains his/her reasons for criticism to educators.	41.0	56.5	2.5
The principal looks out for the personal welfare of educators	43.6	43.9	2.5
The principal compliments educators.	42.4	55.8	1.8
The principal listens to and accepts educators' suggestions.	32.4	66.2	1.4
The principal treats educators as equals.	42.4	55.8	1.8
The principal is easy to understand.	28.1	68.3	3.6
The principal goes out of his/her way to show appreciation to educators.	35.9	63.0	1.1

According to data from table 4.3, it seems that some responses are generally split between the "rarely and sometimes occurs" and the "often and very frequently occurs" categories. On whether the principal uses constructive criticism and the principal looks out for the personal welfare of educators, almost equal numbers of respondents (48.2% & 47.5%; and 43.6% & 43.9%) respectively indicated "rarely and sometimes occurs" and "often and very frequently occurs".

The majority of respondents indicated "often occurs" and " very frequently occurs" for all the other items in this dimension. For example, on whether:

- The principal goes out of his/her way to help educator, 63.2% indicated "often and very frequently occurs";

- The principal explains his/her reasons for criticism to educators, 56.5% indicated "often and very frequently occurs";
- The principal compliments educators, 55.8% indicated "often and very frequently occurs";
- The principal listens to and accepts educators' suggestions, 66.2% "indicated often and very frequently occurs";
- The principal treats educators as equals 55.8% indicated "often and very frequently occurs";
- The principal is easy to understand 68.3% indicated "often and very frequently occurs"; and
- The principal goes out of his/her way to show appreciation to educators 63.0% indicated "often and very frequently occurs"

The responses in this dimension suggest that school principals at the surveyed respondents' schools do exhibit supportive leadership behaviour. The implications of this leadership behaviour is that principals respect the professional competence of their staffs and exhibit both a professional and personal interest in each educator (Hoy *et al.*, 2000:135).

Items relating to principal restrictive behaviour (ranked third with a mean score of 12.46) indicated a strong inclination towards the exercise of restrictive behaviour as depicted in table 4.4.

Table 4.4 Data on principal restrictive behaviour

Item	Frequensies %		
	Rarely/ Sometimes Occurs	Often/Very Frequently Occurs	Nul responses
Routine duties interfere with the job of teaching.	72.0	25.9	2.1
Educators have too many committee requirements.	47.1	51.1	1.8
Administrative paperwork is burdensome at this school.	39.5	58.7	1.8
Clerical support reduces educators' paperwork.	39.5	58.7	1.8
Educators are burdened with "busywork".	32.7	66.2	1.1

From table 4.4, it can be seen that responses generally indicated principal restrictive behaviour except on two items namely, routine duties interfere with the job of teaching, an overwhelming majority (72.0%) indicated "rarely" and "sometimes occurs" and clerical support reduces educators' paperwork (indicated by 58.7% as "often and very frequently occurs"). That clerical work reduces educators' paperwork does not indicate restrictiveness. It can be perceived as implying an ideal situation educators would prefer, hence the majority responses (58.7%) of "often and very frequently occurs. However, the majority of respondents indicated "often and very frequently occurs" on:

- Educators have too many committee requirements (indicated by 51.1%);
- Administrative paperwork is burdensome at this school (indicated by 58.7%);
- Educators are burdened with "busywork" (indicated by 66.2%).

The implication of principal restrictive behaviour is that there is hindrance rather than facilitation of educator work where the principal burdens educators with paperwork, committee requirements, and other demands that interfere with their teaching responsibilities (Hoy *et al.*, 2000:135). This situation can be ascribed to the new curriculum, which has been variously blamed for too much paperwork to which my experience as an educator at a primary school can attest to.

4.3.1.2 *An analysis of educator behaviour per dimension*

Educator behaviour was analysed in terms of collegial, intimate and disengaged dimensions. Mean scores and standard deviations pertaining to educator behaviour are depicted in table 4.3. In terms of this data, educator behaviour indicates high collegial behaviour with a mean score of 22.6, followed by intimate behaviour with a means score of 15.81 and disengaged with a mean score of 7.28.

Table 4.5 The standardised mean and deviation scores: educator behaviour

Behaviour	Dimension	Valid N	Mean	Std. Dev.
Educator	Collegial	278	22.66	3.602
	Intimate	278	15.81	3.619
	Disengaged	278	7.28	2.234

Data from table 4.5 indicates collegial behaviour as ranking highest with a mean score of 22.66, followed by intimate behaviour with a mean score of 15.81 and disengaged behaviour with a mean score of 7.28. This data suggest that educators enjoy collegiality and intimacy at the surveyed schools. This makes sense when it is considered that directive behaviour is ranked highest and suggests that educators find support in collegial and intimate relationships as a result of the directivess of principals' leadership behaviour. Due to this possibility, it was necessary to analyse the frequency counts to determine which of the items relating

to these dimensions contributed to the ranking as outline above. Table 4.6 depicts the frequency scores in this regard.

Table 4.6 Data on educator collegial behaviour

Item	Frequencies %		
	Rarely/ Sometimes Occurs	Often/Very Frequently Occurs	Nul responses
The educators accomplish their work with vim, vigour, and pleasure.	30.2	67.3	2.5
Educators leave school immediately after school is over.	46.1	52.5	1.4
Most of the educators here accept the faults of their colleagues.	48.2	51.1	0.7
Educators help and support each other.	31.7	67.9	0.4
Educators are proud of their school.	15.9	82.7	1.4
New educators are readily accepted by their colleagues.	18.0	81.3	0.7
Educators socialise together in small, select groups.	49.8	48.8	1.4
Educators respect the professional competence of their colleagues.	27.3	72.0	0.7

Data from table 4.6 indicates that respondents largely perceive all items related to the collegial dimension as "often" and "very frequently occurs". The majority of respondents overwhelmingly indicated these categories for items pertaining to:

- Educators accomplishing their work with vim, vigour, and pleasure (indicated by 67.3%);
- Educators helping and supporting each other (indicated by 67.9%);
- Educators being proud of their schools (indicated by 82.7%);

- New educators being readily accepted by their colleagues (indicated by 81.3%); and
- Educators respecting the professional competence of their colleagues (indicated by 72.0%).

It was remarkable that just over half of the respondents (52.5) indicated that educators leave school immediately after school is over and that almost half (49.8%) indicated that educators socialise together in small, select groups. These responses can be understood within the context of the school organisational climate that is relatively closed. This is further confirmed by responses to the item: most of the educators here accept the faults of their colleagues, for which just over half of the respondents (51.1%) indicated "often" and "very frequently occurs".

However, the openness of the school organisational climate will be clearer when standardised scores are considered in the next section. These findings, however, imply that at the surveyed educators' schools, educators are proud of their school, enjoy working with their colleagues, and are enthusiastic, accepting, and mutually respectful of the professional competence of their colleagues (Hoy *et al.*, 2000:135).

Intimate behaviour ranked second with a mean score of 15.81. The frequency analysis regarding educator intimate behaviour is depicted in table 4.7.

Table 4.7 Data on educator intimate behaviour

Item	Frequencies %		
	Rarely/ Sometimes Occurs	Often/Very Frequently Occurs	Nul responses
Educators' closest friends are other staff members at this school.	53.2	42.5	4.3
Educators invite staff members to visit them at home.	79.8	19.8	0.4
Educators know the family background of other staff members.	71.3	27.7	1.0
Educators have fun socialising together during school time.	65.1	33.1	1.8
Educators have parties for each other.	68.7	29.2	2.1
Educators socialise with each other on a regular basis.	41.0	57.6	1.4
Educators provide strong social support for colleagues.	42.7	55.5	1.8

From data in table 4.7, it can be seen that respondents' perceptions largely indicate "rarely" and "sometimes occurs", which implies low intimate behaviour, on:

- Educators' closest friends being other staff members at this school (indicated by 53.2%);
- Educators inviting faculty members to visit them at home (indicated by 79.8%);
- Educators knowing the family background of other faculty members (indicated by (71.3%);
- Educators having fun socialising together during school time (indicated by 65.1%); and

- Educators having parties for each other (indicated by 68.7%)

However, on whether educators socialise with each other on a regular basis, more than half of the respondents (57.6%) indicated "often" and "very frequently" occurs and more than half of them responded (55.5%) similarly on whether educators provide strong social support for colleagues. In terms of intimate behaviour, these are intriguing responses. They can, however, be interpreted in terms of whether such opportunities for intimacy exist at schools with directive leadership behaviour. This can also be understood in the same context as that of educators leaving school immediately after school is over and socialising together in small, select groups as alluded to above. However, this clearly implies that respondents perceived their schools as being unfavourable on intimate behaviour.

Disengaged behaviour ranked third with a mean score of 7.28. Disengaged behaviour refers to a lack of meaning and focus to professional activities where educators are simply putting in time and are non-productive in group efforts or team building, and have no common goals and their behaviour is often negative and critical of their colleagues and the school organisation. The frequency analysis regarding educator disengaged behaviour is depicted in table 4.8.

Table 4.8 Data on educator disengaged behaviour

Item	Frequensies %		
	Rarely/ Sometimes Occurs	Often/Very Frequently Occurs	Nul responses
Staff meetings are useless.	75.6	20.1	4.3
There is a minority group of educators who always oppose the majority.	79.1	18.7	2.2
Educators exert group pressure on non-conforming members.	72.3	25.9	1.8
Educators ramble when they talk at faculty meetings.	17.6	78.4	4.0

According to data from table 4.8, respondents indicated "rarely" and "sometimes occurs" on whether staff meetings are useless (indicated by 75.6%), there is a minority group of educators who always oppose the majority (indicated by 79.1%) and educators exert group pressure on non-conforming members (indicated by 72.3%). This suggests that educator behaviour is not really disengaged. However, on whether educators ramble when they talk at faculty meetings, the majority of the respondents (78.4%) indicated "often" and "very frequently occurs", which suggests simply putting in time and being non-productive in group efforts as well as being negative and critical of their colleagues and the organisation (Hoy *et al.*, 2000:135). Notwithstanding this response, overall responses in this dimension are not indicative of purely disengaged educator behaviour.

4.3.1.3 **Summation**

The rank-order analysis seems to suggest that respondents' schools are characterised by directive principal behaviour and low educator collegiality and intimacy. Of note in this case, are the principal directive behaviour, educator collegial behaviour and disengaged behaviour as these have a direct bearing on

the school organisational climate in terms of school performance and effectiveness.

It is also notable that frequency counts do not conclusively suggest that all the dimensional behaviours are dominant at the surveyed schools. However, responses pertaining to directiveness, overwhelmingly indicate dominant directive leadership behaviours and educator collegial-intimate behaviours.

The foregoing analysis, while indicating principal leadership behaviour and educator behaviour, does not really indicate if there is a correlation between the two at these schools. To this end, standardised scores which would determine the respondents' schools' organisational climate profiles were computed. This would enable the study to determine the correlation between leadership and school organisational climate. The next section presents an analysis of standardised scores to determine the school organisational climate profile.

4.3.2 An analysis of the school climate profile of surveyed primary schools

As outlined in Hoy *et al.* (2000:142), the mean scores and standard deviations for each climate dimension were first computed (tables 4.4 & 4.5). Second, the school subtest scores were converted into standardised scores with a mean of 500 and a standard deviation of 100. The scores computed this way enable the use of the OCDQ-RE to determine the openness index for principal and educator behaviour as well as the openness index of the schools' organisational climate by comparing these indices with the prototypic profile of school organizational climates of primary schools used with the OCDQ-RE (Hoy *et al.*, 2000:143). Finally, the standardised scores were computed into the openness index for each dimension. These were then compared with the prototypic scores (table 4.9) to determine the organisational climate description in terms of openness. The following prototypic scoring was used to arrive at the description of the surveyed respondents' schools' organisational climates:

Table 4.9 The prototypic profile of secondary school organisational climates

Above 600	Very high
551-600	High
525-550	Above average
511-524	Slightly above average
490-510	Average
476-489	Slightly below average
450-475	Below average
400-449	Low
Below 400	Very low

Source: Hoy *et al.*, 2000:143

A score of 600 on openness represents a highly open school climate, one that is a standard deviation above the prototypic school, which means that the school is more open than 84% of the schools in the prototypic sample as outlined in Hoy *et al.* (2000:143).

The school organisational climates of the respondents' schools was determined on the basis of both principal and educator behaviour. Table 4.10 depicts data on the respondents behaviour.

Table 4.10 Data on principal and educator behaviour

Principal behaviour	
Supportive behaviour	477 (slightly below average)
Directive behaviour	565 (high)
Restrictive behaviour	484 (slightly below average)
Educator behaviour	
Collegial behaviour	489 (slightly below average)
Intimate behaviour	465 (below average)
Disengaged behaviour	511 (slightly above average)
Principal	475.7 (below average)
Educator	493.5 (Average)

From table 4.10, the following findings and conclusion were arrived at:

- Principal behaviour is charaterised by slightly below average supportive behaviour. This implies that while there is supportive behaviour, it is not perceived as being very high. This perhaps explains the second ranking of this dimension (4.3.1). This could also explain the frequency analysis that indicated that principals do exhibit supportive behaviour, although there are instances of low support as evidenced by responses indicating "rarely occurs" and sometine occurs" on items like: the principal uses constructive criticism and the principal looks after the welfare of educators (4.3.1).

- Principal behaviour is characterised by high directiveness. This also seems to explain the first ranking of this dimension and could explain the frequency analysis which indicated directiveness on almost all the items in this dimension (4.3.1.1).

- Principal restrictive behaviour is slightly below average, which also seems to explain the third ranking and could explain the responses to items like: educators have too many committee requirements, administrative

paparework is burdensome, educators are burdened with "busywork", which were all indicated as "rarely occurs" and "sometimes occurs" as well as responses to the item: clerical support reduces educators' paperwork, which was indicated as "often occurs" and "very often occurs".

- Educator behaviour is characterised by slightly below average collegial behaviour, below average intimate behaviour and silghtly below average disengaged behaviour. This can be attributed to the high directive and slightly below average supportive principal behaviours. In terms of the explanation of these behaviours (2.8), this implies that educators at these schools exhibit below average collegiality and intimacy. A slightly positive feature of educator behaviour is the display of slightly below average disengaged behaviour.

- Educator openness is average while principal openness is below average. This implies that principals on the whole exhibit more directive behaviour than supportive behaviour. This entails close monitoring of educators, close and constant control over educator and school activities, down to the smallest detail (cf. 2.8).

It was also necessary to determine the school organisational climate profile of the surveyed schools. As alluded to earlier, all schools were considered collectively as a unit standard for purposes of determining the correlation between principal behaviour and school organisational climate. For that purpose, scores were standardised. Table 4.11 depicts the standardised schools' organisational climate profile.

Table 4.11 Standardised schools' organisational climate profile

Dimension	Valid N	Score	SD	Profile
SDS-S	278	477.7	73.061	slightly below average
SDS-D	278	565.6	82.552	high
SDS_R	278	484.9	93.487	slightly below average
SDS_C	278	489.3	85.770	slightly below average
SDS_I	278	465.5	88.256	below average
SDS_disengaged	278	511.6	95.486	slightly above average
Principal	278	475.7	47.085	below average
Educators	278	493.5	49.553	Average
TOTAL	278	978		Relatively closed

As illustrated in table 4.11, the organisational climates of the surveyed schools are characterised by principal leadership behaviour that is high on directive behaviour (indicated by an SDS index of 565.6), and slightly below average on supportive and restrictive behaviour (indicated by SDS indices of 477.7 and 484.9 respectively). Educator behaviour was found to be slightly below average on collegial behaviour (indicated by SDS index of 489.3). and scored below average on intimate behaviour (indicated by an SDS index of 465.5) and scored slightly above average on disengaged behaviour (indicated by an SDS index of 511.6).

The standardised scores also indicate principal openness behaviour to be below average (475.7) and educator openness behaviour to be average (493.5). This can be attributed to the principal behaviour being less supportive and highly directive, and educator behaviour being disengaged. According to Hoy *et al.* (2000:146), in such a school organisational climate, educators are not engaged in productive group efforts with either the principal or other staff members (slightly above average disengagement).

Educators also do not respond well to principals' directive leadership (high). They are irritated by the restrictive behaviour of the principal (though slightly below

average) and feel burdened with routine duties that interfere with their teaching responsibilities. Moreover, they do not believe that the principal is particularly open to their ideas and suggestions (slightly below average on supportive behaviour). Similarly, educators are neither supportive of each other (slightly below average on collegiality) nor particularly friendly with each other (below average in intimacy).

According to the prototypic profile of primary school climate types (cf. Hoy *et al.*, 2000:143), the organisational climates of the surveyed respondents' schools can be said to be relatively closed. This implies that principals and educators simply go through the motions, with the principal stressing routine trivia and unnecessary "busywork" (restrictiveness) and with educators responding minimally and exhibiting little commitment to the tasks at hand (disengagement). The principal's leadership is seen as controlling and rigid (directiveness) as well as unsympathetic and unresponsive (supportiveness), which leads to educator frustration and apathy as well as suspicion and a lack of staff respect for colleagues and for school leadership (low intimacy and collegiality). Therefore closed climates have principals who are non-supportive, inflexible and controlling and a staff that is divided, apathetic, intolerant, and disingenuous.

The foregoing analyses have shed some light on the behavioural dimensions of principals and educators at schools and have also determined the school organisational climates of respondents' schools. The analyses, however, do not indicate if there was a relationship between principal leadership behaviours and the schools organisational climates. The next section explores this correlation.

4.3.3 The analysis of the correlation between the principals' leadership and school organisational climates of respondents' schools

In this research, principals' leadership styles were analysed in terms of leadership that displays supportive, directive and or restrictive behaviour. Educator behaviour was regarded in terms of collegial, intimate and disengaged behaviour. The interaction of these behaviours was regarded as determinant of the school

organisational climate, which was considered on the basis of Hoy *et al.*'s typology of school organisational climates, which were typified as the open, intimate, closed and disengaged climates (2.8).

It is from the afore-mentioned aspects that the correlation between leadership and organisational climate is determined. To determine this correlation, a correlation coefficient was used. Salkind (2000:366) defines a correlation coefficient as a numerical index that reflects the relationship between two variables and in the case of this research, the Pearsons correlation coefficient was computed.

The Pearsons correlation coefficient, denoted by *r*, examines the relationship between two variables that are continuous in nature (Salkind, 2000:86). De Veaux and Velleman (2004:120) describe the Pearsons correlation coefficient as measuring the strength of the linear association between two quantitative variables. Therefore, the Pearsons correlation coefficient gives direction of the relationship between two variables and is always between +1 and -1. According to Salkind (2000:96), for interpretation purposes, the strength of the correlation between two variables is measured thus:

Figure 4.8 Strength of a correlation coefficient

Size of correlation coefficient	General interpretation
0.8 to 1.0	Very strong relationship
0.6 to 0.8	Strong relationship
0.4 to 0.6	Moderate relationship
0.2 to 0.4	Weak relationship
0.0 to 0.2	Weak or no relationship

In this research, the *r* was computed to measure the correlation between individual principal behaviour dimensions against the variables pertaining to the school organisational climate as manifested in educator behaviour expressed in standardised scores discussed in the previous section.

4.3.3.1 *The correlation between principal behaviour and educator behaviour*

Principal leadership behaviour in this case refers to the overall leadership and educator behaviour compared to the overall educator behaviour in terms of the overall school organisational climate.

The correlation between principal leadership and school organisational climate was firstly measured in terms of specific leadership dimensions and specific educator behaviour dimensions. For this purpose the Pearsons correlation coefficients were calculated for the dimensions related to leadership and school organisational climate namely, supportive, directive, restrictive, collegial, intimate and disengaged behaviours. The *r*- values for leadership and school organisational climate dimensions are depicted in table 4.12.

Table 4.12 The *r*- values for leadership and school organisational climate dimensions (supportive, directive, restrictive, collegial, intimate, disengaged)

		Supp.	Direct.	Restr.	Colleg.	Intim	Diseng.
Supp.	*r*	1	0.295**	-0.146*	0.407**	0.432**	-0.134*
	Sig. (2-tailed)		0.000	0.015	0.000	0.000	0.026
	N		278	278	278	278	277
Direct.	*r*		1	0.041	0.324**	0.249**	0.159**
	Sig. (2-tailed)			0.499	0.000	0.000	0.008
	N			278	278	278	277
Restr.	*r*			1	0.100	0.188**	0.235**
	Sig. (2-tailed)				0.096	0.002	0.022
	N				278	278	277
Colleg.	*r*				1	0.306**	-0.137*
	Sig. (2-tailed)					0.000	0.000
	N					278	277
Intim.	*r*					1	0.233
	Sig. (2-tailed)						0.000
	N						277
Diseng.	*r*						1
	Sig. (2-tailed)						
	N						

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Data from table 4.12 indicates a significant correlation between supportive behaviour and all the other behavioural dimensions as indicated by *r*-values located between +1 and -1. The following factors are noticeable from these correlations:

- *Supportive and directive behaviour*

  The correlation between supportive behaviour and directive behaviour (0.295) indicates that though there is a correlation, it signifies a weak relationship.

  From the correlation coefficient between supportive and directive behaviour, it can be concluded that the two behavioural dimensions do not share anything in common (figure 4.9).

- *Supportive and restrictive behaviour*

  There was a significant correlation between supportive and restrictive behaviour as indicated by r = -0.146. This correlation indicates a negative correlation, which means that as supportive behaviour increases, restrictive behaviour decreases. However, it is clear that the correlation coefficient is weak and denotes no relationship between the two dimensions in the surveyed schools (figure 4.9).

  It can thus be concluded that the two behavioural dimensions do not share anything in common for the surveyed respondents.

- *Supportive and collegial behaviour*

  There was a correlation between the supportive and collegial behaviour dimensions as indicated by r = 0.407. This correlation implies a moderate relationship between supportive and collegial behaviour. Though moderate in strength (figure 4.9), the correlation is positive and implies that an increase in supportive behaviour would also see an increase in collegial behaviour.

It can thus be concluded that at respondents' schools there is a definite relationship between supportive and collegial behaviour, albeit a moderate one.

- *Supportive and intimate behaviour*

  There was a correlation between supportive behaviour and intimate behaviour as indicated by the *r* value of 0.432, which denotes a moderate relationship (figure 4.9). The relationship is also positive, implying that an increase in supportive behaviour would be accompanied by an increase in intimate behaviour.

  It can be concluded that currently, there is a relationship between the two dimensions, though moderate and this points to implications for leadership practice at the respondents' schools.

- *Supportive and disengaged behaviour*

  A negative correlation (-0.134) was found between supportive behaviour and disengaged behaviour. Though a relationship exists between the two dimensions, it is weak or non-existent (figure 4.9), as such implies that the two dimensions do not really share anything in common. However, the negative correlation implies that an increase on supportive behaviour would be accompanied by a decrease in disengaged behaviour, which has practice implication for school leadership at the surveyed respondents' schools.

- *Directive and restrictive behaviour*

  A significant correlation was found between directive and restrictive behaviour as indicated by the *r* value of 0.041. This is, however, a very weak relationship and implies that the two dimensions do not share anything in common. In essence, this means, for instance, directive behaviour does

not necessarily result in restrictive behaviour. Thus, a principal can exercise directive behaviour without being restrictive.

- *Directive and collegial behaviour*

  A positive and weak relationship (figure 4.9) was found between directive and collegial behaviours as indicated by the *r* value of 0.324. This implies that the two dimensions do not share anything in common with each other. However, it is noted that directive leadership can push educators to intimate behaviour of a negative type, like in clique situations, which in essence translates to disengaged behavioural tendencies.

- *Directive and intimate behaviour*

  There was a correlation found between directive and intimate behaviours, but the relationship is weak, as indicated by the correlation coefficient of 0.249 (figure 4.9). The positive correlation implies that when directive behaviour increases, so does intimate behaviour. This can be seen in the light of educators seeking intimacy with their colleagues, especially when directive behaviour is such that it impacts on their well-being and as such, creates a stifling environment.

  It can, however, be concluded that when the directive behaviour becomes a constant feature of the school organisational climate, this would affect the educators' engaged behaviour adversely and as such, has practical implications for leadership at these surveyed respondents' schools.

- *Directive and disengaged behaviour*

  There was a correlation found between directive and disengaged behaviours and this relationship was found to be weak as indicated by the *r* value of 0.159 (figure 4.9). It can be concluded therefore that the two dimensions do not share anything in common and it is also noted that the

correlation does imply that an increase in directive behaviour can lead to an increase in disengaged behaviour especially if the correlation were to be very strong.

- *Restrictive and collegial behaviour*

  There was no significant correlation found between restrictive behaviour and collegial behaviour as indicated by the r value of 0.100. As such, this implies that the two dimensions do not share anything in common.

- *Restrictive and intimate behaviour*

  A significant correlation was found between restrictive behaviour and intimate behaviour as indicated by the *r*-vale of 0.188 (figure 4.9). Although a relationship exists between the two dimensions, it is a weak relationship, which in essence, signifies no relationship.

- *Restrictive and disengaged behaviour*

  There was a significant and positive correlation found between restrictive behaviour and disengaged behaviour as indicated by the *r*-value of 0.235. However, the relationship between the two dimensions was found to be weak (figure 4.9). It can, however, be concluded that an increase in restrictive behaviour would result in an increase in disengaged behaviour, which would have implications for leadership practice at the surveyed respondents' schools.

- *Collegial and intimate behaviour*

  There was a significant correlation between collegial and intimate behaviour. This relationship was, however, a weak one as indicated by the *r*-value of 0.306. This implies that at respondents' schools, collegiality and intimacy are weakly related (figure 4.9). However, the positive correlation implies that

an increase in collegiality would result in an increase in intimate behaviour. This has implications for the leadership practice in that a high incidence of directiveness, would culminate in disengaged educator behaviour.

- *Collegial and disengaged behaviour*

  There was a significant correlation found between collegial and disengaged behaviour at the *r*-value of -0.137. However, this correlation signifies a weak relationship (figure 4.9) and as such, implies that the two dimensions do not have anything in common. However, the negative correlation implies that an increase on collegial behaviour would be accompanied by a decrease in disengaged behaviour, which has practice implication for school leadership at the surveyed respondents' schools. Leadership would have to strive for increasing this negative correlation by decreasing directive behaviour and increasing supportive behaviour.

- *Intimate and disengaged behaviour*

  A significant positive correlation was found between the two dimensions. Nevertheless, the correlation indicates a weak relationship as indicated by the *r*-value of 0.233 (figure 4.9). This means that the two dimensions do not exert an influence on each other in practice at schools.

The foregoing exposition has indicated significant correlations between leadership and school organisational climate. These correlations were, however, found to be weak or moderate in strength. This has leadership implications in terms of facilitating educator behaviours that promote school organisational climate openness by either increasing supportive behaviour or decreasing directive behaviour.

The analysis above related to dimensions as they apply to respondents' schools. It was also deemed necessary to investigate the correlation between leadership and

school organisational climate in terms of leadership openness in relation to the total school organisational climate. This would give an indication of whether there was a correlation between leadership and respondents' schools' total organisational climates.

Principal leadership in this case was measured against the total school organisational climates of respondents' schools. The collective organisational climates of the surveyed schools were found to be characterised by principal leadership behaviour high on directive behaviour, slightly below average on supportive and restrictive and educator behaviour that was slightly below average on collegial behaviour, below average on intimate behaviour and slightly above average on disengaged behaviour (cf. 4.3.2). This indicated that school organisational climates are relatively closed with principal openness that is below average and educator behaviour that is average.

Table 4.13 depicts data on the correlation between leadership and school organisational climate in terms of leadership and educator openness.

Table 4.13 The correlation between leadership and school organisational climate in terms of leadership and educator openness

		SDS Supp.	SDS Direct.	SDS Restric	SDS Colleg	SDS Intimate	SDS Diseng
Prin.	Pearsons *r*	0.441**	-0.459**	-0.761**	0.-.045**	-0.047**	-0.336**
	Sig. (2-tailed)	0.00	0.00	0.00	0.45	0.43	0.00
	N	278	278	278	278	278	278
Edu.	Pearsons *r*	0.341**	0.456**	0.394**	0.754**	0.777**	0.161**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.01
	N	277	277	277	277	277	277

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Data from table 4.13 indicates significant correlations between principal and educator openness and school organisational climate dimensions. The following correlations were found:

- *Principal openness and SDS-supportive*

  There was a significant correlation between principal openness and the standardised supportive behaviour as indicated by the *r*-value of 0.441. This indicates a moderate relationship. This implies that the below average principal openness has a moderate correlation with the overall supportive behaviour.

- *Principal openness and SDS-directive*

  There was a significant correlation between principal openness and the standardised directive behaviour as indicated by the *r*-value of -0.459. This means that principal openness has a moderate but negative relationship with overall directive behaviour. This implies that an increase in principal openness will be associated with a decrease in overall directive behaviour.

This in essence means that if the principal openness index increases to above average, directive behaviour would decrease.

- *Principal openness and SDS-restrictive*

  It was found that there was a correlation between principal openness and overall restrictive behaviour as indicated by the *r*-value of -0.761, which signifies a strong but negative relationship. This could perhaps explain the reason for the lowest ranking of principal restrictive behaviour (4.3.1.1). This, in essence means that principal openness, if at below average is negatively related to restrictive behaviour, would, if increased, lead to a reduction in restrictive behaviour.

- *Principal openness and SDS-collegial*

  A negative correlation of r = -0.045 was found between principal openness and overall collegiality, which signifies a weak relationship between the two variables. This in essence, implies that the two variables do not have anything in common.

- *Principal openness and SDS-intimate*

  A negative correlation of r = -0.047 was also found between principal openness and overall intimacy, which signifies a weak relationship between the two variables, which in this case also implies that the two variables have nothing in common.

- *Principal openness and SDS-disengaged*

  There was a negative correlation of r = -0.336 found between principal openness and overall disengaged behaviour. The relationship was found to be weak. However, this implies that the two variables would move in opposite directions if one were to be increased or decreased. This has

leadership implications in practice in terms of the need for enhancing overall principal openness.

- *SDS-supportive and educator openness*

  A positive correlation was found between educator openness and overall supportive behaviour as indicated by r = 0.341. However, the relationship was found to be weak. Although a weak relationship, it is clear that an increase in supportiveness would result in an increase in educator openness, which has practice implications for leadership supportiveness.

- *SDS-directive and educator openness*

The correlation between overall directiveness and educator openness was established (r = 0.456) and was found to signify a moderate relationship. By virtue of being positive, this relationship has implications for leadership practice in terms of the impact on educator openness (average) through directive behaviour. In essence, since educator openness was found to be average, this implies that an increase in directive behaviour would further increase this "averageness" and thus lead to a below average or worse than the current average situation.

- *SDS-restrictive and educator openness*

It was found that there was a correlation between overall restrictiveness and educator openness as indicated by the r-value of 0.394. However, this relationship was found to be a weak one and as highlighted in the relationship above, has similar leadership practice implications.

- *SDS-collegial and educator openness*

The correlation between overall collegiality and educator openness indicated a strong relationship as indicated by the r-value of 0.754. This implies that the

educator openness behaviour, which was found to be average is strongly related to educator overall collegiality. This could explain the reason why directive and collegial behaviours were ranked highest (4.3.1.1 & 2). It can be concluded therefore that there indeed is a strong relationship between overall directiveness and overall collegiality. This, however, does not imply a causative relationship.

- *SDS-intimate and educator openness*

The correlation between overall intimate behaviour and educator openness was similarly found to signify a strong relationship as indicated by the *r*-value of 0.777. The same reasons as provided for the variable above, are considered applicable even in this case. This also points to leadership practice implications in terms of the need for enhancing educator openness through decreasing overall directiveness. This could be due to a combination of other school contextual factors, including school organisational climate behavioural dimensions.

- *SDS-disengaged and educator openness*

The relationship between overall disengaged behaviour and educator openness was found to be weak as indicated by a correlation coefficient of 0.161 and thus implies that the two variables do not have anything in common. In essence, this implies that the average educator openness has a weak relationship with the overall disengaged behaviour. This can only confirm the relationship to exist between educator openness and overall directiveness, which was found to be moderate.

4.4 CONCLUSION

The major findings from the empirical research indicate that respondents' school are characterised by relatively closed school organisational climates. This is borne

out firstly, by the ranking of behavioural dimensions, secondly, by the frequency analysis of individual dimensional items, thirdly, by the correlations between specific behaviour dimensions and the school organisational climate and finally, by the correlations between the overall behavioural dimensions and the school organisation climate.

The conclusion drawn from these findings is that there is indeed a correlation between school principals' leadership styles and school organisational climates. Although most behavioural dimensions were found to be of weak or moderate strength, this research has established that a correlation between the leadership dimensions and school organisational climates exists.

4.5 CHAPTER SUMMARY

This chapter has outlined the results of the empirical survey and has provided an analysis in terms of the interpretation relating to the correlation between the principal's leadership style and the school organisational climate.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of and a reflection on important findings as highlighted by both the literature review and the empirical study. Research findings and the recommendations of this study are also presented.

The summary of aspects highlighted in this research namely, findings regarding the nature of both leadership styles and the school organisational climate, findings regarding the empirical research which relates to correlation of principals' leadership styles and the school roganisational climate will be made.

5.2 SUMMARY

Chapter 1 presented the general orientation to this research study. The problem statement highlighted the importance of the school organisational climate for the quality of life of educators at schools as well as its contribution to learner achievement.

Chapter 1 therefore foregrounded the rest of the research. As is typical, South Africa's transformational and rapid change, has had an impact on how principals exercise their leadership at schools, which in turn impacts on how educators experience their working life at schools. Therefore principals' leadership styles are immensely challenged to be highly supportive and less directive in an attempt to implement change while maintaining school stability and a positive school climate. Chapter 1 then outlined the research design wherein the study was justified and the research method explicated.

Chapter 2 presented the literature review on the nature of leadership and school organisational climate and indicated the correlation between the leadership styles

and the school organisational climate. A conceptual orientation was first outlined (2.2). Secondly, the concept of leadership was explored (2.3). This entailed a discussion of what leadership is, the difference between leadership and management (2.3.1), the importance of leadership (2.3.2), some leadership theories (2.4), leadership styles of principals (2.5), the concept of school organisational climate (2.6), the importance of the school organisational climate (2.7), a perspective on the school organisational climate (2.8), the correlation between principal leadership styles and school organisational climate (2.9) and an exposition on applying situational leadership to create an open school organisational climate.

Chapter 3 focused on the empirical study. An exposition of the research design comprising the research method, which included the research design (3.2), research method (3.3), and an exposition of the statistical techniques was provided. In the latter section, a discussion was presented regarding the empirical study (3.3.2, the questionnaire as a research tool and the questionnaire design (3.3.2.2 & 3.3.2.3), questionnaire administration in terms of reliability and validity and the pilot survey (3.3.2.4 response rate (3.3.3), administrative procedures (3.3.4) and the statistical techniques (3.4).

Chapter 4 dealt with data analysis and interpretation. The next section presented the findings of this research study. This included a discussion of the demographic data of respondents (4.1), the analysis of responses to the OCDQ-RE items on the school organisational climate (4.3), the analysis of the school climate profile of surveyed primary schools (4.3.2), the analysis of the correlation between the principals' leadership and the school organisational climates of respondents' schools (4.3.3), and the correlation between principal leadership and the school organisational climate in terms of behaviour dimensions (4.3.3.1).

The next section presents the findings of this research study.

5.3 FINDINGS FROM THE RESEARCH

5.3.1 Findings with regard to research aim #1: the nature of school principals' leadership styles

The following findings were made with regard to the nature of the principal's leadership styles:

- The effectiveness of a school does not depend on aspects such as resources, better curriculum and improved buildings; it also depends of the nature of the organisational culture, climate and leadership of the principal (2.2).

- Leadership is defined as the exercise of influence by one member of a group or organisation over other members to help the group or organisation to achieve its goals. Two features as define leadership namely, exerting influence over other members of a group or organisation and achieving organisational goals (2.3).

- Definitions of leadership indicate a notion of intentionality and argue that leadership involves a deliberate process of influencing followers. In this sense, leadership involves such aspects as visioning as a way of influencing people (2.3).

- Emerging from the exposition of the concept of leadership, it was concluded that it exhibits the following features (2.3):

  - Influencing followers;

  - Achieving organisational goals; and

  - Involves in most instances, deliberate actions and attempts at influencing people

- Leadership and management are different concepts, although interwoven (2.3.1).

- Differences between leadership and management seem to focus on how functions between the two concepts are carried out. Leadership focuses on vision, strategic development and initiative, whereas management deals with the implementation of the vision, which means that managers are more concerned with short-term problems in organisations, whereas leaders take a much broader perspective and concern themselves with the environment and factors both internal and external to the environment, thus anticipating the future needs of the organisation (2.3.1).

- The principal has to play both the management and leadership roles: a management role because he must see to school activities being done correctly; and a leadership role because he/she has to see that the right things are done through people. In essence, this implies that he/she should play the role of activating, directing, guiding, mentoring, educating, assisting and supporting all staff so that they focus on a shared vision, strategy and set of intended aims (2.3.2).

- The importance of leadership is located in the powerful relationship between effective leadership and school development because effective school leadership exercises an influence on the effectiveness of the school and learner achievement (2.3.2).

- Leadership helps reduce ambiguity and uncertainty in organisations, makes a constructive contribution to achieving long-term goals, provides clear positive reasons for actions, goals, and accomplishments and adds clarity and direction to make it more meaningful (2.3.2).

- Leadership creates circumstances for positive inter-group relations and a caring and safe environment and in particular, school leadership prevents

disruptive behaviour by promoting positive inter-group relations by using different approaches to create a safe and caring environment (2.3.2).

- Leadership also has an impact on the school's instructional programme delivery (2.3.2).

- Theories of leadership attempt to explain either the factors involved in emergence of leadership or the nature of leadership and its consequences and are used with models which are replicas of reality, using variables conceived to be involved (2.4).

- The trait theory presents a leader as possessing personal charateristics that differentiate him or her from followers and is premised on the notion that leadership resides in the person, and that these abilities are present when leadership is first exercised (2.4.1).

- Traits considered important in leadership include drive, desire to lead, motivation, honesty and integrity, self-confidence, intelligence, knowledge and flexibility, stress tolerance, emotional maturity and integrity (2.4.1).

- Behavioural theories focus on the degree to which a leader's style displays concern for the task to be accomplished and/or concern for the people doing the work (2.4.2)

- The terminology used to describe these dimensions of leadership behaviour varies, with theorists referring to the concern for tasks as the initiating structure, job-centredness and task-orientedness, while concern for people is referred to as consideration, employee-centredness and/or relationship orientation (2.4.2).

- Behavioural theories comprise consideration and initiating structure as dimensions where the former relates to leader behaviour that organises and defines what members should do to maximise output (high task concern),

while the latter dimension relates to leader behaviour associated with creating mutual respect or trust and focuses on a concern for group members' needs and desires (high people concern (2.4.2).

- When leadership behaviours are used in different combinations, the following leadership styles are identifiable (2.4.2):
  - *abdicative or laissez-faire*, which shows low concern for both tasks and people;
  - *directive or autocratic,* which shows high concern for tasks and low concern for people;
  - *supportive or human relations*, which shows high concern for people and low concenr for tasks; and
  - *participative or democratic*, which shows high concern for both people and tasks.
- Contingency theories propose that the effectiveness of a particular leadership style or leader behaviour depends on the situation (2.4.3).
- Three contingency theories were explored namely, Fiedler's contingency model, Hersey and Blanchard's situational leadership theory and the path-goal theory (2.4.3).
  - Fiedler's contingency theory contends that leadership success depends on a match between the leadership style and situational demands and that leadership is part of one's personality and is therefore relatively enduring and difficult to change and advocates leadership as being contingent upon both the leader's motivational system and the degree to which the leader controls and influences the situation. There are three contingency variables namely, group

atmosphere, task structure and the leader's position power as indicated in (2.4.3.1).

Fiedler's theory advocates that leadership styles tend to be either task motivated or relationship motivated and require an uderstanding of the quality of the leader-member relations (good/poor), which measures the degree to which the group supports the leaders; the dregree of task structure (high/low), which measures the extent to which task goals, procedures and guidelines are clearly spelled out; and the amount of position power (strong/weak), which measures the degree to which the position gives the leader power to reward and punish subordinates (2.4.3.1).

- Hersey and Blanchard's situational leadership theory suggests that succesful leadership adjusts styles depending on the readiness of followers to perform in a given situation and is based on the amount of relationship (supportive) and task (directive) behaviour that a leader provides in a situation and the amount of either relationship or task behaviour depends on the readiness or maturity of followers, which suggests that the style a leader uses is a function of the readiness or maturity of the followers to perform tasks (2.4.3.2).

    * Task behaviour is the extent to which leaders are likely to organise and define the role of members of their group, to explain what activities each is to be involved in and when, where and how tasks are to be accomplished. Task behaviour is characterised by endeavouring to establish well-defined patterns of organisation, channels of communication and ways of getting jobs accomplished (2.4.3.2).

* Relationship behaviour is the extent to which leaders are likely to maintain personal relationships between themselves and members of their group by opening up channels of communication, providing socio-emotional support, "psychological strokes" and facilating behaviour(2.4.3.2).

* The possible leadership styles that result from a combination of task-oriented and relationship-oriented behaviours are (2.4.3.2):

    - *Delegating* which is where a leader allows the group members to make and take responsibility for task decisions. This is a low task, low relationship style;

    - *Participating*, where a leaders emphasise shared ideas and participative decisions on task directions. This is a low task, high relationship style;

    - *Selling*, where a leader explains task directions in a supportive and persuasive way. This is a high task, high relationship styles; and

    - *Telling*, where a leader gives specific task directions and closely supervises work. This is high task, low relationship style.

- The path-goal theory suggests that the leader's job is to assist his or her followers in attaining their goals and to provide the necessary direction and support to ensure that their goals are compatible with the overall objectives of the group or organisation(2.4.3.3)

- The path-goal theory propounds that effective leaders clarify the path to help their followers get from where they are to the achievement of

their work goals and to make the journey along the path easier by reducing roadblocks and pitfalls (2.4.3.3).

- The path-goal theory identifies four leadership styles that may be used in the "path-goal" sense namely:

  * *Directive leadership*, which relates to letting subordinates know what is expected, giving directions on what to do and how, scheduling work to be done, maintaining definite standards of performance and clarifying the leader's role (2.4.3.3);

  * *Supportive leadership*, which relates to doings things to make work more pleasant, treating group members as equals, being friendly and approachable and showing concern for the well-being of subordinates (2.4.3.3);

  * *Achievement-oriented leadership*, which relates to setting challenging goals, expecting the highest levels of performance, emphasising continuous improvement in performance and displaying confidence in meeting high standards (2.4.3.3); and

  * *Participative leadership*, which relates to involving subordinates in decision making, consulting with subordinates, asking for suggestions from subordinates and using these suggestions when making a decision (2.4.3.3).

- Contemporary leadership theories propose that leaders are distinguished by being recognised as such by followers; that followers have an impact on the leader; and that leaders have some particular personal characteristics but also exhibit behaviours which might be developed (2.4.4).

- Contemporary theories include, *inter alia*:

- Transactional leadership, In terms of which leader-follower relationships are based on a series of exchanges or bargains between leaders and followers and these leaders can be effective to the extent that they clarify expectations and goals (2.4.4.1).

- The transactional leader is a leader who directs the efforts of others through tasks, rewards and structures, where the leader adjusts tasks, rewards and structures to help followers to meet their needs while working to accomplish organisational objectives (2.4.4.1).

- Transactional leadership can encompass three types of behaviour, namely :

  - *contingent rewards*, which means that to influence behaviour, the manager clarifies the work that needs to be accomplished (2.4.4.1);

  - *passive management by exception*, which means to influence behaviour, the manager uses correction or punishment as a response to unacceptable performance and deviation from accepted standards (2.4.4.1); and

  - *active management by exception*, which means to influence behaviour, the manager actively monitors the work performed and uses corrective methods to ensure that the work is completed to meet expected standards (2.4.4.1).

- Transformational leadership occurs when leaders and followers unite in pursuit of higher order common goals and when they

engage in ways that raise one another to higher levels of motivation and morality (2.4.4.2).

The main goals of transformational leadership are transferring a vision, transforming an organisation, developing a collaborative culture and assisting people develop and solve problems more effectively (2.4.4.2).

Transformational leaders achieve these goals by exhibiting charisma, inspiration, individual consideration and intellectual stimulation (2.4.4.2).

* The charismatic leadership theory advocates that leadership is characterised by self-confidence in one's judgement and abilities, vision, ability to articulate the vision, strong convictions about the vision, behaviour that is out of the ordinary, appearance as a change agent, and environmental sensitivity (2.4.4.3).

  A charismatic leader is therefore a person who develops special leader-follower relationships and inspires followers in extraordinary ways (2.4.4.3).

* The visionary leadership theory suggests leadership as the ability to create and articulate a realistic, credible and attractive vision of the future for an organisation or organisational unit that grows out of and improves the present (2.4.4.4).

There are three qualities propounded by the visionary leadership theory namely: the ability to explain the vision to others in terms of the required actions and aims through clear oral and written communication, the ability to express the vision not just verbally but through the leader's behaviour, which requires ways that

continually convey and reinforce the vision, and the ability to extend the vision to different leadership contexts, which is the ability to sequence activities so that the vision can be applied in a variety of situations, so that the vision is meaningful to the all people in different areas of an organisation.

- Leadership styles express the way in which an individual guides, shapes and leads others towards the accomplishment of an outcome. Leadership styles are therefore described as the manner of and approach to providing direction, implementing plans and to motivating people that constitutes the recurring pattern of behaviours exhibited by a leader. Examples of leadership styles include(2.5):

  - The autocratic leadership style (2.5.1);
  - The participative leadership (2.5.2); and
  - The *laissez-faire* leadership (2.5.3).

5.3.2 Findings with regard to research aim #2: the nature of school organisational climate

The following findings were made with regard to the nature of school organisational climate:

- The school organisational climate seems to have everything to do with the atmosphere, tone or feeling that prevails in a particular school and is a result of interactions between the principal, staff and learners and among educators and learners and it is experienced by its members; and influences their behaviour (2.6).
- organisational climate is defined as the "relatively enduring quality of the internal environment of an organisation" that:

- is related to the school organisation's internal characteristics;
- include the values, norms, attitudes, behaviours and feelings of members;
- influences the behaviour of members; and
- can be perceived and described in terms of the values of a particular set of characteristics or attitudes of the organisation (2.6).

- Organisational climate is related to the quality of the experiences educators have in the (2.6).
- The school organisational climate is important because:
  - a positive school organisational climate promotes learning and powerfully affects learner motivation to learn;
  - a positive school organisational climate is characterised by and promotes strong collaborative learning communities and improves educator practice as well as children's learning; and
  - the school organisational climate has a profound bearing on educators' own education and retention (2.7).
- The school organisational climate is therefore a characteristic of the entire organisation and arises from behaviours that are important to its members and in turn, influences members' behaviour and attitudes (2.7).
- Organisational climate is seen from the perspective that considers the interactions of school community members or behaviours of people in the school as determining the kind of climate that will prevail at a school (2.8).

- School organisational climate is therefore a function of the behavioural interactions of principal and educator and is manifested in:

  - Principal behaviour which entails supportive behaviour, reflecting a basic concern for educators, directive behaviour, which involves a rigid monitoring of educator behaviour, and restrictive behaviour, which hinders, rather than facilitates educators' work (2.8);

  - Educator behaviour entailing collegial behaviour, which supports open and professional interactions among educators; intimate behaviour, which reflects a cohesive and strong network of social support among the faculty, and disengaged behaviour, which refers to a lack of meaning and focus on professional activities (2.8).

- The behavioural dimensional interaction between principals and educators results in the typology of school climates in the form of the:

  - *open climate*, which is characterized by cooperation, respect, and openness that exists within the staff and between the staff and the principal (2.8);

  - *engaged climate*, which is marked, on the one hand, by ineffective attempts by the principal to lead and on the other, by high professional performance of the educators (2.8);

  - *disengaged climate,* in which the principal's leadership behaviour is strong, supportive and concerned and the staff that reacts badly, with educators being unwilling to accept responsibility and simply ignoring the initiatives of the principal and actively working to immobilise and sabotage the principal's leadership attempts (2.8); and the

- *closed climate*, which is the antithesis of the open climate with the principal and educators simply going through the motions, with the principal stressing routine trivia and unnecessary "busywork" and educators responding minimally and exhibiting little commitment to the tasks at hand (2.8).

- There is evidence that suggests a correlation between the school principal's leadership style and the school organizational climate. Among other research findings, the following has been reported:

  - the leadership style of the principals can create a climate that is conducive to and supportive of the instructional emphases in the school (2.9);

  - a significant correlation between the scores on the leadership behaviour questionnaire and the school climate survey (2.9);

  - participative leadership style of the principal promotes a positive school organisational climate (2.9);

  - a leadership style of a high-consideration and high structure is related to an open school organisational climate (2.9); and

  - educators perceived a positive relationship between their principals' leadership styles and the school climate (2.9).

- The climate dimensions indicate a relationship with the climate type. The supportive leadership style or behaviour is related to a high open climate, low engaged climate, high disengaged climate and a low closed climate while the directive and restrictive style are related to low and high climates in terms of open, engaged, disengage and closed respectively (2.9).

An interesting outcome of the correlation between leadership style and organisational climate relates to educator behaviour as a result of directive leadership, that is:

- Directive behaviour is negatively related to the openness of the organisational climate, with educators ignoring the principal's behaviour and exhibiting behaviour characterised by high professional performance. Therefore the principal's directive behaviour results in educators coming together and seeking support from each other, which in essence implies that their behaviour becomes highly collegial and intimate (2.9).

- Creating and or enhancing the school organisational climate can be construed as a function of situational variables and requires:

  - principals to know which style of leadership to use, when and to whom that style is suitable and considering that circumstances faced by each principal are unique and require leadership skills that combine the initiating structure and consideration (2.10);

  - principals to understand and to cope with staff "immaturity," the inability or unwillingness of educators to accept and to adapt to the new demands of school change (2.10); and

  - principals to understand both their staff and the situations they collectively face (2.10).

5.3.3 Findings with regard to aim #3: the correlation between school principals' leadership styles and schools' organisational climates

The following findings emerged with regard to the correlations between school principals' leadership styles and schools' organisational climates:

- **Individual behavioural dimensions**

  - *Principal leadership behavioural styles*

    Principal directive leadership style ranked highest followed by supportive and restrictive behaviour (4.3.1.1). In confirmation of this finding, the frequency analysis on the directive style dimension indicated that principals monitor everything that educators do at schools, check time registers, schedule work for educators, correct educators' mistakes, check classroom activities and supervise educators closely.

    Principal supportive behaviour, ranked second, as indicated in the frequency analysis, which showed that principals generally used the supportive style, though the variance between the "rarely occurs" and "often occurs" categories were in some instance very little. It was found, however, that principals generally exhibited suppotive behaviour.

    Principal restrictive behaviour was ranked third, and was generally confirmed by the frequency analysis, which indicated that educators have too many committee requirements, administrative paperwork is burdensome and educators are burdened with "busywork".

  - *Educator behaviour*

    Educator collegial behaviour was ranked highest, followed by intimate and disengaged behaviour. Educator collegiality was confirmed by the frequency analysis which indicated that educators accomplish their work with vim, vigour, and pleasure, help and support each other, are proud of their school, new educators are readily accepted

by their colleagues and educators respect the professional competence of their colleagues.

Educator intimate behaviour, ranked second, was confirmed by the frequency analysis, which indicated that educators socialise with each other on a regular basis and educators provide strong social support for colleagues. It was found that on other items in this dimension, educators did not really show any intimacy and this was ascribed to other school contextual factors like school times, which do not allow for intimacy beyond the school.

Educator disengaged behaviour, ranked third, was generally indicated as low in terms of items on the dimension. However, it was found that educators tended to ramble when they talk at staff meetings. It was also noted that the low indication on this item might be a result of responses to self-report surveys.

- **School climate profiles**

It was found that organisational climates of the surveyed schools are characterised by principal leadership behaviour that is high on directive behaviour, and slightly below average on supportive and restrictive behaviour.

Educator behaviour was found to be slightly below average on collegial behaviours. Educator behaviour scored below average on intimate behaviour and scored slightly above average on disengaged behaviour.

Principal openness behaviour was found to be below average and educator openness behaviour to be average, which according to the prototypic profile of primary school climate types, the organisational climates of the surveyed schools can be said to be relatively closed.

- **Correlation between principal leadership styles and school organisational climate**

  A significant correlation was found between principal supportive behaviour and all the other behavioural dimensions as indicated by the Pearsons correlation coefficients being located between +1 and -1. There were significant correlations between principal leadership styles and school organisational climate with regard to different behaviour dimensions. However, the correlations were found to be weak or moderate in strength. This has leadership implications in terms of facilitating educator behaviours that promote school organisational climate openness by either increasing supportive behaviour or decreasing directive behaviour.

  There were also significant correlations between principal and educator openness and school organisational climate dimensions. In essence, this means that this study found correlations between principal leadership behaviours and the school organisational climate. This is attested to by the following findings:

  - a significant and positive moderate correlation between principal openness and the supportive behaviour;
  - a significant and positive moderate and correlation between principal openness and the directive behaviour;
  - a significant, strong and negative correlation between principal openness and restrictive behaviour;
  - a significant and weak negative correlation between principal openness and collegiality;

- a significant and weak negative correlation between principal openness and intimacy;
- a significant and weak negative correlation between principal openness and disengaged behaviour;
- A significant and weak positive correlation between educator openness and supportive behaviour;
- a significant and moderate positive correlation between overall directiveness and educator openness;
- a significant and weak positive correlation between overall restrictiveness and educator openness;
- a significant, strong and positive correlation between overall collegiality and educator openness;
- a significant, strong and positive correlation between overall intimate behaviour and educator openness; and
- a significant and weak positive overall disengaged behaviour and educator openness.

The major findings from the empirical research indicate that the respondents' schools are characterised by relatively closed school organisational climates with principal leadership and educator behaviours being correlated to a closed school organisational climate.

This research therefore draws the conclusion that there is indeed a correlation between school principals' leadership styles and school organisational climates.

5.4 RECOMMENDATIONS

Recommendations are made for practice and for further research.

5.4.1 Recommmendations for practice

Based on the major findings of this research, it is clear that primary schools in the survey area exhibit relatively closed school organisational climates. It is also recognised that coupled with the closed climates, educator behaviour in terms of openness can be attributed to the principals' relatively closed behaviour as manifested in high directiveness and slightly below average supportiveness. Cognisance is also taken of the fact that this research cannot generalise findings to all primary schools and may be relevant only to the surveyed area. However, the findings and recommendations can generally be applicable to most primary schools.

To improve school principals' leadership styles to enhance school organisational climates positvely, the following recommendations are made:

Recommendation 1

School principals need to know and be aware of the different leadership styles as well as how to use them, contingent upon various situations at schools. In this regard, the relevant functionaries of the department of education should arrange leadership-specific in-service training for principals to focus on the concept of leadership and leadership skills and styles. The emphasis of such in-service training should be on the application of leadership styles in relation to creating open school organisational climates. This process should be preceded by a study of school organisational climates and principals' leadership styles, so as to ensure that in-service leadership training focuses on specific organisational climate-related aspects.

Recommendation 2

Principals of schools with open school organisational climates should be used as mentors for struggling school principals. This will not only ensure that principals of schools with closed organisational climates learn from such mentors, but will also bring examples of good practice to the "ground" as it were, and will ensure that such good practices are made alive and are seen to be practical, implementable and achievable.

Recommendation 3

To benefit all principals at schools, research results of studies like the present one should be made available to school principals. This could be achieved by establishing principals' centres with libraries at district level where such reports can be accessed. Alternatively, the department of education could post such research studies on its website or portals like the Gauteng onLine, so that schools can easily access them.

5.4.2 Recommendations for further research

This research has confirmed what many research studies have found about the correlation between the principal's leadership style and school organisational climates. The following recommendations are thus made for further research:

- A study of individual schools' organisational climates can assist in creating customised in-service training interventions specifically aimed at capacity building of individual principals. This should assist them in terms of their own specific leadership and school organisational climate challenges at their schools.
- Research should be conducted into leadership and school organisational climate with regard to other aspects of schools' functionality, such as, school

effectiveness, school safety, facilities maintenance, parental engagement and learner achievement.

- Research into the leadership styles of principals' immediate managers could be undertaken so as to determine the types of educational climates their leadership styles facilitate in schools in their jurisdictions.

5.5 LIMITATION OF THIS RESEARCH

This research could have been limited by the following factors:

- Using schools collectively as a unit standard of measurement could have had an effect on information relating to schools with open organisational climates within the sampled respondents' schools.

- The OCDQ-RE, while reliable and valid, makes it difficult to interpret the school organisational climates in terms of what expressions like average, below average, slightly below average actually mean in the South African school context. There is therefore a need for developing a measure using South African schools to typify school climate profiles.

5.6 CONCLUSION

This research set out to establish the correlation between the school principal's leadership style and the school organisational climate. It can be claimed that this correlation was established. This makes this research a confirmatory study in terms of the theory that propounds that the principal leadership style correlates with the school organisational climate.

This research has also highlighted important factors that have a bearing on leadership practice, through the determination of the openness of school organisational climates of respondent educators' schools. This should facilitate

capacity building ventures undertaken for primary school principals as well as for school management teams at large.

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ANNEXURE A

Please indicate your response to this section by means of a **X.**

Your gender	Male	Female		
Your age	20-30	30-39	40-49	50^{+}
Years in position as educator	1-10	11-15	15-20	20^{+}
Your post description	Deputy	HOD	P1 Educator	
Number of staff in the school	Less than 10	10-20	21-40	40^{+}:
Location of your school	Town	Township	Farm/Rural	
Number of learners in your school	0-500	0-800	0-1000	+1000

SCHOOL ORGANISATIONAL CLIMATE:
Directions: The following are statements about your school. Please indicate the extent to which each statement characterises your school by circling the appropriate response.

R0=Seldom Occurs SO=Sometimes Occurs O=Often Occurs VFO=Very Frequently Occurs

1. Educators accomplish their work with vim, vigor, and pleasure	RO	SO	O	VFO
2. Educators' closest friends are other faculty members at this school	RO	SO	O	VFO
3. Staff meetings are useless	RO	SO	O	VFO
5. The principal rules with an iron fist	RO	SO	O	VFO
6. Educators leave school immediately after school is over	RO	SO	O	VFO
7. Educators invite staff members to visit them at home	RO	SO	O	VFO
8. There is a minority group of educators who always oppose the majority	RO	SO	O	VFO
9. The principal uses constructive criticism	RO	SO	O	VFO
10. The principal checks the time register every morning	RO	SO	O	VFO
11. Routine duties interfere with the job of teaching	RO	SO	O	VFO

12. Most of the educators here accept the faults of their colleagues	RO	SO	O	VFO
13. Educators know the family background of other faculty members	RO	SO	O	VFO
14. Educators exert group pressure on non-conforming staff members	RO	SO	O	VFO
15. The principal explains his/her reasons for criticism to educators	RO	SO	O	VFO
16. The principal listens to and accepts educators' suggestions	RO	SO	O	VFO
17. The principal schedules the work for the educators	RO	SO	O	VFO
18. Educators have too many committee requirements	RO	SO	O	VFO
19. Educators help and support each other	RO	SO	O	VFO
20. Educators have fun socializing together during school time	RO	SO	O	VFO
21. Educators ramble when they talk at staff meetings	RO	SO	O	VFO
22. The principal looks out for the personal welfare of educators	RO	SO	O	VFO
23. The principal treats educators as equals	RO	SO	O	VFO
24. The principal corrects educators' mistakes	RO	SO	O	VFO
25. Administrative paperwork is burdensome at this school	RO	SO	O	VFO
26. Educators are proud of their school	RO	SO	O	VFO
27. Educators have parties for each other	RO	SO	O	VFO
28. The principal compliments educators	RO	SO	O	VFO
29. The principal is easy to understand	RO	SO	O	VFO
30. The principal closely checks classroom (educator) activities	RO	SO	O	VFO
31. Clerical support reduces educators' paperwork	RO	SO	O	VFO
32. New educators are readily accepted by colleagues	RO	SO	O	VFO
33. Educators socialize with each other on a regular basis	RO	SO	O	VFO
34. The principal supervises educators closely	RO	SO	O	VFO
35. The principal checks lesson plans	RO	SO	O	VFO
36. Educators are burdened with busy work	RO	SO	O	VFO
37. Educators socialize together in small, select groups	RO	SO	O	VFO
38. Educators provide strong social support for colleagues	RO	SO	O	VFO
39. The principal is autocratic	RO	SO	O	VFO
40. Educators respect the professional competence of their colleagues	RO	SO	O	VFO
41. The principal monitors everything educators do	RO	SO	O	VFO
42. The principal goes out of his/her way to show appreciation to educators	RO	SO	O	VFO

Thank you very much for your coopeation.

ANNEXURE B

North West University: Vaal Triangle
Campus
P.O. Box 1174
Vanderbijlpark
1900

Dear Sir/Madam

I am interested in the school organizational climate as a possible factor for schools' continued existence in the ever-changing environment. This is for my Master of Education studies. Kindly assist me in this regard by completing the questionnaire hereto attached. Therefore, your responses will be used entirely for study purposes and will be treated with the utmost confidentiality. Please do not write your name of that of your school so as to ensure full anonymity of your responses.

Please note: There are no right or wrong answers – only honest ones. Therefore do not spend too long on an item. This questionnaire should take you at the most, about 10 minutes to complete.

If you are interested, I promise to provide you with the results of this survey.

Thank you in anticipation of your cooperation.

Ms Motsiri T.M.

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