Cape Peninsula University of Technology

AN EVALUATION OF THE IMPACT OF DIFFERENT LEADERSHIP AND MANAGEMENT STYLES, ON GRADE 12 LEARNERS' PERFORMANCE IN SELECTED SCHOOLS, IN THE PHILIPPI AREA, CAPE TOWN.

BY

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DECLARATION

I, Mzimasi Hoho, declare that the contents of this thesis represent my own unaided work, and that the thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own findings and not necessarily those of the Cape Peninsula University of Technology.

Signed: ……………………   Date: ………………………

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ABSTRACT

This research study investigates the impact of different leadership and management styles on Grade 12 learners' performances in Philippi high schools in Cape Town. The literature that was consulted, explains the nature of performance, performance management, characteristics of good and bad leaders, characteristics of good and bad managers, emotional intelligence, strategic management and different leadership styles.

All the above topics were explained in full; the multifactor questionnaire was used to determine the leadership and management styles of principals within their schools. Information was gathered using three instruments, from a sample of seven principals (Leaders) and 150 educators (Raters).

Firstly, a set of interview questions for the leaders was compiled, to determine their experience, management and leadership qualifications. This was to ascertain whether the performance of Grade 12 learners in their various schools is directly proportional to their qualifications.

Secondly, the multifactor Leadership Questionnaires, which were completed by the leaders (principals), were used to determine leadership and management styles of leaders in the respective schools. The principal rated himself or herself to determine the kind of a leader or manager he or she is, by answering a set of closed questions.

Thirdly, the multifactor Rater Questionnaires, which were completed by the raters (Educators and School Management Team), were used to determine leadership and management styles of leaders in the respective schools. The educators rated their principal to determine the kind of a leader he or she was, by answering a set of closed questions.

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DEDICATION

This research is dedicated to the 'Most High, Jesus Christ', the Son of the living God for giving me the strength, power, endurance and wisdom to finish this research study. This is the testimony to the word of God that says, "I can do all things through Christ who strengthens me" (Philippians 4:13).

It is also dedicated to:

- my beloved wife Boniswa and our pretty daughter Ayabulela, who were by my side throughout.
- my family (both from my wife's side and mine), especially my mother and mother in law.
- to all the members of my family and in-laws - this is a piece of work that must encourage you to keep on studying for the next generation's brighter and better future.

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GLOSSARY

(i)   Definitions and explanations of terms:

- **Apartheid system** – it is a system of government, established by the then Nationalist Party in 1948, which dedicated itself to securing the social, economic, and political privileges of the white minority at the expense of Africans, Coloureds and Indians.

- **Bantu education** – the 1953 inferior education system which was adopted by the Afrikaner minority government in South Africa for the Africans (Blacks).

- **Batho Pele** – Sotho translation for 'people first'.

- **C2005** – the 2005 set of national curriculum guidelines which were to be implemented in primary and secondary schools.

- **District** – a geographical unit as determined by the relevant provincial legislation or prevailing provincial practice.

- **Dysfunctional schools** – schools that have obtained a zero to twenty percent pass rate in their Grade 12 final overall results.

- **Education** – any education and training provided by an education institution, other than training as defined in Section 1 of the Manpower Training Act, 1981 (Act No. 56 of 1981).

- **Education Department** – the department of government that is responsible for education.

- **Education institution** – an institution that provides education, whether early childhood education, primary, secondary, further or higher education, other than a university or technikon; also an institution providing specialised vocational, adult, distance or community education.

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- **Educator** – any person, who teaches, educates or trains other persons or who offers professional educational services such as professional therapy and education psychological services at a school.

- **Government** – the group or organisation governing a country.

- **Grade** – it is the standard (level) the learner is at in learning the part of an educational programme which s/he may complete in one school year.

- **High school** – an institution that takes learners from Grade 8 to Grade 12 (final class of the schooling system).

- **Independent schools (Private schools)** – schools that are owned by private individuals/companies. These schools are not owned by the state.

- **Laboratories** – rooms or buildings equipped for scientific experiments or research.

- **Learner** – any person enrolled in a school or any person receiving education according to the terms of South African Schools Act.

- **Libraries** – rooms or buildings where a collection of books are kept.

- **Literacy** – the ability to read and write.

- **Metro** – abbreviation for metropolitan which is a central unit area treated for some purpose (e.g. transport and planning) and divided into districts.

- **Minister** – a person at the head of a government department.

- **Ministry** – a government department headed by the minister.

- **Mission** – strategic intent to deal with the problem or a question in hand.

- **National Basic Education Ministry** – a ministry for primary school education and secondary school education systems.

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- **Numeracy** – ability to count and calculate.

- **Performance** – a notable action or achievement.

- **Policy** – specifies the basic principles to be pursued in attaining specific goals.

- **Primary school** – an institution that takes learners from grade R to grade 7.

- **Principal/Head master** – an educator/person appointed as the manager and leader of a school.

- **Province** – a region/inhabitant area as established by Section 124 of the South African Constitution.

- **Public schools** – schools owned by the state.

- **School** – an institution that enrols learners in one or more grades from Grade R (Reception) to Grade Twelve.

- **Stakeholder** – an organisation or body with direct and continuing interest in the education institution, programme, phase or sector in question.

- **Tirisano** – Setswana word for 'working together'.

- **Under performing schools** – schools that have obtained less than 60% in their Grade 12 final overall results.

- **Values** – standards or principles considered of importance.

- **Vision** – imaginative insight into a subject or problem.

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(ii)   Definitions and explanations of acronyms/abbreviations:

- **ABET** – Adult Basic Education and Training

- **ACE** – Advanced Certificate in Education

- **AIDS** – Acquired Immune Deficiency Syndrome

- **ANC** – African National Congress

- **DET** – Department of Education and Training (erstwhile)

- **FET** – Further Education and Training

- **GET** – General Education and Training

- **HIV** – Human Immunodeficiency Virus

- **HOA** – House of Assembly

- **HOD** – Head of Department

- **MEC** – Member of Executive Council

- **NAPTOSA** – National Professional Teachers' Organisation of South Africa

- **NEP** – National Education Policy

- **OBE** – Outcomes Based Education

- **SASA** – South African Schools Act

- **SGB** – School Governing Body

- **SMT** – School Management Team

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- **TBVC** – Transkei, Ciskei, Venda and Ciskei (erstwhile)

- **WCED** – Western Cape Education Department

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The standard of education in South Africa has been deteriorating, particularly in the Black townships. This is the result of an inferior education system, which was imposed on Blacks by the previous apartheid government. It reached its pinnacle when Hendrik Verwoerd officially introduced Bantu Education in 1953. Black people were given inferior education so that in the workplace, they could not occupy positions of power. This degraded Black people into second class citizens. Since the adoption of apartheid in 1948, the standard of education for Blacks has been poor; there was always a lack of necessary equipment in Black townships such as textbooks, playgrounds, libraries, etc (Ladd et.al., 2004:1 – 2).

Apartheid's legacy to education is the poor quality of schools. Its policies deprived Black schools of resources, such as textbooks, toilets, classroom and qualified teachers. As of 1991, the shortfall in classrooms surpassed 29,000 in Black primary schools and 14,000 in Black secondary schools (Ladd et.al., 2004:55).

Black learners were crowded into classrooms holding as many as 50 or more per classroom, while other racial groups enjoyed smaller classes. This practice is happening in schools currently. According to research, as of 1996, the majority of Black schools had no electricity; 25% had no access to water; and 15% had no sanitation facilities (Ladd et.al., 2004:55).

School security is also a problem in township schools currently. In 2009, School Principal Ms. Dziba, of Sithembele Mathiso High School (a Black township school in New Crossroads, Cape Town), was murdered on school premises.

In the mid-1990s, a person was qualified to teach if she or he had a senior certificate plus three years of additional teaching. According to an educator audit in 1995, almost 24.3% of all teachers (particularly in Black township schools) were under-qualified to teach on the basis of the above criterion (Ladd et.al., 2004: 55).

The leadership within many Black schools was poor because the only requirement for becoming a school principal was seven years of teaching experience.

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One may find that principals in Black schools lack the training and skills needed to improve the schools they run.

In recent years, the present government came up with the introduction of the pre-requisite leadership and management course for any educator who aspires to be a principal (Ladd et.al., 2004:55 – 57).

Since the abolition of apartheid in 1994, this predicament continued, and was compounded by changes in the education system. The first challenge that the democratic government faced was to unite different departments from the apartheid regime into a single democratic entity. After apartheid, South Africa's aim to establish an equal state education across all racial groups was important. It was significant because of disparities caused by the apartheid regime while the need to change and address the disparities was driven by equality and fairness (Ladd et.al., 2004).

The present ANC government managed to unite the different departments into a single democratic entity, for example, schools are controlled by the South African Schools Act 84 of 1996. There is still a need to address the disparities amongst schools in terms of school resources such as, human, financial and physical.   In addressing past disparities, the post apartheid government used the available human resources to fill up the vacant leadership and management posts in schools (Ladd et.al., 2004:83).

It is argued that the global world needs people with national and international skills; this has posed a serious challenge in terms of how South African schools are managed.

The appointment of educators, without the proper, requisite skills of leadership and management, in some South African schools led to disaster and failure, particularly in Black schools (previously disadvantaged), as educators were not equipped with leadership and management skills (Ladd et.al., 2004:75).

The schools, particularly high schools in the Philippi area of Cape Town Metro, are not immune to this challenge.

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Philippi is an area with the capacity for 20 000 households, but is occupied by 45 000 households, approximately 18 000 of which are informal settlement dwellings (Published on the Web by IOL on 2002-12-12 05:38:00).

The area consists of people who have been displaced from surrounding areas of Cape Town, as well as workers or job seekers, mostly from the Eastern Cape. The social fabric of the area is poor because of the following factors:

- High unemployment rate.
- Teenage pregnancy.
- Drugs and alcohol abuse amongst the youth that result in gangsterism and high crime rates.
- Poor leadership and management.
- High poverty and HIV (Published on the Web by IOL on 2002-12-12 05:38:00).

The area consists of seven secondary schools (Published on the Web by IOL on 2002-12-12 05:38:00). According to the records in the Metro South District, under which the area of Philippi falls, the average Grade 12 pass rate for these high schools has been fluctuating from 40% to 80% over the past five years. Some of these schools are classified as dysfunctional schools and some as underperforming schools. Dysfunctional schools are schools that obtained 20% or less in their Grade 12 final results. Underperforming schools are schools that obtained less than 60% in their Grade 12 final results.

This research study focuses on the impact of the human resource skills in terms of filling up vacant leadership and management posts in schools. It also investigates whether the appointment of school managers with management and leadership qualifications is directly proportional to the positive Grade 12 results, particularly in high schools in the Philippi area of Cape Town.

The research methodology will concentrate on a literature search, followed by an empirical survey and statistical analysis with appropriate recommendations.

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1.2 PROBLEM STATEMENT

An evaluation of principals' leadership and management styles as well as their qualifications, as determinants of Grade 12 learners' performance, particularly in secondary schools in the   Philippi area, Cape Town.

1.2.1 Sub-problems

Below are problems that are experienced in almost all communities in South Africa. The research shows that they are predominant in most black townships. Their negative impacts affect schools in these communities, as they hamper their academic progress. The principals' leadership and management styles in affected schools are stretched or tested as these problems will cause the principals to put more effort in terms of their leadership and management towards positive results.

- **Poor performance of Grade 12 learners**
  The performance of Grade 12 learners in secondary schools has been deteriorating over the years. This is illustrated by the following statement 'Western Cape Education authorities have revealed a massive drop in the 2009 provincial grade 12 results. Overall the Western Cape fared best of the provinces, with a total pass rate of 75.7%, but this was 2.9% lower than 2008" (Cape Argus Newspaper Article, 7 January, 2010).

- **Lack of leadership and management skills among school managers in Black township schools**
  The contributing factor in the decline of Grade 12 results is the lack of management and leadership at schools. This was confirmed by the current Minister of National Basic Education, Ms Angie Motshekga, when she commented on the poor National Grade 12 results of 2009. According to her, "management in our schools is often weak and lacks leadership and commitment" (Cape Argus Newspaper article, 7 January 2010). This research study will look at this issue critically and objectively.

- **Learners' involvement in drugs, alcohol and gangsters**
  Learners' low interest in education & learning, their involvement in drugs, alcohol, gangsterism, and substance abuse; as well as their inappropriate behavioural conduct are problems that contribute to learners' poor performance.

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According to Ladikos & Olivier of the Institute of Criminological Sciences in UNISA; Nesser, and Zietsman of the Department of Criminology in UNISA, on their preliminary findings on "Views of Learners' on drugs and related matters" revealed that South Africa is in a state of rapid transformation; this transitional condition is providing an enabling environment for forbidden activities and social change that can have unexpected consequences. They argue that "community pressures in South Africa today - like the crime crisis, unemployment, a generally insecure environment and a new 'freedom' that in some cases provides few real opportunities - all prompt many young people to search for ways to "escape" or alleviate the tension" (Communication Research Study Guide: 2002 2004, Department of Communication, University of South Africa).

"In addition to the usual problems of puberty, incipient sexuality, emotional, intellectual and physical development and risk taking, a world where drugs, alcohol, weapons and tobacco are widely available is present at schools" (Communication Research Study Guide: 2002 – 2004, Department of Communication, University of South Africa).

In November 2004, at the Ravensmead Secondary School, a 16-year-old learner Lee-Roy Samuels died after an 18-year-old fellow learner shot him. It is alleged that the 18-year-old learner who had brought a firearm onto the school premises was showing it to friends when a shot went off, critically injuring Lee-Roy. The ownership and circumstances of how he acquired the weapon were sketchy (Provincial Government of the Western Cape, 10 November 2004/http://wced.wcape.gov.za).

- **Poor quality teaching and learning**

  Another factor that can contribute to poor Grade 12 results is poor quality teaching and learning offered by educators. According to Ms Angie Motshekga, "we need to do more to ensure that we improve the quality of teaching through the strengthening of the curriculum skills of our teachers, particularly in their methodology and content knowledge. The results also show that we need to improve the support to schools"(Cape Argus News Paper Article, 7 – January 2010).

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- **Learners' low literacy and numeracy skills in township schools**

  Numeracy and literacy levels among primary school learners are a huge problem that poses a challenge to the National Department of Education. This impedes the culture of teaching and learning at high school level. According to the 2007 survey, which looked particularly at Grade 3 children, the overall score obtained in literacy was 36%, with 35% for numeracy. The survey was conducted among more than 54 000 Grade 3 pupils from more than 2 400 primary schools. The achievement of pupils in numeracy and literacy varied in relation to the language of instruction, with English- and Afrikaans-speaking pupils fairing better.

  English and Afrikaans speaking children's numeracy scores were at 48% and 49% respectively, while literacy scores were at 43% and 48%. "African language mother tongue speakers had lower average scores.

  For example, for Siswati and Xitsonga learners, the average numeracy scores were 24% and 20% respectively.

  The literacy score for both Siswati and Tshivenda speakers was 26%.

  The language issue impacts learner performance in literacy and numeracy. Only about 10% of pupils surveyed performed well with a score of 70% or more.

- **Unemployment and poverty amongst townships parents**

  The youth's inability to find work that is equivalent to their qualifications leads to idleness and frustrations that can result in crime. This applies to older members of the community who cannot find work because of lack of basic skills required in the new job market. It is argued that unemployment and drunkenness have led to increased cases of violence.

  Darkness in the townships at night, due to poor street lighting and few houses with electricity, aggravate the situation. This has a negative impact to those learners who want to go to the libraries to study and those who form study groups to move freely from their homes to their study points. Darkness is a breeding ground for all bad things, as people with bad motives hide in the shade of darkness to perform their evil deeds to others e.g rape, murder etc. If their homes don't have electricity, then they cannot study at night. This hinders education in these communities (South African Journal of Education: Copyright © 2009, Vol 9 No. 42, 23 – 29).

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- **Poor service delivery in black townships**

   Poor service delivery in Black townships is the order of the day in South Africa. Communities have been showing their frustration and anger regarding the above matter, by staging protest marches. These protest marches are accompanied by the burning of tyres, road blockages and other acts of vandalism.

   These are real bread and butter issues that need to be addressed by the present government. Mr Malusi Gigaba of the ANC and Buti Manamela of the Young Communist League stated their viewpoints regarding the above matter as follows:

(i)   Malusi Gigaba's: "we can serve our people better. Some of the service delivery protests have not been so much about service delivery itself, but service delivery issues have been raised to highlight a much deeper challenge in our municipalities that relates to the political leadership of the councils. What the community is complaining about, to the point of committing criminal acts of vandalism and rioting, is that basically their leadership had turned their backs on their mandate and had forgotten their leadership responsibility" (ANC media statement, http://www.anc.org.za, 21 October 2009).

(ii) Buti Manamela's: "let us restore the prestige of Black Education. We need to create an equal education system for all South Africans, Black and white. This should start with addressing the infrastructure backlog in the township and rural areas. It means that we need to meet the target of no child studying under a tree. It means that all schools should have proper sanitation and ablution systems. It means that all schools must have sporting facilities, libraries and computer laboratories. It means that we need to have safety and security in our schools (ANC media statement, http://www.anc.org.za, 21 October 2009).

1.3 KEY QUESTIONS

- What has Grade 12 learners' performance been at Philippi secondary schools over the past five years?
- What are the management and leadership styles of principals and what impact do these have on the Grade 12 learners' performance?

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- What are the management and leadership qualifications of the principals and what impact does this have on the Grade 12 learners' performance?
- Does management training impact positively on grade 12 learners' performance?

1.4 RESEARCH OBJECTIVES AND/OR RESEARCH GOALS

Research objectives are linked to the research goals of a study, that is, what the study is aiming to achieve, solve, expose or determine. In the case of this research study, the main research objectives of the study are:

- to perform a literature search to become familiar with existing theory on the topic.
- to perform an empirical survey to measure current attitudes towards management training of school principals.
- to determine the Grade 12 learners' performance in Philippi secondary schools over the past five years.
- to determine whether leadership and management styles of School Management Teams have an impact on Grade 12 learner's performance.
- to determine the impact that School Management Teams, with leadership and management qualifications, have on Grade 12 learners' performance, in comparison to the School Management Teams that do not have management and leadership qualifications.

1.5 DELIMITATION OF THE RESEARCH AREA

The research was limited to Philippi secondary schools in the Metro South Education District (MSED) of Cape Town (Refer Appendix I, page 140). The total population group was 8 principals and 142 staff members (educators) of the schools concerned. The target population was 8 principals and 130 educators. The response population was 7 principals and 101 educators of the concerned schools.

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1.6 RESEARCH METHODOLOGY

The following research methodology was adopted:

1.6.1 Literature search

The collection and study of relevant books, journal articles, academic papers, official reports, and government policies, such as legislation, minutes of meetings, newspaper articles, unpublished research and other applicable published and unpublished material was undertaken. This involved, synthesising and analysing the above information relating to the research topic (notes compiled by Ferreira, December 2005).

1.6.2 Empirical survey

The word 'empirical' means, "guided by practical experience". It constitutes a second data stream in a research project. A research project is augmented by an empirical survey of a representative sample of a given research population and where the practical area pertaining to the research is investigated by various means of data collection, for example a questionnaire (notes Ferreira, December 2005). A research population was categorised into three components:

- total research population – can be any pre-determined percentage of a scientifically acceptable representative sample of the TOTAL target population.
- total target population – this is the possible research population.
- final response population – represents a given percentage of the TARGET population, whose responses will be the subject of the statistical analysis (notes compiled by Ferreira, December 2005).

An empirical survey was conducted among the target population in the form of a (usually self-administered) questionnaire comprising dependent and independent variables, structured as part of a quantitative research approach, representing a closed-ended format and predetermined in collaboration with a registered statistician (notes compiled by Ferreira, December 2005).

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1.6.3 Statistical analysis

Appropriate response percentage was determined, in collaboration with a registered statistician, by determining relative values from the empirical data and transferring such values in a codified form to a computer data base. The data thus analysed was interpreted by utilising selected statistical methods and analytical instruments. A description of the analysis methodology design is provided in Chapter Four of this research design (Notes compiled by Ferreira, December 2005). Since the research was conducted using a quantitative survey approach, the relevant numerical evaluation scale was fully described.

1.6.4 Interpretation and explanation of statistical results

After receiving the statistical analysis of the empirical data from the registered statistician, the results were interpreted meaningfully by the researcher and the findings, in terms of the various analytical instruments, were expressed and described by the researcher using tables followed by a brief textual explanation of each and every analysis event. A brief reference to the various statistical analysis instruments envisaged was provided. In the separate chapter on research design, tables were used to clarify descriptions of findings (notes compiled by Ferreira, December 2005).

1.7 CLARIFICATION OF CONCEPTS

The clarification of a relevant list of terms and concepts that are used in this research report is provided.

1.8 PRELIMINARY LIST OF RESOURCES

The bibliography from the beginning and during the research process is provided. It is the essential component of the research which increases as the research progresses. A comprehensive bibliography will be provided at the end of the research proposal.

1.9 SUMMARY

The management and leadership skills in Black township schools are an embedded challenge that has its roots in the past. The notion of oppression by the Apartheid Government led to the majority of South African population, which is comprised, of Black people to lack crucial skills that are necessary in a job market.

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South Africa as a nation is notable for its huge overall inequality in the distribution of resources because of apartheid system. Whites benefited more than Blacks through the system. This resulted to the performance of the majority of learners, most particularly in Black townships schools to perform below par when compared to white schools (Ladd et.al, 2004:34).

It is necessary for the present government to resolve this situation. Provision of good service delivery as well as addressing some of the challenging issues in Black communities, such as the unemployment rate, housing and other sanity issues can enhance the quality of education in Black townships (Ladd et.al, 2004:35).

The recent attempt by the Education Department to introduce the Principals' Leadership Course for any educator, who wants to be a principal, is perhaps a step in the right direction. The main aims of this research design will be to:

- determine the performance of Grade 12 learners' in Philippi secondary schools over the years,
- determine the difference in Grade 12 learners' performance at schools with managers who do not have management and leadership qualifications and those that do have management and leadership qualifications, and
- determine whether leadership and management qualifications of school managers in Philippi have an influence on Grade 12 learners' performance.

The target population was principals and educators at Philippi secondary schools. This involved a literature search, an empirical survey, statistical analysis (by a qualified statistician), interpretation of the findings, clarification of concepts, summary for each chapter and the bibliography.

The research followed a quantitative survey approach. In the next chapter, management and leadership are explained using various sources, and their similarities and differences highlighted.

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CHAPTER TWO

HISTORICAL OVERVIEW OF LEADERSHIP AND MANAGEMENT STYLES AND THEIR IMPACT ON PERFORMANCE

2.1 INTRODUCTION

According to Kouzes (2003:193), an effective manager is a leader. Leading is not simply giving orders. Three ways for a person to become a leader are knowledge, charisma and delegated authority (Kouzes, 2003:297).

The basics of leadership have been the same for centuries. That means that its content has not changed though its context has changed drastically.
For example, as a leader one needs to have influence, vision and values, which are the core aspects of a leader, which are the same now as they were at the start of the leadership concept. The context under which leaders work changes drastically with time, for example the heightened uncertainty of life e.g. natural and non-natural disasters, globalisation, economic changes (global economy), social change (social capital), financial change (financial capital) and technological change, affect the way leaders lead (Kouzes, 2003:301).

A good manager manages things (status quo) while a good leader influences and impacts people. In spite of intensive research efforts it has proven difficult to isolate specific personal traits shared by leaders (Ehlers et.al., 2007: 217).

According to recent research, any person who is in a high position needs to have traits of a good manager and a good leader. The combination of good leadership and management skills always leads to successful organisations (good performance of the workers). It is important to note that leadership is not better than management or a replacement for it. Leadership and management complement each other, and expertise in both is necessary for successful strategy implementation and survival in the contemporary working situation/environment (Kouzes, 2003:315).

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2.2 THE CONCEPT OF LEADERSHIP

The leadership concept will be explained according to the following sub-headings:

2.2.1 The nature and extent of leadership

For years, leadership has been defined as an influence process. It was believed that when one was trying to influence the thoughts and actions of others towards goal accomplishment, in either personal or professional life, one was engaging in leadership. In recent years, the definition of leadership has changed to the capacity to influence others by unleashing their power and potential to impact the greater good. This was changed because leadership is not about goal accomplishment and results only. Goal orientated leadership tends to produce short-term results. Leadership is a high calling (long term results), which is not just about personal gain or goal accomplishment, but has a higher purpose (Kouzes, 2003:415).

Leaders tend to be successful for a short stint if they focus only on goal accomplishment. What tends to be left behind is the condition of the human organisation (morale and job satisfaction of both employees and clients alike). For the success of any organisation, both customer and employee development is of equal importance to performance (Kouzes, 2003:420).

Leading at a higher level, therefore, is a process which can be defined as the process of achieving worthwhile results while acting with respect, care, and fairness for the well-being of all involved (Kouzes, 2003:435).

Leaders exhibit certain different characteristics. This varies from profession to profession. Though each leader is unique, there are shared practices or patterns that can be learned. Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen. This means that leadership is not about leading people and expecting them to follow you as a leader. It is about engaging and letting the people that you are a leader of, contribute towards the shaping of the organisation that they form part of (Kouzes, 2003:513).

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Shaw as explained in his book, 'The Four V's of Leadership' believes that leadership comprises of:

a) Vision – this enables one to be very clear of what he/ she wants to become or achieve. It can be achieved when one makes an honest self-assessment (introspection).

The starting point is to first identify where one is at present and conduct honest self assessment considering the previous (backwards) and future (forwards) lives, zooming in particularly on one's greatest joys, pleasures, successes and failures. This helps one to identify one's strengths, weaknesses, opportunities and threats (SWOT analysis). One should build on one's strengths; use one's weaknesses as stepping-stones forward (keep looking forward); and let one's vision be bold and realistic. This means that one must consider the **SMART** factor when constructing one's vision:

- **s**implicity,
- **m**easurability,
- **a**ccuracy,
- **r**ealistic**i**ty, and
- **t**ime frame

b) Values - these are beliefs or behaviours that are of particular importance to an individual in the way he/she lives his/her life and interacts with other people (Shaw, 2006). They are as a result of beliefs, moral judgements, intellectual assumptions and experience. Values originate from our families' teachings, culture, religion and practical experience. They relate to outcomes, set standards, interrelations and how time and resources are being used.

The above applies to both human beings and the organisations that they are leading too. According to Shaw (2006:56), personal values have a powerful influence on the way we operate in our work. Some of the crucial values in one's life are:

(i)	Integrity: being open and honest
(ii)	People: valuing and developing people
(iii)	Customers: adding value in helping customers achieve their objectives
(iv)	Team work: working with all stakeholders to achieve the organisation's objectives
(v)	Innovation: challenge and invention

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Shaw's work (2006: 40 - 45) further affirms that no organisation can be successful without a carefully chosen set of values, that will always keep the organisation focused.

By implication this suggests that, for any organisation to be successful, its values should always be consistent or in line with the organisation's vision and mission. This applies also to our schools.

c) Value added – this refers to bringing a distinctive contribution that makes a significant difference to personal or organisational outcomes (Shaw, 2006:47). An organisational resource is valuable if it adds value. It is valuable if it helps the organisation to exploit the external opportunities (Ehlers et. al., 2007:87). Shaw (2006: 90) suggests the following ways of adding value:

(i)   Provision of a specific piece of specialist information.

(ii)   Bringing a specialist skill that provides a perspective or takes a particular task onto another level.

(iii)   Enabling a group of people to work together.

(iv)   Seeing clearly the next steps and giving some direction to a discussion or a piece of work.

(v)   Identifying very clearly the outcomes that are necessary.

(vi)   Providing the encouragement and goodwill that enables people to work together effectively.

(vii) Enabling individuals to learn and grow through the experience that they are going through.

Added value can be summarised as encouraging others and being positive about what the organisation has set itself to achieve. It is not a 'cut and dry' matter; it needs reflection time during which honesty and frankness should prevail. That means that it is not an event but a process.

d) Vitality – this is an energy which enables one to maintain a positive outlook across the different spheres of life (Shaw, 2006:123). Science tells us that our energy fluctuates due to factors such as exhaustion. This applies to all workers in an organisation; as leader one needs to take care of energy levels and enthusiasm of his or her co-workers.

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Shaw (2006:125) suggests the following tips for leaders and managers in helping others to feel energised:

    (i)   To understand what energises individual members of staff.

    (ii)   To take into account what one requests the member staff to do.

    (iii)   To have open feedback arrangements, where there is a clear understanding of the impact of energy levels of individual people.

    (iv)   Observing individual energy levels of the workforce and understanding the reasons for them.

    (v)   Usage of acts of recognition or small celebrations to those who have done good jobs or performed well.

    (vi)   To have a clear plan for the future in terms of maintaining and enhancing the energy levels of staff.

The above suggest that the leader or manager needs to build personal relationships with their staff. This is a relationship or friendship that goes outside the ambit of the work situation. Factors that are outside the work situation that can make an employee's energy depreciate are social challenges at home, church, etc.

2.2.2 Different leadership styles

For a very long time, people thought there were only two leadership styles – autocratic and democratic. This resulted in a great deal of bickering over these two extremes, insisting that one style is better than the other.

For example, democratic managers were accused of being too soft and easy, while their autocratic counterparts were often called too tough and domineering (Kouzes, 2003:201). One cannot agree more with Ken Blanchard in his book, 'Leading at Higher Level', when he says that it is important to match leadership style to development level. This matching strategy is the essence of 'Situational Leadership', a leadership model originally developed by Ken Blanchard and Paul Hersey at Ohio University in 1968.

This revised Situational model was referred to as Situational Leadership II, that has endured an effective approach to managing and motivating people because it opens up communication and fosters a partnership between the leader and the people the leader supports and depends on.

The model can be summed up by the familiar phrase, 'different strokes for different folks' (Kouzes, 2003:223).

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Situational Leadership II is based on the beliefs that people can and want to develop and there is no best leadership style to encourage that development. One needs to tailor his/her leadership style according to the situation.

According to Situational Leadership II model, there are four basic leadership styles with their corresponding basic development skills, which are shown in the table below (Kouzes, 2003:231)

Table 1: Basic leadership styles with their corresponding development skills.
According to Kouzes, (2003:260) the basic leadership styles, with their corresponding skills can be tabulated as follows:

Leadership style	Basic development skill
1. directing	enthusiastic beginner
2. coaching	disillusioned learner
3. supporting	capable but cautious performer
4. delegating	self-reliant achiever

The enthusiastic beginner is highly committed and possesses low competence skills. He/she needs direction. Directing leadership style is appropriate for such person. The disillusioned learner shows low commitment and a few low competence skills. Someone at this stage needs coaching to bring back both commitment and the missing competence skills. The coaching leadership style is appropriate for such a person (Kouzes, 2003:279).

The capable but cautious performer shows moderate to high competence but shows variable commitment. Someone at this level needs support. A supporting leadership style is needed for such a person. The self-reliant achiever shows high commitment and high competence. This is a person that can be relied on. Delegation is appropriate for this kind of a person, therefore a delegating leadership style is appropriate for such a person. The above supports the notion that in any working environment, leadership styles should be tailored according to the situation (Kouzes, 2003:289).

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2.2.3 The characteristics of a good or bad leader

Kouzes (2003:315) argues that a good leader leads by empowering, teaching, developing, and educating the people he/she is leading.

He/She has an art of combining results and heart. He/she is concerned with the matters of the heart. Human beings have feelings, a sense of worth and a destiny. A good leader has the special skill of combining aggressive personal ambition, independence of thought, and individual resourcefulness on one hand with thinking always in terms of co-operation, communication, concern for others, doing things together, motivating people, interesting them in growth, and enlisting their help, on the other.

Specifically a good leader is a person who is truly effective in achieving worthy results in any field, no matter what the obstacles and with unfailing regard for human beings. A good leader is a person of unimpeachable character; an individual who can be thoroughly trusted. Good leaders are also good listeners, flexible, secure in the knowledge that they alone do not have answers (Blanchard, 2007:205).

The converse of the above qualities of a good leader will constitute a bad leader.

2.3 EMOTIONAL INTELLIGENCE

According to Ehlers and Lazenby in their book, "Strategic Management" (2007:34), one of the most significant contributions to the field of leadership and management traits is the research of Daniel Goleman in 2004.

In their book they highlight Goleman's finding that effective leaders are similar in one very important aspect, namely, that they all have a high degree of emotional intelligence.

Goleman's research in more than 200 large, global companies found a direct link between emotional intelligence and measurable business results.

The above research finding applies to all effective leaders of any organisation or institution, including schools. This means that school leaders need to demonstrate emotional intelligence in their leadership traits for success in their schools. Emotional intelligence includes aspects such as:

- Self-awareness – this is the extent to which an individual is aware of his or her emotions, strengths, weaknesses, needs and drives. It also reflects the extent to which an individual is aware of and understands his or her own goals.

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Leaders with high degrees of self-awareness are able to assess themselves realistically, are self-confident, and often have a self-deprecating sense of humour (Ehlers & Lazenby, 2007:218).

- Self-regulation - This refers to the extent that people are in control of their emotions, feelings and impulses. Self-regulating individuals are reasonable, thoughtful, self-reflecting, comfortable with ambiguity, open to change and able to create an environment of trust and fairness (Ehlers & Lazenby, 2007:218).

- Motivation - this is a common trait of all effective leaders. Leaders have the desire to achieve for the sake of achievement, rather than for big/huge salaries or status. Motivated leaders have a lot of energy, are optimistic even during setbacks, have passion for their work, thrive through challenges, and like constant learning (Ehlers & Lazenby, 2007:218 – 219). Self-awareness, self-regulation and motivation are self-management skills (Ehlers & Lazenby, 2007:218).

- Empathy – this is the extent that a leader can thoughtfully consider employees' feelings in the process of making decisions. This is where a leader is able to sense and understand his/her team's viewpoints. He/she has a deep understanding of the existence, importance and complexity of cultural and racial differences (Ehlers & Lazenby, 2007:219).

- Social skills - It is the kind of emotional intelligence that is about:
- friendliness with the purpose of leading people in the desired direction,
- being able to network and interact with anybody, regardless of their background,
- being capable of managing teams, and
- being able to build relationships throughout the entire organisation (Ehlers & Lazenby, 2007:219).

Empathy and social skills focus on an individual's ability to manage relationships with other people.

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2.4 THE CONCEPT OF MANAGEMENT

The management concept can be explained as follows:

2.4.1 The nature and extent of management

Management is the process of planning, organising, leading and controlling the resources of the organisation to achieve stated organisational goals as efficiently as possible (Smit et.al., 2002:11). According to Smit et.al., (2002:115), the general management function includes an examination of the management process as a whole. General management embraces the overall function through which top management develops strategies and formulates policies for the whole organisation. It also cuts through all other functions, because functions such as planning and controlling are performed not only at top level, but also in each functional area, such as marketing, financial, production or operations, human resource and purchasing.

A manager, irrespective of his level, plays the following roles (Smit et.al. 2002):
- Decision-making role – this involves being an entrepreneur, problem solver, allocator of resources and a negotiator.
- Interpersonal role – this involves being the figurehead, leader and a relationship builder.
- Information skills – this involves being a monitor, an analyser and a spokesperson

The manager needs also to possess the following skills (Smit et.al., 2002:19):
- Conceptual skills – refer to the mental ability to view the operation of the organisation and its parts holistically.
- Interpersonal skills – refer to the ability to work with people.
- Technical skills – refer to the ability to use the knowledge or techniques of a specific discipline to attain objectives of the organisation.

A manager manages things, money, and people. Management of people is the most difficult, because to manage the other two, the manager must work with and through people. Hence a manager's main job activities are for the most part concerned with the management of people. (Ehlers et.al., 2007:219).

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2.4.2 Different levels and kinds of managers

According to Smit and Cronje in their book entitled 'Management Principles', managers are responsible for different departments; they then work at different levels and meet different requirements. They are classified into three categories according to their level in the organisation.

- Top management – a small group of managers with whom the final authority and responsibility to execute management process rests. It is the apex or the top level of management. It is responsible for the organisation as a whole in determining its mission, goals and overall strategies.
- Middle management – this is the middle level of management. It is responsible for specific departments of the organisation and is primarily responsible for implementing policies, plans and strategies formulated by top management. It is also responsible for the medium term and short planning of an organisation.
- Line management – this is the lower level of management. It is responsible for even smaller segments of the organisation. Its managerial functions are centred on the daily activities of their departments. They also responsible for short term planning and implementing plans of the middle management.

2.4.3 Disciplines of management

Wellman D.A. (1997:97) argues that every manager does the same job activities irrespective of rank or profession. According to him the following disciplines relate to all managers:

- Planning – before any action is taken in any organisation, planning is necessary or is done. It involves identifying ways of attaining the goals and the resources needed for the task.
- Analysing – this involves the analysis of the available data for the next management discipline.
- Organising – once goals and plans have been determined and data analysed, management has to allocate the organisation's human and physical resources to relevant departments or individuals to achieve the goals.
- Leading – it means communicating goals through the organisation and motivating departments and individuals to perform in order for the organisation's vision and goals to be met. This refers to directing the human resources of the organisation to meet the goals of the organisation.

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- Controlling – this is to make sure that the organisation is on the right track or course.

  This involves the checking of the organisation's performance in attaining the preset goals; considering any deviations to take into account and identifying any factors that might oblige the organisation to revise its goals and plans.

2.4.4 The characteristics of a good or a bad manager

According to Ehlers et.al., (2007: 220), a good manager possesses the following characteristics:

1. Coping with complexity – manages the status quo
2. Directing others in order to meet the demands and purposes of the organisation – telling fellow workers what they are supposed to do.
3. More analytical, controlled structured and sees his/her work as a quantitative science – more focussed on finishing and doing the work according to the book and/or agreed or specified time.
4. Focuses on details, instructs and applies authority. He/she is authoritative ('autocratic'), and does things according to book; there is little or no room for innovation and creativity.

The converse of the above characteristics constitutes a bad manager.

2.5 DIFFERENCES/SIMILARITIES BETWEEN LEADERSHIP AND MANAGEMENT

There is not only a difference between management and leadership; the terms are mutually exclusive (Ehlers et.al, 2007:117).

According to the authors, this view is correctly derived from the fact that one manages things, not people, and one leads people, not things. Moreover, there is a qualitative difference between managing and leading, namely (Ehlers et.al., 2007: 132):

- managers are people who do things right and leaders are people who do the right thing,
- leaders are able to create and communicate a vision that inspires followers, rather than controlling the behaviour of others with planning and decision making, closely held in the hands of the hierarchy,
- leadership is about inspiring and influencing others. It relates to the mission, which translates into goal development and achievement,
- leadership directs the institution or organisation,

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- management holds the institution or organisation, maintaining the well being of the institution or organisation and ensuring that the systems set in place are working well.

The differences between management and leadership are summarised in the table below (Ehlers et.al., 2007:102).

Table 2: Differences between management and leadership

Leadership	Management
Coping with change.	Coping with complexity.
Guiding others, encouraging and facilitating others in pursuit of ends.	Directing others in pursuit of ends.
Tend to be visionary, experimental, flexible and creative, and value the intuitive side of their work.	Tend to be more analytical, structured and controlled, and see their work as a quantitative science.
Focus on the bigger picture, inspire and apply influence.	Focus on details; instruct and apply authority.

2.6 THE CONCEPT OF PERFORMANCE

The performance concept can be explained as follows:

2.6.1 The extent and nature of performance

The Oxford Dictionary defines 'performance' as 'the notable action or achievement'. In this era of leadership and management, it is about getting results. Robin Stuart-Kotze (2006:30) emphasised the fact that, in order to determine whether one is performing (that there is a notable action or achievement and/or there are results) in his or her job, one needs to know how to get results and be clear of what makes a difference and what does not.

He explains the above statement by highlighting the fact that the thing that drives performance is behaviour, that is, how you act. The Oxford Dictionary defines 'behaviour' as the way in which one acts or conducts oneself. This means that it is what you do that matters, not what you are or who you are. Behaviours are the actions one takes and the decisions that one makes. Performance is all about doing right thing at the appropriate time (Stuart-Kotze, 2006:37).

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How then does one determine the right thing and when to do it? Robin Stuart-Kotze in his book explains that answers are different for every job, and that complicates things, but there are processes that one needs to follow that will make everything manageable.

The first and foremost is to understand the difference between behaviour and personality. He emphasised the fact that, it is what you do (behaviour) that determines your performance, not what you are (personality).

According to him, personality is what you are and behaviour is what you do, and it is what you do that makes a difference.

He points out that a critical difference between behaviour and personality is that one's personality is fixed at an early age after which you cannot change it. The major determination of performance according to him is behaviour (Stuart Kotze, 2006:89)

One can fully agree that jobs irrespective of their nature, are changing continually. Consequently, modus operandi and modus vivendi change with time. It therefore puts pressure on managers and leaders to change their styles from time to time when they are under pressure or when they want to be proactive and pragmatic to meet the demands of the present time. One can say behavioural change is all about performance improvement, and no one changes what he/she is doing to worsen his/her performance (Stuart Kotze, 2006:101).

2.6.2 Performance Management

Once leaders understand the importance of the target, questions naturally arise, such as 'what is a high performing organisation?' and 'what does a high performing organisation that hits the target look like?'

To answer these questions, Don Carew and others according to the book by Blanchard, K (2007:78): "Leading at a higher level", conducted an extensive research project to define and identify the characteristics of a high performing organisation. Their first step was to define 'high performing organisation'.

As a result of their research, they created the HPO (high performing organisation) SCORES model. According to them, 'Scores is an acronym that represents six elements evident in every high performing organisation'. The elements are detailed below (Blanchard, 2007).

- S – Shared Information and Open Communication – In any high performing organisation it is information that is needed to make right decisions.

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It is accessible to all people in the institution/organisation and is always communicated openly. It makes people to trust one another and make the company/institution their own.

- C – Compelling Vision – it is crucial in any high performing institution. When everyone supports an organisation's vision, a deliberate, highly focussed culture that drives the desired business results towards a greater good, is created. People in that organisation are energised, excited and dedicated. Everyone is acting in unison and going in the same direction.

- O – Ongoing Learning - High performing organisations constantly focus on improving their capabilities through learning systems, building knowledge capital, and transferring learning throughout the organisation. All members of the organisation always strive to get skill themselves, both as individuals and as an organisation.

- R – Relentless Focus on Customer Results – It does not matter what industry they are in, high performing organisations understand who their customers are and measure their results accordingly. Their main aim is to conduct business focus from the viewpoint of their customers.

- E – Energising Systems and Structures - The systems, structures, processes, and practices in high performing organisations are developed to enhance the organisation's vision, strategic direction, and goals. To test whether the systems and structures are working is by looking at whether they help people to finish their jobs more easily or not.

- S – Shared Power and High Involvement - According to them, in high performing organisations, power and decision-making are shared and decentralised and shared throughout the organisation, not a top down approach. Teamwork is an order of the day. People are being valued and respected for their contributions in an organisation. A sense of personal and collective power prevails. Centralised power and authority are balanced with participation and do not become stumbling blocks to teamwork and responsiveness. People are clear about the organisation's vision, goals and standards, have clear boundaries of being at their own, and show commitment towards a common goal.

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2.7 MANAGEMENT AND LEADERSHIP AS DETERMINANTS OF PERFORMANCE

Based on the above discussions, it can be said that:
- Management is about managing things such as:
- infrastructure
- finances
- Leadership is about managing
- people's human emotions and human needs,
- influencing and impacting people, and
- emotional intelligence – self awareness, self regulation, motivation, empathy and social skills (Ehlers et.al., 2007:218).

In a working environment (organisation) it is a fact that any person in charge is in control of both aspects (things and people). It is also argued that good management and leadership as clarified above lead to good performance. The main focus of this research study is to determine whether good leadership and management of principals lead to positive results at schools. Is it bad management or leadership in our Black township schools that lead to poor performance of Grade 12 learners?

2.8 SUMMARY

Leadership in the school environment is about developing leaders around you and that it is preceded by personal development. To be an effective leader one needs to identify his/her strengths or weaknesses for development and growth.
The most important aspect of leadership is the importance of continuous growth.
The essence of leadership is influence. Leadership can be understood as a set of functions rather than as a personal trait.

It is a composite of learnable skills through which the efforts of individuals are coordinated to accomplish team (collective/organisation) goals. When all team members share leadership responsibilities, the team's cohesion and effectiveness increase tremendously.
Management is about planning, organising, leading, and controlling the organisational resources to achieve the goals and objectives of an organisation.

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Management is about managing the status quo, doing things according to the book, and using authority to make sure that work is completed and is finished on time. Effective leaders have a high degree of emotional intelligence. This means that they show the following self-management skills (self-awareness, self-regulation and motivation), and have the individual ability to manage relationships with other people (empathy and social skills). These characteristics need to be clearly visible in a leader of any organisation for success and positive results to prevail. Though management and leadership can be similar or different, they share a common purpose of good performance for an organisation. Performance is about the results.

Both concepts leadership and management are complementary to each other; neither is better than the other nor the replacement of the other. Any person in a high position needs to possess traits of both because any good application of each will lead to good performance.

Good performance in any organisation relies most on good leadership and management. This leads to the next chapter where the nature, framework, history, and influence of school leadership and management will be discussed.

CHAPTER THREE
A THEORETICAL FRAMEWORK FOR MANAGEMENT AND LEADERSHIP IN SCHOOLS, AND THE REGULATORY FRAMEWORK GOVERNING SCHOOLS

3.1 INTRODUCTION

According to the South African Schools Act 84 of 1996, the school needs to be governed by the democratically elected School Governing Body (SGB) that comprises of the school principal and the representatives of parents (who must be in majority), educators, non-teaching staff and learners in the case of high schools. The SGB has a responsibility to appoint the School Management Team (SMT) and educators to run the affairs of the school.

The SMT's are responsible for managing the day-to-day affairs of the school. They consist of the Principal, who is the overall accounting officer, Deputy Principal/s and Heads of Departments (HOD).

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FIGURE 1: SMT Monogram (South African Schools Act 84 of 1996)

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                    ┌─────────────────┐
                    │    PRINCIPAL    │
                    └─────────────────┘
                   /                   \
                  /                     \
   ┌─────────────────┐         ┌─────────────────┐
   │     DEPUTY      │         │     DEPUTY      │
   │    PRINCIPAL    │         │    PRINCIPAL    │
   └─────────────────┘         └─────────────────┘
            │                           │
            │       ┌──────────────┐    │
            └───────│   HEADS OF   │────┘
                    │  DEPARTMENT  │
                    └──────────────┘
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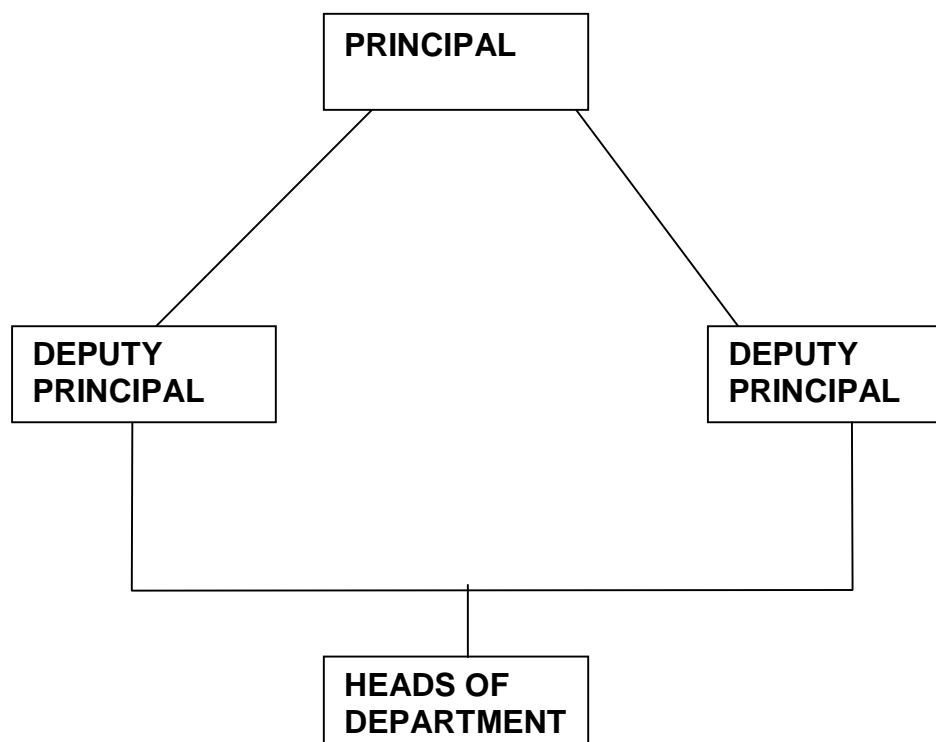
The key co-curricular responsibility of the educators is to teach the curriculum to the learners and manage other extra-curricular responsibilities such as sports, music, etc. The pre-requisite skills needed for management and leadership in the SMT leave a lot to be desired, particularly in Black township schools that have a history of lower quality education (Educators' Employment Act 98 of 1998).

According to the Educators' Employment Act 98 of 1998, there are no clear pre-requisite management or leadership skills or qualifications that are needed for any educator to be a manager and for that matter, to be a principal. The only most glaring requirement according to the Act is a number of years of teaching. One can find a situation where candidates especially in Black township schools occupy senior managerial positions without proper required skills or qualifications for their positions.

One can also argue that the other challenge that caused a huge challenge to the education system of South Africa was the establishment of SGBs, as some of them are illiterate.

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As illiterate as they are, according to SASA, the SGBs are responsible for hiring of educators including school managers. This led in hiring of under-qualified/ non-qualified candidates to positions that they do not qualify for. The whole process led to bribery, hiring of friends and families and anarchy (Ladd et.al., 2004).

3.2 THE HISTORY OF SCHOOL EDUCATION IN SOUTH AFRICA: A BRIEF HISTORICAL OVERVIEW

In 1948 the National Party took power and introduced the apartheid government system. According to the apartheid system, different races of South Africa were traditionally segregated according to colour, language, culture, etc. The socio-economic, and political system of apartheid was developed to promote unequal races. White people were given preferential treatment (in terms of socio-political and economic issues e.g. in terms of employment, white people were provided with better jobs) as compared to Black people. The socio-political and economic life of Black people was inferior compared to Europeans (Ladd et.al., 2004:3).

In 1953 the South African Minister of Native (Blacks) Affairs, Hendrik Verwoerd, took the floor of Parliament in Cape Town to make the case for legislation restricting the quality of schools serving Africans (Blacks) (Fiske & Ladd., 2004:1).

His infamous words according to Ladd and Fiske were as follows: "Racial relations cannot improve if the wrong type of education is given to natives. They cannot improve if the result of Native Education is the creation of frustrated people who, as a result of the education they received, have expectations in life which circumstances in South Africa do not allow to be fulfilled immediately" (Ladd et.al. 2004:3). According to him, it was a futile exercise ('waste of tax payers' money') to raise high expectations of natives by giving them the same quality of education as Whites, but prevents them from getting the same opportunity as their White counterparts. One can also argue that his main purpose was to make sure that Blacks should not be given an opportunity through education to rise above certain levels of labour employment; but they should be restricted to lower levels of employment by being given inferior education (Ladd et.al. 2004:52).

The Afrikaner-dominated Parliament accepted Verwoerd's arguments and approved the Bantu Education Act of 1953, which gave Natives lower quality education than that of White people.

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It gave the then government control of church run schools and forbade African teachers from criticising the government or school authorities. Under the apartheid system, all aspects of education such as governance, funding, professional training, and curriculum were conducted along racial lines and in an enormously unequal manner. The system consisted of fifteen separate Departments of Education, some of which served African, Coloured, Indian, Whites and other Africans in the homelands and self governing states (Ladd et.al.,2004:53).

Schools for white students were sufficiently funded, while those for Black students were systematically denied necessary facilities such as textbooks, libraries, etc. This continued until 1994, when the apartheid system was discontinued through negotiated settlement between the then ruling National Party and Black liberated movements led by the African National Congress (ANC). In the final years of apartheid, white students attended schools under the control of the House of Assembly (HOA); coloured students were in schools run by the House of Representatives (HOR); and Indian students attended those run by the House of Delegates (HOD) [Ladd et.al 2004:54)

Education for Blacks living in townships remained under the control of the Department of Education and Training (DET). Four additional Departments of Education ran schools in the 'independent' homelands (TBVC) of Transkei, Bophuthatswana, Venda and Ciskei (Ladd et.al., 2004:56). The democratically elected South African government was in place after the South African voters of all races went to the polls on the 27th of April 1994.

The democratically elected government of the ANC had to begin with the ambitious task of uniting and transforming the unequal and different education departments that were formed during the era of apartheid into a single, equal and a democratic society.

This was a mammoth and challenging task to fulfil. The first challenge that the democratic government faced was to unite different departments from the apartheid regime into a single democratic entity. It was crucial for South Africa to create a racially equal state education after apartheid. This was significant because of disparities caused by the apartheid regime while the need to change and address the disparities was driven by equality and fairness (Ladd et.al., 2004:65).

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Though the present ANC government managed to unite different departments into single democratic entity, there is still a need to address the disparities amongst schools in terms of school resources such as, human, financial and physical. According to SASA, schools should be governed by the democratically elected SGBs who have the mandate to adopt, amongst others, the following:

- Language policies
- School fees policies
- Recommendations for hiring of educators

The above powers of the SGB as stipulated in the SASA did not help the present government in its efforts to create a united, equal and non-racial education system. This was due to the following factors:

- Language policy – schools through their SGBs determine their language policies on racial lines. This means that if the majority of learners in a particular school are of a certain race, then the language policy of that school will only favour learners of that particular race. Technically, that prohibits learners who cannot communicate in that particular language from being learners at that school.
- Former advantaged schools (Whites) tend to charge high school fees compared to previously disadvantaged schools (Blacks). This tends to separate learners according to class, leading to racial segregation, as most previous privileged classes were Whites. This led to Black learners studying in former Black townships (under-resourced) and white learners in their suburban areas (well-resourced).
- Recommendations for hiring of educators – this led to SGBs hiring teachers of their own race and colour (Ladd et.al., 2004:132).

On 26 February 1997 the Council of Education Ministers decided to embrace outcomes-based education (OBE) as the guiding principle for a post-apartheid curriculum in South Africa. The curriculum planners indicated that OBE is a learner centred instructional method, which defines general knowledge, skills, and values that learners should acquire (Ladd et.al., 2004:157).

The principles of outcomes-based education were encoded in Curriculum 2005 (C2005); a set of national curriculum guidelines to be fully implemented at both the compulsory and secondary levels of schooling by the year 2005.

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In practice, official documents did not clearly distinguish between OBE and C2005, and South African educators often use the terms interchangeably (Ladd et.al., 2004: 159).

Curriculum 2005 brought new challenges to the education system (Ladd et.al., 2004:161 – 164). According to Ladd et.al. (2004:166):

- Educators were not trained properly in this new curriculum.
- While C2005 specified teaching and learning outcomes, it provided little of the content knowledge that educators require to achieve these outcomes.
- The language of the new curriculum was also a big problem, because the new curriculum documents introduced more than 100 new terms.

The above are some of the challenges that are still facing the present government in trying to bring about a single, equal and democratically education system in South Africa (Ladd et.al., 2004:171).

3.3 PHILOSOPHICAL AND THEORETICAL UNDERPINNINGS OF SCHOOL MANAGEMENT AND LEADERSHIP

The South African Schools Act 84 of 1996 is the embodied Act that controls school education in South Africa. According to the Act, community members (parents) are the main owners of the schools in their communities. Communities through democratically elected School Governing Bodies (SGBs) have to take full responsibility in governing the schools. The SGB members are comprised of parents who are in the majority, educator representatives, non-teaching staff representatives and learner representatives. The SGB can co-opt additional members to enforce/enhance lack of certain skills. Additional members have no voting powers (Ladd et.al., 2004:183).

One of the powers that are bestowed on SGBs is the power to appoint educators in their schools with the Department of Education having the responsibility of providing all the financial, structural and materialistic resources that the school might need. This power has been met with serious challenges over the years, particularly in previously disadvantaged communities (Blacks).

One of the most glaring challenges was the lack of skills (education) on the part of parents (who are supposed to play a key role according to the act) in determining the exact pre-requisites for employing a qualified person for a particular post (Ladd et.al., 2004:187).

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SGBs had to depend most of the time entirely on educator representatives (who are enlightened and educated) in the SGB. This rigged the process of appointment because it led to educators in the SGB leading the process of appointment of educators. This led to the appointment of friends who in most cases were not qualified for the posts that they were appointed to. This led to bribery; anarchy and to the appointment of incompetent and unqualified school managers over the years (mentioned earlier).

This resulted in the increase in the number of dysfunctional schools.
Due to this, most recently the government of the day passed legislation where the SGBs are only allowed to recommend educators for employment. The Department of Education will then have the final say in the employment of educators.

One can argue that the appointment of educators without proper requisite skills of leadership and management in some South African schools, led to disaster and failure, particularly in Black schools (previously disadvantaged), as educators were not well equipped in leadership and management skills (Ladd et.al., 2004:190).

3.4 THE NATURE AND ROLE OF PUBLIC POLICY

Public policy has an important influence on how things are done in the public workplace. This can be explained with respect to the following:

3.4.1   Definition of Public Policy

According to Cloete et. al. (2007:88), public policy is a statement of intent. It specifies principles or steps to be followed or taken to achieve and/or pursue certain organisation goals/purposes. It interprets the values of the organisation and is always integrated with the strategic management of an organisation (projects and programmes).

3.4.2   Policy Analysis

According to Cloete et. al. (2007:106), the policy process has several phases:
- Initiation:
  - the decision to initiate
  - consultation with various stakeholders- getting mandate/legitimacy to go about formulating the policy
  - setting preliminary objective/s for the policy

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- Planning/Design:
- institutional arrangements (establishing steering committee analytical teams)
- agreement on process
- objective and agenda setting
- policy project planning
- monitoring arrangements (measurable indicators)
- Analysis:
- problem structuring
- issue filtration
- selection of policy analysis techniques
- option analysis
- consequences and predictions
- set of recommendations
- Formulation:
- appointing a drafting team
- report format (template)
- confirmation of drafts by analytical team
- preparation of proposals
- recommendations (e.g. memorandum)
- Dialogue/advocacy:
- communication strategy
- dialogue (public and officials)
- ensure feedback
- guidelines for implementation
- Adoption and decision making:
- consultation process
- decision making
- research process
- oversight and formalisation
- Implementation:
- management role and responsibilities
- strategy generation
- business planning
- planning, programming and budgeting
- management and monitoring
- performance management system

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- Monitoring & Evaluation:
- management arrangements
- evaluation portfolio
- evaluation design
- recommendations/future options and ongoing monitoring

Policy analysis is one of the phases of policy process. It can be defined as the systematic analysis of the dimensions and variables influencing public policy and is an indispensable part of policy management.

According to Patton and Sawicki (1986:5, in the book by Cloete et.al.), analysis can be seen as the breaking up of a policy problem into its component parts, understanding them, and developing solutions. They emphasised the fact that policy analysis goes hand in glove with policy management and strategic planning (management).

3.4.3 Policy Approaches

In the book, 'Improving Public Policy' by F. Cloete et.al., Dror (1991:3) uses the term "policy analysis" to mean approaches, methods, methodologies and techniques for improving discrete policy decisions. In the table below, five major methodological policy approaches have been identified (Cloete et.al., 2007:77).

The correct application of the above methodological approaches when formulating any policy can help those in government to change and develop societies. They provide the policy makers with proper analysis of the problem before formulating any policy, monitoring the impact of the policy and to determine the value or impact of the policy. This can lead to well developed societies and good performing schools.

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Table 3: Policy Approaches

Analytical Approaches	Analytical focus	Analytical instruments
Policy content analysis	Interpretation of policy content	Judicial practice Administrative law
	Comparative policy analysis	Correlation of policy content
	Policy dynamics	Indicators of policy change
	Policy pathology	Problems and ailments of the policy process
Policy systems analysis	Policy behavioural studies	Influence and decisions of shareholders and stakeholders
	Policy institutional studies	Role of institutions and related organisation
	Policy process studies	Agenda-setting procedures of policy-making bodies and committees
Policy issue analysis	Policy problem structuring	Structure of the nature of policy problems
	Policy recommendation (advocacy)	Determining and forecasting policy solutions
Policy outcome analysis	Policy monitoring	The outcome of policy actions
	Policy impact evaluation	The value of policy actions
Policy values analysis	Community values and general morality or moral guidelines	values and ethical considerations supporting specific policy choices and/or actions

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3.5 THE SOCIO-ECONOMIC AND POLITICAL FACTORS RELEVANT TO SCHOOL LEADERSHIP AND MANAGEMENT

According to Fiske & Ladd (2004:36), many regions of South Africa, after the abolition of apartheid, experienced a lot of difficulty in high quality governmental infrastructure and significant managerial capacity. Very few regions boasted high quality infrastructure and significant managerial capacity.

According to the above research, even those regions with high infrastructure such as Gauteng faced serious managerial challenges. This was due to the fact that most of the schools in these regions were former Department of Education and Training (DET) and former Transkei, Bophuthatswana, Venda and Ciskei (TBVC) 'states' schools. These were schools in previously disadvantaged communities (mostly Blacks), which the previous government of apartheid did not invest much in. Most school managers in these communities are not highly qualified.

According to the research, socially most communities are living in appalling conditions with no lights, toilets, poor roads, no libraries, etc. The economic situation is so bad such that there are high unemployment and literacy rates (Ladd et.al, 2004:44)

In previously advantaged schools, the socio-economic and political factors were far better compared to the Black schools, as the previous government of apartheid invested much in them. Leadership and Management then, in White schools, were up to standard (Ladd et.al., 2004:97).
After 1994, the present government decided to de-racialise the education system and combine all the different education departments into one centralised system of education. The procedure for developing the national norms and standards that guide matters, such as funding and teacher allocations, are specified in the National Education Policy Act (NEP) of 1996.

Schools with sufficient resources (most White schools) remain good and strong as a result of the inheritance from the previous dispensation. The previous dispensation invested much in their leadership and management qualities, learner performance, educators (their teaching qualifications and leadership and management skills), and school infrastructure (buildings, classrooms, laboratories and libraries).

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In schools that were under-resourced (mostly Black township schools), leadership and management, and learner performance remain low and some deteriorated further, because the previous dispensation provided a lower standard of education to them and did not invest much in their infrastructure and educators (Ladd et..al., 2004:130). One can argue that good resources play a key role in good leadership and management in any organisation.

3.6 THE IMPACT OF SCHOOL GOVERNANCE ON LEADERSHIP AND MANAGEMENT OF SCHOOLS

The South African School's Act was established in 1996 as previously mentioned. According to the Act, all public schools are directed to be self-governing. Each school is to be run by the elected school governing body (SGB) consisting of the principal and elected representatives of parents (who must constitute the majority), teachers, other staff members, and learners in high schools. The SGBs are required to adopt a constitution and mission statement for the school.

They enjoy significant power, including the authority to administer and control the school's property and to recommend to the provincial Departments of Education which teachers are to be hired (Ladd et. al., 2004).

The introduction of self governance to schools where parents are the custodians of the schools (particularly in Black township schools) led to chaos in public schools, especially in the hiring of qualified educators in posts. Some reasons for this are that:

- most Black parents are illiterate and do not know much about self governance or corporate governance.
- most Black parents are unemployed; they are easily open to bribery from those who buy posts for their own personal gain (Ladd et.al., 2004: 81).

The above factors are the result of poor investment by the previous government in this Black community. For the White community, governance has been good because of the investment made by the previous government (Ladd et.al., 2004:121). Though school governance was a good thing, its downfall for the Black community was as a result of negligence by the past regime (Ladd et..al., 2004:131)

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3.7 SCHOOL MANAGEMENT AND LEADERSHIP ON SERVICE DELIVERY

Leaders/managers in any company (private/public) are expected to deliver to their shareholders, owners, their clients and public at large. The following aspects are key to service delivery for any manager or leader:

3.7.1 Strategic Management

Strategic management can be defined as the process where all the organisational functions and resources are integrated and coordinated to implement formulated strategies which are aligned with the environment, in order to achieve the long term objectives (goals) of the organisation and therefore to gain a competitive advantage through adding value to stakeholders. This results in an inclusive (involves all stakeholders) 'Strategic Plan' that is formulated by the top management (Ehlers & Lazenby, 2007: 2 - 4).

Competitive advantage is the edge that an organisation has over others. In the case of schools, this can be achieved by high pass rates of learners, particularly the performance of Grade 12 learners, and the availability of physical infrastructure for teaching and learning such as school libraries and science laboratories (Ehlers & Lazenby, 2007:2).

Adding value can be defined as adding certain characteristics to the product/service that the competitor (other schools around) and customer (learners) cannot do themselves. This is done by the process of strategic management (Ehlers & Lazenby, 2007:2).

According to Ehlers and Lazenby, it is crucial for any strategic manager to involve all stakeholders of the organisation in its strategic management process. A stakeholder is anyone who is directly influenced by the acts of the organisation (Ehlers & Lazenby, 2007:3).

Some of an organisation's stakeholders are:

- shareholders
- government
- suppliers
- community
- employees
- sponsors

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- customers
- media/press

In a school environment the stakeholders are, government; communities; educators; learners; parents; non-teaching staff; professional organisations interested in school education; non-governmental organisations interested in school education; and media (both electronic and print).

The stages of the strategic management process are:

a) Environmental analysis – this is the process of evaluating and analysing the external environment for possible opportunities and threats and the internal environment for possible strengths and weaknesses (SWOT analysis). The external environment consists of a macro environment, and includes factors/aspects over which the organisation has no control. It identifies what an organisation may choose to do. For example in the case of a school, the internal environment is also known as the company profile and it includes aspects/factors over which the organisation has control, like its resources. It determines what an organisation can do.

b) Strategy formulation – It is the formulation of strategies by the top management, according to the results of environmental analysis that has been done. Inputs of all levels of management are crucial.

c) Strategy implementation – this is the most crucial stage, where all the strategies that have been formulated must be communicated to all stakeholders in order to come to life or to be successful (Ehlers & Lazenby, 2007:4).
According to Ehlers and Lazenby (2007:11), it is crucial to emphasise the fact that strategic management is not an exact science nor is it an easy three-step process mentioned above. It involves both quantitative and qualitative analysis.

 From a qualitative process point of view, the importance of intuition should not be underestimated. Intuition is the extraordinary ability that managers have in making appropriate strategic decisions. It is achieved through managerial experience. This phenomenon is often referred to as the 'gut feeling' of managers (Ehlers & Lazenby, 2007:4).
The human resource is the most important catalyst in taking the organisation's strategies and implementing them successfully (Ehlers & Lazenby, 2007:12).

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There is no organisation that can be successful without the presence of human beings.

In this technological era, a myriad of technological machines have been invented to replace human manual work, but the fact is, those machines still need to be operated by human beings for them to function.

Human beings are therefore drivers of the strategic plan, which is crucial to meet certain set goals of the organisation. They are therefore the most important asset in the success of any organisation; how managers and leaders treat and relate to them in any organisation is of utmost importance (Ehlers & Lazenby, 2007:4).

3.7.2 Vision

Ehlers et.al. (2007: 64-69) argue that a vision focuses on the future and on something better. It keeps any organisation focussed on achieving its goal/s. An organisation's vision can articulate or include the organisation's strategic intent.

Strategic intent envisions a desired leadership position and establishes the criterion the organisation will use to chart its progress. It is about creating a sense of urgency through setting of an overarching, ambitious goal that stretches the organisation, focussing on winning in the long run. Strategic intent focuses on future goals or dreams, and also loses its power once achieved. It contains elements of both the mission and vision.

Vision and strategic intent are concepts or management tools that deal with the future desired state of the organisation. Both answer the question: "What do we want to become?" (Ehlers et.al., 2007).

A vision statement has several purposes or functions. Firstly it provides a way for managers to integrate a wide variety of goals, dreams, challenges and ideas into one theme. Secondly it provides focus and direction and forms the foundation for a mission statement, long-term objectives and strategy selection decisions (Ehlers et. al., 2007:133). When formulating a vision statement, the following should be taken into consideration (Ehlers et.al., 2007:137):

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- as many mangers as possible should take part in the formulation of the vision statement.
- a vision statement should be achievable in the long term or it lose its value to motivate.
- it should be as the result of strategic and creative thinking other than catchy slogans
- once a vision statement has been achieved, it loses its power and has to be redeveloped to ensure continued focus on desirable future.

In a school environment the principal should pioneer the above and involve all school's stakeholders to take the school to greater heights.

3.7.3 Values

Values are those things that really matter to each of us. The ideas and beliefs one holds as special. Caring for others, for example, is a value; so is the freedom to express one's opinions (Ehlers et.al., 2007). Most people learn their values or morals at home, at church or synagogue, and at school. But where are our children learning their values? Maybe from parents, teachers and religious leaders, but society has changed. Too often young people today are most influenced by what they see and hear on television or on the street (Ehlers et.al., 2007:167).

The values need to be written and pinned on the walls of the administrative block (foyer and reception) and other strategic points. This is to demonstrate to all stakeholders and other interested parties what the organisation (school) values most in terms of its service delivery to its clients and the broader community.

3.7.4 Mission

Ehlers et. al. (2007:66-69) argue that the mission statement focuses on the present or the reality. It is often derived from the vision or strategic intent to deal with the question: "what is our business?"
The mission statement is an enduring statement of purpose that distinguishes an organisation from other similar ones. It indicates the organisation's reason for being. It embodies philosophy, identity, and character of an organisation and also reflects the image that the organisation wants to project (Ehlers et.al., 2007:169).

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It has four basic areas:

- Purpose, which addresses the reason for the organisation's existence.
- It identifies the organisation's strategy in terms of the business nature.
- It refers to the organisation's behaviour standards and culture
- It is about the values, beliefs and moral principles that support behavioural standards (Ehlers et.al., 2007:154).

It forms the basis from which strategies are chosen; therefore it is very important for organisations to recognise the legitimate claims of its stakeholders when formulating a mission statement. The inclusive approach also requires an organisation to communicate its purpose and values to all stakeholders (Ehlers et.al, 2007:172).

3.7.5 Tirisano

In June 2000, Professor Kader Asmal, the then South African National Minister of Education, launched a national mobilisation programme for Education and Training under the slogan, "TIRISANO", a Setswana word meaning, 'working together'. This was an initiative to mobilise citizens to build a South African Education and Training for the 21st century (Educators Handbook, ELRC: 2003)

This programme was organised into five core priorities which would guide the Departmental activities for the next few years:

- HIV/AIDS Education.
- School effectiveness and teacher professionalism.
- Literacy tackling.
- Further education and training, and higher education.
- Organisational (Educators Hand Book ELRC: 2003).

3.8 THE REGULATORY FRAMEWORK GOVERNING SCHOOLS

Some of the regulatory frameworks governing schools are explained below:

3.8.1 The South African Constitution Act 108 of 1996

The aim is to introduce a new Constitution for the Republic of South Africa, and to provide for matters incidental thereto (Provincial Government Information System @www.pmg.org.za).

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The South African constitution on education states that (South African Government Information www.gov.za):

(a) Everyone has the right to a basic education, including adult basic education; and to further education which the state, through reasonable measures must make progressively available and accessible.

(b) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions, where that education is reasonable practicable. To ensure this right the state must consider all reasonable educational alternatives, including single medium institutions, taking into account:

  (i)   equity

  (ii)   practicability; and

  (iii) the need to redress the results of past racially discriminatory laws and practice.

(c) everyone has the right to establish and maintain, at their own expense, independent educational institutions that:

  (i)   do not discriminate on the basis of race

  (ii)   are registered with the state; and

  (iii) maintain standards that are not inferior to standards at comparable public educational institutions.

3.8.2 Batho Pele Principles (Batho Pele Hand Book – A Service Delivery Improvement Guide 1998).

Batho Pele, a Sotho translation for 'People First'. Batho Pele Principles are based on Section 195 of the South African Constitution Act 108 of 1996. It is aimed to get civil servants to be focused on service delivery, to be excellent in service delivery and to commit themselves to always improve service delivery. It s simplicity and transparency make it easy for citizens to hold public servants accountable for the kind of services they deliver (Batho Pele Handbook – A Service Delivery Improvement Guide).

Batho Pele is a way of delivering services by putting citizens first in public service planning and operations.

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It includes all citizens for the improvement of lives for all through services, products, and programmes of a democratic dispensation.

The Public Service put the following "People First" principles into practice in order to arrive at acceptable service levels and quality:

- CONSULTATION – one can tell what one wants.
- SERVICE STANDARDS – insist that promises are kept.
- ACCESS – one and all should get their fair share.
- COURTESY – do not accept intensive treatment.
- INFORMATION – one is entitled to full particulars.
- OPENNESS – administration must be an open book.
- REDRESS – your complaint must spark positive action.
- VALUE FOR MONEY – one's money should be employed wisely.
- REPRESENTIVITY - one represents the nation (Provincial Government Information System @ www.pmg.org.za).

3.8.3 Public Service Act 103 of 1994

To provide for the organisation and administration of the public service of the Republic, the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service, and matters connected therewith (Government Communication and Information System - www.gov.za).

3.8.4. Resolution 9 of 2000

To extend Resolution No. 13 of 1998 that sets the framework for managers to agree to individual performance agreements. As such this agreement does not seek to diminish any existing rights of senior managers (Government Communication and Information System - www.gov.za).

The PSCBC note that there is a need to:

a) Attract and retain high calibre senior managers and professionals.

b) Improve the training and development of senior managers/professionals.

c) Develop the career path of senior managers/ professionals.

d) Develop the employment framework.

e) Promote high standards of ethical conduct among senior managers/professionals (Government Communication and Information System - www.gov.za).

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3.8.5 The South African Schools Act 84 of 1996

The main aim of the act was to de-racialise education and to promote race-blind policies through the education system. The Act also made all schools self-governing (Fiske et.al., 2004:83).

It promotes access, quality and democratic governance in the schooling system. It makes schooling compulsory for children aged seven to fifteen years, or learners reaching Grade 9, whichever occurs first. It also provides two types of schools – independent schools and public schools (South Africa Yearbook 2008/09 – Government Communication and Information System: www.gov.za).

3.8.6 The South African Qualification Authority Act 58 of 1995

To provide for the development and implementation of a National Qualifications Framework and for this purpose to establish the South African Qualifications Authority; and to provide for matters connected herewith (Policy hand book for educators, ELRC: 2003).

3.8.7 The National Education Policy Act 27 of 1996

It empowers the Minister of Education to determine national norms and standards for education, planning, provision, governance, monitoring and evaluation.

The main objective of the act is to provide for the determination of national policy for education; to amend the National Policy for General Education Affairs Act, 1984, so as to substitute certain definitions; to provide afresh for the determination of policy on salaries and conditions of employment of educators; and to provide for matters connected therewith (Policy Handbook for Educators, ELRC: 2003).

3.8.8 The Further Education and Training Act 98 of 1998

The main objective of the Act is to take control of further education and training; to develop proper governance and funding of public further education and training institutions; to provide for the registration of private further education and training institutions; to promote equality in further education and training; to provide for transitional arrangements and the repeal of laws; to provide for matters connected therewith (Policy Handbook for Educators, ELRC: 2003).

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3.8.9 Educators Employment Act 76 of 1998

The main purpose of the Act is to provide for the employment of educators by the state; to control the conditions of service, discipline, retirement and discharge of educators and for all the matters connected to that (Policy Handbook for Educators, ELRC: 2003). It regulates the professional, moral and ethical responsibilities and competencies of educators.

It stipulates who the employer of educators is, how educators are employed and who determines their conditions of service.

It also provides for an incapacity code, procedures for poor work performance and disciplinary code and procedures (Government Communication and Information system: www.gov.za).

3.9 The Adult Basic Education and Training Act 52 of 2000

To take control of adult basic education and training; to make provision for the establishment of adult learning centres; to promote the registration of private adult learning centres; proper governance; funding; quality assurance and promotion in adult basic education and training.

To also provide for transitional arrangements and matters connected with that. (Policy Handbook for Educators, ELRC: 2003).

3.10 SUMMARY

Illiterate, unemployed and ill-equipped members of the SGB put school governance at a disadvantage, particularly in Black township schools.

The process of hiring educators is always tainted by anarchy, bribery and fraud because the parents of these communities were not well equipped in terms of practising corporate governance. As we know, the previous dispensation (apartheid government) did not invest in Black communities in terms of education and skill development. Most Blacks are unemployed; this leads to the process of school governance being rigged as some educators 'buy' posts and some in the SGB employ their friends or relatives, lead to anarchy and under-qualified people being employed in wrong position.

According to SASA, SGBs are supposed to draft the language and school fees policies at their schools. This was a self-governing initiative that was adopted by the National Department of Education to bring ownership of schools to communities.

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This initiative did not meet its main aim because the SGBs used the language policy to discriminate against certain communities. This is done by adopting a language policy that discriminates against any learner who speaks another language. The proponents of this practice cite the fact that they do not have sufficient resources to teach learners who speak other language/s.

Therefore one finds today that most white learners are still in those previously White schools, while Blacks, Coloureds and Indians still attend their previous schools.

In terms of school fees, some governing bodies charge huge amounts of school fees which discriminate against certain classes. This is still in operation in former Model C schools, where school fees are high. They justify this by saying that in order to get quality education; one needs to get the best equipment and the best educators, which cost money. These are the subtle things that the present government needs to address and take cognisance of.

OBE was not introduced properly. There was no proper consultation with all stakeholders before it was introduced.

During its introduction, educators were not trained properly to apply it in the classroom. For an organisation (school) to be successful:

- The managers should be well equipped in terms of leadership and management
- Policies and strategies, that will bring everyone on board, need to be formulated.
- Vision, mission and values, that will always guide the organisation to meet its objectives, need to be in place.

The government needs to revive or resuscitate all the good and positive ideas/concepts that were launched over the years such as Batho Pele principles and TIRISANO. If all school managers in South Africa, through the watchful eye of the Department of Education, can make it a point that good principles such as discussed above are being practised in their institutions, education in South Africa can reach greater heights.

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The National Department of Education through powers invested in it must enforce the culture of TIRISANO and Batho Pele Principles in South African schools.

This could lead to good leadership and management, and good corporate governance at schools.

In the next chapter, the research methodology and statistical analysis of the research study are explained.

CHAPTER FOUR
RESEARCH METHODOLOGY AND STATISTICAL ANALYSIS

4.1 INTRODUCTION

The pass rate of Grade 12 learners has been deteriorating over the years. This is a crucial issue that is putting pressure on both politicians and school managers alike. One is blaming the other because the politicians are saying that the educators and principals in Black township schools in particular, are not doing enough to provide proper learning and teaching to learners.

Politicians allege that the following behavioural conduct in Black township schools are the reasons for poor grade 12 learners' results:

- Lazy educators who are always late, as they work fewer hours than those at White schools.

This was confirmed by the statement made by the South African President in a news paper article when he was commenting about poor grade 12 learners' results in Black township schools. He said that educators from Black townships should learn discipline from their white counterparts because Black educators work only for three hours a day while white educators in their white schools work for seven hours. That is why there are poor results in township schools (Cape Times New Paper article, 8 January 2010).

- Principals and school managers lack proper leadership and management skills to lead schools (Minister of Basic Education, Cape Argus News Paper Article, 7 January 2010).

Educators and school principals on the other hand are blaming the government for their poor working conditions which are not addressed by the government, such as:

- Learners studying under trees, (no classrooms at all).
- Overcrowded classes (that means that there are few classes).

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- Poor remuneration.
- Introduction of the curriculum systems (OBE) by the government without proper consultation with them and without proper training offered to them in OBE application (Ladd et.al., 2004:74).

The previous chapters reviewed the literature pertaining to performance, performance management, nature of leadership and management, and leadership and management styles.

This chapter describes the research methodology used in this study. The research design, population and sampling in the study will be presented. The two instruments used for data collection, as well as the third variable of principals/SMT qualifications will be presented in detail.

A description of the data analysis and statistical techniques used in the study will also be provided. This chapter highlights the fundamental underlying factors in the performance of learners, particularly, Grade 12 learners. The study aims to investigate the relationship between Grade 12 learners' performance, leadership and management styles, and managers/leadership qualifications.
The literature review and search will attempt to gain insight from Philippi high schools on the impact that leadership and management have on Grade 12 learners' pass rate.

4.2 RESEARCH METHODOLOGY AND DESIGN

The research methodology and design is as follows:

4.2.1   Literature review

Systematic and thorough surveys of various books and publications that are relevant to the research were conducted.
The main aim is to find the kind of research done in this particular area of study.
According to Du Plooy (2002:61), this enables one to know the following:

- What is already known about this particular area of research?
- What research methods have been used?
- What research results have been generated?
- What was done with the results or findings?

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According to a similar research study done by Brett Anthony Hayward in 2005 in his thesis titled, "Relationship between Employee Performance, Leadership Style and Emotional Intelligence in a South African Parastatal Organisation", one of his findings was that there is a linear relationship between employee performance and the emotional and leadership style of his/her superior.

This suggests that the way the manager leads or manages has an impact or influence on the performance of the person that he or she leads.

Findings and discussions by Raj Mestry and Prakash Singh in 2007 in their research paper, "Continuing Professional Development for Principals: a South African Perspective", they discovered that the style of leadership plays a crucial role in cementing lasting relations with all role-players. In their conclusion they also alluded to the fact that, "the appointment of principals with poor leadership and management skills has created an array of problems, issues, criticisms, and expectations, thus making schools more difficult to lead. Recurring budget shortfalls, the complex needs of learners and the cry for higher standards and achievements are only a few realities that principals face". This is perhaps the reason why the Department of Education introduced the ACE Leadership and Management Course for all those educators who are aspiring to be principals (Refer Appendices G and H, pages 127 and 134). This fact is further supported by the last paragraph in their conclusion:

"The ACE course can give effect to a coherent and sustainable approach to building leadership and management capacity throughout the educational system. It must become an essential and mandatory part of the principal's continuing professional development in school management, rather than a remedial appendage for an ineffective performance".

One of the aims of this research study is to determine, in relation to the last paragraph of the above conclusion, whether the school managers with leadership and management qualifications have any positive impact on the performance of their learners (particularly Grade 12 learners in Philippi high schools) compared to those who do not? In the 'Think Globally Act Locally: A Challenge to Education Leaders Conference held on 8 - 12 September 2008, ICC Durban with Sub-Theme: 'Emerging Trends in Educational Leadership, Management, Administration and Governance', Lekhotla Mafisa commented on the results of the research article Topic: 'School leadership at the cutting-edge of educational change', which revealed that:

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- school leadership forms the basis upon which school's management is anchored.
- effective school leadership is likely to effect change management, boost scholastic results and institute participative management styles.

This is in line with what this research study is investigating.

Graeme Bloch, Education Policy Analyst of the Development Bank of Southern Africa (DBSA), in the Human Science Research Council (HSRC) Research Colloquium on Education and Poverty, 22 February 2007 (Irene Country Lodge), stipulated a range of out-of-school factors that impact heavily on learner performance. According to him, these are historical and sociological factors with deep roots, which may be partially addressed through school-based initiatives. These are:

- the impact of poverty and living on previously disadvantaged communities;
- the impact on learning conditions by factors such as electricity or space in the home; hunger and poor nutrition; scholar transport;
- AIDS and its impact, including the growing phenomenon of AIDS orphans and child-headed households;
- gender inequalities and violence; and
- factors such as the education level or literacy of parents, their ability to assist with schoolwork, and the existence of learning materials or books in the home.

He also emphasised the fact that 'the differing advantages of poor and rich children in this regard are some of the strongest reasons for inequalities and relatively weak outcomes in poor communities and schools'. This clearly indicates that there are other external factors other than the school management that have serious impact on learners' performance in schools.

In a research paper entitled "Perceptions of stakeholders on causes of poor performance in Grade 12 in a province in South Africa", written by M.W. Legotlo, M.P. Maaga and M.G. Sebego for the Department of Education (Graduate School of Education), University of North West in 2008, the following research findings were revealed by them:

- The factors that contributed to poor learners' performance in Grade 12 were not only complex in nature but were also intertwined.

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- From the analysis of the empirical data presented in this paper, major causes of poor Grade 12 student performance were related to policy issues and the harsh realities of managing schools in developing countries. These factors have also been revealed by other or similar studies conducted elsewhere.

- More than anything else this study revealed that major causes of poor performance in Grade 12 examinations included inadequate physical and human resources, lack of discipline and commitment, ineffective and unclear policies, and failure to develop effective strategies to address the unanticipated consequences of implementing changes in the schooling system.

- The unanticipated consequences of the rationalisation of educators left policy implementers shocked by the harsh realities.

- In implementing the new textbook policy and new curricula, little attention was paid to the harsh realities of the poorest rural settings.

- To ascertain what works best under different settings in South Africa, there needs to be not only feasibility studies but also constant monitoring of policies by independent researchers.

- In summary, the study suggested that policy makers should consider the role of supporting resources to improve teaching and learning and to boost the morale of educators. Teacher commitment and morale cannot be over-emphasised.

In their final recommendations they indicated that, "although the study did not directly seek to reveal the correlations between socio-economic background and student performance, this seemed an important area for future research on student performance. If necessary steps are not taken, these problems will pose an increasing threat to the quality and efficiency of the school system in South Africa. Considerable attention must be paid to many questions that must be dealt with in designing policies and choosing alternatives of using resources".

This further supports the fact that, on top of mismanagement and poor leadership qualities displayed by some school managers, there are other socio-economic and educator morale factors that need immediate attention from the National Basic Education Ministry in order to improve learner's performance in schools.

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Zandile Kunene, in his 2004 paper, "LEADERSHIP CAPACITY-BUILDING: WHAT INFORMS OUR APPROACHES TO CAPACITATING SCHOOL LEADERS?", referred to a paper by Alma Harris (2002, commissioned by the National College for School Leadership, United Kingdom), where Harris had researched ten designated poorly performing schools, which were beginning to show improvement.

Through a process using literature review, structured interviews and case studies the researcher suggested the following observations regarding the 10 schools:

- Leaders in these schools did not subscribe to or use one style of leadership at all times.
- School leaders applied a leadership style appropriate for that particular situation
- Generally the style of leadership used could be defined as democratic or transformational or invitational.
- School leaders had clearly defined visions and values that were communicated to teachers, parents and students.
- School leaders were guided by the belief that every child can succeed and motivated students to achieve high standards.
- School leaders also paid attention to the need for professional development, for themselves, teachers and support staff.
- School leaders were good at initiating and sustaining relationships of trust between teachers, parents, students and the wider community
- School leaders encouraged a culture of mutual sharing of skills especially teaching skills (collaborative culture).
- School leaders possessed high levels of emotional intelligence.

The researcher concluded that in the quest for formulae to improve schools, issues pertaining to leadership are complex and there are no simple leadership practices that can be applied to all the different types of schools at all times.

Her work concurs with other researchers discussed previously.

It confirms the need for an integrated leadership approach that considers the context in which leaders and schools operate.

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Kunene (2004) further explains that the focus on poorly performing schools in the study by Harris follows on work at the University of Nottingham in the UK where David Hopkins and Alma Harris (1997) identified a need to focus School improvement efforts on the different growth stages of schools, rather than aim to find universal School Improvement strategies.

They categorise schools into three, viz.:

- Ineffective/failing schools
- Low achieving schools
- Effective schools

They argue that the three categories of schools need different intervention strategies. Ineffective schools need a change of leadership, high levels of external support and basic communication and organisational strategies. Low achieving schools need to experiment with different leadership styles, low levels of external support and a willingness and space to explore different teaching strategies. Effective schools also need intervention strategies if they are to remain effective.

These schools do not need external support but could improve by exploring new ideas through partnerships. According to Zandile Kunene's paper (2004), the contributions by Hopkins and Harris (1997) are useful as they make one think more critically about the appropriateness of interventions. They remind us that intervention strategies usually assume that schools are homogenous. This assumption results in schools not benefiting from what is offered and only incorporating information and practice that is relevant to their needs.

 In other words, schools are selective in what they absorb and use. Hopkins and Harris (ibid) also note that schools are dynamic and not static in nature.
This serves as a warning about simplistic categorisation of schools. It is important to keep monitoring schools to see if the categorisation changes or not, to focus on the growth stage of each school and not a delineated categorisation. Before schools were visited an appointment was made with the principals of the respective schools. After the appointment has been confirmed and the date is set, then the actual visitation of schools takes place.

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During the visits all necessary documentation that is needed for a visit of this nature is produced. The reason for the visit is explained further. An introduction and explanation of the research purpose is also stipulated. After the school had agreed to participate in the research study, questionnaires were left with the principals, educators and members of the SMT.

Principals, educators and school management teams in all Philippi high schools in the Western Cape Province were visited, which included a total of seven high schools. The table below indicates the names of schools visited, number of personnel contacted, and dates of visit.

4.2.2 Empirical survey

The word, "empirical" means guided by practical experience. This took place after the literature study was done, when a level of theoretical knowledge had been acquired about the research topic. After the literature study and research, an empirical survey in the form of stream of data in the research design was done.

The empirical survey was conducted in eight high schools of Philippi area in Cape Town. These high schools fall under the Metro South Education District (MSED) of the Western Education Department (WCED). They fall under circuit five of the seven circuits of the district (Refer Appendix I, page 140). Over the years, the majority of these schools has been categorised as "under performing schools" by the national department of education, because of their grade 12 learners' pass rate that is always below 60%. This is what prompted this research study to try to find out the root cause of this.

4.3 APPROACHES TO RESEARCH

The approaches to research design are explained below:

4.3.1 Quantitative approach

This is a report based on quantitative data. Tables with numbers were drawn. The data was tabulated in a content frame called 'coding'. Coding is a set of rules stating that certain numbers are assigned to variable attributes. The raw score was systematically arranged into a computer readable format. Only the quantitative approach is used in this research study.

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4.3.2 Qualitative approach

A qualitative approach produces descriptive data by seeing the world from the participant's point of view, such as, own written or spoken words pertaining his/her experience, perceptions or observations. Its organisational culture is participatory as compared to quantitative approach, which is regarded as authoritarian. This research study is not in any way qualitative.

4.3.3 Triangulation

Triangulation refers to the application and combination of several research methodologies in the study of the same phenomenon. It can be employed in both quantitative (validation) and qualitative (inquiry) studies.

In the social sciences, triangulation is often used to indicate that more than two methods are used in a study with a view to double (or triple) checking results (Cheng, Liying: 2005).

4.4 THE NORMATIVE SURVEY METHOD

The normative survey method used in this study is explained below:

4.4.1 Collecting Data

A very large volume of data was collected from seven selected secondary schools in the Philippi area. Various techniques were used to collect data. These techniques were tested for validity and reliability in order to ensure that relevant and accurate data was produced.

These techniques which are discussed below required validating, verifying and recording before analysis software packages PSP and R were used for this purpose. Causal relationships were studied by manipulating factors thought to influence the phenomena of interest while controlling other variables relevant to the experimental outcomes.

4.4.1.1 Interviews

There were no interviews conducted in this study.

4.4.1.2 Questionnaires

Questionnaires were constructed and the respondents were supplied with instructions on how to complete the questionnaires.

An element of anonymity was allowed when answering the questionnaire.

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A single questionnaire was used for all participants or respondents, who were instructed to answer sections that are related to them only. All expectations for the research were explained. Closed questions, rated from one to five were asked. A Likert scale was used, where a respondent had to rate answers to the questions by placing a tick or a cross next to an answer. The questionnaire is a mixture introspective (recipient answers questions concerning him/herself) and extrospective (recipient answers questions about someone else) questionnaires. The questionnaire consists of independent variable questions. Independent variable questions are questions that are not dependent on the response of the respondent. Dependent variable questions are questions that are dependent of the response of the respondent.

Questionnaires were prepared for 142 educators and 8 principals of the eight predominantly black high schools in Philippi. Every present educator or principal in all eight high schools was provided with the questionnaire. All those who were present in all high schools showed the willingness to participate when approached to do so. No one was forced to participate out of his/her own free will. Due to absence of certain educators during the issuing of questionnaires for various reasons, 130 questionnaires for educators and 8 for principals were issued to the individual respondents in a week's time in all eight high schools. The due date for the return of the filled questionnaire was one to two weeks.

After the due date the questionnaires were collected from the individual respondents. The actual total filled questionnaires that were returned by the educators and principals of all the eight schools was, 94 (educators) and 7 (principals).

Only one school of the eight schools didn't return any of the filled questionnaires, as they mentioned teaching as the main reason for not having time to fill the questionnaires.

4.4.2 Total Research Population

The total research population is the expected population that is targeted to participate in the research. In this study, the total research population includes 8 principals and 142 educators including SMT members) of the eight selected secondary schools in the Philippi area, Cape Town as discussed above. This is equal to150 total research population.

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4.4.3 The Sample

This is the sample out of the total research population that ensures that the findings, conclusion and recommendations of the research are authentic.

In this research study, 8 Leaders (Principals) and 130 Respondents as discussed above, comprised the sample population. This is equal to 138 overall target population out of 150 of total research population. This constitute 92% sample overall.

4.4.4 Response Population

This is the actual population that responded in the research study. The response population from this research study was 7 principals and 94 educators. This is equal to 101 respondents in total out of 138 that was targeted. This constitutes 73.2% response overall.

4.5 STATICAL ANALYSIS

The response of all participants from schools 1 – 7 was interpreted as follows:

4.5.1 Interpretation of Research Findings

The data was classified as follows:

(i) Grade 12 average pass rate

The average grade 12 pass rate per school is represented in the table below:

Table 4: Grade 12 average pass rate

SCHOOL	AVERAGE MATRIC PASS RATE
School No. 1	74.6%
School No. 2	47.2%
School No. 3	76.8%
School No. 4	55.5%
School No. 5	62%
School No. 6	26%
School No. 7	49.8%
TOTAL	56%

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(iii) Principals' qualifications

The principals' qualifications are represented in the table below:

Table 5: Principals' qualifications

SCHOOL	QUALIFICATIONS OF LEADERSHIP AND MANAGEMENT
School No. 1	Post Graduate
School No. 2	Post Graduate
School No. 3	Post Graduate
School No. 4	Attended a course
School No. 5	Degree
School No. 6	Certificate
School No. 7	Certificate

(iv) Responses of both participants (educators and principals)

The above data was coded and punched into the statistical software, SPSS 18 by the statistician and the following frequency tables and cross tabs were developed. The response of the participants was sub-divided into three:

(a) The frequency tables of the responses of both educators and principals combined regarding the principals' leadership and management styles.

(b) The cross-tabs of responses of educators versus principals, regarding principals' leadership and management styles.

(c) The contingency analyses, Chi-square test for statistical significant differences between groups.

(a) **Frequency Tables** (The responses of both educators and principals combined, regarding the principals' leadership and management style were done by the statistician)

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Table 6: The frequency of response of all participants per school

School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	20.8	20.8	20.8
	2	11	10.9	10.9	31.7
	3	25	24.8	24.8	56.4
	4	12	11.9	11.9	68.3
	5	15	14.9	14.9	83.2
	6	6	5.9	5.9	89.1
	7	11	10.9	10.9	100.0
	Total	101	100.0	100.0	

The above frequency table tells us about the number of schools that participated in the research project, and the number of participants (in percentage form) in each school.

Table 7: The number of participated educators and principals

Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	94	93.1	93.1	93.1
	Headmaster	7	6.9	6.9	100.0
	Total	101	100.0	100.0	

From the above frequency table, 94 educators and 7 principals from 7 high schools in the Philippi area participated in the research study.

Table 8: Provides me with assistance in exchange for my efforts

Provides me with assistance in exchange for my efforts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	16	15.8	16.5	16.5
	Undecided	21	20.8	21.6	38.1
	Agree	60	59.4	61.9	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

From the above table, the majority of participants (59.4%) agree that principals provide assistance to educators in exchange for their efforts.

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Table 9: fails to interfere until problems become serious

Fails to interfere until problems become serious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	70	69.3	70.7	70.7
	Undecided	18	17.8	18.2	88.9
	Agree	11	10.9	11.1	100.0
	Total	99	98.0	100.0	
Missing	System	2	2.0		
Total		101	100.0		

From the above frequency table, it is clear that the majority of participants (69.3%) disagree with the fact that principals fail to interfere until problems become serious. This means that the majority of principals interfere timeously before problems become serious.

Table 10: Talk about my most important values and beliefs

Talk about my most important values and beliefs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	20	19.8	21.1	21.1
	Undecided	22	21.8	23.2	44.2
	Agree	53	52.5	55.8	100.0
	Total	95	94.1	100.0	
Missing	System	6	5.9		
Total		101	100.0		

From the above frequency table, the majority of participants agree (52.5%) that principals talk about educators' most important values and beliefs.

Table 11: Is absent when needed

Is absent when needed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	80	79.2	82.5	82.5
	Undecided	13	12.9	13.4	95.9
	Agree	4	4.0	4.1	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

From the above table, the majority of participants disagree (79.2%) with the fact that principals are absent when needed by the educators. This means that the majority of principals are always present when needed by their educators in time of need.

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Table 12: Avoids making decisions

Avoids making decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	76	75.2	78.4	78.4
	Undecided	14	13.9	14.4	92.8
	Agree	7	6.9	7.2	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

From the above table, the majority of participants disagree (75.2%) with the fact that principals avoid making decisions. This means that most principals make decisions when needed to do so.

Table 13: Articulate a compelling vision

Articulate a compelling vision of the future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	24	23.8	25.5	25.5
	Undecided	23	22.8	24.5	50.0
	Agree	47	46.5	50.0	100.0
	Total	94	93.1	100.0	
Missing	System	7	6.9		
Total		101	100.0		

From the above table, the minority of participants agree (46.5%) that most principals articulate a vision of the future in their leadership and management style.

Table 14: Waits for things to go wrong before taking action

Waits for things to go wrong before taking action

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	67	66.3	67.0	67.0
	Undecided	12	11.9	12.0	79.0
	Agree	21	20.8	21.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

From the above table, the majority of participants disagree (66.3%) with the fact that principals wait for things to go wrong before taking action, meaning that most principals are pro-active in their approach.

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Table 15: Specifies the importance of having a strong sense of purpose

Specifies the importance of having a strong sense of purpose

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	20	19.8	20.4	20.4
	Undecided	17	16.8	17.3	37.8
	Agree	61	60.4	62.2	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

From the above table, most participants (60.4%) agree that principals specify the importance of having a strong sense of purpose.

Table 16: Makes clear what one can expect to receive when performance goals are met

Makes clear what one can expect to receive when performance goals are achieved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	9.9	10.4	10.4
	Undecided	17	16.8	17.7	28.1
	Agree	69	68.3	71.9	100.0
	Total	96	95.0	100.0	
Missing	System	5	5.0		
Total		101	100.0		

From the above table, most participants (68.3%) agree that principals make clear what one can expect to receive when performance goals are achieved.

Table 17: Delays responding to urgent questions

Delays responding to urgent questions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	16	15.8	16.0	16.0
	Undecided	17	16.8	17.0	33.0
	Agree	67	66.3	67.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

From the above table, the majority of participants (66.3%) agree that principals delay responding to urgent questions at schools.

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Table 18: Directs his/her attention towards failures to meet standards

Directs his/her attention towards failures to meet standards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	52	51.5	52.5	52.5
	Undecided	22	21.8	22.2	74.7
	Agree	24	23.8	24.2	99.0
	14	1	1.0	1.0	100.0
	Total	99	98.0	100.0	
Missing	System	2	2.0		
Total		101	100.0		

In the above table, 51.5% participants (majority) disagree that principals direct their attention towards failure to meets standards. That means that principals do not pick on or concentrate more on their colleagues' failures to lead them to meet standards.

Table 19: Acts in ways that builds my respect

Acts in ways that builds my respect

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	26	25.7	27.4	27.4
	Undecided	30	29.7	31.6	58.9
	Agree	39	38.6	41.1	100.0
	Total	95	94.1	100.0	
Missing	System	6	5.9		
Total		101	100.0		

The above table shows a remarkable and interesting response where, 38.6% of participants (minority) agree that principals act in ways that build one's (educators) respect, whereas 25.7% disagree and 29.7% are undecided. This means the majority of respondents do not think that principals act in ways that build the respect of fellow educators.

Table 20: Increases my willingness to try harder

Increases my willingness to try harder

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	8.9	9.1	9.1
	Undecided	16	15.8	16.2	25.3
	Agree	74	73.3	74.7	100.0
	Total	99	98.0	100.0	
Missing	System	2	2.0		
Total		101	100.0		

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In the above table, 73.3% of participants (majority) agree that, principals increase one's (educators) willingness to try harder.

Table 21: Articulates a compelling vision of the future

Articulates a compelling vision of the future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	22	21.8	22.7	22.7
	Undecided	23	22.8	23.7	46.4
	Agree	52	51.5	53.6	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

This question was repeated, therefore the responses of the first question were considered.

Table 22

Helps me to develop my strengths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	6.9	7.0	7.0
	Undecided	10	9.9	10.0	17.0
	Agree	83	82.2	83.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

82.2% of participants (majority) in the above table agree that principals help them to develop their strengths.

Table 23: Uses methods of leadership that are satisfying

Uses methods of leadership that are satisfying

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	5.0	5.2	5.2
	Undecided	12	11.9	12.5	17.7
	Agree	79	78.2	82.3	100.0
	Total	96	95.0	100.0	
Missing	System	5	5.0		
Total		101	100.0		

In the above table, 78.2% of participants (majority) agree that principals use methods of leadership that are satisfying.

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Table 24: Emphasizes the importance of having a collective sense of mission

Emphasizes the importance of having a collective sense of mission

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	5.0	5.0	5.0
	Undecided	13	12.9	13.0	18.0
	Agree	82	81.2	82.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

In the above table 81.2% of the participants (majority) agree that principals emphasise the importance of having a collective sense of mission.

Table 25: Is effective in meeting my job-related needs

Is effective in meeting my job-related needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	5.0	5.0	5.0
	Undecided	13	12.9	12.9	17.8
	Agree	83	82.2	82.2	100.0
	Total	101	100.0	100.0	

82.2% of participants (majority) agree that principals are effective in meeting educators' job-related needs.

Table 26: Concentrates his/her full attention on dealing with mistakes, complaints, and failures

Concentrates his/her full attention on dealing with mistakes, complaints, and failures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	7.9	7.9	7.9
	Undecided	8	7.9	7.9	15.8
	Agree	85	84.2	84.2	100.0
	Total	101	100.0	100.0	

84.2% of participants (majority) agree that principals concentrate their full attention on dealing with mistakes, complaints and failures.

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Table 27: Spends time teaching and coaching

Spends time teaching and coaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.0	3.0	3.0
	Undecided	7	6.9	7.0	10.0
	Agree	90	89.1	90.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

89.1% of participants (majority) agree that principals spend time teaching and coaching.

(b) Crosstabs (The crosstabs of responses of educators versus principals, regarding principals' leadership and management styles were done by the statistician).

Table 28: Provides me with assistance in exchange for my efforts

Provides me with assistance in exchange for my efforts * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Provides me with assistance in exchange for my efforts	Disagree	16	0	16
	Undecided	21	0	21
	Agree	53	7	60
Total		90	7	97

In the table above, 58.9% of educators (majority) and all principals (majority-100%) agree that principals provide their fellow educators with assistance which is in line with the majority (61.9%) of all respondents who share the same view.

Table 29: Fails to interfere until problems become serious

Fails to interfere until problems become serious * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Fails to interfere until problems become serious	Disagree	64	6	70
	Undecided	17	1	18
	Agree	11	0	11
Total		92	7	99

In the above table, 69.6% of educators (majority) and 85.7% of principals (majority) disagree with the fact that principals fail to interfere until problems become serious, which is in line with the 69.3% majority of all respondents who have the same view.

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Table 30: Talk about my most important values and beliefs

Talk about my most important values and beliefs * Post Crosstabulation
Count

		Post		
		Educator	Principal	Total
Talk about my most important values and beliefs	Disagree	20	0	20
	Undecided	22	0	22
	Agree	46	7	53
Total		88	7	95

In the above table, all principals (majority-100%) and 52.3% of educators (majority) agree with the fact that they talk about the most important values and beliefs of their fellow educators, which is in line with the 52.5% majority of all respondents who share the same view.

Table 31: Is absent when needed

Is absent when needed * Post Crosstabulation
Count

		Post		
		Educator	Principal	Total
Is absent when needed	Disagree	73	7	80
	Undecided	13	0	13
	Agree	4	0	4
Total		90	7	97

In the table above, all principals (majority-100%) and 81.1% of educators (majority) disagree with the fact that principals are absent when needed by the fellow educators, which is in line with the majority of all respondents of 79.2% who share the same view.

Table 32: Avoids Making Decisions

Avoids making decisions * Post Crosstabulation
Count

		Post		
		Educator	Principal	Total
Avoids making decisions	Disagree	70	6	76
	Undecided	14	0	14
	Agree	7	0	7
Total		91	6	97

In the above table 85.7% of principals (majority) and 76.9% of educators (majority) disagree with the fact that principals avoid making decisions, which is also in line with 75.2% (majority) of all respondents who hold the same view.

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Table 33: Articulate a compelling vision of the future

Articulate a compelling vision of the future * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Articulate a compelling vision of the future	Disagree	18	6	24
	Undecided	23	0	23
	Agree	46	1	47
Total		87	7	94

The above table shows that 85.7% of principals (majority) and 20.7% of educators (minority) agree that principals do not articulate a compelling vision of the future. However one of the principals does. This is very strange because, the majority of educators (52.9%) do believe that principals articulate a compelling vision of the future, while the majority of principals (85.7%) do not.

This is remarkable as it is not in line with the 46.5% majority of all respondents who believe that principals articulate a compelling vision of the future.

Table 34: Waits for things to wrong before taking action

Waits for things to go wrong before taking action * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Waits for things to go wrong before taking action	Disagree	66	6	72
	Undecided	12	0	12
	Agree	15	1	16
Total		93	7	100

The above table tells one that the majority of educators (71%) and the principals (85.7%) do not agree with the fact that principals wait for things to go wrong before taking action. This means most principals deal with challenges facing their schools swiftly and quickly. This is in line with 66.3% majority of all respondents.

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Table 35: Specifies the importance of having a strong sense of purpose *Post Crosstabulation

Specifies the importance of having a strong sense of purpose * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Specifies the importance of having a strong sense of purpose	Disagree	14	6	20
	Undecided	17	0	17
	Agree	60	1	61
Total		91	7	98

The above table reveals fascinating information where a minority of principals (14.3%) and the majority of educators (65.9%) agree that principals specify the importance of having a strong sense of purpose. This table shows the contrast where the majority of educators do believe that principals specify the importance of having a strong sense of purpose while the majority of principals themselves do not. This is not in line with the 60.4% majority of all respondents who believe in principals in this regard.

Table 36: Makes clear what one can expect to receive when performance goals are achieved *Post Crosstabulation

Makes clear what one can expect to receive when performance goals are achieved * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Makes clear what one can expect to receive when performance goals are achieved	Disagree	10	0	10
	Undecided	17	0	17
	Agree	62	7	69
Total		89	7	96

All principals (majority-100%) and the majority of educators (69.7%) agree that principals make clear what one can expect to receive when performance goals are achieved. This is in line with 68.3% majority of all participants who believe the same.

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Table 37: Delays responding to urgent questions * Post Crosstabulation

Delays responding to urgent questions * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Delays responding to urgent questions	Disagree	60	7	67
	Undecided	17	0	17
	Agree	16	0	16
Total		93	7	100

In the above table all principals (majority-100%) and the majority of educators (64.5%) disagree with the fact that principals delay responding to urgent questions, which is in contrast with the 66.3% majority of all participants who agree.

Table 38: Directs his/her attention towards failures to meet standards *Post Crosstabulation

Directs his/her attention towards failures to meet standards * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Directs his/her attention towards failures to meet standards	Disagree	47	5	52
	Undecided	22	0	22
	Agree	24	0	24
	14	0	1	1
Total		93	6	99

In the above table the majority of principals (71.4%) and educators (50.5%) disagree with the fact that principals direct their attention towards failures to meet standards, which is in line with the 51.5% of all participants (majority) who think the same.

Table 39: Acts in ways that builds my respect *Post crosstabulation

Acts in ways that builds my respect * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Acts in ways that builds my respect	Disagree	25	1	26
	Undecided	25	5	30
	Agree	38	1	39
Total		88	7	95

The above table provides one with the most interesting and challenging information where 43.2% of educators (majority) and 14.3% of principals (minority) agree with the fact that principals act in ways that build the educators' respect.

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But 28.4%% (minority) of educators and 71.4% of principals (majority) are undecided on the matter. Also, 28.4% of educators (minority) and 14.3% of principals (minority) disagree with the statement.

All in all, the majority of educators and minority of principals agree with the fact that, principals act in ways that build educators' respect, which is in line with 38.6% minority of all participants who hold the same view.

Table 40: Increases my willingness to try harder * Post Crosstabulation

Increases my willingness to try harder * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Increases my willingness to try harder	Disagree	8	1	9
	Undecided	13	3	16
	Agree	72	2	74
Total		93	6	99

The above table represents a mixed bag of information where the minority of principals (33.3%) and the majority of educators (77.4%) agree that principals increase educators' willingness to try harder.

The majority of principals (50%) are undecided on the matter, meaning that they are not sure of whether they are encouraging their colleagues to try harder. Only one principal (16.7%) is sure that he/she does not increases his/her colleagues' willingness to try harder. This is in contrast with the 73.3% majority of all participants who think that principals increase educators' willingness to try harder.

Table 41: Articulates a compelling vision of the future * Post Crosstabulation

Articulates a compelling vision of the future * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Articulates a compelling vision of the future	Disagree	22	0	22
	Undecided	23	0	23
	Agree	45	7	52
Total		90	7	97

The above question was repeated; responses from the first one are considered

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Table 42: Helps to develop my strengths *Post Crosstabulation

Helps me to develop my strengths * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Helps me to develop my strengths	Disagree	7	0	7
	Undecided	10	0	10
	Agree	76	7	83
Total		93	7	100

The table above represents 100% of principals (majority) and majority of educators (81.7%) agreeing that principals help educators to develop their strengths, which is in line with the 82.2% of all participants (majority) who hold the same view.

Table 43: Uses methods of leadership that are satisfying *Post Crosstabulation

Uses methods of leadership that are satisfying * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Uses methods of leadership that are satisfying	Disagree	5	0	5
	Undecided	12	0	12
	Agree	72	7	79
Total		89	7	96

In the table above all principals (majority-100%) and majority of educators (80.9%) agree that principals use methods of leadership that are satisfying, which is in line with the 78.2% majority of all participants who think the same.

Table 44: Emphasises the importance of having a collective sense of mission *Post Crosstabulation

Emphasises the importance of having a collective sense of mission * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Emphasises the importance of having a collective sense of mission	Disagree	5	0	5
	Undecided	13	0	13
	Agree	75	7	82
Total		93	7	100

In the above table all principals (majority-100%) and majority of educators (80.6%) agree that principals emphasise the importance of having a collective sense of mission which is in line with the 81.2% majority of all participants who have the same view.

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Table 45: Is effective in meeting my job-related needs *Post Crosstabulation

Is effective in meeting my job-related needs * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Is effective in meeting my job-related needs	Disagree	5	0	5
	Undecided	13	0	13
	Agree	76	7	83
Total		94	7	101

All principals (majority -100%) and 80.9% of educators (majority) in the table above agree that principals are effective in meeting job related needs, which is in line with 82.2% (majority) of all participants who share the same view.

Table 46: Concentrate his/her full attention on dealing with mistakes, complaints and failures *Post Crosstabulation

Concentrates his/her full attention on dealing with mistakes, complaints and failures * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Concentrates his/her full attention on dealing with mistakes, complaints and failures	Disagree	8	0	8
	Undecided	8	0	8
	Agree	78	7	85
Total		94	7	101

In the table above, 100% of principals (majority) and 83% of educators (majority) agree with the fact that principals concentrate their full attention on dealing with mistakes, complaints and failures, which is in line with 84.2% of all participants (majority) who share the same view.

Table 47: Spends time teaching and coaching *Post Crosstabulation

Spends time teaching and coaching * Post Crosstabulation
Count

		Post		Total
		Educator	Principal	
Spends time teaching and coaching	Disagree	3	0	3
	Undecided	7	0	7
	Agree	83	7	90
Total		93	7	100

The above table shows that 100% of principals (majority) and 89.2% of educators (majority) agree that principals spend time teaching and coaching which is in line with 89.1% (majority) of all participants that share the same view.

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(c) Contingency Analyses: (Chi-square test for statistical significant differences between groups was done by the statistician).

The chi-square test for statistical significant differences between groups was done for the above cross tabs tables between the principal and educator responses. The significant difference was found in the following responses:

1. Talk about my most important values and beliefs

Table 48.1

Crosstab

			Post		Total
			Educator	Principal	
Talk about my most important values and beliefs	Disagree	Count	20	0	20
		% within Post	22.7%	.0%	21.1%
	Undecided	Count	22	0	22
		% within Post	25.0%	.0%	23.2%
	Agree	Count	46	7	53
		% within Post	52.3%	100.0%	55.8%
Total		Count	88	7	95
		% within Post	100.0%	100.0%	100.0%

There is a significant difference between the opinions of the educators and the principals (χ^2-value= 5.988, p-value = 0.05) with regard to talking about the educators' important values and beliefs.   c

Table 48.2

Chi-Square Tests

	Value	df	p-value. (2-sided)
Pearson Chi-Square	5.988[a]	2	0.05
N of Valid Cases	95		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.47.

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3. Articulate a compelling vision of the future

Table 49.1

Crosstab

			Post		Total
			Educator	Principal	
Articulate a compelling vision of the future	Disagree	Count	18	6	24
		% within Post	20.7%	85.7%	25.5%
	Undecided	Count	23	0	23
		% within Post	26.4%	.0%	24.5%
	Agree	Count	46	1	47
		% within Post	52.9%	14.3%	50.0%
Total		Count	87	7	94
		% within Post	100.0%	100.0%	100.0%

There is a significant difference between the opinions of the educators and the principals (χ^2-value= 14.509, p-value = 0.001) with regard to articulating a compelling vision of the future.

Table 49.2

Chi-Square Tests

	Value	df	p-value. (2-sided)
Pearson Chi-Square	14.509[a]	2	0.001
N of Valid Cases	94		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.71.

3. Waits for things to go wrong before taking action

Table 50.1

Crosstab

			Post		Total
			Educator	Principal	
Waits for things to go wrong before taking action	Disagree	Count	66	1	67
		% within Post	71.0%	14.3%	67.0%
	Undecided	Count	12	0	12
		% within Post	12.9%	.0%	12.0%
	Agree	Count	15	6	21
		% within Post	16.1%	85.7%	21.0%
Total		Count	93	7	100
		% within Post	100.0%	100.0%	100.0%

There is a significant difference between the opinions of the educators and the principals (χ^2-value= 19.036, p-value < 0.001) with regard to waiting for things to go wrong before taking action.

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Table 50.2

Chi-Square Tests

	Value	df	p-value. (2-sided)
Pearson Chi-Square	19.036[a]	2	0.000
N of Valid Cases	100		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .84.

4. Specifies the importance of having a strong sense of purpose

Table 51.1

Crosstab

			Post		Total
			Educator	Principal	
Specifies the importance of having a strong sense of purpose	Disagree	Count	14	6	20
		% within Post	15.4%	85.7%	20.4%
	Undecided	Count	17	0	17
		% within Post	18.7%	.0%	17.3%
	Agree	Count	60	1	61
		% within Post	65.9%	14.3%	62.2%
Total		Count	91	7	98
		% within Post	100.0%	100.0%	100.0%

There is a significant difference between the opinions of the educators and the principals (χ^2-value= 19.847, p-value < 0.001) with regard to specifying the importance of having a strong sense of purpose.

Table 51.2

Chi-Square Tests

	Value	df	p-value. (2-sided)
Pearson Chi-Square	19.847[a]	2	0.000
N of Valid Cases	98		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.21.

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5. Directs his/her attention towards failures to meet standards

Table 52.1

Crosstab

			Post		Total
			Educator	Principal	
Directs his/her attention towards failures to meet standards	Disagree	Count	47	5	52
		% within Post	50.5%	83.3%	52.5%
	Undecided	Count	22	0	22
		% within Post	23.7%	.0%	22.2%
	Agree	Count	24	0	24
		% within Post	25.8%	.0%	24.2%
	14	Count	0	1	1
		% within Post	.0%	16.7%	1.0%
Total		Count	93	6	99
		% within Post	100.0%	100.0%	100.0%

There is a significant difference between the opinions of the educators and the principals (χ^2-value= 19.622, p-value < 0.001) with regard to directing educators' attention towards failures to meet standards.

Table 52.2

Chi-Square Tests

	Value	df	p-value. (2-sided)
Pearson Chi-Square	19.622[a]	3	0.000
N of Valid Cases	99		

a. 5 cells (62.5%) have expected count less than 5. The minimum expected count is .06.

6. Increases my willingness to try harder

Table 53.1

Crosstab

			Post		Total
			Educator	Principal	
Increases my willingness to try harder	Disagree	Count	8	1	9
		% within Post	8.6%	16.7%	9.1%
	Undecided	Count	13	3	16
		% within Post	14.0%	50.0%	16.2%
	Agree	Count	72	2	74
		% within Post	77.4%	33.3%	74.7%
Total		Count	93	6	99
		% within Post	100.0%	100.0%	100.0%

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There is a significant difference between the opinions of the educators and the principals (χ^2-value= 6.394, p-value =0.041) with regard to increasing the educators' willingness to try harder.

Table 53.2

Chi-Square Tests

	Value	df	p-value. (2-sided)
Pearson Chi-Square	6.394[a]	2	0.041
N of Valid Cases	99		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .55.

4.5.2 Presentation (Articulation) of Research Findings

(i) In terms of the grade 12 pass rate, the combined overall pass rate of all the seven high schools in the Philippi area for the past five years is 56%. This falls under the underperforming schools standard set by the Department of National Basic Education, where all schools that perform below 60% pass average fall in this category.

(ii) In terms of principals' qualifications, 3 principals have post graduate management and leadership qualifications; one has a degree qualification, two have certificate qualifications and one has just attended a management and leadership course. It is proper to indicate that the schools with the highest and second highest pass rates over the past five years (76.8% and 74.6% respectively), are led by principals who are the two of the three principals with the highest leadership and management qualifications (post graduate).

The third highest school (62%) is led by the principal with a degree qualification in management and leadership. The fourth highest (55%) is the one that is led by the principal who has attended the leadership and management courses with no proper qualification. The fifth highest (49.8%). is the one that is led by the principal with a certificate qualification in management and leadership. The sixth (47.2%) and the seventh (26%) are led by principals with post graduate qualification and certificate qualifications.

From the above findings, there is no clear evidence that, the principals' qualifications in management and leadership are directly or indirectly proportional to grade 12 learners' performance.

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In the same vain, one can argue that qualifications of the head master has a positive influence on the Grade 12 learners' performance as we have seen in the results of the top three schools and also the last school.

It may also be true that there are also other external factors that can influence the grade 12 pass rate as argued by Graeme Bloch (2007) and Maaga MP & Sebego MG (2008) in their papers as indicated earlier in this research study in page 68.

(iii) In terms of the responses of both educators and principals, the responses are grouped in two:

- the response of both educators and principals combined v/s principals' leadership and management styles and
- the response of educators' v/s principals regarding principals' leadership and management styles. The following were discovered:
- ➢ as presented/articulated in each table, the majority of both educators' and principals' responses indicate that principals apply their management and leadership styles in a manner that is positive and acceptable to most questions that were asked.
- ➢ in the same vain, there are some contrasting/interesting responses which were tested using the Chi-square test for statistical significant differences between groups. According to the Chi-square testing the significant differences between groups (educators and principals) is as follows:
  - Talk about my most important values and beliefs
  - Articulate a compelling vision of the future
  - Waits for things to go wrong before taking action
  - Specifies the importance of having a strong sense of purpose
  - Directs his/her attention towards failures to meet standards
  - Increases my willingness to try harder

Ehlers et.al (2007), (refer to Table 2 in this research document), indicate that leaders possess the following traits, among others:

- (i)   guide, encourage and facilitate others in pursuit of ends.
- (ii)   tend to be visionary.
- (iii)   focus on bigger picture in terms of inspiring and influencing others.

According to the above findings principals lack all of the above traits.

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B. A. Hayward (2005) in his thesis (refer to this research document page 67) there is a linear relationship between employee performance and leadership style of his/her superior. R. Mestry and P. Singh (2007) in their research paper (refer on this research document page 67), pronounce findings that style of leadership plays a crucial role in cementing lasting relations with all role-players.

According to the negative response of the participants in the above findings, the above can strain working relations between leaders and the educators.

4.6   SUMMARY

The combined average Grade 12 pass rate for the past five years, of all the seven high schools in the Philippi area that participated in the research study is 56%. This figure places them into underperforming schools category, according to the assessment and categorisation of the National Basic Education Department.

The management and leadership qualifications of the principals of the above schools range from post graduate to degree and certificate. Only one principal has no formal qualification in management and leadership (he has only attended courses).

There is no clear evidence that there is a linear relationship between principals' management and leadership qualification and his/her Grade 12 learners' performance. Other external factors such as poverty, drug abuse, HIV and AIDS, etc. can also contribute to the Grade 12 learners' poor performance in these schools. According to the majority responses to the question asked, principals at these schools, most of the time, apply management and leadership styles that are acceptable. The results were tested using the computerised Chi-square testing by the statisticians (Expected = Row Total x Column Total/ Grand Total).

Using the Chi-square testing to test the significant difference between groups, (where $p < 5$) ,the responses of seven principals and educators, 101 in total that participated in the research study, it was found that the majority of respondents agree that principals:

- ➢ Do not talk about the educators' most important values
- ➢ Do no t articulate a compelling vision of the future
- ➢ wait for things to go wrong before taking action

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- do not specify the importance of having a strong purpose
- direct their attention towards failures to meet standards
- do not increase educators' willingness to try harder

All in all, the principals from these seven schools are task orientated (they are more focussed on management), and lack leadership skills/traits.

CHAPTER FIVE
RECOMMENDATIONS AND CONCLUDING REMARKS

5.1 INTRODUCTION

Without strong leaders, schools have little chance of meeting any other challenge. This is the view that is being shared by the Western Cape Education Department in its Human Capital Strategy booklet of January 2006 where it was expressed that schools grappled with scarcity of capable education leaders. The analysis of schools in this research study based on their performance in Grade 12 results, gives a clear indication of the role that school management plays in the growth and development of schools. While access to resources makes the management job easier, it is the leadership and management skills displayed by school managers (principals) that make the biggest difference.

Principals need to give leadership in visionary, instructional and community contexts, in addition to being strong managers. Many school principals do not have these skills.
It is unfortunate that many of school principals have not taken full advantage of their positions to make an impact on their school's development.

Though the apartheid education system undermined the leadership and management role that principals play in the development of excellence at school level, it is now essential that leadership position of the principals be re-established and principals be given more powers of management.

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5.2 RECOMMENDATIONS:

Emanating from the literature search and the empirical survey of this research, it came to the fore that, grade 12 learners' performance in seven selected high schools of Philippi needs attention.

On top of mismanagement and poor leadership qualities displayed by some school managers, there are other socio-economic and educator morale factors that need immediate attention from the National Basic Education Ministry in order to improve learners' performance in schools.

RECOMMENDATION 1

The department of education must support schools, by providing adequate training in skilling the School Governing Body members in making correct choices and decisions when recommending the appointment of candidates to be principals. Things start to go wrong when an unsuitable candidate is appointed for a particular position. The majority of members of the school governing bodies of the above mentioned schools are illiterate and lack skills to operate and govern schools properly and effectively. This leads to a flawed placement process that results to unsuitable candidates nominated to principal posts. The department of education must also assist schools in lobbying for skilled professionals to participate in school governing bodies.

RECOMMENDATION 2

The department of education must intensify the organisation of the ongoing development programmes for principals, such as Principals' Leadership and Management courses (ACE courses), by encouraging/enforcing the fact that, those educators who wish to become principals, should attend such courses. This will make it easy for the members of school governing body to nominate the suitable and deserving candidate, as this will serve as the starting point (core criteria) for the whole process of nomination.

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RECOMMENDATION 3

The department of education should develop on-site support in the form of coaching and mentoring, where principals are engaged in terms of balancing their management and leadership skills as both skills are crucial to the successful running of schools. This can be done in the following ways:

(i)   the department assigned a coach or mentor to every newly appointed principal.

       The mentor/coach will assist the new principal in performing his/her duties at his/her school for a period of three moths, after which the principal will be on his/her own.

(ii)   the department can also organise mentorship and coaching summits for principals once a quarter most particularly the newly appointed. In these summits the principals will share ideas and be equipped with skills of how run schools effectively.

RECOMMENDATION 4

The department of education must address the imbalances of the past at schools as soon as possible, particularly in the previously disadvantaged schools. Some of these schools don't have brick structure classrooms. Most of them don't have proper science laboratories, libraries, halls and adequate playing grounds for learners etc. In all schools, most of their classroom sizes are huge. The above challenges need to be tackled and addressed as soon as possible if the department of education is serious about quality education and results.

RECOMMENDATION 5

The department of education has to double their efforts of tackling issues such as poverty, drug abuse, and HIV and AIDS at these schools. The department of education in partnership with the departments of health and social development should form partnership with Non Governmental Organisations (NGOs) in the communities to address the above. Each school needs to have a permanently employed social worker or school psychologist to counsel all those learners who are experiencing the above challenges.

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RECOMMENDATION 6

The department of education must organise a continual developmental process of evaluating principals' performance. This should be more effective and specific than the present Integrated Quality Management System (IQMS) followed by the department which is too wide and general. The principals' performance should be evaluated and developed in the following three areas:

- management and leadership skills through sight observation twice a year, and questionnaires answered by the educators twice a year.
- finance management, whereby skills of principals will be practically evaluated by auditing and checking finance books and structures that are in place for financial management in his/her school..
- and the learner performance at school – this should be evaluated from all grades in conjunction with all the skills and strategies are in place to enhance learner performance.

RECOMMENDATION 7

The department should also introduce the permanently employed Human Resource Management Team at each school or cluster of schools that will look specifically at the social and welfare issues of its employees (educators). This will reduce the backlog that is experienced by the current centralised department. This will also relieve the principal of becoming the jack of all trades when it comes to addressing the issues of educators.

RECOMMENDATION 8

The School Governing Bodies of schools and the community at large need to ensure that people who are elected into school governing bodies are literate, possess adequate & required skills, and trustworthy. This will result to effective school governing bodies that know what they are doing and what is expected of them.

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RECOMMENDATION 9

The School Governing Bodies should ensure that corruption within its ranks is uprooted. This can be done by ensuring that the members of school governing bodies sign a declaration clause denouncing corruption and bribery, with one found to be practising the above to be incarcerated.

RECOMMENDATION 10

The School Governing Bodies should hire or acquire the services of independent bodies (outside bodies) to serve as a panel when interviewing candidates for principal posts. This will make it a point that that right people are appointed for the principal posts and will also reduce corruption and bribery that mugged the current practice.

RECOMMENDATION 11

Ineffective schools need a change of leadership, high levels of external support and basic communication and organisational strategies. Low achieving schools need to experiment with different leadership styles, low levels of external support and a willingness and space to explore different teaching strategies. Effective schools also need intervention strategies if they are to remain effective.

5.3 CONCLUDING REMARKS

The state of learning and teaching in the selected schools in the Philippi area need the attention of both the Department of Education officials and the community at large (parents, NGOs and businesses people).

To improve learner performance, particularly for Grade 12 learners (Refer Appendices E and F, pages 117 and 123), the following issues need to be taken into consideration by both parties:

- The issues of imbalances of the past, poverty, HIV & AIDS, hunger and many other social ills amongst learners in these schools need to be addressed as soon as possible for the benefit of all learners
- The community at large should play an important role in the affairs of the school
- Principals must be supported in their management and leadership duties

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Appendix A: Research topic (cover page)

A S U R V E Y

AMONG SELECTED PHILIPPI HIGH SCHOOLS IN CAPE TOWN

ON

THE IMPACT OF DIFFERENT LEADERSHIP AND MANAGEMENT STYLES ON GRADE 12 LEARNERS' PERFORMANCE

IN

PARTIAL FULFILLMENT OF THE MAGISTER TECHNOLGIAE DEGREE

IN THE FACULTY OF BUSINESS

IN THE

DEPARTMENT OF PUBLIC MANAGEMENT

AT THE

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

SUPERVISOR: PROFESSOR I. W. FERREIRA

SEPTEMBER 2010

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APPENDIX B: Letter to the participants February 2010

Dear Colleague in Education

You are cordially invited to participate in a research study on, "An Evaluation of the Impact of the Different Leadership and Management Styles on Grade 12 Learners' Performance in Schools of the Philippi area in Cape Town."

Attached is a questionnaire designed to gain insight into what impact do leadership and management styles of the school managers have on the Grade 12 learners' performance (pass rate)? It is aimed at high schools in Philippi area in Metro South and has been approved by The Provincial Director: Research Services.

The aim of the research is to understand the impact that leadership & management styles of school managers, particularly principals, have in the performance of the Grade 12 learners and the school in general. It also aims to establish the linear impact between the leadership & management qualifications and Grade 12 learners' performance. The results will be used mainly for academic purposes and the final report will be available on the Cape Peninsula University of Technology Intranet for your perusal. A copy of the results will also be made available to the management of The Western Cape Education Department, and may be used by management to reconsider The Western Cape Education Department's Human Resource Management policy and practices. However, the ideas listed in this questionnaire are derived from the literature and should not be misinterpreted as ideas that are already part of The Western Cape Education Department's plans, or as ideas that will definitely be adopted.

This is an anonymous questionnaire and therefore you will not be personally identified in the reporting of the results. The questionnaire is divided into three sections and completing it should take out 10 to 20 minutes. It would be appreciated if you would complete and return it into the collection box at the Principal's Office by 15th of March 2010.

Yours sincerely
M. Hoho (Researcher)
Tel: (021) 372 1953
Fax: (021) 372 1953

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Mobile: 0731432000

Email: mzimasihoho@ymail.com

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APPENDIX C: Letter of Approval from WCED

TO: Mr Mzimasi Hoho

P.O. Box 19512

LENTEGEUR

7786

Dear Mr M. Hoho

RESEARCH PROPOSAL: AN EVALUATION OF THE IMPACT OF DIFFERENT LEADERSHIP AND MANAGEMENT STYLES ON GRADE 12 LEARNERS' PERFORMANCE IN SELECTED SCHOOLS IN CAPE TOWN.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from 18th January 2010 to 30th March 2010.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed

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The Director: Research Services

Western Cape Education Department

Private Bag X9114

CAPE TOWN

8000

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen

for: HEAD: EDUCATION

DATE: 6th October 2009

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Appendix D: Questionnaire

SCHOOL NUMBER:……………….

SECTION A - INDEPENDENT VARIABLES

QUESTION 1.

THIS SECTION CONSISTS OF ONE QUESTION. THIS MUST BE ANSWERED BY <u>ALL PARTICIPANTS.</u> PLEASE INDICATE YOUR EMPLOYMENT STATUS IN THE APPROPRIATE BLOCK.

1.1 Indicate the perspective you are more familiar with		
1.1.1	School Principal	
1.1.2	Deputy Principal	
1.1.3	Head of Department	
1.1.4	Educator	

1.2 Period of work in the school (in years)		
1.2.1	1 – 2 years	
1.2.2	3 – 5 years	
1.2.3	6 – 10 years	
1.2.4	More than ten years	

1.3 Gender		
1.3.1	Male	
1.3.2	Female	

1.4 Language group		
1.4.1	English	
1.4.2	Afrikaans	
1.4.3	Xhosa	

1.5 Age group		
1.5.1	Under 20	
1.5.2	21 – 30	
1.5.3	31 – 40	
1.5.4	41 – 50	
1.5.5	51 – 60	
1.5.6	60 plus	

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SECTION B - DEPENDENT VARIABLES (RATED PERSON)

QUESTION 1.

No.	QUESTION
1.	Job Level: 1 = Top management, 2 = Middle management, 3 = Supervisor, 4 = Professionally qualified staff, 5 = Non-supervisory
2.	Does the school display its vision, values and mission on a poster? 1 = Yes, 2 = No
4.	What has your matric pass rate been for the past five years? 2005 = 2007 = 2009 = 2006 = 2008 =
5.	What is your highest educational qualification obtained? 1= Less than Matric or Grade 12, 2= Matric or Grade 12, 3= Diploma, 4= Bachelors Degree, 5= graduate degree
6.	What are your highest managerial and leadership qualifications? 0 = no formal qualification, 1 = attended courses, Certificate = 2, Diploma = 3, Degree = 4, Post graduate = 5

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QUESTION 2.

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	CORE CRITERIA	DEGREE OF PREFERENCE				
		1	2	3	4	5
1	I provide others with assistance in exchange for their efforts					
2	I fail to interfere until problems become serious					
3	I talk about my most important values and beliefs					
4	I am absent when I am needed					
5	I avoid making decisions					
6	I articulate a compelling vision of the future					
7	I wait for things to go wrong before taking action					
8	I specify the importance of having a strong sense of purpose					
9	I make clear what one can expert to receive when performance goals are achieved					

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10	I delay responding to urgent questions					
11	I direct my attention towards failures to meet standards					
12	I act in ways that build others' respect					
13	I increase others' willingness to try harder					
14	I articulate a compelling vision of the future					
15	I help others to develop their strengths					
16	I use methods of leadership that are satisfying					
17	I emphasise the importance of having a collective sense of mission					
18	I am effective in meeting others' job-related needs					
19	I concentrate my full attention on dealing with mistakes, complaints and failures					
20	I spend time teaching and coaching					

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SECTION C – DEPENDENT VARIABLES (RATER)

QUESTION. 1

To what extent would you agree or disagree, with the following statements that describe your principals' leadership and management style?

LEGEND: 1 = STRONGLY DISAGREE; 2 = DISAGREE; 3 = UNDECIDED; 4 = AGREE; 5 = STRONGLY AGREE
(PLEASE TICK THE APPROPRIATE COLUMNS PER ITEM) About the person that you are rating

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STATEMENTS		DEGREE OF PREFERENCE				
		1	2	3	4	5
1	Provides me with assistance in exchange for my efforts					
2	Fails to interfere until problems become serious					
3	Talks about my most important values and beliefs					
4	Is absent when needed					
5	Avoids making decisions					
6	Articulates a compelling vision of the future					
7	Waits for things to go wrong before taking action					
8	Specifies the importance of having a strong sense of purpose					
9	Makes clear what one can expect to receive when performance goals are achieved					

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10	Delays responding to urgent questions					
11	Directs his/her attention towards failures to meet standards					
12	Acts in ways that builds my respect					
13	Increases my willingness to try harder					
14	Articulates a compelling vision of the future					
15	Helps me to develop my strengths					
16	Uses methods of leadership that are satisfying					
17	Emphasises the importance of having a collective sense of mission					
18	Is effective in meeting my job-related needs					
19	Concentrates his/her full attention on dealing with mistakes, complaints, and failures					
20	Spends time teaching and coaching					

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APPENDIX E: MEDIA STATEMENT BY NATIONAL MINISTER OF EDUCATION ON 2007 MATRIC RESULTS.

Statement by Naledi Pandor MP, Minister of Education, on the release of the 2007 senior certificate examination results, Sol Plaatje, Pretoria

28 December 2007

Umalusi has approved the 2007 senior certificate examinations. In their report Umalusi notes that "generally the papers were of a high standard and conformed to national policy and guidelines".

The report points to a few concerns that require attention.

These include poor translation of papers, and some basic errors in the format of question papers.

The examiners, moderators and advisers must be commended on their diligent efforts at ensuring that from the question paper perspective, South Africa can claim a high quality process.

On the moderation of internal assessment UMALUSI reported that moderation of internal assessment covered all eleven national subjects. Learner and educator portfolios from the nine Provincial Departments of Education and the two independent assessment bodies were moderated. The report finds that ; "some of the assessment bodies are making remarkable strides in improving the conduct and management of the internal assessment system as well as its implementation while others are still experiencing significant challenges at some levels of implementation". The findings of UMALUSI will be used to assist the system to strengthen this very important part of the Senior Certificate assessment.

The report also covers registration, moderators, marking and other important aspects of this national exam. We will carefully consider the advice of the quality assurer and take the steps necessary to enhance the progress achieved in the last decade.

The report concludes: "On the whole, Umalusi is satisfied that the 2007 examinations were conducted in a manner that renders them fair, valid and reliable. Umalusi wishes to acknowledge that there were a few reported irregularities but these were addressed appropriately, and therefore Umalusi endorses the fact that the credibility of the 2007 examinations is above reproach."

The teachers, schools and candidates of this year's exam must be congratulated for having received such a positive report from UMALUSI.

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As you are all aware, the national pass percentage for 2007 is 65,2%. This is 1,4% below the pass rate of 2006. It is another decline in the pass rate; a fact that must cause us all to worry and spur us on to exert even greater effort in 2008 to ensure that many more young people achieve quality passes. Nevertheless, I offer our congratulations to all those who have passed their Senior Certificate examinations. To those who did not achieve a pass this year, I urge you not to despair; I call on you to join us in 2008 in our national tutorial programme for candidates who did not pass in 2007. Details of each provincial programme will be announced in all media in the next few weeks. If you wish to succeed we will provide you with all the necessary help.

The 2007 pass rate is positive in some respects and still negative in a number of our key performance criteria. While we should celebrate the successes, our primary response must be our assertion that we will continue to give emphasis to the implementation of effective strategies that will support increased success at all levels of schooling. It is clear from various studies and these results, that quality learning needs to be our concrete objective at all grades in our schools. A great deal of energy is devoted to grade twelve by all of us, however all the evidence is pointing much lower and we have to return our focus to the basics.

Before reflecting on what should happen from January 2008 it is useful to report on the detail of this year's results.

As I indicated, the national pass rate has declined to 65,2%. There are several reasons for this. One is that teachers are not yet teaching with the expectation that we will have tough papers that test high-level cognitive skills. All of us need to take learning and teaching far more seriously from grade R to grade 12.

Another is that national and provincial education departments are not administering or supporting the system with the high levels of administrative efficiency and service that should accompany a demanding curriculum and a high-stakes examination. An illustration of this is the fact that many schools spend two to three terms without textbooks, teachers get very little curriculum support, and teachers in grade 8 and 9 do not view their teaching as part of a skills-development continuum feeding into grade 12 and beyond.

Third, teaching time was lost during the public sector strike. While many schools and teachers made an excellent effort to recover, it is very difficult to retrieve lost learning time. While the recovery plan seems to have helped, not all of us took it seriously, and we missed the gains it could have brought to the learners.

A fourth point is that the poorest schools continue to perform badly. We are not giving sufficient impetus to the strategies necessary for the eradication of inequity. The gateway subjects are not being treated as key priorities by the provinces. We have unqualified teachers in some classroom s, inadequate laboratories, and negligible support to schools.

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Fifth, we still do not have a national challenge to mediocrity and a commitment to the pursuit of quality outcomes. If all South Africans resolved to make schools work, South Africa would have a much higher rate of success. We must get learning and teaching right.

The most striking feature of the grade 12 class of 2007 is that it is the largest in our history of examining at this level. A total of 564,775 candidates sat for the exam, and 368,217passed. Some 85,454 candidates passed with endorsement, 376 less than in 2006.

This is a worrying decline as we need to increase the number of candidates for entry to higher-education programmes. I have directed the Department to analyse the results of every school to establish exactly which schools are serial under-performers and also to find out which of our more able schools have begun to decline into complacency and mediocrity.

I am initiating such a review because there may be some schools that previously had endorsement passes and now no longer enter candidates to achieve endorsements.

I also note with some alarm the inadequate progress in our higher grade passes in mathematics and science. However, as the table below illustrates there are encouraging signs of progress.

	Passed	Maths HG	Maths SG	Total	Science HG	Science SG	Total
2001	277,206	19,504	72,301	91,805	24,280	45,314	69,594
2002	305,774	20,528	101,289	121,817	24,888	70,763	95,651
2003	322,492	23,412	104,707	128,119	26,067	75,693	101,760
2004	330,717	24,143	109,664	133,807	26,975	73,943	100,918
2005	347,184	26,383	112,279	138,662	29,965	73,667	103,632
2006	351,217	25,217	110,452	135,669	29,781	81,151	110,932
2007	368,217	25,415	123,813	149,228	28,122	87,485	115,607

These results cause the alarm bells to ring very loudly. Our dinaledi schools initiative must be given focused attention and support by every province, as must our priority of ensuring that every child studying mathematics and science has a qualified and competent teacher in their classroom. As I have stated before we will achieve success in these gateway subjects once we offer quality maths and science in every secondary school in South Africa.

The provincial outcomes reveal several negative features and some reasons for celebration. The Eastern Cape achieves a 57.1% pass rate and 6,466 (9.4%) endorsement.

Some of you may recall my concern earlier this year at the promotion of learners who had failed grade 11.

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We will study the Eastern Cape results with the province to understand the impact of the grade 11 failures. The Eastern Cape improved its performance in 2006, and in 2005 I believe that this decline is a temporary reversal. We will work closely with the province and all stakeholders to ensure it is a temporary reversal.

Limpopo achieves a pass rate of 57.9%, a slight increase on the 2006 pass rate of 55.7%. The endorsement passes are 11,333 (11.7%). The province experienced a significant movement of staff and continues to have gaps at senior and management levels. These gaps must be addressed and stability encouraged. Limpopo has traditionally provided a significant number of endorsements. Thus, the lower number of these passes in 2007, need to be attended to in 2008.

Mpumalanga achieves a pass rate of 60.7%, a decline of 4,6% as compared to 2006. Of these 6,561 (12.7%) candidates obtained endorsement, a positive increase on the 2006 outcome.

North West achieves a pass rate of 67.2%, a 0,2% increase on the 2006 result. Of these 5,061 (15,9%) candidates obtained endorsement, a further increase on the 2006 performance of candidates in the province.

Kwazulu Natal achieves a pass rate of 63.8 % a decline of 1, 9%. Of these 21 443 candidates (14.5%) obtained endorsement

Free State achieves a pass rate of 70,5%, a decline of 1,7% on the 2006 result. Of these 5,776 (18,9%) candidates obtained endorsement.

Free State is one of the provinces that seem to consistently do well. We will be drawing on lessons from their learner-support programme and their twinning and management mentor initiatives.

Northern Cape achieves a pass rate of 70,3% a decline of 6,5% on the 2006 result. Of these 1 208 (11,9%) candidates obtained endorsements this is an increase on their 2006 endorsement passes.

Gauteng achieves a pass rate of 74,6%, a decline of 3,7% on the 2006 result. Of these 17,307 (20,4%) candidates obtained endorsement. Gauteng must be congratulated for the number of endorsements.

Western Cape achieves a pass rate of 80,6%, the top pass rate of all provinces, yet still a decline of 3,1% on the 2006 result. Of these 10,300 (24,7%) candidates obtained endorsement.

The national pass rate requires concentrated analysis, reflection, and responses that directly address the inadequacies that are suggested by these results.

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It would be dishonest to attach all blame to the strike, but the lost time is surely a factor in that time lost was not retrieved in all schools. Nevertheless, we must admit that the heroic effort and commitment shown by teachers, officials, and learners during the recovery programme illustrated the potential we have to achieve high levels of success in education. My thanks and congratulations to all who joined the effort to support learners to recover learning time lost during the industrial action. Thanks too to the teachers who ensured they returned to school to carry on teaching in record time.

One of the key lessons of the post-strike period is the clear indication that focused attention to learning, teacher presence in class and teaching, consistent provision of quality learning material, and learner concentration on learning and studying are key ingredients in achieving success in education.

If it were possible to replicate the commitment, purpose and effort we saw during the Saturday programmes, our learners would definitely benefit handsomely.

However, as I indicated earlier one event cannot fully explain the results we have noted this year. The recovery initiatives helped us to avert a disaster, but they are not the answer to our challenges.

A permanent infusion of quality requires dedicated attention to ECD, grade R-9 and grade 10-12. It is important for South Africa to agree that the pursuit and achievement of quality education is a national priority that we must pursue as part of our joint national agenda. Every person older than 6 years must have the will and ambition to do well in school.

All adults should make education their issue. Every stakeholder every person must begin to ask their local schools to report on progress. Parents must take a keen and deep interest in success and district offices, teachers and school principals must internalize the fact that learner performance has to be one of the key performance measures in education.

Every school should commit to ensuring that basic skills for learning are provided to every child. Foundation skills of reading, writing and numeracy must become unambiguous objectives of every primary school. We must eliminate curriculum jargon that is diverting us from understanding these simple truths. Learning begins with reading, writing and numeracy. Advanced learning is made possible through our building on these core skills. Each level, each grade must emphasise the foundations and significantly add more complex cognitive skilling as learners rise in the education system.

We have begun to assert these truisms and to implement the necessary strategies and interventions.

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I think that we sometimes take too long debating self-evident practical things that should be done.

All of us know that the most successful schools use all teaching time effectively. We know that teachers who know their subjects and strive each year to improve and renew their knowledge produce the best candidates in our system. It is well known that well-managed schools that have full stakeholder participation are the most successful. Further, it is an established fact that districts that have able professionals who support schools with accurate information on the curriculum and who provide informed curriculum workshops and support material assist schools to excel.

Beyond this, support through efficient administration, efficient procurement and general responsiveness also affects schools positively.

Clearly, then, as we reflect on the 2007 results we must acknowledge this is a system that still needs increased levels of support and planning if we are to expand success.

In conclusion, it is fair to comment on the possible impact of the learners who joined Gauteng, Mpumalanga, North West and Northern Cape as a result of cross boundary changes. Each province exerted great effort toward supporting new schools. As the Northern Cape has indicated, a great effort will be directed at assisting poorer schools to improve their results in 2008.

The Department should also respond concretely to the recommendations of Umalusi. We are very appreciative of the work the Council does in assuring quality. We will work hard at ensuring that the learners of 2008 achieve increased success at all levels of our system of education; let us make 2008 a year of quality opportunity and quality outcomes for every learner in every school.

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APPENDIX F: MEDIA STATEMENT BY WCED MINISTER OF EDUCATION ON 2009 MATRIC RESULTS.

Media Release
7 January, 2010

Turning disappointment into opportunities

Speech by Donald Grant, Minister for Education in the Western Cape

When our administration came into office in May last year, we knew we had inherited an education system that was in distress based on an assessment of a number of basic, but deep seated indicators. This was also evident in the gradual decline of our National Senior Certificate (NSC) pass rate, from 85.1% in 2004 to 78.6% in 2008.

Not surprisingly, it has not been possible to reverse this decline in a very short period and I have this morning to announce a disappointing further 2,9% decrease from 78.6% to 75.7%.

Of the 44 931 learners who wrote the full examination, 34 017 learners passed.

Another disappointment is the number of learners who qualified for bachelors' degree, diploma or certificate studies.

A total of 14 324 (31.9%) qualified for access to studies for bachelors' degrees, compared to 14 512 (33%) in 2008.

A total of 12 677 candidates qualified for access to diploma studies and 6 988 for certificates. In 2008, 12 842 candidates qualified for diploma studies and 7 108 for the certificate.

19 210 learners sat Mathematics this year. 12 467 passed (64.9%) compared to 13 003 (65.2%) in 2008.

The Physical Science result is also very concerning. Of the 13 349 learners who sat the Physical Sciences paper this year; only 7 064 (52.9%) passed: this is a dramatic decrease from last year where 9 690 learners passed with a percentage pass rate of 71.2%.

There will be a comprehensive analysis of all the results over the coming days.

It is obvious by these results that we have a long way to go before ensuring that all the learners of the Western Cape achieve the kinds of quality passes that will improve their life chances and provide for better opportunities and choices.

In her State of the Province Address last May, Premier Zille said that we must resolve to turn failures into an opportunity and change the way we operate.

We agree.

These results strengthen our resolve to strive unflinchingly towards implementing our ten key objectives of the strategic plan for education which we announced late last year.

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The strategic plan outlines how the Provincial Government intends to improve education outcomes and provides specific targets for improvement in literacy and numeracy, National Senior Certificate examination results and under-performing schools.

This is a bold and necessary initiative which no other provincial or national administration has undertaken.

Today's announcement confirms that we were wise to do so. We have set targets for the numbers of learners passing and the pass rate, and in the numbers of learners who will qualify for access to further studies. Another performance area that we have targeted is the number of learners passing mathematics and science. While we regard all 29 subjects of the NSC as important, we know that these two subjects are in short supply for the kinds of skills we need to grow the economy of the province and South Africa and remain key gateway learning areas.

Today's results provide us with a baseline to measure real performance over the next ten years, and, through a sustained, focused and systematic approach we will achieve the targets that we have set.

I have ensured that our Head of Department, Penny Vinjevold, will meet with the eight district directors tomorrow to further cement our turnaround strategy for education in the province.

In particular, we will place special emphasis on ensuring that our plan dramatically improves performance at our under-performing secondary schools, particularly in Khayelitsha, Langa, Gugulethu and surrounding areas.

We simply cannot continue to have the intolerable situation where the majority of these schools are not in a position to provide the quality of education that all learners are entitled to.

We will therefore leave no stone unturned to ensure that we reach our target of eliminating underperforming and dysfunctional high schools by 2014. We will do this in a targeted and explicit way by ensuring that each school has a set of individual targets and outcomes to achieve.

I also wish to underscore that a massive effort has been made to ensure that schools are ready to open next week and that teachers are prepared, texts are available and learners are motivated to meet the challenges they face in the year ahead.

We have 200 days of tuition in 2010, and we intend to spend everyday ensuring 'time on task' and delivering a quality curriculum to the 1 million learners of the Province. It is important in this regard that we have the support and co-operation of key players such as learners, their parents, educator unions and SGBs.

But, whilst we are disappointed with the overall NSC pass rate for the Western Cape, today is a day to celebrate the extraordinary levels of excellence in education and outstanding achievement that continue to exist in this province.

I am pleased that the Western Cape still provides the school system with the highest pass rate in the country and that 144 schools achieved a pass rate of 95% or more.

It is also pleasing to note that more learners are being retained within the system, instead of dropping out before they reach Grade 12.

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In 2008, 43 957 candidates wrote the examinations, compared to 44 931 in 2009. This is a trend that we need to continue. A trend that we are determined to increase to 50 000 learners in 2019.

I would like to congratulate all the learners in the Province that have passed their examinations. Writing and passing your Grade 12 examinations is one of the more important milestones in your lives to date.

Many of you have reached this point despite living and learning in very difficult circumstances. This is a testimony to your courage and perseverance. The result of your hard work and the hours you have put in will have profound effects on the direction your life takes.

I sincerely hope that all our successful learners continue to take advantage of the opportunities presented to them and that many doors will open to a brighter future. Learning is a lifelong commitment and passing the NSC is simply the beginning of a new and exciting phase of your life.

To those learners who are disappointed with their results, please know that this is not the end of the road. We will do everything to assist you in improving your results in 2010, should you, hopefully, choose to do so.

Today, we have twenty learners sitting before us who have the distinction of being the twenty top provincial performers for the 2009 NSC examinations. This is an outstanding achievement and I wish to congratulate each and every one of you.

You have worked hard for this moment and I wish you all the success for your future.

It is deeply regrettable that, because of the limited time available in which to do the necessary calculations, the top performing learners from schools in previously disadvantaged communities are unable to join us today. In many respects, their achievements are the most noteworthy, as these learners have to overcome a number of barriers to excel, as they have shown to have done so in these examinations.

I give the commitment that as soon as the analysis and the available data is completed, I will personally ensure that these learners are given the recognition they so richly deserve.

Congratulations to the ten best performing schools in the province. You are an example to us all. Our challenge is to ensure that we increase the number of schools who perform at this truly world-class level.

Lifting the quality of education in our most disadvantaged schools is a major priority of ours; therefore, a special mention must be made of the schools in quintiles one to three, who have excelled academically in often very difficult socio-economic circumstances.

These include schools like Hexvallei Sekondêre, which saw its pass rate improve from 46.8% to an outstanding 82.2%. This improvement is especially praiseworthy given that the number of candidates that wrote this years NSC examination is almost double than that of the previous year.

Similarly, ID Mkize Senior Secondary saw an increase from 62.3% to 80.3%, with also a substantial increase in learners who sat the examinations.

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A number of other schools achieved remarkable improvements in academic performance. These include Worcester Sekondêre, Groendal Sekondêre and Villiersdorp Sekondêre.

I would like to say thank you to all those people who made the celebrations of today possible. Firstly, to the learners for their hard work and to the teachers and principals for their professionalism and dedication.

To all our examination officials, who, under the leadership of Brian Schreuder and his colleagues, Tina Singh, Andre Clausen, Zodwa Modimakwane and their teams, made this examination process a major success. I saw for myself what a major operation this is and I would like to thank all the invigilators, markers, examiners, teachers, principals and administrative staff for their dedication and commitment in ensuring that the integrity of these examinations were upheld.

Finally, to the WCED and the office of the Premier for organizing this wonderful event.

I know that many of the arrangements could only be made at the last minute, and we are all highly appreciative for your efforts in this regard.

I would like to end by wishing you all a Happy New Year. Although we have some major challenges ahead, I am looking forward to a productive and positive year.

Thank you.

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APPENDIX : G Address at the Kwa-Zulu Natal Annual Conference of NAPTOSA by Mrs Angie Motshekga, Minister of Basic Education, Kwa-Zulu Natal: 07 September 2010 .

Programme Director

Esteemed delegates

Distinguished Guests

Ladies and Gentlemen,

It is an honour officially to open the KwaZulu-Natal Annual Conference of the National Professional Teachers' Organisation of South Africa (NAPTOSA).

The issues you have selected this year go to the very heart of the real challenges confronting the education system.

As you are aware, the theme of this conference is "The Winds of Change: Education Beyond 2010." This theme says it cannot be business as usual. It speaks to our resolve to make a tangible impact on the lives of ordinary people.

Building on achievements in education, government aims in 2011 and beyond to ensure progressive realisation of universal schooling, improving quality education and eliminating disparities. This requires a renewal of the education system which we hope to achieve through the recently announced Action Plan 2014: towards the realization of schooling 2025.

As you know, government has made education its apex priority precisely because it is a means of promoting good citizenship and of preparing our people for the needs of a modern economy and a democratic society. Your theme – "The Winds of Change: Education Beyond 2010" – is therefore spot on.

Many of you will have been involved in the National Teacher Development Stakeholder process. You will be aware of the proposals that have emerged. You will know that the Department of Higher Education and Training is addressing teacher education in PRESET, whereas the Department of Basic Education is addressing issues in INSET.

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One of the most important proposals of the Teacher Development Plan is recognition of the need to plan for differentiated development needs among districts, principals and teachers. The specific recommendations for the training of principals and school managements are:

- The enhancement of skills and competencies;

- The improvement of the recruitment and selection procedures;

- The induction of newly appointed principals;

- Professional preparation for principalship: and

- The enhancement of skills, attributes and competencies of deputies and middle managers.

The Department has initiated and piloted an Advanced Certificate in Education: School Leadership, to capacitate school managers. This programme has been designed to change and enhance the practice of school managers. It was recently evaluated by the Department and we will follow up on those recommendations.

We remain committed to democratic school governance and the conscious improvement of management capacity of school principals and their school management teams.

We believe introducing a national coaching and mentoring programme for principals and establishing professional learning communities, as recommended in the National Teacher Development plan, will go a long way in addressing current challenges around the quality of education.

If we intend principals to have specific targeted training, we also want the same for teachers. Both principals and teachers require improved subject knowledge. As managers, and with the SMTs, principals need to manage the education and development of teachers in a way that does not compromise our aim to have teachers in school, on time, teaching.

Linked to these interventions is a resolve to promote the status of teachers, employing more teachers and improving their development and training.

This is as an important aspect of our drive to ensure that quality teaching becomes the norm, rather than the exception.

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But we also need to get a grip on the employment of principals. The relative role of districts and SGBs in the employment of principals is something that is under consideration at the moment. We want to introduce changes that will make this process more responsive to the professional needs of the system.

Now to the subject you've all been waiting for, with bated breath: curriculum refinement and repackaging.

Last Friday, 3 September, we gazetted the National Curriculum and Assessment Policy Statements developed for each subject listed in the National Curriculum Statement Grades R-12, in terms of the National Education Policy Act and the South African Schools Act of 1996.

They are now available for public comment. We have published everything except the Foundation Phase, which will be available in two weeks' time. We have also published Languages as Home and First Additional Language in English.

As you know, English as a First Additional Language will be introduced as a fourth subject in the Grade 1. This will be with effect from January 2011. It will also be for those schools that choose English as a first additional language.

But please let me allay any fears that this means we are abandoning our commitment to mother-tongue instruction. This is not the case.

The policy we are following is one widely practiced elsewhere: immersion. We believe that children can be immersed in more than one language from a young age.

Your first response will probably be: but what about the teachers? And you would be correct: if the teachers who are teaching it have not mastered it, then we will face challenges. For that reason, I believe that teacher education and development have a particular challenge in relation to languages, all languages. But it is one we must grasp NOW.

NAPTOSA has been present on the Ministerial Project Committee. I would like to take this opportunity to commend especially the work of Sue Muller, from NAPTOSA, who is on the Ministerial Project Committee helping to oversee the process.

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She has been meticulous in her manner of managing the science education curriculum and has been a valuable member of the team.

I would also like to urge you to encourage your teachers especially to look at the curricula and let us know what they think. But remember in your comments that they will be received by ordinary human beings and teachers like yourselves. They are likely to be more receptive if your own comments are realistic and framed in reasonable tones.

The Curriculum and Assessment Policy Statements, as you will see from the website, provide clear guidelines to teachers on what to teach and assess on a term-by-term basis. Content is more clearly delineated, and assessments less cumbersome.

Once again, I want to thank NAPTOSA for the role it has played over time in highlighting and pressing for the removal of the assessment burdens that teachers faced. You will all be aware that I took steps at the beginning of this year to reduce these.

The Curriculum and Assessment Policy Statements embody these recommendations. It spells out clearly and realistically the number and relative weighting of continuous and formal assessments per term and annually. Recording and reporting of results should also be less cumbersome as we are extending the codes for reporting used in grade 12 to all other grades. Assessment should be much less cumbersome and not difficult to understand or apply.

The CAPS documents are in line with two of our new initiatives: the Annual National Assessments (ANA) and the workbooks project.

All learners in public schools will write Annual National Assessment (ANA) tests in literacy/languages and numeracy/mathematics from 2011, in Grades 3, 6 and 9. The best use of ANA will be for diagnostic purposes: to identify which learners are struggling with what.

This will in turn help schools to work on areas of weakness and districts to plan interventions to support these.

Once all this is in place, it does not mean that all our problems will be solved. Assessment literacy is still a challenge among many of our teachers.

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I have been into schools and seen teachers ticking work, but NEVER providing any feedback to learners let alone conceptual feedback to help improve their work.

This can only come with support to teachers for improving their content knowledge. This content knowledge must include literacy in assessment for learning rather than to meet only reporting requirements.

Workbooks are also being developed in line with the CAPS documents. They are being developed in literacy and numeracy for Grades 1-6 and will be implemented in the lowest quintile schools. This is to ensure that the poorest children have something in front of them. Workbooks do not replace textbooks and other resources. They are additional to them.

Our view is that ongoing research on all available textbooks in the market is of the utmost importance. It cannot replace research that publishers and others such as academics themselves do. But it can inform our processes for determining selection criteria to ensure quality and improve logistics of delivery. This is why I am interested in setting up an LTSMs Institute.

But we do not have the luxury to wait for all these to be evaluated before we proceed. We will proceed with the workbooks. They follow our curriculum as contained in the CAPS documents and draw on best design practice.

To ensure that we are responsive to the needs of the teacher in the classroom and that we promote effective teaching, learning and assessment, a five-year plan has been put in place to manage immediate short term interventions, as well as longer-term plans. One of my major intentions is to introduce what we recommended as far back as 1994: a National Institute for Curriculum and Professional Development.

As mentioned above, I am also interested in establishing a Learning and Teaching Support Materials Institute that may or may not be part of the National Institute for Curriculum and Professional Development. Our implementation challenges will not go away with the introduction of the CAPS documents. And we do need ongoing research and development to support and inform our implementation.

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Over the last four months of 2010, and thereafter, we will prepare the system for these adjustments and build supporting structures and processes to ensure that we implement properly and effectively.

Changes in the Foundation Phase will be implemented in 2011 and in Grades 4 to 12 in 2012.

I have the commitment of all provincial Heads of Education and MECs. They have undertaken to support the National Implementation Plan.

Teachers should be aware of our plans as we have already issued two Curriculum Newsletters. It would strengthen our case if you were all to assist in disseminating this information.

In conclusion, I would like to invite you to use quality school management and quality teaching to help us "lay the groundwork for stronger growth going forward, and for growth that gives rise to more jobs" and a better life for all.

As you go into discussions, and beyond your two days here, consider as well these pertinent questions that will help us go forward:

· What is your view on the National Curriculum and Assessment Policy Statements developed for each subject listed in the National Curriculum Statement Grades R-12, that was gazetted last Friday?

· Given that there is consensus on the need for teacher development, how best can we approach it, for instance, without taking teachers out of the classroom?

· How do we source suitable pedagogical courses for teacher development? and

· How best can we recover lost time in the light of the public sector strike and the fact that some schools have not delivered, since January, on quality of teaching?

I look forward to robust debates on these questions and on other pertinent issues you have identified for discussion, including:

· Curriculum refinement and repackaging;

· Information Technology and the learning environment;

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- Current deliberations in the Education Labour Relations Council; and

- The state of education in Kwa-Zulu Natal.

Once again, I declare the NAPTOSA KZN Annual Conference officially open and wish you well in your deliberations.

I thank you.

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APPENDIX: H Address at the Annual National Conference of the South African Principals' Association by Mrs Angie Motshekga, Minister of Basic Education, Cape Town: 09 September 2010.

Programme Director

President of SAPA, Mrs Alta van Heerden

Reps. of the African Confederation of Principals
Esteemed delegates

Distinguished Guests
Ladies and Gentlemen,

I am delighted to be with you this afternoon. Your Annual National Conference this year happens at a very critical time when school management, good governance and ethics of professionalism have come under severe strain.

The calling into question of the passion for teaching, no doubt, has been deepened by the recent industrial action of teachers as part of the national strike of public servants.

How the strike was conducted and the ethics of combat characterising it, must have clearly complicated your work and management role at a time when all our efforts are supposed to be directed at rounding-off the year and the final exams.

It must be a relief that as we are gathered here today to consider critical transformations in education, the strike has been suspended. This creates a platform to start implementing our recovery plans and rebuilding a healthy culture of schooling. Undoubtedly, this is not to be an easy task. A casual glance at the public discourse at this juncture points to a likely erosion of respect for the teaching profession.

The dignity of this profession, educational renewal and the broader transformation of the South African state should necessarily be on your minds in these two days as you consider the political will to transform; quality teaching for the 21st Century; issues of literacy and the dynamics of leadership in and for a developmental state.

We rely on you, believing strongly that school principals are the primary and key drivers of education transformation at and in the school.

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We are convinced that "a school where learners learn and there is a sense of harmony is often a school with an outstanding school principal" (Action Plan 2014). Your strategic leadership is therefore a requirement for working schools.

I have been specifically asked to respond to the question: Is there the political will in the ruling party today to make the critical transformations necessary to meet the demands of a 21st Century developing country? This is the right platform also to share with you developments around the curriculum and our plans going-forward.

My answer is a clear YES, in bold letters. You would be aware that in its 2009 Election Manifesto and at its 52nd National Conference, the ruling party reaffirmed its commitment to education as a national priority.

The ANC's Election Manifesto reiterated the people's commitment to expanding access to education in the true spirit of the education clause of the Freedom Charter – "The doors of learning and cultures shall be opened!"

We look at education as a means of promoting good citizenship and a tool for preparing our people for the needs of a modern economy and a democratic society. Through education, our people can be empowered better to escape poverty and underdevelopment.

To realise our developmental goals, the ANC-led government made its stance very clear on the need to improve the quality of education. We have committed to a range of deliverables, including:

· Democratic school governance, entailing working together with educators, learners, parents, school governing bodies and other stakeholders;
· Liberating South Africa from the shackles of illiteracy, by 2014, through, inter alia, Kha ri Gude, our mass literacy campaign;
· Introducing a sustainable early childhood education system, to give children a head start on numeracy and literacy;
· Training and employing around 15,000 trainers per annum and strengthening support for pre-schools in rural villages and urban centres;
· Improving performance in mathematics, science, technology and language development; and

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- Extending school feeding schemes to relevant high schools and improving the implementation of the feeding scheme in primary schools.

You would know that we have fulfilled the promise of expanding access to primary education and have thus ensured our country delivers on the Education For All goals and on the relevant Millennium Development Goals.

The Quality Teaching and Learning Campaign is one of the conscious attempts on the part of the democratic government to enlist the support of all stakeholders in improving the quality of education and learning outcomes. Education, as I have said before, is and must be treated as a societal issue.

The ruling party has made huge strides in transforming the education system, legislatively and otherwise, and I must say, in a relatively short space of time, and continues to do so.

We have also developed a comprehensive action plan for the education sector, Action Plan 2014: towards the realization of schooling 2025, effectively and efficiently to address those areas impacting negatively on schooling in South Africa.

The Action Plan also addresses the critical issue of teacher development and training. it speaks to the need to "improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers."

Many of you were involved in the National Teacher Development Stakeholder process. You will know that the Department of Higher Education and Training is addressing teacher education in PRESET, whereas we are addressing issues in INSET.

One of the most important proposals of the Teacher Development Plan is recognition of the need to plan for differentiated development needs among districts, principals and teachers. Specific recommendations for the training of principals and school management teams include:

- The enhancement of skills and competencies;
- The improvement of recruitment and selection procedures;
- The induction of newly-appointed principals;

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- Professional preparation for principalship: and

- The enhancement of skills, attributes and competencies of deputies and middle managers.

The Department has piloted an Advanced Certificate in Education: School Leadership, to capacitate school managers. This programme has been designed to change and enhance the practice of school managers. It is our considered view that both principals and teachers require improved subject knowledge.

As managers, and with the school management teams, principals need to manage the education and development of teachers in a way that does not compromise our aim to have teachers in school, on time, teaching.

With regard to refining and repackaging the curriculum, you would have noted that on 3 September (2010) we gazetted the National Curriculum and Assessment Policy Statements developed for each subject listed in the National Curriculum Statement Grades R-12, in terms of the National Education Policy Act of 1996 and the South African Schools Act of 1996.

They are available for public comment. As you know, from January 2011, English as a First Additional Language will be introduced as a fourth subject in Grade 1. I must allay fears that we are abandoning our commitment to mother tongue instruction. Far from it. The policy we are following is one widely practiced elsewhere: immersion.

We believe that children can be immersed in more than one language from a young age. I urge you to encourage teachers to look at the curricula and let us know what they think.

The Curriculum and Assessment Policy Statements, as you will see from the website, provide clear guidelines to teachers on what to teach and assess on a term-by-term basis. Content is more clearly delineated, and assessment less cumbersome.

The Curriculum and Assessment Policy Statements embody these recommendations, spelling out clearly the number and relative weighting of continuous and formal assessment per term and annually. Recording and reporting of results should also be less cumbersome as we are extending the codes for reporting used in Grade 12 to all other grades.

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Changes in the Foundation Phase will be implemented in 2011, and in Grades 4 to 12 in 2012. The CAPS documents are in line with two of our new initiatives: the Annual National Assessments (ANA) and the workbooks project.

All learners in public schools will write ANA tests in literacy/languages and numeracy/mathematics from 2011, in Grades 3, 6 and 9. The best use of ANA will be, for diagnostic purposes, to identify which learners are struggling and with what. This will in turn help schools to work on areas of weakness and districts to plan interventions to support these.

We are developing workbooks, in line with the CAPS documents, in literacy and numeracy for Grades 1-6. We remain cognizant of the fact that workbooks do not replace textbooks and other resources. They are additional to them.

Our implementation challenges will not go away with the introduction of the CAPS documents. Thus, there is a need for ongoing research and development, to support implementation. Going-forward, we will prepare the system for these adjustments and build supporting structures and processes to ensure that we implement properly and effectively.

Once again, I want to thank SAPA for the role it has played over time in promoting and enhancing educational leadership and effective school management teams. Our officials have kept me abreast of developments at the quarterly meetings held with your Association.

We pay tribute to SAPA for its work in supporting the national drive for improving the quality of learning and of teaching. I concede, much needs to be done, but contrary to belief in some quarters, we are definitely on course.

I don't agree with the view that education is "very likely the greatest single failure of the new South Africa" as Mr FW de Klerk has alleged at the Principals' Symposium of the Suid-Afrikaanse Onderwysers Unie.

This is way too far from the truth, unless of course we are saying all of you here, including SAPA, have failed this country and that all of us here have done nothing since 1994 to 'put our souls' in the education of our children.

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We cannot turn a blind eye to the damage wrought in education in this country, over decades, by erstwhile apartheid policies.

Yes, we are still battling with issues of quality and learning outcomes as expressed by Grade 12 results and several studies. But we have made serious inroads in many areas, including deracialising schools and integrating the public education system.

Also, despite its shortcomings, as Dr Jane Hofmeyr, Chief Executive of the Independent Schools Association of SA, has correctly pointed out, "OBE changed the paradigm of the national curriculum", (Business Day, 2 September 2010), largely in the public schooling system.

Our history dictated a necessary and logical move towards an alternative values-based education system, and we are not apologetic about it, neither are we regretting the decision to bury bantu education deep in the dustbin of history. Dr Hofmeyr reminds us that, I quote:

"As in all countries, curricula need continuing research, monitoring, and refining, as new issues arise, knowledge expands and needs change... In the modern world, no country can afford the curriculum stagnation we endured for decades under apartheid."

Finally, we all have a critical task in our hands. As we said in the Education Roadmap, in 2008, South Africa's skills agenda needs quality education.

I therefore call upon you to use this conference seriously to consider critical transformations required for us to have working schools and quality teaching. I call upon you to be strategic leaders focusing not only on your schools but on all schools in the country. Working together we can move teaching, learning and leading in a new and better direction.

I thank you.

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APPENDIX: I WCED EDUCATION DISTRICTS.

WCED Education Districts in brief

The Western Cape Education Department (WCED) has eight education districts, divided into 49 circuits, following a redesign process in 2006/07.
In terms of the design:

- The circuit is responsible for bringing professional support closer to schools via strong circuit teams
- The district is responsible mainly for [education management](#)
- The head office, based in Cape Town, is mainly responsible for research, policy development, strategic planning, coordination, monitoring and evaluation.

Following extensive research and consultation, the WCED established eight education districts, based local government boundaries, to facilitate an integrated approach to service delivery by all levels of government, in line with national policy.

The districts include four rural districts (West Coast, Cape Winelands, Eden and Karoo, and Overberg), and four urban districts (Metro North, Metro South, Metro East and Metro Central).

Rural district boundaries are based on municipal boundaries, while urban district boundaries are based on those of city wards. The boundaries also allow for an equitable distribution of schools and resources across education districts and circuits.

Key district services include advice and coordination on curriculum, education for learners with special needs, and institutional management and governance (IMG).

The work of district IMG Advice and Coordination Units will include supporting adult education and early childhood development centres, and school enrichment coordinators to help schools in managing enrichment and extra-curricular programmes in sport and cultural activities.

The WCED is in the process of building the capacity of the 49 circuit teams to provide specialised support where this support is needed the most.

Typical circuit teams will include advisors responsible for IMG at schools, school administration, general education and training (GET, Foundation, Intermediate and Senior phases), and special needs, including school psychologists, social workers and learning support advisors. Curriculum advisors for further education and training (FET) will operate at the district level.

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