

THE MANAGERIAL LEADERSHIP STYLES OF SCHOOL PRINCIPALS
FOR SCHOOL EFFECTIVENESS: A STUDY OF SIX SECONDARY
SCHOOLS OF THE DUTYWA EDUCATION

DISTRICT

by

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A mini-dissertation submitted in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION (M. Ed)

(In Educational Management and Policy)

at

WALTER SISULU UNIVERSITY

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ABSTRACT

The purpose of this study was to investigate the managerial leadership styles of school principals for school effectiveness at secondary schools of the Dutywa Education District in the Eastern Cape Province of the Republic of South. The literature review reflects theories concerning the managerial leadership styles of school principals for school effectiveness. In order to attain the aims and objectives of the study, the researcher used the qualitative research method, both in collecting and analyzing the data. The case study design was used to describe and access the phenomenon and the purposive sampling method was used to select (6) secondary school principals. An open ended interview schedule was used for the face-to-face in-depth interviews on the managerial leadership styles of school principals for school effectiveness at secondary schools of the Dutywa Education District.

Themes were drawn from the responses of the participants and analysed. Some of the findings were: Democratic and participatory leadership styles were used by the school principals to achieve maximum co-operation from both experienced and beginning teachers and the learners in the schools. Laissez fair and autocratic styles of leadership appeared to be undesirable for the management of schools. For school principals' effective management, they need to do proper planning, organising and scheduling of activities, assigning duties to teachers and delegating some of their work to competent teachers. The reasons for school principals' ineffectiveness in this study were: favouritism, over-familiar relationships with some teachers, ignoring teachers' personal problems, workload, lack of support and co-operation from teachers. Incorrect interpretation of educational policies were seen to lead to chaotic situations, poor performance of both teachers and learners, division between learners and teachers, a lack of unity between school stake-holders, poor job satisfaction and lack of trust and respect for the principals concerned. Factors contributing to principals' incorrect interpretation of educational policies and execution of management roles were: negligence, lack of knowledge and ability to interpret educational policies, lack of proper

induction programmes and training of principals and lack of support on policy matters from the Department of Education.

Contributing factors resulting in barriers to principals' ineffectiveness in the management of schools were: failure to give proper instructions to teachers and learners, failure to effectively use of available funds in the school, failure to implement all educational programmes in the school including co-curricular and extra mural activities, lack of experience, lack of support from both the Department of Education and the parents, lack of resources, high staff turnover, favouritisms and failure to hold teachers accountable for poor work done. Mechanisms deemed to overcome the factors leading to barriers to principals' execution of their management roles at schools were: making the effort to be knowledgeable about educational policies, timely responses to problems in the school, regular consultation with stakeholders, employment of SGB teachers, taking direct supervision of instructions in classrooms and endeavoring to have good relations and gaining support from the SGB and the parents.

The researcher made some recommendations on the managerial leadership styles of school principals for school effectiveness at secondary schools of the Dutywa Education District.

DECLARATION

I, ZIDULI MLUNGISELELI, Student number 192607766, solemnly declare that this dissertation entitled, the managerial leadership styles of school principals for school effectiveness at secondary schools of the Dutywa Education District is my original work. All sources used or quoted in the study have been indicated and acknowledged by way of complete references.

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ACKNOWLEDGEMENTS

- I would like to thank my supervisors, Prof J.M. Jadezweni and my co-supervisor, Dr. J.M. Molepo and Dr A.M. Buka for their valuable guidance and support from the beginning to the conclusion of this dissertation,
- the Dutywa District Office and the principals for allowing me to conduct this research project in their schools,
- the staff of Zwelenqaba S.S.S. for their encouragement and assistance,
- my parents and brothers for their continuous support, and
- my dear wife, Ntomboxolo, and family for their prayers, love, patience and encouragement.

DEDICATION

This work is dedicated to:

- My wife, Ntomboxolo, our two sons Sisipho and Luyanda and one daughter Sinothando for their prayers, love, patience and encouragement.
- My dear, late father Masiphula Ziduli, and to my mother Ntombizanana Ziduli whose love for education inspired me greatly.
- My children in Christ at Get-together Ministries and Believers' Ministries for their prayers and love.

Ziduli Mlungiseleli

South Africa

MARCH 2015

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ACRONYMS AND ABRIVIATIONS

DD	-	DISTRICT DIRECTOR
DOE	-	DEPART OF EDUCATION
EDO	-	EDUCATION DEVELOPMENTAL OFFICIALS
INSET	-	INSERVICE EDUACATION AND TRAINING
IQMS	-	INTERGRATED QUALITY MANAGEMENT STRATEGY
LRC	-	LEARNERS' REPRESENTATIVE COUNCIL
SASA	-	SOUTH AFRICAN SCHOOLS ACT
SE	-	SCHOOL EFFECTIVENESS
SGB	-	SCHOOL GOVERNING BODY
SMT	-	SCHOOL MANAGEMENT TEAM
SP	-	SCHOOL PRINCIPAL
SPs	-	SCHOOL PRINCIPALS

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

This study investigated the management roles and leadership styles of school principals for school effectiveness in Dutywa Education District. The researcher at the outset assumed that the implementation of management roles and application of productive leadership styles of school principals result in quality education. The above assumption is confirmed by Lemmer (1994, p.13) who found that research on effective schools has identified numerous types of leadership behaviour which led to the attainment of high academic achievement (quality education). The researcher believes that parents will send their children to schools which they perceive to be effective.

Principals are operating at grass-roots level, hence school effectiveness largely hinges on how they execute defined management roles by making use of leadership styles. The researcher strongly believes that management roles and leadership styles provided by a school principal are some of the key factors that enhance school performance and student achievements. Nwankwo (1979) confirms this in his study in Imo State of (Nigeria) points out to a link between leadership style and staff task performance and concludes that school performance is related to the type of leadership style used by a school principal. This study thus focused on how management roles and leadership styles contribute to school effectiveness.

Chapter 1 discusses the background to the study, statement of the problem, main research question and sub-research questions, aim and objectives of the study, rationale of the study, significance of the study, limitations and delimitations of the study, definition of concepts, and lay-out of the study.

1.2 BACKGROUND TO THE STUDY

Management roles and leadership styles can be regarded as some of the most important aspects that can contribute positively to school effectiveness. Researchers

such as Hallinger and Leithwood (1994) noted some form of association between effective schools and the type of leadership styles practiced by school principals. This is confirmed by extensive studies which demonstrate that particular leadership styles of school leaders can have positive impacts on teaching and learning environments and that ultimately lead to improvement in student performance and high academic achievements (Leithwood & Riehl, 2003; Day, 2004; Harris, 2004; Hale & Rollins, 2006; Gurr, Drysdale & Mulford, 2006; Robertson & Miller, 2007; Guskey, 2007; Gentilucci & Muto, 2007). Dinham (2004, p. 355), in his Australian study on principal leadership for outstanding educational outcomes found that a principal's leadership style is the key factor in the achievement of outstanding educational outcomes.

On the basis of the above findings, it can be assumed that, although many stakeholders are involved in executing of management roles and displaying leadership styles in the education system, school principals still play a significant role in ensuring effective teaching and learning processes. The above assertion is supported by Guthrie and Reed (1986) as quoted by Lemmer (1994, p.11), who maintains that "school principals have no choice but to perform both management and leadership roles" for effective schools. School principals (SPs) are expected to be both managers and leaders. Firstly, as managers, the SPs need to ensure that fiscal (materialistic) and human resources are used effectively for achieving organizational goals. Secondly, the SPs, as leaders, also need to be visionary and be creative (Guthrie and Reed 1986).

Chivers (1995, p. 7) argues that "...it is possible to be a good manager without being a good leader... however, it is also almost impossible to be a good leader without being a good manager". This argument implies that a good manager is not automatically a good leader. It also gives the impression that a good leader is also a good manager but a good manager may not necessarily be a good leader. In an effective school, therefore, SPs are expected to be good managers and good leaders rather than being good managers only. Guthrie and Reed, (1986), as quoted by Lemmer (1994, p.10-11)

however state that in practice; few people have both outstanding managerial and leadership skills. The one does not necessarily guarantee the other.

The researcher sees the SPs as the ones who are accountable for whatever is taking place in schools. This is confirmed by Gorton and Schneider (1991, p. 122) who stressed that "the principal is the one who has the overall responsibility for administering the school and is the one who is held primarily accountable for whatever goes on in the school." A School principal is required by the systemic authorities to improve student learning and is held accountable for it by building commitments in developing a shared vision for motivating and energizing the teachers and students (Gamage, 1993, 1996b, 2006b; Ross and Gray, 2006; Mulford, 2003). Thus, principals are required to be accountable to the government and the school community while meeting the needs and expectations of students, teachers, and parents (Moore, George and Halpin, 2002, p. 175).

Gorton and Schneider (1991, p.327) emphasized the principals' managerial leadership roles by noting in their study of effective schools that effective leaders did more: they framed goals and objectives, set standards of performance, and created a productive working environment. Slee, Weiner, and Tomlinson (1998, p.128) add that leaders in schools need to offer leadership, set the tone, ethos, direction and purpose, translate purpose into plans, implement these plans, and have to check through monitoring and evaluation that progress is taking place. Ultimately, it is the execution of these roles that creates good or bad management and manifests itself in the overall performance of the school. The qualities of good leadership therefore stem from leadership styles used during the execution of the above management roles.

The concept of effective schools emanates from the field of school effectiveness; hence, the researcher saw the need to trace the developing stages of school effectiveness according to research findings by scholars.

Research on school effectiveness started in the United States of America in the 1970s.

This study has subsequently spread to Europe (Potter and Powell, 1992, p. 5). According to Preedy (1993, p. 229) "the research on school effectiveness, both in the United Kingdom and United States of America found that certain internal conditions are typical in schools that achieve higher levels of outcomes for their students".

To develop effective schools, the starting point is the management roles and leadership styles of the SPs. The role of principals in the United States of America evolved considerable and was characterized as a highly transformative issue in the 1930s (Beck and Murphy, 1993). The dominant role of a school principal as a scientific manager became one of the areas of focus in such research studies. The importance of SP cannot be overemphasized; for example, in the 1940s (in Europe and North America), the principal was expected to fulfil primarily the role of a democratic leader while in the 1970s the principal was viewed as a humanistic facilitator. In the 1980s evolution of SE demanded that the school principal was expected to serve primarily as instructional leader (Beck and Murphy, 1993).

The researcher concludes that, school effectiveness subsequently, is a significant field of research in which scholars focus on improving school performance. The improvement of schools manifests itself in good academic performance of learners, yet in practice some schools perform better than others. Much as we can say that there are different schools, and there are also different leaders who use different leadership styles, it can also be concluded that some leadership styles are more effective than others. It was therefore, imperative to carry out a study of this nature in order to find out how management roles and leadership styles of SPs produce effective schools in Dutywa Education District.

1.2.1 International perspective of effective schools

In USA, the integrative principal leadership style was found to be encouraging and creating a cooperative school environment for better school outcomes than schools with authoritative principal leadership styles (Eissa, Brown, and Wiseman, (1995, p.1)). Townsend (1997) found that effective schools in USA were primarily characterized by

good leadership, good policies and a safe and supportive atmosphere in which staff, parents and students were encouraged to work as teams towards common goals.

In the United Kingdom (UK), effective schools are usually judged on the bases of successful school leadership. Successful school leadership in the UK involves parents, learners, teachers, governors, senior managers and head teachers. Harris (2004) asserts that successful leadership in schools has resulted in higher levels of both student attainment and achievements. He emphasizes the importance of “distributed leadership”. He also points out that findings from the studies have identified the limitation of a singular leadership approach in securing school improvements.

1.2.2 An African perspective of effective schools

In Kenya, school academic performance is seen as a major indicator of an effective school. Almost all education stakeholders such as parents, students, teachers and education officials all agree that a school with a good academic record is an effective school while the one with poor academic records is regarded as an ineffective.

In Tanzania, stakeholders also believe that if the majority of learners pass exams well, that school is regarded as effective, but, if the performance of learners is poor, the school is regarded as ineffective.

It can be said that some countries in Africa regard schools that have poor academic records as ineffective while those that have good academic records are perceived as effective.

1.2.3 South African perspective of effective schools

In South Africa, as in other African countries, schools are assessed and evaluated on the basis of their academic performance. Parents send their children to schools which they believe produce good quality academic results. In South Africa, good performance of learners is not the only indicator of an effective school; there are other factors apart from academic results that constitute school effectiveness. These factors are; effective

management structures, a strong school governing body, a healthy school environment or climate, good infrastructure, motivated learners and good educators that determine school effectiveness.

Since 1994, the issues of SE and leadership roles have been documented in government policies (SA government policies); for example, in the South African Schools Act (SASA) 84 of 1996. The above Act laid the foundation for how a school should be effectively managed and governed in its quest for school effectiveness. In terms of the South African Schools Act, the management and leadership of the school rests with the principal and the School Management Team (SMT), while the governance of the school rests with the School Governing Body (SGB) consisting of teachers, parents, learners and other stakeholders.

Despite the policies listed above, there are still problems that affect both the management and leadership roles of school principals at schools. These problems manifest themselves in poor matric results in many Eastern Cape Province schools. Poor performance of matric students definitely reduces the extent to which students will have access to tertiary education. Because of the persisting problems and poor matric results, the researcher decided to undertake a research study to investigate what management roles and leadership styles used by SPs to make schools effective.

1.3 STATEMENT OF THE PROBLEM

The researcher has been a teacher for 13 years and a principal of a senior secondary school for 5 years in the Dutywa Education District. Throughout these years, the researcher observed that many secondary school principals simply did not involve their subordinates in their daily routine administrative duties and, as a result, undertook most duties themselves. It is out of this experience that the researcher decided to undertake a research study on the management roles and leadership styles of the SPs in relation to school effectiveness.

Several factors have been attributed to the perceived ineffectiveness of the secondary schools among which are: teacher factor, parental factor, economic factor, societal factor and principals' managerial leadership style, but this study was limited to the principals' managerial leadership style as a potent factor for school ineffectiveness. Personal experience has shown that many principals of secondary schools do not provide good leadership within the school system. Some do not motivate their teachers, learners, and parents, some do not even relate very well with these stakeholders. With this experience in mind, the researcher shared his experience and views in informal conversations with principals, teachers, learners and parents on why many schools these days were dysfunctional in terms of poor academic performance, teachers' lack of commitment and unprofessional behaviour, learners' lack of zeal and motivation to study, conflict between learners and management; conflict between school governing body and principal; and conflict between teachers and principal all indicate that there is a lack of proper management roles and effective leadership styles used by SPs.

It appears that these stakeholders do not feel comfortable with the ways principals behave in schools. This seems to be the reasons why most teachers are uncommitted and display unprofessional behaviour towards their job, learners' fail their examinations and parents do not support schools and consequently leads to ineffectiveness of the schools.

At the centre of the goings on in the schools is the principal. This study sought to determine how managerial roles and certain leadership styles of principals result in school effectiveness.

1.4 RESEARCH QUESTIONS

The purpose of this study was to determine the managerial roles and leadership styles of principals. The main research question was developed with the research problem and the background in mind as stated below:

What are the management roles and leadership styles used by principals that contribute to school effectiveness?

1.4.1 Sub-research questions

In order to answer the main research question the following sub-research questions were posed:

1. Which types of leadership styles contribute to an effective school?
2. To what extent does the proper execution of a principal's leadership roles ensure an effective school?
3. To what extent are the management roles correctly interpreted by principals?
4. Which factors contribute to principals' ineffectiveness in the management of schools?
5. What are the barriers to principals' execution of their management roles in schools?
6. What mechanisms can be put in place to ensure that principals perform their management and leadership roles effectively?

1.5 AIM OF THE STUDY

The aim of this study is to investigate the management roles and leadership styles of school principals that contribute to school effectiveness.

1.6 OBJECTIVES

The objectives of this study were as follows:

1. To ascertain the kind of leadership style(s) that can contribute to school effectiveness.
2. To investigate the extent to which proper execution of a principal's leadership role ensure effective school.

3. To determine the extent to which principals interpret their management roles.
4. To ascertain the factors that contribute to principals' ineffectiveness in the management of schools.
5. To ascertain the barriers to principals' execution of their management roles in schools.
6. To come up with mechanisms that can be implemented to ensure that principals carry out their managerial leadership roles effectively.

1.7 RATIONALE OF THE STUDY

The researcher developed an interest in conducting this study following concerns expressed about the management roles and leadership styles used by schools principals and how they contribute to overall school effectiveness. This study is worth investigation because the performance of a school, teachers, learners, parents and the School Governing Body are deeply affected by the principal's management role and leadership style(s).

Despite the increase in the number of schools built and number of learners enrolled after 1994, the majority of schools in Dutywa Education District can be regarded as underperforming schools. Most schools are under-resourced, poorly managed and either over-populated or under-populated hence the researcher saw the need to find possible solutions by investigating the best ways for principals to manage and lead their schools effectively. This study therefore had to focus on management roles and leadership styles in an effort to see how they could contribute to the creation of effective schools.

The ineffectiveness of a school principal's management role and leadership style(s) can lead to poor learner performance, teachers' lack of commitment, unprofessional behaviour and demotivation, as well as learners' lack of zeal and motivation to study, conflict between learners and management and conflict between management and the School Governing Body.

1.8 SIGNIFICANCE OF THE STUDY

The researcher envisages that the results of this study hopes to contribute to the existing knowledge of school principals' management roles and leadership styles and how they contribute to school overall effectiveness. The findings of study is planned to suggest and recommend the best management practices and leadership styles that can be used by school principals to ensure the overall effectiveness of their schools. The findings of this study will also be made available to the Department of Education to assist in minimizing all the barriers that contribute to school principals' ineffectiveness in executing their management roles and leadership styles. The findings of this study hopes to determine management and the best leadership styles that produce the best results and consequently, the best quality schools. The study can also be used to generate a model for possible ways to make schools effective. Dinham (2004, p.355) emphasizes that a principal's leadership is the key factor in the achievement of outstanding educational outcomes.

1.9 DELIMITATIONS OF THE STUDY

This study was delimited to six secondary schools of Dutywa Education District. It was also focused only on the management roles and leadership styles used by principals and how they contribute to school effectiveness.

1.10 LIMITATIONS OF THE STUDY

This study was affected by the following limitations: the researcher used a small sample size to conduct this study, meaning that the findings of the study will not be generalized to all the schools in the Dutywa Education District. Secondly, there were time constraints since the researcher is a full-time principal in a senior secondary school in the district.

1.11 DEFINITION OF CONCEPTS

In this study the following terms will be defined:

- **Effective management**

This refers to school administration or management which produces the best possible learning outcomes. In this study the term relates to the school principal that manages the school so best that the school fulfils its goals such as the best possible learning outcomes that are achieved as a result of joint consultation with the learners, teachers and parents.

- **Effective schools**

This refers to those schools that can essentially teach all students, rich or poor, in order to achieve high level of performance (Gorton and Schneider, 1988, p.225). In this context, the term refers to the school as an institution in which all learners taught to accomplish good academic and non-academic results due to effective management and leadership.

- **Leading**

Dean (1993, p.1) sees leading in schools as to "cause to go with one, especially by guiding or showing the way, or by going in front. It is to bring to a certain position or destination". In the context of this study, it means that the school principal of an effective school has to develop a vision and lead or guide by showing the way or going in front as a role model for all educators, learners and the school community in reaching his or her destination or vision. He or she does that through involving them all in decision-making.

- **Leadership**

According to Wiles and Bondi (1983, p. 286), "leadership is the art of imposing one's will upon others in such a manner as to command their obedience, their

respect and their loyal cooperation". In the context of this study, the school principal of an effective school influences educators, learners and parents to obey, respect and to be loyal to him or her.

- **Leadership style**

In this study, the leadership style will mean the way the school principal relates to his or staff, learners and parents in attempting to produce the best academic results.

- **Vision and Mission statement**

"For the school leader, vision is, at its simplest, the mental image of the kind of school you are trying to build for the future (Holmes, 1997, p. 16). In this investigation, it will mean each school is expected to have a vision which must not exclude the aspirations the school leader has for the present and future state of his or her school, including the quality of teaching and learning.

Participants in the school system need a sense of direction, which means people need to know what the organisation stands for, where it is headed, and what is going to take place to become better in terms of defined organizational purpose William and Poston (1994, P. 29-30). In the context of this study this means that all educators, learners, parents and stakeholders need to know the purpose of the school so that they may be involved in school activities and the give necessary support whenever it is needed. They should be made aware about the desired future of the school. They may even be made aware of the school plans for improvement so that they may provide support by means of advising or donating or physical participation.

- **School leaders**

School leaders in this context are "those persons, occupying various roles in the school, who work with others to provide direction and exert influence on persons

and things in order to achieve the school goals” (Leithwood and Riehl, 2003, p. 9). This definition implies the importance of the school principal's role, in collaboration with other stakeholders, in improving student performances and achievements.

- **School principal**

In this study, this refers to the highest-ranking order official in senior secondary schools who is accountable for everything which is taking place in that institution. The school principal as a higher-ranking order official is responsible for leading and ensuring effective school management.

1.12 LAY-OUT OF THE STUDY

This study consists of 5 chapters.

Chapter 1

Chapter 1 outlines the problem that will be investigated, namely, the best managerial leadership style(s) and that produces the best academic results thereby reflecting school effectiveness. It focuses on the introduction and background of the study and statement of the problem. It also reveals the guiding research questions, which will be used in this study. This chapter further focuses on the aim of the study, research objectives, rationale of the study, significance of the study, definition of terms, limitations and delimitations of the study, definition of concepts and summary of research methodology.

Chapter 2

In this chapter the focus is on the review of the relevant literature. It is vital for the researcher to know what earlier authorities have said about the problem which the researcher intends to research.

Chapter 3

This chapter describes the research methodology including the sample used, the instruments and the statistical techniques employed in the study. This involves the design and the collection of data instruments, validity and reliability of the study, population and sampling, and data collection procedure.

Chapter 4

This chapter concentrates on the summary and analysis of the raw data collected in the previous chapter, while also giving a general picture of the managerial leadership style that provides the best academic results in Grade twelve.

Chapter 5

This chapter evaluates the evidence collected by the researcher and facilitates the drawing up of conclusions and making of recommendations. Shortcomings of the investigation are revealed and new problems are uncovered.

1.13 CONCLUSION

This chapter highlighted the introduction of the study, background of the study, the statement of the problem, research questions, research objectives, limitations and delimitations of the study, definition of concepts and provided a conclusion. The next chapter will review the literature related to the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter examines studies related to managerial leadership styles of school principals for school effectiveness and how these managerial leadership styles impact on increased school performance. To make a meaningful study of the problem under investigation, literary works relevant to the research questions and a review of pertinent literature will be discussed in this chapter.

2.2 THE KEY CONCEPTS OF THE STUDY

In this chapter, the following concepts will be reviewed and examined to help the researcher to have a deeper understanding of the overall study: school manager, leadership, a leader, the distinction between leadership and management, vision and mission.

2.2.1 The school manager

According McKay and Allias (1995, p. 279), a school manager may be defined as anyone who has to co-ordinate the efforts of other educationists to achieve educational goals. Blandford (1997, p.1) defines a manager as someone who knows what he or she wants to do, is responsible for controlling resources and ensures that they are put to good use, promotes effectiveness in work done, strives for continuous improvement, is accountable for the performance of the unit he or she is managing of which he is a part and sets a climate or tone conducive to enabling people to give of their best.

The researcher assumes that SPs as managers are representatives of the DoE in their schools. McKay and Allias (1995, p.280) confirm this by stating that school managers are legally considered to be the executive members of an education department, but it is important that they must identify themselves with their teaching staff in order to be

successful in their leadership roles.

Harrison (1995, p.8) is of the opinion that "managers live in a practical world". Blandford (1997, p.5) agrees with Harrison by stating that, "to manage is to get things done through people". For Dean (1993, p. 1) "good management means working with people and resources as they are helping them to work to agreed ends". Blandford (1997, p.11) insists that "the development of the knowledge and understanding, skills and abilities required to manage, takes time". McKay and Allias (1985, p.282) agrees with the above scholar when he says that "to know how to manage is an ongoing process".

The effective manager is one who is flexible in relationships with individuals and the staff as a whole. The most effective managers are those who recognize the major forces that are involved in the leadership of a group, and who are flexible in the approach that they use in carrying out their leadership responsibilities (McKay and Allias, 1995, p. 280-282).

2.2.2 Leadership

Leadership is generally defined as one or other form of dominance where subordinates more or less have to accept the commands and control of another person (Van Deventer, 2005, P.139). Wiles and Bondi (1983, P.286) define leadership as the "art of imposing one's will upon others in such a manner as to command their obedience, their respect and their loyal co-operation". Wiles and Bondi (1983, P.286) see leadership as the "ability to get a man to do what you want him to do, when you want it done, in a way you want it done, because he wants to do it". McKay and Allias (1995, p.285) seem to support the above two scholars by saying that "leadership provides focus and sets direction".

Purkey and Smith (1985) have identified school leadership as one of the major factors in improving academic performance. They are of the view that strong leadership from administrators, teachers or integrated teams are important in initiating and maintaining

the improvement processes. De Maeyer, Rymenans, Van Petegem, Bergh and Rijlaarsdam, (2007) found that school leadership had an indirect effect, through school climate, on student achievements.

McKay and Allais (1995, P.284) state that "... leadership is seen as a process of simply making decisions, issuing instructions, and making sure that the job is done, by using appropriate reward or punishment. "For Musaazi (1982, p.53) "...leadership is concerned with the implementation of those policies and decisions which assist in directing the activities of an organisation towards its specified goals".

Farrant (1991, P.233) states that "there is no happier relationship between human partners than when one willingly accepts the leadership and authority of another whose desire is to seek the best for both". Bell and Harrison (1995, P.62) are of the opinion that "... leadership involves not only getting things done, but also supporting those who are doing it". Mc Kay and Allias (1995, P.285) see leadership as "a process of influencing people to direct their efforts towards the achievement of some particular goal or goals". Lemmer (1994, P.1) defines leadership as "the activity of influencing people to strive willingly for group objectives". Musaazi (1982, p.53) agrees with the above scholars when he says "leadership is the process of influencing the activities and behaviour of an individual or a group in efforts towards goal achievement in a given situation".

Leadership is also seen as the ability of an individual to influence others to work beyond ordinary levels to influence goals, the ability to persuade others to get something done. It is a process by which people are directed, guided and influenced in choosing and achieving goals, a set of interpersonal behaviours designed to influence employees to co-operate in the achievement of objectives (Hodgetts, 1982, p.342). Dubois (1993, p.9) agrees with the above scholars by saying "leadership as influence, should focus on the ability of people to meet job requirements, perform beyond expected levels and grow professionally".

Leadership is an interpersonal process pursuing certain objectives by means of the influencing of people as well as groups. Leadership is a complex process directly aimed at achieving the goals of the enterprise (Gerber, Nel, and Van Dyke, 1987, p.322). Lemmer (1994, p.1) defines leadership as "influencing people to follow in the achievement of a common goal". Kowalski and Reitzug (1993) define leadership as a process that results in the determination of organisational objectives and strategies, entails building consensus to meet those objectives and involves influencing others to work towards those objectives. Dubois (1993, p.9) states that "the notion of leadership means exerting influence in terms of cognitive, technical, personal, clinical and critical skills". According to Wiles and Bondi (1983, p. 286), "leadership is the human factor which binds a group together and motivates it toward a goal".

Rue and Byars (1991) see leadership as a process of involving a leader, and those who are being led to achieve a particular goal. Roebuck (1999, p.8) noted that "Leadership is the ability to get the best out of the followers in any given situation". "...the notion of leadership embodies the aspect of development of both the leader and the followers....it uses the people's strengths and knowledge to enhance the productivity of the organisation" (Drucker (1999, p.166). Musaaazi (1982, p.57) "... leadership is an interactive process between the leader and members of the group". "Many authorities in the school effectiveness field have identified 'leadership' as occupying a critical position in the development of effective schools" (Slee, Weiner, and Tomlinson, 1998, p.132). From the above scholastic definitions of leadership, the researcher concludes that the kind of leadership of a leader contributes a lot to the success or failure of the school progress.

2.2.3 A leader

Leaders are people with a purpose and a vision of possible accomplishments which give them the inspiration necessary for real success. Leaders are not drifters, going along without seeing where they are going; rather they must appear confident and act as if it

were impossible to fail. Faint leaders cannot win devoted followers (Musaazi 1982, p.56).

"A leader can be described as one who knows the way, shows the way and goes the way" (Musaazi, 1982, p.57). Musaazi (1982, p.57) further emphasizes that "to be a good leader one must learn to be a good follower". Farrant (1991, p.233) is of the opinion "that a good leader must possess high qualities of leadership because, like a general, he cannot win the battle by himself, but only by inspiring those with whom he serves". According to Musaazi (1982:56), "leaders are people who have a worthwhile task to do and who have the ability to get others to co-operate with them (leaders) in doing it".

Van der Westhuizen (1999, p.41) describe leading as "the activity or task which influences people in such a way that they will willingly work and strive towards achieving the goals of the group"; while Musaazi (1982, p.57) also agrees with the above scholar by stating that "the true leader does not drive his followers but gains their goodwill and loyalty by helping, motivating and guiding them".

A leader is conceptualized as a change agent as well as initiator of actions (Emmanuel, and Ronke, 2014, p. 12). Managerial leaders look for growth in other's technical, clinical, personal and critical competencies (Sergiovanni and Starrat, 1993, p.269). According to Riches and Morgan (1989, p.32), leaders should unleash people's creativity and innovation to enable individuals to make full and effective contributions in schools. Calitz, Fluglestad, and Lillejord (2002, p.45) suggest the following action of the wise leader during the problematic situations:

The leader steps back and observes and analyses: What was the problem? What are my intentions? What did I do? And what happened?

2.2.3 The concept of vision and mission statements

Holmes (1997, p.16) defines vision as "the mental image of the kind of school you are trying to build for the future". Holmes (1997, p.16) further states that " ...vision

includes the aspirations you have for the present and future learners in the school, the quality of teaching and learning which you think is attainable and the values which should influence everything which happens in the school".

Blandford (1997, p.48) seems to agree with Holmes by defining vision as "...a mental image of a possible and desirable future state of the organisation ...as vague as a dream or as precise as a goal or mission statement ...a view of a realistic, credible, attractive future for the organisation, a condition that is better in some important ways than what now exists". Blandford (1997, p.39) further adds that "a vision will move an organisation forward from where it is now to where it would want to be".

Vision is a picture of a better future but not of an unrealistic future. It is a reference point by which parents, teachers, learners and others make sense of change and face challenges. At its best, a school's vision gives everyone connected with the school, a reason for wanting to do things well and for the feeling of real pride in what the school is achieving (Holmes, 1997, p.16). Hoyle (1986, p.103) agrees with the above scholars by just stressing that "vision statements must be realistic and attainable".

The researcher believes that SPs must include other stake-holders when they craft the school vision. This allows these stake-holders to own the vision. Chievers (1995, p.44) supports this belief by saying that "any group of people brought together for a common purpose will need the opportunity to develop a clear vision and goals together if they are to function as an effective team".

Peeke (1994, p.7) sees a mission statement as "...a charter that defines the basic business or businesses in which the enterprise will engage the types of products it will make or the services it will provide, the market it will serve, and perhaps how the company will conduct its affairs". According to Caruthers and Lott (1981) as cited by Peeke (1994, p.8), "a mission statement should tell what an institution is and what it is not".

Blandford (1997, p.39) stresses that "mission" in the school system provides a sense of

direction and what the school stands for. William and Poston (1994, p.29-30) agree with Peek by saying that "participants in the school system need a sense of direction". Williams and Poston (1994, p.30) state that people need to know what the organisation stands for, where it is headed, and what is going to take place to become better in terms of defined organisational purpose. The researcher believes that if the organization lacks a mission statement, it is like a person going into a dark forest and not being able to see the wood from the trees and therefore not arriving at one's destination.

Progress cannot occur without a common focus on purpose and goals (William and Poston, 1994, p.30). Concerning the common focus on purpose and goals, Holmes (1997, p.37-38) says "...keep your eye on the ball, stick to the task, don't forget where you 're going...the task of leadership here is to organize the school, the teachers, the curriculum, and all the attendant processes and structures so that learning can occur".

2.2.4 The distinction between leadership and management

A distinction between leadership and management is frequently made in the research literature. "Leadership and management are not necessarily the same, but they are not mutually exclusive" (Lemmer 1994, P.10). Gerber, Nel, and Van Dyk (1998, P.287) state that "managers have been characterized as people who do things right, and leaders as people who do right things". "Management is a process of planning, organizing, motivating and guiding whereas leadership is more a process of encouraging and influencing people to co-operate in achieving goals that are perceived to be satisfying" (Williams, 1983).

Kemp and Nathan (1995, p.9) are of the opinion that "to be a good manager you do not have to be a born leader". Chivers (1995, P.7) adds "...it is possible to be a good manager without being a good leader but, it is almost impossible to be a good leader without being a good manager". The researcher sees this as having the following implication:

One can be a good manager but not a good leader, but one cannot be a good leader without being a good manager.

In practice, few people have both outstanding managerial and leadership skills. The one does not necessarily guarantee the other. Teachers in non-managerial positions may display leadership qualities and skills. Few people are both excellent managers and leaders (Lemmer, 1994, p.10-11).

According to Dean (1993, p.1), "Leadership in school is to cause to go with one, especially by guiding or showing the way, or by going in front; it is to bring to a certain position or destination". Dean (1993, p.1) further emphasizes the view that "being a leader means knowing where one is going to achieve a shared vision with colleagues ...being a manager on the other side means getting things done which lead to the realization of the vision through other people". Blandford insists that the difference between a manager and a leader is that:

If the task of the team was to climb a mountain, a leader would climb to the top, throw a rope down and ask the team to join him or her. In contrast, a manager would consult his or her team at every stage of the climb which they would then complete together (Blandford, 1997, p.16).

Learning to be a leader is more complex than learning to be a manager. Learning to be a leader is a painful business, because it requires qualities such as commitment, passion, zest, energy, care, love, enthusiasm, patience and tolerance (Chivers 1995, p.6-7). Research on school leadership, for example, points out numerous personal attributes that make up a good leader, such as self-confidence, flexibility, consistency, objectivity, a high level of motivation, good communication skills, the ability to make difficult decisions and problem-solving skills. A high level of competence, high expectations, initiative, vision and a keen sense of commitment and responsibility are also attributes associated with a leader (Lemmer, 1994, p.3).

(Chivers, 1995, p.6) differentiates leadership from management in the following way:

For me leadership is epitomized by personal attributes - the four Cs of charisma, character, credibility and the ability to communicate. Management is more to do with personal skills - the four Ss of standards, style, systems and the ability to solve problems

Guthrie and Reed (1986), as quoted by Lemmer (1994, p.11), believe that the school principals must be both managers and leaders:

As managers they must ensure that fiscal and human resources are used effectively for achieving organizational goals. As leaders they must display the vision and skills necessary to create and maintain a suitable teaching and learning environment, to develop goals and to inspire others to achieve these goals.

Leaders have been characterized by terms such as charismatic and inspiring, but one rarely hears of a charismatic or inspiring manager. Management has connotation: rather than that of being rational, it is one of being a process that involves the head instead of the heart. Management is associated in many peoples' minds with words like efficiency planning, paperwork, procedures, regulations, control and consistency. Leadership is associated with words like risk taking, dynamic, creativity, change and vision (Gerber, Nel, and Van Dyk, 1998, p.268-288).

Gerber, *et al* (1998, p.287) makes the following distinctions between management roles and leadership:

Managers administer, leaders innovate; managers maintain, leaders develop; managers control, leaders inspire; managers have a short-term view, leaders have a long-term view; managers ask how and when, leaders ask what and why; managers imitate, leaders originate; managers accept the status quo, while leaders challenge it.

2.3 THE EFFECTIVE SCHOOL

Many writers have tried to define the concept "effective school". Blandford (1997, p.49) says, "If a school is to be successful it must be effective". For Calitz, Fuglestad and Lillejord (2002, p.20) effectiveness means "achieving the objectives of the school, institution or education system". Preedy (1993, p.1) states that "school effectiveness is often defined in terms of goal achievement". Preedy (1993, p.3) further states that a "school is effective in so far as it fulfils its goals or objectives". According to Bell (1992, p.24), "effective schools maximize learner achievement, care for the development of the whole individual and prepare learners for adult life". Preedy (1999) identifies three main ways in which effectiveness in terms of goal achievement is conceptualized:

In terms of outcomes, that is, learner examination results, social and personal development; with respect to process factors such as culture or ethos, and levels of staff and student satisfaction with the way the school operates; in terms of the school's success in acquiring inputs (Preedy, 1993, p.2).

Reid, Hopkins and Holly (1987, p.12) note that "effectiveness is concerned with achieving agreed objectives whether or not these objectives are selected from a broad *a` la carte* menu of choices or from a restricted table *d'hote* of options". Bell (1992, P.25) states that "a school therefore is effective insofar as it accomplishes what it sets out to do".

Preedy (1993, P.29) points out that "effective or successful schools seem to know what they are about and where they are going". According to Bell (1992, p.24) "school effectiveness means getting things done through other people and supporting them in all that they need to do in order to establish and sustain their effectiveness". Blandford (1997, p.10) states that "effectiveness involves leadership, ethos, high expectations of learners and staff, positive teaching and learning styles, sound assessment procedures, recognition of learners' participation in learning, parental involvement in the life of the school and a programme of extra-curricular activities". According to Potter and Powell (1992, p.5) effectiveness means "the school satisfies external criteria, such as the

demands of parents and students, and does well against comparable institutions in key areas of performance such as examination results".

Positional power is important in schools. Dean (1993, p.7) confirms this when he says "A wise administrator knows the limits of his own authority, and as far as possible, avoids weakening his authority by trying to exercise it where it is likely to be challenged or ignored. Bossert (1988, p.346) reports in his review of studies on effective schools, that "successful schools have administrators who are strong pragmatic leaders and who set high standards, observe classrooms, frequently maintain student discipline and create incentives for learning". Gorton and Schneider (1991, p.324) in their investigation of elements that make schools effective discovered that "effective schools have strong administrative leadership". Gorton and Schneider (1991, p.324) consent when they state that "effective schools must have strong administrative leadership without which the disparate elements of good schooling can neither be brought together nor kept together".

2.3.1 Characteristics of effective schools

Barbara (2014) identified the following characteristics of effective schools:

Clear and Focused School Mission: In an effective school, mission is articulated clearly and school staff show the commitment to the instructional goals, priorities, assessment procedures and accountability.

Safe and Orderly Environment: There is an orderly and purposeful atmosphere that is free from the threat of physical harm for both students and staff in which the atmosphere is not oppressive but conducive to teaching and learning.

High Expectations: The school displays a climate of expectation in which the staff believe and demonstrate that students can attain mastery of basic skills and that they (the staff) have the capability to help students to achieve such a mastery.

Opportunity to Learn and Time on Task: Teachers allocate a significant amount of classroom time to instruction in basic skills areas. For a high percentage of that allocated time, students are engaged in planned learning activities directly related to identified objectives.

Instructional Leadership: The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents and students, and who understands and applies the characteristics of instructional effectiveness in the management of the instructional program at the school.

Frequent Monitoring of Student Progress: Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher-made tests, samples of students' work, mastery skills checklists, criterion-referenced tests and norm-referenced tests are used. The results of testing are used to improve individual student performance and also to improve the instructional program.

Positive Home-School Relations: Parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve its mission.

Purkey and Smith (1983, p.452) seems to agree with Barbara (2014) by identifying the following list of organizational factors which are the characteristics of effective schools:

- Curriculum focused school leadership.
- Supportive climate within the school.
- Emphases on curriculum and teaching, for example, maximizing academic learning.
- Clear goals and high expectations for students.
- A system for monitoring performance and achievement.
- Ongoing staff development and in-service training.
- Parental involvement and support
- Departmental support.

Silver (1984, p.162) agrees with the above scholars but uses the language of 'good schools' instead of 'effective schools' and considers the following characteristics of effective schools:

Good schools have clear educational aims.... Good schools target learning outcomes. ...every student can learn and is willing to learn. An attitude of success permeates the whole school.... A good school has a good principal who is an educator rather than merely a manager.... Good schools... understand that their core tasks is educating. ...Their teachers direct their energy to academic learning.... There is a school-wide systematic regular assessment program.... Good schools maintain an orderly and safe environment for learning. In good schools, it is safe for a student to be curious, to play with ideas, to experiment and to make mistakes. Good schools do not burden either their students or their staff so heavily that time for enrichment, time to reflect, time to participate in recreation or artistic or professional or other educational pursuits are crowded out of the program.... Good schools are good places to live and work in for everybody.

In the United Kingdom, Potter and Powell (1992, p.11-12) have identified the following same factors as above by listing characteristics of effective teaching in effective schools:

The school has a set of commonly held aims which are understood by teachers and students; an atmosphere of mutual trust and respect is fostered through open communication by teachers and students; teachers have a commitment to learn and a belief that all students are able to achieve; the head-teachers and students have high expectations of achievement and make few excuses for under-performance; there is good discipline in the school which is achieved through the maintenance of safe and sensible rules; the environment is kept in a state of repair and is respected by the students; a high proportion of lesson time is spent on teaching and learning, little time is spent on disciplinary matters, lessons begin and end on time; the teacher employs a range of approaches within a lesson; the teacher values students' contributions and

makes use of praise and reward to underline the value of achievement and the pursuit of excellence; students receive clear feedback on their performance and are shown what is expected of them. Assessment is regular, formative and diagnostic; teachers regularly set, monitor and mark homework; the curriculum is seen to be relevant to students' immediate and long-term needs.

Preedy (1993, p.34) notes the following characteristics of a 'good' school concerning the high proportions of learners:

- Learners make above average levels of academic progress.
- Learners are satisfied with the education they are receiving.
- Learners have formed a good or vital relationship with their teachers.

Dean (1993, p.6) found that effective North American schools operate differently according to the social background of their students:

Schools with students whose background is of high socio-economic status are supported in their expectations of students by their expectations of parents. Where the background of students is of low socio-economic status, parents do not support school expectations and the schools have to set their own expectations. In this context, effective principals are forceful in establishing high expectations and standards and there is much use of rewards for students using devices like exhibitions of 'students of the month' and frequent use of assemblies and honour rolls and public lists which recognise academic achievement, improvement, citizenship, attendance and behaviour. This is not needed as much in schools with high socio-economic background (Dean 1993, p.6).

Silver (1994, p.101-102) uncovered almost the same as other scholars and lists the following characteristics of effective schools:

A good school had an informal culture of human relations. Most schools are deemed good if they promote allegiance to broad cultural norms and, above all, achievement. The good school aims to motivate all of its learners to achieve high marks. The good

school is that which most successfully matches its curricular organization and ethos to an expectation of high commitment by children... a good school is 'good', not so much because of the specific nature of what is taught but through the manner in which a positive, supportive, rich and frequently interactive atmosphere is developed.

Hopkins, Ainscow and West (1994, p.44), like the above scholars, found in their study that the effective school correlates with "emphases on student acquisition of basic skills, high expectations for students, strong administrative leadership, frequent monitoring of student progress, and orderly learning environment...."

The National Commission on Education (1996) lists the following ten features of successful schools that form the bases for proposal for raising achievement in schools:

- Strong positive leadership by the head and senior staff.
- A good atmosphere or spirit, generated by shared aims and values and by a physical environment that is as attractive and stimulating as possible.
- High and consistent expectations of all learners.
- A clear and continuing focus on teaching and learning.
- Well-developed procedures for assessing on how learners are progressing.
- Responsibility for learning shared by the learners themselves.
- Participation by learners in the life of the school.
- Rewards and incentives to encourage learners to succeed.
- Parental involvement in learners' education and in supporting the aims of the school.
- Extra-curricular activities, which broaden learners' interest and experiences, expand their opportunities to succeed and help to build good relationships within the school.

Reid Hopkins and Holly (1987, p.12) found in their study of effective schools that "an effective school will value certain factors such as the improvement of both teaching and learning, the development of the school as a learning institution, the humanization of schooling, the total involvement of staff in both collaboration and democratic

collegiality, an awareness of the benefits of both process and product and the research-based, INSET-based nature of school development”.

Rutter (1979, p. 178), in his study of comparing ten secondary schools in inner London, found that effective schools were characterized by factors such as the degree of academic emphasis, teacher actions in lessons, the availability of incentives and rewards, good conditions for learners and the extent to which children were able to take responsibility. Holmes (1997, p. 19) noted that strong leadership, high-performing teachers, well-planned curricula, big enrolment of learners, supportive parents and community, and adequate resources characterize effective schools.

Townsend (1997), in his comparative study between Australian and American schools found that an effective school was primarily characterized by good leadership and staff, good policies and a safe and/or supportive atmosphere in which staff, parents and students were encouraged to work as teams towards common goals.

2.4 MANAGERIAL AND LEADERSHIP ROLES OF A SCHOOL PRINCIPAL FOR EFFECTIVENESS.

Chivers (1995, p.7) maintains that “school principals have no choice but to perform both management and leadership roles” for effective schools, hence managerial leadership roles of the school principal for effective schools. Moore, George and Halpin (2002, p.175) assert that a school principal is required to act as a managing director, school leader, marketer and an agent between the school and its customers. Thus, principals are required to be accountable to the government and the school community while meeting the needs and expectations of students, teachers, and parents.

2.4.1 Management roles of the school principal for school effectiveness

The SPs, as managers of schools, are expected to perform a number of roles in order to make their schools effective. According to Gorton and Schneider (1991, p.86) “school managers are expected to procure, organise and co-ordinate both physical and human resources so that the goals of the organisation can be attained effectively”.

The principal, as the head of the school, is responsible for policy implementation, maintaining organizational stability and dealing with day-to-day routines of the job such as providing and distributing financial and material resources, managing the school facility, managing the student body, maintaining effective communications with educational stakeholders, reducing disruptions to the instructional program, mediating conflicts and attending to political demands of the school or school districts (Emmanuel and Ronke, 2013).

Waters, Marzano and McNulty (2004) found that effective principals placed high emphasis on achieving high levels of student learning and provided resources towards any efforts to improve the achievement and general well-being of the students. In practice, these principals constantly encourage teachers and students to attain high levels of academic achievements, adopt collaborative planning processes, problem-solving and decision-making. The SPs focus on school improvements while ensuring that all school development programs are geared to make all students learn. Other elements emphasized by the principals in high-achieving schools are discussions of instructional issues including curriculum and instruction, classroom observations and feedback to teachers, support of teacher autonomy, risk taking, provision about professional development opportunities together with resources, protecting instructional time, monitoring student progress and sharing findings; using the student progress data for program improvements, recognition and celebration of student and staff achievements. In this context, Cotton (2003) confirms that these instructional leadership practices of the principals have contributed to high levels of student achievements.

Informal conversations made by principals at day-to-day interactions evidently have positive effects on increased teacher motivation, satisfaction, self-esteem, efficacy, sense of security and feeling of support. The principals' feedback on observed classroom behaviours increases teacher reflection, creativity, instructional variety, risk-taking and better planning for instruction (Blasé and Blasé, 2000, p.133-134).

A study conducted by Fisher and Frey (2002) reveals that the principal as an instructional leader led to increased student academic achievements while decreasing drop-out rates. They found that the principal regularly modelled lessons in front of teachers and students and interacted with students to provide encouragement and strategies to achieve success.

Gentilucci and Muto (2007) commented in their findings that instructional leaders positively influenced students' academic achievement meeting the students formally and informally for discussions. They also felt that principals, who were approachable, motivated the students to work harder and to face challenges, got higher academic performance in terms of learners' achievement. Furthermore, principals who visited classrooms regularly for longer periods and did so interactively were perceived as more influential than those who visited less frequently for shorter periods.

In Australia, a study by Gurr, Drysdale and Mulford (2006) found that values and beliefs of principals and capacity-building could contribute to the student outcomes. The principals' values and beliefs were grouped into three main categories:

- Innate goodness and passion demonstrated through honesty, empathy and commitment to equity.
- Being open and flexible, a belief that all students can learn and
- Dispersed leadership and responsibility (distributed leadership).

Hale and Rollins (2006, p.2) found in their study in USA that the principals in schools reflecting high academic achievement spent a considerable amount of time in holding teachers accountable for student performance while encouraging them to involve in problem-solving meetings. They also created collaborative working environments and peer reviews in order to help teachers build stronger and more trusting relationships. In addition to this, the principals created higher levels of student participation, and also created a strong connection with parents and community.

Allen (2007), and Robertson and Miller (2007) in their study conducted in the UK and

New Zealand confirmed that the partnerships resulted in increased student achievements. This study also showed that equity resulted from building partnerships between teachers, students, parents, and school leaders in New Zealand. The study conducted by Allen (2007) and Miller (2007) concluded that there had been an excellent response to improving the teaching and learning process by involving parents and community to help the students during the teaching learning-processes.

Hallinger and Murphy (1986, p.330) in their study of comparing “high effective schools” with “low effective schools” found that the principals of low effective schools tended to take a very directive role in the selection, development and implementation of curriculum and instructional programs, while the principals in high effective schools tended to have a less direct control over classroom instruction, respecting the autonomy of teachers with regard to instructional decision-making. The role of principals as instructional leaders in low effective schools tended to be more task-oriented (emphasizing one-way communication that focused on the completion of a given activity), while principals in the “high effective schools” promoted a stronger relationship orientation with collegial working environments using staff by emphasizing two-way communication where the leader positively reinforced the efforts of followers to engage in desired activities.

Quinn (2002) found that strong leadership, dedicated staff, monitoring of students’ progress, high expectations, positive learning climate, early identification of learning problems, curriculum continuity, multicultural education and gender equity characterized high achieving schools. Quinn (2002, p. 459) found that there was a relationship between strong instructional leadership of the principal and students’ success and academic achievements. He reported that instructional leadership roles of the principals in terms of providing resources, instructional support, communicating, and being in visible presence at schools were essential.

According to Wallace Foundation (2012), the responsibilities of principals in effective schools should entail the following five key responsibilities:

- Shaping a vision of academic success for all students and one based on high standards.
- Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail.
- Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision.
- Improving instruction to enable teachers to teach at their best and students to learn at their utmost.
- Managing people, data and processes to foster school improvement.

According to the Department of Education (2008), the SPs should perform the following duties in order to make their schools effective:

- Ensure that all resources are used effectively and efficiently to support learning.
- Ensure that all stakeholders in the school are committed to the vision and mission of the school.
- Ensure that the school is a learning organisation by ensuring that educators and learners model good learning practices.
- Establish sound quality assurance systems that include evaluation and performance management in accordance with current legislation and policies.
- Ensure systems of accountability in reporting to the School Governing Body (SGB), and Department of Education (DoE).
- Ensure that the SGB, parents, learners and educators have a clear understanding of their roles, responsibilities and accountabilities.
- Promote a positive ethos and culture that supports quality education.
- Motivate and provide support systems for educators.

Lemmer (1994, p.1) takes the view that “the performance of a school, its staff and learners is deeply affected by the principal's leadership role”. Preedy (1993, p.11) conducted a study of purposeful leadership and discovered that “the head-teacher understands the needs of the school, and is involved actively in the school's work,

without exerting total control over the rest of the staff". Gorton and Schneider (1991, p.325) see the role of effective school principals in effective schools as follows:

Effective principals understand the school's education program inside out.... spend about half of their time in the school's halls and classrooms, often teaching classes themselves.... are 'high visibility leaders' rather than spending most of their time in their offices.

Dean (1993, p.3) notes the following roles of the effective school leader in effective school:

The school leader has a mission for the school; she or he inspires commitment to the school's mission, and so gives direction and purpose to its work; coordinates the work of the school by allocating the roles and delegating responsibilities; is actively visible and involved in planning and implementing change; is ready to delegate and to value the contribution of colleagues; is a skilled communicator, keeping everyone informed about important decisions and events; has the capacity to stand back from daily life in order to challenge what is taken for granted to anticipate problems and spot opportunities; is committed to the school, its members and its reputation; objectively appraises strengths and weakness so as to build upon the best of current practices in remedying deficiencies; emphasizes the quality of teaching and learning, lesson by lesson and day by day; has high expectations of all staff and all students; and recognises that support and encouragement are needed for everyone to give of their best.

Lemmer (1994, p.11) is of the opinion that "the purpose of school leadership is to make schools effective and successful in order to improve the quality of learning for pupils".

Dean (1993, p.8) notes the following duties and responsibilities for SPs:

Develop goals, policies and directions; organise the school and design programmes to accomplish the goals; monitor progress, solve problems and maintain order; procure, manage and allocate resources; create a climate for personal and professional growth

and development and represent the school to the district office and the outside world.

Based on their finding, Gorton and Schneider (1991, p.326) believed that effective administrators possess strong need to develop good interpersonal relations with others; engage in different problem-solving situations that call for considerable emotional control; and like to be well organized, active and directed toward achievement of success. ...by contrast, ineffective administrators have low needs in these areas.

Dean (1993, p.4) is of the view that "a successful leader supports individuals and makes them feel of value". Dean (1993, p.4) further says, "The head-teacher's word of encouragement is important to all teachers and other staff as well as to students, and it is a good idea to try to be systematic about this to ensure that no one is missed". In their study, Gorton and Schneider (1991, p.328) noticed the following attributes and skills of effective leaders:

They are sensitive to the needs of others, explain the reasons for their actions, involve others in important decisions, are open to criticism without being defensive, are willing to admit mistakes and to make changes and are also honest and fair in interacting with others.

2.4.2.1 Elements of management roles of the school principal for effective schools.

The following elements of management roles are going to be discussed, namely; planning, organising, directing, co-ordinating, supervision, controlling, staffing, reporting, motivation and evaluation.

2.4.2.1.1 Planning

Planning is the process of preparing a set of decisions for action in the future. Planning is aimed at goal achievement in respect of a particular thing or situation and hence it involves pre-thinking, predication and forecasting the future expectations in

administration. In a school situation planning, is the responsibility of the School Management Team (SMT), and is presented to staff for improvement.

2.4.1.2 Organizing

Organising is next to planning. It has to do with a particular group of people and activities in a defined unit and trying to establish a relationship with them. A formal structure is established and there is a division of labour among the people in order to attain stated goals in the organization. Here, work is scheduled among members of the staff following the organizational chart. A manager has to delegate, establish the appropriate procedure for accomplishing the work, provide requirements in terms of materials, funding, information and other resources to where and when needed.

2.4.1.3 Directing

A leader directs to ensure that workers obey and perform their duties appropriately. To direct effectively, adequate motivation and an effective communication system are required. A leader will direct others successfully by setting the pace i.e. leading by good example.

2.4.1.4 Coordinating

This is referred to as the ability of a leader to attempt to unify the institution for goal achievement. Coordination has to do with the integration of various parts of the work in order to ensure a match between the operating result and the goal to be achieved. Equally, it involves managing the use of personnel and material resources to operate an organization. A good leader will always ensure that things are done in sequence in the organization (school). That is, doing the right thing at the right time and in the right place, using the appropriate method for attainment.

2.4.1.5 Supervision

A leader needs to guide the operational activities of the workers. Educational supervision is a process which aims at helping the professional growth and cooperation

among the teachers so that they can be self-directive, creative and more productive, for example, using the Integrated Quality Management Systems (IQMS). As a school leader, legitimate effort should be made in assisting the classroom teachers to improve on their own in order for them to be self-propelling practitioners as well as ensuring a favourable setting for effective teaching and learning. The principal should be able to delegate this duty to the members of the School Management Team (SMT) in which he is also a member.

2.4.1.6 Controlling

This refers to the ability of a leader to have subordinates subjected to him in order to achieve the institutional goals and objectives. Controlling is to ensure that results are as planned. It involves the setting of a standard, which provides the basis for comparing the actual output against the intended output in order to take corrective measures.

2.4.1.7 Staffing

This implies the ability of a manager or principal to employ the right people at the right time and have them placed in the right job. The need for personnel in any organization is indispensable. Organizational goals can only be achieved through people and it is the major duty of the principal to service, train, maintain, assign and supervise the personnel requirements in his or her goal achievement.

2.4.1.8 Reporting (Communication)

The principal must give clear instructions and information to all the people concerned. Manager must report on the performances of the group, individuals, materials, methods and their contributions towards achieving the organizational goals to their immediate supervisors; in this case, the Educational Development Officials (EDOs). The principal or the manager also has to praise, transfer and sack employees when necessary.

2.4.1.9 Motivation

Motivation is the drive, energy or degree of activities individuals display towards goal achievement. There are many means that can be used by the school manager to motivate personnel in the school system in order to achieve higher productivity and these factors range from payment of good salaries and wages, a good incentive system, work ethics to social values. Motivating personnel helps in achieving quality control in the school, improving the level of co-operation among the staff and enabling the school personnel to be the best they can.

2.4.1.10 Evaluation

Among the major indispensable functions of an educational manager is the programme of evaluation. In any educational institution, there is a need for the school administrator to evaluate the performance of his or her school staff against the goals and objectives of the school and to inform the annual school report. As the school head, the principal must be prepared to assess the successes and failures in the achievement of the school's aims and objectives for necessary improvements objectively.

2.4.2 Leadership roles of the school principal for effective schools

In an organization like a school, the SP, as a manager, is expected to play a very significant role in order to make sure that the school vision and mission are implemented as expected by the DoE. In order to implement the broader vision of the DoE, the SP must first have his or her own vision, mission and goals. The SP has to "sell" his or her vision to the staff, parents, community and learners in the school. If the school principal lacks vision, the school perishes. "...lack of vision or sense of purpose is suggested as a cause of school failure" (Holmes, 1997, p.19). Catano and Stronge (2007, p.394) believe that the political pressure regarding high accountability requires principals to improve instruction and student achievements while maintaining facilities, supervising student conduct and managing budgets.

Beare, Caldwell and Millikan (1994, p.126) state that "the leader implants the vision in

the structures and processes of the organization, so that people experience the vision in the various patterned activities of the organization". According to Blandford (1997, p. 49) "a measure of a school's effectiveness is the ability of the staff to work towards achieving the school's vision A school vision statement directs the school's population towards a common purpose". Holmes (1997, p. 15) concurs "If you wish to be a successful school leader then sooner or later you will have to come to terms with the notion of vision. All successful school leaders' aims are built around a clear sense of vision and purpose. All successful school leaders have a firm grasp of educational vision and purpose and can relate that vision to the regular tasks and challenges of school leadership" (Holmes, (1997, p.15). The school manager has a critical role in articulating organisational goals which reflect vision and mission. Holmes further states that the school manager has the responsibility of defining a school's vision or aims (Holmes, 1997, p.15).

Hoyle (1986, p.103) further states that "to be effective, the school manager or leader must grasp the configuration of forces at work in environment, to construct an achievable mission or vision ... the possibility to convey this mission or vision to others often through skilful use of language and symbol and to obtain commitment to the mission". Holmes (1997, p.22) argues that "no school can assume that its teachers all share common purpose, all espouse a relevant set of values and all articulate those values in their day-to-day work, unless the sense of vision is clearly debated, regularly restated and firmly embedded in what the school does"

Cotton (2003, p. 2-3) emphasizes the following roles played by the principals of effective schools:

- The establishment of a clear focus on student learning by having a vision, clear learning goals, and high expectations for learning for all students.
- Principal's interactions and cordial relationships with relevant stakeholders, communication and interaction, emotional and interpersonal support, visibility

and accessibility, parent/community participation all lead to high academic achievement of learners.

- Developing a school culture conducive to teaching and learning through shared leadership and decision-making and collaboration, risk taking which all lead to continuous improvements.
- Providing instructional leadership through discussions on instructional issues, observing classroom teaching and giving feedback, supporting teacher autonomy and protecting instructional time.
- The principal should be accountable for effective and supporting continuous improvements through monitoring progress and using student progress data for program improvements.

The school effectiveness research revealed that the role of leadership contributes to improved school performance and student achievements. In the context of the changing role of school leadership, Gamage (1990, p. 99) asserts that it is necessary for a principal to understand where he or she stands along the leadership continuum in leading and managing a school towards improving student achievements. For this purpose, a principal needs to have a clear understanding of the major dimensions of his or her position, including:

- The aims and goals which his or her school is attempting to achieve.
- The means or the resources available to achieve these goals.
- The degree of freedom delegated to him or her by the employing authority to innovate or modify existing educational methods and procedures in order to achieve these goals.
- The legal, traditional and personal authority vested in the role of the principal.
- The constraints and boundaries likely to limit school-based decisions.
- The extent of the principal's responsibility and accountability for funding, staffing and administration of the school.

It has been found that effective leaders develop school climates and cultures that help to motivate both the students and teachers thus leading to the creation of better teaching and learning environments which are more conducive to higher levels of student achievement. A school principal is also required by the systemic authorities to improve student learning and is held accountable for it by building commitments in developing a shared vision for motivating and energizing the teachers and students (Gamage, 1993, 1996b, 2006b; Ross and Gray, 2006; Mulford, 2003).

2.4.2.1 Characteristics of effective leaders for effective schools

According to the Department of Education (2008), the following are the key six characteristics of effective school leaders:

- Leadership means having a clear personal vision of what you want to achieve.
- Effective leaders are in the thick of things, working alongside with their colleagues.
- Leadership means respecting teachers' autonomy and protecting them from extraneous demands.
- Effective leaders look ahead, anticipate change and prepare people for it so that it doesn't surprise or disempower them.
- Effective leaders are pragmatic. They are able to grasp the realities of the political and economic context and they are able to negotiate and compromise.
- Effective leaders are informed by, and communicate, clear sets of personal and educational values which represent their moral purposes for the school.

2.4.2.2 Leadership theories

Frederick (2014, p. 14-15) explains the following eight different types of leadership theories which include the two recently established transformational and distributive leadership theories:

- 1. Great Man Theories:** The great man theory is based on the view that competence for management is inborn and that great leaders are extra-ordinary

people, born with natural qualities, destined to lead and not trained to become leaders.

2. **Trait Theories:** This considers that managers are born, and not made.
3. **Behavioural Theories:** Behavioural management theories give attention to what managers actually do rather than on their merits.
4. **Situational Theories:** These seek to explain leaders' abilities by looking at the influence of the situation on managers' expertise and behaviours. It leads to the concept of "situational leadership". Situational leadership emphasizes the view that each type of leadership behaviour works well in some situations but not in others.
5. **Contingency Theory:** Contingency theory is a behavioural theory based on the claims that there is no best way to manage or lead an organisation.
6. **Transactional Theory:** This emphasises the importance of motivating and directing followers, focusing on shared benefits derived from a form of 'contract' through which the leader distributes such incentives as rewards or acknowledgement in return for the dedication or loyalty of the followers.
7. **Transformational Theory:** This focuses on the individual characteristics of managers and leaders which power their effectiveness and the achievement of their organizational performance. In transformational leadership, visionary leaders are responsible for the transformation of organizations. Transformational leaders create knowledge, expertise and recognition of goals and mission. They stimulate support among colleagues for these goals to be achieved, and are able to persuade followers because they invent meaning within their schools.
8. **Distributed Theory:** This is about sharing of leadership duties by the leader with staff members in the school.

2.4.2.3 Categories of leadership for effective schools

Emmanuel and Ronke (2013) suggest the following categories of leadership:

Instructional leadership: This focuses on the behaviours of teachers as they engage in activities directly affecting the growth of students, hence principals alone cannot fulfil all school needs. Most conceptions of instructional leadership allocate authority and influence to formal administrative roles of the school principal. A study by Hallinger and Murphy (1986, p.330) based on a survey, interviews and documentary analyses found that strong instructional leadership has consistently been described as a key factor in creating effective schools.

Moral leadership: This focuses on the values and ethics of leadership which means influence is derived from defensible conceptions of what is right and good. Moral leadership in a democratic society entails a moral imperative to promote equity, democratic community and social justice.

Participative leadership: This leadership is also referred to as “group” “shared” or “teacher” leadership. It stresses the decision-making processes of the group. It is associated with increased organizational effectiveness.

Contingency leadership: This is about how leaders respond to the unique organizational circumstances or problems. Contingency leadership stresses that different contexts require different leadership styles. It is also assumed that individuals providing contingency leadership, typically those in formal administrative roles, are capable of mastering a large repertoire of leadership styles. Their influence depends, in large measure, on matching the appropriate leadership style to the situation.

Managerial leadership: This focuses on the functions, tasks, or behaviours of the leaders and assumes that if these functions are carried out competently, the work of others in the organization will be facilitated.

2.4.2.4 The decision-making process of the school principal (as a leader) for an effective school

The researcher believes that the power of the success or failure of the school principal as a leader lies in the decision-making processes he or she carries out daily. Wilson,

George Wellins and Byham (1994) suggest the following decision-making processes of the school principal for effective schools:

Autocratic decision-making: The leader makes all decisions. Educators follow and do not question their leader's decisions.

Central decision-making: The principal is in charge of all decision. Educators cluster around principal and give suggestions but principal's word is final.

Transitional decision-making: The principal is central to all decision-making processes but allows some key members of staff to take decisions and have control in specified areas. Educators cluster around the principal for most decisions. A small team that works with the principal is formed.

Partnering decision-making: The principal allows the group to make decisions and partners with key staff members so that policy and vision are followed according to plan. Educators are able to take control and work as a team. The principal works with one or two others in a collegial fashion.

Empowering decision-making: The principal acts as mentor to the staff who have decision-making powers although accountability lies with the principal. Educators work as empowered and self-led teams.

2.5 THE MANGERIAL LEADERSHIP STYLES OF THE SCHOOL PRINCIPAL FOR EFFECTIVE SCHOOLS

In any organization there must be a force to direct its resources (employees, money and materials) towards organisational goals and standards. In a school, for example, there must be a force to guide the activities of staff and students towards achievement of the school's stated objectives. Leadership provides that force (Musaazi, 1982, p.62).

According to Van Deventer and Kruger (2005, p.142), "The leadership style that is adopted by a leader can have a positive or negative effect on, for example, effective aim achievement, performance, staff development and job satisfaction in an

organization such as a school.”

Extensive studies by scholars demonstrate that particular leadership styles of school leaders can have positive impacts on teaching and learning environments which subsequently lead to improvements in student performance and academic achievements (Leithwood & Riehl, 2003; Day, 2004; Harris, 2004; Hale & Rollins, 2006; Gurr, Drysdale & Mulford, 2006; Robertson & Miller, 2007; Guskey, 2007; Gentilucci & Muto, 2007).

2.5.1 Autocratic leadership style

Autocratic leadership style is commonly called coercive leadership or dictatorship. It is a leadership imposed on the organization (Musaazi 1995, p.63). This type of leadership accepts no input from the group members in making decisions about group activities. It does not discuss the long-range goals of the group. It emphasizes the leader’s authority and dictates who will perform what jobs. The leader determines policy and personally gives orders to subordinates (McKay and Allies, 1995. P.290). Van Deventer and Kruger (2005, p.144) state that autocratic leadership style is demonstrated by the following characteristics:

1. There is little teamwork.
2. The leader makes all decisions.
3. All authority for planning, organizing, and control is vested in the leader.
4. Only one-way communication takes place between the leader and the group.
5. The autocratic leader does not allow participative decision-making.
6. Policy is rigidly applied and has a strong disciplinary character.
7. Tasks and responsibilities are delegated without the necessary authority to

make independent decisions.

8. Good human relationships are unimportant.

9. A predominantly task-oriented management style is followed.

The manager or principal who adopts this style usually finds it difficult to have good rapport with his staff/subordinates because he or she tends to force them to do things. Under this style, there is no freedom and sense of belonging under a controlling and domineering leader. In view of this, the staff do not necessarily perform as expected and this can be reflected in student academic performance (Emmanuel, and Ronke, 2013).

Musaazi (1982, p.63) observed that with this type of leadership, the leader alone determines policy and assigns tasks to members without consulting them. Members have to carry out his directives without question. Any grumbling about the leader's actions or orders is met with force.

Autocratic leadership does not allow for any group-inspired decisions. The leader decrees what shall be done and those being led have no choice but to accept it. Educators follow and do not question their leader's decisions. The leader is always aloof from the group (Wilson, George, Wellins, and Byham, 1994). Van Denter and Kruger (2005, p.144) noticed the following negative results that can be expected from a predominantly autocratic leadership style:

1. Staff and learners are motivated by fear.
2. A tense atmosphere with little job satisfaction prevails.
3. Staff suffer from stress.
4. There is dissatisfaction with school management.
5. Human relations in the school are poor.
6. There is little or no staff development.

7. Staff turnover is unusually high.

The researchers noticed that the only advantage of an autocratic leadership style is that performance is usually good. Despite the fact that the performance in the school is acceptable, the staff are not happy (Van Deventer and Kruger, 2005, p.144).

The above style is a negative way of leading people. In this type of leadership style, teachers and principals prefer to dictate to instead of allowing staff-room for discussion and personal expression. In such schools the students have very little or no say at all in anything relating to their school life. Such leadership kills initiative among the students and very often leads to school riots and strikes. The autocratic leader views the world as essentially unfriendly and therefore strives for power and toughness and becomes rigid in dealing with people (Musaazi, 1982, p.63).

2.5.2 Laissez-fair leadership style

Laissez-faire is a French word which literally means 'let people do what they wish.' Laissez-faire leadership therefore is the kind of leadership where there are practically no rules in the organisation. The leadership grants complete freedom to the group or individual to make decisions without the leader's participation or direction (Musaazi, 1982, p.63-64).

When using this style, the leader grants complete freedom to his or her group. A leader who adopts this style accepts that the work is being done effectively by the subordinates. He or she supplies materials and ideas and only participates whenever the need arise (Emmanuel, and Ronke, 2013). This means that subordinates are free to do what they want. The school principal simply watches what is going on in the school. The leader in this respect has no authority. In such a situation one finds anarchy or chaos because the leader does not guide people's activities. The primary role of the leader is merely to supply material needed by the group he or she is supposedly leading. He or she remains apart from the group and participates when the group has asked him or her to do so. A laissez-faire style is therefore leadership without a specific

leader. Each individual among the followers can volunteer to do something for the organisation whenever he or she feels inspired to do so (Musaazi, (1982, p.63-64).

Musaazi (1982) has noticed the following characteristics of laissez-faire leadership style:

- The leader is uninvolved.
- The leader hesitates to make decisions, preferring to leave decisions to be made by others.
- The leader shows little or no interest in planning, organizing and exercising control; communication takes place horizontally in the school (within departments and between staff) as a result of a lack of downward communication.
- Little attention is paid to policy making which results in poor discipline.
- Tasks, responsibilities and authority are delegated without the leader accepting any responsibility.
- This style of leadership is predominantly people-oriented with the result that performance in the school is very poor.
- There is little or no control in the organisation.

Van Deventer and Kruger (2005, p.143-144) have noticed the following negative results of laissez-fair educational leader:

- Performance in the school is generally poor.
- Clear aims and outcomes are not set.
- There is general frustration, aimlessness and indecision.
- Educators work haphazardly and as a result become demotivated and experience little job satisfaction.

The only advantage of a laissez-faire leadership style is that, it creates a situation in which the individual has to make his or her own decisions which can stimulate individual development (Van Deventer and Kruger, 2005, p.143-144).

The laissez-faire leader rarely intervenes in the activities of the group. Groups that work in this type of atmosphere make all decisions on their own without any supervision. Their so-called leader functions primarily as a source of technical information. In this case, policy is virtually non-existent (Forsyth, 1990. P.240-241; Gerber, Nel, and Van Dyk, 1987, p.332).

2.5.3 Democratic leadership style

A democratic leadership style rests on the idea that members of the group, or their representatives, shall be involved in the making of policies. This type of leadership emphasizes group and leader participation in formulation of policies that serve as guidelines for organizational operations (Musaazi, 1982, p.64). "The concept of employee participation has enjoyed much attention in the past years, and much has been written about the desirability of involving teachers in decisions relating to their work" (Mc Kay, 1995, p.281).

Research indicates that a supportive and participative leadership style generally produces better results in terms of productivity, costs, less absenteeism and lower staff turnover (McKay, 1995, p.282). In schools, a democratic leadership style means that teachers, students and the school principal participate in the determination of the school rules and regulations (Musaazi, 1982, p.66). A democratic leadership style provides a situation where all policies are derived from group decision (Emmanuel and Ronke, 2013). Blasé and Anderson (1995, p.37) say "we saw schools as models of the possibilities of democratic life". For that reason SGBs have been established in South Africa to democratize schools. SGB members are democratically elected in schools. SGB members in South Africa are represented by democratic elected parent component, teacher component and learner component. SGBs are responsible for establishing school policies but those policies should not contradict the government policies and constitution of the country.

In this type of leadership, a better organizational climate is generated, characterised by more effective communication, higher peer-group loyalty, higher confidence and trust,

and more favourable attitudes towards management (McKay, 1995, p.282). In democratically empowered schools, leaders work to make sure that both the process and the content of democracy are present (Blasé and Anderson, 1995, p.144). "Democratically-oriented school managers recognize the importance of allowing teachers more participation in decision-making and they encourage more two-way communication. While an autocratic approach is not necessarily bad, teachers have come to expect to share in the making of decisions (McKay, 1995, p.282).

The democratic leader makes certain that the entire group first discusses all activities. This leader allows group members to make their own decisions about work projects or partners, and encourages the development of an egalitarian atmosphere. Policy is thus decided by means of group discussions and the leader plays the part of facilitator only (McKay, 1995, p.290).

The leader helps his co-workers to operate as a group. This style is characterized by co-operation, acceptance of more responsibility and recognition of the work of each worker. This style of leadership is characterized by good mutual understanding, freedom of expression and adequate co-operation with teamwork between the head and the followers. Teachers under this style usually perform effectively with good interaction within the staff and the students. The principal provides services that will make his or her subordinates willingly loyal and cooperative (Emmanuel and Ronke, 2013).

Van Deventer and Kruger (2005, p.144-145) list the following characteristics of the democratic leadership style:

1. Teamwork.
2. Leadership through consultation.
3. Decentralisation of planning, organisation and control.
4. Two-way communication.

5. Involvement of staff, learners and parents in the decision-making process.
6. Policy of a positive nature rather than a disciplinary nature.
7. Delegation of tasks, responsibilities and authority.
8. Good human relations.
9. A healthy balance between a people-oriented and a task-management style.
10. Control with a view to corrective behaviour and development.

Van Deventer and Kruger (2005, p.144-145) list the following advantages of democratic leadership style:

1. Staff, parents and learners are motivated to realise the school's aims.
2. Staff experience job satisfaction.
3. There is a simultaneous, two-way movement of information and ideas.
4. Human relations are good.
5. An atmosphere prevails in which staff and learners can develop to their full potential.
6. Staff turnover is low.

The only disadvantage associated with a democratic leadership style is when a situation arises in which snap decisions have to be made. A great deal of time can be lost because too many people have to be consulted. Discussions may take too long, for example, setting dates for meetings on the term programme and year programme can result in long discussions (Van Deventer and Kruger, (2005, p.144-145)).

2.5.4 Pseudo-democratic leadership style

This is a style which appears to be democratic but is inwardly based on deceit and pretence. This leadership style appears on the surface to be democratic but which in reality is an autocratic style of leadership. A pseudo-democratic leadership style is characterized by the following pattern of behaviour by the leader towards his or her group members:

- Group members are purportedly accorded due respect but in reality such respect is abnormal.
- The leader only pretends to emphasize group members' welfare.
- The leader pretends to share or delegate leadership responsibilities while reserving for himself or herself the authority and power for the discharge of such responsibilities.
- Group members are often involved in purported participatory decision-making in which the leader's predetermined decisions always prevail over all other suggestions from members.
- The leader subtly and craftily discourages individual and group initiatives while openly pretending to encourage some (Emmanuel and Ronke, 2013).

2.5.5 Transformational leadership style

Leithwood, Begley and Cousins (1992) found that transformational leadership had an impact in changing the attitudes of subordinates towards school improvement and have altered their instructional behaviour.

Yukl (2006) affirms that the essence of transformational leadership is to inspire commitment by the followers in order to share objectives and increase their social identification even to the extent of developing their skills and collective efficacy. Ross and Gray (2006) assert that transformational leadership influences teachers' professional commitment to school vision, school norms, collegiality, collaboration, joint work and commitment to community partnerships. They suggest that principals who

adopt a transformational leadership style have a positive impact on teacher beliefs in a collective capacity and commitment to organizational values.

Ross and Gray (2002) insist that the focus of transformational leadership is on the commitment and capacities of the original members. Transformational leaders raise organizational members' levels of personal commitment to achieve organizational goals, resulting in greater productivity. Authority influences are not necessarily allocated to those occupying formal positions, although this perspective may be evident. Power is attributed to whoever is able to inspire higher levels of personal commitment and the accomplishment of group goals.

2.5.6 Distributed leadership style

Distributed leadership style recognizes individuals in formal and informal positions to take responsibility for leadership activities by a network of interactions (Woods, 2004; Harris, 2004, 2005; Spillane, 2006). Based on empirical studies, Harris (2004) found that distributed leadership has contributed to a sustainable improvement of schools in terms of achieving higher levels of both student attainment and achievements. In this context, distributed leadership is characterized by a form of collective leadership in which teachers develop expertise by working together. Engaging many people in leadership activity is the core of distributive leadership in action (Harris 2004).

Day (2004) asserts that distributed leadership can enhance teacher participation and commitment while Duignan (2006) adds that transparency and effectiveness of team management leads to improvement of the processes, content and outcomes of teaching and learning.

2.5.7 Authentic leadership style

Duignan (2006) affirms that the ultimate goal of an authentic leadership style is to achieve quality improvements in teaching and learning. In this perspective, authentic leaders in schools are those who pay attention to the quality and impact of teaching towards student learning with the creation of conditions within which teachers and

students take considerable responsibility for the quality of their own teaching and learning (Department of Education, 2008).

On the analysis of how educational leaders should work towards becoming ethical leaders, Starratt (2005) proposes that principals should enhance humanity towards each individual in the school, provide services for their school communities in a democratic manner, master curriculum material in sufficient depth and ensure that every student have an opportunity to learn. Authentic leadership is also reported to have a core focus on improved teaching and learning.

2.5.8 Situational leadership style

Musaazi (1982, p.58) observed that personal characteristics of leaders differ according to the situations that give rise to them, and that leaders can usually succeed where the situations they meet are broadly similar. Hodgetts (1982, p.343) discovered that certain types of leadership behaviour are effective in certain kinds of situations. This means that different people in different situations may apply different types of leadership styles. To choose a style of leadership, the leader should take into consideration the people and the circumstances. The application of different grades of leadership styles can be done according to a specific situation, taking into account factors present in himself or herself, the staff and parents, and the environment or situation.

Van Deventer and Kruger (2005, p.145) list the following three forces that are present in every situation:

a) Forces within the educational leader: His or her personality, background, knowledge and experience, all influence a leader's behaviour. Other internal forces include the leader's value-system, confidence in his or her subordinates and a sense of security in a specific situation, particularly if he or she is in a position of power.

b) Forces within the subordinates: Before a leader decides how to lead subordinates, he or she should consider the forces which influence them. Every subordinate has a different personality and expectations as to how the leader is going

to behave towards him or her.

c) Forces within the environment or situation: These include time constraints, the complexity of the problem, the availability of relevant resources and time and the expectations and requirements of the education authorities.

These three forces indicate that every situation requires a unique course of action by the educational leader. Each situation has to be carefully analysed and adapted to the leader's own abilities and personality, the forces at work within the staff or parents, and the forces within the environment or situation. (Van Deventer and Kruger, 2005, p.145).

2.5.9 Transactional leadership style

Musaazi (1982, p.65-68) coined the following terms that are considered most useful in describing types of leaders: The words suggested are: nomothetic leadership and ideographic leadership. Nomothetic and ideographic leaderships are combined to form a nomothetic- ideographic-transactional leadership style.

Nomothetic leaders: Leaders who concentrate on organisational tasks alone, ignoring individual needs and regarding people as simply 'units of production', can be referred to as nomothetic leaders. These leaders are task oriented. Here achievement is the watchword of such leaders and interaction with subordinates is strictly along authority lines. Communication is formal, one-way and downward. The leader believes that people are instruments of production.

The nomothetic leader stresses the requirements of the institution. This leader emphasises that the behaviour of the individual members must reflect what is expected of the institution. The leader has practically no regard for individual personality and needs. In school, the principal emphasises the needs of the school. The school principal wants to see his or her school performing best in the examinations. In order to achieve this goal, he or she has to make sure that teachers prepare the students for the examination. He or she will check teachers' lesson preparations and schemes of work

and see to it that students study and obey school rules. This kind of principal emphasises authority. He or she is interested only in the rules and regulations of the school. He or she expects staff to be effective at all times and to conform to school rules.

Idiographic leader: The idiographic leader is a leader who looks after his or her people's needs and values. Friendly relations are more considered than school productivity. This leader is people-oriented and value highly sound interpersonal relations. This leader considers the dispositions and feelings of people to be of overriding importance.

The idiographic leader is most concerned with his or her personal needs and those of his or her followers. The organizational demands on the individual are considered of less importance. The idiographic principal spends all his or her time and energy in trying to meet his or her personal needs and those of his or her staff and students. He or she wants to ensure that his or her staff have good facilities. He or she assures them that if they have any personal problems they should go to him or her for assistance. This kind of principal also wants his or her students to have as many outings as possible. He or she is less concerned about the institutional demands. He or she does not care much about whether or not the students pass their examinations and does not show interest in authority and school rules. He or she is preoccupied with the personal problems of staff and learners.

Nomothetic-ideographic-Transactional leadership style: This leadership style represents a compromise between nomothetic and idiographic leadership. In this type of leadership, the leader appreciates the work of the educators who wish to achieve the organizational goals but at the same time makes sure that individual members' needs are not ignored. The leader recognizes the importance of instructional roles and expectations; but he or she also knows that pursuing those roles can result in the fulfilment of individual members' ambitions. This leader ticks to rules, procedures and aims at producing as much as possible without upsetting people in terms of their group

and individual needs. This leader can at one time stress the nomothetic dimension and at another the idiographic dimension. Efficient leadership requires both nomothetic and idiographic dimensions. The correct balance must always call for the harnessing of an individual's motivation and group power to the performance of a common task (Musaazi, 1982, p.65-68).

This is both a task-oriented and a follower-oriented leadership style. The task and the human dimensions of an organization are reconciled and integrated. The distinguishing behaviour of this leadership style is that the leader alternates between concerns for getting the job done and concern for the development and growth of group members. The leader encourages and motivates group members to perform tasks while directing and closely supervising them to ensure that tasks are performed to his or her satisfaction (Emmanuel and Ronke, 2013).

2.6 CONCLUSION

The management roles and leadership styles have both negative and positive effects on SPs. Both negative and positive effects depend on the academic performance of learners (indicators) which is indirectly affected by the principals' management roles and leadership styles (Walker and Stott, 2000).

The negative impact relates to creating stress-related problems such as feelings of failure, depression, and even explosions of anger on the part of principals when learners' academic performance is poor (Walker and Stott, 2000). On the other hand, good school leaders enjoy their role of school management and leadership when they manage and lead their schools to such an extent that every stakeholder is satisfied with the high academic performance of learners (Gamage, 2006b; Gamage and Hansson, 2006; Gamage and Pang, 2006; Gamage and Ueyama, 2004).

It is advisable therefore that school leaders must be aware of the dangers of applying a leadership style(s) that will produce poor results. Principals should be life-long learners in order to improve their schools' academic performances and be kept updated with the

curriculum development strategies that are changing now and again. They should involve all stake-holders in their management and leadership roles to avoid negative effects which results in sickness and students' poor academic performance. To avoid poor academic performance through the involvement of stakeholder, principals should be flexible to the application of their leadership styles. This implies that principals should be instructional leaders, innovate change and market their schools.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This chapter marks the third phase of the study. It describes and justifies the research design and methodology that was used to collect data. Focus was on the following elements: research design, research methodology, instruments and procedures of data collection, pilot study, validity and reliability of data, population, research sites, ethical considerations and conclusion.

In this chapter, the researcher sought to find out about the management roles and leadership style(s) that are used by school principals for effective schools. Almost all scholars in the literature review agree that schools are effective if they produce good quality academic results amongst other aspects.

3.2 RESEARCH METHODOLOGY

In research, there are three research methodologies that are used by researchers namely, quantitative research methodology, qualitative research methodology and mixed-research methodology.

In this study, the reason for the researcher choosing a qualitative case study research design was because a small group of only six principals were to be interviewed. Cohen, Manion, and Morrison (2003, p.93) advise that a sample size of thirty is deemed by many to be the minimum number of cases if the researcher plans to use some form of statistical analysis. In this study therefore, a qualitative research method was used because the researcher used the in-depth interview data-collection method in order to probe further. McNiff, Lomax and Whitehead (2001, p.14) mention that the greatest advantage of interviews over a questionnaire is that, the interviewer gets richer feedback as a result of being able to probe further. In this study therefore, qualitative research methodology was used by the researcher to acquire an in-depth understanding

on how secondary school principals manage to succeed in managing and leading their schools to become successful in producing good quality performance.

The researcher conducted elite interviews with the six principals of the schools under investigation. Anderson (1990, p.223) justifies this by stating that “an elite interview is directed at a respondent who has particular experience or knowledge about the subject being discussed. The person may be a school principal who has an in-depth knowledge of what goes on in a school or it could be a head of state or other significant person. “Elites” interviewed in this study were the six principals of consistently-high performing schools in the Dutywa Education District.

McMillan and Schumacher (2006) define qualitative studies as the ones that are important for theory generation, policy development of educational practice, illumination of social issues and action stimulus. In this study, the researcher attempted to generate a theory indicating that the effective school principal is both a manager a leader by investigating management roles and leadership styles of the school principals for effective schools. Chivers (1995, p.7) takes the view that “effective school principals have no choice but to perform both management and leadership roles” for effective schools.

3.3 RESEARCH DESIGN

According to Maree (2008), research design is a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data-gathering techniques to be used and the data-analysis technique. The research design that was used in this study was a case study.

McMillan and Schumacher (2006, p.317) state that for a case study, researchers investigate in-depth small distinct groups, such as the all the faculty members in an innovative school, all the students in a selected classroom, or one principal’s role for an academic year. In this study, a case study research design was chosen because six school principals stood out and were selected because of the high consistent academic

performance of grade twelve learners; this made them “unique” in the Dutywa Education District. Stake (1995) in McMillan and Schumacher (2006, p.26-27) states that a case study may be selected because of its uniqueness which can be used to illustrate an issue.

Fraenkel and Wallen (2006, p. 43-53) state that “a case study is an exploration or an in-depth analysis of a bounded system or a single case or multiple cases, over a period of time”. The case study in this research has to do with the management roles and leadership styles of the school principals for school effectiveness with particular reference to six secondary schools in the Dutywa Education District. The purpose of this study was to investigate the management roles and leadership styles of school principals that contribute to an effective school. This means that this study sought to answer the question of how the management roles and leadership styles of the school principals contribute to make schools effective in order to produce high-quality academic performance of learners. The researcher wanted to find answers by using a case study of six senior secondary schools of the Dutywa Education District.

3.4 POPULATION AND SAMPLE

3.4.1 Population

According to Bless, Higson-Smith and Kagee (2006), population is the set of elements that the researcher focuses upon and to which the results obtained by testing the sample should be generalized. The population of this study consisted of all the principals of the senior secondary schools in the Dutywa Education District.

3.4.2 Sampling

The researcher used a sample size of six senior secondary schools of the Dutywa Education District. Out of six senior secondary school principals, two were females and four were males. The researcher used a purposive sampling technique to select these six principals. Purposeful sampling was used in this study because only six school principals of highly-performing senior secondary schools were chosen as the sample of

the study. Macmillan and Schumacher (2006, p.127) state that the researcher selects particular elements from the population that are representative of a topic of particular interest. The researcher deliberately wanted to find out the unique management roles and leadership styles of the six selected principals of Dutywa Education District.

3.5 RESEARCH INSTRUMENT

The researcher used face-to-face, in-depth individual interviews as an instrument to collect data from the selected six senior secondary school principals to find out about their management roles, leadership roles and leadership styles for school effectiveness. According to Anderson (1990, p.222), "interviews are a specialized form of communication between people for specific purposes associated with some agreed subject matter". Woods (1986, p.67) regards interviews "as conversations or discussions that are more of an open, democratic, two-way communication, informal free-flowing process, and wherein people can be themselves and not feel bound by rules". Evans (1978, p.18) adds that by "doing this interest can be aroused, fear allayed and co-operation gained". Anderson (1990, p.223) emphasizes the view that "people are more easily engaged in an interview than in completing a questionnaire".

According to Anderson (1990, p.222), an interview is probably the most used method of data collection in educational research. Anderson further states that "when used with great care and skill, interviews are an incomparable, rich source of data collection". Woods (1986, p.62) regards interviews as "the only way of finding out what the perspectives of people are, and collecting information on certain issues or events". In this study, interviews were used to collect data to find out the management roles, leadership roles and leadership styles of the school principals for school effectiveness.

3.5.1.1 Advantages of interviews

According to Anderson (1990, p.222), "interviewing enables the interviewer to pick up non-verbal cues, including facial expressions and tones of voice". Anderson goes on to say that "there are fewer problems with people failing to respond". Mc Niff, Lomax and

Whitehead (2001, p.14) mention that the greatest advantage of interviews over a questionnaire is that the interviewer gets richer feedback as a result of being able to probe further.

3.5.1.2 Disadvantages of interviews

Anderson (1990:223) lists the following as the disadvantages of using interviews:

It is often difficult to record responses, particularly if the interviewer is also responsible for writing them down. The quality of responses, that is, their reliability and validity is dependent on the interviewer. The context which has the advantage of providing useful non-verbal information has the disadvantage of sometimes affecting responses due to interruptions and pressures of time.

To overcome the problem of writing the responses during the interviews, the researcher used tape recorder but only with the consent of the interviewee. In this study, the type of interview, which was used, was a semi-structured in-depth elite interview. In a semi-structured in-depth interview, the researcher asks the same questions of all the respondents but the probing depends on the answers of individual respondents. In an elite interview the researcher is not interested in a statistical analysis of a large number of responses, but wants to probe the views of a small number of elite individuals. An elite interview is directed at a respondent who has particular experience or knowledge about the subject being discussed. The person might be a school principal who has an in-depth knowledge of what goes on in the school or it could be a head of state or other significant person who is unique (Anderson, 1990:223). In this study elites were the six senior secondary school principals of the Dutywa Education District.

3.6 PILOT STUDY

A pilot study involving three senior secondary school principals of the Dutywa Education District was conducted to pre-test the instrument used in the study. Gay (1992, p.56) defines a pilot study in the following way: The pilot study refers to the pretesting of the interview schedule to establish whether the instruments had any deficiencies as well as

suggestions for improving the instrument.

According to Leedy and Ormrod (1998, p.142-144) "a pilot study should be tried on a small group of the population to determine whether each item of the questionnaire is clear and accurate in its meaning and intent". For the purposes of a pilot study in this study, three senior secondary school principals were visited and interviews were conducted to check the validity of the research instrument. The pilot study helped the researcher to rephrase some of the questions in the interview schedule. This exercise helped the researcher to identify the double-barrelled and ambiguous questions which made it difficult for the respondents to give clear answers during the pilot interview sessions.

3.7 DATA COLLECTION PROCEDURE

The researcher visited the six senior secondary schools for data collection purposes. Interviews were conducted in each principal's office using one hour for each principal at each of the six schools visited. Before the researcher started interviews, he assured each participant that their names would not be reflected in the study and that the information given would be treated with confidentiality.

The researcher started interviews by establishing rapport with each of the interviewees, explaining that the purpose of the interview was to find out about the management roles and leadership styles of the school principal for effective schools in the Dutywa Education District. The six principals were interviewed in English having consented initially. The researcher used note-taking and tape recordings to recall information during the data-analysis process.

During interview sessions, open-ended questions were used. Open-ended questions can be defined as those questions that allow respondents to respond according to their experiences and ways of understanding things. Cohen et al (2007, p. 320) argue that when a researcher uses open-ended questions, a series of questions, statements or items are presented. That allows the researcher to probe deeply into issues of interest

being raised during investigation. The latter helped the researcher to obtain in-depth interview.

According to McMillan and Schumacher (2006, p. 46), qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying patterns among the categories. The inductive process of qualitative research means that the researcher develops theories from the information that has been gathered. The gathering of information involves selecting data, using techniques for data collection and the transcribing conversations as is the case in this research.

According to White (2005, p. 22) qualitative data analysis involves becoming familiar with the data in order to provide detailed descriptions of the situation, participants and activities. Categorizing, coding pieces of data, grouping information into themes, interpreting and synthesizing the organized data provide the researcher with an in-depth understanding of the findings.

James and John (2002, p.11) note that in qualitative research, there is a need to document a systematic process of analysing the data. Often qualitative researchers will code, transcripts and rearrange examples of different kinds of evidence in an effort to identify a trend or conclusion.

3.8 ANALYTICAL METHOD USED

According to Maree (1997, p.6), qualitative data analysis involves working with data, organizing it, breaking it into manageable units, synthesizing it and searching for patterns. The researcher read through the data and became familiar with it and then identified the main themes. The next step was to examine the data in-depth and to provide detailed descriptions of the participants. The researcher also categorised and coded the data grouped information into themes and, finally, interpreted the organised data in order to draw a conclusion.

The researcher captured the direct words of the six (6) participants interviewed through the use of field notes. The researcher then used the manual method to transcribe the interviews within the participants. The analytical method used in this study consisted of four phases as suggested by Marie (1997, p.6):

1. First phase. In the first phase of the data analysis process, the researcher read and became familiar with the data and its main themes.

2. Second phase. In the second phase of the data analysis process, the researcher examined the data and provided detailed descriptions of the participants' words and responses.

3. Third phase. In the third phase of the data analysis process, the researcher categorised and coded the data and then grouped them into themes.

4. Fourth phase. In the fourth and the final phase, the researcher interpreted the organized data so as to draw a conclusion.

3.9 RESEARCH SITES

The research sites in this study were senior secondary schools in the Dutywa Education District. This district comprises Mbashe Local Municipality, which covers the Dutywa, Willowvale and Elliotdale areas.

3. 10 ETHICAL CONSIDERATIONS

Maree (2007, p.72) argues that ethics deal with beliefs about what is right and wrong, good or bad. Maree goes on to say that in any study that involves human subjects there are ethical issues that must be considered. Mouton (2001) adds that the awareness of ethical concerns in research is reflected in the growth of relevant literature and in the appearance of regulatory codes of research practice formulated by various agencies and professional bodies.

3.10.1 Permission

Before the site visit, the researcher first requested the Faculty of Educations Research Department at the Walter Sisulu University (WSU) to grant permission to the researcher to conduct research at the six selected senior secondary schools. In order to collect data, the researcher wrote a letter requesting permission from the District Director (DD) of the Dutywa Education District and the six principals selected. During this period, the researcher applied the principles of ethics to maintain the right attitude. The researcher obtained written permission from the Department of Education (DoE) and the six principals used in the study. Maree (2008) validates the above procedure by emphasizing that it is crucial to obtain permission to access the sites and conduct research among the respondents or participants.

3.10.2 Participants' rights to privacy

Pring (1984), as quoted by Cohen, L. (2011), states that individual rights to privacy, is usually contrasted with the right to know. In research, this right is sometimes violated during the course of an investigation or denied after it has been completed (Swazi, 2014, p.34). An example of the violation of a right in this research could be findings showing that principals of these selected schools use wrongful means to break governmental policies. In this regard, sensitivity and safeguards for the participants' privacy are called for.

3.10.3 Anonymity and confidentiality

Maree (2007, p. 299) pointed out that the researcher and the participants must have a clear understanding regarding the anonymity and confidentiality of the results and findings of the study. The researcher strictly adhered to the principle of anonymity and confidentiality.

To ensure anonymity and confidentiality, data was not linked to individual participants by name. During data collection, the researcher used pseudonyms or symbols. To be precise, participants were referred to as School Principal A or B. This coding was done

to ensure confidentiality and anonymity and to ensure the participants' privacy.

Anonymity in this study means that the information provided by the respondents should in no way reveal their identity. Maree (2007, p. 299) is adamant that the information is anonymous if and only if it guarantees participants' privacy and brings no harm to the respondents.

Kumar (2011), states that sharing information about a respondent with others for purposes other than research is unethical. To ensure confidentiality, all the respondents were assured that the information provided to the researcher would be known only by the researcher.

3.10.4 Informed consent

The researcher obtained both written and verbal informed consent from the participants before conducting interviews. Participants were requested to sign consent forms confirming that they agreed and were willing to participate in the interviews. Participants were reminded about their rights; for example, their right to withdraw at any time during the process if they wish to do so (Maree, 2007).

3.10.5 Non-maleficence beneficence and human dignity.

According to McMillan & Schumacher (2006), subjects (school principals in this case) must be protected from any physical and mental discomfort, harm and danger and the researcher must inform the subjects of these risks, if any of these were possible. Non-maleficence is enshrined in the Hippocratic Oath, in which the principle of *primum non-nocere* is held as the guiding precept. The same applies to research. According to Swazi (2014, p.35), this seems uncontentious since the researcher did not want to bring harm to research subjects; however, what constitute harm is often unclear; for example, one person's harm may be a society's benefit and whether or not a little harm for a few is tolerable in the interest of a major benefit for all, the question is whether the end justifies the means.

3.10.6 Voices of experience

At this stage, the researcher is obligated to show professional behaviour by passing on to the respondents (SPs) words of gratitude and stating that their participation in the research project was very important. The researcher should motivate the respondents by asking questions in the areas of interest and the interviewer should be able to give appropriate answers. The researcher should reassure them that they did well and spend a little time with them talking about general aspects that were positive during the interview process. At all times the researcher should make sure that the respondents are not left humiliated, feeling insecure or harmed once the interview is over.

3.11 VALIDITY AND RELIABILITY

To ensure the validity of the research instrument (interview schedule), the researcher scrutinized the interview schedule before it was implemented. Mahlangu (1987, p.83) declares that the validity of the questionnaire (as a research tool) relates to its appropriateness for measuring what a questionnaire is intended to measure.

In this study the researcher validated his study by conducting a pilot study and by considering the use of open-ended questions and the use of in-depth interviews. The responses from interviewees through open-ended questions were meant to enhance the validation of the study. The knowledge and lived experiences of the respondents also contributed to the validity of the study.

Bell (2001, p.103) states that reliability is the extent to which a test or procedures produce similar results under constant conditions on all occasions. This means that if open-ended questions that were used during data collection were then used a second time or more to measure reliability and they produced similar results, that questionnaire would be deemed reliable.

3.12 CONCLUSION

This chapter discussed the research methodology and design, population and sample, instruments and procedures of data collection, data analysis procedure, ethical considerations, validity and reliability, and pilot study. The qualitative approach was used in the study employing structured and semi-structured interviews. The sampling procedure involved six senior secondary school principals of the Dutywa Education District. The next chapter deals with data presentation, analysis and discussion.

CHAPTER 4

DATA ANALYSIS,

PRESENTATION AND INTERPRETATIONS OF THE FINDINGS

4.1 INTRODUCTION

The previous chapter presented and discussed the research methodology and design, population and sample, instruments and procedures of data collection, ethical considerations, validity and reliability and the pilot study. Chapter four (4) presents the analytical method used in analysing the data. This chapter will also present and discuss the broad categories as well as the research findings in the light of the themes that emerged from the participants' responses, the research questions, aims and objectives of the study.

4.2 DATA ANALYSIS

Biographical information and interview are presented below:

4.3 BIOGRAPHICAL INFORMATION AND INTERVIEW SCHEDULE FOR THE PRINCIPALS

4.3.1 Biographical information of principals:

Please tick your relevant personal profile from those listed below:

4.3. 1.1 Age

Table 4.1 Age distribution of principals

YEARS	30-40	41-50	51-65
Frequency	3	2	1
Percentage	50	33	13

The above table shows that three (3) of the respondents belonged to the age distribution of thirty to forty (30-40) and represented 50% of the total participants who took part in this study. Two (2) of the respondents belonged to the age distribution of forty one to fifty (41-50) and represented 33% of the total participants who took part in this study. This table also indicated that only one (1) of the participants belonged to the age distribution of fifty one to sixty five (51-65) and represented 13% of the total participants who took part in this study.

4.3.1.2 Gender

Table 4.2 Gender differences

Gender	Male	Female
Frequency	4	2
Percentage	67	33

The above table shows that four (4) of the participants belonged to the male gender group and presented 67% of the total participants who took part in this study while two (2) of the participants belonged to the female gender group and represented 33% of the total participants who took part in this study.

4.3.1.3 Highest level of education

4.3 Level of education

Highest level of education	Certificate	Diploma	Degree	Honours	Masters	Doctorate
Frequency	0	0	3	3	0	0

Percentage	0	0	50	50	0	0
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The participants' information regarding highest qualifications indicated that three had first degrees (50%) and three had honours degree (50%).

4.3.1.4 Number of years as a principal

4.4 experience as a principal

Year	1	1.5	2	3	4	5	6-8	9-11	12 & more
Frequency	1	0	1	2	0	0	2	0	0
Percentage	17	0	17	33	0	0	33	0	0

From the above table, it is clear that none of the participants had a principalship or management experience of 1.5 years, 4 years, 5 years, 9-11 years or 12 and more years in the schools they were managing and for that reason each of these represented 0% of the total participants. This table shows that only one (1) participant had one (1) year of management experience and represented 17 % of the total participants; only one (1) of the participants had two (2) years of management experience and represented 17% of the total participants. Two (2) of the participants had three (3) years' management experience and represented 33% of the total participants who took part in this study. Two (2) of the participants had six to eight (6-8) years' management experience and represented 33% of the total participants who took part in this study.

4.3.2 Interview schedule for the principals

Question 1a: What kind of leadership style do you use to achieve maximum co-operation from the learners in this school for school effectiveness? Substantiate your answer.

These participants were of the view that the leadership styles used by them to achieve maximum co-operation from the learners in the schools were to use democratic and participatory styles of management in the schools where everyone's opinion including the learners' ideas and contributions were respected and welcomed. These participants also claimed that they sometimes used an autocratic style of leadership to achieve maximum co-operation from the learners and that depended on the situation; in that case a situational leadership style was also used.

Participants also mentioned that they also used an instructional management style to deal with those learners who displayed negative behavioural tendencies that hindered effective teaching and learning in the school. The following excerpts support these views:

Respondent A (Principal): *I use democratic style of management because we are in a democratic country where everyone's ideas are respected. You know our learners too must have their say in the school.*

Respondent B (Principal): *There is no specific leadership style used as such, but it normally ranges from autocratic to democratic styles and also depends on the situation.*

Question 1b: With regards to the experienced teachers in this school, what leadership style do you use to achieve maximum co-operation from them for school effectiveness? Give some reasons.

Again, these participants highlighted the fact that they used a democratic leadership style where teachers were allowed to brainstorm and came up with good ideas. With this style, teachers were valued, motivated and felt recognized. Participants also mentioned that they used democratic leadership style in the schools to enable teachers to become initiators thereby producing good results in the schools.

These respondents also responded by saying that they put emphasis on a goal-oriented leadership style where the management of the school's goals were the priority and where the school operated according to the agreed school goals. The following responses confirmed these highlights:

Respondent C (Principal): *I use democratic style to enable my teachers to become good initiators in class.*

Respondent D (Principal): *I use goal-leadership style in this school because teaching and learning must be done according to agreed school goals. Even if experienced teachers are developed professionally this should be in line with the school goals and objectives of the curriculum.*

Question 1c: With regards to the beginning and the inexperienced teachers, what leadership style do you use to ensure maximum co-operation from them for school effectiveness? Provide reasons.

It was clearly stated by these participants that both a democratic and autocratic style of leadership were sometimes used to ensure maximum co-operation and effectiveness when dealing with the beginning teachers and the inexperienced teachers in the schools since these teachers needed some guidance in the teaching profession.

Participants also mentioned that they sometimes used collegiality and coaching styles with the beginning teachers. A coaching style of leadership places emphasis on developing the beginning teachers. Participants also used an instructional leadership style because it focuses on identifying and helping teachers to deal with their weaknesses. The following examples support the above assertions:

Respondent B (Principal): *Mostly democratic because it has some features of collegiality in that the beginning teachers are treated like colleagues and with politeness in the schools.*

Respondent D (Principal): *We use instructional leadership style because it focuses on identifying and helping beginning teachers to deal with their weaknesses and improve them. Furthermore, it helps to inform them to upgrade their teaching methods in order to be competent in their areas of specializations.*

Question 1d: Are there particular leadership styles used by school managers that adversely affect the culture of teaching and learning in schools? If yes, mention those styles.

Respondents were quick to state that a laissez-fair style of leadership where everyone can do as they please, and where there are no clear instructions to teachers and learners, adversely affects the culture of teaching and learning in the schools. Participants however, also mentioned that an autocratic style of leadership sometimes denied teachers and learners the opportunities to contribute and to be creative in the teaching and learning process thereby affecting the culture of teaching and learning in the schools. The following excerpts support these statements:

Respondent E (Principal): *Yes, if a principal is an authoritarian and not transparent that can affect the culture of teaching and learning in the school because teachers will feel ostracized and not being part of the school.*

Respondent F (Principal): *What I know is that if the principal uses autocratic and laissez fair style in the school they would affect the culture of teaching and learning.*

Question 2a: How should a principal go about in executing his or her leadership roles to ensure school effectiveness?

Participants clearly stated that in order for school principals to execute their leadership roles effectively they needed to do proper planning, organising and scheduling of their activities, they sometimes needed to assign duties to teachers and delegate some of their work to competent teachers, they needed to communicate effectively with the rest of the school and they see the need to put emphasis on quality teaching and learning in the classrooms.

These participants also mentioned that school principals should be flexible, fair, firm about goals achievement and must apply the appropriate style of leadership to the situation to ensure effectiveness in the school. It was also mentioned that in order for school principals to execute their roles effectively they needed to take informed decisions that would help the school. These participants also mentioned that school principals must be responsible and accountable in all operations of the school. Excerpts below support these statements:

Respondent A (Principal): *As a principal, you must do proper planning of the school activities, delegate some duties to teachers and ensure quality teaching and learning in the classrooms.*

Respondent E (Principal): *The principal must assign duties to everyone and consistently make a follow-up and hold teachers accountable if they do not perform well.*

Question 2b: What could be the reasons for ineffective execution of a principal's leadership roles in a school?

It was highlighted that favouritism, principal's over-familiar relationships with teachers, ignoring teachers' personal problems, principals' workload and lack of management time books were the reasons for ineffective execution of a principal's leadership roles in the schools.

It was also mentioned by these participants that lack of support and co-operation from some teachers and teacher shortages (that forced some principals to take up teaching of some classes), laziness, principals not being role models in the schools and the use of a single style of leadership were some of the reasons for ineffective execution of principals' leadership roles in a school. The following statements confirm these highlights views:

Respondent C (Principal): *You see, workload is affecting our execution of our roles in the schools. Principals in the rural school have twice more work to do than those in the urban areas.*

Respondent F (Principal): *I think some principals favour some teachers and rely on a single leadership style that is not accommodating other teachers and situations in the schools.*

Question 3a: To what extent does effective interpretation of a principal's management roles contribute to school effectiveness?

All the participants agreed that the schools became effective when the principals were able to interpret management roles and educational policies; learners and teachers responded by being law abiding; there was proper leadership, proper strategic planning and proper management in the schools.

It was also mentioned that effective interpretation resulted in proper accountability from all stakeholders. In addition participants highlighted the view that teachers gained confidence and trusted a principal who was able to interpret policies well. Participants also emphasized that people did not like to be led by non-professional. The following statements support these:

Respondent D (Principal): *They contribute greatly because the principal would then be knowledgeable about his or her roles and would also be accountable for his or her actions.*

Respondent F (Principal): *To a great extent, it provides a clear direction to teachers, learners and parents as to what needed to be done, how and when.*

Question 3b: What are the effects of an incorrect interpretations and execution of management roles on the culture of teaching and learning by the school principal?

From the responses of the respondents to the above question, it was clear that misinterpretation of educational policies could lead to chaotic situations in the schools, poor learners' performances, division among learners and teachers, lack of unity in the school and poor job satisfaction from the teachers' point of view.

Participants also mentioned that there would be a lack of trust and respect for the principal, and the principal would always feel threatened by his or her inadequacies; this would result to poor culture of teaching and learning in the schools, lack of direction, loss of control in the school and consequently the school can become dysfunctional. The following statements confirm these responses:

Respondent B (Principal): *What I know is that there would be division and lack of unity among teachers in the school; there would be poor job satisfaction and learners' poor performances in the school.*

Respondent C (Principal): *School goals would never be achieved and realized as a result of wrongful interpretations of policies.*

Question 3c: Are there factors which could be responsible for principals' incorrect interpretation and execution of management roles in the schools? If yes, mention those.

Participants mentioned the following as the factors which have to be blamed for principals' wrongful interpretation and execution of management roles in the schools. These are: negligence, lack of knowledge and ability to understand educational policies, lack of proper induction and training of principals, lack of capacity building, fewer or lack of principals' workshops on the interpretation of educational or government policies and lack of support on policy matters from the Department of Education. Some principals did not capacitate themselves through reading or networking with other principals. To support the above, the following responses have been noted:

Respondent C (Principal): *Some of these factors are lack of proper induction and training of new principals in the schools.*

Respondent D (Principal): *Unwillingness on the part of some principals to capacitate themselves through reading or networking with other principals.*

Question 4a: Which factors contribute to principals' ineffectiveness in the management of schools?

It was mentioned that failure to give proper instructions to teachers and learners, failure to effectively use the available funds in the school and failure to implement all educational programmes in the school, including extra mural activities, were some of the factors which contributed to principals' ineffectiveness in the management of schools.

These participants also mentioned that lack of experience, lack of reading to enhance awareness and little or no exposure to good practices, lack of support from both the Department of Education and the parents, lack of resources and high staff turnover and workload for teachers and principals also contributed to principals' ineffectiveness in the management of schools.

These participants also mentioned that principals favoured some teachers over others and also failed to hold teachers accountable for poor work done; there were also unclear guidelines and unclear school policies to follow. The following excerpts support these comments:

Respondent A (Principal): *These factors are: the failure of principals to give proper instructions on how things should be done and the failure to properly manage the available funds in the school.*

Respondent C (Principal): *I will mention high staff turnover, principals' workload and shortage of teachers in the schools.*

Question 4b: To what extent does a principal's ineffectiveness affect the culture of teaching and learning in a school?

Participants agreed that a principals' ineffectiveness could render a school dysfunctional, because of uncommitted and absence of teachers or understaffed, low learner enrolment and high learner dropout rate from schools could also occur. Participants also mentioned that a school that was managed by an ineffective principal had poor learner performance and failure to meet the school goals. The following responses confirm the above agreements:

Respondent B (Principal): *An ineffective principal always encounters problems such as poor learners' academic results and failure to achieve school goals.*

Respondent E (Principal): *Teachers may be absent from school and this may lead to less teaching and learning in the class and subsequently bring about higher failure rate in the school.*

Question 5a: What are the most common barriers experienced by all principals in the execution of their management roles in schools?

These participants responded to this question by stating that poor relations between principals and teachers led to "sabotage" in the schools. There were interferences in the principals' duties by the departmental officials and there was a lack of motivation on the part of the Department of Education to inspire principals to give of their best.

Participants also asserted that most schools were under-staffed; principals carried a heavy workload; there was a lack of parental involvement and lack of funds to run the schools effectively. These were barriers experienced by these principals in the executions of their management roles in schools.

The participants also mentioned the presence and influence of the teachers' unions in the management and leadership of the schools, learners' drug abuse and teenage pregnancy as some of the barriers and problems experienced by all principals in the execution of their management roles in schools. The following responses confirm these statements:

Respondent D (Principal): *These barriers are the insolent and non co-operative teachers, heavy workload and negative attitudes of the Department of Education towards the principals.*

Respondent E (Principal): *The involvement of teachers in teacher unionism. They are always defensive over their members.*

Question 5b: What mechanisms do effective principals use to overcome barriers in executing their management roles at schools?

It was clearly highlighted by these participants that being knowledgeable about educational policies, responding quickly to problems in the school, consulting with other stakeholders, delegation of duties, implementation of proper leadership and managerial skills, being realistic and sincere about their duties were some of the mechanisms effective principals used to overcome barriers to the execution of management roles at the schools.

Participants also mentioned that most effective principals employed SGB teachers to reduce teachers and principals' workload and thereby increasing teaching and learning in the class. It was also mentioned that effective principals did supervise instructions in class and had good relations and support from the SGB and the parents. The following excerpts support these highlights:

Respondent B (Principal): *The mechanisms used by effective principals are that they apply multicultural principles of education, they are natural, they delegate duties and they consult with their staff.*

Respondent E (Principal): *Effective principals work with the circuit managers, the school management teams and sticking to the policies of the Department of Education as their mechanisms to overcome barriers to their executions of management roles at schools.*

From the analysis of the data the following themes and categories were identified:

THEMES	CATEGORIES
1. Democratic and participatory styles of leadership used in schools	<ul style="list-style-type: none"> - I use democratic style of leadership style because we are in a democratic country. - We use democratic leadership style where teachers are allowed to brainstorm and come out with good ideas.
2. Autocratic style of leadership used in schools	<ul style="list-style-type: none"> -There is no specific leadership style used as such, but it normally ranges from autocratic to democratic styles and also depends on the situation. -If a principal is an authoritarian and not transparent that can affect the culture of teaching and learning in the school.
3. Instructional and goal-setting style of management use in schools	<ul style="list-style-type: none"> - The school operations are done according to the agreed school goals. - I use goal leadership style in this school because teaching and learning must be done according to the school goals and objectives of the curriculum. - We use instructional leadership style because it focuses on identifying and helping beginning teachers to deal with their weaknesses in teaching.
4. Collegiality and coaching styles of management used in schools	<ul style="list-style-type: none"> - Beginning teachers are treated like colleagues in this school.
5. List of ineffective leadership styles that should not be used in schools	<ul style="list-style-type: none"> - If a principal uses a laissez fair style in a school it will affect the culture of teaching and learning. - Autocratic and dictatorship styles of management deny teachers and learners the opportunities to contribute and to be creative.

6. Proper ways of executing leadership roles in schools	<p>-As a principal, you must do proper planning of the school activities, delegates some duties to teachers.</p> <p>-The principal must assign duties to everyone and consistently make a follow-up and hold teachers accountable if they do not perform well.</p>
7. Reasons for ineffective execution of a principal's leadership roles in a school	<p>-You see, workload is affecting our execution of roles as principals in the schools.</p> <p>-I think some principals favour some teachers and rely on a single leadership style in the schools.</p>
8. Benefits of effective interpretations of a principal's management roles in school	<p>-The principal should be knowledgeable about his or her roles and should also be accountable for his or her actions.</p> <p>-To a great extent, it provides a clear direction to teachers, learners and parents as to what needs to be done, how and when.</p>
9. The effects and consequences of incorrect interpretation and execution of management roles	<p>- There would be lack of trust and respect for the principal.</p> <p>- The principal would be threatened by his or her inadequacies.</p> <p>-There would be poor culture of teaching and learning in the schools and there would be lack of direction and loss of control in the school.</p>
10. Factors contributing to principals' incorrect interpretation and execution	<p>-These are negligence, lack of knowledge and ability to understand educational policies.</p> <p>- Lack of proper inductions and training of principals.</p>

of management roles	- Lack of principals' workshops on the interpretations of educational or government policies and lack of support on policy matters from the Department of Education.
11. Contributive factors and barriers to principals' ineffectiveness in the management of schools	<ul style="list-style-type: none"> - Failure to give proper instructions to teachers and learners and failure to make effective use of available funds in the school. - Lack of exposure, lack of support from both the Department of Education and the parents. - Lack of resources and high staff turnover.
12. Mechanisms which can be instituted to overcome barriers to principals' executions of their management roles at schools	<ul style="list-style-type: none"> - Being knowledgeable about educational policies, responding quickly to problems in the school and consulting with stakeholders. - Direct supervision of instruction in class. Having good relations and support from the SGB and the parents.

4.4 PRESENTATION AND DISCUSSIONS OF THE FINDINGS

This sub-section presents the following: in 4.4.1 is the presentation and discussions of the findings in accordance with the themes that emerged from the participants' responses and in 4.4.2 is the presentation of the findings in accordance with the research questions, aims of the study and the objectives to which this study was set up to achieve.

4.4.1 Presentation and discussions of the findings according to themes that emerged from the data analysis

The following findings are presented and discussed in relations to the themes that emerged from the participants' responses.

1. A democratic and participatory style of leadership used in schools

The first theme that emerged from the participants' responses was theme of democratic and participatory style of leadership used in schools. This study revealed that the leadership styles used by the school principals to achieve maximum co-operation from the learners in the schools were the democratic and participatory styles of management in the schools where everyone's, including the learners' ideas and contributions, were respected and welcomed. The following example came from a principal: *I use democratic style of management because we are in a democratic country where everyone's ideas are respected. You know our learners too must have their say in the school.*

This is supported by Musaazi (1982, p.64) who states that a democratic leadership style rests on the idea that members of the group, or their representatives, shall be involved in the making of policies. McKay (1995, p.281) confirms this by stating that this type of leadership emphasizes group and leader participation in the formulation of policies that serve as guidelines for organizational operations. "The concept of employee participation has enjoyed much attention in the past years, and much has been written about the desirability of involving teachers in decisions relating to their work" (McKay, 1995, p.281).

Ronke (2013), in the literature, explains that participative leadership style stresses the decision-making processes of the group. It is associated with increased organizational effectiveness.

Again, this study found that principals preferred to use a democratic leadership style where teachers were allowed to brainstorm so as to come up with good ideas. With this style, teachers felt valued, motivated and felt recognized. It was also found that principals used a democratic leadership style in the schools to enable teachers to become initiators thereby producing good results in the schools. This was what a principal had to say: *I use democratic style to enable my teachers to become good initiators in class.*

According to McKay (1995, p.282), a supportive and participative leadership style generally produces better results in terms of productivity, costs, less absenteeism and lower staff turnover, while Musaazi (1982, p.66) believe that a democratic leadership style means that teachers, learners and the school principal participate in the determination of the school rules and regulations. Emmanuel and Ronke (2013) assert that a democratic leadership style is a situation where all policies are derived from group decisions.

2. An autocratic style of leadership used in schools

The next theme that emerged was the theme of an autocratic style of leadership used in schools. This study revealed that school principals sometimes used an autocratic style of leadership to achieve maximum co-operation from the learners and that depended on the situation; where situational leadership style was then used. A response from a principal was: *There is no specific leadership style use as such, but it normally ranges from autocratic to democratic styles and also depends on the situation.*

According to Musaazi (1995, p.63), autocratic leadership is commonly called coercive leadership or dictatorship. This type of leadership style is imposed on the organization. This type of leadership accepts no input from the group members in making decisions about group activities. It does not discuss the long-range goals of the group. It emphasizes the leader's authority and dictates who will perform what jobs. The leader determines policy and personally gives orders to subordinates. Van Deventer and Kruger (2005, p.144) state that an autocratic leadership style is demonstrated by the following characteristics:

1. There is little teamwork.
2. The leader makes all decisions.
3. All authority for planning, organizing and control is vested in the leader.
4. Only one way communication takes place between the leader and the group.

5. The autocratic leader does not allow participative decision-making.
6. Policy is rigidly applied and has a strong disciplinary character.
7. Tasks and responsibilities are delegated without the necessary authority to make independent decisions.
8. Good human relationships are unimportant.
9. A predominantly task-oriented management style is followed.

It was also found that both a democratic and an autocratic style of leadership were sometimes used to ensure maximum effectiveness of the beginning and the inexperienced teachers in the schools since those teachers needed some guidance when entering the teaching profession. An example from a principal was: *We sometimes apply both democratic and autocratic styles when dealing with beginning teachers.* Wilson, George, Wellins and Byham (1994) suggest that for school effectiveness, a principal can sometimes use an autocratic style where the leader makes all decisions and where educators follow the decisions made without question.

3. An instructional and goal-setting style of management used in schools

An instructional and goal-setting style of management used in schools as a theme also emerged from the participants' responses. It was found that principals did use an instructional management style to deal with those learners who had negative behavioural tendencies that hindered effective teaching and learning in the school. It was also revealed that school principals put more emphasis on the goal-setting leadership style where the management of the school goals were efficient and where the school operated according to the agreed school goals. A principal had this to say: *I use a goal-setting leadership style in this school because teaching and learning must be done according to agreed school goals. Even if experienced teachers are developed professionally this should be in line with the school goals and objectives of the curriculum.*

It was also found that principals used instructional leadership style to identify and help beginning teachers in dealing with their weaknesses. The following comment from a principal support the above assertions: *We use instructional leadership style because it focuses on identifying and helping beginning teachers to deal with their weaknesses and improve them. Furthermore, it helps to inform them to upgrade their teaching qualifications in order to be competent in their areas of specializations.*

According to Ronke (2013), instructional leadership focuses on the behaviours of teachers as they engage in activities directly affecting the growth of learners hence principals alone cannot fulfil all school needs. Most conceptions of instructional leadership allocate authority and influence to formal administrative roles of the school principal. Hallinger and Murphy (1986, p.330) also confirm this by stating that strong instructional leadership has consistently been described as a key factor in creating effective schools.

4. Collegiality and coaching styles of management used in schools

Collegiality and coaching styles of management used in schools also emerged as a theme from the participants' responses. It was revealed that principals sometimes used collegiality and coaching styles with the beginning teachers where emphasis was placed on developing the beginning teachers. An example from a principal was: *Mostly democratic because it has some features of collegiality in that the beginning teachers are treated like colleagues and with politeness in the schools.*

John (2011, p. 2) states that "collegial leadership is vastly more difficult than dictatorial control, as the old dictators have found, often painfully". It requires a sensitivity not previously thought to be an asset to a leader. It makes the balance between independence and obedience a fine one, shifting all the time as circumstances change and rules break down. All leadership programmes should now be based on two-way learning and cooperative decisions but that does not mean that a leader listens to views, adds them together and produces an average to suit everyone. Quite the contrary; in fact the leader does ask and listen, but still decides.

According to Robyn (2012, p.1) the coaching leader or principal develops teachers for the future. The coaching style works best when the leader wants to help teammates or teachers build lasting personal strengths that make them more successful overall. It is least effective when teammates are defiant and unwilling to change or learn, or if the leader lacks proficiency.

5. Ineffective leadership styles not to be used in schools

Ineffective leadership styles not to be used in schools also emerged as a theme from the participants' responses. This study found that a laissez-fair style of leadership where everyone did what they wanted to do and where there were no clear instructions to teachers and learners, adversely affected the culture of teaching and learning in the schools. The following was what a principal said: *What I know is that if the principal uses autocratic and laissez fair style in the school they would affect the culture of teaching and learning.*

Musaazi (1982, p.63-64) in the literature states that the term laissez-faire is a French word which literally means 'let people do what they wish.' Laissez-faire leadership therefore is the kind of leadership where there are practically no rules in the organisation. The leadership grants complete freedom to the group or individual to make decisions without the leader's participation or direction.

Emmanuel and Ronke (2013) also believe that with a laissez-fair style of leadership, subordinates are free to do what they want. The school principal is a bystander in the school. The leader in this respect has no authority. In such a situation one finds anarchy or chaos because the leader does not guide people's activities.

The primary role of the leader is merely to supply material needed by the group he is supposedly leading. He remains apart from the group and participates when the group asks him or her to do so. Laissez-faire leadership therefore means being without a specific leader. Each individual among the followers can volunteer to do something for the organisation whenever he or she feels inspired to do so (Musaazi, (1982, p.63-64).

It was also found that both autocratic and dictatorial styles of management sometimes denied teachers and learners the opportunities to contribute and to be creative in the teaching and learning process thereby affecting the culture of teaching and learning in the schools. One principal had the following to say: *Yes if a principal is authoritarian and not transparent that can affect the culture of teaching and learning in the school because teachers will feel ostracized and not being part of the school.*

Van Deventer and Kruger (2005, p.144), note that the only advantage of an autocratic leadership style is that performance is usually good. However, despite the fact that the performance in the school is high, the staff are not usually happy, while Musaaazi, (1982, p.63), believe that this is a poor and dangerous way of leading people. In this type of leadership style, teachers and principals prefer to dictate to instead of allowing room for discussion and personal expression. In such schools the students have very little or no say at all in anything relating to their school life. Such leadership kills initiative among the students and very often leads to school riots and strikes. The autocratic leader views the world as essentially friendless and therefore strives for power and toughness and becomes rigid in dealing with people.

6. Proper ways of executing leadership roles in schools

Proper ways of executing leadership roles in schools as a theme also emerged. It was found that in order for school principals to execute their leadership roles effectively, they needed to do proper planning, organising and scheduling of their activities; they needed to sometimes assign duties to teachers and delegate some of their work to competent teachers; they also needed to communicate effectively to the rest of the school and they must put emphasis on quality teaching and learning in the classrooms. *As a principal, one must do proper planning of the school activities, delegates some duties to teachers and ensure quality teaching and learning in the classrooms.* This was said by a principal.

According to Slee *et. al* (1998, p.128) in the literature review, leaders in schools need to offer leadership; set the tone, ethos, direction and purpose; translate purpose into

plans; implement these plans; and to check through monitoring and evaluation that progress is taking place. However, it is the execution of these roles that creates good or bad management and manifests itself in the overall performance of the school. The qualities of good leadership stem from leadership styles used during the execution of the above management roles.

It was found that school principals should be flexible, fair, firm on goals achievement and must apply the appropriate style of leadership style depending on the situation to ensure effectiveness in the school. It was also revealed that in order for school principals to execute their roles effectively, they needed to take informed decisions that would help the school. Again, it was found that school principals must be responsible and accountable in all operations of the school. *The principal must assign duties to everyone and consistently make a follow-up and hold teachers accountable if they do not perform well.* This opinion came from a principal.

According to McKay and Allias (1995, p. 280-282), a good manager should be flexible in his or her relationship with subordinates. The effective manager is one who is flexible in relationships with individuals and the staff as a whole. The most effective managers are those who recognize the major forces that are involved in the leadership of a group, and who are flexible in the approach that they use in carrying out their leadership responsibilities.

Gorton and Schneider (1991, p.327) confirmed the above by stating that principals' managerial leadership roles by noting in their study of effective schools were effective leaders did more: they framed goals and objectives, set standards of performance and created a productive working environment.

7. Reasons for ineffective execution of a principal's leadership roles in a school

The next theme that also emerged was the theme of reasons for ineffective execution of a principal's leadership roles in a school. This study revealed that favouritisms,

principal's intimate relationships with teachers, ignoring teachers' personal problems, principals' workload and lack of management of time-books were the reasons for ineffective execution of a principal's leadership roles in the schools. *You see, workload is affecting our execution of our roles in the schools. Principals in the rural school have twice more work to do than those in the urban areas.* That was said by a principal.

This study also revealed that lack of support and co-operations from some teachers, teacher shortages that forced some principals to take up teaching in some classes, laziness, principals not being role models in the schools and the use of a single style of leadership were some of the reasons for the ineffective executions of a principal's leadership roles in a school. *I think some principals favour some teachers and rely on a single leadership style that is not accommodating other teachers and situations in the schools.* This was the view of the one of the principals.

8. Benefits of effective interpretation of a principal's management roles in school

The next theme emerged was the theme of benefits of effective interpretation of a principal's management roles in a school. It was revealed that schools became effective when the following were in existence: principals were knowledgeable and were able to interpret management roles and educational policies, learners and teachers were law abiding, there was a proper leadership, a proper strategic planning and a proper management in the schools. An example from a principal was: *They contribute greatly because the principal would be knowledgeable about his or her roles and would also be accountable for his or her actions.*

This study also found that schools became effective when the following were in existence: there was a proper accountability from all stakeholders, teachers gained confidence and trusted on a principal who was able to interpret policies well; teachers also felt assured that they were not being led by a non-professional. Another example from a principal was: *To a great extent, it provides a clear direction to teachers, learners and parents as to what need to be done, how and when.*

Reid, Hopkins and Holly (1987, p.12), in the literature, states that an effective school principal will value certain factors such as the improvement of both teaching and learning, the development of the school as a learning institution, the humanization of schooling, the total involvement of staff in both collaboration and democratic collegiality, an awareness of the benefits of both process and product, and the research-based, INSET-based nature of school development.

9. The effects and consequences of misinterpretation and execution of management roles

The effects and consequences of wrongful interpretation and execution of management roles also came out as a theme. It was found that the wrongful interpretation of educational policies could lead to chaotic situations in the schools, could lead to poor learners' performances, could lead to a division among learners and teachers, could result in a lack of unity in the school and poor job satisfaction of teachers in the school. A response from a principal was: *What I know is that there would be division and lack of unity among teachers in the school, there would be poor job satisfaction and poor learner performances in the school.*

This study also revealed that wrongful interpretation of educational policies could lead to a lack of trust and respect for the principal, could lead to a situation where the principal would always feel threatened by his or her inadequacies, there would be a poor culture of teaching and learning in the school and there would be a lack of direction and loss of control in the school. A response from a principal was: *School goals would never be achieved and realized as a result of wrongful interpretations of policies.*

This study, furthermore, found that a principals' ineffectiveness could lead a school into dysfunctionality, uncommitted and absenteeism of teachers, being under-staffed, less learner enrolment and high learner dropout from school. It was found that a school that was managed by an ineffective principal reflected poor learner performance and failure to meet school goals. The following examples came from two principals:

An ineffective principal always encounters problems such as poor learners' academic results and failure to achieve school goals.

Teachers may be absent from school and this may lead to less teaching and learning in the class and subsequently bring about higher failure rate in the school.

10. Factors contributing to principals' incorrect interpretation and execution of management roles

Again, factors contributing to principals' incorrect interpretation and execution of management roles also emerged as a theme from the participants' responses. It was revealed that the following factors can be blamed for principals' wrongful interpretation and execution of management roles in the schools. These were: negligence, lack of knowledge and ability to understand educational policies, lack of proper inductions and training of principals, lack of capacity building, fewer or lack of principals' workshops on the interpretations of educational or government policies and lack of support on policy matters from the Department of Education. The following responses came from two principals:

Some of these factors are lack of proper induction and training of new principals in the schools. Unwillingness on the part of some principals to capacitate themselves through reading or networking with other principals.

According to David (2015, p.1), an effective leader gets work done, takes responsibility for his or her actions and leads his or her team to success. He or she is an active mentor of his teammates, guiding them to achieve professional and personal success. Just as there are some qualities that proclaim an individual a good leader, there are traits that label an ineffective leader. These are: poor communication, indecisiveness, being change-resistant and inefficiency.

11. Contributive factors and barriers to principals' ineffectiveness in the management of schools

Contributive factors and barriers to principals' effectiveness in the management of schools also emerged as a theme. This study revealed that failure to give proper instruction to teachers and learners, failure to effectively use the available funds in the school and failure to implement all educational programmes in the school, including extra mural activities, were some of the factors and barriers which contributed to principals' ineffectiveness in the management of schools. *These factors are: the failure of principals to give proper instructions on how things should be done and the failure to properly manage the available funds in the school.* This view came from a principal.

It was also found that lack of experience, lack of appropriate reading and exposure, lack of appropriate support from both the Department of Education and the parents, lack of resources, high staff turnover and workload for teachers and principals also contributed to principals' ineffectiveness in the management of schools. Again, this study found that principals' favouritism some teachers over others, principals' failure to hold teachers accountable for poor work done, unclear guidelines and unclear school policies to follow were also some of the factors and barriers that contributed to principals' effectiveness in the management of schools. *I will mention high staff turnover, principals' workload and lack of teachers in the schools.* This view also came from another principal.

This study also revealed the following as some of the factors and barriers that contributed to principals' ineffectiveness in the management of schools. These were: poor relations between principals and teachers that lead to "sabotage" in the schools, interference in the principals' duties by departmental officials, lack of motivation for principals from the Department of Education. An example from a principal was: *These barriers are the insolent and non co-operative teachers, heavy workload and negative attitudes of the Department of Education towards the principals.*

Again, it was found that most schools were under-staffed; principals had heavy workloads, there was a lack of parental involvement and lack of funds to run the schools effectively, the presence, existence and negative influence of the teachers' unions in the management and governance of the schools, learners' drug abuse and teenage pregnancy were also some of the barriers and problems experienced by all principals in the execution of their management roles in schools. The following response came from a principal: *The involvement of teachers in teacher unionism. They are always defensive of their members.*

12. Mechanisms used to overcome the factors and barriers to principals' execution of their management roles at schools

Finally, the last theme to emerge was the theme of mechanisms deployed to overcome the factors and barriers to principals' execution of their management roles at schools. This study finally revealed the following as some of the mechanisms used by the school principals to overcome the factors and barriers to their executions of the management roles at schools. These were: being knowledgeable about educational policies, quick responses to problems in the school, consultation with other stakeholders, delegation of duties, implementations of proper leadership and managerial skills and being realistic and sincere about principal's duties. One principal had this to say: *The mechanisms used by effective principals are that they apply multicultural principles of education, they are natural, they delegate duties and they consult with their staff.*

It was also found that most effective principals did employ SGB teachers to reduce teachers and principals' workloads and thereby improving teaching and learning in the class. It was also revealed that effective principals did exercise direct supervision of instructions in classrooms and had good relations and support from the SGBs and the parents. Another principal had the following to say: *Effective principals work with the circuit managers, the school management teams and sticking to the policies of the Department of Education as their mechanisms to overcome barriers to their executions of management roles at schools.*

The National Commission on Education (1996) in the literature, lists the following ten features of successful schools that formed the bases for proposals for raising achievement in schools:

- Strong positive leadership by the head and senior staff.
- A good atmosphere or spirit, generated by shared aims and values and by a physical environment that is as attractive and stimulating as possible.
- High and consistent expectations of all learners.
- A clear and continuing focus on teaching and learning.
- Well-developed procedures for assessing how learners are progressing.
- Responsibility for learning shared by the learners themselves.
- Participation by learners in the life of the school.
- Rewards and incentives to encourage learner to succeed.
- Parental involvement in children's education and in supporting the aims of the school.

According to the Department of Education (2008), the SPs should perform the following duties in order to make their schools effective:

- Ensure that all resources are used effectively and efficiently to support learning.
- Ensure that all stakeholders in the school are committed to the vision and mission of the school.
- Ensure that the school is a learning organisation by ensuring that educators and learners model good learning practices.
- Establish sound quality assurance systems that include evaluation and performance management in accordance with current legislation and policies.
- Ensure systems of accountability in reporting to the School Governing Body (SGB), and Department of Education.
- Ensure that the SGB, parents, learners and educators have a clear understanding of their roles, responsibilities and accountabilities.
- Promote a positive ethos and culture that supports quality education.
- Motivate and provide support systems for educators.

4.4.2 Presentation and discussions of the findings according to the research questions and objectives of this study

The following findings are presented and discussed in relation to the research questions, the research aim and objectives of this study. The main research question was: What are the management roles and leadership styles used by principals that contribute to school effectiveness? The aim of the study was to investigate the management roles and leadership styles of school principals that contribute to effective schools and the objectives of the study were:

1. To ascertain the kind of leadership style(s) that can contribute to school effectiveness.
2. To find out the extent to which proper execution of a principal's leadership role can ensure effective school.
3. To determine the extent to which principals interpret their management roles.
4. To ascertain the factors that contribute to principals' ineffectiveness in the management of schools.
5. To ascertain the barriers to principals' execution of their management roles in schools.
6. To come up with mechanisms that can be used to ensure principals' execution of their managerial leadership roles effectively.

Objective one: The first objective of this study was to ascertain the kind of leadership style(s) that could contribute to school effectiveness. This study then revealed that the leadership styles used by the school principals to achieve maximum co-operation from the learners in the schools were the democratic and participatory leadership styles where everyone's ideas and contributions including the learners were respected and welcomed. The following example came from a principal: *I use democratic style of management because we are in a democratic country where everyone's ideas and*

contributions are respected. You know our learners too must have their say in the school.

This study found that principals used a democratic leadership style where teachers were allowed to brainstorm and came up with good ideas. With this style, teachers felt valued were motivated and felt recognized. It was also found that principals used a democratic leadership style in the schools to enable teachers to become initiators thereby producing good results in the schools. This was what a principal had to say: */ use democratic style to enable my teachers become good initiators in class.*

According to McKay (1995, p.282), a supportive and participative leadership style generally produces better results in terms of productivity, costs, less absenteeism and lower staff turnover, while Musaazi (1982, p.66), had it that a democratic leadership style means that teachers, students and the school principal participate in the determination of the school rules and regulations. Emmanuel and Ronke (2013), assert that a democratic leadership style is a situation where all policies are derived from a group decision. Emmanuel and Ronke (2013), in the literature explains that a participative leadership style stresses the decision-making processes of the group. It is associated with increased organizational effectiveness. This is supported by Musaazi (1982, p.64), who states that a democratic leadership style rests on the idea that members of the group, or their representatives be involved in the making of policies. McKay (1995, p.281), also confirms this by stating that this type of leadership emphasizes group and leader participation in the formulation of policies that serve as guidelines for organizational operations. "The concept of employee participation has enjoyed much attention in the past years, and much has been written about the desirability of involving teachers in decisions relating to their work" (McKay, 1995, p.281).

This study revealed that school principals sometimes used an autocratic style of leadership to achieve school effectiveness and maximum co-operation from the learners and that depended on the situation resulting in a situational leadership style being

used. A response from a principal was: *There is no specific leadership style use as such, but it normally ranges from autocratic to democratic styles and also depends on the situation.*

Wellins and Byham (1994), suggest that for school effectiveness principal can sometimes use an autocratic style where the leader makes all decisions and where educators follow the decisions made without question.

It was also found that both democratic and autocratic style of leadership were sometimes used to ensure maximum effectiveness of the beginning and the inexperienced teachers in the schools since those teachers needed some guidance in the teaching profession. An example from a principal was: *We sometimes deploy both democratic and autocratic styles when dealing with beginning teachers.*

It was found that principals did use an instructional management style to deal with those learners who had negative behavioural tendencies that hindered effective teaching and learning in the school. It was also revealed that school principals put more emphasis on the goal-leadership style where the management of the school goals were a priority and where the school operations were done according to the agreed school goals. A principal had this to say: *I use goal-leadership style in this school because teaching and learning must be done according to agreed school goals. Even if experienced teachers are developed professionally this should be in line with the school goals and objectives of the curriculum.*

It was also found that principals used an instructional leadership style to identify and help beginning teachers deal with their weaknesses. The following example supports the above assertions: Another example from a principal was: *We use instructional leadership style because it focuses on identifying and helping beginning teachers to deal with their weaknesses and improve them. Furthermore, it helps to inform them to upgrade their teaching qualifications in order to be competent in their areas of specializations.*

According to Emmanuel and Ronke (2013), instructional leadership focuses on the behaviours of teachers as they engage in activities directly affecting the growth of students hence principals alone cannot fulfil all school needs. Most conceptions of instructional leadership allocate authority and influence to formal administrative roles of the school principal. Hallinger and Murphy (1986, p.330) also confirm this by stating that strong instructional leadership has consistently been described as a key factor in creating effective schools.

It was also revealed that principals sometimes used collegiality and coaching styles with the beginning teachers where emphasis was placed on developing the beginning teachers. An example from a principal was: *Mostly democratic because it has some features of collegiality in that the beginning teachers are treated like colleagues and with politeness in the schools.*

John (2011, p.2) states that “collegial leadership is vastly more difficult than dictatorial control, as the old dictators have found, often painfully”. It requires a sensitivity not previously thought to be an asset to a leader. It makes the balance between independence and obedience a fine one, shifting all the time as circumstances change and rules break down. All leadership programmes should now be based on two-way learning and cooperative decisions but that does not mean that a leader listens to views, adds them together and produces an average to suit everyone. Quite the contrary; in fact the leader may ask and listen, but still decides.

According to Robyn (2012, p.1), the coaching leader or principal develops teachers for the future. The coaching style works best when the leader wants to help teammates or teachers build lasting personal strengths that make them more successful overall. It is least effective when teammates are defiant and unwilling to change or learn, or if the leader lacks proficiency.

Objective two: The second objective was to find out about the extent to which proper execution of a principal's leadership role can ensure effectiveness in a school. It was found that in order for school principals to execute their leadership roles effectively,

they needed to do proper planning, organising and scheduling of their activities; they also needed to sometimes assign duties to teachers and delegate some of their work to competent teachers. Furthermore, they needed to communicate effectively to the rest of the school and put emphasis on quality teaching and learning in the classrooms. *As a principal, you must do proper planning of the school activities, delegates some duties to teachers and ensure quality teaching and learning in the classrooms.* This was opinion of a principal.

According to Slee, Weiner, and Tomlinson (1998, p.128), in the literature review, leaders in schools need to offer leadership, set the tone, ethos, direction and purpose, translate purpose into plans, implement these plans and check through monitoring and evaluation that progress is taking place. It is, however, the execution of these roles that creates good or bad management and manifests itself in the overall performance of the school. The qualities of good leadership stem ultimately from leadership styles used during the execution of the above management roles.

Furthermore, it was found that school principals should be flexible, fair, firm on goals achievement and must apply the appropriate style of leadership depending on the situation to ensure effectiveness in the school. It was also revealed that in order for school principals to execute their roles effectively they needed to take informed decisions that would help the school. Again, it was found that school principals must be responsible and accountable in all operations of the school. *The principal must assign duties to everyone and consistently make a follow up and hold teachers accountable if they do not perform well.* This advice came from a principal.

According to McKay and Allias (1995, p. 280-282), a good manager should be flexible in his or her relationship with subordinates. The effective manager is one who is flexible in relationships with individuals and the staff as a whole. The most effective managers are those who recognize the major forces that are involved in the leadership of a group, and who are flexible in the approach that they use in carrying out their leadership responsibilities.

It was revealed that schools became effective when the following were in existence: principals were knowledgeable and were able to interpret management roles and educational policies, learners and teachers were law abiding, there was proper leadership, proper strategic planning and proper management in the schools. An opinion from a principal was: *They contribute greatly because the principal would be knowledgeable about his or her roles and would also be accountable for his or her actions.*

This study also found that schools became effective when the following were in existence: there was proper accountability from all stakeholders, teachers gained confidence and trust in a principal who was able to interpret policies well and teachers knew very well that they were not been led by a non-professional. Another view from a principal was: *To a great extent, it provides a clear direction to teachers, learners and parents as to what need to be done, how and when.*

Gorton and Schneider (1991, p.327) confirmed this by stating that principals' managerial leadership roles in their study of effective schools was that effective leaders did more; they framed goals and objectives, set standards of performance and created a productive working environment.

Objective three: The third objective was to determine the extent to which principals interpreted their management roles. It was revealed in this study that the following factors have to be blamed for principals' wrongful interpretation and execution of management roles in the schools. These were: negligence, lack of knowledge and ability to understand educational policies, lack of proper inductions and training of principals, lack of capacity building, fewer or lack of principals' workshops on the interpretations of educational or government policies and lack of support on policy matters from the Department of Education. The following responses came from two principals: *Some of these factors are lack of proper induction and training of new principals in the schools. Unwillingness on the part of some principals to capacitate themselves through reading or networking with other principals.*

It was found that wrongful interpretation of educational policies could lead to chaotic situations in the schools, could lead to poor learners' performance, could lead to a division among learners and teachers and could result in a lack of unity in the school and poor job satisfaction of teachers in the school. A response from a principal was: *What I know is that there would be division and lack of unity among teachers in the school; there would be poor job satisfaction and learner poor performances in the school.*

This study also revealed that wrongful interpretation of educational policies could lead to a lack of trust and respect for the principal, could lead to a situation where the principal would always feel threatened by his or her inadequacies, there would be a poor culture of teaching and learning in the schools and there would be a lack of direction and loss of control in the school. A response from a principal was: *School goals would never be achieved and realized as a result of wrongful interpretations of policies.*

This study also found that a principals' ineffectiveness could lead a school into dysfunctionality, uncommitted and absenteeism of teachers, being under-staffing with less learner enrolment and higher learner dropout from schools. It was found that a school that was managed by an ineffective principal reflected poor learner performance and failure to meet school goals. The following examples came from two principals: *An ineffective principal always encounters problems such as poor learners' academic results and failure to achieve school goals. Teachers may be absent from school and this may lead to less teaching and learning in the class and subsequently bring about higher failure rate in the school.*

Objective four: The fourth objective was to ascertain the factors and barriers that contributed to principals' ineffectiveness in the management of schools. This study revealed that failure to give proper instruction to teachers and learners, failure to effectively use the available funds in the school and failure to implement all educational programmes in the school, including extra mural activities, were some of the factors

and barriers which contributed to principals' ineffectiveness in the management of schools. *These factors are: the failure of principals to give proper instructions on how things should be done and the failure to properly manage the available funds in the school.* This view came from a principal.

It was also found that lack of experience, lack of appropriate reading and exposure to relative information, lack of support from both the Department of Education and the parents, lack of resources and high staff turnover and workload for teachers and principals also contributed to principals' ineffectiveness in the management of schools. Again, this study found that principals sometimes favoured some teachers over others, principals' failure to hold teachers accountable for poor work done, unclear guidelines and unclear school policies to follow were also some of the factors and barriers that contributed to principals' ineffectiveness in the management of schools. *I will mention high staff turnover, principals' workload and lack of teachers in the schools.* This opinion came from another principal.

This study also revealed the following as some of the factors and barriers that contributed to principals' ineffectiveness in the management of schools. These were: poor relations between principals and teachers that can lead to "sabotage" in the schools, interference into the principals' duties by departmental officials, lack of motivation from the Department of Education for the principals. An example from a principal was: *These barriers are the insolent and non co-operative teachers, heavy workload and negative attitudes of the Department of Education towards the principals.*

Again, it was found that most schools were under-staffed; principals had heavy workloads, there was a lack of parental involvement and lack of funds to run the schools effectively; the presence, existence and influence of the teachers' unions in the management and governance of the schools, learners' drug abuse and teenage pregnancy were also some of the barriers and problems experienced by all principals in the execution of their management roles in schools. The following response came from

a principal: *The involvement of teachers in teacher unionism. They (unions) are always defensive over their members.*

Objective five: The fifth objective was to ascertain the barriers to principals' execution of their management roles in schools. This study revealed that favouritism, principal's over-familiar relationships with teachers, ignoring teachers' personal problems, principals' workloads and lack of management of time-books were the reasons for ineffective execution of a principal's leadership roles in the schools. *You see, workload is affecting our execution of our roles in the schools. Principals in the rural school have twice more work to do than those in the urban areas.* That was pointed out by a principal.

This study also revealed that lack of support and co-operation from some teachers, teacher shortages that forced some principals to take up teaching in some classes, laziness and principals not being role models in the schools and the use of a single style of leadership were some of the reasons for the ineffective execution of a principal's leadership roles in a school. *I think some principals favour some teachers and rely on a single leadership style that is not accommodating other teachers and situations in the schools. This was the view of one principal.*

Objective six: The sixth objective came up with mechanisms that could be put in place to ensure that principals display positive managerial leadership roles to effective schools. This study finally revealed the following as some of the mechanisms applied by the school principals to overcome the factors and barriers to their execution of their management roles at schools. These were: being knowledgeable about educational policies, responding quickly to problems in the school, consultation with other stakeholders, delegation of duties, implementation of proper leadership and managerial skills and being realistic and sincere about a principal's duties. A principal had this to say: *The mechanisms used by effective principals are that they apply multicultural principles of education, they are natural, they delegate duties and they consult with their staff.*

It was also found that most effective principals employed SGB teachers to reduce teachers' and principals' workload thereby improving teaching and learning in the class. It was also revealed that effective principals took responsibility for direct supervision of instruction in classrooms and had good relations and support with the SGB and the parents. One principal had the following to say: *Effective principals work with the circuit managers, the school management teams and sticking to the policies of the Department of Education as their mechanisms in overcome barriers to their executions of management roles at schools.*

The National Commission on Education (1996) in the literature, lists the following ten features of successful schools that formed the bases for proposal for raising achievement in schools:

- Strong positive leadership by the head and senior staff.
- A good atmosphere or spirit, generated by shared aims and values and by a physical environment that is as attractive and stimulating as possible.
- High and consistent expectations of all learners.
- A clear and continuing focus on teaching and learning.
- Well-developed procedures for assessing how learners are progressing.
- Responsibility for learning shared by the learners themselves.
- Participation by learners in the life of the school.
- Rewards and incentives to encourage learners to succeed.
- Parental involvement in children's education and in supporting the aims of the school.

According to the Department of Education (2008), the SPs should perform the following duties in order to make their schools effective:

- Ensure that all resources are used effectively and efficiently to support learning.
- Ensure that all stakeholders in the school are committed to the vision and mission of the school.

- Ensure that the school is a learning organisation by ensuring that educators and learners model good learning practices.
- Establish sound quality assurance systems that include evaluation and performance management in accordance with current legislation and policies.

4.5 CONCLUSION

This chapter presented and discussed the data analysis. This chapter also presented a discussion on the broad categories as well as the research findings in the light of the themes that emerged from the participants' responses, the research questions, aims and objectives of the study.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter discusses a summary of the findings from respondents' responses concerning the managerial leadership styles of school principals for school effectiveness at six secondary schools in the Dutywa Education District. Tacit beliefs, understanding of the situation, feelings, attitudes and values that respondents expressed during the interviews are highlighted for appropriate intervention. This summary will be followed by the researcher's conclusion, recommendations and suggestions for further research.

5.2 SUMMARY OF THE STUDY

This research study set out to investigate the managerial leadership styles of school principals for school effectiveness at six secondary schools in the Dutywa Education District. Several factors have been attributed to the perceived ineffectiveness of secondary schools among which are: teacher factor, parental factor, economic factor, societal factor and principals' managerial leadership style(s), but this study was limited to the principals' managerial leadership styles as a potent factor for school ineffectiveness. It has been observed that many secondary school principals do not involve their subordinates in their daily routine administrative duties and as a result do a great deal themselves. Personal experience has shown that many principals of secondary schools do not provide good leadership within the school system. Some do not motivate their teachers, learners and parents very well; some do not even relate very well to these stakeholders.

Bearing this in mind, the researcher shared views in informal conversations with principals, teachers, learners and parents on why so many schools these days were dysfunctional in terms of poor academic performances, teachers' lack of commitment and unprofessional behaviour, learners' lack of zeal and motivation to study, conflict

between learners and management, conflict between School Governing Body (SGB) and principal, and conflict between teachers and principals. All the above indicated that there was a lack of proper management roles and effective leadership styles used by school principals.

The aim of this study was to investigate the management roles and leadership styles of school principals that contributed to school effectiveness. The objectives of the study were:

1. To ascertain the kind of leadership style(s) that can contribute to school effectiveness.
2. To find out the extent to which proper execution of a principal's leadership role can ensure an effective school.
3. To determine the extent to which principals interpret their management roles.
4. To ascertain the factors that contribute to principals' ineffectiveness in the management of schools.
5. To ascertain the barriers to principals' execution of their management roles in schools.
6. To come up with mechanisms that can be initiated to ensure that principals carry out their duty of managerial leadership roles effectively.

The aim of the literature review was to analyse critically the existing knowledge on the managerial leadership styles of school principals for school effectiveness. In order to attain the goals, objectives and aims of the study, the researcher used the qualitative research method, both in collecting and analysing the data. The qualitative research method was suitable for this investigation because the researcher wanted to acquire an in-depth understanding on how secondary school principals manage their schools in order to be successful in producing good academic performance. Qualitative research was therefore used to assist in finding out which management roles and leadership

styles were successful in ensuring school effectiveness. The case study enquiry design was suitable for this study because it is a systematic inquiry into an event or set of related events which aims to describe and explain the phenomenon of interest. Fraenkel and Wallen (2006, p. 43-53) state that "a case study is an exploration or an in-depth analysis of a bounded system or a single case or multiple cases, over a period of time".

The purposive sampling method was used to select six (6) secondary school principals. Purposeful sampling was used in this study because only six school principals of high-performing senior secondary schools were chosen as the sample size of this investigation. McMillan and Schumacher (2006, p.127), state that the researcher selects particular elements from the population that are representative of a topic of particular interest. The researcher deliberately wanted to find out about the unique management roles and leadership styles of these selected principals. The researcher used face-to-face, in-depth, individual interviews as an instrument to collect data from the selected six senior secondary school principals to gather information about their management roles, leadership roles and leadership styles for school effectiveness. Permission was obtained from the participants to use note-taking to collect the data.

In this study the researcher analysed the data by capturing the patterns in the authentic conversation with the participants that were interviewed. The researcher then used the manual method to transcribe the interview transcripts generated from these interviews. The data were categorised and coded and then grouped into themes. Finally, the data were interpreted and a conclusion was drawn. The findings revealed that the six principals used in the study had a sound understanding of the purpose of the research. They were frank and honest in their responses. The main findings were the following:

- Democratic and participatory leadership styles were used by the school principals to achieve maximum co-operation from the learners and teachers in the schools.
- Principals used a democratic leadership style in which teachers were allowed to brainstorm and come out with good ideas.

- School principals sometimes used an autocratic style of leadership to achieve maximum co-operation from the learners depending on the situation, hence situational leadership style was used.
- Both democratic and autocratic styles of leadership were sometimes used to ensure maximum effectiveness when dealing with the beginning and inexperienced teachers in the schools; these teachers need guidance in the teaching profession.
- Principals sometimes used collegiality and coaching styles with the beginning teachers where emphasis was placed on developing the beginning teachers.
- Principals used instructional leadership style to identify and help beginning teachers deal with their weaknesses.
- Principals resort to an instructional management style to deal with those learners who displayed negative behavioural tendencies that hindered effective teaching and learning in the schools.
- School principals put more emphasis on the goal-setting leadership style where the management of the school goals becomes a priority and where the school operated according to the agreed school goals.
- A laissez-fair style of management was considered undesirable style of leadership in schools with no clear instructions to teachers and learners. This would adversely affect the culture of teaching and learning in the schools.
- Autocratic and dictatorial styles of management sometimes denied teachers and learners the opportunities to contribute and to be creative in the teaching and learning process thereby affecting the culture of teaching and learning in the schools.
- In order for school principals to execute their leadership roles effectively they needed to do proper planning, organising and scheduling of their activities; they sometimes needed to assign duties to teachers and delegate some of their work to competent staff; they also needed to communicate effectively to the rest of the school and put emphasis on quality teaching and learning in the classrooms.

- The reasons for ineffective execution of a principals' leadership roles in schools were: favouritism, principal's over-familiar relationships with teachers, ignoring teachers' personal problems, principals' workload and lack of management of time-books, lack of support and co-operation from some teachers, teacher shortages that forced some principals to take up teaching of some classes, laziness, principals not being role models in the schools and the use of a single style of leadership.
- Schools were effective when the following were in existence: principals were knowledgeable and were able to interpret management roles and educational policies, learners and teachers were law-abiding, there was appropriate leadership, proper strategic planning, proper management in the schools and proper accountability from all stakeholders.
- Incorrect interpretation of educational policies could lead to chaotic situations in the schools and could lead to poor learners' performance. This could also lead to a division among learners and teachers and could result in a lack of unity in the school, poor job satisfaction of teachers in the school, and a lack of trust and respect for the principal which could lead to a situation where the principal would always feel threatened by his or her inadequacies. A poor culture of teaching and learning in the schools could result to a lack of direction and loss of control in the school.
- Factors contributing to principals' incorrect interpretation and execution of management roles were: negligence, lack of knowledge and ability to understand educational policies, lack of proper inductions and training of principals, lack of capacity building, lack of principals' workshops on the interpretation of educational or government policies and lack of support on policy matters from the Department of Education.
- Contributive factors and barriers to principals' ineffectiveness in the management of schools were: failure to give proper instruction to teachers and learners, failure to effectively use the available funds in the school, failure to implement all educational programmes in the school including extra mural activities, lack of

experience, lack of reading and therefore exposure to knowledge, lack of support from both the Department of Education and the parents, lack of resources, high staff turnover, workload of teachers and principals, favouritism shown to some teachers over others, principals failure to hold teachers accountable for poor work done, unclear guidelines and unclear school policies to follow, poor relations between principals and teachers that could lead to "sabotage" in the schools, interferences in the principals' duties by the departmental officials and SGBs, lack of motivation from the Department of Education for the principals, lack of parental involvement, lack of funds to run the schools effectively, the presence, existence and influence of the teachers unions in the management and governance of the schools, learners' drug abuse and teenage pregnancy.

- Mechanisms employed to overcome the factors and barriers to principals' execution of their management roles at schools were: being knowledgeable about educational policies, quick responses to problems in the school, consultation with other stakeholders, delegation of duties, implementations of proper leadership and managerial skills and being realistic and sincere about a principal's duties, employment of SGB teachers to reduce teachers and principals' workload and thereby increasing teaching and learning in the classrooms, taking responsibility for direct supervision of instruction in the classrooms and having good relationship and support from the DoE, SGB and the parents.

5.3 CONCLUSION

The researcher is of the opinion that this research study has identified a number of managerial leadership styles and leadership roles of school principals that have contributed to school effectiveness at the six secondary schools selected in the Dutywa Education District. In Chapter 1, an outline was given of the statement of the research problem, the research objectives, the research questions, significance of the study, limitations and delimitations of the study. In Chapter 2 the researcher presented a

literature review of what other authorities said about the problem under study. Chapter 3 gave an outline of the research methodology and design used in the study. Chapter 4 presented the data and the analysis.

Based on the objectives and the research question certain inferences were drawn. Some of the findings were as follows:

The leadership styles used by the school principals to achieve maximum co-operation from the learners in the schools were the use of democratic and participatory styles of management in the schools where everyone's ideas, including the learners' ideas and contributions, were respected and welcomed. The principals at times used a democratic leadership style where teachers were allowed to brainstorm and come up with innovative ideas. With this style, teachers felt valued, motivated and recognized for their contributions. Principals also used a democratic leadership style in the schools to enable teachers to become initiators thereby producing good results in the schools.

School principals sometimes used an autocratic style of leadership to achieve maximum co-operation from the learners and that depended on the situation; this meant that a situational leadership style was also used. Both democratic and autocratic styles of leadership were sometimes used to ensure maximum effectiveness when dealing with the beginning and the inexperienced teachers in the schools since those teachers needed some guidance in the teaching profession.

Principals interviewed were at times obliged to use an instructional management style to deal with those learners who displayed negative behavioural tendencies that hindered effective teaching and learning in the school. Principals also used instructional leadership style to identify and help beginning teachers deal with their weaknesses. Principals sometimes also used collegiality and coaching styles with the beginning teachers where emphasis was placed on developing the beginning teachers. An example from a principal was: *Mostly democratic because it has some features of*

collegiality in that the beginning teachers are treated like colleagues and with politeness in the schools.

School principals at times put emphasis on the goal-leadership style where the management of the school goals were prioritized and where the school operated according to the agreed school goals.

Ineffective leadership styles which were not to be used in these schools were: laissez-fair style of management where everyone did what they pleased and where there were no clear instructions to teachers and learners. This adversely affected the culture of teaching and learning in the schools.

According to these respondents, autocratic and dictatorship styles of management sometimes denied teachers and learners the opportunities to contribute and to be innovative in the teaching and learning process thereby affecting the culture of teaching and learning in the schools. Where possible these were not favoured.

Appropriate ways of executing leadership roles in schools were: proper planning, organising and scheduling of activities, the need sometimes to assign duties to teachers and delegate some of their work to competent teachers. They also saw the need to communicate effectively with the rest of the school and emphasis was placed on quality teaching and learning in the classrooms. School principals should be flexible, fair, firm, strive for goal achievement and must apply the appropriate style of leadership style depending on the situation to ensure effectiveness of the school. In order for school principals to execute their roles effectively they saw the need to make informed decisions to help the school. School principals of successful schools had to be responsible and accountable in all operations of the school.

The reasons given for ineffective execution of principals' leadership roles in schools were: favouritism, principal's over-familiar relationships with teachers, ignoring teachers' personal problems, principals' workload and lack of management of time-books Lack of support and co-operations from some teachers, teacher shortages that

forced some principals to take up teaching in some classes, laziness, principals not being role models in the schools and the use of a single style of leadership were also some of the reasons for ineffective execution of a principal's leadership roles in a school.

The benefits of effective interpretation of a principal's management roles in school are that these principals are knowledgeable, able to interpret management roles and educational policies, learners and teachers are likely to be law abiding, proper leadership usually means proper strategic planning and proper management in the schools. Schools become effective when the following are in existence: proper accountability from all stakeholders, teachers gain confidence and trust in a principal who is able to interpret policies well; teachers know they are not being led by non-professional person.

Incorrect interpretations of educational policies could lead to chaotic situations in the schools, and thus lead to poor learners' performance; it could also lead to a division among learners and teachers and could result in a lack of unity in the school, poor job satisfaction of teachers in the school, a lack of trust and respect for the principal, a situation where the principal would always feel threatened by his or her inadequacies, a poor culture of teaching and learning in the schools coupled with a lack of direction and loss of control in the school. Furthermore, a principals' ineffectiveness could render a school dysfunctional with uncommitted and absenteeism of teachers, being understaffed, less learner enrolment and high learner dropout. A school managed by an ineffective principal reflects poor learner performances and failure to meet school goals.

Factors which contribute to principals' incorrect interpretation and execution of management roles were: negligence, lack of knowledge and ability to understand educational policies, lack of proper inductions and training of principals, lack of capacity-building, few or lack of principal's workshops on the interpretation of educational or government policies and lack of support on policy matters from the Department of Education.

The contributive factors and barriers to principals' ineffectiveness in the management of schools found to be the failure to give proper instruction to teachers and learners, failure to effectively use of the available funds in the school and failure to implement all educational programmes in the school including extra mural activities. Lack of experience, lack of general reading and exposure, lack of support from both the Department of Education and the parents, lack of resources, high staff turnover and heavy workload for teachers and principals also contributed to principals' ineffectiveness in the management of schools. Moreover, there was a question of favouritism of some teachers over others and principals' failure to hold teachers accountable for poor work done. Unclear guidelines and unclear school policies to be followed were also some of the factors and barriers that contributed to principals' ineffectiveness in the management of schools.

The following were some of the factors and barriers that contributed to principals' ineffectiveness in the management of schools. These were: poor relations between principals and teachers that could lead to "sabotage" in the schools, interference in the principals' duties by departmental officials, lack of motivation from the Department of Education for the principals. In addition, most schools were under-staffed; principals had heavy workloads, there was a lack of parental involvement and lack of funds to run the schools effectively. The presence, existence and influence of the teachers' unions in the management and governance of the schools, learners' drug abuse and teenage pregnancy were also some of the barriers and problems experienced by all principals in the execution of their management roles in schools.

Last but not least, the mechanisms employed to overcome the factors and barriers to principals' execution of their management roles at schools were: being knowledgeable about educational policies, quick responses to problems in the school, consultation with other stakeholders, delegation of duties, implementations of proper leadership and managerial skills and being realistic and sincere about a principal's duties. Most effective principals did employ SGB teachers to reduce teachers and principals' workloads thereby improving teaching and learning in the class. It was also revealed that effective

principals took responsibility for direct supervision of instruction in classrooms, had good relations and support with SGB and the parents.

5.4 RECOMMENDATIONS

This study has highlighted the number of managerial leadership styles and management roles of school principals that contributed to school effectiveness of the six secondary schools selected in the Dutywa Education District.

On the basis of these findings the researcher wishes to present the following recommendations:

To ensure effective management and leadership of all the secondary schools in the Dutywa Education District, it is recommended that the Department of Education should organise leadership and management training or workshops to train, educate and empower all principals of the secondary schools so that they can be encouraged to embrace democratic and participatory styles of leadership and management in their schools. Educating principals on the significance and benefits of managing schools democratically should be a priority.

It is recommended that subject advisors, as well as school management teams and principals, should cooperate to ensure that instructional management styles are implemented effectively in all schools to deal with those teachers and learners whose negative behavioural tendencies affect teaching and learning in the schools.

It is also recommended that all school principals should undergo in-service training and development on how to properly use the goal-setting leadership style, collegiality and coaching styles of leadership in their schools. In this in-service training, school principals should be made to understand that school goals and objectives are a priority and that a school should be managed in accordance with the agreed school goals. Principals should be trained on how to use an instructional leadership style to identify and help beginning teachers to deal with their weaknesses.

To ensure effective management and leadership of all the secondary schools in the Dutywa Education District, it is recommended that the Department of Education should organise leadership and management training or workshops to train, educate and empower all principals of the secondary schools on the proper ways of executing their leadership roles which should include proper planning, organising and scheduling of their activities; they needed to sometimes assign their duties to teachers and delegate some of their work to competent teachers the emphasis also ought to be on the need to communicate effectively with the rest of the school and the need for quality teaching and learning in the classrooms. These principals should also be trained on how to be flexible, fair, firm and focus on goals achievement and how to apply the appropriate style of leadership in the school. They should be trained on how to take informed-decisions and how to be responsible and accountable for all operations of the school.

Capacity-building workshop or training on effective execution of leadership roles should be organised by the Department of Education where principals are capacitated and advised on the reasons for ineffective execution of their leadership roles in schools which may include: favouritism, over-familiar relationships with teachers, ignoring teachers' personal problems, workload and lack of management of time-books, lack of support and co-operation from some teachers, reasons for teacher shortages that force some principals to take up teaching in some classes, laziness, and principals not being role models in the schools and the use of a single style of leadership.

It is recommended that all school principals should desist from using autocratic and laissez-fair style of leadership in their schools. Seminars should be organised by the Educational Circuit Managers where role play is used to show the adverse effects of using these undesirable styles of management in schools.

To ensure effective interpretations and implementation of educational policies and to ensure effective management and leadership of all the secondary schools in the Dutywa Education District, it is recommended that the Department of Education should organise

leadership, policy interpretation and implementation seminars and capacity-building workshops where educational policies and government policies that affect the education system are discussed with principals, and where principals are educated and trained on how to effectively interpret and implement government and educational policies in the schools.

Lastly, it is recommended that the School Governing Bodies in conjunction with the Department of Education should assist the principals in employing more teachers in the schools and by training both the teachers and the principals on good interpersonal relations and how to avoid conflict in the schools. The School Governing Bodies should work hand in hand with the entire parent-body to assist and support the school principals in effectively governing, managing and leading the school.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

It was evident in this research study that there was a need for further research regarding the managerial leadership styles of school principals that contributed to school effectiveness of the six secondary schools selected in the Dutywa Education District. It is such a vital issue that if the necessary attention is not given to it, the management and leadership of the schools could be negatively affected. This is therefore, a challenge to other researchers to do some further research as the researcher only focused on six secondary schools of the Dutywa Education District. Other researchers could go beyond this district as these challenges highlighted by this study do not only affect senior secondary school principals in the Dutywa Education District but South Africa as a whole.

It is therefore suggested that researchers could look at issues like the impact of favouritism among teachers on effective management and teaching in schools, or reasons for the lack of capacity-building seminars for principals, or the relationships between the numbers of years' experiences as being a principal and school effectiveness.

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7. APPENDICES

APPENDIX A: BIOGRAPHICAL INFORMATION AND INTERVIEW SCHEDULE FOR THE PRINCIPALS

7.1 Biographical information of principals:

Please tick your relevant personal profile from those listed below:

7.1.1 Age

Table 7.1 Age distribution of principals

YEARS	30-40	41-50	51-65
Frequency			
Percentage			

7.1.2 Gender

Table 7.2 Gender differences

Gender	Male	Female
Frequency		
Percentage		

7.1.3 Highest level of education

7.3 Level of education

Highest level of	Certificate	Diploma	Degree	Honours	Masters	Doctorate

education						
Frequency						
Percentage						

7.1.4 Number of years as a principal

7.4 experience as a principal

Year	1	1.5	2	3	4	5	6-8	9-11	12 & more
Frequency									
Percentage									

7.2 Interview schedule for the principals

Question 1a: What kind of leadership style do you use to achieve maximum co-operation from the learners in this school? Substantiate your answer.

.....

Question 1b: With regards to the experienced teachers in this school, what leadership style do you use to achieve maximum co-operation for school effectiveness from them? Give some reasons.

.....

Question 1c: With regards and the inexperienced teachers, what leadership style do you use to ensure maximum co-operation for school effectiveness from them? Provide reasons.

.....
.....

Question 1d: Are there particular leadership styles used by school managers that adversely affect the culture of teaching and learning in schools? If yes, mention those styles.

.....
.....

Question 2a: How should a principal go about in executing his or her leadership roles to ensure school effectiveness?

.....
.....

Question 2b: What could be the reasons for ineffective executions of a principal's leadership roles in a school?

.....
.....

Question 3a: To what extent does an effective interpretation of a principal's management roles contribute to school effectiveness?

.....
.....

Question 3b: What are the effects of incorrect interpretations and executions of management roles on the culture of teaching and learning by the school principal?

.....
.....
Question 3c: Are there factors which could be responsible for principals' incorrect interpretations and executions of management roles in the schools? If yes, mention those.

.....
.....
Question 4a: Which factors contribute to principals' ineffectiveness in the management of schools?

.....
.....
Question 4b: To what extent does a principal's ineffectiveness affect the culture of teaching and learning in a school?

.....
.....
Question 5a: What are the most common barriers experienced by all principals in the executions of their management roles in schools?

.....
.....
Question 5b: What mechanisms do effective principals use to overcome barriers to executing their executions of management roles at schools?

.....
.....

THANK YOU

APPENDIX B: LETTER TO THE DISTRICT OFFICE

Zwelenqaba S.S.S.
P.O. Box 93, Elliotdale
5070
18 November 2014

The District Director
Department of Education
Dutywa Education District
Eastern Cape

Sir/Madam

RE-APPROVAL TO CONDUCT RESEARCH IN DUTYWA PUBLIC SCHOOLS

I, Mlungiseleli Ziduli an M.Ed student at the Walter Sisulu University hereby request your office to grant me permission to conduct research in 6 Dutywa public high schools. Everything during this research will be treated confidentially. I am intending to make use of the six public high school principals. My topic reads as follows:

“An Investigating into the managerial leadership styles of the school principal for school effectiveness in the Dutywa public high schools”.

Thank you, in advance for your time and co-operation.

Yours faithfully

Researcher: Mlungiseleli Ziduli (Cell: 0783 4899 70)

Student Number: 192607766

APPENDIX C: RESPONSE FROM THE DISTRICT OFFICE



Province of the
EASTERN CAPE

DEPARTMENT OF EDUCATION

Private Bag X 1203 * Dutywa * 5000 * REPUBLIC OF SOUTH AFRICA

ENQUIRIES: Mr A. M DWANGU TEL. NO. 047 489 2247 FAX. NO. 047 489 1028

TO : MR M ZIDULI

FROM : THE DISTRICT DIRECTOR

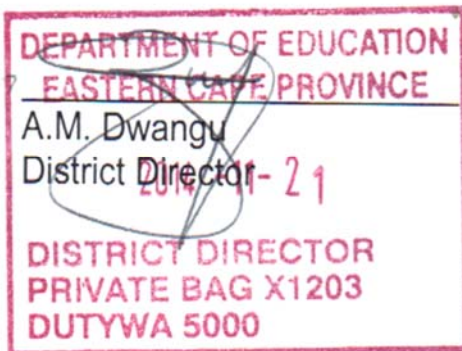
SUBJECT : PERMISSION TO CONDUCT RESEARCH- MR M. ZIDULI

DATE : 21 NOVEMBER 201

Kindly be advised that Mr M. Ziduli has been granted permission to conduct a research in your school in pursuance of his studies towards the Managerial Leadership Styles of the School Principals for School Effectiveness through Walter Sisulu University.

Your anticipated co-operation with him is appreciated in advance.

Yours truly,



APPENDIX D: LETTER TO THE PRINCIPALS

Zwelenqaba S.S.S.
P.O. box 93
Elliotdale
5070
23 November 2014

TO:
The Principal of Ngangolwandle S.S.S.
Private Bag 550, Elliotdale
5080

Dear Sir/ Madam

INFORMED CONSENT

I am currently busy with research on the topic "The managerial leadership styles of the school principal for school effectiveness: a case study of six secondary schools in Dutywa District" in fulfilment of the requirements for the degree of Master of Education (M.ED) in Educational Management at the Faculty of Education at Walter Sisulu University. I therefore hereby request your consent in undertaking this research.

Only the principals have been identified to be interviewed for this study. The researcher is assuring you the strictest confidentiality and anonymity. No school or individual shall be identified in this study and at the same time school programmes shall not be disrupted by this study. The researcher will strive to be honest, objective and empathetic. The Department of Education will be informed about the outcomes of this study.

Thank you, in advance for your time and co-operation.

Yours faithfully

Researcher: Mlungiseleli Ziduli (Cell: 0783 4899 70)

Student Number: 192607766

APPENDIX E: RESPONSE FROM A PRINCIPAL

APENDIX F: INFORMED CONSENT FORM

WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
INFORMED CONSENT FORM

Title of the project: THE MANAGERIAL LEADERSHIP STYLES OF THE SCHOOL PRINCIPALS FOR SCHOOL EFFECTIVENESS: A STUDY OF SIX SSS OF THE BUTYWAED DISTRICT
Name of Researcher: MLUNGISELELI ZIDULI
Researcher's Institution: WALTER SISULU UNIV. Phone: 0783489970
Name of the Main Supervisor (in case of students): DR S.M. MOLEPO
Purpose of the study/research: (if research is for a qualification, which one?): ME. A

PARTICIPANT'S INFORMED CONSENT

The purpose of the study and the extent to which I will be involved was explained to me by the researcher or another person authorized by the researcher in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily. I understand that I am free to withdraw from the study at any time at any stage at my own will. I am aware that I may not directly benefit from this study. I am made aware that my responses will be recorded anonymously and that I may be audio- or video-taped for the purpose of this research.

For participants who are under 18 years (minors): I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.

Signed at (place) _____ on (date) _____ by
(full name) _____ of (address) _____
Witness: Name: _____ Signature: _____ Date: _____

In case where minors are participants, the parent/guardian, also needs to sign below (In such cases, a letter of introduction in a language which the parent/guardian understands will accompany this form)

PARENT'S/GUARDIAN'S INFORMED CONSENT

I _____ am the father/mother/guardian of the minor. The purpose of the study/project and the extent to which the minor under my care will be involved was explained by the researcher or another person authorized by the researcher to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her/them to take part in it if he/she/they have no personal objection. I understand that I and/or the minor are free to withdraw our consent at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.

Signed at (place) _____ on (date) _____ by (full name) _____
of (address): _____
Witness: Name: _____ Signature: _____
Date: _____

ENDORSEMENT BY THE HEAD OF THE PARTICIPANT'S INSTITUTION

Name: _____ Signature: _____
Office Stamp:

