

**The influence of school principals' leadership styles on
the effectiveness of schools**

By

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DECLARATION

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

Signed Date

ABSTRACT

The poor matriculation results of the past number of years, as well the changing role of principals as school leaders raise concerns for the future of education in South Africa. One of the contributory factors is that principals who were trained under the apartheid school system often lack the skills and knowledge to lead democratically or strategically. This has major implications for the effectiveness of schools of learning.

Although there is a wide range of theories on leadership styles, the area remains complex. The nature of what exactly makes some leaders and organisations successful and others unsuccessful is uncertain. There is a shortage of evidence about what precisely constitutes effective leadership, particularly in the area of disadvantaged schooling. The question that follows is: How do the different leadership styles of school principals influence the effectiveness of schools in low-income communities, and what other factors promote school effectiveness? If there is a particular style of leadership which could help to make schools more effective in such communities, it is the purpose of, and justification for, this study: to identify it, or its application, in such schools.

The purpose of this research was to identify and characterise principals' leadership styles and their influence on the effectiveness of four schools in low-income areas on the Cape Flats. This investigation identified the factors that contribute to a school being effective. Principals' leadership styles were investigated in relation to factors such as availability or lack of resources,

parental and community involvement, an environment conducive to learning, and learners' academic performance on school effectiveness.

Research was located largely in a qualitative paradigm, with limited use of quantitative data. It sought to achieve an in-depth and holistic understanding of interaction among principals' leadership styles and other factors contributing to school effectiveness. Data was collected from four principals and four HODs from four schools in Mitchell's Plain and Steenberg in the Cape Flats area of the City of Cape Town. The four schools were selected on the basis of their location in low-income communities.

Methods of data collection included audio-recorded, semi-structured interviews and document analysis. The results revealed that schools, at which principals adopted a participatory or contingency leadership style, where all stakeholders within the school community shared responsibility and decision-making, were more successful in terms of academic performance and overall school effectiveness.

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DEDICATION

To my Heavenly Father:

“Always continue the climb. It is possible for you to do whatever you choose if you first get to know who you are and are willing to work with a power that is greater than ourselves to do it.”

Ella Wheeler Wilcox

To my Parents, Shona and Abduraof Allie for their unconditional love, prayers and support.

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Chapter One

Orientation to the research

1.1 Introduction

During the apartheid era, the traditional role of a principal was limited to receiving and implementing instructions from departmental officials (Steyn, 2002: 3). This structural constraint significantly minimised the entrepreneurship, imagination and creativity of school principals. Such limitations had negative implications on learning and teaching in the majority of schools. Post-apartheid education policies have given rise to extensive reforms: decision-making has been transferred from the central level, in a top-down approach to the school level or participatory approach (Steyn, 2002: 13).

Less centralised control has transferred responsibility for a broad range of aspects of school management to the schools themselves. Principals who were bureaucratic administrators before could become instructional leaders. Two major challenges have emerged in their day-to-day duties: handling a greater variety of school-based decisions and creating a sound culture of teaching and learning in which effective quality education can take place (Squelch, 2000: 128). Principals who adopt a democratic and innovative style of leadership are able to include parents and teachers in a constructive educational community.

New leadership styles are urgently needed because education in South Africa is a priority. This is especially the case for race groups that have been deprived in the past of a good

education. Such deprivation has led to a crisis situation where demand for quality education exceeds supply. Twenty years into democracy, historically White and Indian schools still outperform African and Coloured schools in matriculation examinations and performance tests at various levels of the schools, despite massive resource transfers to African schools (Van der Berg, 2008: 2). Most of the African and Coloured schools are located in low-income communities and are characterised by a plethora of other adverse factors that affect school effectiveness. The growing population in a changing political environment, persistent inherited socio-economic disadvantages for certain race groups, harsh economic conditions and shifts in demographics require sound management and leadership in education at all levels to meet the constitutionally entrenched objective of educating the nation in a fair and equal manner (Naidoo, Botha, Bisschoff & du Plessis, 2012: 50-66). Part of the difficulty of research into leadership skills is the fact that certain styles suit affluent, efficient schools whereas other modes of leadership are particularly suited to the challenges of schools in low-income areas.

1.2 Background to the research problem

In South Africa, as in many other countries, a school principal needs only a teaching qualification and teaching experience to qualify for this position. Bush and Oduro (2006: 362) note that 'throughout Africa, there is no formal requirement for principals to be trained as school managers. They are often appointed on the basis of a successful record as teachers with the implicit assumption that this provides a sufficient starting point for school leadership'. This comparatively low level of candidacy for a highly demanding position in

society affects the quality of leadership skills, education and academic achievements the schools produce. In 2007, the former South African Department of Education introduced a new threshold qualification for aspiring school principals as part of its wider strategy to raise educational standards. The qualification course, the Advanced Certificate in Education (ACE), aims to make an appreciable difference in the participants' management practice, with the assumption that it leads to school improvement. The ACE was intended to ensure that candidates could engage with leadership and management issues in a sustained way, leading to school improvement and high standards of academic achievement (Bush, 2011).

Bush, Duku, Glover, Kiggundu, Kola, Msila and Moorosi (2009) conducted a survey in South Africa in order to establish the outcomes of the ACE among participants from secondary schools. They concluded that only 12% of secondary schools surveyed produced clear improvements in matriculation results, while performance had declined slightly at 38% and fallen significantly at 50% of them. It is not possible to reach objective conclusions on the basis of such limited data given that the survey was conducted only a few years after the course was introduced. But it is clear that the ACE programme has not yet led to short-term gains in matriculation results at the schools surveyed. With regard to school and community relations, 84% of the respondents surveyed claimed that there had been significant improvement in this area.

The discussion so far suggests that it is widely recognised by now that modern principals require management and leadership training that should be geared towards developing requisite knowledge and skills that can be transferred to the school situation. Less focus should fall on the accreditation of qualifications and more on improving school leadership.

This may make a significant difference to school improvement and learning outcomes. In addition, research recommends that the ACE course should serve as an entry level qualification for new principals and principals should be given access to ongoing management and leadership training courses at universities (Bush *et al.*, 2009).

1.2.1 The changing role of the principal

1.2.1.1 The role of the principal during the apartheid era

Traditionally, school principals were defined as instructional leaders overseeing direct supervision of instructional processes: with the main focus on improving teaching and learning and being the head administrators with no teaching duties. Training and development available to principals during the apartheid era was inadequate and head teachers were often appointed to the role without any preparation, having to rely on common-sense and character (Scott, 2010: 10). This had a negative influence on the culture of teaching and learning in the majority of South African schools. Former Minister of Education, Mrs. Naledi Pandor, stated that the current situation is largely a consequence of apartheid education policies: as a result 'we have a leadership that cannot analyse, cannot problem-solve, cannot devise strategic interventions and plans and cannot formulate perspectives that are directed at achieving success' (*Business Day*, 30 December 2004). Features of a poor culture of learning and teaching in schools include the following: poor school attendance, educators who do not have the desire to teach, tensions between various elements of the school community, vandalism, gangsterism, rape, alcohol and drug abuse, a high drop-out rate, low examination results, weak leadership management and

administration, feelings of hopelessness, demotivation and low morale, disrupted authority, and the weak state of buildings, facilities and resources (Chisholm and Vally, 1996).

1.2.1.2 The role of the principal in the democratic era

The major shift of the roles and responsibility of school principals after 1994 has placed grave demands on all stakeholders within school communities. Principals in particular have been faced with a wide range of demands and challenges: establishing a culture of teaching and learning in their schools, improving and maintaining high standards of education, working more closely with parents, coping with multicultural learners, managing change and conflict, coping with limited resources, and ensuring more accountability to the community they serve (Mestry & Grobler, 2004: 3). It is expected that they are leaders in learning and teaching, and have explicit knowledge of contemporary theories as well as the skills to utilise this knowledge. Decentralisation of power to all stakeholders in the school community, in particular the Student Governing Body (SGB) and the School Management Team (SMT), directly and substantially increases the responsibilities of the principal, who has to share power and responsibilities about the daily operation of the school and take the position of collaborative leader rather than sole authority.

1.2.1.3 The new school-based management system

Factors such as devolution of power and shared decision-making are related to institutional autonomy, school-based management, or self-management (Hart, 1995; Mosoge & Van der Westhuizen, 1998). School-based management implies, *inter alia*, 'an increase and change in the responsibilities of the school principal and therefore suggests new demands on the principalship' (Caldwell & Spinks, 1998: 23).

In the new school-based management system, principals are involved directly in critical processes regarding organisational functioning and academic performance of their learners. One of a principal's new responsibilities is to ensure that the school achieves a high level of academic performance through the optimum utilisation of all human and material resources. This can best be achieved through effective leadership (Botha, 2004). As such, principals' leadership skills have a substantial influence in determining the success or failure at a school. Table 1.1 below illustrates the multiple roles that school principals are expected to play.

Table 1.1: New school based management system

New School-based Management System			
Leading organisation	Community involvement	Accountability	Decentralisation
<ul style="list-style-type: none"> - Improving Instructional programme of the school - Supervising the curriculum - Maintaining learning programmes - Providing initiatives for professional development - Working with staff to identify vision and mission for the school 	<ul style="list-style-type: none"> - Building a close relationship with the community - Providing support and understanding where improvement is needed - Building coalitions with multi-service organisations - Vocalising 	<ul style="list-style-type: none"> - Supervising the budget - Maintaining the school buildings and grounds - Complying with education policies and laws - Productively allocating and distributing resources - Maintaining high test/exam achievements 	<ul style="list-style-type: none"> - Delegating administrative tasks - Sharing decision making and responsibility - Maintaining remedial bodies

1.2.2 The South African Standard for School Leadership (SASSL)

The South African Standard for School Leadership (SASSL) clarifies exactly what the education system currently expects of its principals (Department of Education, 2005). The SASSL identifies six key areas of the principal's role as a leader and manager as presented below.

1.2.2.1 Leading and managing the learning school

The professional characteristics of leaders and their qualifications may, to some extent, determine their management style and in turn the qualities of the organisation. Professional tools and skills gained through tertiary qualifications, such as management and leadership training, might better equip present and future principals in the running of an educational institution. According to the New Zealand Ministry of Education (2011), effective educational leadership builds the pedagogical, administrative and cultural conditions necessary for successful learning and teaching. In addition, professional leaders articulate high expectations for students' learning and achievements as well as for teachers as professionals.

In terms of the principals' role in student academic performance, it is critical that principals set high standards for achievement, expecting all learners to attain established levels, and all educators to raise learners to accepted levels of mastery. Action to improve the quality of teaching and learning is imperative. The principal may stress continuous improvement of the quality of teaching and learning (Mkhize, 2005). Christie (2005), in her review of

leadership and learning, asserts that learning is the central purpose of schooling and the principal is considered the 'lead learner'.

1.2.2.2 Shaping the direction and development of the school

The core responsibility of the principal as a leader, in collaboration with all the stakeholders, is to facilitate the establishment of attainable goals and expectations; through strategic planning, designing, co-ordinating, evaluating the curriculum, teaching and economical allocation of resources. Historically, education authorities were more concerned with monetary allocation per student, or creating balanced budgets. Too little attention was paid to how resources were related to performance. The new role of principals, as leaders of their schools, requires them to examine critically the equity, efficiency, and effectiveness of *existing* resource allocation policies or practices and make decisions regarding ways in which resources might be *reallocated* in more productive ways (Plecki, Alejano, Knapp & Lochmiller, 2006). According to Caldwell (2004), in South Africa it is the responsibility of the school principal to bid for resources from external funding agencies. According to the Department of Education (2008), one of the chief functions of the principal is to establish a Learner and Teachers Support Materials Committee (LTSMC) to manage all school resources, human, financial, and physical, as well as the curriculum in such a way as to maximise the effectiveness of the school in promoting, developing and maintaining quality teaching and learning.

The culture and identity of the school initially contributes to the development of shared norms and meanings. In the school context, emphasis is placed on the behavioural norms, values and beliefs of all stakeholders – parents, senior management teams (SMTs), learners

and the community. A school can develop a negative identity through a lack of clear vision or sense of purpose, or in effective leadership. The objectives and aims of a school can be linked directly to the values and beliefs of its immediate community.

1.2.2.3 Assuring quality and securing accountability

Achievement of quality education continues to be an inestimable challenge in South Africa. Restoration of a culture of teaching and learning is becoming increasingly urgent. Principals are now required to work with teachers to solve pedagogical problems and correct the weaknesses in teachers' teaching methods in the face of adverse new challenges. In turn, this new type of consultative leadership provides teachers with instructional skills and opportunities to update curricular knowledge. Such principals focus on learners' parents, as well as the need for new ideas and procedures at school. According to Barnard (1994: 430), the new role of the principal as leader of the school is to facilitate reciprocal communication that enables parents to stay in touch and become partners with the school in the education of children. The principal has to be able to create opportunities for parents and the wider community to communicate freely with the school. This type of inclusive, democratic leadership approach defines the role of the principal as a leader who makes the school accountable internally and externally; to staff, learners and stakeholders outside the school (Teaching and Learning International Survey (TALIS), 2009: 194).

1.2.2.4 Developing and empowering the self and others

The aims and objectives of a school need to be owned and developed by all stakeholders: not just the principal. Empowerment in the school context utilizes the resources and energy of stakeholders, which involves contractual agreements and considerable capacity building

(Riger, 1993). A culture of teaching and learning, as well as a supportive management culture can thrive in a school only where the major stakeholders claim ownership of the school mission and vision.

According to the Department of Education (1996a), self-management of a school can lead to improved academic performance, better social cohesiveness and financial stability. Self-management must, however, be accompanied by internal devolution of power within the school. The principal has to delegate responsibility by giving teachers decision-making powers. Principals should provide equitable and transparent leadership opportunities to staff and learners in order to develop their leadership potential and capabilities. Principals should also learn how to empower themselves, their academic environment and immediate community by continuously reflecting on their leadership styles and management practices.

1.2.2.5 Maintaining the school as an organisation

The school as an organisation has two fundamental tasks: the functional task of learning and teaching, and guiding and informing learners to become responsible and productive citizens. The second task is that of the principal who, as the school manager, needs to apply strong, effective leadership practices in such a way that educational aims are achieved. In striving to meet the goals and aims of the school, the principal needs to create and maintain an environment that is conducive to learning. With specific reference to school safety aspects, the principal, as the leader of the school, needs to take the steps necessary for the safeguarding of the school premises, as well as the protection of its occupants (Department of Education, 1996b). The quality of leadership can make the crucial difference between the success and failure of any organisation such as a school (Millet, 1998: 3).

1.2.2.6 Working with and for the community

The principal of a school should possess creative and visionary leadership in order to build collaboration and commitment between the school and its community. This comprises responsibility and accountability for the productive use of all resources available (Center for Mental Health in Schools, 2008). According to Adelman and Taylor (2006), reports indicate positive outcomes, for learners, schools and society, in cases where principals apply such practices. Findings demonstrate improved school attendance, fewer behavioral problems, better interpersonal skills, academic performance, bonding at school and home, higher staff morale and more viable use of resources.

1.3 The research problem

Various studies have been conducted to ascertain the correlation between an effective school and effective leadership styles. Two main questions dominate such studies. First, is there any one identifiable leadership style that contributes particularly well to the effectiveness of a school? Examination of this relation between leadership style and school effectiveness may spawn many secondary imponderables because of the multi-dimensional nature of what constitutes 'effective' leadership. The question may be rephrased as: is there any particular set of traits or characteristics that identifies a leader as 'effective', or is it purely contingent on the context? This leads to a major criticism of the concept of effective leadership: determining the criteria that are considered to be effective in certain contexts such as a western, industrialised context. Such criteria are assumed to be universal, whereas they may not apply in all countries, such as those in the developing world.

The second question is: what makes a school effective? Researchers use varying descriptions, ranging from 'schools with high academic achievement' to schools that foster 'personal growth, creativity, and positive self-concept' (Sadker and Zittleman, 2013). According to Lezotte (1991), certain distinct characteristics of the majority of effective schools can be identified and correlated with student success. These qualities include a clear school mission, high expectations for success, instructional leadership, opportunities to learn and time on task, a safe and orderly environment, positive home-school relations and frequent monitoring of student progress.

Sadker and Zittleman (2013), however, contend that these characteristics do not necessarily provide a description of, or a prescription for, developing effective schools. Recent studies of schools invariably identify the principal's leadership as the single crucial factor in a school's effectiveness. These studies offer only limited insight, however, into **how** principals contribute to their school's achievements (Marzano, 2003). For the purpose of this study, five different yet coherent factors of school effectiveness will be analysed in determining the relations between principals' leadership styles and school effectiveness. They are: availability of resources, school safety, parental and community involvement in the school, the academic performance of the learners and various leadership styles.

1.4 The Research Question

To make a school effective, a principal should possess a certain range of characteristics, skills and qualifications, and an environment in which learning and teaching can take place

successfully. Such requirements have led to the identification of the following research question: *How do different leadership styles of school principals influence the effectiveness of schools?* The following are sub-questions:

- What are the characteristics of an effective school?
- What are the factors that contribute to the effectiveness of a school?
- What characteristics of leadership are found in the most appropriate theories of leadership for this study?
- What is the relationship between leadership style and school performance?

1.5 Purpose of the study

The purpose of this study was to determine: (1) the influence of principals' leadership style on school effectiveness; and (2) the factors that contribute to school effectiveness.

1.6 Methodology

Participants were purposefully selected from 20 high schools in the historically disadvantaged Cape Flats area in the Western Cape. Four schools were selected as case studies from the list of 20 based on the common socio-economic background of the learners at the schools and the low-income areas in which they are located. Semi-structured interviews were conducted with the four principals and four Heads of Department (HoDs) of

the Senior Phase at their respective schools. These interviews took place between January and March 2014, using a prepared interview schedule (see Appendix 1).

The resultant interview transcripts form the substantive body of data for assessment and analysis. This body of data was then supplemented with matriculation results for the past five years at each of the respective schools under study. The process produced rich and sufficiently detailed findings in respect of the research questions outlined above. The quality of the study was further enhanced by ensuring the credibility, dependability and transferability of the findings. The methodology is presented in more detail in Chapter Three.

1.7 Research ethics

Research participants were informed of the purpose and procedures of the study. Written consent from individual participants was sought before the inquiry commenced (see Appendix 2). Confidentiality and anonymity of participants were assured by the use of pseudonyms in the transcription of the interviews. Participants were guaranteed that the researcher would adhere to ethical research procedures and report on the research findings in a professional and accountable manner. The ethical guidelines adhered to are outlined in Chapter Three.

1.8 Organisation of the study

Chapter One offers an introduction to the study, which highlights the background and a broader context to the specific problem under investigation. The rationale for the investigation as a whole was laid down. A thorough comparison of factors which distinguish school effectiveness and leadership styles was undertaken. The research question and sub-questions are outlined: the methodological and theoretical orientations of the study are presented.

Chapter Two examines the theoretical and analytical framework of the study. It begins with the conceptualisation of an effective school and factors that contribute to a school being effective. The literature review examines the relation between various leadership styles and school performance. Several studies are examined to determine the influence of school principals' leadership styles on school effectiveness. Leadership theory is used as a theoretical framework and an analytical tool.

Chapter Three outlines the research design and methodology. It focuses on the case study: respective schools in the Cape Flats area, how the empirical investigation was undertaken, as well as procedures for analysing the evidence collected.

Chapter Four provides empirical evidence derived from in-depth interviews and the academic results of the matriculants for the past five years at the respective schools. The characteristics and determinants of the different leadership theories are provided as a suitable framework in which to discuss leadership styles prevailing at the schools

investigated with regard to their influence on school effectiveness. Other factors which determine the effectiveness of schools are identified in this study: resources, community and parental involvement, a safe school environment and academic performance.

In Chapter Five the empirical findings of the study are interpreted and discussed. The final section concludes with recommendations and makes suggestions for further research.

Chapter Two

Literature Review

2.1 Introduction

The research problem defined in Chapter One provides the focus for the literature review presented in this chapter. The specific issue identified and highlighted in the research problem was whether a certain leadership style has a direct bearing on the effectiveness or success of a school, specifically in a low-income area. This chapter draws on three areas of the extant literature. First, I reviewed literature that defines what an effective school is. This is followed by a brief examination of factors that contribute to the effectiveness of such a school. Third, and most substantively, the review focuses on the leadership theories that are most commonly adopted by school principals, either by unconscious tradition and inheritance, or conscious study and reflection.

The following questions were formulated during the literature review in order to explore specific issues associated with the research problem as well as to develop an appropriate theoretical underpinning for the empirical study:

- What is an effective school?
- What are the main factors that contribute to the effectiveness of a school?

- What are the characteristics of leadership as set out in the most appropriate theories of leadership for this study?
- What is the relation between leadership style and school performance?

2.2 Conceptualisation of an effective school

The term 'effectiveness' is so multifaceted that no single definition can fully encompass its true meaning. It refers to more than one dimension of a construct: determinants can be manifold and complex. Stakeholders in education, that is, parents, academic staff at a school and the community, might value differing aspects of what constitutes good quality education. Their perceptions may be used as indicators to determine whether a school is effective or not. UNESCO defines educational effectiveness as:

An output of specific reviews/analyses (e.g., the *WASC Educational Effectiveness Review* or its *Reports on Institutional Effectiveness*) that measure the quality of the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements (Harvey, 2004).

Beare (1989) states that effectiveness refers to the fulfilment of objectives by the school, while Kruger and Van Schalkwyk (1993), Macbeath and Mortimore (2001), and Marishane and Botha (2011), in turn, emphasise the significance of teaching, learning and effective leadership as the core determinants of school effectiveness.

Schaffer, Stringfield, Reynolds and Schaffer (2013) define an effective school as one that promotes the progress of its learners within a broad range of intellectual, social, ethical and emotional outcomes, where learners progress further than might be expected from knowledge of their backgrounds. Zulu (2005) argues that an effective school is one that satisfies external criteria: such as the demands of the community, parents or learners and performs well when measured against comparable institutions in areas such as examination results. Similarly, Cuttance (1985) supports the view that an effective school is one in which learners exceed academic achievement in comparison to what constitutes the average.

One approach in attempting to define and conceptualize school effectiveness is to identify and name the factors that constitute an 'ineffective' school. A review of studies concerning the characteristics of '*ineffective*' schools highlights four aspects: lack of vision; unfocused leadership; dysfunctional staff relations; and ineffective classroom practices (Sammons and Bakkum, 2011).

Ineffective schools are most commonly found in areas of deep poverty. They are, typically, poorly funded, lack technology or qualified leaders (National Education Association, 2001). A study conducted by Mortimore and Sammon (1987) found that much of the variation among effective- and less-effective schools regarding effects on student progress and development is accounted for by identifiable differences in school policies and practices.

It could, however, be argued that ineffective schools are not merely negative images of those that are more effective. The factors that enhance effectiveness may be quite different from those that lead to ineffectiveness. It may simply be impracticable for some ineffective

schools to adopt the policies and practices that sustain well-performing schools (Slavin, 1998). A school that is performing well may be able to increase its effectiveness by adopting a strong focus on higher order thinking skills. But the ineffectiveness of another school may be due to factors such as an undisciplined social climate within or around the school or insufficient attention to basic skills (Luyten, Visscher and Witziers, 2005). Other factors that may lead to ineffectiveness are variables such as social inclusion, gender issues, equity or learners of low socio-economic status.

These studies demonstrate a wide variety of indicators applied in determining what an effective school is. But it is possible to narrow the conceptualisation of an effective school down to three principal elements: sufficient structural, financial and human resources; an environment and culture that promotes learning; or high academic achievement and mastery of the requisite knowledge and skills or attitudes prescribed by the curriculum.

2.2.1 Factors contributing to the effectiveness of a school

Research into school effectiveness has focused more on successful schools than on their less functional counterparts (Teddlie and Reynolds, 2001). The majority of studies into school effectiveness base their research on academic results, while other contributing factors are too often ignored. Some researchers propose that learners' social characteristics, such as personal growth, should be taken into consideration. Other researchers focus too strongly on the learners' backgrounds.

Sammons, Hillman and Mortimore (1995) highlight internal and external factors, such as (1) professional leadership; (2) shared vision and goals; (3) a sound learning environment; (4) concentration on teaching and learning; (5) purposeful teaching; (6) high expectations; (7) positive reinforcement; (8) monitoring progress; (9) pupil rights and responsibilities; (10) home-school partnership; and (11) a learning organisation focusing on school-based staff development.

Similarly, Ncerdleaders (2009), a joint project between the Voluntary Service Overseas of the United Kingdom and the National centre for Education Resource Development of the Guyana Ministry of Education to support educational leaders, HoDs and teachers, focuses on the school as a whole. They are of the opinion that if one part does not function well, it affects the whole. Reference is made to the following factors contributing to school effectiveness:

- leadership of the school,
- standards achieved at the school,
- pupils' attitudes and the values they hold,
- the quality of teaching and learning,
- the curriculum,
- relations with stakeholders,
- professionalism and accountability of the school staff, and
- areas in which the school does well and in which the school needs to improve.

Studies conducted by Heneveld (1994) and Heneveld and Craig (1996) in sub-Saharan African countries propose a conceptual framework of school effectiveness: an interrelated network of 16 factors that affect and effect student outcomes. These factors fall into four categories: participation, academic achievement, social skills and economic success. The findings of this study indicate that key factors in school effectiveness are embedded in a particular context, which includes institutional, cultural, political and economic elements.

A study by Borg, Borg and Stranaham (2012) concludes that family background variables such as household income level and parents' educational attainment play a significant role in determining academic achievement. In one of the studies (Grissmer, Flanagan, Kawata and Williamson, 2000) it was found that income and educational levels of both parents had a direct effect on academic performance in mathematics and reading test scores. In other words, learners with low income and poorly educated parents are likely to be less successful in such tests. This is a particularly useful study for this investigation, which focuses on the influence of the leadership styles of principals on school effectiveness in high-poverty areas in the Western Cape.

Among the key factors that affect academic achievement at schools in deep-poverty areas, according to Tilley (2011), is leadership style. Tilley reviewed the leadership style of principals in high-performing schools in extreme-poverty areas to determine what factors accounted for academic achievement. The study revealed that school leadership that had high expectations for staff members and emphasised small group instruction, collaboration, and continuous improvement in instructional practices played a significant role in academic achievement.

Research conducted by Mortimore and Sammons (1987) found that, although some schools are more advantaged in terms of their size, status, environment and stability of teaching staff, these favourable characteristics do not, by themselves, ensure effectiveness. Recognizing the complexities of appraising a school's effectiveness leads to the conclusion that no single factor contributes to a school being effective; it is more a combination of variables. In the context of this study, school effectiveness is observed in terms of the following core elements: provision of adequate resources, parental involvement and community support, an environment conducive to learning, student academic performance, and the leadership style prevailing at a particular school.

2.2.1.1 Provision of adequate resources

Effective schools are dependent on instructional programmes where human and physical resources are available, properly managed and cared for. Physical resources such as classrooms, laboratories, libraries, infrastructure, stationery and instructional aids are crucial in achieving instructional objectives (Andrews, Basom & Basom, 1991: 98; Chisholm & Vally, 1999: 13). Blauw (1998: 8-9) and Chisholm and Vally (1996: 5-30) argue that large shortcomings in the provision of resources, facilities and equipment contribute to the breakdown of a culture of learning and teaching. Furthermore, Schiefelbein and Farrell (1973) found that in Chile availability of textbooks was related to higher literacy and numeracy outcomes. Fonseca and Conboy (2006) note that reasonable laboratory conditions, and even class decoration, can be significant elements in improving student interest and achievement in science.

By contrast, Clarke (1994) states that being exposed to resources may not be sufficient in itself to facilitate learning: effective use of such resources is critical to learning. In support of Clarke (1994), Sosniak (2005) argues that better teaching and learning practices are more heavily influenced by national, cultural and contextual circumstances. Such elements determine how resources should be utilized most effectively. Fundamentally, it could be asked: Do human resources, such as qualified teaching staff, achieve maximum output from physical resources, such as classrooms, equipment, laboratories and technology? Do they work effectively to contribute to the learning and teaching experiences? Ngala (1997) and Kizito (1986) add that having adequately trained teachers is more important than the quantity of resources, confirming that proper utilisation of the resources available is more important than mere availability of resources.

Studies conducted in Uganda by Guloba, Wokadala and Bategeka (2010) to investigate whether the availability of teaching resources influences pupils' performance found that inadequacy of teaching resources partly contributes to the low quality of education. The findings of these studies suggest, however, that supplying more teaching resources in the current Ugandan context should not form the leading priority in intervention if the quality of education in public primary schools is to be improved. Paradoxically, supply of teaching resources can have adverse effects on education quality. This suggests that the supply of teaching resources in these schools seems to occur at the expense of providing effective human resources.

In contrast, studies conducted in Kenya by Mudulia (2012) found that schools with adequate resources performed better than those without. Learners at low-performing schools were

disadvantaged by their lack of resources. Human resources for teaching and/or learning, teachers and school administrators, need to be encouraged to utilise the material resources provided to maximise performance.

2.2.1.2 Parental involvement and community support

A school principal needs to possess creative and visionary leadership in building collaboration and commitment between the school and the community. In effective schools, parents understand and support a clearly stated and mutually agreed upon mission at the school (Lezotte, 2001: 31). Whenever parents and the school community are included as valuable colleagues and partners of the school family, this not only strengthens parent-child relations but also encourages learners to value and appreciate the education they are receiving. As indicated above, Adelman and Taylor (2006) found that in situations where principals work in collaboration with the school community there is improved school attendance, fewer behavioural problems, improved interpersonal skills, enhanced academic performance, increased bonding at school and home, higher staff morale, and better use of resources.

Research conducted by Davis (2000) shows that strong parent, family, and community involvement does not happen spontaneously: it is limited to certain types of schools. Individuals enter the school community with a variety of prior experiences with schools, conflicting pressures and expectations. Some may have underlying issues of suspicion or other conflicts that can affect relations between home, community, and school. Davis (2000) contends that the socio-economic background or status of the community and families of learners has a direct, appreciable influence on the degree of involvement and support given

to the school. Contrary to this perception, Henderson and Berla (2004) argue that the most accurate predictor of a student's achievement in school is neither income nor social status, but the extent to which that student's family is able to create a home environment that encourages learning, expresses high, but not unrealistic expectations for their children's achievement and future careers, and becomes involved in education at school and in the community in general. It is nevertheless widely accepted that it is critical for schools to initiate programmes that actively engage learners, family and community networks as partners in creating supportive, inclusive learning environments.

2.2.1.3 An environment conducive to learning

In a safe and supportive school, the risk from all types of harm is minimised and diversity is valued. All members of the school community feel respected, included and can be confident that they will receive support in the face of any threats to their safety or well-being (Australian Department of Education, 2010). In addition, an environment conducive to learning is not limited to the physical domain, but enhances the holistic development of learners. This means no violence, physical threats, sexual harassment, verbal abuse or racial vilification.

Research and evaluation studies indicate that a safe, civil, and orderly school environment benefits the academic achievement of its learners. Pro-active support by families for the creation and maintenance of this environment is critical to the school's success (Alonso, 2007). Alonso identifies seven priority areas that create environments conducive to teaching and learning. These priority areas are linked to supportive environment components: parent/family engagement; curriculum; instruction; youth development and leadership;

intervention services and supports; policies and procedures; community involvement; school police; safe facilities; professional development; and data-based decision-making.

2.2.1.4 Student academic performance

The preponderance of research shows that the best method of measuring school effectiveness is to examine its influence on student academic growth, independent of other influences. The technical term for this is value-added. The central notion inferred here is that schools should be judged on their direct contribution to student academic progress. This necessarily takes into consideration the learners' starting scores in standardised tests as well as student characteristics that might influence academic performance (Center for Research on Education Outcomes, 2013).

Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld and Dare (1979), however, argue that the background of learners more than anything else determines their overall school achievement, both academic and socio-effective. Hart (2014) adds that learners at the lower end of the socio-economic spectrum are forced to take lower level courses due to their lack of language skills or ability to perform mathematical tasks. Such lower courses do not prepare them well for higher education. Lower socio-economic status ultimately causes lower academic performance and slower rates of academic progress. In this way a discernible cycle of deprivation is perpetuated. If there is a particular style of leadership which could help to break this cycle of injustice, it is the purpose of, and justification for, this study to identify it or its application in schools from a lower income area.

2.2.1.5 Leadership styles

What all successful schools have in common is effective leadership and a managerial climate conducive to growth. The particular leadership style of the principal sets the tone of the school as well as the level of professionalism: it is considered a precondition for an effective school. Deciding which particular leadership style or mix of styles is apposite in achieving school effectiveness depends on situational factors. For example, in situations where learners display passive attitudes or lack maturity, it may benefit the individual school most if the principal adopts a somewhat autocratic leadership style. Diligent and motivated learners at a school that is already considered effective may advance more freely to a higher level under a democratic principal who will discuss challenges with learners and debate their ideas and opinions.

Contemporary scholars such as Duke, Tucker, Salmonowicz and Levy (2007) have observed that a lack of effective leadership in schools lowers learners' achievement: it often results in dysfunctional school organisation and programmes. They add that lack of appropriately designed leadership leads to unstable and discontented staff, learners' negative attitudes to academic work and discipline, an unhealthy school system or climate and lack of cooperation from parents or the community. One can conclude from this literature review with some degree of academic certainty that school leadership has a direct and immediate effect on student achievement: it nurtures the internal conditions for school instruction, such as positive school and community relations, a safe environment conducive to learning and valuable resources.

Leadership style is derived from the different theories of leadership discussed below, which distinguish the various characteristics that are relevant for this study.

2.3 Leadership theories

Researchers of leadership theory concur with regard to particular elements: that principals can shape cultures, communicate vision or missions and determine overall school achievement. Traditionally, literature on leadership focuses mainly on leadership style in terms of leader and follower relations. Early leadership theories focus on the qualities that distinguish leaders from followers. Scholars have recently introduced new variables such as situational factors and skills levels. Although a variety of leadership theories has emerged, only a few of the most relevant are discussed here.

2.3.1 *Great Man theory*

Great man theories of leadership assume that the capacity for leadership is inherent: and that leaders are born and not made (Cherry, 2011). Born leaders naturally possess characteristics such as charm, courage, and intelligence. Such charismatic leaders are often viewed as powerful and heroic figures. Critics of Great Man Theory argue, however, that 'great men' are, finally, shaped by their social environment: that society forms them to a larger degree than they affect society. In other words, society grants them power in the first place, and determines how they use it. Nevertheless, Great Man theory identifies a number of characteristics a leader possesses: they are charismatic, intelligent, wise and/or politically skilled.

2.3.2 Trait theories

Trait theory suggests that distinctive characteristics, or the particular personality of a person, may distinguish them as effective leaders. Several academics believe that potential leaders can be identified by studying the personality traits of the individual and matching them to the characteristics of proven leaders. Among the traits identified are intelligence, a sense of responsibility and creativity. Early trait research was largely theoretical, offering little explanation for the proposed relations between individual characteristics and leadership. It failed to consider the influence of situational variables that might moderate the relation between leader traits and measures of leader effectiveness. Another problem is that almost as many traits as studies undertaken were identified. It thus became apparent that no consistent traits could be identified for the personality profile of a true leader. Although some traits were recognised and specified in a considerable number of studies, the results were largely inconclusive (Bolden, Gosling, Marturano and Dennison, 2003). As a result of the lack of consistent findings linking individual traits to leadership effectiveness, empirical studies of leader traits were eventually abandoned (Encyclopedia.com, 2013).

2.3.3 Autocratic theories

Autocratic theories focus on a particular set of behaviours and characteristics of leaders. Autocratic leaders limit the part that team members are permitted to take because the leader has little or no confidence in the decisions of team members. They typically make choices unilaterally based on their own ideas and judgments; they seek little feedback from the group, because their primary focus is on getting the job done (Cherry, 2014). This can be viewed as a dictatorial style of leading which ultimately stifles the creativity of others: it leads to accumulated resentment amongst group members. The characteristics of autocratic

leaders include being dictatorial, distrustful, task focused and the taking of full responsibility and credit for decisions, actions or outcomes. This style of leadership can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people (Cherry, 2014).

2.3.4 Transactional theories

Transactional leadership may be regarded as a style most commonly used by managers who instruct followers to achieve organisational goals through a system of reward and punishment. Desired goals are rewarded, while unsuccessful performance is followed by punishment. Antonakis and House (2002) argue that transactional leadership may be prevalent in even successful organisations where routine activities are performed or in a poorly structured organisation in which leaders create policies and procedures from one side only. In such situations, a transformational leadership style may be more suitable in reinforcing performance of creative individuals, taking a more proactive approach, motivating and empowering employees to achieve performance goals by appealing to higher ideals and moral values. Transactional leaders are regarded as practical, resistant to change and instructional.

2.3.5 Contingency theories

According to Morgan (1997), organisations are open systems which need careful management to balance internal needs with environmental circumstances. Contingency theories emphasise leaders who review their situation and make effective diagnosis of problems, followed by the most appropriate leadership style in response to analysis and diagnosis of a particular situation. This type of leadership is not based on rigid or

standardised responses to events. Rather, it is based on adapting or tailoring the leadership style to a particular situation, as far as management and leadership are concerned, above all else in achieving alignment and good fit (Northouse, 2012).

2.3.6 Transformational theories

Transformational leadership is a leadership approach that effects change in individuals and social systems. In its ideal form, this style of leadership creates valuable and positive change amongst its followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of all concerned through a variety of mechanisms (Nyausaru, 2014). Transformational leaders possess a number of characteristics: they are highly motivated, have the ability to make difficult decisions or take calculated risks, are willing to adapt, are open to the ideas of others, have the ability to inspire others and are visionary with regard to setting the mission, vision and values of an organisation. In contrast to contingency theories, in which leaders align their style to a particular situation to improve effectiveness, Travis (2013) states that transformational theory does not incorporate situational dynamics: this approach is not effective in situations where followers lack skills or experience necessary to complete a task. Transformational leadership theory assumes a single leader, which ignores the fact that many organisations and campaigns employ a framework of leadership to motivate a group to reach a goal. The power of the transformational style rests upon the values and personality of the leader; which has moral implications for any organisation. Such leaders are considered to be open to adaption.

2.3.7 Participative theories

Similar to transformational theories, participative theories emphasise the importance of team members: encouraging them to share their thoughts in making critical decisions. With the involvement of a wide variety of critical stakeholders, many alternative ideas can be generated. A participative leadership style involves consultation with subordinates, taking their ideas and opinions and integrating their suggestions into decisions about the future of the school (Northhouse, 2012). These ideas prove to be beneficial in increasing output efficiency. One critique of this approach is that it might not work for companies that have hundreds of staff members. To involve many people in the decision-making process is not feasible (Buzzle.com, 2013).

2.3.8 Holistic theories

The majority of recognised leadership theories reduce people to components of a larger system: defining what they should do in relation to the leader and follower. Holistic theories, on the other hand, focus on a relation that extends beyond the properties of leaders and followers. The conceptualisation of leadership as a dynamic relation between parties permits an integrative view of leaders, followers and circumstances and thus reduces the bias of giving too much weight to the leader (Popper, 2004: 24). Holistic leadership theories refer to transformation of organisations and communities through developmental processes such as communication, shared visions and high team performance: they are generally based on similar ethical and moral values. Orlov (2003) states that holistic leaders work hard to develop necessary skills, provide the resources and environment needed for high-performing teams to excel. The leader takes into consideration holistic use of resources and relations in an attempt to achieve organisational effectiveness (Washburn, De Luque &

Waldman, 2011). So, while improving performance may still be the eventual goal, the implications for decision-making are to focus more on building core processes that could potentially strengthen the organisation (Washburn, De Luque & Waldman, 2011). Holistic leaders are considered to be emotionally, intellectually, physically and intuitively intelligent, self-aware, and motivational.

This review of comparative leadership literature has revealed an evolving series of 'schools of thought' from Great Man and Trait theories to Holistic leadership (see Table 2.1 below). Early theories such as Great Man and Trait theories tend to focus upon the characteristics and behaviours of successful leaders: but later theories such as Contingency and Participative theories begin to consider the role of followers or subordinates and the contextual, organic nature of good leadership.

Table 2.1: Leadership Theories

LEADERSHIP STYLE	DETERMINANT	BEHAVIOUR	CHARACTERISTICS
Great man	Inherited characteristics	<ul style="list-style-type: none"> • Dependent on the characteristics. 	<ul style="list-style-type: none"> • Charismatic. • Intelligent. • Wise. • Politically skilled.
Trait	Inherited key characteristics	<ul style="list-style-type: none"> • Dependent on the characteristics. 	<ul style="list-style-type: none"> • Intelligent. • Sense of responsibility. • Creative.
Autocratic	Control over all decision making	<ul style="list-style-type: none"> • Dictates all the work methods and processes. • Does not trust group members with decisions and important tasks. 	<ul style="list-style-type: none"> • Dictator. • Distrustful. • Task focused. • Takes full responsibility and credit.
Transactional	Punishment and reward system	<ul style="list-style-type: none"> • Is preoccupied with power and position. • Rewards or punishes for performing tasks. 	<ul style="list-style-type: none"> • Practical. • Resistant to change. • Instructional.
Contingency	Dependent on the situation	<ul style="list-style-type: none"> • Spells out duties and responsibilities – task motivated. • Builds interpersonal relationship and supports team development – relationship motivated. 	<ul style="list-style-type: none"> • Adaptable: adapts leadership style – task motivated or relationship motivated – depending on the situation.
Transformational	Mutual stimulation	<ul style="list-style-type: none"> • Motivates others to higher levels of personal achievement. • Pays attention to and meet the needs of others. • Stimulates ideas and creativity from followers by creating a safe environment. • Acts as role models for group members. 	<ul style="list-style-type: none"> • Highly motivated. • Able to make difficult decisions and take calculated risks. • Willing to adapt. • Open to the ideas of others. • Able to inspire others. • Visionary with regard to setting the mission, vision and values of an organisation.
Participative	Respect and engagement	<ul style="list-style-type: none"> • Involves other members of the group in decision-making. • Offers guidance to group members in decision making. 	<ul style="list-style-type: none"> • Democratic. • Communicative. • Involved. • Open to suggestions. • Team builder. • Acts to empower other. • Motivated.
Holistic	Transformation through self-awareness and social responsibility	<ul style="list-style-type: none"> • Takes an integrative and contextual view of a situation. • Focuses on people skills and finding balance within a situation. • Develops necessary skills, and provides the resources and environment necessary for high-performing teams to excel. 	<ul style="list-style-type: none"> • Emotionally, intellectually, physically and spiritually intelligent. • Self-aware. • Motivational.

2.4 Relationship between leadership styles and school performance

Studies conducted by Bulach, Lunenburg and McCollum (1995) to investigate the impact of various leadership styles on school culture and achievement revealed that leadership style did not make a significant difference in culture or achievement at the particular educational institution. A study conducted in twenty-four secondary schools in three regions in Uganda found that the extent to which leadership style contributes to student academic performance was limited; denoting a coefficient determination of 0.328 or 32.8%. Leadership style may be a strong factor in accounting for the academic performance of learners in a school, but its degree of influence may be limited if the school lacks reliable teachers, funds, an experienced principal and a strong culture of academic excellence. The remaining 67.2% is the measure of the extent to which extraneous variables such as the quality of teachers, availability of school facilities, instructional materials and the experience of head teachers, school culture and nature of learners contribute to school performance (Nsubuga, 2003).

Hallinger and Heck (1996) reviewed the literature of over 40 empirical studies into the effect of school leadership styles on student learning conducted in New Zealand between 1980 and 1995. In contrast to Bulach, Lunenburg and McCollum, they concluded that principals exercised a measurable and statistically significant, though small, indirect impact on school effectiveness and student achievement. The study established that effective school performance requires visionary leadership and that there is a strong correlation between such inspiring leadership and transformational leadership which is recommended for education leaders.

School leaders have a measurable, if largely indirect, influence on learning outcomes and school success according to Hallinger & Heck (1998). The effects of a principal's leadership style on school effectiveness occurs largely through the principals' action and practices (Hallinger and Heck, 1996). Principals as leaders are in a position to influence others: they must have the skills to enable them to take advantage of that position (Schlechty, 1990). It can be safely concluded, after a balanced assessment of scholarly debate, that school effectiveness does depend on the competence of a principal. Townsend (1997) concludes that an effective school is primarily characterised by good leadership that ensures a safe environment in which staff, parents and learners are encouraged to work together as a team towards common goals. In addition, Purkey and Smith (1983) have identified school leadership as one of the major factors in improving academic performance. To be competent as school leaders, principals need the requisite leadership skills and knowledge.

2.5 Conclusion

This chapter began with a review of the literature on school effectiveness in order to conceptualise what it means to be an effective school and to determine the key factors that contribute to the effectiveness of a school. It was observed that an effective school is one that is sufficiently resourced in terms of physical and human resources; possesses an environment that promotes learning and has a record of high academic achievement that fosters learners' mastery of the requisite knowledge, skills and attitudes as set out in the curriculum. With regard to the factors contributing to school effectiveness, five variables were identified as the most significant for this study: availability of resources, parental and

community involvement, an environment conducive to learning, academic performance, and leadership style.

Included in this chapter is a review of studies on different leadership theories with the aim of delineating core characteristics of the most appropriate leadership styles for this study. It was demonstrated that it is widely held in literature on school effectiveness that school leadership is one of the major factors in creating and ensuring a safe environment in which staff, parents and learners are encouraged to work together as teams towards common goals, especially that of improving academic performance. This literature review has provided an important background and conceptual understanding of the research problem, including how principals' leadership styles influence the effectiveness of schools. In the next chapter an overview of the research design is presented; the choice and use of the methods and techniques applied to collect data in order to answer the research question are justified.

Chapter Three

Research design and methods

3.1 Introduction

Chapter Two provided a literature review applicable to this study. This chapter advances the discussion to specific issues by dealing with the research methodology of this particular study, including the research design, population, samples and collection and analysis of data. According to Myers (2009), the research method is a strategy of enquiry, which moves from underlying assumptions to research design and data collection. For this reason, the researcher provides details of how the empirical investigation was undertaken. The researcher highlights procedures used for analyzing the evidence that was collected.

The main objective of this study was to determine whether a particular leadership style of school principals influences the effectiveness of schools, specifically those in low-income areas. Careful consideration had to be given to methodological decisions in order for it to align with the purpose of this study. In pursuance of this objective, the primary research question was identified: How do different principals' leadership styles influence the effectiveness of schools? Specific sub-questions flowing from this primary question were identified as fundamental to the required investigation and demonstrate: the characteristics of an effective school; the main factors that contribute to the effectiveness of a school; the characteristics of leadership found in the most appropriate theories of leadership for this study; and the relation between leadership style and school performance.

3.2 Research Paradigm

Given the nature of contextual conditions and subjective understanding of which leadership styles or combination of them lead to a school being effective, case study research was used to focus on core aspects of the research question. In support of using case study research, Pettigrew and Fenton (2000) explain how case study methodology can be used to conduct an in-depth investigation into the interaction of various factors. In the context of this study, such elements comprise the interaction of leadership styles and school effectiveness factors: availability of resources, parental and community involvement, school safety and academic performance.

Creswell (2007) claims that case studies enable the structured investigation and interpretation of certain attributes or characteristics of a single phenomenon or multiple phenomena. In the context of this study, the attributes or characteristics in which the research objective was anchored were the principals' and heads of departments' (HOD's) perceptions and experiences of how leadership styles affected school effectiveness. Other phenomena investigated were the factors that contribute to a school being effective: available resources, parental involvement and community support, an environment conducive to learning, student academic performance and the leadership styles prevailing at the respective schools highlighted in the previous chapter. The potential for investigation and interpretation of these factors through case-study research formed the initial guiding principles for the research design.

After careful consideration of the central research problem, it was necessary to align this study with an appropriate philosophical context that would establish the most reliable

answers. The next research decision concerns the underlying philosophical positioning and influences on the research.

3.3 Philosophical assumptions of the research

According to Burrell and Morgan (1979), developing a philosophical perspective requires the researcher to make several core assumptions concerning two critical dimensions: the nature of society and the nature of science. Table 3.1 provides a summary of different philosophical approaches that could be considered and analysed (Mack, 2010).

Having considered various options, an interpretative approach was identified and selected as the most suitable framework for this study for the following reasons:

- The ontological orientation of the interpretative approach resonated with one of the main objectives of this study, which was to focus on investigating the principal and HoD's experiences of what it means to be a leader within the school context.
- The qualitative methodological approach was deemed suitable for the case study: having conducted an in-depth study of a small number of subjects that constituted the research population; and
- There was a two-fold interest in this study: first, understanding various skills and characteristics of different leadership styles used by respective principals; and second, the practical dimension of the various factors that possibly contribute to a school being effective and *vice versa*.

Table 3.1: A summary on philosophical assumptions for educational research

Philosophical assumptions	Paradigms			
	<u>Positivism:</u>	<u>Post Positivism:</u>	<u>Interpretivism:</u>	<u>Critical:</u>
Ontology	<ul style="list-style-type: none"> • Scientific /reality • External Meaningful 	<ul style="list-style-type: none"> • Scientific/ reality • Law-like but can only be approximated 	<ul style="list-style-type: none"> • Individual interpretations (subjective reality) 	<ul style="list-style-type: none"> • Materialist • Critical realist
Epistemology	<ul style="list-style-type: none"> • Objective • Observable • Deductive 	<ul style="list-style-type: none"> • Subjective-but need to strive for objectivity 	<ul style="list-style-type: none"> • Simplistic & subjective interpretations 	<ul style="list-style-type: none"> • Inter-subjective objectivity
Methodology	<ul style="list-style-type: none"> • Testing & analytical • Experiment-al • Quantitative 	<ul style="list-style-type: none"> • Descriptive • Interpretative • Qualitative • Quantitative 	<ul style="list-style-type: none"> • Interactional • Interpretative • Qualitative 	<ul style="list-style-type: none"> • Participatory research • Critical action research
Philosophy	<ul style="list-style-type: none"> • Deductive reasoning • Realism • Scientific method 	<ul style="list-style-type: none"> • Inductive and deductive reasoning 	<ul style="list-style-type: none"> • Symbolic interaction • Hermeneutics • Phenomenology 	<ul style="list-style-type: none"> • Critical theory • Feminism • Post modernism
Limitations	<ul style="list-style-type: none"> • Ontology and epistemology overlaps 	<ul style="list-style-type: none"> • Apply scientific research to human affairs 	<ul style="list-style-type: none"> • Results are generalized 	<ul style="list-style-type: none"> • Criticized for its elitism

Interpretivists acknowledge that the problem they are researching exists in a social context; that the most appropriate way of understanding actions of social actors may not necessarily be through numbers or rigorous statistics (Pather and Remenyi, 2005). Cohen, Manion and Morrison (2007) offer the following view of the interpretative approach:

Interpretivism’s main tenet stems from the fact that research can never be fully objective, having to observe from the outside. Rather it must be observed from the inside through the direct experiences of the people. Therefore, the role of the

researcher in the interpretivist paradigm is to, understand, explain and demystify social reality through the eyes of different participants.

Thus, Cohen et al.'s definition of interpretivism was aligned to an initial assessment of this study; that is, the outcomes of this study depended on how I as a researcher interacted with the social reality of the participants to produce meaningful interpretations. In this study, such interactions may compromise the principal's and HoD's perceptions. It is crucial to utilise methods that facilitate an *insider-view* of the research subjects.

An interpretative model of research was deemed most appropriate for this study because it focuses on suitable meanings which incorporate various reactions and perspectives of participants under review within their social and cultural realms of educational knowledge. Mason (2002) states that in the interpretative model, individuals, their interpretations, perceptions, meaning and understanding form the primary data sources. Interpretivism supports a study which elicits interview methods with the aim of exploring research subjects' individual and collective understandings, reasoning processes and social norms.

Lather (1992) argues that research may be considered by fewer objectives than other approaches if it aims to reveal the participants' views of reality or relies on descriptive approaches such as interviews and observation for the greater part of its data gathering. But, a totally objective viewpoint can be gained only if there is a high degree of detachment on the part of the researcher, a situation that may not be desirable if a researcher is to gain access to information which is anything but superficial. It is doubtful that data can ever be totally objective. The researcher deliberately interacted with the participants in this study:

allowing modification of data collection methods, a shared analysis and interpretation of the gathered data.

According to Wainwright (1997), interpretative research does not set out to 'test' a pre-conceived hypothesis, but develops as an ongoing synthesis of observation and review of academic literature. When negotiated intervention establishes the framework of the research directions, the data analysis and evaluation design are necessarily and freely emergent rather than predetermined. The validity of the findings is dependent on the evaluator's level of expertise or educational connoisseurship (Eisner, 1979). The practice of reflexivity (Carr & Kemmis, 1986) involves a sceptical approach to the testimony of the participants and to the development of theory: it can consolidate the validity of both synthesis of observation, review of academic literature and the design of the research.

In this study it has been argued and established that an interpretivist approach constitutes the most appropriate framework within which to undertake this study. The methodological decisions that the researcher made focused on Symbolic Interactionism; taking a holistic approach to participants' interaction with each other both in their leadership roles and the school context.

3.4 Research design

The design of this study essentially comprised a qualitative approach to conducting case study research, with limited use of quantitative data. Given the interpretative position

adopted in this research and the nature of the research question, case study methodology was perceived to be the most applicable approach because it provides a systematic way to collect data, analyse information and report the results; leading to a thorough, in-depth understanding of a particular problem or situation.

3.4.1 Case studies

Case study research is more than simply conducting research on a single individual or situation. This approach has the potential to deal with a range of situations from the most simple to the most complex. It enables the researcher to answer 'how' and 'why' type questions, while at the same time taking into consideration how a phenomenon is influenced by the context within which it is situated. As such, the case study method was employed to gain a more detailed understanding of the holistic context in which the principals' leadership styles impact on school effectiveness (Baxter, 2008).

According to Merriam (1998), case study research offers a means of investigating complex sound units consisting of multiple variables of potential importance in understanding a phenomenon. Anchored in real-life situations, a case study results in a rich and academically reliable account of a phenomenon. In this study, multiple variables refer to the various factors that contribute to school effectiveness and different characteristics that constitute the various leadership styles adopted by respective school principals.

3.4.2 Qualitative research

The type of evidence collected in order to answer the research question can either be quantitative or qualitative, or a combination of both. Quantitative research produces results

derived from statistics, whereas qualitative research data do not yield easily to automatic or technical analysis. The meaning of the data is not immediately obvious. Rationality is needed to extract meaning from data (Eisner, 1997). Qualitative research is most appropriate in meeting the research objectives of this study.

According to Strauss and Corbin (1998), qualitative research pursues a deeper understanding of human experience; with the focus on aspects of human behaviour in order to explain, predict, describe and control behavior. This understanding of qualitative research aligns closely with the views of the interpretivist paradigm discussed in Section 3.2. In Table 3.2 below a description is given of qualitative research and its application in this study. This served as a guide to decision-making regarding specific methods used to conduct fieldwork.

Table 3.2: A description of qualitative research and its application to this study

The qualitative approach	As applied to this study
Is used to gain understanding of underlying reasons, providing insight into a problem that may be difficult to measure through other methods.	Interviewing the principals and HoDs to elicit a deeper understanding of factors they perceive to either hinder or contribute to a school being managed successfully. Using a quantitative approach will not provide an in-depth understanding of the human factors involved in leading an educational institution.
Qualitative research is an inductive approach, which is reasoning from particular instances to general principals.	Interviewing the senior HoDs of each school to further understand how they perceive the role of principals as leaders of the school.
Research is conducted in natural settings capturing the individual's lived situations. Meaning derived from the research is therefore specific to that setting and its conditions and the subject's own frame of reference.	Principals and HoDs were interviewed at the schools in their capacity as leaders of the schools.

3.5 Overview of the selected cases

This study was conducted to identify leadership styles of principals at four secondary schools in low-income areas in Cape Town. The selection was made on the basis of how principals' leadership styles have evolved and adapted to post-apartheid schooling; more specifically over the last five years. In the past, the schools selected for this study were characterised by large numbers of learners living at, or below, the poverty line, high drop-out rates, outdated or inadequate resources and overcrowded classrooms. These schools presented an ideal environment within which to investigate the problems outlined in Chapter One.

The following section focuses on a more detailed description of aspects pertaining to the influence of leadership style on school effectiveness. The purpose of this is twofold. First, this discussion assists in providing a context for the research design and methods described in this chapter. Second, since a case study is the main design strategy, a detailed account of the case is relevant.

3.5.1 Aims and objectives of the case study

The main objectives of this investigation are as follows:

- To identify different leadership styles implemented at the respective schools in low-income communities.
- To determine which factors govern school effectiveness.

- To establish the relation between principals' leadership styles and school effectiveness.

Specific objectives of the study are:

- To establish what kinds of leadership style increase school effectiveness the most.
- To determine the views of the principals and heads of department vis-a-vis school effectiveness and the nature of leading and managing effective schools.

3.6 Research methods

The research methods employed in the execution of this study outline individual steps taken: selection of the research subjects, interviewing procedure and analysing the evidence.

3.6.1 Sampling and sampling procedure

According to Mouton (2002), sampling in social research refers to procedures which produce a representative selection of population elements. For this study, a purposive sample was used. Patton (1990) notes that the power of purposive sampling lies in selecting information-rich cases, that is, participants who provide knowledge and expertise according to the needs of the study.

In adopting a purposive sampling strategy, the researcher relies on his or her own judgment to select participants who are representative of the target population. According to Garfield, Blake, Chatainger and Walton-Ellery (2011), purposive sampling provides a sample where the identified group is selected according to specific characteristics that can be considered important to the study. In identifying such a sample, group differences can be compared and contrasted.

With this in mind, the researcher undertook purposive selection of participants to be interviewed. The study was limited to the City of Cape Town in the Western Cape Province. Four schools were selected from a list of 20 high schools in the designated Cape Flats area of Cape Town. The list was obtained from the Western Cape Education Department. The high schools were earmarked on the basis of their historically disadvantaged background and the low-income area in which they are located. The sample size of four schools was considered appropriate for this study.

Four principals of the purposely-selected schools participated by virtue of being leaders of these schools. In addition, four HoDs, one HoD selected from each of the four schools, were included in the study. The principal of each school was requested to help identify a HoD who would be in a position to deliberate on issues related to this study. The rationale for selecting principals and HoDs is that they hold leadership positions and deliberate on all governing issues, in particular those of the educational goals and quality of the school. They are in a position to provide in-depth information about the variables that this study proposes to investigate: namely, leadership styles and school effectiveness.

3.6.2 Data collection

Data was collected using the following methods. Semi-structured, open-ended interviews were conducted with four school principals and four HoDs of the selected schools. Other data relied upon were documents containing the matriculation results of the schools for the past five years. Each of these methods is discussed in greater detail below.

3.6.2.1 Interviewing

According to Gill (2008), research interviews are used to explore views, experiences, beliefs and motivations of individuals in specific matters: such interviews provide a 'deeper' understanding of social phenomena than could be obtained from purely quantitative methods. Interviews are most appropriate where information is limited concerning the phenomena under examination. For this reason, I initially opted to conduct interviews to gather all primary evidence: a decision that proved more suitable for the collection of rich and meaningful evidence.

There are three fundamental types of research interview: structured, semi-structured and unstructured. Gill (2008) explains that structured interviews are essentially based on pre-determined questions with little or no variations, allowing scant opportunity for follow-up questions. In contrast, semi-structured interviews comprise several key questions that help to define the areas being explored; thus allowing the interviewer or interviewee to diverge in order to pursue a response in more detail. Unstructured interviews, on the other hand, do not reflect any preconceived ideas and provide little guidance on what to talk about.

For the purpose of this study, the researcher decided to use semi-structured, open-ended interviews facilitating an in-depth, detailed response to meaningful relations. Willig (2001) states that using semi-structured, open-ended questions can lead to further discussion on different areas; setting out themes for exploration that is less biased.

A limitation of this type of interview is that the depth of qualitative information may prove difficult to analyse or generalise because the participant may effectively be answering different questions within prescribed parameters or topics. To overcome this, the researcher found that semi-structured interviews were compatible with a variety of methods of data analysis; one of which is to match key questions to various categories. The interview schedule (refer to Appendix A) was used to administer the interviews.

3.6.2.1.1 Formulating interview questions

Interviews were guided by the interview schedule consisting of questions that were divided according to five components that constitute school effectiveness: leadership styles, availability of resources, parental and community involvement, learning environment and academic performance. In developing the questions for the interview schedule, the researcher took into account the main- and sub-questions of the research. The main objective was to draw responses from the interviewees with regard to the five components of school effectiveness. The researcher's questions were simply worded to evoke responses that would facilitate the researcher's own, as well as the interviewees', understanding of the research problem. The formulation of the questions was guided by the literature review of school effectiveness and leadership theories in Chapter Two, as well as the research problem and purpose of this study.

3.6.2.1.2 Conducting the interviews

The interviews were conducted using the following guidelines, adapted from a chapter in an on-line publication of the Food and Agriculture Organisation (FAO) Corporate Document Repository (Waldron, Vsanthakumar and Arulraj, 1990):

- Interview started with more general or background questions to establish a possible basis for more specific questions.
- The researcher did not impose any viewpoint on the respondents. Instead, the researcher opted for a comparatively open framework which allowed for focused yet conversational, two-way communication, allowing both the researcher and the interviewees the flexibility to probe for details and discuss issues.

The length of the interview depended on the depth of the responses elicited from the research subjects. On average, time allocated to substantive discussions requiring extensive understanding was between forty to fifty minutes.

At the start of the interview, the researcher began with a formal introduction and thanked the participant for being part of the study. In keeping with ethical requirements, the researcher provided an additional information sheet to each participant that explains the reason for the study or the research question. There was an undertaking that the interview was being conducted in confidence; accompanied by a consent form requiring written permission to participate in the study and to tape-record the interviews that would be used solely for the purpose of the research (refer to Appendix B).

In addition to the tape-recording, the researcher took written notes while the interview was in session. According to Hannan (2007), writing down what you have heard may provide more insight than you would obtain in more formal contexts. Written notes can save time when transcribing: by listening for sections that have already been identified as important. The review of interview notes and tape-recordings serves to provide a more in-depth and accurate understanding of the interviewees.

Interviews were conducted at the respective schools under study. Respondents were comfortable being interviewed in an environment familiar to them. It granted greater credibility to the interview questions. Interviews were conducted over a period of two months; between January 2014 and March 2014.

3.6.2.1.3 Transcribing the interview recordings

Transcription enhances the quality of data analysis in various ways; making it richer and more complete: although Coffey and Atkinson (1996) and Gibbs (2010) indicate that information may get lost. Referring to Kvale (1996), Gibbs adds that factors such as loss of speed, pauses and intonation as a result of the transformation from verbal utterances to text can have a negative influence. During this transforming process, there is considerable potential for data to be lost or distorted.

In ensuring minimal loss and distortion of data, the researcher undertook the following three steps:

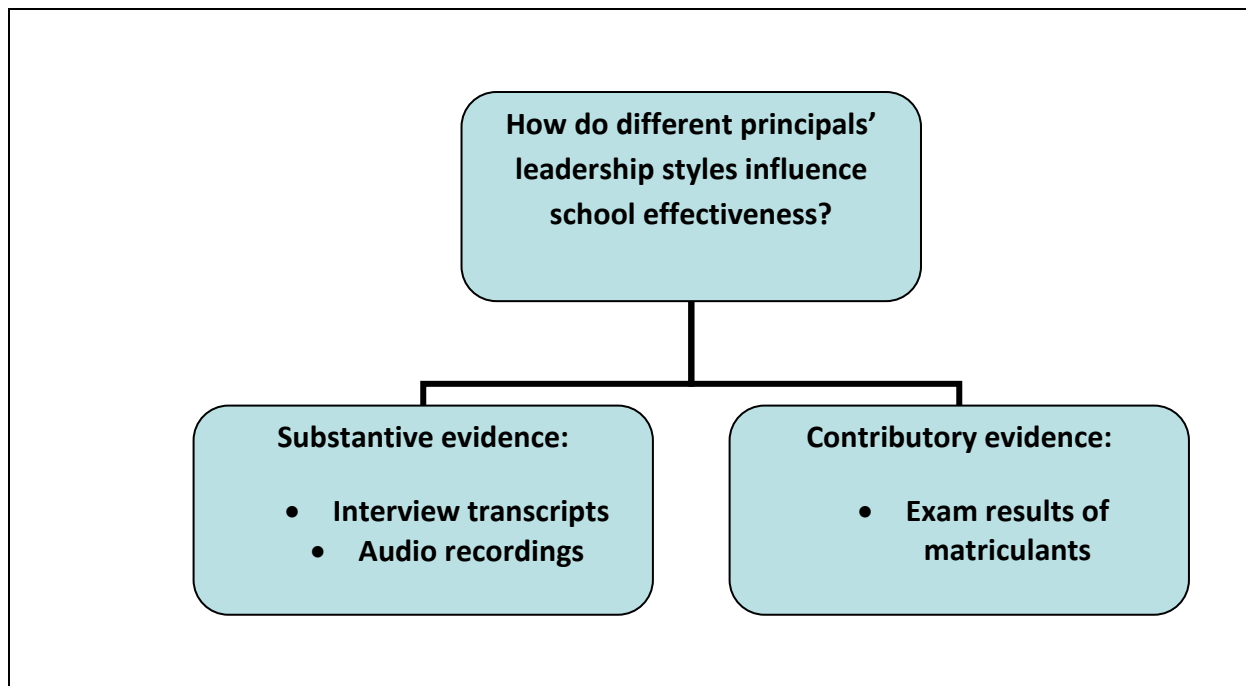
- First, after an initial summary of transcripts and tape recordings, the researcher provided a research assistant with a copy of the transcripts to check or identify any inaccuracies.
- Second, the researcher corrected inaccuracies and listened to the tapes once more before embarking on the coding process.
- Lastly, during the process of coding, the researcher found it necessary to listen to parts of the tape again whenever the transcribed text contained possible ambiguity. For any clarity needed that was lost due to intonation, iteration, or other distracting factors, the researcher proceeded to listen to the tape recordings as many times as it took to help and substantiate my interpretation of the evidence.

3.6.2.2 Documents

Although the interview transcripts constituted the main source of primary evidence, a set of documents was used as an additional source of primary evidence. These documents were the matriculation results for the past five years at the four schools under study; which were obtained from the Western Cape Department of Education.

Figure 3.1 below provides a schematic depiction of the two main sources of evidence that corroborated the strength of the findings for this study.

Figure 3.1: Two sources of evidence that enhanced the strength of the findings



3.7 Analysis of evidence from the interviews

Bogdan and Biklen (1982: 78) define qualitative data analysis as working with data, organising it, breaking it up into manageable units, synthesizing it, searching for patterns, discovering what is important or what is to be learned and deciding what you will tell others. In contrast, analysis of quantitative data focuses more on agreed rules and statistical formulae.

In this study, the method of interview data analysis deemed most appropriate was qualitative. This method involves linking, coding, comparing and contrasting major categories and themes identified in the transcripts. According to Crossman (2014), qualitative analysis can present an objective account of events, themes and issues that

might not be immediately apparent to a reader. Lautenbach (2005), however, suggests that there is no single right way of analysing the evidence. The methods used for analysis should be adapted or deployed according to the purpose of the method and appropriateness in each case.

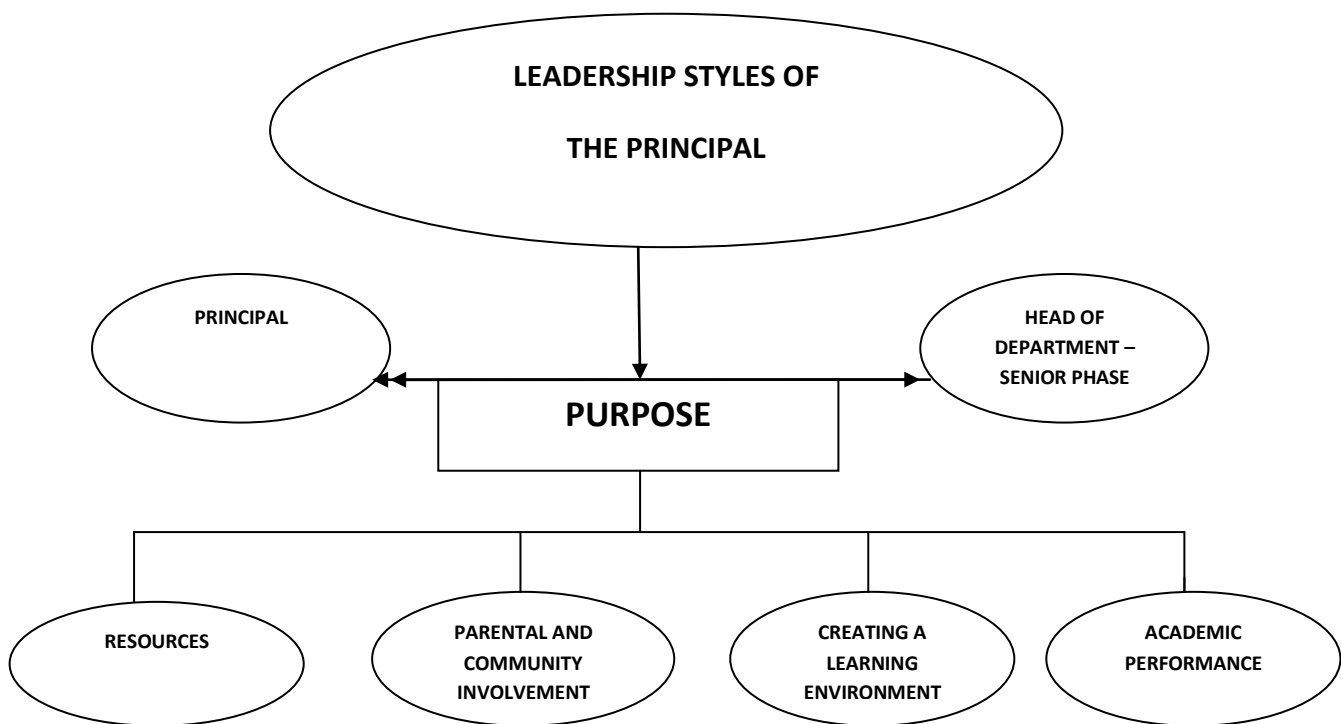
When data is collected, it should be analysed concurrently by looking for all possible interpretations. This comprehensiveness involves employing particular coding procedures. Coding consists of naming and categorising data. Babchuk (1997) argues that coding entails assigning meaning to transcripts that are relevant to the research question. This suggests coding by microanalysis which consists of analysing data word-by-word and coding the meaning found in words or group of words (Strauss & Corbin, 1998: 65-68).

The initial stage of coding that I undertook involved identifying key points and words; so allowing concepts to emerge from it. This revealed underlying categories and patterns, making it easier to identify selection of points in order to address research questions. According to Chetty (2007), this type of coding is referred to as substantive codes because the words that the respondents used directly influenced the labeling of the codes.

In the second phase of coding, codes were compared with each other and expanded into subcategories in terms of their common properties and dimensions. These subcategories were then linked to the core categories which were identified as the basis for addressing research questions. Strauss and Corbin (1990: 121) refer to this process as selective coding, which is the final stage of data analysis. They state that selective coding can be defined as the process of selecting the central or core category, systematically relating it to other

categories, validating those relations and filling in categories that need further refinement or development. Figure 3.2 below provides a graphic representation of the core categories in the research questions.

Figure 3.2: Core categories in research questions



As part of the final stage, transcripts were refined, making it easier to specify codes derived from the four core categories linked to the research question. This allowed for the re-evaluation of relations and, in the process, mapping of each individual interview. Table 3.3 below presents an example of one of the refined transcripts. This procedure was followed for all eight transcripts (refer to Appendix E).

Table 3.3 Condensed transcript (post content analysis) of the five variables identified in this study

<p>Availability/lack/ utilisation of resources:</p> <ul style="list-style-type: none"> The school has a lack of resources. <p>Reasons –</p> <ul style="list-style-type: none"> The Education Department provides limited funding. Due to the socio-economic background of the learners, parents cannot afford to pay school fees. <p>Utilisation –</p> <ul style="list-style-type: none"> Limited choices of learning and teaching material, and therefore has no real impact and cannot enhance the learning experience. A lot of the physical resources/ equipment are outdated and therefore serve no real purpose. 	<p>Academic outcomes:</p> <p>Statistics –</p> <ul style="list-style-type: none"> Examination results indicate a below average pass rate from grade 8 to grade 10. Examination results for grade 11 and 12 indicate a high drop-out rate for the same learners in the last three years of schooling. <p>Reasons –</p> <ul style="list-style-type: none"> Due to the fact that learners achieve minimum results in the lower grades and are therefore promoted to the next level. The outcomes indicate that they are not able to cope cognitively and emotionally: entering a higher level with limited understanding of core content. Socio-economic conditions are a major factor, e.g. high rates of teenage pregnancies and substance abuse are some of the social challenges the learners face. 	<p>Parent & community involvement:</p> <ul style="list-style-type: none"> Parents have little interest in the academic life of their children. The same can be said of the immediate communities where the majority of children reside. <p>Reasons -</p> <ul style="list-style-type: none"> Socio-economic circumstances play a major role in limiting parental support for their children and the school. Lack of education of the parents. Parents are of the understanding that the government has to provide financial and educational support to the schools – and that is not parents' responsibility. There are, however, very few parents who do assist in the few fundraisers the school has during the course of the academic year, irrespective of the socio-economic backgrounds. 	<p>School environment:</p> <p>Safety –</p> <ul style="list-style-type: none"> Social issues such as gangsterism remain a problem; but it is well under control with the support of the South African Police and the Bambanani group. <p>Discipline –</p> <ul style="list-style-type: none"> Discipline methods/ measures, such as detention; prove to be successful for the majority of children. Various discipline procedures are in place. <p>Culture –</p> <ul style="list-style-type: none"> Diverse cultural population; however the majority of learners reside in the immediate surroundings/community. 	<p>Leadership style:</p> <ul style="list-style-type: none"> The principal states: I use a combination of leadership styles depending on the situation. For example, when I need the input of my staff I allow them to share their ideas and delegate tasks, adopting a more democratic approach and instructional approach. In other instances where administrative deadlines are to be met I take a more firm approach. The same applies to the learners and parents. <p>Reasons –</p> <ul style="list-style-type: none"> The principal states: The majority of the staff has been teaching at the school for many years (15-20 years). They are therefore passive and at times not active in school activities, such as fundraisers and coming up with new ideas to uplift the school. One might say, some do not adapt well to changes. In such cases I take an autocratic approach as a way of getting the job done. 	<p>Principal's role in ensuring school effectiveness:</p> <p>Resources –</p> <ul style="list-style-type: none"> The HoD states: 'The principal works extremely hard and uses all means (personally and professionally) to ensure that the school obtains the necessary resources. <p>Parental and Community involvement –</p> <ul style="list-style-type: none"> The HoD states: The principal has an open-door policy and is very approachable at all times. <p>School safety –</p> <ul style="list-style-type: none"> The HoD states: The principal works as a link between Safer Schools and the school. <p>Academic performance -</p> <ul style="list-style-type: none"> The HoD states: The principal assists educators in addressing the failure of learners to submit assignments, organises extra tuition, and provides food and drinks after school.
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3.8 Reporting of findings

According to Kvale (1996), reporting is not re-presenting the views of the interviewees, accompanied by the researcher's viewpoints in the form of interpretations. In his view, reporting on research is itself a social construction in which the author's choice of writing style and literary devices provide a specific view on the subject's lived world. In order to explore the influence of principals' leadership styles and how their interventions determine the effectiveness of particular schools, an interpretivist approach was found to be the most rewarding and appropriate way of providing meaningful perspectives for reporting on the findings in this study.

Documents containing matriculation results had been analysed: I compared and examined them, using the percentages of pass and failure rates over the past five years. Analysis provided achievement rates per school per year. High pass rates were indicative of good academic performance, while low pass rates demonstrated the opposite. Comparisons of pass rates for each year were deployed to determine whether academic performance had improved or declined during the five-year period. According to this study, such comparisons proved an important indicator and key factor in determining school effectiveness. As a result, the two sources of evidence were used to answer the chief research question (refer to Figure 3.2). Interview transcripts constitute the substantive body of evidence in this study: matriculation results aided in establishing a basic understanding of the research phenomena being studied.

Discussion of the findings was presented using an interpretivist approach to facilitate the analysis process. Packer (1999) states that interpretative inquiry registers peoples' experience of the world, the ways they interact, and the settings in which these interactions take place. The interpretivist approach aims to provide an overall understanding of subjective experiences, motives and reasons in specific contexts.

3.9 Validity and reliability

The issue of trustworthiness in qualitative studies has been under much scrutiny regarding its reliability and validity as opposed to quantitative studies. Quantitative research relies on statistical evidence and computing systems: qualitative research requires alternative terminology to describe different concepts. Guba (1981) substitutes reliability and validity with the parallel concept of trustworthiness, which constitutes four aspects: credibility, transferability, dependability, and conformability.

According to Sandelowski (1993: 28), issues of validity in qualitative studies should be linked not to 'truth 'or 'value', but rather to 'trustworthiness', which 'becomes a matter of persuasion whereby the researcher is viewed as having made those practices visible and, therefore, auditable'. Trustworthiness refers to the degree to which interpretations and concepts reveal mutual meanings between the participant and the researcher (McMillan & Schumacher, 2001). Validity of data determines whether the meaning and interpretation of the research instrument is sound, which can be achieved by conducting a pilot study (Kimberlin and Winterstein, 2008). Validity was achieved in this study by administering the interview schedules in pilot tests with principals and HoDs from two schools in the Cape

Flats which manifested the same characteristics as the ones selected for the overall study in order to check for bias in the procedures and the questions. Respondents in the pilot interviews were requested to provide an evaluation of the questions for intent, clarity and appropriateness in terms of time and whether they would make the respondents uncomfortable. Responses were assessed to determine whether the questions generate the required information for the study and if the data can be analysed easily to check for bias in the procedures.

'Reliability' on the other hand, is a concept more commonly used for testing or evaluating quantitative research. It is applicable, however, in all kinds of research. Kvale (1989: 79) states that reliability is a question of whether repeated investigations of the same phenomenon will render the same result. Wilkinson (2000: 38) similarly describes data reliability as consistency of the research instrument; for example, the likelihood of the same results being obtained if the procedure was repeated. Reliability was achieved in this study by conducting interviews with more than one informant from the same school and conducting follow-up interviews to allow for clarification and verification of facts.

Credibility in qualitative research denotes that the results of a qualitative study are believable and trustworthy from the perspective of a participant or subject in the research itself. Qualitative research attempts to describe or explain the event, group or phenomenon of interest from the perspective of participants who form the subjects of the study. As such, they are best situated to judge the credibility of the findings in a qualitative study (Shenton, 2004). According to Lincoln and Guba (1985), other techniques that confirm credibility include making segments of the raw data available for others to analyse. Consequently,

reliability is directly related to validity, in the sense that credibility has been demonstrated. Credibility was achieved in this study by conducting in-depth individual interviews, audio recording of the interviews, and confirming evidence with participants by allowing them to review the transcripts, the use of direct quotations of participants in the chapter on findings to enhance participants' meaning, and peer debriefing by allowing an independent researcher to review raw data.

Transferability is the generalisation of study findings to other situations and contexts: it is not considered a viable research technique. The context in which qualitative data collection occurs defines the data and contributes to interpretation of the data. Transferability can be enhanced by providing what is often referred to as *thick description*: giving enough detail for readers to decide for themselves if the results are transferable to their own contexts. Thick description involves a perspective which demands description that includes the actors' interpretations and other social and/or cultural information (Davis, 1995). Transferability was achieved in this study by providing detailed contextual background information, as well as the selection of participants such that they enhance information for the research.

Confirmability, according to Trochim (2006), refers to the degree to which results could be confirmed or corroborated by others. There are a number of strategies for enhancing confirmability. The researcher can document the procedures for checking and rechecking the data throughout the study. Another researcher can play a devil's advocate role with respect to the results; and this process can be documented. The researcher can actively search for, and describe, any *negative instances* that contradict prior observations. After the study, a *data audit* is conducted that examines data collection and analysis procedures: it

makes judgments about the potential for bias or distortion. Conformability was achieved in this study by documenting procedures for checking and rechecking the data throughout the study, as well as conducting a data audit after the data had been analysed and findings determined to identify any possible biases or distortions. This was achieved by comparing the findings with the transcripts and audio recording.

Dependability ensures that the research findings are consistent and could be repeated. This is measured by the standard at which the research is conducted, analysed and presented. Each process in the study should be reported in detail to enable an external researcher to repeat the inquiry and achieve similar results. This consistency enables researchers to understand the methods and their effectiveness (Center for Social Research Methods, 2008). Brown (1995) indicates that a major technique for assessing dependability is the *dependability audit* in which an independent auditor reviews the activities of the researcher: as recorded in an audit trail in field notes, archives, and reports. The purpose of this audit is to test that the techniques for meeting the credibility and transferability standards have been followed. If the researcher does not maintain any kind of audit trail, dependability cannot be assessed: consequently, dependability and trustworthiness of the study are diminished. In this study, participants' dependability was achieved by engaging in a debriefing process with an independent researcher on the research process, maintenance of audit trails, and including in the study a detailed description of the research steps taken from the start of the research to the reporting of findings, such as documents (examination results), transcripts of interviews, audio tapes of the interview and hard copy of all raw data. Table 3.4 below provides a summary of how each of the concepts discussed above was applied.

Table 3.4: Summary of the techniques applied to evaluate the quality of the research outcomes of this study

Qualitative term	Assessment	Evaluation techniques
Validity-	The meaning and interpretation of the research instrument is sound.	<ul style="list-style-type: none"> • Pilot interviews.
Reliability-	Repeated investigations of the same phenomenon give the same result.	<ul style="list-style-type: none"> • Conducting interviews with more than one informant from the same school. • Follow-up interviews to allow for clarification and verification of facts.
Credibility-	The data represented fits the views of the participants.	<ul style="list-style-type: none"> • In-depth individual interviews. • Audio recording of data. • Direct quotations of participants to enhance participant meaning. • Confirming evidence with participants. • Peer debriefing.
Transferability-	The research findings can apply to different situations.	<ul style="list-style-type: none"> • Providing contextual background information. • Participants are selected purposefully to enhance information for the research.
Dependability-	The research findings are logical, consistent and traceable.	<ul style="list-style-type: none"> • Debriefing. • Audit trails: a description of the research steps taken from the start of the research to the reporting of findings, such as documents (exam results), transcripts of interviews, audio tapes of the interviews and hard copies of all raw data.
Conformability-	The extent to which the findings of the research are shaped by the participants and not influenced by the interests and beliefs of the researcher; sometimes also referred to as the audit trail.	<ul style="list-style-type: none"> • Documenting the procedures for checking and rechecking the data. • Data audit.

3.10 Ethical issues related to qualitative research

Ethical issues form an integral part of qualitative research because of its somewhat informal nature, which places participants in a vulnerable position. According to Howe and Moses (1999), educational research in particular often deals with vulnerable student populations; research results can have a direct influence on learners' schooling experiences and educational opportunities. Howe and Moses (1999: 64) conclude that, to be truly ethical, educational researchers must be prepared to defend the purpose of their research. The overriding issue for participants to consider should be whether the research project is likely to improve the quality of learning experiences for the learners without compromising other participants. Ethical principles are closely linked to the quality of the study: its dependability, credibility and rigour.

In this research study, the following ethical guidelines related primarily to ensuring the rights of the participants to confidentiality:

- Written and verbal consent of the interviewees.
- Verbal consent of the interviewees being audio-recorded.
- Participants were assured of their freedom to withdraw at any time during the interview process.
- Participants were informed of the purpose of the study.
- Participants were assured of anonymity and confidentiality.
- The participants, for verification purposes, reviewed the interview transcripts.

- Participants were informed that the information obtained would be used exclusively for research purposes.
- Permission to conduct the research was secured from the Western Cape Department of Education. What about clearance from the CPUT Ethics Committee?

3.11 Conclusion

In this chapter, the research methodology and research that were adopted have been discussed in detail. Different phases of the study were described systematically. This included a description of the design for the research instrument and the use of multiple data sources. Ethical considerations used throughout the study were discussed. The following chapter presents the findings of the study.

Chapter Four

Research findings

4.1 Introduction

The main objective of this chapter is to present the findings in response to the primary and secondary research questions. The primary research question was: *How do different principals' leadership styles influence the effectiveness of schools?* The primary objective was to obtain the findings that demonstrate the influence of the leadership style of the principals on the effectiveness of their respective schools.

It was necessary to examine the background of the schools in terms of the socio-economic status of the surrounding communities, as well as the background, qualifications and experience of the principals and Heads of Department of the schools under examination. This was intended, first, to establish similarities and differences between the schools in terms of the social background of the learners and their families. The four schools in this investigation were located on the Cape Flats area in the City of Cape Town. Historically, the Cape Flats are classified as low-income areas. The objective was to identify any contextual differences that might have had a major influence on school effectiveness, for instance, differing levels of poverty of the parents of the learners at the different schools.

The second objective was to determine the academic qualifications of the principals, how and at what stage of their careers they were promoted to the position, as well as their years of experience as principal. It was also necessary to determine the academic qualifications of the respective Heads of Department and the years they had spent at their respective schools. One of the core issues in this study is how principals conceptualized and practised leadership within their respective contexts. The leadership style adopted by the respective principals may have been shaped by their academic qualifications, how and at what stage of their career they were promoted to the position, and their years of experience as principal. In contrast with the qualifications and experience of school principals, the qualifications and experience of the Heads of Department of each of the schools under examination were scrutinized in order to determine their ability to comment on the leadership style of their school principals. These are leaders in their own right, occupying the positions they hold in their schools. Their training and experience may provide insight into what they regard as appropriate leadership styles and the capabilities and leadership of their principals. This background is based on the academic qualifications of the respective Heads of Department, the years they have spent at the school and the number of years they have occupied their positions.

In Chapter Two, five distinct factors were identified as key factors behind school effectiveness with specific reference to those schools in low-income areas on the Cape Flats. These factors were availability of resources; community and parental involvement; learning environment, in particular school safety; learners' academic performance and principals' leadership styles.

Chapter Four is organised into five sections, beginning with the background of each school, which is arrived at through qualitative data gained through interviews with the principals and HoDs of the four schools. This is followed by four sections, with each section for a school divided into sub-sections focusing on the leadership style of the principal, and the relation between the principal's leadership style and the availability of resources, the level of parental and community involvement, the school safety measures and academic performance. The leadership style of the principals was obtained through qualitative data from interviews with the principals and HoDs. Interviews provided the qualitative data for resources available at the schools, the level of parental and community involvement, the school safety measures, and the principals' and HoDs' perceptions of the significance of academic performance for school effectiveness and the academic performance of their respective school. Quantitative data obtained from the Western Cape Department of Education was used to arrive at the findings on academic performance.

4.2 Background of the schools

4.2.1 Socio-economic background of the learners and the surrounding community

The four schools in this investigation were located on the Cape Flats area in the City of Cape Town. Historically, the Cape Flats are classified as low-income areas. Learners from all the schools came from low-income backgrounds; their parents largely belonged to the working class. From the interviews, it became clear that the majority of learners resided within the location of the schools.

According to the principal of School A, learners mainly consisted of learners that better schools do not want to accept. The HoD stated that their school was probably the fifth choice of school: this factor definitely has an impact on the school being effective. The learners at this school come from a poor community in which many residents are unemployed. The social impact of this is that the school fees are often not paid. This limits the resources of the school, according to the HoD. In particular, the HoD pointed out, additional teachers cannot be paid because of the lack of School Governing Body Funds. The principal stated that other social issues, such as drug abuse, have a major impact on the school being effective. The HoD at School A concurred, and pointed out that: 'Our learners come from relatively poor backgrounds and relatively poor areas, and are not exactly the cream of the crop in society'.

The principal at School B emphasised the impact on school effectiveness caused by the socio-economic challenges faced by the community from which the learners are drawn. He stated that learners at this school come from deprived backgrounds. Most of the parents are single parents who do not know how to deal with the social problems their children face. Consequently, these difficulties are transferred, immediately or over time, to the school.

The learners in school B consist chiefly of a population of drop-outs from other schools; those not accepted at other schools due to their low academic results. However, they also came from backgrounds with social challenges such as gangsterism, substance abuse and violence. The HoD at School B added: 'A lot of our students come from poor backgrounds where the basic needs are not even seen to'.

The principal of School C pointed out that the learners at the school come from poor backgrounds. The HoD added that: 'Our students come from single-parent backgrounds. The majority of them come from the area. As you can see, they have financial challenges'. The principal at School D stated that the learners come from challenging economic environments. The HoD of the school pointed out that:

Our children come from working class backgrounds, mostly Muslims. However, the socio-economic make-up varies. It is difficult to really differentiate. A lot of our learners also come from poor backgrounds, but are supported by the school. The school gives them sandwiches.

4.2.2 Qualifications and experience of the school principals

One of the core issues in this study is how principals conceptualized and practised leadership within their respective contexts. The leadership style adopted by the respective principals may have been shaped by their academic qualifications, how and at what stage of their career they were promoted to the position, and their years of experience as principal.

The principal of school A has a teacher's diploma obtained at a Teacher Training College, followed by a three-year Bachelor of Education Degree obtained at a university. This principal was promoted after teaching for 20 years: the promotion was not based on educational qualifications, but on experience. He has 10 years' experience as a principal at the same school, and has therefore been an educator for 30 years. The principal believes that he was appointed principal on the basis of experience. In his view, academic

qualifications were not an overriding factor behind his appointment: it was more the experience, he stated.

The principal of school B holds a Bachelor of Education Degree, followed by a Higher Diploma in Education, both obtained at a university. In this principal's view, his appointment as principal was a consequence of going through a process by passing through all the levels at the school. This school has a hierarchy; promotion to principalship resulted from having gone through this hierarchy. He consequently went through various ranks in the school before being appointed principal. He has 11 years' experience as a principal at the same school.

The principal of school C has a teacher's diploma obtained at a Teacher Training College, followed by a one-year Certificate in Leadership and Management obtained at a university. This principal was phased into leadership by passing through various hierarchical levels of leadership at the school. He stated that he was lucky in this respect. He started in 1983 as the Head of Department and then became the Senior HoD, thereafter the deputy principal, senior deputy principal, acting principal and finally principal: 'it was a very long road of discovery', he stated. He has 19 years' experience as a principal at the same school.

The principal of school D refused to disclose his tertiary educational background. He was promoted to principal on the basis of experience, which, according to him, honed his leadership abilities. He stated that he was appointed to the position because of his leadership abilities throughout the years of being a teacher at this school. He has 21 years' experience as a principal at the same school.

The principals from Schools B and C have gone through the hierarchy at their school before being appointed principal, whereas the principals from Schools A and D were promoted to the position of principal based on academic qualifications and/or leadership skills acquired through experience. The interviewees' comments illustrated how principals perceive their promotion to the position of principalship. Some school principals believed that they were promoted based on their long-term experience as teachers: this could have helped them to understand the school contexts better, including the teaching and learning processes. By contrast, others explained that they had to go up a hierarchical ladder before they obtained promotion as school principals. In this view, promotion to school principal is more a natural progression through the ranks. One principal attributed his promotion to a combination of skills and experiences obtained in the years of being a teacher that provided him with leadership qualities.

The principals of schools A and B have almost half the experience (at 10 and 11 years respectively) of the principals of schools C and D (at 19 and 21 years respectively) in the position of principal. All four principals have long years' of experience at their schools, including holding the position of principal for a long period. Some have held a variety of positions in their schools, making it possible for them to tailor their leadership styles to accommodate the requirements of different positions in the schools. They are thus better placed to understand the resources required at their schools, the factors affecting parental or community involvement, the effectiveness of their schools' safety measures and academic performance.

What is evident from the findings is that all the principals at the four schools under review have several years' experience as teachers. Bush and Oduro (2006: 362) state that school principals are often appointed on the basis of a successful record as teachers with the implicit assumption that this provides a sufficient starting point for school leadership. Some have previous experience as Heads of Department and deputy principals, having moved through the hierarchical ranks.

4.2.2 Qualifications and experience of the Heads of Department

In contrast with the qualifications and experience of school principals, the qualifications and experience of the Heads of Department of each of the schools under examination are necessary in order to determine their ability to identify the most appropriate leadership style and to comment on the leadership style of their school principals.

The Head of Department at school A completed a 3-year Teachers' Diploma followed by a Bachelor of Education degree. He was Head of Department for 16 years. The Head of Department at school B has a Teachers' Diploma followed by a Certificate in Leadership and Management. He was Head of Department for 8 years. The Head of Department at school C has a 3-year Teachers' Diploma, followed by a Bachelor of Arts degree and then a B Ed degree. He was Head of Department for 10 years. The Head of Department at school D has a BA degree, followed by a HDE Diploma. He was Head of Department for 3 years.

All four Heads of Department have relatively high levels of qualification. With the exception of the Head of Department at School D, the Heads of Department have occupied their current positions for between 8 and 16 years. These factors qualify them both to develop an

idea of what constitutes leadership and to assess the leadership style of their respective principals.

4.3 School A

4.3.1 Leadership style

The principal at School A was of the view that: 'The principal needs to be instructional, dependent obviously on the situation; someone who also confers with their staff'. This suggests a contingency type of leadership style, which adapts to specific situations (Northouse, 2012). The principal of School A identified the ideal leadership style to be instructional, which appears to imply the issuing of instructions that subordinates have to comply with. Such a leadership style assumes that subordinates are aware of their responsibilities, but require direct instructions from the principal. The principal sees consultation with subordinates to be important. This implies some degree of participation by subordinates in decision-making.

However, in the assessment of his own leadership style in practice, the principal at School A stated that: 'I do the work myself. However, sometimes you have to make decisions without everybody's input. I have to instruct people to assist. At times they have to come to their own consensuses'. This suggests very limited consultation with the staff, and very limited participation by subordinates in decision-making. The principal relies mainly on instruction in the exercising of leadership. However, the principal added that:

I would delegate certain tasks to the staff. For example, discipline is the responsibility of the deputy principal. Sometimes I do the work myself. I do not like to force people to do things. I'm also very instructional, depending on the situation.

The HoD at School A believed that the principal of a school should be more instructional in his expectations when it comes to staff. She put it as follows: 'The principal should put his foot down, as otherwise he does not get their (the staff's) cooperation. The principal has to set an example. He has to be more instructional'. This confirms the view that the principal relies on instructions to exercise leadership. However, the HoD of School A mentioned that the principal was insufficiently involved in school matters and that he failed to maintain discipline or to provide adequate instruction. The HOD claimed that the principal 'failed to get the staff and students on board', which confirms above all else an absence of consultation with staff and learners.

The perception here is a confirmation of the principal's own view of his style of leadership. It appears that, according to the HoD, the principal issues instructions but fails to get the staff and learners to cooperate.

4.3.2 Leadership style of the principal in relation to other school effective factors

4.3.2.1 Availability of Resources

The principal at School A reported that the school receives funding from only one source, the Education Department. He mentioned that in such a situation, the funding is limited, having numerous implications for the teaching and learning process, and the effectiveness

of the school since both physical and human resources are critical for the achievement of school objectives (Andrews, Basom & Basom, 1991: 98; Chisholm & Vally, 1999: 13). The principal at the school put it as follows:

We have a lack of resources, with textbooks being an issue. We do not have extra classes. That definitely has an effect on the learning and teaching of our students.

The principal identified his role in this regard to ensuring 'optimal use of existing resource through prioritizing and acquiring the resources. This is due to having limited financial resources.' However, he added that the learners came from 'a very poor community', with a lot of unemployed people. The consequence of this, according to the principal, 'is that school fees are not being paid. This limits us in terms of resources'. The school is unable to pay for Governing Body teachers from because of the failure of parents to pay school fees. 'At this stage we only receive funding from the Education Department. The funding is therefore limited. This has numerous implications for the teaching and learning process, and the school being effective.'

The HoD of the same school agreed, and added that:

We have a lot of issues regarding school resources. You might say a severe lack of it. Textbooks are an issue, and we do not offer extra classes for the intake and amount of students.

This school suffers from a lack of both physical and human resources. The HoD pointed out that there were inadequate teachers because of limited funding, and the school lacks one of the most basic of resources, textbooks, which indicates severe resource limitations. According to the HoD at school A, the principal does not play an active role in connecting with the community and parents of the school. The HoD indicated that, because of the principal's leadership style, the principal leaves such interactions to the staff without providing them with any direction. This has a direct, negative impact on the availability of resources at the school. The HoD indicated that the principal should be more instructional in delegating responsibilities, including how teachers need to form partnership with the community and organisations that are able to assist with funding.

4.3.2.2 Parental and community involvement

According to the principal of School A, this school experiences neither parental nor community involvement in the activities of the school. The situation at the school was described by the principal as follows: 'Parents do not get involved. They do not assist without getting money'. This supports the argument that there is a direct link between socio-economic background of the parents and level of parental involvement (Davis, 2000). The principal added that: 'The learners do not have the support of their parents. Students are therefore not motivated'. A direct link could be drawn between the lack of parental involvement and learner motivation. The HoD stated that: 'I would really love our parents to come on board'. However, the HoD added that the situation prevailing at the school is that parents will get involved in the school only if they are given some payment. In short: 'There is no involvement'. The HoD asserted that lack of parental and community involvement was due to the parents' lack of education, their financial situation, and other social challenges.

According to the principal, steps are taken to encourage parental and community involvement, including arranging 'regular meetings with the parents, especially of the students that have behavioural problems.' The HoD supported the principal's assertion by adding that:

We call the parents in to discuss matters, such as discipline problems. But they have no real interest. There is not much we can do about this. Other than that they are welcome to discuss any problems with the principal, by appointment. We do have an open door policy, where parents can discuss their concerns with the principals and teachers.

However, as indicated above, according to the HoD at the school, it is the principal's leadership style that affects the level of parental and community involvement because the principal fails to delegate responsibilities, including how teachers can establish relationships with the parents and the community. The HoD also maintained that the principal plays no role in establishing such relationships, which is one of the new roles that principals are expected to play (Barnard, 1994: 340).

4.3.2.3 School safety measures

According to the principal at School A, the school has the following security measures in place:

- South African Police – certain officers assigned to the school;
- security company on standby;

- random searches are made – for possession of illegal substances and dangerous weapons; and
- all classrooms have burglar doors.

The principal stated that the school has ‘a good relationship with the police. They are just around the corner from us.’ The HoD at the school confirmed this situation as follows: ‘We have the police that are assigned to the school. We also have a security company. We do random searches to make sure learners do not come with weapons to school’. There appears to be adequate security measures in place to deal with both external threats, i.e. people wanting to enter the school premises, and internal threats, i.e. behaviour of the learners inside the school. School A does not have a zero tolerance policy in place and focuses more on external security support and the physical aspects of the school environment, such as high fencing, to ensure student and staff safety. School A appears to consider intervention programmes such as that of the South African National Institute for Crime Prevention and the Reintegration of Offenders (NICRO) to be more effective in reducing delinquent behaviour. This assists in developing a safe learning environment.

4.3.2.4 Academic performance

When asked the question of whether or not academic performance demonstrates that a school is effective, the principal of School A stated that: ‘Academic results are a good indicator of a school being effective’. He added:

I think standardised tests are important for the leadership and management of the school, where everybody is on the same path with the rest. It is not the only thing. I think acknowledging the work that is being done by the teachers.

In this view, academic performance is an important reflection of school effectiveness, and such performance is in part due to the effort of the school teachers. However, the principal indicated that the staff had low expectations when it came to academic performance at the school. He stated that 'If you get 50% to 60% it is an achievement on its own'. The reason he gave for low academic performance was the change from General Education Training (GET) to Further Education Training (FET) at the school. The latter requires a higher level of cognitive understanding of subject material than GET, because GET is based on continuous assessments and FET is based less on this type of assessment. He reported that learners were unable to cope with FET examinations.

The HoD at School A responded as follows to the question about whether or not academic performance demonstrates that a school is effective:

I can say yes and no. You must look at other influences. I just feel it is based on subjects. We had a drop in our matriculation results due to maths and physics not being introduced in Grade 8. And that has an impact on the matriculation results.

This ambivalent response takes into account other factors at the school, such as the failure to introduce mathematics and physics at lower grades. This suggests that the HoD also expects low academic performance in the final year of schooling at this school. Thus, both

the principal and HoD offer explanations for anticipated low academic performance. However, the HoD noted that lack of involvement of the principal may have negative implications for the academic performance of the learners, arguing that limited guidance is provided in introducing measures to assist learners who perform poorly. Thus, despite being instructional in the leadership style adopted, the HoD suggests that the principal fails to take effective steps to improve academic performance in the areas needed, which is an expected role required of a principal in the democratic era (Botha, 2004). Both principal and HoD anticipate poor academic performance. The academic performance of the school over the five year period between 2009 and 2013 is found in Table 4.2 below.

Table 4.1 Matriculation results of School A, 2009-2013

2009	2010	2011	2012	2013	Aggregate % pass rate
90.1%	89.1%	74.0%	94.0%	74.0%	84.2%

The results fluctuate dramatically, in particularly dropping by 20 percent in 2013 from the previous year, indicating inconsistency.

4.4 School B

4.4.1 Leadership style

The principal at School B stated that leaders 'need to be brave, courageous and can take a stand if they believe in certain principles. They need to engage with their staff so that everybody buys into the vision and mission of the school for the holistic development of the learners'. The principal maintained that the ideal leadership style requires a committed leader who is able to defend the vision and mission that the school has adopted. He stated: 'In my opinion, such a vision and mission requires a leader who consults and engages with the staff to reach consensus that aims at making the school effective'.

In elaborating on the leadership style he adopted, the principal stated: 'I like to hear input of my staff. A very important characteristic of my leadership style is empathy and honesty'. In other words, this principal relies on consultation with the staff in the decision-making process. The suggestion is that the principal is able to understand the needs of the staff and learners and to accommodate their views. This principal stated that the leadership style adopted to be characterised by a passion and vision for change at the school.

The HoD at school B believes that a participatory style of leadership is the most appropriate to ensure that the school becomes effective. She expressed it as follows:

Everyone must be part of the process. As soon as you have everybody on board we all move in the same direction. An effective principal gets involved in every sphere of the school. Get people on your side.

According to the HoD, the principal should be a good listener, communicator, and sensitive to people's needs. The most appropriate leadership style, the HoD leadership maintained, is inclusive leadership. He stated that the principal's leadership style 'cannot be top-down and bottom-up approach; democratic to a certain extent'. This suggests the rejection of a leadership style that involves only instructions from above, or decision-making by subordinates only. The HoD emphasised consultation with and participation by subordinates in decision-making as the most important characteristics of leadership.

The HoD at the school had a conflicting response to the principal's perception of how he leads the school. He indicated that although the principal encourages input from all stakeholders in decision-making, he seemed to be unsuccessful in communicating this vision to all stakeholders, in particular parents at the school. The HoD emphasised the failure of the principal to get all stakeholders on board and to obtain the support in particular of the teachers and the parents. Thus, although there is consultation in decision-making, there is a failure to achieve consensus on the broad vision for change at the school.

4.4.2 Leadership style of the principal in relation to other school effective factors

4.4.2.1 Availability of Resources

The principal of School B highlighted the fact that the school receives sponsorship from a few organisations in addition to funding from the Education Department. In the following statement he acknowledged that the school still lacks resources:

Most of our financial resources come from the Education Department. Parents are not paying the school fees. We recover about 20% of school fees a year. This is a problem in terms of buying resources for the school.

The principal added that the school has resources such as interactive whiteboards and some computers, but is still in need of more updated technology. He indicated that a major problem was the high teacher-student ratio. He stated that: 'We do not have enough teachers and we cannot afford to pay for extra teachers.'

The HoD of the same school added that the school will never be adequately resourced. The school has overcrowded classrooms although it does receive support from organisations, including non-governmental organisations. This is not sufficient support, however, according to the HoD. The school lacks necessary physical resources such as computers, sufficient classrooms or teachers, and sports or other equipment for extra-mural activities. He indicated that the principal of the school makes satisfactory efforts to lobby private organisations to assist with funding for resources. However, he claimed that these efforts have not been successful. He feels that more effort should be made in getting parents involved in helping with the funding of the school. The HoD suggested that the principal's leadership style is pivotal in this regard because of the failure to get everybody on board in accepting the vision he has for the school.

According to the principal and the HoD, lack of resources when reliant on the Education Department is the predominant obstacle and appears unlikely to change. The seriousness of the reality underlying the new policy for school funding is reflected in the South African

Schools Act, Act No. 84 of 1996, and National Education Policy Act, No. 27 of 1996 in which it is stated that, 'for the foreseeable future, provincial education budgets will be extremely constrained, especially with respect to non-personnel allocations'. One can argue that not much has changed since 1996. So much was promised but so little has significantly been provided.

4.4.2.2 Parental and community involvement

There appeared to be minimal parental and community involvement in School B, as noted by the principal and HoD at the school. The principal stated that: 'Some parents have volunteered this year. There is definitely an improvement'. The HoD added that: 'We have noticed some parents getting involved in school activities. But overall I would say they leave everything to the teachers and the school'. The HoD considered that, although the principal promotes parental and community involvement by inviting parents to provide their input in activities at the school, this commitment is limited largely to the discipline issues of the learners at the school.

The implication might be that the principal does not extend consultation to the parents in the other matters of the school. Therefore, the leadership style adopted by the principal at this school might not be encouraging much external involvement that would be critical in facilitating parental involvement and in encouraging the parents and the community to become involvement in school matters. The failure to communicate the vision for change at the school might have an influence on the levels of parental and community involvement. However, the principal claimed that: 'We support an open door policy by appointment. The parents are welcome to discuss any matter with me that concern the holistic well-being of

their children.’ This statement was supported by the HoD who reported that: ‘The principal encourage the parents to work with the school to the benefit of their children. He has regular meetings with parents.’

4.4.2.3 School safety measures

According to the principal at School B, the school has a security company on standby with high fencing to keep intruders out. The HoD at this school added that: ‘Discipline plays a big role. In the past we had major problems with regards to safety. But this is no longer the case. We have a good security system, high fencing, and the police on standby’. This suggests the evidence that effective school safety measures are in place despite the high level of disruptive social ills that might exist in the surrounding community. School B does not have a zero tolerance policy in place and focus more on external security support and the physical aspects of the school environment.

4.4.2.4 Academic performance

The principal at School B stressed the pressure placed on schools to perform academically, stating that:

Now with democracy we are under pressure producing good results. That pressure can be severe on society but also on the principal. Today we see success in results only. So you want to have results so that you can be a success. You will then get more funding, get better learners, and the school will also grow in terms of resources; but not at the cost of their principles. My job is to take a weak learner,

give the learner an opportunity to grow and develop. Then you are true to principalship. But this is a tremendous responsibility on leadership.

Thus, the principal noted the emphasis placed on academic performance in the form of good matriculation results as an indicator of school effectiveness by the South African education system in general. Furthermore, he noted that the Department of Basic Education rewards schools that achieve high academic performance. However, the principal perceives academic performance to include achieving significant improvements in the performance of weak learners in the school. According to the principal, the assessment of the academic performance of a school should include significant improvement in the academic performance of the school's weak learners, and not just the overall academic performance of the school at matriculation level.

The HoD at School B considered that academic performance should not necessarily be the only sign of success at a school. He added that 'You have to look at where the learners come from and how they have grown. That to me is a good indicator of academic results'. This HoD placed emphasis on improvement in academic results of learners over the years. This is similar to the view of the school principal on academic performance, with both the principal and HoD emphasizing the inclusion of significant improvements in the academic performance of the school's weak learners in the assessment of the school's academic performance. The HoD added, however, that the principal plays a role in promoting academic performance by encouraging learners to participate in extra classes and to take part in tutoring programmes offered by the Western Cape Education Department. The HoD suggested that the leadership style adopted by the principal, in particular his desire to bring

about change in the school, leads to learners taking extra effort to improve their academic performance.

The principal pointed out that:

Our learners perform averagely. But that in its own is an achievement, considering where they come from; their backgrounds. A lot of them come from backgrounds where violence is the core of the day. Any progress can be seen as an achievement.

The HoD agreed with the principal's assessment of the academic performance of the school in the following terms: 'Our students don't necessarily get results in the 90's. But if you want to take the school forward, you must ask yourself: How can I improve school results?' The academic performance of the school over the five year period between 2009 and 2013 is found in Table 4.3 below.

Table 4.2 Matriculation results of School B, 2009-2013

2009	2010	2011	2012	2013	Aggregate % pass rate
66.2%	64.0%	78.2%	76.0%	77.8%	72.4%

The results indicate that there has been progressive improvement in academic performance over the five-year period. However, this school does not have a high academic performance.

4.5 School C

4.5.1 Leadership style

The most appropriate leader, according to the principal at School C, is one who 'identifies the challenges, needs of the school, what is the thinking of the staff. The principal must be vocal and not only accept what is dished by the Education Department. It is a conglomerate of aspects. I would say democratic'. The principal of School C believes that a leader should have a vision and work towards a shared understanding of the goals; progressing toward overall achievement and coordinating the curriculum, instruction and assessment. The principal put it as follows:

I like to move around, be active with the school. I want to know what's going on in the classes. I want to negotiate with organisations, as I would love to hear the opinions of my deputies, of my Senior Management Team. And when I conduct staff meetings, I afford input.

According to the principal, the ideal leadership style for a school principal includes characteristics such as democratic, visionary, and being involved and steadfast in beliefs.

The principal characterised his leadership style as 'democratic', largely because he afforded his staff the opportunity to express their opinions without fear. Nevertheless, he still believed that 'the only voice in the school that would probably be recognised and respected would be that of the principal. A principal must therefore be vocal'. This suggests a mixture

of democratic and authoritarian styles of leadership. While recognising the need for input from the staff, the principal assigns authority to the 'voice' of the principal as leader of the institution. In other words, it is the view of the principal that prevails in all the circumstances.

The HoD at School C, however, pointed out that:

Those years there was not a lot of democracy for principals. There was not much help and support for principals. The principals should not be too democratic as this could lead to too many people making decisions in the running of the school.

It appears that this HoD is in favour of a democratic style of leadership, with limitations on the involvement of all stakeholders. The HoD at school C appeared to have a view that was contradictory to the principal's perception of his own leadership style. He indicated that the principal was too accommodating and at times too lenient, stating that. 'There are times when a strong, focused visionary is required. I believe that he is often overwhelmed'. According to the HoD, the problem appears to be that teachers are too independent, which is a consequence of the principal's laissez faire leadership style, as well as the fact that many of the teachers are recognised as leaders by the community because of other community leadership roles they play. The HoD added that the result is that there is little team work.

4.5.2 Leadership style of the principal in relation to other school effective factors

4.5.2.1 Availability of Resources

The data from School C, which, like School B, obtains its funding from the Education Department and various private organisations, seemed to suggest that this school has sufficient physical resources. The principal at the school pointed out that: 'The school has data projectors, a computer laboratory and interactive white-boards in each class. We have sports equipment and extra-mural activities equipment.' However, the principal raised the point that School C lacked adequate human resources in the form of teachers. He perceived this as having an influence on the effectiveness of the school. According to him:

We have been funded by various organisations. I demand from the Education Department what I need in terms of infrastructure and resources. Other than that... what we do is we allow our students to utilise their skills in competitions, particularly our soccer team, to obtain money from private organisations. This money also contributes to the buying of resources.

The HoD at this school confirmed that the main problem was a lack of human resources because the Education Department allocated funding for a limited number of teachers only. Another factor he included was the inability of parents to pay school fees, which he said made it impossible for the school to employ additional teachers. The HoD added that this shortfall leads to overcrowding in each class which places stress on existing resources. There is a need for 'genuine experts in all leading members' because teachers are rotated too often to different teaching tasks. Funding is raised by the school's successful soccer team,

according to the HoD, where the 'students use their skills in competitions to obtain money for the school'. The school has data projectors, a computer laboratory and interactive whiteboards in each class.

The HoD at School C feels that the principal's leadership style does influence the availability of resources at the school. He stated that: 'The principal is a good negotiator. He prefers finding sponsors, driving a good deal. In the privacy of his office or home, he organises donations.' Despite community support, however, the school is unable to provide funding for additional teachers, which is normally provided from School Governing Body funds. The latter is mainly sourced by the school itself.

4.5.2.2 Parental and community involvement

As was the case with School B, there appeared to be minimal parental and community involvement in School C. At School C the perception of the principal was that: 'Parents show very little interest in their children. It seems everything is left to the school. We need more parent involvement.' The suggestion might be that parents played a very limited role in providing academic support to the learners. The principal indicated that: 'Every day I have parents in my office to discuss issues around their children's behavior. It is a difficult task to get them involved in their children's academic life. They show very little interest.' However, the principal added that parents and members of the community do attend school events, during which the school is able to raise funds.

The HoD at this school corroborated the principal's words as follows: 'This is a problem overall for the school. Parents do go with to sport events and support their children. Other

than that their involvement is not very good'. The HoD ascribed some role to the principal in promoting parental and community involvement, but pointed out that this was largely limited to meeting the challenges of school discipline. The main problem, according to the HoD, was the principal's style of leadership, which he described as follows:

He must be the cool-headed professional who must remember names and faces. He must know that the parent is not the culprit when addressing the ill-discipline or bad conduct of their children. Sometimes it is very difficult to remain objective as it is very taxing to remain calm when so much can go wrong in one day. Discipline is a huge challenge. Many angry, disillusioned parents have left his office.

Thus, while there is no involvement by parents in supporting the learners with their school work, limited parental and community involvement does take place in other areas.

4.5.2.3 School safety measures

According to data, School C employs a security service to keep the school safe, and, unlike schools A and B, has a zero tolerance policy in place. According to the principal of School C:

For us it's a matter of self-discipline. Other than that we have an effective security system which limits access to unwanted elements wanting to enter the school grounds.

According to the principal at School C, having a zero tolerance policy has an impact on maintaining safety, order and civility within the school environment. The aim of the zero

tolerance policy is to deter acts of violence and substance abuse by imposing mandatory suspension or expulsion in such instances. The HoD at the school added that it was a 'matter of discipline because parents don't play their role these days'. According to the HoD, the school has an unguarded fence on a rather large property, and the learners were unsupervised during intervals. 'Drugs and other social evils are a reality'.

According to the HoD, the leadership style of the principal directly influences safety at the school because he served as a link between external forces that assist in ensuring school safety. The principal was the 'liaison officer' between the Safer Schools Programme and the school. The Safer School Programme works in partnership with local police and community organisations to address not only school safety aspects but the social environment of the school, installing cameras and mobilising community support. This is seen as a difficult role, according to the HoD, because it requires considerable effort to persuade the South African Police Service to be more effective. The principal has regular communication with the South African Police regarding school safety aspects of an external nature, according to the HoD. This is in reference to limiting intruders from entering the school grounds.

4.5.2.4 Academic performance

In contrast to the principal at School A, the principal at School C stated that academic results were 'absolutely not' a good indicator of school effectiveness. He added:

Academic achievement of the school should not be seen as the only success of the school. Many of the students at the school are also involved in sports. It is therefore

the whole school, not only academic achievement. Otherwise schools will be obsolete, refuting the purpose of their existence if they only focus on academics.

This view of performance draws attention to other achievements of the learners. As in the case of the principal and HoD at School B, there are additional achievements to take into consideration in addition to matriculation results, such as achievement in sports.

The HoD at School C had the same view as the principal of School A, arguing that academic performance 'is a big indicator'. He added, however, that academic performance was 'not the only' indicator of school effectiveness. He added that: 'Our focus is sport. But we try to balance it. We measure ourselves against successful schools'. This mirrors the principal's view of achievement. Nevertheless, the HoD acknowledged the leadership role that the principal had taken with regard to academic achievement. He added that the principal assisted the educators to overcome failures of learners and organised extra tuition for learners that performed poorly.

The principal asserted that: 'Our learners perform reasonably well in comparison to other schools in the area.' This view is supported by the HoD in the following terms: 'We have managed to maintain good matric passes.' The HoD added that the principal 'assists educators in addressing failures of learners to submit assignments, calling in parents, organizing extra tuition.' The academic performance of the school over the five year period between 2009 and 2013 is found in Table 4.4 below.

Table 4.3 Matriculation results of School C, 2009-2013

2009	2010	2011	2012	2013	Aggregate % pass rate
81.5%	90.3%	85.6%	79.5%	94.1%	86.2%

4.6 School D

4.6.1 Leadership styles

The principal at School D sees the most significant aspects of leadership at a school to include having ‘an open-door policy, a leader that is always accessible and also needs to be aware of everybody’s demeanour’. This suggests that the ideal leadership style must be participative. The principal emphasised that a leader must allow input from the staff and have an awareness of the needs of educators and learners. This is only possible if the principal consults with both teachers and learners, and is available for their input at all times.

The principal characterised his leadership style as ‘shared leadership’. He stated:

In the early years, initially principals had to be aloof from the staff. Now we make everybody leaders at the school. We evolved from an autocratic style to a more shared leadership. We are more decisive, not taking anything coming from the

department that's not educationally sound. And not implementing it 'cause it comes from higher authority. We question policies implemented by the Education Department.

This characterization of the leadership style adopted at the school by the principal goes beyond what the principal articulated as an ideal leadership style. It is both participatory and principled in the approach to running the school. The principal argued for some independent thinking from directives given by the Department of Basic Education, while encouraging leadership at all levels of the school, including learners. The decision-making is quite democratic.

The HoD at School D stated that: 'The principals should adapt their leadership styles to encourage shared decision-making to increase input from staff'. According to the HoD, the ideal leadership style is a participative/inclusive style of leadership. It reflects a concern for including the staff in the decision-making processes.

The HOD characterised the leadership style of the principal at the school as follows:

We now do a lot of delegating, which in my opinion is the quality of an effective leader. Also that everybody can feel that they are part of the decision-making. For example, we have coordinators in each grade. I like to think of it as a collective or participative approach. There are times if I have to deliver information, for example, related to us by the principal, I would apply a very instructional type of leadership.

The HoD confirmed the principal's perception of his own leadership style. In particular, the HoD placed emphasis on collective decision-making, as well as the delegation of leadership roles to all levels of the school, including the learners. She added that: 'The principal's hands on management and strong leadership skills ensure the successful growth of the school'.

4.6.2 Leadership style of the principal in relation to other school effective factors

4.6.2.1 Availability of Resources

According to the principal of School D, funding is obtained mainly from private organisations that utilise the services the school provides. Because of this, the school is well-resourced and has a reputation for being successful. He expressed this view as follows:

We are well resourced, and not because of the Department. We run the school as a business, and making it therefore more effective – a sought-out institution of choice, because people want to be associated with success. The school lives off the hall, as an added income. Therefore the staff cannot complain of a lack of resources. We got lots of computers, laptops, and everything else that is useful.

The HoD supported the principal's view and added that:

Our funding for resources comes from the Department. But it also comes from sports. If you go in our classrooms you will find we are well-resourced. We are very productive in getting funding from private organisations. The school over-all is run as a business. Our funding for additional resources from the Education Department

depends on our maths and science results. As part of the Education Departments strategy in allocating resources and because of historically disadvantaged learners, the Department is enhancing the capacity to deliver quality science and maths education. It does, however, put a lot of stress to achieve high levels of success in maths and science.

According to the HoD at school D, the principal was an important figure behind initiatives to obtain resources for the school. She put it as follows: 'The principal works extremely hard and uses all means personally and professionally to ensure that the school obtains the necessary resources'. The inclusive leadership style adopted by the principal is seen as a key factor. In this regard, the principal has won the support of the School Governing Body, which is 'very active and involved' and 'assists the school in various capacities on a daily basis'. But it is the principal who 'plays an active role in ensuring the effectiveness of processes' around resources.

4.6.2.2 Parental and community involvement

In contrast to the situation at schools A, B and C, School D appeared to have a high level of parental and community involvement. The principal of this school pointed out that: 'We have great parental involvement. We demand it from them'. The principal also ascribed the high level of parental and community involvement with the academic successes of the school. This confirms Adelman and Taylor's (2006) view that a good relationship with the community leads to academic success. The principal stated: 'People want to be associated with success. They want to buy-in when they see the parents going the extra mile.'

Nevertheless, the principal also noted the influence of his leadership style on parental and community involvement. 'I also have an open door policy and am always accessible.'

The HoD of this school seemed to agree with the principal:

Our parents are very much more involved than in the past. This is because of the type of learners we have now. A lot of learners come from well-resourced backgrounds so the parents will sponsor different things. Some parents sponsor water bottles during sport activities. They have become very supportive. The school has evolved in terms of parental involvement.

The HoD recognised the leadership style adopted by principal as being effective in terms of ensuring parental and community involvement. According to the HoD, the principal has an open door policy in encouraging parental and community involvement. She added:

The principal is a community person. Everyone in the community is considered possible shareholders. He values the contributions and input of parents and the community. He is well respected by all, especially in his ability to deal with parents and learners in conflict situations. He is very approachable at all times.

This school has a relatively high level of involvement of parents and the community in its activities, despite facing the same challenges found in the other three schools under investigation.

4.6.2.3 School safety measures

The principal of School D stated: 'We have zero tolerance against any learner. We have procedures in place for students who try to disrupt the peace'. According to the principal, the 'zero tolerance policy has an impact on maintaining safety, order and civility within the school environment. The aim of the zero tolerance policy is to deter acts of violence and substance abuse by imposing mandatory suspension or expulsion in such instances.' This is supported, according to the principal, by 'an effective prefect system where students patrol the school during break to report any delinquent behaviour.' The principal reported that he places emphasis on internal threats to school safety, i.e. threats arising from the behaviour of the learners. The situation in the community from which the learners come, according to the principal, suggests the need for extreme measures. He maintained that factors such as gangsterism, poverty, high unemployment and single parent families have an impact on the learners. Hence, a zero tolerance policy is necessary to deal with these social ills.

The HoD also places emphasis on such measures. She added that:

Our school is very safe. Gone are the days when we were worried about gangsters. Our teacher responsible for discipline has very effective methods in terms of discipline. The system of prefects is also very effective in highlighting safety issues. We have the Bambanians.¹ They are also very pro-active in ensuring the safety of our learners.

¹ People from the community employed to assist with safety and cleaning of schools.

The HoD at this school placed emphasis on the principal's role in ensuring a safe school environment. She stated that: 'The principal regards the safety of the learners and educators as the utmost importance'. According to the HoD, the principal ensured that cameras were installed at the school and upgraded the alarm and security systems. She stated that the principal encouraged educator visibility on the school grounds and outside the school at all times to ensure school safety. 'Learner prefects' were deployed to serve as leaders of their grades and of the entire school; they monitored all activities on the school grounds. Another measure taken by the principal, according to the HoD, was to encourage community involvement as well as the South African Police. The HoD added that this was a reflection of the principal's inclusive leadership style.

4.6.2.4 Academic performance

The HoD at School D stipulated that academic performance was 'definitely a good indicator, but not fully'. She stated that there are other factors beyond academic performance that account for school effectiveness. According to the HoD at this school: 'Sport plays a big role in school effectiveness.'

This is the highest performing of the four schools under study, and the principal's leadership style of democratic inclusion have a positive influence on academic performance, as suggested by both the principal and HoD. The principal stated that he ensures that the school has 'intervention programmes in place for the learners that need additional support, such as extra maths classes. We attend to the 2% more than the 98% that has passed, so that they get the necessary support as soon as possible.' The HoD pointed out that the principal's focus was on the holistic development of learners at the school. She stated that

the principal played a major role in promoting high academic achievement. The HoD added that the principal ‘promotes a high pass rate by ensuring a positive, academically high driven environment’. The principal develops various systems to monitor results and to install intervention programmes that are supported by learners, teachers and parents. According to the HoD, the result is that despite the social issues that confront the surrounding community and the widespread poverty in the area, ‘the school achieves excellent results’.

The HoD added that: ‘Our Grade 12 results for the past thirteen years have been in the 90% range. Our challenge has always been to produce 100%.’ In the view of the HoD, this is because: ‘The principal sets high standards in terms of results for the school. The standards in Grades 8 and 9 are very favourable, having had awards for Maths and English at this level.’ According to the principal, the ‘Grade 12 results are in the 90% range. Recent results indicate that out of 200 matric students we have a 98% pass rate.’ The academic performance of the school over the five year period between 2009 and 2013 is found in Table 4.5 below.

Table 4.4 Matriculation results of School A, 2009-2013

2009	2010	2011	2012	2013	Aggregate % pass rate
92.7%	95.4%	86.6%	94.7%	99.5%	90.6%

4.7 Conclusion

The foregoing sections presented an insight into the background of each school, and the type of leadership style implemented at each school based on the characteristics of each leadership style, as perceived by the school principals and the HoDs at the respective schools. Findings were also presented on the leadership style of the principal in relation to the availability of resources, levels of parental and community involvement, school safety, and academic performance at each school.

This research was primarily aimed at generating data that will enable the researcher to establish a link between different principals' leadership styles and their influence on the effectiveness of schools. These findings are summarised in Table 4.6 below.

Table 4.5 Summary of findings

SCHOOL	SOCIO-ECONOMIC CONTEXT	RESOURCES	COMMUNITY AND PARENTAL INVOLVEMENT	SCHOOL SAFETY MEASURES	ACADEMIC PERFORMANCE (% Pass Rates)	PRINCIPALS' LEADERSHIP CHARACTERISTICS	PRINCIPALS' ROLE IN ENSURING SCHOOL EFFECTIVENESS
A	<ul style="list-style-type: none"> • Low-income community. • Working class parents. • High levels of poverty. • High levels of unemployment. 	Under-resourced: inadequate physical and human resources.	None	Safe school environment	2009 – 90.1% 2010 – 89.1% 2011 – 75.0% 2012 – 94.0% 2013 – 74.0%	<ul style="list-style-type: none"> • Directs and controls all school activities. • Allows only minimal meaningful involvement by subordinates in decision-making. 	<ul style="list-style-type: none"> • Does not encourage the teachers to form partnership with the community and organisations that are able to assist with funding. • Does not play an active role in connecting with the community and the parents of the school. • Provides limited guidance in introducing measures to assist learners that perform poorly.
B	<ul style="list-style-type: none"> • Learners from poor backgrounds. • Majority have single parents. • High levels of social problems. 	Under-resourced: inadequate physical and human resources.	Yes, very minimal involvement	Safe school environment	2009 – 66.2% 2010 – 64.0% 2011 – 78.2% 2012 – 76.0% 2013 – 77.8%	<ul style="list-style-type: none"> • Openly communicates with all colleagues. • Has a passion for others and pays attention to the needs of learners and staff in developing a vision for the school. • Unable to share and get commitment from others to the vision. 	<ul style="list-style-type: none"> • Minimal effort to secure resources and parental and community involvement. • Ensures adequate safety measures. • Encourages participation in intervention measures to improve academic performance.
C	<ul style="list-style-type: none"> • Students from poor economic background. • Majority have single parents. • High levels of poverty. 	Well-resourced: lack of sufficient human resources	Yes, minimal involvement	Safe school environment with zero tolerance	2009 – 81.5% 2010 – 90.3% 2011 – 85.6% 2012 – 79.5% 2013 – 94.1%	<ul style="list-style-type: none"> • Affords all stakeholders input. • Expects recognition and respect as a leader. • Responds to the context and situation at the school. 	<ul style="list-style-type: none"> • Plays a central role in securing limited funding for the school, in ensuring school safety, and in assisting educators in addressing failures of learners and organising extra tuition. • Minimal role in securing parental and community involvement.
D	<ul style="list-style-type: none"> • Most learners from poor backgrounds. • A few parents are better resourced. 	Well-resourced: adequate physical and human resources.	Yes, great involvement	Safe school environment with zero tolerance	2009 – 92.7% 2010 – 95.4% 2011 – 86.6% 2012 – 94.7% 2013 – 99.5%	<ul style="list-style-type: none"> • Has a collaborative relationship with learners, staff and parents. • Shares responsibility and decision-making with all stakeholders. • Delegates responsibility. 	<ul style="list-style-type: none"> • Plays a significant and central role in ensuring adequate schools resources, high levels of parental and community involvement, a safe school environment and high academic achievement.

The following chapter presents the interpretation of the findings as a means of offering a conclusive response to the research question. The researcher extends the discussion by using an interpretative framework as a tool for data analysis of the findings. In addition, the recommendations arising from the research are addressed in the concluding remarks.

Chapter Five

Overview, interpretation and conclusion

5.1 Introduction

This chapter interprets the findings presented in Chapter Four. The chapter is divided into three focus areas: an overview of the study; determination of which of the schools under study are effective and which are ineffective; and the influence of the respective principals' leadership styles on the effectiveness of their schools. The analysis was aimed at determining which leadership styles promote school effectiveness and which hinder it. The analysis thus gives rise to various conclusions about the influence of leadership style on school effectiveness, and recommendations which arise from the conclusions. The chapter concludes by examining possible limitations of this study, and reflecting on the scope for further research in this field.

5.2 Overview of the study

This study was prompted by concerns that principals at South African schools are not equipped with the leadership styles that meet the needs and demands of an education system characterised by a large number of schools in low-income communities. Such concerns are urgent because of the changed role of principals in the past twenty years. Principals and assistant principals in today's schools are required to lead and manage differently from those

during the apartheid era. They are required to deal with issues and problems that are relatively new, complex in nature and scope, paradoxical and unknown to schools (Fullan, 2001). Factors of school effectiveness were identified as a means of determining the success of a school in obtaining the objective of education. This research study investigated how *different principals' styles of leadership influence the effectiveness of schools*.

In Chapter Two a deeper understanding of the theoretical background to the research problem was presented. Two areas of the literature were examined, namely, school effectiveness and various leadership styles. The chapter concluded with a conceptualisation of school effectiveness and identified five key factors that contribute to school effectiveness.

Chapter Three presented a detailed account of the research design and the methods used to conduct this study. This chapter used an interpretivist paradigm. It outlined the rationale for the methods used to collect and analyse qualitative data from the principals and Heads of Departments of the four schools where the study was conducted. The empirical investigation focused on the collection of two types of data; namely, primary data which included audio recorded interviews and secondary data drawn from the matriculation results of learners at the four schools for a period of five years.

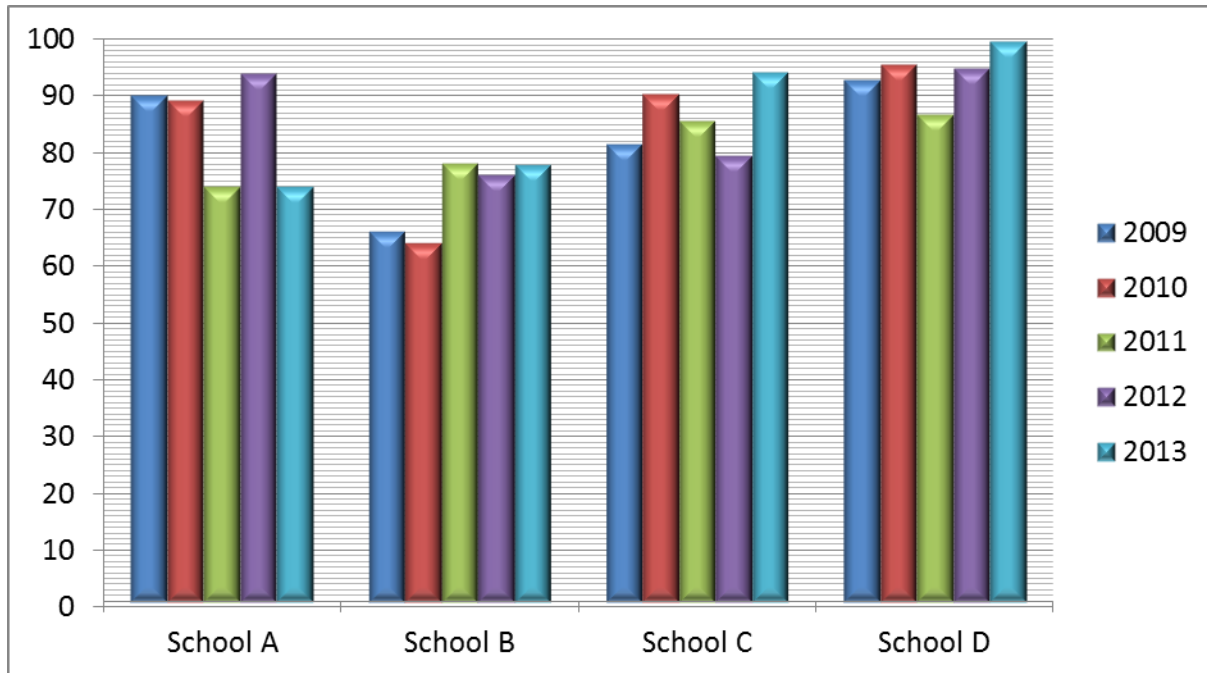
The findings, which were presented in Chapter Four, were contextualized within a leadership theory framework. Four factors of school effectiveness were discussed. The findings were synthesized by examining the relation between principals' leadership styles and the four factors

– availability or lack of resources, parental and community involvement, school safety measures, and academic performance – at each of the four schools.

5.3 School effectiveness

The data in the findings indicated that the four schools under investigation are alike in terms of the socio-economic background of the learners and the communities from which they are drawn. Learners from all the schools came from low-income backgrounds. Their parents largely belonged to the working class. It is necessary to distinguish which of the schools under examination are effective and which are ineffective before determining the influence of the leadership styles of the principals on the effectiveness of their schools. This is done by focusing on the data in the findings that indicate the situation at each school with regard to resources, parental and community involvement, school safety, and academic performance. Figure 5.1 below provides a comparison of academic performance at each school and between the four schools year by year during the period 2009-2013.

Figure 5.1: Academic performance, 2009-2013



The data in the findings indicate that School C is an effective school. The school is effective in terms of resources: it has sufficient resources to support the teaching and learning processes. With regard to academic performance, the matriculation results at School C have improved steadily in the past five years. The school takes sufficient measures in securing the safety of the learners at the school. With the exception of parents getting involved in sport activities at School C, no parental involvement is indicated in the academic life of the learners at the school.

Similarly, School D could be considered as effective. The school has successful methods for acquiring and allocating physical and human resources; the school is run like a business. In terms of academic performance, the matriculation pass rates at School D have increased

markedly over the past five years; with an average pass rate in 2013 of 99.5%. School safety issues at School D are well managed and under control. Although there are areas of lack of parent involvement indicated by the principal of the school, the parents generally are very involved in school activities where they are able to support the school and their learners.

School A can be classified as ineffective in terms of most of the school effectiveness factors reviewed here. The school is in grave need of learning material, such as textbooks and other resources such as interactive whiteboards and computers, as indicated by the Head of Department of the school. They receive no assistance from private organisations, except for the limited funding that is allocated to the school by the Education Department. According to the Head of Department at the school, there is no parental involvement unless there is a financial initiative. School safety aspects, however, are well managed and under control, but the school lacks the zero tolerance policy that is found at Schools C and D. School A has been inconsistent with regard to academic performance; results dropped dramatically in 2011 and 2013 to 74 percent but rose again to 90.1 percent, 89.1 percent and 94 percent in 2009, 2010, and 2012 respectively.

School B proves to be ineffective with regard to all the school effectiveness aspects under review. The school is funded mainly by the Education Department, and this poses challenges in terms of physical resources. The principal indicated that for the past year he has noticed an increase in parental involvement: but the majority of parents have no real interest in supporting the school. The safety of learners at the school is not a contributing factor since the

school has several safety systems in place. The school does not have a zero tolerance policy. Although the academic results remained constant over the final three years of the study, the matriculation results reflect a decrease of 1.8 % in the last year (2013). In addition, the school performed dismally in 2009 and 2010, and is the worst-performing school academically.

We can conclude that despite the common socio-economic background of the learners and the communities from which they are drawn, the differences in school effectiveness suggest that there are other more important or even decisive factors that impact on school effectiveness.

5.4 How different principals' leadership styles influence the effectiveness of schools

In this section an analysis is made of the data in the findings of this study to determine the influence of the different types of the principals' leadership styles on school effectiveness. The objective here is to ascertain how different leadership styles influence the four variables of school effectiveness identified in Chapter 2, namely, adequate physical and human resources; high levels of parental and community involvement; a safe environment for learning and academic performance. As demonstrated in Chapter 1, the roles of school principals in the post-apartheid era oblige them to take a leading role in a wide variety of areas, including ensuring effectiveness in terms of these four variables. Thus, an effective principal is one who plays a leadership role in achieving various other elements that contribute to an effective school.

The central question is: what leadership style leads to an effective school where the schools have common characteristics such as the socio-economic background of the learners and the community? As indicated in the literature review, family background variables such as the level of household income and parents' educational attainment affect some aspects of school effectiveness, for example, academic achievement (Grissmer, Flanagan, Kawata and Williamson, 2000). However, leadership style has a significant influence on the same aspects of school effectiveness (Tilley, 2011). The analysis is carried out by focusing on the influence of the principal of each school on the four variables mentioned above. Throughout the analysis, comparison is made to decide which of the leadership styles of the different principals is most effective.

The data from the interviews with both the principal and the HoD at School A shows that the principal adopted an autocratic leadership style. This conclusion is reached because, according to principal and HoD, the principal directs and controls all the school activities. This situation may suggest that meaningful participation by subordinates is minimal and that the principal's leadership style is non-consultative. DuFour and Eaker (1998: 26) state that an authoritative method of running a school leads to a lack of commitment on the part of the teachers, poor teamwork and lack of any motivation to take initiative in decision-making. This type of leadership style can have serious ramifications for the effectiveness of a school, and, in the context of this study, for the effectiveness of School A.

The principal does not play an active role in obtaining resources for the school. Instead, as revealed in the principal's and the HoD's words, he relies too heavily on funding provided by the Department of Education. Given the characteristics of the principals' leadership style, it may be possible that as leader of the school, he does not encourage cooperation of his staff to take such initiatives. The resultant financial constraint mentioned by the principal may have a negative impact on the school, resulting in acute shortage of textbooks, science laboratories, inadequate supply of computers and an insufficient number of teachers. Thus, the school does not have sufficient physical or human resources to function efficiently.

It is possible to infer that the principal's leadership style prohibits him from becoming instrumental in obtaining funds and sponsorships from private organisations, or in delegating and motivating others to do so. Consequently, the principal's leadership style may have a negative influence on the school with regard to availability of resources.

Likewise, the influence of the principal's leadership style on the effectiveness of School A appears to be minimal with regard to parental and community involvement, as demonstrated in the HoD's statement. The HoD at the school indicated that, as leader of the school, the principal applies an open-door policy. It could not be determined from the data from both the principal and HoD, however, if the lack of parental involvement was due to the principal's leadership style. Findings from the principal suggested that the socio-economic background of the parents may be considered a determinant of the low level of parental involvement found at the school. The following response from the principal is corroborated by the HoD: who stated that 'Parents

only get involved if a financial incentive is made available'. Ramadikela (2012) states that in many historically disadvantaged communities, the socio-economic background of the parents and the school community plays a dominant role in their level of support for the school and the educational needs of the learners.

With regard to parental and community involvement and the impact it has on academic performance, a study conducted by Loucks (1992) found that parental involvement was a significant factor in both accelerated and sustained student academic performance. The findings in this study suggest that learners at this school, who were reported to receive little or no support from their parents and the community, may not be motivated to progress academically. Therefore, lack of parental involvement might have an impact on the effectiveness of the school in general and on the performance of individual learners in particular.

Data from the findings suggest that the leadership style of the principal at school A, particularly the reluctance to gain input from other stakeholders and the failure to provide clarity on his expectations of the school may have a negative influence on the academic performance of the learners of the school. In support of this view, during the five-year period reviewed in this study, the matriculation results fluctuated and were inconsistent, as shown in the findings. Results dropped from 90.1 percent in 2009 to 89.1 percent in 2010, and then dropped to 74 percent in 2011, but rose to 94 percent in 2012 and then dropped to 74 percent in 2013. It can be inferred that these results indicate no sustained or consistent improvement in academic

achievement or consistency in achievement. The dramatic fluctuation in academic performance is not found in any of the other schools, as demonstrated in figure 5.1. Nevertheless, the school did achieve high matriculation results in some years, which may be a reflection of the autocratic leader's focus on getting results.

It can be concluded that the principal's autocratic style of leadership has not benefitted the school in terms of the availability of resources or academic performance. No conclusion could be drawn with regard to the influence of the principal's leadership style on parental and community involvement and school safety measures.

At school B, data from both the principal and HoD showed that the principal adopted a transformational leadership style. The leadership style, as described by the principal, is characterised by open communication, having a passion to include others and paying attention to the holistic needs of the learners and staff as key elements in achieving the vision and mission of the school. However, whilst it is evident that the principal is committed to creating change, as mentioned by the HoD, it appears that his enthusiasm is not shared by all stakeholders, such as teachers, learners and parents. This was indicated by the HoD at the school in the following way: 'Everyone must be part of the process. As soon as you have everybody on board we all move in the same direction. Get people on your side'. Despite being transformational, a point raised by the HoD, the principal is unable to share his vision with all stakeholders.

In terms of the principal's leadership style, the inability to 'bring everybody on board', as articulated by the HoD, suggests that the leadership style adopted has a direct influence on acquiring the resources necessary for the school. School B, according to the school principal, is funded by the Education Department and a few local organisations, but lacks resources mainly in the form of additional classrooms and teachers. The school has external sources of funding or more resources than School A, as shown by the HoD, but, as in the case of School A, it faces a situation in which levels of poverty in the school community directly drain the resources available. Data from the HoD indicated that the principal plays a minimal role in trying to access resources from private sources.

The influence of the principal's leadership style on the effectiveness of School B is indicated by the low level of parental and community involvement in the school. Similar to School A, the principal indicated that the parents leave everything to the school and the educators. The implication is that parents are not equipped to deal with their children, especially after school in assisting them with their homework. Whilst the school principal seeks overtly to transform the school, as noted by the HoD, the findings from the interview with the HoD suggest that he is not successful in motivating people to buy into or realize his vision of the school.

The data from the interviews with the principal and the HoD suggest that the principal has successfully implemented his vision of making the school a safe environment by using a transformational leadership style. The school has safety features similar to those found at School A, such as a good security system, high fencing, and the police on standby. However, the

school principal and HoD pointed to discipline as a major deterrent in limiting behaviour that affects school safety. They both contended that delinquent behaviour is dealt with using effective disciplinary procedures. According to the HoD, the principal's desire for change at the school has led to a major decline in threats to school safety. The school is effective in terms of safety, having security measures that deal with both external and internal threats, although School B, like School A, does not have a zero tolerance policy.

In contrast to the leadership style of the principal at School A, the transformational leadership style adopted at School B might have led to an improvement in academic performance despite limited physical and human resources, minimal parental and community involvement and similar safety measures found at School A. This appears to be a consequence of the strong desire of the principal for improvement, which may be hampered by his failure to persuade all relevant parties to adopt and commit themselves to his vision for the school, as stated by the HoD. This has led to very little support from the parents in particular to play a role in improving the academic performance of the learners, according to the HoD. The matriculation results at School B indicate consistent academic performance for the first two years of the five years under study. The only indication of dramatic improvement occurred in 2011. Academic performance was generally below the performance level of School A.

The leadership characteristics of a transformational leadership style involve working towards a commitment to change. This vision needs to be shared by all stakeholders. However, the HoD pointed out that the principal's vision is not being communicated effectively to all the

stakeholders at the school. It has been demonstrated that this is an ineffective school; although there is gradual progress in virtually all school effective indicators in this study. The school performs relatively poorly in all four indicators.

The data from the interviews with both the principal and the HoD at School C shows that the principal adopted a contingency leadership style. The leadership style was characterised by accommodating everyone's input in the learning and teaching processes or task-orientated sphere. He expects to be recognized and respected as a leader. This type of leadership style can have serious ramifications for the effectiveness of a school, and, in the context of this study, for the effectiveness of School C, as indicated below.

This is evident in the resources the school has, and, unlike the principals at Schools A and B, the principal's leadership style at School C has proven to be effective in providing direction and in achieving the given expectations in terms of obtaining funding for resources, thus increasing the quality of education at the school as shown where in the findings. School C has sufficient physical resources such as computer rooms, science laboratories, interactive whiteboards, data projectors, and equipment for sport and extra-mural activities as pointed out by the HoD at the school. However, similar to Schools A and B, the school lacks adequate human resources in the form of additional teachers, according to the HoD. This is due, according to the HoD at the school, to the Education Department providing only a limited amount of funding for teachers and the failure of the parents to pay the required level of school fees, as is the case at School B. The principal has indicated, though, that there are strategies in place to obtain funding from

various sources, including private organisations and motivating and instructing the learners and staff to utilize their skills in sports competitions. According to the HoD, the principal at this school has also played a leading role in securing limited funding for the school.

The data from the interviews with the principal and the HoD at School C in the findings suggest that, by using a contingency leadership style, the principal at School C has successfully integrated parents and community to attend and support school events. Thus, the influence of the principal's leadership style on school effectiveness is observable by the level of parental and community involvement. According to the principal, as is the case at Schools A and B, the parents of the learners at the school exhibit little interest in their children's academic life because of the educational backgrounds of the parents themselves. Unlike the situation at Schools A and B, however, the HoD pointed out that the school staff has managed to build a sound rapport and interpersonal relations between the parents and community. This is achieved, according to the HoD, through the principal's assignment of specific roles, delegation of specific tasks and scheduling, such as persuading parents to assist at sports events and with extra-mural activities. As the leader of the school, the HoD noted, the principal has adopted innovative strategies to interact with parents. The HoD added that the principal identified particular roles specific parents can play.

The data in the findings from the interviews with the principal and HoD at School C suggest that the style of leadership adopted at the school proved more effective than the leadership styles employed at Schools A and B with regard to establishing a safe environment at the school. Like

Schools A and B, School C has the same security measures in place to deal with external threats: adequate fencing, security guards and police patrols. All three schools have an effective security system that limits access by unwanted elements attempting to enter the school grounds. According to the principal at school C, however, the key element that contributes to school safety and makes the school a non-threatening and comfortable environment is a zero tolerance policy. This is an additional internal safety measure not found at Schools A and B. According to the HoD, the principal plays a central role in ensuring school safety. By using a contingency approach to leadership, the principal at school C seems to have discovered and employed a unique combination of leadership styles: instructional, participative and transformational in different contexts or situations within the school environment to meet school goals. According to the principal, the gangsterism and other social ills afflicting the community from which the learners are drawn seem to make a zero tolerance policy necessary.

It can also be concluded from the data that the contingency style of leadership leads to an effective school in terms of academic performance. Matriculation results at school C fluctuated from a low of 81,5% in 2009 to a high of 90,1% in 2010, dropped to 85,6 percent in 2011 and 79,5 percent in 2012, and then rose dramatically to a high of 94,15 percent in 2013. The matriculation results fluctuate dramatically from year to year. However, the evidence indicates that this school is able to achieve high academic results when compared to School B. The principal's contingency style of leadership may reflect changing circumstances in the different years and that the principal plays a central role in the taking of appropriate responses to improve the academic performance when encountering conditions of adversity. Thus, in the

final year of the period reviewed, the academic performance was exceptionally high in relation to the previous years and in relation to the other schools.

It can be concluded that the contingency style leader adjusts his or her authority and responsibilities to suit different situations. The improvement at School C demonstrates that this sort of flexible leadership enables the schools to deploy resources economically, affording parental and community input in obtaining resources for the school, parental and community involvement, safety, and academic performance; thus benefitting overall school effectiveness.

Data from the interviews with the principal and HoD of School D showed that the principal adopted a participative leadership style. This style was characterised by one key element: the collaborative relation between the principal and learners and parents. The principal indicated that the school has achieved a shared vision and mission, mainly because he facilitated shared responsibility among all stakeholders, allowing them to take ownership and contribute to decision-making. The HoD corroborated these findings when he stated that: 'We now do a lot of delegating, which in my opinion is the quality of an effective leader. Also that everybody can feel that they are part of the decision-making. For example, we have coordinators in each grade'. These characteristics suggest that the principal at school D uses an inclusive leadership style which affirms all involved in the school. This is in sharp contrast to the leadership style of the principal at School A; as well as with the leadership style of the principal at School B in that it has led to success in bringing all stakeholders on board. Such a leadership style may be having a positive influence on the effectiveness of School D.

It could be inferred that the principals' leadership style of collective efficacy or participative leadership contributed significantly to the quality of education at the school because of the role played in fundraising initiatives, which is not the case at the other schools. He solicits funding for resources for the school, according to the HoD. The findings from the interviews with the principal and HoD confirmed that there is a high level of resources available at this school. This data confirmed that the school has fully-equipped science laboratories, computer suites, various sports resources and equipment, and a variety of technological apparatuses available to the learners. It has adequate staffing, unlike the situation at all three other schools. The availability of funding for resources may have depended to a great extent on the entrepreneurial abilities of the school principal and his collaboration with all other stakeholders within the school community. Further insight from the HoD suggests the principal runs the school like a business; for example, he rents out the school hall for private and public events. Since the school has sufficient learning material and resources, it is considered a high-achieving school, specifically in terms of Mathematics and Science; it therefore receives additional financial support from the Education Department. According to the principal, the community and private companies are also more willing to invest in the school because of the school's excellent academic performance.

Data from the interviews with the principal and HoD at School D in the findings both suggest that the principal's leadership style appears to be the main contributory factor in achieving a high level of parental and community involvement. Parental and community involvement includes practical aspects such as obtaining funding and sponsorship from local organisations,

which donate valuable resources such as sports gear and equipment, or assisting at school functions. This is in sharp contrast with Schools A and B in particular, where, according to the principals and HoDs at Schools A and B, there is no parental or community involvement in such activities. In addition, the level of involvement at School C is significantly lower than at School D. The principal at the latter school has adopted a leadership style that includes and encourages the parents and community to involve themselves in decision-making and the overall functioning of the school, as mentioned by the HoD at School D. In this way, there is a sense of shared responsibility and, more so, a sense of community.

According to the HoD at School D, the principal at the school, as was the case at School C, invested significant resources in putting up fences and hiring community members as security guards. This is the only school out of the four schools under study which applies innovative practices such as using 'learner prefects' to serve as leaders of their grades and of the entire school; they monitor all activities on the school grounds. The school principal identified school discipline as a critical factor in maintaining school safety. In support of this, according to the HoD at the school, he delegated various responsibilities to all stakeholders in innovating and implementing effective disciplinary methods to combat and minimise any threats to school safety. Like the situation at School C, and unlike that at Schools A and B, the HoD pointed out that school has a zero tolerance policy to limit and discourage delinquent behaviour.

The principal at School D takes the lead in promoting high academic achievement, noted the HoD, because he ensures a positive and academically-driven school environment. In

comparison to the other three schools, matriculation results at School D were relatively high during the five years under study. Despite having dropped in 2010 and 2011, they showed improvement from 86,6 percent in 2011, to 94,7 percent in 2012, and again to 99,5 percent in 2013. This is a high-performing school; the best performing of the four schools under study. The findings of this study lead to a conclusion that a participatory leadership style may have a positive influence on academic achievement, as it stimulates teamwork and shared leadership amongst all stakeholders in achieving school objectives.

In comparison to leadership styles implemented at Schools A, B and C, a participative/democratic approach to leadership at School D is found to be the most successful and reliable in terms of achieving school effectiveness. Motivation of all stakeholders, including parents and community input in decision-making and economic use of physical assets appear to have had a positive influence on the high academic performance of learners at the school and other school-effectiveness factors. As a result, School D is demonstrably the most effective school of the four studied.

It is quite evident that leadership style has an influence on school effectiveness in the schools under investigation, particularly in a situation where they have common features such as the socio-economic background of the learners and the community.

The autocratic style of leadership limits contributions of staff, as demonstrated in School A. It can have a negative influence in terms of the overall functioning of a school and may lead to a

lack of motivation. By comparison, contingency and participatory leadership styles unlock the potential of staff and parents. In this case study, it has been demonstrated that the autocratic leadership style adopted by one of the principals failed to meet both the requirements of principals' new roles in the democratic era and all the four indicators of school effectiveness adopted in this study. The principal failed to delegate responsibility, according to the HoD, or work with the staff to develop a vision and mission for the school. The HoD maintained that the principal could not ensure that the school had adequate resources, or build a strong relation with the community. Despite this, the autocratic leader can contribute to some aspects of school effectiveness, for instance, academic performance in relation to Schools B and C, as demonstrated in this study. This might be due to a preoccupation with getting the job done. Nevertheless, performance under such conditions is not consistent. In addition, without the other determinants of school effectiveness, academic performance alone may not result in an effective school.

Transformational leaders have vision and determination to bring about beneficial change. But not all stakeholders at school B shared this view. The leadership style adopted becomes a disadvantage in a situation where the stakeholders of the school do not have the skills, capacity or interest to transform the school and achieve school effectiveness. The leadership style adopted by the principal has failed with regard to meeting the new role of principals and the four variables indicating school effectiveness. In particular, the failure to improve academic performance markedly is evident, particularly in comparison with the other schools in this study.

The contingency leader adjusts his or her leadership style to fit different situations. The situation at School C demonstrates that a contingency style of leadership has a positive effect on the school's resources, parental and community involvement, safety, and overall school effectiveness.

The participative style of leadership encourages shared responsibilities and decision-making in the overall functioning of the school, as demonstrated at School D. The effectiveness of this leadership style is communicated through the support of the wider community, a safe school environment, and consistent improvement in, and high, academic results. Shared responsibility, inclusivity and empowerment create an opportunity for educators and parents who feel strongly about school improvement to play pivotal roles in the process of decision-making and improving academic performance. This momentum impels the school towards its ultimate goal of improving student learning. Analysis in this study demonstrates that the participative approach to leadership, as adopted by the principal at school D, appears to be the most effective leadership style in comparison to the other leadership styles adopted by the school principals in this study. It can be deduced that school D is therefore the most effective than Schools A, B and C in terms of the leadership style adopted by the school principal in making the school effective.

5.5 Conclusion

The purpose of this study was to identify and characterise principals' leadership styles and their influence on the effectiveness of four schools in low-income areas on the Cape Flats. This investigation identified the factors that contribute to a school being effective. Principals' leadership styles were investigated in relation to factors such as availability or lack of resources, level of parental and community involvement, an environment conducive to learning, and learners' academic performance.

It has been demonstrated in this study that principals' leadership styles have an influence on school effectiveness. As shown in the findings, the principal at School A adopted an autocratic leadership style which has a negative influence on the effectiveness of the school. Due to his leadership style, he was unable to delegate instructions to staff in order to encourage them to form partnership with the community and organisations that are able to assist with funding for physical and human resources. He also did not play an active role in connecting with the community and the parents of the school. He provided limited guidance in introducing measures to assist learners that perform poorly. Evidently, his leadership style had a negative influence on the effectiveness of School A, especially in relation to forming relations with all stakeholders in acquiring resources and with regards to learners' academic results.

At school B, the principal adopted a transformational leadership style. This leadership style might have allowed the principal to openly communicate the vision for the school with all

stakeholders and encouraged participation in intervention measures to improve academic performance. Nonetheless, based on the data, it appears that he was unable to get commitment from all stakeholders with regard to sharing this vision. The school therefore received minimal effort and input from all stakeholders in terms of raising funds for resources, and improving the level of parental and community involvement.

The principal at School C afforded all stakeholders input, while expecting recognition and respect as a leader. His responds as a contingency leader to different contexts and situations at the school, played a central role in securing limited funding for the school, in ensuring school safety, assisting educators in addressing failures of learners and organising extra tuition. This type of leadership proved to have a positive effect on the effectiveness of School C, which has been identified as an effective school.

The characteristics of the leadership style of the principal at School D included a collaborative relationship with learners, staff and parents, as sharing and delegating responsibility, and encouraging input in decision-making amongst all stakeholders. This appeared to be characteristics of a participative leader. This type of leadership style played a significant and central role in ensuring adequate school resources, high levels of parental and community involvement, a safe school environment and high academic achievement at the school, which has been identified as an effective school.

Several points are evident from the findings about the principals' leadership styles. The first is that the leadership styles that some of the principals perceives as appropriate do not match the ones they employ. For example, the principal of School A regarded a leadership style in which a principal confers with his staff and issuing them with instructions that they have to comply with to be the most appropriate, which has been identified as contingency leadership style. However, the style he employed revealed that his preferred style is an autocratic leadership style, which makes him control all decision-making, thus stifling stakeholder participation. The same could be said about the principal of School B who claimed that a participative leadership style is the most appropriate. However, in practice he exhibited attributes which show that he employs a transformational leadership style.

The other point is that the principals' leadership styles, whether democratic or autocratic, do not enhance the effectiveness of schools in the way that the principals may have liked them to. For instance, the principal of School A mentioned that he uses an open-door policy for parents to connect with the school (e.g. to encourage them to participate actively in school activities). This view was supported by the HoD in the school. However, it is evident from data that his style did not result in improved parental participation, as shown in the statements of this principal and the HoD at the school. As illustrated earlier in the literature, parental involvement is one of the factors that determine school effectiveness. In other words, if there is no parental involvement, school effectiveness might be adversely affected. Therefore, even though the principal's transformational leadership style promotes democracy and participation, it clearly

failed to enhance school effectiveness in relation to parental involvement, which is a determinant of school effectiveness.

5.6 Recommendations

The conclusions reached in this study lead to a number of recommendations. Leadership and management training must be provided to all school principals and be a pre-requisite qualification for entry-level as a principal. Leadership and management training should be included in the requirements for a school principal. In-service training for a certain period of time should be made mandatory for prospective principals. This would familiarise candidate principals with the environment, identity and culture of the school, especially in cases where applications for employment are made at new schools. Where a replacement is considered for a retiring principal, there should be a programme of leadership training that promotes school effectiveness already in place.

Leadership training should be included as an integral component of courses designed for principals. Candidate or prospective principals should know how to choose the most appropriate leadership style to achieve school effectiveness as demonstrated in this study. Aspiring principals should familiarize themselves with the costs and benefits of different leadership styles. Different schools exist and function in specific contexts and socio-economic situations, and have different cultures and identities. The leadership style appropriate to

achieve school effectiveness may differ from school to school. The ability to select the appropriate leadership style must be included in the leadership training. It is recommended that the principal have a clear understanding of what different leadership styles entail and which leadership style should be appropriate for a particular situation.

A participatory leadership style should be highlighted in the training to ensure effective leadership and effective schools. From the study it can be concluded that having a collaborative relation with all stakeholders in the school environment is essential for school effectiveness.

5.7 Limitations of the study and scope for further study

As with similar studies of this nature, there were several limitations to this research. The normal limitations experienced by post-graduate learners engaged in part time-studies were that of time constraints. As the journey through the investigation neared a conclusion, I was able to reflect on, and identify, certain limitations which otherwise could have enriched the research findings of this study. These pertained to the sample size in the mixed methods used to collect evidence.

First, using both quantitative and qualitative data provided a more in-depth understanding of the phenomena under investigation in this study. However, the sample size for the qualitative data – four principals and four HoDs – was a significant limitation. More data on the various

phenomena under investigation could have been gathered if the sample of interviewees at each school included more teachers as well as some of the learners, particularly those in Grade 12. A better understanding of the context of the schools and the social background of learners, the impact of resources, parental and community involvement, school safety and academic performance on school effectiveness, the leadership style of the various principals, and the influence of the leadership style on school effectiveness could have been achieved in more detail in this manner. One of the advantages of using a larger sample is that it would have strengthened the validity of the study by providing a corpus of rich data for analysis. The disadvantage, however, is that this could have yielded too much data thereby making the analysis more difficult.

Another limitation is found in the quantitative data utilised in this study. The secondary data collected was limited to the matriculation results of the four schools under study. Increasing the sample population to include the results of learners from grade eight to twelve would have provided a better understanding of the academic performance of the learners at the school, therefore also strengthening the validity of the study. This could have been complemented by examining bachelor pass rates, pass rates in Science and Mathematics as a measure of better preparing learners for the world after completing their schooling, and dropout rates to reflect academic performance in a detailed manner. Nevertheless, the focus on the matriculation results of the four schools made it possible to make a comparative analysis of the dimension of academic performance.

I have indicated in Chapter Two that scholars have identified a wide variety of factors that impact on school effectiveness. In this study, I have focused on the five that are considered to be the most important and pertinent to schools in low-income communities. These are factors in which the principal, as leader of the school, could play a significant role in improving, where necessary. In other contexts other factors that negatively impact on school effectiveness may be more pertinent. This may be the case, for example, at schools in high-income communities which do not face the same challenges found at schools in low-income communities. Different conclusions about the influence of leadership style on school effectiveness and the most appropriate leadership style may then be possible.

There is wide scope for similar studies to be conducted in other contexts to determine which leadership styles are the most appropriate for particular contexts. This would enable theory-building on the influence of leadership style on school effectiveness in a broader context.

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APPENDIX A: RESEARCH APPROVAL

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ENQUIRIES: Dr A T Wyngaard

Ms Fadilah Allie
2 Twickenham Way
Edgemead

Dear Ms Fadilah Allie

RESEARCH PROPOSAL: A COMPARATIVE ANALYSIS OF SCHOOL PRINCIPALS' LEADERSHIP STYLE ON THE EFFECTIVENESS OF SCHOOLS

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 **03 February 2014 till 27 June 2014**
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 A.T Wyngaard 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 to:

The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 22 January 2014

APPENDIX B: INFORMATION SHEET

Who I am

Hello, I am Deliah Allie. I am a student at the Cape Peninsula University of Technology (CPUT) working on my Masters' Degree in Education. The CPUT is a tertiary education institution based in central Cape Town. The University provides quality education to students in a variety of fields.

What I am doing

I am currently conducting research on the influence of the leadership styles of school principals on the effectiveness of schools. For this study, I am conducting interviews with principals and heads of department at certain schools to identify particular leadership styles and how these influence the effectiveness of schools. I will be asking you questions about your leadership style and how it affects your school being effective. I will use the information gathered from the discussion together with other research material to write a dissertation for my Masters' Degree in Education and for further publications later on.

How I obtained your name

I obtained your name from the Western Cape Department of Basic Education.

Your participation

Your position has been identified as important in relation to our study and we invite you to share your views with us on a free and voluntary basis. If you do agree to participate in the study, I will meet with you individually for approximately 60 minutes of your time when I will put some questions to you.

Please understand that **your participation is voluntary** and you are not being forced to take part in this study. The choice of whether to participate or not is yours alone. If you choose not to take part, you will not be affected in any way whatsoever. If you agree to participate, you may withdraw your consent to participate at any time before or during the study without penalty or negative consequence.

Confidentiality

With your permission, the interview will be recorded. If you agree that your answers may be recorded, it will be linked to a fictitious code number. No one will be able to link you to the answers you give. Your name and the name of your school will also not be attached to the transcript. The information will be stored electronically in a secure environment and used for research purposes now or at a later date. The digital audio tapes will also be stored on a secure personal computer for a period of one year after the completion of the project before it will be deleted.

Risks/discomforts

At the present time, we do not see any risks in your participation.

Benefits

There are no immediate benefits to you from participating in this study, and there will be no payment involved for your participation in the interview.

Contacts

If you have further questions about this project, about the results of this study, or if you have a research-related problem, you may contact me, Deliah Allie, at 0734407248.

Alternatively, you may contact my supervisor, Dr. Lungi Sosibo, on 0710701266, e-mail sosibol@cput.ac.za.

If you are willing to participate in this study, please sign the attached consent form. If you have any questions at any time, please feel free to contact me on the telephone number provided.

APPENDIX C: CONSENT FORM

I hereby agree to participate in research on the influence of the leadership styles of school principals on the effectiveness of schools. I have read the Information Sheet and have had details of the study explained to me. My questions have been answered to my satisfaction and I understand that I may ask further questions at any time.

I understand I have the right to withdraw from the study at any time and to decline to answer any particular questions. I also understand that if I decide to stop participating or refuse to answer any particular question this decision will not in any way affect me negatively.

I agree to provide information to the researcher[s] on the understanding that my name will not be used without my permission. *The information will only be used for this research and for publications that might arise from this research project.*

I agree/do not agree to the interview being recorded [audio/visual].

I understand that I have the right to ask for the recording equipment to be turned off at any time during the interview.

I confirm I am over 16 years of age.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signed.....

Name.....

Date.....

Thank you for your willingness to participate in this study

APPENDIX D: INTERVIEW QUESTIONS – PRINCIPAL AND HEAD OF DEPARTMENTS

The following pages contain questions that will be asked during the interviews with the principals and heads of department.

PERSONAL BACKGROUND/INFORMATION

- How long have you been in this position? (as principal/HoD)
- How long have you been in this position at this school?
- Why did you decide to become a principal?

LEADERSHIP

- Have you had training in the area of supervision and /or management? If yes, what training was it?
- How would you describe your leadership style?
- In your opinion, what are the traits of an effective principal?
- What do you think is your most outstanding contribution as a leader to your present school?
- In the past two decades the evolving role of the principal has been under the spotlight. In light of this information/statement, what do you consider this redefined role to be in your case?
- What tasks or responsibilities do you typically delegate and what do you do yourself?
- How do you implement the school's vision and mission?

ACADEMIC PERFORMANCE/ACHIEVEMENTS

- How would you evaluate students' achievement in terms of school effectiveness?

- How do you determine where your school ranks in terms of academic achievement at district level?
- Do you believe in student retention, and who should make that decision?
- What steps /action/support do you take to improve student performance?
- What goals are presented to the staff related to student achievement?
- How do you monitor students' performance regarding curriculum standards?
- Do you think standardized tests are a good indication of academic performance? Is there a combination of factors?

AVAILABILITY AND UTILISATION OF RESOURCES

- What resources are available to enhance student academic performance?
- How are resources allocated and received, and by whom?
- What challenges does the school as an educational institution experience regarding the allocation and availability of resources?

SCHOOL SAFETY

- What measures are taken in terms of providing a safe and conducive environment where learning can take place?
- How are the students and staff at the school educated about school safety aspects?
- What disciplinary methods/procedures are in place?

SCHOOL CULTURE

- Schools tend to take on their own personalities, and this is generally influenced by the leadership style of the principal. Based on this, how would you describe the characteristics of your school?

- What are the main characteristics of the student population in terms of socio-economic background? Is multicultural education implemented? If so, how?
- What makes the school stand-out culturally from others in the area?
- What do you feel are the key components of maintaining high staff morale?
- As a school manager and building administrator, what message would you want your school to convey when visitors walk into the building?

PARENT INVOLVEMENT AND COMMUNITY SUPPORT

- How do you identify the educational needs and values of the community?
- In what ways does the school link up with the community in terms of the above needs?
- How are parents involved / included in the school?
- Please describe the role you feel parents and the community should play in the operation of your school.
- High-risk parents (often parents from poverty stricken backgrounds and those that have no interest in the children's academic life) are often not involved in the school process/activities. What strategies do you use to engage them?

APPENDIX E: FOLLOW-UP QUESTIONS

About the Questionnaire

- This questionnaire asks for information about the school principal's role in school effectiveness.
- The person who completes this questionnaire should be an HoD of this school.
- If you do not have the information to answer particular questions, please consult other persons in this school.
- This questionnaire should take 30 approximately minutes to complete.
- When in doubt about any aspect of the questionnaire, or if you would like more information about it or the study, you can reach the interviewer(Ms. F. Allie) by phone at the following number: [0734407248]

Name & Surname.....

Signature:.....date:.....

Principal's leadership style:

- How would you characterise the principal's leadership style? Why do you characterise it as such?
- Do you think that the principal's leadership style contributes to the effectiveness of the school? Why do you feel this way?

Resources:

- What is the principal's role in obtaining resources for the school?
- What type of physical and human resources does the school lack? Why?
- What type of resources contributes to making the school effective? Why?

School safety:

- What is the principal's role in ensuring school safety at the school (internally & externally)?
- Would you consider the school to be effective/ineffective in terms of school safety? Why? What measures have been taken?

Parental & community involvement:

- What is the principal's role in engaging the parents and community in the school life of their children?
- Was the principal successful in doing so? If YES/NO, please elaborate.

Academic results/performance:

- What role does the principal play in promoting a high matriculation pass rate at the school?
- Do you consider the school to be effective in terms of the academic results? Please explain.

Please provide the following documentation in support of the above question

- **The matriculation pass and bachelor's pass rates for 2009, 2010, 2011, 2012 & 2013.**
- **Included in the above should be an indication of how many students enrolled for the 5 years-in order to make a valid inference.**

Thank you very much for your cooperation

APPENDIX F: POST CODING SUMMARIES OF TRANSCRIPTS

SCHOOL A:

PRINCIPAL	HOD
<u>LEADERSHIP STYLE</u>	<u>LEADERSHIP STYLE</u>
<p><u>Perception of the principal's leadership style:</u></p> <p>I would delegate certain tasks to the staff. For example, discipline is the responsibility of the deputy principal. Sometimes I do the work myself. I do not like to force people to do things. I'm also very instructional, depending on the situation.</p> <p>I do the work myself. However, sometimes you have to make decisions without everybody's input. I have to instruct people to assist. At times they have to come to their own consensus.</p>	<p><u>Perception of the principal's leadership style:</u></p> <p>The principal should put his foot down, as otherwise he does not get their (the staff's) cooperation. The principal has to set an example. He has to be more instructional.</p> <p>The principal does need to get the cooperation from the staff. People do not want to get on board.</p> <p>The principal leaves such interactions to the staff without providing them with any direction.</p>
<u>RESOURCES</u>	<u>RESOURCES</u>
<p><u>The principal's role:</u></p> <p>Ensures optimal use of existing resource through prioritizing and acquiring the resources. This is due to having limited financial resources.</p> <p><u>Availability/lack of resources:</u></p> <p>We have a lack of resources, with textbooks being an issue. We do not have extra classes. That definitely has an effect on the learning and teaching of our students.</p> <p><u>Challenges/reasons:</u></p> <p>This is a very poor community; a lot of people are unemployed. The social impact of this is that school fees are not being paid. This limits us in terms of resources; we also have to pay for governing body teachers from school fees. At this stage we only receive funding from the Education Department. The funding is therefore limited. This has numerous implications for the teaching and learning process, and the school being effective.</p>	<p><u>Type of resources that contribute to making the school effective:</u></p> <p>Technology – it enhance teaching. Human Resources – enables smaller classes. Sporting equipment – facilitates extra-curricular participation</p> <p><u>Availability/lack of resources:</u></p> <p>We have a lot of issues regarding school resources. You might say a severe lack of it. Textbooks are an issue, and we do not extra classes for the intake and amount of students. We have no science labs. Our computer room is not up to scratch.</p> <p><u>Challenges/reasons:</u></p> <p>We are sitting with learners that better schools do not want to accept. We might be the fifth school that they have tried to get in; this could definitely have an effect on the school being effective in terms of resources. We really do not get the cream of the crop. At this stage we only get funding from the Department, and we have to really wait for it.</p>
<u>PARENTAL & COMMUNITY INVOLVEMENT</u>	<u>PARENTAL & COMMUNITY INVOLVEMENT</u>

<p><u>Challenges:</u></p> <p>Students come to school without lunch. The learners do not have the support of their parents. You can therefore see that they are not motivated by their parents.</p> <p><u>Strategies to engage parents/the community:</u></p> <p>We arrange regular meetings with the parents, especially of the students that have behavioural problems. We also try to have regular SMT (Senior Management Team) meetings.</p>	<p><u>Challenges:</u></p> <p>I would really like parents to come on board. Parents will not assist without getting money. There is no involvement from the parents; we struggle with this. The parents have no education, so they do not know really how to support their children.</p> <p><u>Principals role/Strategies to engage parents/the community:</u></p> <p>We call the parents in to discuss matters, such as discipline problems. But they have no real interest. There is not much we can do about this. Other than that they are welcome to discuss any problems with the principal, by appointment. We do have an open door policy, where parents can discuss their concerns with the principals and teachers. The principal does, however, leave such interactions to the staff without providing them with any direction.</p>
<p style="text-align: center;"><u>SCHOOL SAFETY</u></p> <p><u>Safety measures:</u></p> <p>We have a good relationship with the police. They are just around the corner from us. We also have an alarm system. Students that are involved with drugs and other social problems are referred to NICRO, to assist them in dealing with such situations. This also helps to keep the school safe.</p> <p style="text-align: center;"><u>ACADEMIC PERFORMANCE</u></p> <p><u>Evaluation of student performance:</u></p> <p>Our expectations are low when it comes to results. If you can get 50% out 60 learners it can be seen as an achievement on its own.</p> <p><u>Reasons:</u></p> <p>The jump from GET (General Education & Training – Grade 8 and 9) to FET (Further Education and Training – Grade 10 to 12) has seen a change in the results. When the students get to Grade 10 and 11 they now write national exams (FET). The exams in GET are based on what they have done through the year, in the assessments. When they get to the FET examinations they are not able to cope. It's difficult for them to catch up to this way of doing things.</p>	<p style="text-align: center;"><u>SCHOOL SAFETY</u></p> <p><u>Role of the principal/Safety measures:</u></p> <p>We have the police assigned to the school. We also have a security company. We do random searches to make sure the learners do not come with weapons to school. You will find each class has burglar bars, so it's reasonably safe for us even after hours. Liaise with police to ensure safety outside the school. The principal should be in regular contact with the Safe School unit to enhance safety in school.</p> <p style="text-align: center;"><u>ACADEMIC PERFORMANCE</u></p> <p><u>Role of the principal/Evaluation of student performance:</u></p> <p>We have seen a drop in matric results in the last few years. The whole education system is contributing to this drop of the matric results of the students in this area. The principal support the learners as part of tutoring programmes offered by the WCED.</p> <p><u>Reasons:</u></p> <p>At this stage they allow learners to move on without having passed. For example, we have six Grade twelve learners who have not passed Grade 11. I can say our school does perform average.</p> <p>You must look at other influences. I just feel it is based on subjects. We had a drop in our matriculation results</p>

due to maths and physics not being introduced in Grade 8. And that has an impact on the matriculation results.

SCHOOL B:

PRINCIPAL	HOD
<p style="text-align: center;"><u>LEADERSHIP STYLE</u></p> <p><u>Perception of the principal’s leadership style:</u></p> <p>A leader needs to be brave, courageous, and can take a stand if you believe in certain principles. You need to engage with your staff so that everybody buys into the vision and mission of the school for the holistic development of the learners.</p> <p>A very important characteristic of a leader is to have empathy and to be open and honest.</p>	<p style="text-align: center;"><u>LEADERSHIP STYLE</u></p> <p><u>Perception of the principal’s leadership style:</u></p> <p>Everyone must be part of the process. As soon as you have everybody on board we all move in the same direction. An effective principal gets involved in every sphere of the school. Get people on your side.</p> <p>An effective principal is one that has empathy and he must be sympathetic. He must be a good listener; communicator; be extremely sensitive to people’s needs. In other words, the type of leadership must be inclusive. It cannot be a top-down approach. Democratic to a certain extent.</p>
<p style="text-align: center;"><u>RESOURCES</u></p> <p><u>The principal’s role:</u></p> <p>I try to get private organisations to assist us with funding for resources or to donate resources that we can use.</p> <p><u>Availability/lack of Resources:</u></p> <p>We have interactive whiteboards, some computers, but still in need of more updated technology. One company is going to sponsor us with data projectors. We are still waiting on their response. Our teacher/student ratio is very high. We do not have enough teachers, and we cannot afford to pay for extra teachers.</p> <p><u>Challenges/reasons:</u></p> <p>We do get sponsorships from some private companies. But most of our financial resources and funding comes from the Education Department. The problem is that parents are not paying the school fees. We recover</p>	<p style="text-align: center;"><u>RESOURCES</u></p> <p><u>Type of resources that contribute to making the school effective:</u></p> <p>Human Resources – will help with the quality of teaching.</p> <p><u>Availability/lack of resources:</u></p> <p>I don’t think we will ever be adequately resourced. The school has overcrowded classrooms. The school lacks sufficient necessary physical resources such as computers, sufficient classrooms and teachers, and sports and other equipment for extra-mural activities.</p> <p><u>Challenges/reasons:</u></p> <p>Although the school receives support in getting resources from organisations, including non-governmental organisations, this is not sufficient support.</p>

<p>about 20% of school fees a year. This is a problem in terms of buying resources for the school.</p>	
<p style="text-align: center;"><u>PARENTAL & COMMUNITY INVOLVEMENT</u></p> <p><u>Challenges:</u></p> <p>A lot of our parents have volunteered to get involved. There is some improvement in this area. The parents come from poor backgrounds. Because they have no or little education, they do not know how to deal with their children, especially with discipline problems. Somehow they think it is our job to discipline their children or be their baby sitters.</p> <p><u>Strategies to engage parents/the community:</u></p> <p>We support an open door policy, by appointment only. The parents are welcome to discuss any matter with me that concern the holistic well-being of their children.</p> <p style="text-align: center;"><u>SCHOOL SAFETY</u></p> <p><u>Safety measures:</u></p> <p>We have a good relationship with the police; we also have high fences to keep unwanted intruders out. We also have security companies on standby; they also patrol the area regularly.</p> <p style="text-align: center;"><u>ACADEMIC PERFORMANCE</u></p> <p><u>Evaluation of student performance:</u></p> <p>Our learners perform averagely. But that in its own is an achievement, considering where they come from; their backgrounds. A lot of them come from backgrounds where violence is the core of the day. Any progress can be seen as an achievement.</p> <p><u>Reasons:</u></p> <p>Now with democracy we are under pressure producing good results. That pressure can be severe on society, but also on the principal. Today we see success in results only. So you want to have results so that you can be a success. You will then get more funding, get better learners, and the school will also grow in terms of resources; but not at the cost of their principles. My job is to take a weak learner, give the learner an opportunity to grow and develop. Then you are true to principalship.</p>	<p style="text-align: center;"><u>PARENTAL & COMMUNITY INVOLVEMENT</u></p> <p><u>Challenges:</u></p> <p>We have noticed some parents getting involved in school activities. But overall I would say they leave everything to the teachers and the school.</p> <p><u>Principal's role/Strategies to engage parents/the community:</u></p> <p>The principal encourage the parents to work with the school to the benefit of their children. He has regular meetings with parents.</p> <p style="text-align: center;"><u>SCHOOL SAFETY</u></p> <p><u>Role of the principal/Safety measures:</u></p> <p>Discipline plays a big role. In the past we had major problems with regards to safety. But this is no longer the case. We have a good security system, high fencing, and the police on standby. The principal does whatever he needs to do to keep the school safe.</p> <p style="text-align: center;"><u>ACADEMIC PERFORMANCE</u></p> <p><u>Role of the principal/Evaluation of student performance:</u></p> <p>The principal must have everybody onboard, moving in the same direction. Our students don't necessarily get results in the 90's, but if you want to take the school forward, you must ask yourself: How can I improve school results?</p> <p><u>Reasons:</u></p> <p>I don't think we should only look at the academic results to determine if the school is effective. You have to look at where the learners come from and how they have grown. That to me is a good indicator of academic results.</p>

SCHOOL C:

PRINCIPAL	HOD
<p style="text-align: center;"><u>LEADERSHIP STYLE</u></p> <p><u>Perception of the principal’s leadership style:</u></p> <p>I like to move around, be active with the school. I want to know what’s going on in the classes. I want to negotiate with organisations, as I would love to hear the opinions of my deputies, of my Senior Management Team. And when I conduct staff meetings, I afford input.</p> <p>The only voice in the school that would probably be recognised and respected would be that of the principal. A principal must therefore be vocal, and not only accept what is dished by the Education Department. It is a conglomerate of aspects.</p> <p>A leader needs to identify the challenges, needs of the school, what is the thinking of the staff. In other words, democratic.</p>	<p style="text-align: center;"><u>LEADERSHIP STYLE</u></p> <p><u>Perception of the principal’s leadership style:</u></p> <p>Those years there was not a lot of democracy for principals. There was not much help and support for principals. The principals should not be too democratic as this could lead to too many people making decisions in the running of the school.</p> <p>He is accommodating, sometimes too lenient. There are times when a strong, focused visionary is required. I believe he is often overwhelmed.</p>
<p style="text-align: center;"><u>RESOURCES</u></p> <p><u>The principal’s role:</u></p> <p>I am a good negotiator. I find sponsors, providing them with a good deal.</p> <p><u>Availability/lack of resources:</u></p> <p>We do lack human resources. The school has data projectors, a computer laboratory and interactive white-boards in each class. We have sports equipment and extra-mural activities equipment.</p> <p><u>Challenges/reasons:</u></p> <p>We have been funded by various organisations. I demand from the Education Department what I need in terms of infrastructure and resources. Other than that, what we do is we allow our students to utilise their skills in competitions, particularly our soccer team, to obtain money from private organisations. This money also contributes to the buying of resources.</p>	<p style="text-align: center;"><u>RESOURCES</u></p> <p><u>Type of resources that contribute to making the school effective:</u></p> <p>Human Resources – improves the quality of teaching and learning. Strong, experienced educators who are also great leaders.</p> <p><u>Availability/lack of resources:</u></p> <p>Our main problem is a lack of human resources. There is also a need for genuine experts in all leading subjects because the teachers are rotated too often into different teaching tasks.</p> <p>However, funding is raised by the school’s successful soccer team, where the students use their skills in competitions to obtain money for the school. The school has a computer laboratory, a somewhat under-resourced science lab, data projectors and interactive white-boards.</p> <p><u>Challenges/reasons:</u></p> <p>The Department allocates only a certain amount of funding for a limited number of teachers. Another</p>

	<p>factor is related to the parents not wanting to pay the required school fees, which makes it impossible for the school to employ additional teachers. This leads to overcrowding in each class, placing stress on the existing resources.</p>
<p align="center"><u>PARENTAL & COMMUNITY INVOLVEMENT</u></p> <p><u>Challenges:</u></p> <p>Parents show very little interest in their children. It seems everything is left to the school. We need more parent involvement. On the other hand, parents and the community do attend school events, during which the school is able to raise funds.</p> <p><u>Strategies to engage parents/the community:</u></p> <p>Every day I have parents in my office to discuss issues around their children’s behavior. It is a difficult task to get them involved in their children’s academic life. They show very little interest.</p>	<p align="center"><u>PARENTAL & COMMUNITY INVOLVEMENT</u></p> <p><u>Challenges:</u></p> <p>This is a problem overall for the school. Parents do go with to sport events and support their children. Other than that their involvement is not very good.</p> <p><u>Principal’s role/Strategies to engage parents/the community:</u></p> <p>He must be the cool-headed professional who must remember names and faces. He must know that the parent is not the culprit when addressing the ill-discipline or bad conduct of their children. Sometimes it is very difficult to remain objective as it is very taxing to remain calm when so much can go wrong in one day. Discipline is a huge challenge. Many angry, disillusioned parents have left his office.</p>
<p align="center"><u>SCHOOL SAFETY</u></p> <p><u>Safety measures:</u></p> <p>For us it’s a matter of self-discipline. Other than that we have an effective security system which limits access to unwanted elements wanting to enter the school grounds.</p>	<p align="center"><u>SCHOOL SAFETY</u></p> <p><u>Role of the principal/Safety measures:</u></p> <p>It is a matter of discipline because parents don’t play their role these days. The school has an unguarded fence on a rather large property, and if the students are unsupervised during intervals, drugs and other social evils will become a reality.</p> <p>The principal works as a link between Safer Schools and the School Liaison Officer.</p>
<p align="center"><u>ACADEMIC PERFORMANCE</u></p> <p><u>Evaluation of student performance:</u></p> <p>Our learners perform reasonably well in comparison to other schools in the area. Academic results are absolutely not a good indicator of school effectiveness.</p> <p><u>Reasons:</u></p> <p>Academic achievement of the school should not be seen as the only success of the school. Many of the students at the school are also involved in sports. It is therefore the whole school, not only academic achievement. Otherwise schools will be obsolete, refuting the purpose of their existence if they only focus</p>	<p align="center"><u>ACADEMIC PERFORMANCE</u></p> <p><u>Role of the principal/Evaluation of student performance:</u></p> <p>We have managed to maintain good matric passes. He assists educators in addressing failures of learners to submit assignments. Calling in parents. Organizing extra tuition.</p> <p>Academic performance is a big indicator, but not the only indicator of school effectiveness.</p> <p>Our focus is sport, but we try to balance it. We measure ourselves against successful schools.</p>

on academics.	<u>Reasons:</u> The principal assists educators in addressing failure of learners to submit assignments. Calling in parents. Organizing extra tuition. Our challenge is to convert ordinary passes to quality passes.
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SCHOOL D:

<p style="text-align: center;">PRINCIPAL</p> <p style="text-align: center;"><u>LEADERSHIP STYLE</u></p> <p><u>Perception of the principal's leadership style:</u></p> <p>In the early years, initially principals had to be aloof from the staff. Now we make everybody leaders at the school. We evolved from an autocratic style to a more shared leadership. We are more decisive, not taking anything coming from the Department that's not educationally sound. And not implementing it 'cause it comes from higher authority. We question policies implemented by the Education Department.</p>	<p style="text-align: center;">HOD</p> <p style="text-align: center;"><u>LEADERSHIP STYLE</u></p> <p><u>Perception of the principal's leadership style:</u></p> <p>We now do a lot of delegating, which in my opinion is the quality of an effective leader. Also that everybody can feel that they are part of the decision-making. For example, we have coordinators in each grade. I like to think of it as a collective or participative approach. There are times if I have to deliver information, for example, related to us by the principal, I would apply a very instructional type of leadership.</p> <p>The principal's hands-on management and strong leadership skills ensure the successful growth of the school.</p>
<p style="text-align: center;"><u>RESOURCES</u></p> <p><u>The principal's role:</u></p> <p>I need to ensure that the school obtains the necessary resources.</p> <p><u>Availability/lack of resources:</u></p> <p>The staff cannot complain of a lack of resources. We got lots of computers, laptops, and everything else that is useful.</p> <p><u>Challenges/reasons:</u></p> <p>Funding is obtained mainly from private organisations that utilise the services the school provides. Because of this, the school is well-resourced and has a reputation of being successful.</p>	<p style="text-align: center;"><u>RESOURCES</u></p> <p><u>Type of resources that contribute to making the school effective:</u></p> <p>Technology – it enhances teaching. Human Resources – enables smaller classes. Sporting equipment – facilitates extra-curricular participation. An active School Governing Body (SGB) – assisting in various capacities on a daily basis.</p> <p><u>Availability/lack of resources:</u></p> <p>If you go in our classrooms you will find we are well-resourced.</p> <p><u>Challenges/reasons:</u></p> <p>Our funding for resources comes from the Department. But it also comes from sports. We are very productive in</p>

<p>We are well resourced, and not because of the Department. We run the school as a business, and making it therefore more effective – a sought-out institution of choice, because people want to be associated with success. The school lives off the hall, as an added income.</p>	<p>getting funding from private organisations. The school over-all is run as a business. Our funding for additional resources from the Education Department depends on our maths and science results.</p> <p>As part of the Education Department’s strategy in allocating resources and, because of historically disadvantaged learners, the Department is enhancing the capacity to deliver quality science and maths education. It does, however, put a lot of stress to achieve high levels of success in maths and science.</p>
<p style="text-align: center;"><u>PARENTAL & COMMUNITY INVOLVEMENT</u></p> <p><u>Challenges:</u></p> <p>We have great parental involvement.</p> <p><u>Strategies to engage parents/the community:</u></p> <p>We demand it from them. People want to be associated with success. They want to buy-in when they see the parents going the extra mile. I also have an open door policy and am always accessible. You need to be aware of everybody’s demeanor.</p> <p style="text-align: center;"><u>SCHOOL SAFETY</u></p> <p><u>Safety measures:</u></p> <p>Safety is related to discipline. We have zero tolerance against any learner. We have procedures in place for students who try to disrupt the peace.</p> <p>We also have a good security system and, very importantly, we have an effective prefect system where students patrol the school during break to report any delinquent behavior.</p> <p>A zero tolerance policy has an impact on maintaining safety, order and civility within the school environment. The aim of the zero tolerance policy is to deter acts of violence and substance abuse by imposing mandatory suspension or expulsion in such instances.</p> <p style="text-align: center;"><u>ACADEMIC PERFORMANCE</u></p> <p><u>Evaluation of student performance:</u></p>	<p style="text-align: center;"><u>PARENTAL & COMMUNITY INVOLVEMENT</u></p> <p><u>Challenges:</u></p> <p>We have excellent parental and community involvement.</p> <p><u>Principal’s role/Strategies to engage parents/the community:</u></p> <p>The principal has an open-door policy and is very approachable at all times. The principal is well respected by all, especially in his ability to deal with parents and learners in conflict situations.</p> <p>The principal is also a community person and ensures that the learners are exposed to various opportunities.</p> <p style="text-align: center;"><u>SCHOOL SAFETY</u></p> <p><u>Role of the principal/Safety measures:</u></p> <p>Our school is very safe. Gone are the days when we were worried about gangsters. Our teacher responsible for discipline has very effective methods in terms of discipline. The system of prefects is also very effective in highlighting safety issues. We have the Bambanians. They are also very pro-active in ensuring the safety of our learners.</p> <p>The principal regards the safety of the learners and educators as the utmost importance. To ensure school safety the principal ensured that cameras were installed at the school and upgraded the alarm and security systems. The principal has also encouraged educator visibility on the school grounds and outside the school at all times to ensure school safety. Another measure taken was to encourage community involvement as well as the South African Police.</p> <p style="text-align: center;"><u>ACADEMIC PERFORMANCE</u></p> <p><u>Role of the principal/Evaluation of student performance:</u></p>

Our Grade 12 results are in the 90% range. Recent results indicate that out of 200 matric students we have a 98% pass rate.

Reasons:

We have intervention programmes in place for the learners that need additional support, such as extra maths classes. We attend to the 2% more than the 98% that has passed, so that they get the necessary support as soon as possible. Everybody has to be on the same path.

Sport plays a big role in school effectiveness. Our Grade 12 results for the past thirteen years have been in the 90% range. Our challenge has always been to produce 100%.

Reasons:

The principal sets high standards in terms of results for the school. He is never satisfied with the results. The standards in Grades 8 and 9 are very favourable, having had awards for Maths and English at this level.

The principal promotes a high pass rate at the school, ensuring a positive and academically driven environment. The principal develops various systems to monitor results and to put intervention programmes in place.