



**THE FUNCTIONALITY OF THE LEADERSHIP STYLES OF SCHOOL LEADERS AT  
PRIMARY SCHOOLS IN ONE EDUCATION DISTRICT IN CAPE TOWN IN THE  
WESTERN CAPE**

**by**

**VIVIAN EDIRIN EBOIGBE**

**A thesis submitted in fulfilment of the requirements for the degree**

**Master of Education**

**Faculty of Education**

**Cape Peninsula University of Technology, Wellington Campus.**

**Supervisor: Dr. Martin H. Combrinck.**

**February 2022.**

## **DECLARATION**

I, Vivian Edirin Eboigbe, declare that the contents of this thesis represent my own unaided work and that the thesis/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 (CPUT). I, therefore declare that the citations have been duly referenced.

**EBOIGBE EDIRIN VIVIAN**

**Signed Date**

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Hugo Chandler

BA Psychology and Drama (UCT)

I Hugo Chandler have completed the proofreading, editing, layout, syntax, spelling, grammar and reference checking to the best of my ability on a 45,831-word Master's Thesis titled: **'THE FUNCTIONALITY OF THE LEADERSHIP STYLES OF SCHOOL LEADERS AT PRIMARY SCHOOLS IN ONE EDUCATION DISTRICT IN CAPE TOWN'** for **VIVIAN EBOIGBE**, Student No.: 219461082, at the Cape Peninsula University of Technology

Hugo Chandler

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Hugo Chandler Date: 08 February 2022

## TURNITIN REPORT

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## **ABSTRACT**

The South African Education system continues to trail behind many developed and developing countries in the world. Research shows that in education leadership is one of the missing links in many poor-functioning schools. This study explored the functionality of the leadership styles of school leaders at primary schools in one education district in Cape town, South Africa. This research aims to establish the functionality of the leadership style of the school leaders in the selected primary schools in one education district in Cape Town. The sub-aims of the study are: To examine the current leadership styles used by the school leaders; to discover why the leaders use a specific leadership style; to examine leaders' perception of functional leadership, and lastly to show how school leaders can implement functional leadership in their primary schools.

A qualitative approach with an interpretative research paradigm and a multiple case study strategy was used for this study. Qualitative data was collected using semi-structured interviews of teachers, heads of departments, SMTs and school principals from four primary schools in Cape Town. The data that was collected was transcribed, analysed and interpreted using thematic analysis to make sense of the findings of the leadership styles adopted by the leaders of the selected schools.

This study found that the leadership styles in use in three out of the four selected primary schools were functional. Leaders in primary schools in the Western Cape Province use multiple leadership styles from a selection being: democratic/participative, transformational, transactional, autocratic and laissez-faire style. The school leaders showed evidence of sound perceptions of what functional leadership should be like in a standard organisation like the school. The most common strategy for promoting functional leadership in primary schools is teamwork between school leaders and all staff members. It is recommended that leaders in schools adopt a multiple method approach to leadership, as there is no clear cut way of showing which leadership style is superior to others in terms of effectiveness. Leaders should create the right team climate, foster synergy, organising themselves and others through good time management, personal development and delegation of duties.

**Keywords: Leadership; School leadership; Functional leadership; Leadership styles.**

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- To my children Esther, Joshua and Promise for their unending love and understanding.
- Dr. Martin H. Combrinck for the guidance, support and encouragement given to me in the course of my studies.

## **DEDICATION**

This thesis is dedicated firstly to Jehovah God of all flesh, for whom nothing is too difficult, He proved to me that I can do all things through Christ who strengthens me. Secondly, to my husband Eboigbe Abel Efosa, thank you for pushing me beyond me and, towards higher heights. May God continue to bless you Sir.

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## **ABBREVIATIONS AND ACRONYMS**

**DBE:** Department of Basic Education

**GDP:** Gross Domestic Profit

**HOD:** Head of Department

**RSA:** Republic of South Africa

**SASP:** South African Standard for Principalship

**SGB:** School Governing Bodies

**SMT:** School Management Team



## **CHAPTER ONE**

### **1.0 INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1. CHAPTER INTRODUCTION**

This chapter introduces the study. It explains the study background and elaborates the aim and objectives, the research questions, the problem statement, the conceptual framework, and gives a summary of the research methodology. The chapter also outlines the structure of the thesis.

#### **1.2. BACKGROUND TO THE STUDY**

The South African Education system continues to trail behind many developed and developing countries in the world (Taylor et al., 2013). Within the context of education in South Africa, the primary education system ranks 126th out of 138 countries, according to the World Economic Forum for 2016/17 (Mbiza, 2018). Considering South Africa's ranking, the government allocates R213.7bn (approximately 6 percent of its GDP) which equals about 15 percent of its total budget towards basic education which is quite high in comparison to developed nations which include the United States of America (U.S.), the United Kingdom and Germany (Ngozo & Mtantato, 2018; Mbiza, 2018). To maximise the returns on its investment in Education, the South African government aims to address poor school leadership at underperforming schools in the country by building on the leadership quality and successful outcomes observed at high functioning schools within the context of their communities and applying it to enhance the leadership and poor outcomes of schooling at lower functioning schools (RSA DBE - Government Gazette, 2016). Research also shows that the role of the school principal as a leader has a positive influence on the functionality of a school. (Barber et al. 2010; Drysdale & Gurr, 2011; Chikoko, et al., 2015; Anderson, 2016).

In the developed context of the U.S., Branch et al. (2013) found that effective principals advance the level of achievement of a typical learner in selected schools by between two and seven months of learning in an academic year. In the developing context of South Africa, Chiome (2011) and Chikoko et al. (2015) stated that leadership is one of the vital missing links among poor functioning schools as well as one of the crucial elements in terms of why some schools, irrespective of their deprived context, are highly functional and also achieve outstanding academic performance. Hence, knowledge of what forms effective leadership which improves the functionality of schools both locally and globally is needed.

In 2015, the South African Department of Basic Education (DBE) initiated its South African Standard for Principalship (SASP) Policy (RSA DBE - Government Gazette, 2016), with the objective of improving the professionalism of leadership and management in schools with a strong emphasis on shared instructional leadership. The DBE's expectations from its principals and the SASP Policy portrays that either high performing or underperforming schools must be a result of some activities on the part of school leaders (RSA DBE - Government Gazette; 2016; Chikoko et al., 2015; Van Der Voort & Wood, 2016; Branch et al., 2013). The speculation about the impact of leaders on schools' functionality, as well as learners' academic performance has given rise to more literature that looks into the impact of school leaders on the actualisation of improved school performance outcomes (Branch et al., 2013; Naicker et al. 2013; Day et al., 2016; Naicker et al., 2016; Bhengu & Myende, 2016). Studies conducted on different leadership styles adopted by different school leaders in running the day to day affairs of their schools show evidence of promoting improvement in the general performance of their school (Chikoko et al., 2015; Day et al., 2016).

Therefore, concerns by the South African government and the DBE necessitates an investigation into the functionality of the leadership styles of some schools to unravel certain leadership traits that can be emulated by low functioning schools within the same social and economic context (RSA DBE - Government Gazette, 2016).

### **1.3. PROBLEM STATEMENT**

The South African Education system continues to trail behind many developed and developing countries in the world. Research shows that in South Africa leadership is one of the missing links in many poor performing schools. These low levels of learner achievement can be linked to the general state of dysfunctionality that most schools find themselves in due to poor management and leadership (Van Der Voort & Wood, 2016).

However, despite the poor academic performance of many primary schools in South Africa, there are certain primary schools within South Africa, that defy the odds and maintain consistent, exceptional academic performance and are functioning well (Mawdsley et al., 2012; Chikoko et al., 2015). It is against this backdrop that this study seeks to establish the functionality of the leadership styles of school leaders at primary schools in one education district in Cape town.

#### **1.4. RESEARCH QUESTIONS**

The main research question is: What is the functionality of the leadership styles of school leaders at primary schools in one education district in Cape town?

##### **Sub questions:**

- 1) What leadership styles are being used in primary schools?
- 2) What are school leaders' perceptions of functional leadership?
- 3) How can primary school leaders implement functional leadership in primary schools?

#### **1.5. AIMS AND OBJECTIVES**

The main aim of this study is to establish the functionality of the leadership styles of school leaders at primary schools in one education district in Cape town.

##### **The sub-aims of the study are:**

1. To examine the current leadership styles used by the school leaders.
2. To determine leaders' perceptions of functional leadership.
3. To investigate how school leaders can implement functional leadership in their primary schools.

#### **1.6. CONCEPTUAL FRAMEWORK**

Figure 1.1 below shows the conceptual model for the study. Leadership styles (actions) influence employees' and pupils' actions. Leadership actions, employee actions and pupils' actions have an effect on school functionality which is measured by: Employee satisfaction, employee motivation, employee efficiency and effectiveness and pupils' performance.

This conceptual framework will be used to determine the functionality of the leadership styles of the leaders of the selected primary schools. The application of this concept is further discussed in Chapter Two.

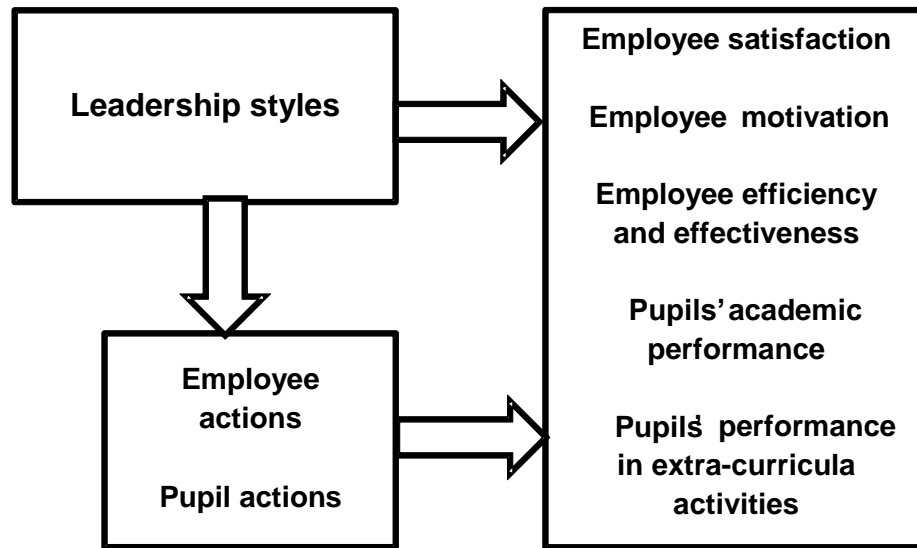


Figure 1.1 Conceptual Model. Source: Researcher's compilation

### 1.7. SIGNIFICANCE OF THE STUDY

This study will be of both practical and theoretical significance. Theoretically, it will add to the body of knowledge concerning the functionality of leadership styles in primary schools in South Africa. Practically, this study will benefit the following stakeholders:

- **The researcher**

The researcher as a practitioner will benefit from the comprehensive literature review which enriched the researcher's knowledge of effective leadership. The study also provided the researcher with a foundation for this study.

- **Academia**

This exploratory study can be used by other researchers as a base for further studies on the functionality of leadership styles in various settings.

- **The government**

The study will provide recommendations to governments on how to promote functional leadership in academic institutions.

- **School practitioners**

Recommendations from this study will assist school leaders and teachers on how to develop and implement functional leadership.

- **Communities**

If recommendations from this study are implemented the performance of both employees and pupils in primary schools will improve; which in-turn will enhance the performance of students in secondary schools since pupils will perform better in primary schools. If the foundation is strong then the building is strong, so it is important to develop children at any early stage for the development of communities through the provision of a skilled and disciplined labour-force that will give quality services back to their communities.

## **1.8. RESEARCH METHODOLOGY**

This section gives a summary of the methodology that was used in the study with emphasis on the research design, the sampling procedure, data collection methods, data analysis and ethical considerations. This section will be discussed in detail in Chapter Three.

### **1.8.1 Research design**

A qualitative approach was adopted for this study, as qualitative research pursues a deeper understanding of human experience, with its focus on aspects of human behaviour in order to explain, predict, describe and control (Bryman, 2012). This study being unified by the phenomenon of leadership styles, therefore, adopted a phenomenological design, to explore the leadership styles of the school leaders of selected primary schools.

The interpretive paradigm was deemed suitable for this study because the participants' perceptions would be interpreted by the researcher. A multiple case study strategy was adopted since the study was exploratory in nature. This research is exploratory with the aim of exploring the leadership styles used in four primary schools in the Western Cape Province of South Africa: hence the qualitative approach. According to Saunders et al. (2019) citing Robson (2002), exploratory studies are suitable when one wants to find out what is happening or wants to seek new insights to assess phenomena in a different way (Cohen et al., 2018; Saunders et al., 2019).

### **1.8.2 Site selection**

The research was conducted at four government primary schools in one District of Cape Town which fall under the Western Cape Education Department. These schools were purposefully selected based on their quintile ranking. Quintile ranking is a classification of schools into non-fees paying (**quintile 1– 3**) schools, located in townships and accessible to learners from lower social economic status households, and fee-paying (**quintile 4 – 5**) schools serving learners from average/high social economic status. For convenience, four schools that fall within **quintile 1– 5** in the Metro North district of the WECD where the researcher resides were selected. Schools A and B are non-fee-paying schools located in two townships, while schools X and Y are fee-paying schools. School X's fees are much lower than those of school Y, but School Y is usually preferred by parents and people of this community because of the standard maintained by its leadership. The selection of schools from all four quintiles was to provide a robust background to justify that the functionality of a school may not be dependent on intervening variables such as social and economic factors, as there are primary schools within South Africa which, despite the socio-economic challenges they face, defy the odds and maintain consistent, exceptional academic performance and are functioning well (Chikoko et.al., 2015).

### **1.8.3 Research participants**

The participants will be purposively and conveniently chosen to represent all school functions. Employee lists were obtained from the school principal and targeted participants namely: teachers, HODs, SMTs and school principals or their representatives were given information sheets showing: the study topic, the main aim and objectives, brief data collection and analysis procedures, how the results will be reported and the benefits of the study to the school. Possible areas of harm were also indicated to the participants, and they were told how such harm would be minimised. The researcher promised a one-on-one interview to ensure anonymity and confidentiality. Consent forms were then given to the participants who were requested to sign clearly, and it indicated that participants could withdraw from the study at any time if they so wished. There was no coercion as only the individuals who gave consent participated in the study.

#### 1.8.4 Sample size

**Table 1.1 Research Sample**

<b>School A (Non-FeePaying School)</b>	<b>School B (Non-FeePaying School)</b>	<b>School X (Fee Paying school)</b>	<b>School Y (Fee Paying School)</b>
1 Principal	1 Principal	1 Principal	1 Principal
1 SMT	1 SMT	1 SMT	1 SMT
2HODs	2HODs	2HODs	2HODs
2Teachers	2Teachers	2Teachers	2Teachers

#### 1.8.5 Data analysis

Analysis of data collected from the interviews was carried out inductively with the use of Bauer's Content Analysis (Bauer, 2002). In the analysis process, the data was coded and then grouped into categories and sub-categories, based on coherence and synthesis of the codes (Thomas, 2016). The data from the interviews with the various participants were analysed separately and then all the codes were organised into categories and sub-categories to determine the results of the data analysis. Microsoft Tables were used to arrange the data into themes and show the participants' comments.

### 1.9 ORGANISATION OF THE STUDY

**Chapter One:** This chapter introduces the study and provides the background to the study, it states the research problem, the research questions, and the aim and objectives of the research. It also explains the research methodology which includes participant selection, data collection and analysis, ethical considerations and the organisation of the study.

**Chapter Two:** This chapter is a review of the relevant literature for this study, giving a brief overview of what other researchers discovered about the fundamental concepts of this field of study. The literature review explored the concept of functional leadership, school leadership, some leadership styles in the field of education, leadership theories, and the conceptual and theoretical framework.

**Chapter Three:** This chapter gave a detailed picture of various research methodologies from which the researcher chose the most suitable ones for this study. The chapter explained the research philosophy and design adopted for the study, clearly stating how data was collected,

analysed and interpreted in line with tested and proven procedures from previous studies and informed by research experts. This chapter discussed the ethical issues that might have affected the credibility of the study in line with internationally recognised academic research ethics and university research standards.

**Chapter Four:** This chapter provided a meticulous discussion of the issues related to the functionality of leadership styles in primary schools in the Western Cape Province of South Africa. The chapter used data collected from the participants to answer the research questions.

**Chapter Five:** This chapter gave closure to the study by summarising the research findings and their implications for government, industry and academia. The chapter also suggested potential areas of further research.

#### **1.10. CHAPTER SUMMARY**

This chapter gave the background to the study, problem statement and also gave an outline of the aims and objectives of the study. This chapter discussed the significance of the study, its limitations and research methods. It also described the structure of the thesis.

The next chapter is a comprehensive review of the literature about the purpose of the study and the research questions, which investigate the functionality of leadership styles of school leadership in four primary schools in one education district in Cape town, Western Cape. In Chapter Two, the literature review, the conceptual and theoretical framework will be discussed.



## **CHAPTER TWO**

### **2.0. THE LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **2.1. CHAPTER INTRODUCTION**

In the previous chapter, the background, research aim and objectives of this study were discussed. The expectations of South Africa's Department of Basic Education of school leaders in running an effective and functional school were described according to the South African Department of Basic Education (DBE) Standard for Principals Policy, with a focus on improving the professionalism of leadership and management in schools.

The DBE's expectations from its principals and the Standard for Principals Policy (SASP) policy portray that the functionality or non-functionality of schools must be a result of certain activities undertaken by school leaders.

The speculation about the impact of leaders on schools' functionality, as well as learners' academic performance has given rise to substantial literature that looks into the impact of school leaders on the actualisation of improved school performance outcomes.

This chapter is a review of some of these contributions to the subject. It gives an overview of what other researchers have discovered about the fundamental concepts of this research. The review begins by exploring the concepts of leadership, school leadership, functional leadership, leadership styles and leadership theories in the field of education.

### **2.2. THE FUNDAMENTAL CONCEPTS OF THE STUDY**

#### **2.2.1. Leadership/school leadership**

Leadership is the utilization of influence on organisational members and diverse stakeholders towards the identification and achievement of an organisation's vision and goal (Tan et al., 2021). Leadership is the ability to organise a group of followers gathered for specific purposes, to influence and inspire them towards acting at a high level of commitment, while exerting minimal force to achieve organisational goals. Leadership can have the ability to influence people's notion of change; depending on the potential role of the leadership styles implemented during the entire transformation process (Atasoy, 2020). However, a leader is understood as someone who inspires followers to attain the common goals that convey his/her experiences, through the use of a synergistic approach, to drive organisational learning processes. Improving

a shared vision often leads an organisation towards uncommon activities, facilitates ongoing improvement, making sure of progress towards pre-determined goals, and grooms followers for all dimensions of organizational change by communicating with them. It plays a vital role in shaping the behaviours, beliefs and attitudes of followers (Bass, 1985; Aydin, 2010; Atasoy, 2020).

Over time, research about school leadership increased with effective school research in the 70s. Studies carried out in North America and England showed that learners' achievement in some schools was higher than in other schools. The researchers were of the opinion that this situation could not be explained merely by the unique individual and social attributes of the students, but that the real difference between the schools lay in the leadership behaviours of the school administrators (Karadag et al., 2015). Hence, school leadership has become a frequent subject of discussion in education studies because of this finding (Bamburg & Andrews 1991; Krüger & Scheerens, 2012; Ross & Gray 2006).

A school leader is someone who plans and manages programme development, appropriates resources, advances the performance of employees and learners by encouraging them, and provides them with guidance to meet the objectives of the school. School leaders must see to it that these objectives are agreed upon and pursued with teachers and learners. In addition, school leaders also manage extra-curricular activities. They direct staff and learners' activities in other areas of the school, encourage local communities to work with the school and collaborate with families and business organizations (Karadag et al., 2015; Hodge, 2020).

In the South African context, The South African Schools Act 84 (1996) describes the principal as the head teacher and leader of a school. The SASP policy (2016) opined that the functionality or non-functionality of schools must be a result of some activities on the part of school leaders within their schools. The policy considered the principal to be the main leader of a school and stated that the principal's primary role is to provide a focus and support system to enable teachers to develop their classrooms for greater instructional effectiveness (RSA DBE - Government Gazette, 2016).

Principals are expected to create an environment for effective teaching and learning to take place. The principal can achieve this by delegating a more substantial part of his/her obligations. Then the principal can make the most of his/her time, focusing his/her efforts on getting the best out of the staff members as well as learners, based on the school's policy.

The principal of a school must align the practices, responsibilities, and duties assigned, delegating some of the non-academic tasks to other administrators and staff; but he/she must play the role of coordinator (Reeves, 2006, RSA DBE - Government Gazette, 2016). Lastly, school leaders shoulder the responsibility of making sure that the school operates at its maximum functional potential. Therefore, factors that qualify the principal's activities within a school as functional will be analyzed in the next paragraphs.

### **2.2.2. Functional leadership**

It is the researcher's view that for primary schools in the Western Cape Province of South Africa to achieve set goals and meet their vision and mission, school leadership should exhibit behaviours that are catalytic to the efficiency and effectiveness of their subordinates and followers and the good performance of the schools they lead, in terms of pupils' academic performance and extra-curricular activities.

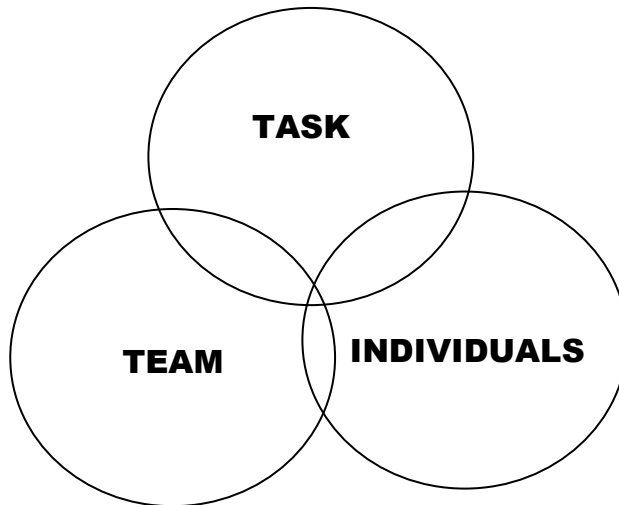
According to Barnett and McCormick (2016), functional leadership is a theory that is used for addressing specific leader behaviours that are expected to contribute to organizational or unit effectiveness. The model for this leadership does not rest with a single individual but on a set of behaviours by the group that gets things done (Barnett and McCormick 2016). This theory argues that the leader's main task is ensuring that whatever is necessary to meet group needs is catered for.

Thus, a leader can be said to have done their job well when they have contributed to group effectiveness and cohesion. This leadership theory places great emphasis on how an organisation or task is being led rather than who has been officially assigned the position of a leader. John Adair (1970) developed the Action Centred Leadership Model which shows a functional leadership model with three overlapping connecting circles, indicating that a functional leader is concerned about interactions in three areas:

**Task:** Goal setting, method and process.

**Team:** Effective interactions/communication, clarify roles, team morale.

**Individual:** Attention to behaviour, feeling and coaching.



**Functional Leadership Model.** Adapted from Culkrishnan – WordPress.com

**Task:** The Job that needs to be done at a particular time.

**Team:** The group of people that the leader is responsible for who have to work together to achieve the task.

**Individuals:** The individual people who make up the team, who have different personalities, motivations and skills (Barnett et al., 2016).

Adair noted the following 8 key functions for which team leaders are responsible. (Examples are given in brackets):

1. **Defining the task**, (set clear objectives using smart goals).
2. **Planning**, (by exploring alternative ways to accomplish tasks and having contingency plans to resolve problems).
3. **Briefing the team**, (by creating the right team climate, fostering synergy, and maximizing the individuals through knowing them well).
4. **Controlling what happens**, (being efficient by getting maximum results from available resources).
5. **Evaluating results**, (by assessing consequences and identifying how to improve performance).
6. **Motivating individuals**, (by employing both external motivators such as rewards and incentives as well as eliciting internal motivators on the part of each team player).

7. **Organising people**, (by using good time management, personal development and dedication as tools to organise self and others).
8. **Setting an example**, (by the recognition that people observe their leaders and copy what they do).

Relating the above stated model to a school organisation reveals that a school principal has a significant influence on the interests of his/her school in achieving its goals. According to Nellitawati (2020), the principal must ensure that maximum use is made of all the human resources available by building a healthy staff. A principal must direct what is good for his school community by doing well himself. He must make use of a leadership style that can create an atmosphere conducive to maximising results and quality of teachers and student learning. The functionality of his leadership style goes a long way towards determining the direction of the school's management. A principal carries out a myriad of complex tasks because, besides functioning as an administrator, he/she also acts as a supervisor (Nellitawati, 2020). Therefore he/she must ensure that the school is properly organised and structured with a good set of behaviours by a group that gets things done.

To establish functional leadership in South African Schools, the Department of Basic Education policy document on the South African Standard for Principalship (SASP) 2015 policy also fully defines the role of a school principal and key aspects of professionalism, image and competencies that define a principal as being functional. The following 8 key interdependence areas are the core purposes of principals in South African schools:

1. Leading teaching and learning in the school.
2. Shaping the direction and development of the school.
3. Managing quality and securing accountability.
4. Developing and empowering oneself and others.
5. Managing the school as an organization.
6. Working with and for the community.
7. Managing human resources (staff) in schools.
8. Managing and advocating extra-mural activities.

The South African Standard for Principalship illustrates the Department's concrete action on the challenges emanating from the Strategic Priorities informed by the Action Plan to 2019 towards the Realisation of Schooling 2030. The SASP responds to the important demand for the provision of credible support to school principals as a key aspect of improving effectiveness in

the education system. It also prepares school principals to deal with changing processes and to improve the quality of education in the restructured education system. All these government stated policies and goals can only be achieved in a healthy and thriving environment created by school leaders. All staff members and the school's general level of performance depend on the leadership style that is being employed by the school principal. Without a functional leadership style, effective school performance cannot be realised. The next paragraph identifies the difference between leadership styles and leadership theories before proceeding to explore the various leadership styles and theories in the field of education.

### **2.2.3 The difference between leadership styles and leadership theories**

The literature on leadership shows that theories are evolving over time; and the relevance of some theories depends on the context they are applied in (Ahmed, Nawaz, and Khan, 2016; Dess & Picken, 2000). Theories of leadership concentrate on finding out what makes successful leaders do well in what they do. While leadership style is a sub-set of leadership theory; that is, styles are born out of leadership theories; styles focus specifically on the traits and behaviours of leaders (Portolese, Upperman & Trumpy, 2018). They are used to identify the leader's interaction with his followers and/or a situation requiring leadership action. According to Portolese, Upperman & Trumpy (2018), a leadership style comprises of interpersonal skills and traits that constitute a leader's character as inferred by an observer. Styles provide a unique approach to identifying what leaders say and do to influence followers or subordinates (Portolese, Upperman & Trumpy, 2018).

By understanding, leadership styles and theories schools can identify potential leaders more readily, and can also develop specific skills for the functionality of leadership. Initially, leadership theories focused primarily on the specific characteristics and behaviours of leaders. However, as time went on, the relationship between the leader and his/her followers was explored. Leadership style is modelled on a leader's behaviours, where different patterns of leadership behaviour are observed. It is believed that leaders can alter their style to enhance organisational performance (Portolese, Upperman & Trumpy, 2018). It is important to note here that leadership theories comprise an umbrella body that encompasses leadership styles that are centered on what leaders actually do to get the results. However, according to Abid et al. (2017), it is often an arduous task for educators to emulate an imperious administration style of principalship and become motivated enough to participate in promoting the goals and visions of

their schools (Abid et al., 2017). Hence the next paragraph proceeds to explore the different leadership styles that school leaders adopt in leading a successful school.

### **2.3. LEADERSHIP STYLES**

The principal's leadership style reflects the behaviour of the principal towards colleagues. It impacts the working conditions of the school (Abid et al., 2017). The principal is directly responsible for directing the teachers and other staff members towards achieving the goals of the school. His behaviour with staff members engenders a positive relationship with one another. A positive teaching and learning environment happens when a principal employs a suitable leadership style towards his staff members. The principal's leadership style sets the standard of education in the school (Abid et al., 2017). When formulating the major aim derived from this review of literature for this study, the researcher sought to find gainful insights into the styles of leadership as determined by existing circumstances and help principal relationships under particular styles. It was important to determine how leadership styles correlate with improved quality of education in the South African primary education system (RSA DBE - Government Gazette, 2016). The next section reviews the literature on leadership styles that may enhance the effectiveness and efficiency of teachers and support staff in primary schools to enable pupils' good achievements in academic and extra-curricular activities. This section will review the literature on three main leadership styles that are common in schools namely the democratic/participative, instructional and transformational leadership styles used by school principals and the multiple approaches to school leadership have been adopted to enable these styles to be viewed in the most impactful ways in order to improve schools' and learners' academic performance (Davids & Waghid, 2019; Day et al., 2016).

#### **2.3.1. Democratic/participative leadership style**

Democratic leadership will be used interchangeably with participative leadership in this study. The belief that leadership needs to be distributed to improve students' performance, which engenders the functionality of schools, is gaining attention in leadership studies (Kılıcoglu, 2018). When a culture of shared responsibilities and leadership is created among school members and collectively within the community, learning is enhanced (Kılıcoglu, 2018; Louis et al., 2010). An important aspect of the democratic leadership style is the co-operation and alignment of others to the values and vision of the leader (Harris & Chapman, 2002). Democratic leaders involve followers in discussions on opportunities and consultations on emerging and

foreseen problems. As a result, subordinates show more commitment to their work and are willing to be innovative as a result of the confidence entrusted in them. Furthermore, subordinates who perceive their managers as democratic, are generally satisfied both with the levels of their participation in decision-making and their work conditions (Dyczkowska & Dyczkowski, 2018; Yukongdi, 2010, p. 175).

It is also said that democratic approaches stimulate work quality (Dyczkowska & Dyczkowski, 2018; Cunningham et al., 2015, p. 34) and reward employees for commitment and working to solve problems rather than penalising them for mistakes they make. In this way, empowered employees feel more responsible for meeting goals (Dyczkowska & Dyczkowski, 2018; Inandi, et al., 2016, p. 194). Focusing on schools, even though school leaders are important agents in promoting students in receiving learning opportunities, the way they are seen these days is changing, as leaders at the top are increasingly not viewed as the only sources of change and vision in schools (Kilicoglu, 2018; Woods, 2005). Modern trends for leading and managing schools are said to be based on the shared responsibilities of all members of the learning fraternity in participative environments (Kilicoglu, 2018; Delgado, 2014). These days school improvement is a task undertaken with the involvement of students, teachers, and parents in the planning or implementation stages (Kilicoglu, 2018). However, the negative side of this leadership style is its tendency to retard the decision-making process during a crisis (Kars & Inandi, 2018).

### **2.3.2. Instructional leadership**

Instructional leadership is a broad concept that sees effective leaders as those whose primary focus is on teacher instruction and student learning. Hallinger and Murphy (2012:7) view instructional leadership as an influential process whereby leaders identify the direction for the school, motivate staff and coordinate school and classroom-based strategies aimed at improvements in teaching and learning. Such leaders with the ability to propel their school forward, are viewed as culture builders seeking to create an academic presence that fosters high expectations and standards for students and teachers (Barth, 1990, 2002). Hallinger and Wang, (2015), gave a triangular dimensional summary of the responsibilities of instructional leadership described as follows: It creates a school mission, manages the instructional program, and develops a positive school learning climate. Instructional leaders develop and communicate school goals, coordinate and supervise the school curriculum, monitor and evaluate student progress, and incentivise teachers and students (Ovando & Ramirez, 2007, Hallinger & Wang,



2015). This study adopts the notion that school principals are instructional leaders who engage the participation of teachers and other key players in the school context (Hit & Tucker, 2016).

Although researchers differ about what defines an instructional leader, there is uniformity in their theoretical framework (Burch, 2007; Reitzug, 2008). The instructional leadership style of focusing on teaching and learning has had a substantial impact on the educational literature for the past three decades, with significant evidence of its effectiveness in teacher and student outcomes (Hallinger & Wang, 2015; Ylimaki, 2007). According to Hallinger (2005), a minority of principals are seen as instructional leaders who somehow managed to overcome the multiple pressures that push principals away from the curriculum and the classroom (Edmonds, 1979). Hence, this study avers that instructional leaders are indispensable assets of effective schools, without which the various components of good schooling can neither be brought together nor kept together (Fullan, 2016).

Furthermore, there is increasing recognition that instructional leadership may be an appropriate approach to school improvement in South Africa (Bush & Glover, 2016; Naidoo & Mestry, 2019). However, Bush (2013) stated that the processes of achieving improvement, including the need for modelling, monitoring, and professional dialogue, received little attention. These processes manifest through high-quality observation of classroom discussion of practice within learning areas or phases, and the achievement of consistency in expectations of behaviour and practice for both learners and educators. This study, therefore, defines instructional leadership as comprising leaders who can create a school mission, manage an instructional program and develop a positive school learning climate. Such leaders can develop and communicate school goals, coordinate and supervise the school curriculum, monitor and evaluate student progress and provide incentives for teachers and students (Ovando & Ramirez, 2007; Hallinger & Wang, 2015; Bush & Glover, 2016; Naidoo & Mestry, 2019).

### **2.3.3. Transformational leadership style**

Transformational leadership was developed by Burns (1978) and was described as comprising leaders who were routinely focused on the outcome, thus uniting staff in the pursuit of goals that matched the leader's vision, while finding ways to excite even the most uninterested employee. Transformational leadership, as identified by Nahavandi (2014), used motivation to influence organisational employees to reform or implement changes in their organisations.

They were described as change agents, saddled with the responsibility of revitalising their organizations (Rijal, 2016). Transformational leadership and organisational culture have a positive effect on the development of a learning organisation (Rijal, 2016). Having transformational leaders is a positive aspect of an organisation since it creates a learning environment and motivates followers to perform at their best. Besides that, learning transformational leadership encompasses leaders' competencies (skills and knowledge), their way of thinking and their attitudes towards transforming themselves and their organisations (Rijal, 2016). This study, therefore, defines transformational leadership, as leadership that according to Steyn, (2013) has the ability to identify and establish a school vision, model best practices, uphold a culture that stimulates the intellect and provides support and development for individual staff members. (Steyn, 2013).

Purwanto et al. (2019) described the dimensions of transformational leadership, as charisma; being the ability of leaders to arouse pride, trust and respect for their subordinates while effectively communicating the mission and vision of the organization they lead. The concept of an inspirational leader, explains the extent to which a leader communicates an interesting vision, uses symbols to focus the efforts of subordinates and expresses important goals in a simple way. Intellectual stimulation embodies the behavior of leaders who encourage their subordinates to always innovate and be creative in solving the problems they face, by offering new ideas to stimulate their subordinates to rethink old ways of completing work and influencing subordinates to look at problems from a new perspective. Individualized consideration, describes the behavior of leaders who always care about the development of the abilities of their subordinates, treat subordinates as individuals and try to understand the desires of subordinates and function as their advisors (Purwanto et al., 2019).

#### **2.3.4. The multiple method approach to leadership**

Despite Democratic, Instructional and Transformational leadership styles gaining support in the literature and being recommended as the proposed model of leadership for school principals (Leithwood et al., 2006; Robinson et al., 2008), there is no clearcut conclusion as to which leadership style is superior to another in terms of effectiveness. Results from a meta-analysis by Robinson et al., (2008), showed that instructional leadership accounted for greater gains in student academic achievement than transformational leadership. However, the lack of a uniform conceptual framework of instructional leadership and the recent changes in school reform calls for a leader with transformational abilities, leading to the basis upon which other researchers

propose transformational leadership as the ideal leadership style for school principals (Leithwood et al., 2006; 983). Part of the motivation for this study is an empirical study by Marks and Printy (2003) on instructional and transformational leadership, where the researchers found that effective principals worked "simultaneously at transformational and instructional tasks" (Hit & Tucker, 2016:6).

Day et al. (2016) in their study of the impact of leadership on student outcomes, provided evidence of how successful principals achieved and sustained improvement over time, through a combination of transformational and instructional leadership strategies. This study posited that in creating a democratic/participative environment where teaching and learning happen as a consequence of critical engagement with others and togetherness, agents of the school feel that they are honoured as persons, who can contribute towards building a just and equitable society. Effective learning can be achieved in a more functional environment engendered by functional leadership styles (Davids & Waghid, 2019). Day et al., (2016) expressed a need for more research in future that would move beyond the use of single paradigm models that may, despite their technical rigour, provide somewhat simplistic dichotomies or limited accounts of successful school leadership. This study explored leadership styles used by principals in selected schools who employed a democratic/participative leadership framework to encourage the functionality of the leadership style of the school leaders.

In conclusion, for any leadership style to be effective, some participation from all leadership role players within the school is important, which leads this study towards the adoption of a participative leadership theory as its theoretical framework. Participative leadership theories suggest that the ideal leadership style is one that acknowledges the input of others. Participative leaders encourage participation and contributions from group members and creates a sense of relevance that enhances group members' commitment to the decision-making process. A principal who uses a participative leadership style, rather than making all the decisions, seeks to involve other people, thus improving commitment and increasing teamwork, which leads to better quality decisions and a more successful outcome (Davids & Waghid, 2019; Amanchukwu et al., 2015). The next section will provide a brief review of the literature, describe prevailing leadership theories, and provide more detail on transformational and participative leadership.

## **2.4. Leadership Theories**

The worldview is that research on leadership is a process and that new research studies build on the past. The history of an organisation provides information that should not be ignored (Ahmed, Nawaz, and Khan, 2016). During the nineteenth century, several theories emerged such as the Great Man theory, the Trait theory, the Process Leadership theory, the Style and Behavioural theory, and the Transformational, Transactional and Laissez Faire leadership theories (Ahmed et al., 2016).

In the Great Man theory, Carlyle stated that leaders are born and not made and that only men who were endowed with heroic characteristics could ever become leaders. His opinion was that great men were born, not made (Ahmed et al., 2016). However, the credibility of the Great Man theory was challenged due to extensive miscalculations by great leaders such as Napoleon and Hitler. Leadership theory then progressed from the belief that leaders are born or are destined by nature to be in their role at a particular time to the belief that certain traits are found in leaders culminating in the Trait theory (Ahmed et al., 2016). Early theorists were of the opinion that born leaders were endowed with certain physical traits and personality characteristics that sets them apart from their followers, ignoring assumptions about whether leadership traits were genetic or could be acquired.

According to Ahmed et al., (2016) citing (Ekvall & Arvonen, 1991) Jenkins identified traits which are hereditary such as height, intelligence, attractiveness, and self-confidence and others gained through experience and learning such as effectiveness traits and charisma, being important components of leadership. Studies by scholars in the late 1940s, on the traits of military and non-military leaders, revealed that certain traits developed at certain times. However, failure to detect the traits which every single effective leader had in common, resulted in the trait theory falling into disfavour. The contingency theories suggest that no single leadership style is as precise as any other leadership style as it depends upon the situation and number of other variables.

This means that there is no one exclusive way to lead because both internal and external environments may cause a leader to adjust his/her leadership style to suit that particular situation (Ahmed et al., 2016) According to Greenleaf, 1977 in Ahmed et al., (2016) contingency theories suggest that the style of leadership that works in some circumstances may not be effective in others. Leaders are chosen based on how well their style suits a position. For example, in his contingency model, Fiedler assumed that a single leader had only one style of

leadership and could not adapt to different situations (Team FME, 2015). A key assumption of the contingency theorists was that the leader was the centre of a leader-follower relationship (Ahmed et al., 2016).

Situational theories suggest that a leader's behaviour is determined by the circumstances on the ground and that followers play an important part in defining the leader-follower relationship. Although the situational leadership theory still focuses on the leader, it highlights group dynamics (Ahmed et al., 2016; Team FME, 2015). Leaders adapt to the environment and choose the style to use based on the situation. Behavioural theories of leadership suggest that good leaders are made, not born (Amanchukwu et al., 2015). This leadership theory's emphasis is on the actions of leaders not characteristics and qualities or internal states (Amanchukwu et al., 2015). This means that people can learn to become leaders through training and observation (Amanchukwu et al., 2015). Another theory, the transactional leadership theory, proposes that followers are motivated by reward or punishment, whereas a transactional leader focuses on job tasks and provides clear direction and supervises productivity in detail. He or she punishes followers for failure and rewards them for success (Ahmed et al., 2016).

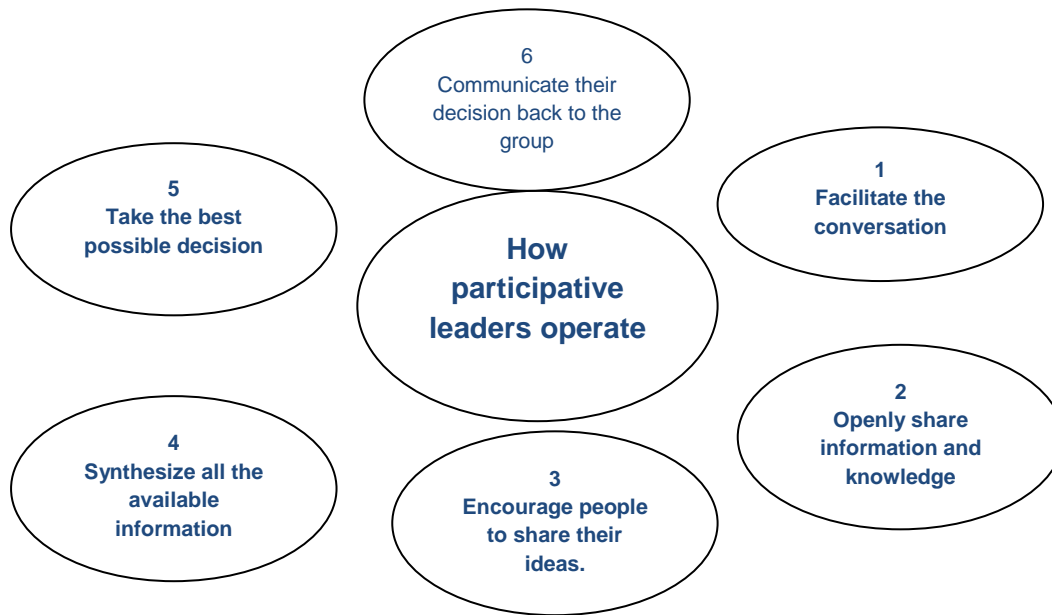
#### **2.4.1 The transformational theory**

Transformational theories are also known as relationship theories because they focus on the connections formed between leaders and followers. It follows that according to these theories, leadership is the process whereby a person engages with others and is able to build relationships that increase motivation and morality in both subordinates and leaders. Transformational leaders motivate and inspire followers by helping group members to appreciate the importance and greater good of the task. Transformational leaders are focused on the performance of group members, but also on each person realising their maximum potential. It is said that leaders of this style often have high ethical and moral standards (Amanchukwu et al., 2015; Charry, 2012). The transformational theory is significant to this study in that it describes a possible leadership style that may be found in primary schools. The theory also informs the interview guide where the researcher will enquire whether leaders in primary schools in Cape Town build strong work relationships and engage with stakeholders namely, teachers, parents, students, members of the community and non-academic staff.

#### **2.4.2. The participative leadership theory**

Participative leadership theory is any power-sharing arrangement that divides workplace power among persons of unequal hierarchy (Locke & Schweiger, 1979). The primary assumptions of this theory in the education field are that it will improve school effectiveness; that principles ratify it, and that it is practically available to the right stakeholders (Bush, 2015). The core elements of this theory are participation and involvement. Ng et. al. (2015) broadly reported that with participative leadership, school leaders tend to become more open-minded, avoid centralisation, are willing to share and care about their audience. This theory will enhance staff bonding and reduce pressure on principals, "Leadership burdens will reduce if leadership duties and responsibilities are delegated and principal leadership, replaced by leadership density" (McLennan & Thurlow, 2003:6).

This study is adopting this theory because it aligns with the democratic standards of the new South Africa. The initiation of School Governing Bodies (SGBs) for all schools and the greater recognition accorded to School Management Teams (SMTs), offers a positive affirmation of participative decision making. The evolvement of SMTs in South African schools brings the platform for participative leadership although there is a dearth of literature suggesting that it is replacing or even representing the principal's singular leadership (McLennan & Thurlow, 2003). Generally, participative leadership is favoured in all cultures, amidst considerable differences. (Dorfman & House, 2004). The diagram below gives a picture of how participative leadership works.

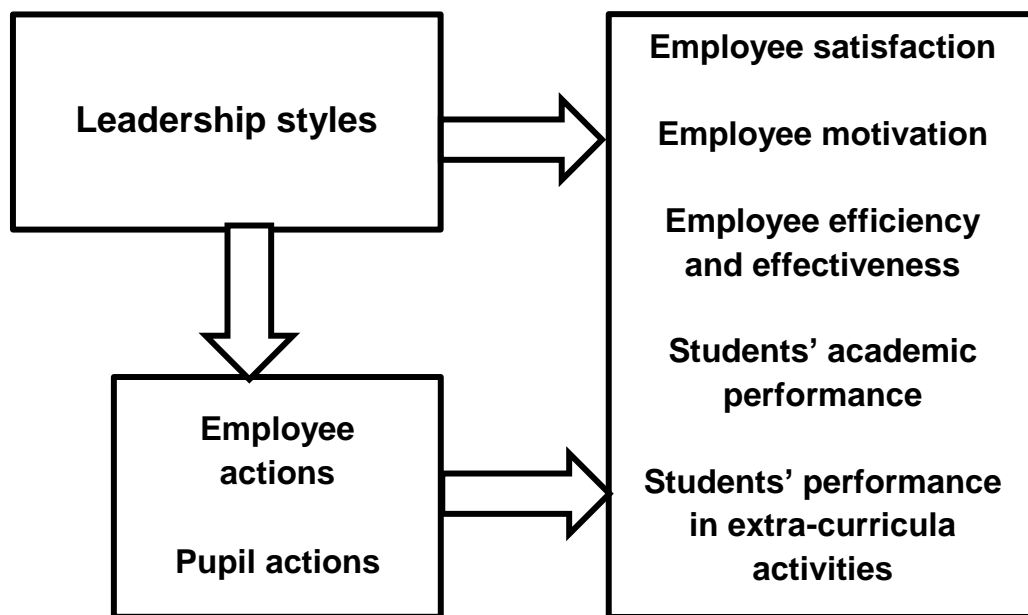


**Figure 2.1 The Participative Leadership Model. Adapted from Psychlogicia.com**  
**Source: <http://psychlogigia.co/participative-leadership/>**

Linking this theory to a school setting: at the first stage, the leader initiates and facilitates a conversation concerning a goal or challenge with all the role players (SGB's, SMT's, HOD's and teachers). During the second and third stages, participation is encouraged by allowing the role players to air their opinions, ideas and knowledge. At the fourth and fifth stages, the collated inputs are further deliberated upon by the Principal, the SGB's and the SMT's to arrive at the best possible decision, which the principal will then have to communicate back to all the role players for implementation at the sixth stage. Having developed the theoretical framework for the study, the researcher in the next section looks at the dependent and independent variables for the study in the conceptual framework; making it possible to establish the functionality of the leadership styles of school leaders at primary schools in one education district in Cape town.

## **2.5. CONCEPTUAL FRAMEWORK**

Figure 2.2 below shows the conceptual model. Leadership styles influence teachers, support staff and pupils' actions in primary schools in the Western Cape Province. These actions influence school performance which is measured by: employee satisfaction, employee motivation, employee efficiency and effectiveness and students' performance. All these measures will be used to evaluate the functionality of leadership styles in the selected primary schools in Cape town, Western Cape Province, which is the main focus of this study.



**Figure 2.2 Conceptual Model. Source: Researcher's own construction**

## **2.6. CHAPTER SUMMARY**

This chapter was a comprehensive review of literature on the concept of leadership, school leadership and functional leadership. It followed the development of leadership theories, through to the birth of leadership styles. The main leadership styles were discussed namely: the Democratic/Participative style, the instructional style, the transformational style and the multiple approaches to leadership. It was revealed in the literature that the Democratic/Participative, instructional style and transformational styles have been found effective in motivating teachers, support staff and pupils in settings that are different from South Africa, but no style was found to be superior to the others. The researcher investigated the leadership styles in use in primary schools in the Western Cape Province of South Africa and tested the functionality of these styles. The next chapter discusses the methodology used for this study from data collection, to data presentation, analysis and interpretation.



## **CHAPTER THREE**

### **3.0. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. INTRODUCTION**

This chapter will give a detailed picture of a series of research methodologies from which the researcher will choose the most suitable ones for use in this study; informed by a detailed literature review, tying theories to the study in an attempt to answer the research questions. The chapter will explain the research philosophy and design adopted for the study, clearly stating how data is to be collected, analysed and interpreted, in line with tested and proven procedures from previous studies and informed by research experts. Finally, the data analysis, trustworthiness, credibility, triangulation and ethical considerations are described.

#### **3.2 RESEARCH METHODS**

According to Saunders et al. (2019), the methods used in a study depend on the research aim. Quantitative methods are used for explanatory studies, and qualitative methods are more appropriate for exploratory studies, as in the case of this study. If the study is descriptive, mixed methods are more suitable (Cohen et al., 2018). This research is exploratory with the aim of exploring the leadership styles used in four primary schools in the Western Cape Province of South Africa: hence the qualitative approach. According to Saunders et al. (2019) citing Robson (2002), exploratory studies are suitable when one wants to find out what is happening or seeks new insights to assess phenomena in a different way. (Cohen et al., 2018; Saunders et al., 2019).

#### **3.3 RESEARCH PHILOSOPHIES**

The philosophy adopted for this study is interpretivism which utilises qualitative research choices. The following discussion justifies the choice of this philosophy. According to Saunders et al. (2019), the research philosophy is an understanding that relates to the development of knowledge and the nature of that knowledge. The interpretivism philosophy adopted contains key assumptions about the way in which the researcher views the world, which in turn determines the choice of the case study strategy and qualitative choices. Saunders et al. (2019) spoke of four main philosophies namely, Interpretivism, positivism, realism and pragmatism, but the researcher only considers interpretivism and positivism since they are two philosophies on extreme ends of the philosophy continuum.

According to Saunders et al. (2019), research philosophies are better explained through paradigms, which are basic belief systems or world views that guide a study in ontological, epistemological and axiological ways. Ontology is the researcher's view of the nature of reality. Epistemology is the researcher's view of what knowledge is acceptable while axiology is the researcher's opinion of the part played by values in research. The researcher was motivated to carry out this study to investigate the leadership styles used by principals in primary schools in the Western Cape Province. The two aspects of ontology considered were objectivism and subjectivism. Objectivism holds that social entities exist in reality and are independent of social actors who are concerned with their existence while subjectivism postulates that social phenomena are created from the views and actions of stakeholders concerned with their existence (Saunders et al., 2019). This study will be subjective since it relies on the perceptions and feelings of teachers and school management about the leadership styles that prevail in primary schools in South Africa.

**Positivism** is a philosophy that gives an understanding that the results of a study are external, objective and independent of social actors and that data comes from observable phenomena with the observer's attention being on cause and effect and the testing of theory from collected data, resulting in law like generalisations (Saunders et al., 2019). In positivism research is value-free and the researcher is independent of the study so as to maintain an objective position. In this philosophy, mostly quantitative and structured data is collected and analysed (Saunders et al., 2019).

In the **interpretivism** philosophy, the research findings are socially constructed, subjective and may change (Saunders et al., 2019) and knowledge has subjective meanings and comes from social phenomena and focuses upon the details of a situation. In this philosophy, the research is value laden with the researcher being part of what is being investigated and he/she is not independent of the findings. The interpretivism philosophy was adopted for this study, it will be largely qualitative, and data will be collected using semi-structured interviews. (Saunders et al., 2019; Cohen et al., 2011; Cohen et al., 2018)

### **3.4 RESEARCH DESIGN**

The research design is the overall plan of a study and constitutes research strategies, research choices and time horizons. It is a process whereby the researcher goes about answering the research question (Saunders et al., 2019). According to Kawulich and Chalisa (2012) research

designs are plans that are developed to answer research questions and are used to explain how a study is to be conducted. It is a rigorous approach to understanding and implementing data collection and analysis to achieve the objectives of a study (Kawulich and Chalisa, 2012). It can be concluded that the research design is the main plan for data collection and analysis in order to answer research questions.

### 3.4.1 Research strategies

The researcher explored a number of strategies and settled on a **multiple case study** strategy, having seen that the study is exploratory in nature and that alternative strategies would not work in the limited time, as obtaining informed consent is an uphill task. This strategy was selected from a list of 7 strategies including case studies, archival research, experiments, action research, grounded theory, ethnography, and survey strategies. When utilising **archival research** strategies, the researcher searched archival documents for information. These could be news articles, strategy documents and policy documents, among others (Bryman, 2016; Saunders et al., 2019).

Leadership theory is evolving fast as more studies are carried; out so archival data will be used to build on theory, in relation to the research questions. When a researcher intends to study causal relationships between variables, cause and effect **experiments** can be conducted (Saunders et al., 2019). An experiment will not be suitable for this study since the study is subjective in nature; in that the researcher relies on the perceptions of school managers in respect of leadership styles being used by primary school principals in Cape Town. This study is also value laden as it will benefit several stakeholders namely: The government, academia, policy makers, practitioners and the researcher.

Another strategy to consider is **action research** which focuses on research in action, not research about action (Coghlan & Brannick, 2005) in Saunders et al. (2019). It involves practitioners in partnership with researchers trying to solve a problem in an organisation. Although this strategy would have been instituted to allow the researcher to experience the leadership style being used first-hand, there is a time constraint which leaves the researcher no option but to adopt a dual case study. The grounded theory combines induction and deduction.

A **grounded theory** strategy also was considered. Goulding (2002), in Saunders et al. (2019) stated that grounded theory is used to predict and explain behaviour using theory building. This type of strategy was not deemed suitable since the researcher was only exploring the leadership

styles used by primary schools in Cape Town. **Ethnography** is rooted in the inductive approach and attempts to describe and explain the social world the group under study lives in (Saunders et al., 2019).

This type of strategy is time consuming because the researcher has to be in the social world being studied. The Ethnography strategy was not adopted because of time limitations. Lastly, the **Survey** took the size of the population into account. This strategy is often used in the deductive approach but also works with the inductive approach where questionnaires and face to face interviews are utilized for data collection. This strategy allows for the collection of large amounts of data from a large population in an economic way (Cohen et al., 2018; Saunders et al., 2019; Bryman 2016). However, while the survey strategy would have worked for this study, it was not chosen due to the fact that obtaining informed consent from targeted participants would be difficult. The researcher also believed that the case study strategy is useful for gaining a rich understanding of the leadership styles used in primary schools in Cape Town.

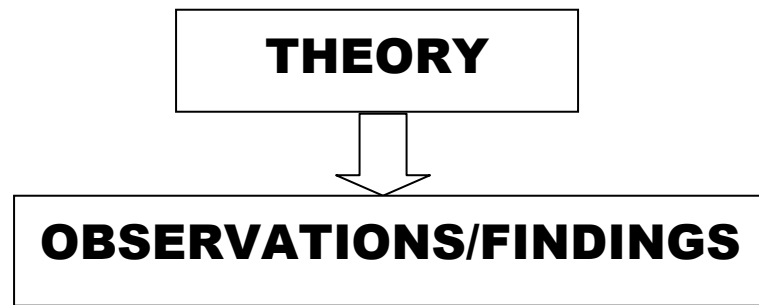
### 3.4.2 Research Approaches

There are two main approaches to conducting a research study, deduction and induction. According to Collis and Hussey (2013) in Saunders et al. (2019), the **deductive** approach is associated with the development of a theory which is then tested using data. This approach is mostly used in the natural sciences, where explanations are given by means of law-like generalisations, thus enabling the explanation of phenomena and predicting their occurrence in a controlled environment. In this approach, the researcher deduces a hypothesis from the theory expresses it in operational terms and then tests it and concludes whether the hypothesis should be accepted or rejected. The researcher then decides whether the theory should be modified in light of the findings.

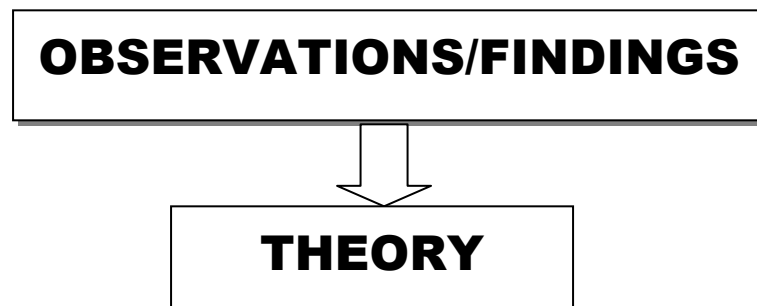
The inductive approach proposes that human beings are not merely objects but have the capacity to think. In this approach, data precedes theory. The theory is then deduced from the analysis of the data collected. The researcher then seeks to understand the meanings human beings attach to events; taking note of the fact that the researcher is part of the research process, and therefore the findings cannot be generalised (Bryman, 2016; Saunders et al., 2019). This approach is largely qualitative and gives an in-depth understanding of the research problem. The diagram below shows a comprehensive picture of deductive and inductive approaches to the relationship between theory and research.

**Figure 3.1 Deductive and Inductive approaches to the relationship between theory and research**

**Deductive Approach:**



**Inductive Approach:**



Source: (Bryman, 2016)

Figure 3.1 above, shows how the deductive approach is when a researcher draws on what is known in a specific field and then applies relevant theoretical ideas in order to generate a hypothesis/hypotheses which will then be interpreted in operational terms (Bryman, 2016). The theory and the hypothesis guide how research should be conducted and thus they control the research process (Saunders et al., 2019; Bryman, 2016). The deductive approach is associated with quantitative research.

The inductive approach is when the researcher deduces the implications of the research findings to come up with a theory (Bryman, 2016). This approach is associated with qualitative research so therefore this study adopted an inductive approach to investigate the functionality of the leadership styles being utilized by school leaders in primary schools in Cape Town, Western Cape.

### **3.5 RESEARCH PARTICIPANTS**

A population is the complete group of people or objects the characteristics of which a researcher intends to study Collins and Hussey (2014). Similarly, Fraenkel et al. (2014) postulated that a

population is an entire group of persons or a set of objects which a researcher is interested in gaining knowledge from and drawing conclusions about. The research participants for this study were persons occupying leadership positions at different levels and phases within their schools.

Their responses on how they practice and experience leadership assisted in establishing the functionality of the leadership styles that were operational in their schools. These persons are the principal, the School Management Team (SMT), Heads of Department (HoDs) and teachers.

### **3.6 SAMPLING**

Sampling is the process of selecting a representative subset from a population for the purposes of collecting data and analysing it, to predict the characteristics of the population using sample findings (Saunders et al., 2019; Cohen et al., 2018). Sampling is convenient because usually collecting data for an entire population is costly and time consuming (Taherdoost, 2016). When sampling, important factors to consider are sampling method, sample size, representativeness, sample parameters and accessibility (Saunders et al., 2019).

There are two categories of sampling: probability and non-probability sampling. In this study, non-probability sampling was used to select multiple case study schools and school leaders. To carry out probability sampling the population size and its elements are known and the selection of subjects is random with each subject having an equal chance of being selected. In non-probability sampling, the selection of participants is subjective, not random (Saunders et al., 2019). Non-probability sampling techniques are exposed to sampling bias because in most cases the chosen sample may not be representative of the population in comparison to probability sampling techniques (Bryman, 2016).

However, non-probability sampling was found suitable for this study since the participants needed to have desired characteristics and a lot of knowledge of the schools in question. The researcher was of the view that school principal, SMT, HoDs and teachers were in a position to give detailed information on how the schools are run because of the various leadership positions they occupy at different phases within their school.

#### **3.6.1 Purposive sampling**

Purposive sampling is a non-probability sampling technique that is used to select participant schools and school managers. According to Saunders et al. (2019), the researcher can use non-

probability sampling techniques to select particular elements or subjects for a study, making sure that the elements have certain characteristics that are essential to the study. It is the researcher's belief that school principals, SMTs, HoDs and teachers will provide data that will generate acceptable knowledge and help answer the research questions.

### **3.6.2 Convenient sampling**

In convenience sampling, subjects are selected for the convenience of the researcher (Cohen et al., 2018; Bergin, 2018). One of the major challenges in conducting research is recruiting participants, which often results in the researcher obtaining a non-representative sample. In this study, the researcher selected four schools based on their quintile rankings.

Schools **A** and **B** are schools within **quintiles 1 – 3**. They are non-fee paying schools located within the township area of the district. The majority of the learners at this school are from a very poor socio-economic background. These schools are poorly resourced and their only source of resources is the department which is always barely enough to meet their needs.

Schools **X** and **Y** are schools within **quintiles 4 – 5**. They are fee-paying schools located within the small suburbs of the district. Learners at these schools have middle/high socio-economic status. They are well resourced, and their predominant source of funding is from the fees paid by the parents and other fundraising avenues approved by the management of the schools.

The selection for this study was made after considering several factors including convenience, accessibility and the cost of travelling to and from the schools to collect data.

## **3.7 RESEARCH PARTICIPANTS**

The participants will be purposively and conveniently chosen to represent all school functions. Employee lists were obtained from the school principal and targeted participants namely: teachers, HODs, SMTs and school principals or their representatives will be given information sheets with the study topic, main aim and objectives, brief data collection and analysis procedures, how the results will be reported and the benefits of the study to the school. Possible areas of harm were also indicated to the participants and how harm will be minimised.

The researcher promised a one on one interview to ensure anonymity and confidentiality. Consent forms were then given to participants to sign clearly indicating that participants can

withdraw from the study at any time if they so wish. There was no coercion as only those individuals who gave consent participated in the study.

### 3.8 Sample size

**Table 3.1 Research Sample**

<b>School A (Non-FeePaying School)</b>	<b>School B (Non-FeePaying School)</b>	<b>School X (Fee Paying school)</b>	<b>School Y (Fee Paying School)</b>
1 Principal	1 Principal	1 Principal	1 Principal
1 SMT	1 SMT	1 SMT	1 SMT
2HODs	2HODs	2HODs	2HODs
2Teachers	2Teachers	2Teachers	2Teachers

### 3.9 DATA COLLECTION INSTRUMENTS

To collect qualitative data, research instruments are used (McMillan &Schumacher, 2014). The main methods of collecting data are document analysis, interviews, observations and the use of questionnaires (Saunders et al., 2019; Cohen et al., 2018). The accuracy and validity of the results and findings depend on the correct choice of instruments used during the data collection (Annum, 2015). Gibbs (2007) cited in Creswell (2014:201) states that validity means the researcher needs to check the accuracy and the transferability of the findings. In this study, the researcher will use an interview guide in a semi-structured interview to collect primary data. The interview guide was designed to answer the research questions and was developed using the theoretical concepts and underlying theories in Chapter 2.

### 3.10 INTERVIEW GUIDE

The researcher will use to use a semi-structured interview guide (See appendix A and B) to collect in-depth qualitative data (McMillan and Schumacher, 2014). Questionnaires were not deemed necessary because the researcher intends to probe further and avoid low responses usually associated with surveys. Seabi (2012:89) states that during semi-structured interviews the researcher uses open-ended questions which are flexible.



The interview guide will be made up of five sections: Section A, Section B and Section C, section D and section E with each section designed to answer the research questions in chapter one. Research Instruments should be designed to measure what they are supposed to measure (McMillan and Schumacher, 2014), which for this study is an exploration of the leadership styles in primary schools in Cape Town South Africa and identification of a functional leadership style for the performance of the said schools. The structure of the interview guide is given below:

Section A: This section will collect personal information.

Section B: This section will contain a variety of questions intended to answer the research question: What is the functionality of the leadership styles in use in the selected primary schools in Cape Town, Western Cape?

Section C: This section will contain a variety of questions intended to answer the research question: What are the leadership styles being used in the selected primary schools in Cape Town, Western Cape?

Section D: This section will contain a variety of questions intended to answer the research question: What are school leaders' perceptions of functional leadership?

Section E: This section will contain a variety of questions intended to answer the research question: How can primary school leaders foster functional leadership in primary schools in Cape Town, Western Cape? (See appendixes A and B).

### **3.11 DATA COLLECTION AND FIELDWORK**

This study used semi-structured face to face, telephone interviews and video calling for data collection cognisant of the Covid-19 situation. The interview guide was structured following the order of the research questions. The researcher established rapport with selected participants and obtained informed consent from them to participate in the study and then schedule interviews with selected primary school principals, department heads and some teachers to collect qualitative data.

The researcher visited research participants at their offices and conduct face to face interviews but where it was not possible due to Covid-19 restrictions and participants' preferences telephone interviews and teams meetings were used. The researcher asked questions and recorded responses in a notebook, probing further to clarify issues and also recorded all

proceedings using an acceptable recording device with the express permission of the interviewees. Each interview took an average of 40 minutes to complete. After the interviews, the researcher thanked the interviewees.

### **3.12 DATA ANALYSIS AND INTERPRETATION.**

According to Creswell (2014), data analysis is segmenting and taking collected data apart and putting it back together comprehensively. Collected data can be massive and rich but not all the information can be used researchers therefore, needs to focus on meaningful and relevant information and disregard the parts that are of no use to their study (Creswell, 2014). Qualitative data analysis is inductive as patterns, categories and themes are formed by sorting the transcribed data into meaningful themes. In the inductive process, the researcher examines and reads through the raw data before sorting the transcribed data into comprehensive themes (Creswell, 2014). Rossman and Rallis (2012) suggest that coding can be done by bracketing the transcribed data and labelling it with a heading or term to represent a theme.

Analysis of data collected from the interviews was carried out inductively. In the analysis process, the data were grouped into categories and sub-categories; allowing me to find coherence and synthesise the results to achieve good analysis (Thomas, 2016). The data for each participant were reviewed separately for confirmatory and contradictory statements until the data was organised into satisfactory categories and sub-codes to address the research question. Data analysis was done separately for each of the four participating schools. The collected data was transcribed using Microsoft 365 software and grouped into themes. The themes generated from each interview question will be presented in a table form and thematic analysis which will make it easy to evaluate (Bryman, 2016), after which the results will be analysed and enhanced using existing theories. The analysis was carried out by organising the data as follows:

**STEP 1:** Reviewed the response of each person interviewed and listen to each audiotape while reviewing the transcripts to ensure the accuracy of the data.

**STEP 2:** Each participant's interview would be coded separately according to how principals' leadership behaviours are perceived and further grouped into coding categories.

**STEP 3:** Coding consistency will be assessed by testing the clarity and consistency of category definitions on sample data.

**STEP 4:** Open coding will be used to code in the process with the relevant sections, highlighted.

**STEP 5:** The coding scheme will be tested on the sample text, leading to a review of the consistency of the coding performed.

**STEP 6:** Interpreted data will allow me to create themes from data collected by looking for relationships. Results will then be analysed and enhanced using existing theories.

**STEP 7:** Methods and findings will be reported or recorded.

### **3.13 ETHICAL CONSIDERATIONS**

This section gives details of the ethical procedures as follows:

#### **3.13.1 Trustworthiness**

In research, trustworthiness is used to determine the validity of the research findings in a qualitative study (du Plooy-Cilliers, Davis & Bezuidenhout, 2014). According to Shenton (2004), trustworthiness for qualitative research is divided into credibility, transferability, dependability and confirmability. The credibility of this study will be guaranteed as far as possible by interpreting the data provided by the participants during the interview sessions using triangulation, that is, using data collected from each participant to triangulate each other responses. All the stakeholders involved would be asked the same series of questions, respectively, to check the uniformity and coherence of data. Also, I would ensure the participant's confidentiality of the research to get in-depth answers. With the study being a qualitative study, semi-structured interviews are more suitable as they allow for thorough scrutiny of the research problem (Bryman, 2016). The idea of transferability is to gauge whether this study can be applied to similar situations and yield the same results (Shenton, 2004, du Plooy-Cilliers et al., 2014). This study shall be using appropriate samples, so it will be possible to replicate the findings of this study elsewhere. The confirmability of this study will inform the degree to which the data collected will support my findings and interpretations (du Plooy-Cilliers et al., 2014).

#### **3.13.2 Truthfulness**

In conducting this research, the participants were told the true details of the study via an information sheet and informed consent was obtained from participants before the data collection time in order to avoid any form of deception. There was also no bias of any form in

conducting and reporting this research as all the findings of the research were duly reported without any form of deception or compromise (McMillan & Schumacher, 2014).

### **3.13.3 Confidentiality and anonymity**

Anonymity refers to keeping secrets by not identifying the ethnic or cultural background of participants, by not referring to them by their names, or reveal any other sensitive information about a participant (Akaranga & Makau, 2016). This study used letters as identifiers of participating schools and all participants, for example, School A, School B, School principal X etc. No real names were linked to any of the responses but just letters. The interviews were held individually and in private and not in groups. The data collected was stored in a safe place and was presented in summary form and all audio recordings were deleted after data transcription and the final report had been drafted.

### **3.14 RESEARCH LIMITATIONS**

The study is exploratory and only focuses on four schools, hence the findings cannot be generalised to the entire country. However, the study will be useful as a foundation for further studies. Also, the study was silent on the relationship between gender and the development of traits and behaviours for functional leadership. Research needs to be carried out to establish the effect of gender on the functionality of leadership.

### **3.15 CHAPTER SUMMARY**

This chapter discussed in detail the research methods to be used in this study to answer the research questions. It explained how data will be collected and analysed. This chapter also explains how ethical issues will be addressed. The next chapter presents the data, analysis and interpretation of the results of the study to answer the research questions linking the findings to empirical literature.

## **CHAPTER FOUR**

### **4.0. DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1. INTRODUCTION**

The previous chapter discussed the research methods used in this study in detail. The site, the participants and the research instruments (see Appendix A and B) were described. It also explained how data was collected and analysed and how ethical issues were addressed. This chapter presents the data and the analysis and interpretation of it, to answer the research questions. The data were analysed qualitatively linking the findings to empirical literature. Data presentation and analysis were done separately for each of the four participating schools, for each research question. After the interviews were conducted, the data were transcribed and coded using Microsoft 365 software. Themes were generated from each interview question and the analysis was presented in table form using thematic analysis to answer the research questions. The next section will present the analysis of data from each section of the interview guide.

#### **4.2. BACKGROUND OF PARTICIPATING SCHOOLS**

Schools **A** and **B** are **quintile 1– 3** schools, meaning non-fee paying schools located in the township area of the district. The majority of the learners at these schools are from very poor socio-economic backgrounds and the schools are poorly resourced. Schools **X** and **Y** are **quintile 4 – 5** schools i.e., fee-paying schools located in small suburbs of the district. The learners at these schools enjoy middle/high socio-economic status and are well resourced due to the fees paid by the parents.

#### **4.3. PERSONAL PROFILE OF PARTICIPANTS**

A total of twenty-four (24) participants were selected for the study, based on the leadership position they each occupy at different levels in their schools. The participants for each school include the principal, one SMT member, two HOD's and two teachers. The participants comprised six (6) males and eighteen (18) females. Their age ranged between twenty (20) and sixty (60) years old and their qualifications ranged from Diploma Certificate level to a Post Graduate degree. Five (5) participants ranged from twenty-one (21) to thirty (30) years old. Four (4) participants ranged from thirty-one (31) to forty (40) years old. Six (6) participants ranged from forty-one (41) to fifty (50) years old. Eight (8) participants ranged from fifty-one (51) to sixty (60) years old. One (1) participant was over sixty (60) years old.

#### **4.3.1. Interpretation of findings on the participants' profiles of the selected schools.**

Findings from the profiles of all the participants of the selected schools showed that the participants had all completed their tertiary education, had adequate training and the appropriate academic qualifications for their posts. However, the study found that the participants' qualifications or age had no influence on the type of leadership style in use in any of the schools. This finding supported the position of Mustanir and Siddique (2020), which stated that leadership styles have no significant relationship with qualifications, experience and gender.

#### **4.4. ASSESSMENT OF FUNCTIONALITY OF LEADERSHIP STYLES**

Responses to questions 1 to 6 in section B of the interview guide (see Appendix A) are presented below for each of the participating schools to investigate the functionality of the leadership styles of school leaders at primary schools in one education district in Cape Town.

##### **4.4.1 School A**

This section presents the findings for school A for questions 1 to 6, section B of the interview guide.

##### **4.4.1.1 Question 1: Are teachers and support staff satisfied with (your leadership for principals) the leadership of this school (for other members)? Please explain.**

**Table 4.1 Satisfaction with Leadership Style**

<b>Participants</b>	<b>Answer</b>	<b>Brief Comment</b>
Principal	Yes	I operate a collaborative leadership style and I think they are happy with the level of transparency, communication, and planning at the school.
SMT	Yes	We have not had any complaints of dissatisfaction from anyone over the years.
HOD 1	Yes	When people are involved in the running of a system, they will always be satisfied.
HOD 2	Yes	Everyone is involved and I think that breeds satisfaction.
Teacher 1	Yes	We are satisfied with the results we've had here.
Teacher 2	Yes	

Based on the responses from Table 4.1 clearly, all the participants said that they were satisfied with the leadership style that is operational in School A. The principal stated that he uses a collaborative leadership style. The other participants commented that their satisfaction is based on the fact that they were carried along in the running of the school. According to Abid et al.,(2017). A leader's attitude toward members of staff creates a positive relationship with each other. A positive environment is created when a leader uses suitable leadership styles for the staff (Abid et al., 2017; Choi et al., 2017). The above results indicate that staff members at school A are satisfied with the leadership style of their leaders.

**4.4.1.2 Question 2: Are teachers motivated by your leadership to the extent that they are prepared to go the extra mile? Please explain.**

**Table 4.2 Staff Motivation**

Participants	Answer	Brief Comment
Principal	Yes	There is ample opportunity for teachers' innovations and creativity to be harnessed, so this keeps them motivated and relentless.
SMT	Yes	Our teachers are never hesitant when called upon for any task.
HOD 1	Yes	Teachers are always there when needed.
HOD 2	Yes	Teachers come to work earlier than scheduled and knock off late.
Teacher 1	Yes	We are all out for the welfare and success of the school.
Teacher 2	Yes	

In responding to whether staff members were motivated to the extent that they were prepared to go an extra mile in delivering their duties, the principal said that he believed the members of staff were motivated because he created ample opportunities for their innovations and creativity to be harnessed, thus motivating the staff members. This was supported by the SMT, HODs and teachers who all agreed that teachers are motivated by the leadership in school A. Abid et.al., (2017) stated that a school leader can be termed as functional if he has the ability to get individuals to do work without the utilization of any power and that it was a procedure to rouse others to work fanatically so as to accomplish goals. From the discussion above staff members at school A are motivated by school leadership to the extent that they go the extra mile when conducting their duties.

#### 4.4.1.3 Question 3: Do teachers and support staff do their work efficiently? Please explain?

**Table 4.3. Work Efficiency**

Participants	Answer	Brief Comment
Principal	Yes	
SMT	Yes	They are efficient.
HOD 1	Yes	
HOD 2	Yes	They are efficient.
Teacher 1	Yes	
Teacher 2	Yes	Maybe not at 100% but we are.

The responses in Table 4.3 above show that all the participants were in agreement that members of staff at the school A were efficient. One teacher had this to say *“As employees of this place, we try our best. I wouldn't say we are 100% efficient, I would be lying, but everyone here does what they are supposed to do. I have been at this school for four years now and I see how people carry on with their work zealously, so they are very efficient”*. Sousa and Rocha (2019) and Choi et al., (2017) stated that leaders who are collaborative in their leadership style, tend to have team members who have high job satisfaction and were highly productive. The results showed that the members of staff at school A are efficient.

#### 4.4.1.4 Question 4: Is the work done by teachers and support staff effective? Please give examples.

**Table 4.4 Work Effectiveness**

Participants	Answer	Brief Comment
Principal	Yes	The work is effective although there are challenges, especially in the aspect of language and the rotational attendance of students, resulting from the pandemic.
SMT	Yes	Student academic performance is one of the metrics used here in the school to ascertain the effectiveness of the teachers.
HOD 1	Yes	Being a full-service school, performing above average speaks to the effectiveness of our teachers.
HOD 2	Yes	The acceptance rate of our students into high schools is higher when compared to other primary schools.
Teacher 1	Yes	We have had one of our ex-students emerge as the best student in the thematic exam in the Western Cape.



Teacher 2	Yes	We are the best primary school in this area.
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Table 4.4 above shows that all the participants were of the opinion that teachers and support staff at school A were effective. Teacher 1 had this to say, *“We have had one of our ex-students emerge as the best student in the matric exam in Western Cape”*.

HOD 2 commented that: *“The acceptance rate of our students into high schools is higher when compared to other primary schools”*. The Principal said that the work done by the teachers was effective, but that there were challenges affecting the effectiveness of the work of teachers and support staff. The results showed that school A, a disadvantaged school was performing well academically.

These findings are in agreement with Naicker et al., (2016) who found that there were quite a number of disadvantaged schools which, despite the socio-economic challenges they face, show a great degree of resilience and perform at levels measurable to first class schools. Bush (2007) stated that the quality of leadership makes a significant difference in school and student outcomes. Schools require functional leaders and managers if they are to provide quality education for their learners. The results contradict Du Plessis and Mestry (2019) who don't expect pupils in disadvantaged schools to do well. They say that educators in disadvantaged schools experience numerous serious challenges: Most of the children don't attend school regularly, especially now due to Covid-19's pandemic rotational attendance and their learning is not supported at home. Parents of learners at disadvantaged schools have a lower level of education and do not have the time to attend to their children's schooling. The above discussion shows that members of staff at school A are effective.

#### 4.4.1.5 Question 5: Do learners perform well academically at this school?

**Table 4.5 Academic Performance**

Participants	Answer	Brief Comment
Principal	Yes.	On the overall, the student's academic performance is around 72 percent, and being a full-service school, I think they are not doing badly though there is still room for improvement.
SMT	Yes	We are well above average on overall and the major factor affecting it is the pandemic and parents' reaction to it.
HOD 1	Yes	Consistently above average.
HOD 2	Yes	

Teacher 1	Yes	Consistently above average.
Teacher 2	Yes	

When asked if the learners performed well academically at the school, all six participants responded that the academic performance of learners in their school was consistently above average (see comments in the brief comments section of Table 4. 5 above). Branch et al., (2013) posited that highly functional leaders raised the achievement of a typical student in their schools by between two (2) and seven (7) months of learning in a single school year. Ineffective leaders lowered achievement by the same amount. The above discussion shows that pupils perform well academically at school A.

#### **4.4.1.6 Question 6: Do students perform well in extra-curricular activities? Please give examples.**

**Table 4.6. Performance in Extra-curricular activities**

<b>Respondent</b>	<b>Answer</b>	<b>Brief Comment</b>
Principal	Not currently	Pre-Covid, we had students participate and even win medals at the highest level.
SMT	Not currently	Pre-Covid, athletics, music and painting were areas where our students excelled the most.
HOD 1	Not currently	
HOD 2	Not currently	
Teacher 1	Not currently	Pre-Covid, we had a good number of students competing at various levels.
Teacher 2	Not currently	

When asked if learners in this school performed well in extra-curricular activities all six participants responded that currently, their learners were not participating in any extra-curriculum activities because of the Covid-19 pandemic. All extra-curriculum activities had to stop because of the pandemic protocol and restrictions. However, before the pandemic, the learners participated in diverse extra-curricular activities. Extra-curricular activities, such as sports, fine arts, and clubs, provided learners with opportunities for interacting with other

learners, being involved in a group, enhancing development, and increasing learning (Berkley, 2021).

#### **4.4.1.7 Interpretation of findings on the functionality of leadership styles at school A**

Responses to questions 1 to 6 showed that the leadership styles being employed in school A were functional as witnessed by staff motivation, staff efficiency and effectiveness and pupils doing well academically and in extra-curricular activities. The next section assesses the functionality of leadership styles in school B.

#### **4.4.2 School B**

This section presents the findings for school B for questions 1 to 6, section B of the interview guide.

##### **4.4.2.1 Question 1: Are teachers and staff satisfied with (your leadership for Principals) the leadership of this school (for other members)? Please explain.**

**Table 4.7. Satisfaction with leadership style.**

<b>Respondent</b>	<b>Answer</b>	<b>Brief Comment</b>
Deputy Principal	Yes	They are satisfied because we have open communication, and they follow my instructions.
SMT	I wouldn't know	But from my own experience working here, I would guess they are satisfied.
HOD 1	Yes	They are satisfied because we lead them with respect and are always rendering them assistance in delivering their duties.
HOD 2	Yes	Because so far, we have never received any complaints about the way we are managing the school.
Teacher 1	Yes/No	I would have wanted more involvement of teachers instead of just being led.
Teacher 2	No	From the head down, people are not doing what they are supposed to do.

In responding to the question as to whether members of staff were satisfied with the leadership style that is operational at this school. Three participants responded that they were satisfied, one was not sure and both teachers 1 and 2 were not satisfied. The acting principal believed that teachers are satisfied because she ran an open system of communication and because staff members followed her instruction. Teacher 1 said that she would have been more satisfied if teachers were more involved in decision-making. Another participant, teacher 2 said that she was not satisfied with the way the school was currently being led because: *“From the head down, people are not doing what they are supposed to do”*. We can conclude that not everyone was satisfied with the type of leadership at school B.

These findings contrast with Abid et al. (2017) who opined that the basic work of a principal is to develop a supportive environment for staff members to accomplish their goals and objectives and Naidoo et al. (2015) who said that school leaders were taking into account the contributions of their staff members when making decisions to promote functional leadership and general school effectiveness. Nawoseing'ollan and Roussel, (2017) opined that leadership styles can either motivate or discourage employees, which in turn caused employees to increase or decrease their level of performance (Nawoseing'ollan & Roussel, 2017). The above discussion shows that not all the members of staff were satisfied with the leadership style(s) at school B.

#### **4.4.2.2 Question 2: Are teachers and support staff motivated by school leadership to the extent that they are prepared to go the extra mile? Please explain.**

**Table 4.8. Staff Motivation.**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Deputy Principal	Yes	For example, home time for teachers is 2 o'clock but you will find out that they are here up till 5 o'clock and sometimes at weekends too.
SMT	Yes	Teachers are willing to organise extra classes for struggling learners.
HOD 1	Yes	They are always willing to work extra hours and even during their breaks.
HOD 2	Yes	In this department even our grade heads are always assisting, going the extra mile and doing so much work even if they don't get the incentives, they are prepared to do extra work and they are happy.

Teacher 1	No	Mostly because of limited resources.
Teacher 2	No	Some of us are self-motivated. We motivate ourselves because we need to grow. And that is the only reason why we go the extra mile.

In responding to the question of whether members of staff were motivated to the extent that they were prepared to go an extra mile in delivering their duties, four participants responded that they were motivated. However, two teachers said that they were not satisfied because of the lack of adequate resources and the type of leadership style. Teacher 2 expressed that she did not get motivation from the leaders of the school and that rather she was self-motivated because she had a passion for professional growth. We can conclude that not everyone is motivated in school B, especially those who do not have positions of responsibility. This suggests that the leaders in question lack functionality. According to Abid et.al., (2017) a school leader can be termed as functional if he has the abilities to get individuals to do work without the utilization of any power. It is a procedure to rouse others to work fanatically so as to accomplish goals. (Abid et al., 2017). From the above discussion, it's clear that not all members of staff are motivated by the leadership at school B.

#### **4.4.2.3 Question 3: Do teachers and support staff do their work efficiently? Please explain?**

**Table 4.9. Work Efficiency**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Deputy Principal	Yes	They are efficient.
SMT	Yes	They are efficient.
HOD 1	Yes	Because we are trained, and we are experienced, so we know exactly what to do, and we know the curriculum also.
HOD 2	Yes	They are timely in the submission of assessments of work done and are very punctual to meetings.
Teacher 1	Yes	We have very experienced teachers here.
Teacher 2	Yes	To the best of their ability, I would say some. I can't speak for everyone else there.

In responding to the question asking whether members of staff of the school are efficient in delivering their duties, all six participants responded that teachers are efficient. Teachers at school B are trained and experienced and submit assessments of work done by students on time. It is important to note here that although some members of staff are not satisfied with their leadership and are not motivated either, they still do their work efficiently. This is in contrast with Sousa and Rocha (2019) who stated that leaders who are collaborative in their leadership style, tend to have highly productive team members (Sousa & Rocha, 2019; Choi et. al., 2017). The above discussion shows that members of staff at school B do their work efficiently.

#### **4.4.2.4 Question 4: Is the work done by teachers and support staff effective? Please give examples.**

**Table 4.10. Work Effectiveness.**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Deputy Principal	Yes	Yes but some areas still need improvement.
SMT	Yes	By the end of the year, about 97 percent of learners get promoted to the next grade here.
HOD 1	Yes	We teach according to their abilities.
HOD 2	Yes	In terms of general learners' performance.
Teacher 1	Not really	I feel we could have done more.
Teacher 2	Not really	Yes. We are a full-service school and that implies extra work for the teachers. At first, most of the learners were not doing fine but with our extra input, their performance has improved very much.

In responding to whether the members of staff were effective 4 participants said that teachers and support staffs are effective as far as learners' performance is concerned. The deputy principal however commented that some areas need improvement. Two other participants, Teachers 1 and 2 expressed that they could have done more. Their work was not really effective due to factors such as a lack of skills to manage learners with learning difficulties.

Teacher 2 said: *“This is because some of us are gifted or skilled for the learners that are able to function at a great level, but not for those who can't function at the great level, we lack getting to a level where we can get to all learners”*. Bush (2007) stated that the quality of leadership makes a significant difference in school and student outcomes. Schools require effective leaders and managers if they are to provide the best possible education for their learners. The discussion above shows that not all members of staff are effective at school B.

#### 4.4.2.5 Question 5: Do students perform well academically at the school?

**Table 4.11. Academic Performance.**

Participants	Answers	Brief Comments
Deputy Principal	Averagely	Currently, the academic performance is not satisfactory. Of course, you know with the pandemic, the way school attendance is rotated for learners is having a negative impact. Some groups attend school twice a week and another group attends thrice a week.
SMT	Averagely	I would say they perform maybe at around 60 to 70 percent.
HOD 1	Averagely	We perform on the average at about 60 percent.
HOD 2	Averagely	They are not excellent, and they are not doing so badly. Their average performance cannot be blamed on teachers but on the social economic factors that leave them at a disadvantage.
Teacher 1	No	It's quite poor, I would rate it at 40 percent.
Teacher 2	No	I would rate our overall performance at 50 percent.

According to the results of Table 4.11 as to whether learners perform well academically at school B the general feeling was that the performance was average; nothing outstanding. The deputy principal said the reason for the unsatisfactory academic performance of the learners was caused by the Covid-19 pandemic and subsequent lockdowns and interruptions to lessons. Teachers 1 and 2 felt that pupils' performance was poor.

This is in agreement with the findings by du Plessis and Mestry, (2019), who said that educators in disadvantaged schools experience numerous serious challenges. Most of the children don't

attend school regularly, especially now due to the Covid-19 pandemic rotational attendance and their learning is not supported at home.

Parents of the learners at this school mostly do menial work, have a lower level of education, and usually do not have the time to attend to their children's schooling (du Plessis & Mestry, 2019). The discussion above shows that the performance of learners at school B is not good.

#### 4.4.2.6 Question 6: Do students perform well in extra-curricular activities? Please give examples.

**Table 4.12. Performance in Extra-curricular Activities**

Participants	Answers	Brief Comments
Deputy Principal	Not currently	We used to perform very well before the pandemic, but unfortunately due to the pandemic. We are not having any extra-curricular activities.
SMT	Not currently	Covid is preventing those extracurricular from taking place. But prior Covid we were performing well.
HOD 1	Not currently	At the moment no.
HOD 2	Not currently	But prior Covid, we were doing well.
Teacher 1	No	We do engage in sports activities before Covid, but order than sports, no.
Teacher 2	Not currently	We do have sports activities before Covid, so not so much.

Responding to the question asking whether learners perform well in extra-curricular activities, all six participants responded that extra-curricular activities were currently on hold due to the Covid-19 pandemic. They mentioned however, that prior to the Covid-19 pandemic learner's did well in extra-curricular activities. According to Krishnaratne et al. (2020), in order to control the rate of transmission of the Covid-19 all schools had to put in place several measures for example: alternating physical presence, staggered arrival and departures and reduced availability of extracurricular activities.



#### 4.4.2.7 Interpretation of findings on the functionality of leadership styles at school B

We can conclude that the leadership styles at school B are not functional in comparison to school A, since not all members of staff are satisfied and motivated with school leadership and pupils are not performing well academically.

#### 4.4.3 School X

This section presents the findings for school X for questions 1 to 6, section B of the interview guide.

##### 4.4.3.1 Question 1: Are teachers and support staff satisfied with the leadership of this school? Please explain.

**Table 4.13. Satisfaction with the style of leadership**

Participants	Answers	Brief comments
Principal	Yes	Very low absentee rate and a very low turnover of staff. And I think the leadership style that I use is a collaborative one, and I firmly believe in servant leadership.
SMT	Yes	They willingly follow instructions, leaders are open to feedbacks.
HOD 1	Yes	They are all happy staff because they do not want to leave here.
HOD 2	Yes	Not 100 percent though, I feel it's human nature, that there will always be things that some people will not be happy with.
Teacher 1	Yes	Because they are not just delegating rather, they solicit and value our input.
Teacher 2	Yes	They are very supportive and understanding.

When asked if participants were satisfied with the style of leadership that is operational at school X, all six participants responded that they were satisfied with the leadership style that is

operational at the school. The Principal and one HOD responded that there is a low rate of absenteeism and that teachers at the school don't always want to leave the school.

In the words of the Principal, she said, *"We have a very low absentee rate and a very low turnover of staff as well, and I think those are clear indicators that people are quite happy with that. In general, if there's any kind of change in our program, there's no grumpiness among staff and everyone seems to be onboard. And I think the leadership style that I use is a collaborative one, and I firmly believe in servant leadership. So, I'm not looking to say we need to do this then I sit back and watch them do it, then I wouldn't be with them. So, if there's anything that needs to be done after school, we do it as a team and I think that also builds camaraderie, and people feel appreciated that way"*.

Other participants commented that staff members are satisfied because their leaders are open to feedback. The leaders do value the input of the teachers and are also very supportive and understanding. The findings resonate with literature. A leader's attitude toward members of staff creates a positive relationship between members. A positive environment is created when the principal uses suitable leadership styles for his/her staff (Abid, et al., 2017; Choi, et al., 2017). The above discussion shows that teachers and support staff at school X are generally satisfied with the leadership style(s).

**Question 2: Are teachers and support staff motivated by your leadership to an extent that they are prepared to go the extra mile? Please explain.**

**Table 4.14. Staff Motivation**

Participants	Answers	Brief comments
Principal	Yes	Data surveys are given to the staff and the general feedback that comes back is that they're happy with the way the school is run.
SMT	Yes	I think it's also due to the fact that we don't infringe on their personal time very often, so if it does happen, it's occasionally.
HOD 1	Yes	I do give a cup of coffee or chocolate boxes just to keep them motivated each time they do an excellent job like planning and filing.
HOD 2	Yes	Staff always does lots of extra things.

Teacher 1	Yes	
Teacher 2	No	Personally, I am willing and would go the extra mile for my learners but not necessarily for the leaders or the management of the school.

In responding when asked whether staff members are well motivated by the leaders of this school to the extent of going the extra mile, five out of the six participants responded that they were motivated. The principal stated that staff members are motivated judging from the feedback from staff surveys that are frequently carried out at the school. The SMT members responded that staff members are satisfied because the leaders of the school hardly ever infringe on staff members' personal time. However, one participant Teacher 2 replied that her willingness to go the extra mile was because of the learners and not because of the school leaders. The results showed that members of staff at school X are motivated. A school leader can be termed as functional if he has the ability to get individuals to do work without the utilization of any power. It is a procedure to rouse others to work fanatically so as to accomplish goals. (Abid et.al., 2017). The discussion above reveals that members of staff at school X are motivated by the school leadership.

#### 4.4.3.3 Question 3: Do teachers and support staff do their work efficiently? Please explain.

**Table 4.15. Work Efficiency**

Participants	Answers	Brief comments
Principal	Yes	They are efficient.
SMT	Yes	We have good and agreeable systems in place.
HOD 1	Yes	They are young staff, so they are very energetic and still very eager.
HOD 2	Yes	We have a very good moderation process so we can see the work that's been done and it's always all good.
Teacher 1	Yes	-
Teacher 2	Yes	-

When asked if teachers at the school are efficient, all six participants responded that teachers and support staff were efficient at doing their work. The basic reasons for the efficiency of their work were because the school has a very good and agreeable employee appraisal system and set standards in place that enabled leaders to assess the efficiency of the work done. We can conclude that teachers at school X are efficient.

The findings are supported by literature. For the tasks and responsibilities carried out by the teacher to be carried out in accordance with predetermined standards, they need to be supported by an excellent principal's leadership style towards the teacher (Nellitawati, 2020). Leadership styles can either motivate or discourage employees, which in turn causes employees to increase or decrease their level of performance and propensity for their retention in the organization (Nawoseing'ollan & Roussel, 2017). The above discussion reveals that members of staff at school X work efficiently.

**4.4.3.4 Question 4: Is the work done by teachers and support staff effective? Please give examples.**

**Table 4.16. Work Effectiveness**

Participants	Answers	Brief Comments
Principal	Yes	I believe so, yes, we are a full-service school, and we constantly encourage firstly getting the right man for the job.
SMT	Yes	Being a full-service school, we cater for all the needs of our learners and our teachers are very good at drawing up plans to assist the children that are struggling to reach their curriculum or may need extra help.
HOD 1	Yes	Yes, although the past year has been very difficult, we are doing a lot of analysis when we do our assessment to ascertain areas where improvement is needed and what strategies to have in place.
HOD 2	Yes	Yes, especially with our experienced teachers. Our less experienced teachers need some guidance and from time to time we do help them with that as well.
Teacher 1	Yes	Yes. It is showing on the statistics.

Teacher 2	Yes	Yes. We are a full-service school and that implies extra work for the teachers. At first, most of the learners were not doing fine but with our extra input, their performance has improved very much.
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In responding to the question that asked whether the work done by the teachers and support staff of the school was effective regarding learner's academic performance; all six participants responded that their work was effective.

The leaders of school X were able to identify the academic needs of their learners, as it was a full service school that accommodated diverse learners, including those with learning disabilities. School X leaders were able to devise means to manage and improve their teaching and learning processes which resulted in good academic performance.

Bush (2007) stated that the quality of leadership made a significant difference in school and student outcomes. Schools require effective leaders and managers if they are to provide the best possible education for their learners. In agreement, Mawdsley, et al., (2012); Chikoko et al., (2015) and Day et al., (2016 ) all opined that each school leader's understanding and diagnosis of their school's needs and applications of clearly articulated and shared values contributed to the general performance of the school. The above discussion shows that members of staff at school X are effective in the way they conduct their duties.

#### 4.4.3.5 Question 5: Do students perform well academically at the school?

**Table 4.17. Academic Performance**

Participants	Answers	Brief Comments
Principal	Yes	They do. We are not only a mainstream school we are also a full-service school, which means that in the bad old days you used to have a separate class, an adaptation class for children with special needs.
SMT	Yes	Before Covid, but if you put the impact of Covid into consideration, they are currently struggling in terms of academic performance, especially the grade 5s.
HOD 1	Yes	I think the majority of our children are between 50 and 70 percent, but some are in the 80 to 90 percent range.

HOD 2	Yes	Yeah, I would say that between 50 and 60 percent.
Teacher 1	Yes	I would rate them at 70 to 80 percent.
Teacher 2	Yes	Yes, they do but some of them struggle due to language barriers as English or Afrikaans is not their first language.

In responding to whether learners at school X perform well academically at the school, all six participants responded that they did. Four of the six participants rated their overall academic performance from 50 – 90 percent, depending on each learner's capacity. We conclude that the academic performance at school X is good. Branch et al., (2013) said that highly functional leaders raised the achievement of a typical student in their schools while ineffective leaders lowered achievement. The discussion above shows that students perform well academically at school X.

#### **4.4.3.6 Question 6: Do students perform well in extra-curricular activities? Please give examples.**

**Table 4.18. Performance in Extra-Curricular Activities**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Principal	Not currently	We did perform well before Covid, the only challenge we had then is the distance from the school to the point of transportation. However, since Covid we have not been engaging.
SMT	Not currently	Covid is preventing those extracurricular from taking place. But prior Covid we were performing well.
HOD 1	Not currently	At the moment no.
HOD 2	Not currently	But prior Covid, we were doing well.
Teacher 1	No	We do engage in sports activities before Covid, but other than sports, no.
Teacher 2	No currently	We do have sports activities before Covid, though not so much.

In responding to the question asking whether learners in this school performed well in extra-curricular activities all six participants responded that currently, their learners were not participating in any extra-curriculum activities at the moment because of the Covid-19 pandemic. All extra-curriculum activities had to stop because of the pandemic protocol and restrictions. However, before the pandemic, the learners used to participate in diverse extra-curricular activities.

According to Krishnaratne et al. (2020), in order to control the rate of transmission of Covid-19 all schools had to put in place several measures, for example, alternating ones physical presence, staggered arrivals and departures and reduced availability of extracurricular activities.

Ngimaand Tsering (2020) added that apart from drastic changes in the normal life of society, students' normal schooling activities had been jeopardized by the pandemic in many ways such as preventing; learning with peers, group discussions, brainstorming sessions, practical experiments and important events, co-curricular and extra-curricular activities which play a vital role to enhance the mental and physical growth of students. From the discussion above it's clear that students perform well in extra-curricular activities at school X.

#### **4.4.3.7 Interpretation of findings on the functionality of leadership style(s) at school X**

The leadership style(s) at school X are functional since members of staff are satisfied and motivated with school leadership and that pupils perform well academically and in extra-curricular activities.

#### **4.4.4 School Y**

**4.4.4.1 Question 1: Are teachers and support staff satisfied with the leadership of this school? Please explain?**

**Table 4.19. Satisfaction with Leadership Styles**

Participants	Answers	Brief Comments
Principal	Not everyone	My collaborative leadership style and the innovations it has brought to the school should make them satisfied but certainly, some are not satisfied with it.
SMT	Yes	They are not gleeful or overly joyful, but they are certainly not dissatisfied.
HOD 1	Not everyone	Most decisions made by leaders are centred on the bigger picture, hence there are bound to be staff who may not be satisfied with the decision from their standpoint.
HOD 2	Yes	I don't think there is a perfect leadership style that satisfies everyone, but we have quite a happy staff with leaders steering us in the right direction.
Teacher 1	Yes	Our leaders are very supportive, even on a personal level.
Teacher 2	Yes	

When asked if participants are satisfied with the style of leadership that was operational at this school, four out of the six participants responded that they were satisfied with the leadership style that was operational at the school. (See each participant's comment in the brief comments section of Table 4.19). However, the Principal and one HOD 1 said that the majority of the staff members are satisfied, but there were other people who were likely not to be satisfied, especially if they were not lovers of new innovations being introduced by the school principal. However, the majority of employees are satisfied with the leadership styles employed by school leaders. These findings resonate with the literature. Leadership styles can either motivate or discourage employees, which in turn, causes employees to increase or decrease their level of performance and propensity for retention in the organization (Nawoseing'ollan & Roussel, 2017). From the discussion above it can be seen that members of staff are satisfied with the leadership style(s) at school Y.

**4.4.4.2 Question 2: Are teachers and support staff motivated by your leadership to the extent that they are prepared to go the extra mile? Please explain.**



**Table 4.20. Staff Motivation**

Participants	Answers	Brief Comments
Principal	Yes	The majority are willing to and do always go the extra mile when needed.
SMT	Yes	Our teachers are among the first set of employees to resume and the last to leave.
HOD 1	Yes	Though the current pandemic has stretched everyone beyond their limit.
HOD 2	Yes	Our academic rating and systemic test ranking are proof.
Teacher 1	Yes	Though it's personal, I think if the options are laid out, majority of us will go the extra mile.
Teacher 2	Yes	Considering the amount of time and effort we invest in doing our work.

In responding to the question asking whether staff members are well motivated by the leaders of this school to the extent of going the extra mile, all six participants responded that they were motivated. One of the participants HOD 1 said: *“Though the Covid-19 pandemic is having a bad toll on the teachers they are always willing to go the extra mile in caring out their duties. Burdened with multiple new demands for which they were unprepared... the capacity of education leaders and administrators, who were also experiencing the previously described stressors faced by students and teachers, was stretched considerably”*.

A school leader can be termed as functional if he has the ability to get individuals to do work without the utilization of any power. It is a procedure to rouse others to work fanatically so as to accomplish goals. (Abid et.al., 2017). The discussion above shows that staff members at school Y are motivated by their leaders.

**4.4.4.3 Question 3: Do teachers and support staff do their work efficiently? Please explain.**

**Table 4.21. Work Efficiency**

Participants	Answers	Brief Comments
Principal	Yes	The majority are.
SMT	Yes	They are efficient.
HOD 1	Yes	
HOD 2	Yes	They are efficient.
Teacher 1	Yes	
Teacher 2	Yes	

When asked whether teachers at school Y did their work efficiently, all six participants responded that their work was highly efficient. These results suggested that the leadership styles at school Y were supportive of day to day activities. According to Nellitawati, (2020), in order for the tasks and responsibilities carried out by the teacher to be carried out in accordance with predetermined standards, it needs to be supported by an excellent school leader's leadership style towards the teacher (Nellitawati, 2020).

#### **4.4.4.4 Question 4: Is the work done by teachers and support staff effective? Please give examples.**

**Table 4.22. Work Effectiveness**

Participants	Answers	Brief Comments
Principal	Yes	An average performance above 80 percent would not be possible otherwise.
SMT	Yes	We are a well-functioning school because of the teacher's effectiveness.
HOD 1	Yes	We are ranked among the top three schools in this area.
HOD 2	Yes	
Teacher 1	Yes	Our pass rate far exceeds the failure rate.
Teacher 2	Yes	

In responding to the question asking if the work done by the teachers and support staff at school Y was effective, with regard to learner's academic performance, all six participants said that their work was effective. The respondents mentioned the high pass rate at the school as a measure of their effectiveness. According to the principal, an average performance above 80 percent would not be possible if teachers and support staff were not effective in their duties. The responses are an indication of functional leadership. Abid et al., (2017) and Bush (2007) stated that the quality of leadership made a significant difference in school and student outcomes. Schools require effective leaders and managers to provide the best possible education for their learners. They also said that principals, head teachers and deputy principals are mostly held accountable for students' academic performance. The above discussion reveals that members of staff at school Y are effective in the way they conduct their duties.

#### 4.4.4.5 Question 5: Do students perform well academically at the school?

**Table 4.23. Academic Performance**

Participants	Answers	Brief Comments
Principal	Yes.	On the overall, our student's performance is above 80 percent.
SMT	Yes	This has been adversely impacted by the pandemic else, we had students ranked amongst the top ten in the district.
HOD 1	Yes	On the overall, our performance is above 80 percent.
HOD 2	Yes	On the average, we are above 75 percent.
Teacher 1	Yes	On the overall, we are around 90 percent pass rate.
Teacher 2	Yes	

In responding to the question that asked whether learners perform well academically at the school, all six participants responded that they did. According to the participants, the overall academic performance rating of this school stood between 75 and 90 percent. One of the participants the SMT member mentioned however that the Covid-19 pandemic had adversely impacted his/her academic performance, nevertheless, the school had students ranked amongst the top ten in the district. The results are indicative of functional leadership. Branch et al., (2013) posited that highly functional leaders raise the achievement of a typical student in their schools

while ineffective leaders lower achievement levels. The discussion above shows that learners perform well academically at school Y.

#### 4.4.4.6 Question 6: Do students perform well in extra-curricular activities? Please give examples.

**Table 4.24. Performance in Extra-curricular Activities**

Participants	Answers	Brief Comments
Principal	Not currently	Pre-Covid, we had students participate in hockey and baseball.
SMT	Not currently	Pre Covid, music and dancing were areas where our students excelled the most.
HOD 1	Not currently	We were not doing badly pre-Covid but we are not a sports school.
HOD 2	Not currently	We have even had an ex-student feature in the Olympics.
Teacher 1	Not currently	Pre-Covid, we had a good number of students competing at various levels.
Teacher 2	Not currently	

In responding to whether learners in school Y performed well in extra-curricular activities, all six participants responded that currently, their learners were not participating in any extra-curriculum activities at the moment because of the Covid-19 pandemic. All extra-curriculum activities had to stop because of the pandemic protocol and restrictions. However, before the pandemic, the learners used to participate in diverse extra-curricular activities. Krishnaratne et al., (2020), stated that in order to control the rate of transmission of the Covid-19 all schools had to put up several measures for addressing the organization and administration of school activities. Such measures addressed the availability, structure and timing of school activities, for example, co-horting, alternating physical presence, staggered arrivals and departures, dining and breaks, and reduced availability of extracurricular activities (Krishnaratne et al., 2020). From the above discussion, we can conclude that learners at school Y perform well in extra-curricular activities.

#### 4.4.4.7 Interpretation of findings on the functionality of leadership styles at school Y

The leadership style(s) at school Y are functional since members of staff are satisfied and motivated with school leadership and pupils perform well academically and in extra-curricular activities.

#### 4.5. SUMMARY OF FINDINGS FOR ALL SCHOOLS

Leadership styles at school A are functional despite the fact that the school is of a poor socio economic background. There is high staff motivation, staff efficiency and effectiveness. Pupils doing well academically and in extra-curricular activities. School B another school in an area with a deprived socio economic background has dysfunctional leadership styles, as witnessed by the responses given by some of the teachers. Not all members of staff are satisfied and motivated with the school leadership and pupils are not performing well academically. The leadership style at school X and school Y, two schools of the same quintile ranking are functional since members of staff at both schools are satisfied and motivated with school leadership. Pupils are performing well academically and in extra-curricular activities. It is important to note that both school A and school B are under-resourced, but school A is performing well while school B is not performing well, pointing to a deficiency in leadership. Both schools X and Y are well resourced and both are performing well.

#### 4.6. IDENTIFICATION OF LEADERSHIP STYLES IN USE IN PRIMARY SCHOOLS

To identify the leadership styles used by school leaders the researcher asked 15 questions in section C of the questionnaire appendix A.

##### 4.6.1 School A

This section presents and analyses data for school A for questions 1 to 15 on section C of the interview guide.

**4.6.1.1 Question 1: Are teachers and support staff consulted during goal setting? Please explain.**

**Table 4.25. Consultation During Goal Setting.**

Participants	Answers	Brief Comments
Principal	Yes	We operate a collaborative leadership style, and everybody is involved.
SMT	Yes	We get everyone involved through team building and policy reviews to ensure that we remain on the same page and at the same pace.
HOD 1	Yes	Our principal operates a collaborative leadership style.
HOD 2	Yes	We operate a collaborative leadership style.

Teacher 1	Yes	We set the targets together and also review them quarterly to monitor our progress
Teacher 2	Yes	Everyone is involved.

Table 4.25 above shows responses to the question: Are teachers and support staff consulted during goal setting? All six participants responded that they were always consulted during goal setting and decision making. The results point to a democratic/participative leadership style. According to Bhatti et.al., (2019) and Lumbasi and Ouma, (2016) a participative leader empowers followers and invites them to take part in decision making, and, as a result, the leader is able to get followers to devote themselves to goal achievement, thus improving performance. The discussion above points towards a democratic/participative leadership style.

#### **4.6.1.2 Question 2: Is the communication at the school bottom - up or top - bottom? Please explain.**

**Table 4.26. Communication Flow**

Participants	Answers	Brief Comments
Principal	Both ways	
SMT	Both ways	
HOD 1	Both ways	-
HOD 2	Both ways	
Teacher 1	Top – down	You are never allowed to express your feelings and your emotions in general meetings.
Teacher 2	Top – down	-

In responding to how communications flow in this school, bottom-up or top-down; four participants in leadership positions including the principal said that communication flowed both ways. Two other participants Teachers 1 and 2 differed and opined that communication at school flowed from the top-down. Teacher 1 had this to say: *“It's top-down, you are never allowed to express your feelings and your emotions in general meetings, however, you can choose the platform depending on the severity of the matter. If it's something light you can address it, we have a school WhatsApp group in the group and if it is something sensitive you*

*can go and talk to anyone of the leaders.” According to Teacher 2: “It’s from the top-down, from principal to deputy to HODs and down to grade heads and so on...”*

Both teachers 1 and 2 believe that the system of communication within their school is Autocratic. The other participants however believe that there is participative leadership in the school. Autocratic leaders give orders in a certain manner, which shows directness and straight forwardness and orders come from the top to the bottom. The staff receives information that is specific to their tasks (Oyugi & Gogo, 2018). On the other hand, democratic leaders are open to communication from all directions, and the feeling of success ensures job satisfaction for the group members (Kars & Nandi, 2018). According to Bhatti et al., (2019) a participative leader develops a climate of open communication within which employees feel empowered and their resistance towards any organizational change can be handled. The above discussion also points towards a democratic/participative leadership style.

#### **4.6.1.3 Question 3: Are members of staff allowed to discuss freely in meetings? Please explain.**

**Table 4.27. Expressing Opinions**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Principal	Yes	Agendas for meetings are sent out ahead of time to allow staff members ample time to come up with their opinions which they are in turn free to bring up during the meeting for deliberations.
SMT	Yes	We have a termly staff meeting where we collaborate and deliberate on the challenges of the term and how to improve on them in the new term.
HOD 1	Yes	Relevant contributions to the meetings are welcomed.
HOD 2	Yes	Relevant contributions only.
Teacher 1	Yes	We are also encouraged to take advantage of our social media platforms.
Teacher 2	Yes	

In responding to the question asking whether members of staff are allowed to discuss freely in meetings, all six participants responded in the affirmation (see Table 4.27 above). There is room

for open communication at this school. The leaders of the school make use of a Whatsapp social media platform as a means of communication.

According to the principal's response: *"Agendas for meetings are sent out ahead of time to allow staff members ample time to come up with their opinions which they, in turn are free to bring up during the meeting for deliberations"*.

The principal gives room for people to come prepared with their opinions on issues by sending out the agenda for a meeting before meeting time.

According to Somech (2005), open communication processes are common in the participative leadership style. The discussion above shows that school A leaders use a democratic/participative leadership style.

#### **4.6.1.1 Question 4: Do you allow members of staff to interact freely during day-to-day activities? Please explain.**

**Table 4.28. Interaction Between Staff Members**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Principal	Yes	They do but only at break time to avoid complacency.
SMT	Yes	They do but only during break.
HOD 1	Yes	Only during break
HOD 2	Yes	Only during break time.
Teacher 1	Yes	We are a lovely little family here.
Teacher 2	Yes	We are very supportive of each other.

When asked if staff members are allowed to interact freely during day-to-day activities, all six participants responded that they are allowed to. Teachers are free to interact and share good practices but that mostly occurs during break time and after school hours to ensure that it does not interrupt their teaching time. This points to a participative leadership style.



Somech (2005) stated that participative leaders are expected to lead by encouraging team members to discover new opportunities and challenges and to learn and cope through sharing knowledge.

Bhatti et al., (2019) stated that the participative leadership style gives opportunities for employees to share their creative ideas to improve a critical situation. The discussion above points to a democratic/participative leadership style.

#### **4.6.1.5 Question 5: Are teachers and support staff contributions considered in decision making? Please explain.**

**Table 4.29. Acknowledgment of Staff Contributions During Decision Making**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Principal	Yes	Their contributions are well noted and if there are issues of concern, we take them up with the governing body.
SMT	Yes	-
HOD 1	Yes	It is our school and so everyone's input matters.
HOD 2	Yes	-
Teacher 1	Yes	Nothing is passed until we all have deliberated on it.
Teacher 2	Yes	-

When asked if the contributions of members of staff are considered during decision making, all six participants of school A said that their contributions were highly considered when decisions are being made, see Table 4.29 above. The principal stated that he operated a collaborative leadership style and that the contributions of his members of staff are important to him. Naidoo et al. (2015) stated that democratic/participative leadership valued the knowledge and potential of the individuals in the school. Moreover, democratic leadership is rooted in the belief that all individuals can contribute to and enhance the work of the school. The above discussions reveal a democratic/participative leadership style.

#### **4.6.1.6 Question 6. Do leaders delegate specific duties to teachers and other members of staff? Please give reasons.**

**Table 4.30. Delegation of Duties**

Participants	Answers	Brief Comments
Principal	Yes	HODs are responsible for gathering data to enable us to set smart targets, deputies are responsible for the validation of support staff.
SMT	Yes	-
HOD 1	Yes	-
HOD 2	Yes	-
Teacher 1	Yes	-
Teacher 2	Yes	-

Responding to if leaders delegate specific duties to teachers and other members of staff all six participants responded that duties are well delegated at the school, see Table 4.30 above. The results are also indicative of the participative leadership style.

The principal of a school must align the practices, responsibilities, and duties assigned, delegating many of the non-academic tasks to other administrators and staff while the principal plays the role of coordinator (Reeves, 2006, RSA DBE - Government Gazette, 2016; Purwanto et al., 2019). The above discussion shows that school A leaders use a democratic/participative leadership style.

#### **4.6.1.7 Question 7. Are members of staff allowed to vote on certain decisions? Please give reasons.**

**Table 4.31. Voting on Some Decisions**

Participants	Answers	Brief Comments
Principal	No	
SMT	No	
HOD 1	No	Except when we are deadlocked with a decision.
HOD 2	Yes	On certain decisions where we have an equally divided opinion.
Teacher 1	No	Except for nominations for a leadership position.

Teacher 2	No	
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When asked if members of staff were allowed to vote on certain decisions, five of the six participants responded that they didn't always vote. However, one of the participants HOD 2, responded that they do vote on certain decisions, especially when they had divided opinions. Teacher 1 commented that the only times they used a voting system was for nominations for leadership positions.

Uyugiand Gogo (2019) suggested that school leaders who frequently advocate for voting whenever a major decision has to be made can be termed to be using a Laissez-faire leadership style. Laissez-faire leaders usually allow their subordinates the power to make decisions about their work (Uyugi & Gogo, 2019). The above discussion shows that the Laissez-faire style is not used at school A.

**4.6.1.8 Question 8. Are teachers and support staff challenged and inspired with a sense of purpose and excitement? Please give reasons.**

**Table 4.32. Inspiring Staff with a Sense of Purpose**

Participants	Answers	Brief Comments
Principal	Yes	Almost all our teachers have developed themselves on how to navigate the waves of technology in delivering their lessons to students. An initiative that was met with so much resistance at first may now be embraced by all.
SMT	Yes	-
HOD 1	Yes	We do have workshops and seminars.
HOD 2	Yes	
Teacher 1	Yes	
Teacher 2	Yes	The way the leaders of this school go about their duties is enough motivation for me.

In responding to the question, teachers and support staff reported being challenged and inspired, with a sense of purpose and excitement, all six participants responded in the affirmative (see Table 4.32 above). From the comments given by each participant, it was found that the leaders of this school put in efforts to create an environment that inspired and motivated their members of staff. The results point to a transformational leadership style.

According to Choi et al. (2017) and Anderson (2016) and Abdullah and Varatharajoo (2017) transformational leadership is a style of leadership that transforms follower attitudes, beliefs, and behaviours, to a higher realm of motivation where the leader inspires followers to be motivated to rise above and beyond current levels of achievement and performance to reach even higher levels of achievement and performance. The above discussion reveals that school A leaders also utilize the transformational leadership style.

**4.6.1.9 Question 9: Do leaders create a vision of what they aspire to be and communicate this idea to teachers and support staff? Please give reasons.**

**Table 4.33. Creating and Communicating Vision**

Participants	Answers	Brief Comments
Principal	Yes	
SMT	Yes	It is reviewed at every meeting to ensure we are on track.
HOD 1	Yes	The vision of the school is properly communicated.
HOD 2	Yes	We do it to ensure everyone is on the same page.
Teacher 1	Yes	The school's vision is well communicated, and everyone works toward its achievement.
Teacher 2	Yes	They always communicate.

In responding to the question asking whether leaders created a vision of what they aspire to be and if they communicated this vision to other members of staff, all six participants responded that the school leaders did communicate the school's vision (see Table 4.33 above). The results pointed towards a transformational leadership style. According to Abdullah & Varatharajoo (2017), common with transformational leadership is the ability to inculcate quality that motivates the supporters to work competently and within their ability in achieving the organizational mission, vision and objectives of the organization. The discussion revealed that the leaders at school A also used the transformational leadership style.

**4.6.1.10 Question 10. Are school leaders willing to take a risk or do they sometimes use irregular strategies to stimulate followers to think independently? Please give reasons.**

**Table 4.34. Risk Taking**

Participants	Answers	Brief Comments
Principal	Yes	Organising training sessions for our teachers on how to deliver online classes during the pandemic was a huge risk, one that has now paid dividends.
SMT	Yes	
HOD 1	Yes	We are constantly thinking of new ways of doing our jobs to enhance our efficiency.
HOD 2	Yes	We allow teachers to use their creativity if it is in line with the department's policy.
Teacher 1	Yes.	We are encouraged to seek new and better ways of doing our job without breaking the rules.
Teacher 2	Yes	I am a self-motivated person.

Respondents were asked whether school leaders were willing to take risks and sometimes used irregular strategies to stimulate followers to think independently. All six participants responded that the leaders of their school used different measures to stimulate them as long as it was legal and did not break any rules. In common with the transformational leadership style was the leader's attribute of taking risks, taking followers' needs into consideration and setting high standards of ethics as well as acting upon the precepts caused them to be respected, trusted and admired (Abdullah & Varatharajoo, 2017). Another element of transformational leadership is intellectual stimulation where members (individuals) are inspired to think of innovations and extraordinary solutions to problems (Abdullah & Varatharajoo, 2017). The discussion revealed that the transformational leadership style is also used at school A.

#### **4.6.1.11 Question 11. Do leaders give individualised consideration to teachers and support staff?**

**Table 4.35. Giving Individualised Considerations**

Participants	Answers	Brief Comments
Principal	Yes	We consider their area of specialisation, their years of experience and likes.
SMT	Yes	We consider their strengths and weakness in delegating duties.
HOD 1	Yes	Their abilities and capacities are considered.

HOD 2	Yes	Tasks are assigned to match the capabilities of the individual.
Teacher 1	Yes	-
Teacher 2	Yes	-

When asked if leaders gave individualized consideration to teachers and support staff, all six participants said that their leaders did give individualised consideration to them (see each participant's comments in the brief comment section of Table 4.35 above).

One of the behavioral components of Transformational Leadership is giving individual consideration, that is, leaders treating employees as individuals, rather than simply group members, and identifying the different needs, abilities, and aspirations of those individuals (Choi et al., 2017). We can conclude that the transformational leadership style is also used at school A.

#### **4.6.1.12 Question 12. Do leaders reward teachers and support staff materially or psychologically for good performance?**

**Table 4.36. Use of Rewards System**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Principal	Psychologically	Our financial status as a school is one reason, we cannot give material support although it's necessary.
SMT	Psychologically	
HOD 1	Psychologically	The school is financially constrained and cannot afford material rewards.
HOD 2	Psychologically	
Teacher 1	Psychologically	
Teacher 2	Psychologically	Though financial rewards are a necessity.

When asked if their school leaders rewarded teachers and support staff materially or psychologically for good performance, all participants responded that they didn't get material rewards but only psychological rewards. According to Shesh and Kërçini (2017) and Ebrahimi et al. (2017), one component that is common to transactional leadership is the exchange of compliance or productivity for rewards. The results show that to some extent the transactional leadership style is used at school A.

**4.6.1.13 Question13. Do leaders reprimand or punish teachers and support staff materially or psychologically for performing poorly? Please give reasons.**

**Table 4.37. Use of Punishment**

Participants	Answers	Brief Comments
Principal	Yes	Verbal warnings are issued and then we try to offer support in the area where needed.
SMT	Yes	We reprimand and render support for improvement.
HOD 1	Yes	We warn and reprimand only after the support we offered did not yield positive results.
HOD 2	Yes	We offer support and only reprimand when it fails to achieve the desire results.
Teacher 1	Yes	Poor performing teachers get called into the principal's office for a session geared at getting them the necessary support.
Teacher 2	No	

When asked if leaders reprimand or punish teachers and support staff materially or psychologically for performing poorly, five of the six participants responded that they do get reprimands in terms of verbal warnings but not punishment. The results point to a transactional leadership style. According to Spahr (2015) and Raza (2011) transactional leadership is often focused on rewards or penalties. The results show that to some extent leaders at school A use the transactional leadership style.

**4.6.1.14 Question 14. Do you allow teachers and support staff to have complete freedom to make decisions concerning the completion of their work (Self-rule)? Please give reasons.**

**Table 4.38. Freedom to Make Decisions (Self-rule)**

Participants	Answers	Brief Comments
Principal	No	We designed a monitoring tool that reports on the progress of work done by each teacher to ensure we do not miss deadlines. However, there is room for them to be innovative and creative in their job.
SMT	No	We set the deadlines and offer guidance but allow them to use their discretion on how best to deliver the lesson.
HOD 1	No	They are allowed within the boundaries of set deadlines.

HOD 2	No	We allow it where possible but there are times when you just cannot circumvent it.
Teacher 1	No	Whatever we do must be done within the set deadlines.
Teacher 2	No	There are timelines and deadlines for every assigned duty here.

When asked whether leaders allowed teachers and support staff to have complete freedom to make decisions concerning the completion of their work (Self-rule), two participants, the principal and teacher 2 responded that self-rule was not allowed as there were timelines and deadlines for every duty assigned, (see each participant comment in Table 4.38 above).

The other four participants responded that although they are given the freedom to make a decision concerning the completion of their work, there are always deadlines that must be met. The results show that the Laissez-faire style is not followed in school A. With a Laissez-faire style leaders give their team members the freedom to do their work and to set deadlines (Kars & Inandi, 2018). School A does not follow the Laissez-faire style.

**4.6.1.15 Question 15. Do leaders provide teachers and support with all the resources necessary to accomplish their goals, without themselves directly participating in decision making unless requested? Please give reasons.**

**Table 4.39. Provision of Resources**

Participants	Answers	Brief Comments
Principal	No	If it is outside our budget, we encourage them to improvise.
SMT	No	To the extent that our budget can carry.
HOD 1	No	To the extent that our budget can accommodate.
HOD 2	No	We have a small budget and try to do our best with it.
Teacher 1	No	
Teacher 2	No	



In responding to the question asking whether leaders provide teachers and support with all resources necessary to accomplish their goals, without themselves directly participating in decision making unless requested, all the six participants responded that school leaders provide them with some of the resources needed as long it's within the financial capacity and budget; but work with set guidelines and deadlines.

The results showed that the Laissez-faire style is not practiced in the school since Laissez-faire leaders give their team members much freedom to do their work and to set deadlines, but do not get involved unless consulted (Kars & Inandi, 2018). The discussion shows that the Laissez-faire style is not used in school A.

#### **4.6.1.16 Interpretation of findings on leadership styles in use at school A**

Leaders at school A use multiple leadership styles depending on the situation. The styles identified as being in use at school A are the democratic/participative style, the transformational style and the transactional style.

#### **4.6.2 School B**

**4.6.2.1 Question 1: Do you consult teachers and support staff during goal setting (for principals) and are teachers and support staffs consulted during goal setting for other participants? Please explain.**

**Table 4.40. Consultation During Goal Setting**

<b>Participants</b>	<b>Answ ers</b>	<b>Brief Comments</b>
Deputy Principal	Yes	I do. Each stakeholder is involved.
SMT	Yes	We set targets mostly on goals we want to achieve at the end of the term, so if they have not been achieved, then we know that we failed. But if by the end of the term we achieved them, then we become satisfied.
HOD1	Yes	We normally have meetings where we set our goals and then we explain what we want to do and the outcome of it.
HOD 2	Yes	Especially with new goals because these goals are not just for the SMT's alone but also for the teachers as well. So, we normally call a meeting to deliberate and brainstorm these goals.

Teacher 1	Yes	We do it at grade level and we do give feedback on that as to which class has reached the set target and which still needs more work.
Teacher 2	Yes	We normally have meetings.

Responding to the question asking if staff members or teachers are consulted during goal setting, all six participants responded that they were always consulted during goal setting and decision making. See the brief comment section of Table 4.40 above.

The deputy Principal elaborated further, she said, *“They are consulted. Each one is responsible for setting their own goals then at the end of the term, we review the goals. How far did you go? Did we achieve our goals? What were the stumbling blocks if in certain areas we didn't achieve our goals? We set goals for individuals and for the team”*.

Bhengu and Myende (2016) stated that leadership does not rest with the principal only, due to the rate and magnitude of change in schools. Participation of all stakeholders is inevitable and desirable in promoting functional and effective schools (Kilicoglu, 2018; Bhengu & Myende, 2016; Naidoo et al., 2015). School B uses the democratic/participative leadership style.

#### **4.6.2.2 Question 2: Is the communication at the school bottom - up or up - bottom? Please explain.**

**Table 4.41. Communication Flow**

Participants	Answers	Brief Comments
Deputy Principal	Both ways	They have the freedom to bring issues up and I also give them information. Everyone knows that they have a right. And they are supposed to bring up something that is going to contribute to the successful running of the school.
SMT	Both ways	The top management comes up with a plan as to what is going to happen, communicate it and set up committees and subcommittees at all levels. Sometimes, the information or communication comes from the grade heads or any other, depending on the subject matter.
HOD 1	Both ways	-
HOD 2	Both ways	Vice-versa. Anyone with anything important to say is free to do so. It's even better now with social media (School WhatsApp group).

Teacher 1	Top – down	We are not free to give opinions as much as we would have wanted.
Teacher 2	Top – down	-

In responding to how communication flows with the leaders and teachers of the school, four of the six participants responded that communication flows both ways (top-down and bottom-up). However, two teachers said that communication flows top-down.

Teacher 1 commented thus: *“We are not free to give opinions as much as we would have wanted”*. The teachers’ response posits an autocratic leadership style. Autocratic leaders are detailed, direct and specific with their orders and all orders come from above. The staff receives information specific to their tasks (Oyugi & Gogo, 2018).

On the other hand, according to Kars and Nandi (2018), openness in communication processes and decision making are traits of the participative leadership style. These traits help reduce barriers between individuals and create an atmosphere where innovative ideas are proposed, critiqued, and refined with minimum social risk. (Kars & Nandi, 2018). Looking at the overall picture, the democratic/participative leadership style is in use at school B.

#### 4.6.2.3 Question 3: Are members of staff allowed to discuss freely in meetings? Please explain.

**Table 4.42. Expressing Opinions**

Participants	Answers	Brief Comments
Deputy Principal	Yes	Especially at monthly meetings.
SMT	Yes	And their opinions are considered because we want to improve.
HOD 1	Yes	We normally ask if there are any questions at the end of every meeting.
HOD 2	Yes	We don’t dictate to them rather we present the agenda in a way that everyone should participate.
Teacher 1	No	We are hardly allowed to.
Teacher 2	Yes	But not all the time.

Responding to the question asking if teachers are allowed to discuss freely in meetings, five out of the six participants responded that they are very free to air their opinions during meetings.

Meeting agendas are usually sent out prior to their monthly meetings in order for teachers to come prepared with their opinions and contributions. However, one participant, Teacher 1 commented that they are hardly allowed to, and Teacher 2 said they are allowed to discuss freely during meetings, but not all the time (see comments on Table 4.46). Somech (2005) stated that collaboration with team members promotes the development of a close relationship between employees and management, which creates a good working environment. (Somech, 2005). The results point to a democratic/participative leadership style at school B although sometimes a strong hand is used to speed things up.

#### **4.6.2.4 Question 4: Do you allow members of staff to interact freely during day to day activities? Please explain.**

**Table 4.43. Interactions Between Staff Members**

Participants	Answers	Brief Comments
Deputy Principal	Yes	But there are boundaries, only within phases.
SMT	Yes	-
HOD 1	Yes	But only during break time.
HOD 2	Yes	But only work related interactions.
Teacher 1	Yes	-
Teacher 2	Yes	

In response to the question asking whether staff members are allowed to interact freely during day-to-day activities, all six participants agreed that they are. Teachers are free to interact and share good practices, but it occurs mostly during break time and after school hours, so it does not interrupt their teaching time.

The deputy principal said, *“During the day they are free to interact with anyone. There are no boundaries that because you are, maybe you are a foundation phase teacher. You cannot interact with a senior phase teacher. Everyone is free to interact with anyone.”*

Somech (2005) stated that participative leaders are expected to lead by encouraging team members to discover new opportunities and challenges, and to learn and cope through sharing knowledge (Somech, 2008; Bhatti et al., 2019). The results point to a democratic/participative leadership style at school B.

#### **4.6.2.5 Question 5: Are teachers and support staff contributions considered in decision making? Please explain.**

**Table 4.44 Acknowledgement of Staff Contributions during Decision Making**

Participants	Answers	Brief Comments
Deputy Principal	Yes	-
SMT	Yes	-
HOD 1	Yes	-
HOD 2	Yes	-
Teacher 1	Partially	-
Teacher 2	Partially	-

Responding to the question asking whether the contributions of members of staff are considered during decision making, four out of the six participants of the school responded that their contributions are seriously considered when decisions are being made. According to Naidoo et al. (2015) democratic leadership values and considers the knowledge and potential of individuals in a team. This enhances teachers' opportunities to develop a sense of self-efficacy and self-determination and is very crucial for promoting functional leadership and general school effectiveness. (Somech, 2005; Naidoo et al., 2015). However, teachers 1 and 2 stated that their contributions are only partially considered (see brief comment in Table 4.44). The results point to a democratic/participative leadership style.

#### **4.6.2.6 Question 6. Do leaders delegate specific duties to teachers and support staff? Please give reasons.**

**Table 4.45. Delegation of Duties**

Participants	Answers	Brief Comments
Deputy Principal	Yes	Duties must be delegated, you cannot work alone.
SMT	Yes	Because everyone must know what to do.
HOD 1	Yes	So, everyone knows exactly what is expected of them.
HOD 2	Yes	Because there is a structure in place that ensure delegation of duties;e.g., the HOD – Grade Heads – Subject Heads etc.
Teacher 1	Yes	-
Teacher 2	Yes	-

Responding to the question asking if leaders delegated specific duties to teachers and other members of staff, all six participants responded positively. According to SASP (2016) the principal of a school must align the practices, responsibilities, and duties assigned, delegating many of the non-academic tasks to other administrators and staff, but then he/she must also play the role of coordinator (Reeves, 2006; RSA DBE – Government Gazette, 2016; Purwanto et al., 2019). The discussion above points to a democratic/participative leadership style at school B.

#### 4.6.2.7 Question 7. Are members of staff allowed to vote on certain decisions? Please give reasons.

**Table 4.46. Voting on some decisions**

Participants	Answers	Brief Comments
Deputy Principal	Yes	If there is something that we are uncertain, maybe we are two groups split between opinions or choices.
SMT	Yes	For example, want to move our resumption time forward to 7.30a.m. instead of the usual 7.45a.m.
HOD 1	Yes	-
HOD 2	No	Not on decisions, we only vote when it comes to electing SGBs.
Teacher 1	No	It's just for elections, other than that, we don't.
Teacher 2	Yes	But not often.

Responding to the question asking whether members of staff are allowed to vote on certain decisions, four of the six participants responded positively.

The SMT gave an example of such a time, commenting: *“For example, want to move our resumption time forward to 7.30 a.m. instead of the usual 7.45 a.m. We will take it to the teachers to decide whether we can do that or not. So, the implementation is going to depend on their votes”*.

The two other participants however responded that they voted only when it came to electing SGBs but said that in itself was a decision. According to Uyugi and Gogo (2019), school leaders who frequently advocate for voting whenever a major decision was needed could be termed practitioners of the Laissez-faire leadership style. Laissez-faire leaders usually allow their

subordinates the power to make decisions about their work (Uyugi & Gogo, 2019). From the discussion above, it was clear that school B did not use the Laissez-faire style.

#### 4.6.2.8 Question 8. Are teachers and support staff challenged and inspired with a sense of purpose and excitement? Please give reasons.

**Table 4.47. Challenging and Inspiring Teachers**

Participants	Answers	Brief Comments
Deputy Principal	Yes	We normally create healthy competitions for quality teaching and learning among our staff.
SMT	Yes	For instance, we usually give rewards to teachers that are performing better in their subjects. Depending on what learners achieve in that subject.
HOD 1	Yes	We are inspired by having workshops and training on best practices. So, at the workshop, everyone is encouraged to share their best practices.
HOD 2	Yes	We lead by example so that others can emulate.
Teacher 1	No	I am a self-motivated person and draw inspiration from my years of experience.
Teacher 2	No	There are too many politics, so the only people that inspire you are either the two people that you work with.

In responding to the question asking whether teachers and support staff are challenged and inspired with a sense of purpose and excitement, four participants responded positively, citing training and workshops as avenues for inspiration. The deputy principal stated that the leaders normally create healthy competition for quality teaching and learning among their staff.

She said, *“At the end of the term when we announce the result if class A manages to achieve 87 percent and class B achieves 43 percent for example. What is the thing that Class A is doing that makes that class perform very well? So that that class teacher can brag about it and can be the coach of that grade so that everyone can benefit from it”*.

However, the two other participants Teachers 1 and 2 commented negatively. Teacher 1 stated that her inspiration came from within her and the experiences she had had over the number of years she had spent on the job.

Teacher 2 said: *“There’s too much politics, so the only people that inspire you are either the two people that you work with, but not as a whole”*.

According to Anderson (2016), transformational leadership is a style of leadership that transforms followers' attitudes, beliefs, and behaviours, taking them to a higher realm of motivation where a leader inspires followers to be motivated to rise above and beyond current levels of achievement and performance to even higher levels (Anderson, 2016; Abdullah & Varatharajoo, 2017). Choi et al. (2017) supported this view, saying that transformational leaders help team members to think outside the box, enabling them to visualize a much bigger picture and ensuring their commitment towards the effective accomplishment of that vision. In this way, team members develop their skills and enhance their problem-solving capabilities (Choi et al., 2017). Looking at the big picture, the transformational leadership style is used at school although not everyone is happy with the principal's other leadership traits and behaviours.

**4.6.2.9 Question 9. Do leaders create a vision of what they aspire to be and communicate that idea to teachers and support staff? Please give reasons.**

**Table 4.48. Creating and Communicating Visions**

Participants	Answers	Brief Comments
Deputy Principal	Yes	My personal vision is quality teaching, and everyone knows this. The school has a general vision
SMT	Yes	The vision of the school and the mission statement as well.
HOD 1	Yes	The vision is there at the entrance, and everyone knows.
HOD 2	Yes	It is well documented and communicated to everyone.
Teacher 1	Yes.	Improved academic performance.
Teacher 2	Yes	But the functionality of the school hasn't been the way it should be.

In responding to the question asking whether leaders create a vision of what they aspire to be and if they communicated this vision to other members of staff. All six participants responded positively. The deputy principal stated that other than the school's general vision, her personal vision was quality teaching and learning which was communicated well to the teachers. Teacher 2 said that although the school had a clearly stated vision and mission statement, it had not been functioning the way it should have (see brief comment on Table 4.48).

Abdullah and Varatharajoo (2017) stated that intrinsic to transformational leadership is the ability to inculcate quality that motivates the supporters to work competently and their ability in achieving their organizational mission, vision, and objectives of the organization. The discussion above points to the use of the transformational leadership style in school B.



**4.6.2.10 Question 10. Are school leaders willing to take risks or sometimes use irregular strategies to stimulate followers to think independently? Please give reasons.**

**Table 4.49. Risk Taking**

Participants	Answers	Brief Comments
Deputy Principal	Yes	I use different strategies. Sometimes you don't go straight to what you want to be done. You pose a question. And let them think while you continue with the day's work.
SMT	Yes	-
HOD 1	Yes	I stimulate them by giving them a challenge and see if they can come up with a plan. And then we brainstorm.
HOD 2	Yes	We allow teachers to use their creativity if it is in line with the department's policy.
Teacher 1	Yes.	I liked the values challenge that we once had because we had to think creatively about how to get our learners to achieve these values. That is outstanding for me, and I would have loved to have more of such challenges.
Teacher 2	No	Because then we would have been a better functional school.

Responding to the question asking if school leaders are willing to take a risk or sometimes use irregular strategies to stimulate followers to think independently, five of the six participants responded positively, but the sixth participant, Teacher 2 stated that the leaders do not stimulate her.

She had this to say, *“Because then we would have been a better functional school if they allow us that room to be independent in our thinking and our actions”*.

According to Abdullah & Varatharajoo (2017), one of the core elements of transformational leadership is intellectual stimulation - inspiring individuals to think of innovations and extraordinary solutions to problems. This act earns the leader respect, trust, and admiration of the followers. (Abdullah & Varatharajoo, 2017). It can be seen from the results above that school B leaders use the transformational leadership style.

#### 4.6.2.11 Question 11. Do leaders give individualized consideration to teachers and support staff?

**Table 4.50. Giving Individualize Considerations**

Participants	Answers	Brief Comments
Deputy Principal	Yes	Teachers are not the same, so you cannot treat them the same.
SMT	Yes	We know the people you are working with, their strengths and weaknesses.
HOD 1	Yes	I know what their strong point is before allocating tasks. I then give like the lead teacher to groom the weaker ones.
HOD 2	Yes	Teachers are not the same, so we consider their strengths and weaknesses in assigning duties and roles.
Teacher 1	No	Not all. It's just the same for certain individuals. Everyone is not given a chance.
Teacher 2	Yes	-

Responding to the question asking if leaders give individualized consideration to teachers and support staff, all six participants responded positively.

Teacher 1 however commented, *“Not all. It's just the same certain individuals. Everyone is not given a chance”*.

Anderson (2016) stated that individualized support from teachers positively and significantly impacts teacher commitment, satisfaction, and teacher efficacy, which in turn indirectly impacts student achievement. One of the behavioral components of Transformational Leadership is giving individualized consideration (Anderson, 2016; Choi et al., 2017). We can conclude from the discussion above that school B leaders also use the transformational leadership style.

#### 4.6.2.12 Question 12. Do leaders reward teachers and support staff materially or psychologically for good performance? Please give reasons.

**Table 4.51. Use of Reward System**

Respondents	Answers	Brief Comments
Deputy Principal	Yes	Especially at the end of the term, because we analyse firstly, attendance, punctuality, and teaching performance in class.
SMT	Yes	Psychologically, we make reports for teaching. If we supervise a classroom to see what is happening in terms of assessment and moderation, we make reports.
HOD 1	Yes	The only reward we get is from workshops, where we get the certificate.
HOD 2	Yes	Psychologically.
Teacher 1	Yes	But only verbally.
Teacher 2	Yes	Sometimes at end of the year function, but not often.

Responding to the question asking if school leaders reward teachers and support staff materially or psychologically for good performance, all participants responded by saying that they did get psychological rewards, but not material rewards. The deputy principal expressed that they do give material rewards but only at the end of the year.

She had this to say, *“Since we are an underprivileged school, we cannot buy big things. We buy things like caps and do certificates for excellence in attendance”*.

Sheshiand Kërçini (2017) stated that one of the basic components of Transactional Leadership is the exchange of compliance or productivity for rewards. Transactional Leadership clarifies expectations and provides recognition when goals are met (Sheshi & Kërçini, 2017; Ebrahimi, et al., 2017). To some extent, leaders at school B use the transactional leadership style to motivate staff.

**4.6.2.13 Question 13. Do leaders reprimand or punish teachers and support staff materially or psychologically for performing poorly? Please give reasons.**

**Table 4.52. Use of Punishment**

Participants	Answers	Brief Comments
Deputy Principal	Yes	For poor performance.
SMT	Yes	We only do what we call “progressive discipline”.
HOD 1	Yes	We pull you in and then we will show you where you made the mistake. Of course, you must apologize and do better.
HOD 2	Yes	We reprimand them but that is after offering the necessary support like workshops, seminars, and still did not see any improvement.
Teacher 1	Yes	I don't know how other teachers see it as a punishment or reprimand, but you are constantly reminded with certain statements.
Teacher 2	Yes	No punishments but verbally you will get your deal if you're not performing.

Responding to the question asking if leaders reprimand or punish teachers and support staff materially or psychologically for performing poorly, all six participants responded positively to reprimands in terms of verbal warnings only.

The Deputy Principal expressed that she does punish failing teachers. In her statement she said, *“Yes, for poor performance and if there are no changes after all the necessary support. I will report to my seniors so that Labour can play its golf. But you cannot reprimand them without support. Support is very vital”*.

The SMT expressed that they only give what he called “Progressive Discipline”, which he explained as: *“by supporting them to become better at what they do. Poor performance on the job could be a product of many factors, so we need to listen to them so that we can give the right support. This way, the person can produce the best.”* According to Heystek (2007), teachers in South Africa are unintentionally protected by an unwritten social and political contract with the government preventing serious actions against them. The discussion above points to the use of a transactional leadership style where necessary.

**4.6.2.14 Question 14. Do you allow teachers and support staff to have complete freedom to make decisions concerning the completion of their work (Self-rule)? Please give reasons.**

**Table 4.53. Freedom to Make Decisions (Self-rule)**

Participants	Answers	Brief Comments
Deputy Principal	Yes	They are allowed to have their own meetings without the deputy or the principal to decide what will work well for them and come and table what they are planning and how are they going to work.
SMT	Yes	If it is not against the law If it is going to benefit the school.
HOD 1	Yes	They have their freedom because our teaching styles differ.
HOD 2	Yes	But within a time frame to avoid complacency.
Teacher 1	Yes	Like if you are not going to meet timelines for submissions, etc., then you can just report with valid reasons and request an extension.
Teacher 2	No	They are always wanting things done in a certain way, even if you feel indifferent about it.

Responding to the question asking whether leaders allow teachers and support staff to have complete freedom to make decisions concerning the completion of their work (Self-rule), five out of the six participants responded positively.

One participant teacher however said that she didn't get such freedom. She said, *"They are always wanting things done in a certain way, even if you feel indifferent about it"*.

Laissez-faire leaders give their team members much freedom to do their work and to set their deadlines without unsolicited leadership interference; this autonomy according to Kars and Inandi (2018), can lead to a high level of job satisfaction, but it can be difficult if team members do not have the knowledge, skills, or self-motivation to do their work efficiently. The above results reveal that leaders at school B also use the Laissez-Faire style.

**4.6.2.15 Question 15. Do you support teachers with all the resources necessary to accomplish their goals, without them directly participating in decision making unless requested? Please give reasons.**

**Table 4.54. Provision of Resources**

Participants	Answers	Brief Comments
Deputy Principal	Yes	And it's their freedom to choose what resources they want. My role is just to approve their resources and source the quotation of what they need.
SMT	Yes	But it is subjected to timing.
HOD 1	Yes	We give them all the resources according to their request.
HOD 2	Yes	The teachers present their list, then we try to provide them with the resources.
Teacher 1	No	-
Teacher 2	No	Not often.

In responding to the question asking whether leaders provide teachers and support with all the resources that are necessary to accomplish their goals, without them directly participating in decision making unless requested; four out of the six participants responded positively. However, two respondents, Teachers 1 and 2 said that the school did not provide them with enough materials to enable them to complete their work.

Kars and Inandi, (2018), reported that laissez-faire leaders give their team members much freedom to do their work, including allowing them to set their own deadlines. They provide support with resources and advice if needed, but otherwise, they do not get involved (Kars & Inandi, 2018). The above discussions also point to school B as practising the Laissez-Faire style.

#### **4.6.2.16 Interpretation of findings on leadership styles in use at school B**

Leaders at school B use multiple leadership styles depending on the situation. The styles identified to be in use at school B are; the democratic/participative style, the transformational style, the laissez-faire style and the transactional style.

### 4.6.3 School X

This section presents and analyses data for school X for questions 1 to 15 on section C of the interview guide.

#### 4.6.3.1 Question 1: Do you consult teachers and support staff during goal setting (for principals) and are teachers and support staff consulted during goal setting for other participants? Please explain.

**Table 4.55. Consultation During Goal Setting**

Participants	Answers	Brief Comments
Principal	Yes	I'm a firm believer in consultation. We sat together as an entire staff at the end of last year to come up with a school improvement plan.
SMT	Yes	Everybody is involved in the process because if we don't involve them, they will be reluctant to live and breathe the vision and mission.
HOD 1	Yes	We always consult the staff when we start with our vision and mission, our managing teams and all the staff were present with their input.
HOD 2	Yes	Our principal always explains to us what it is we need to achieve, and she involves them in setting up these goals. We all sat quite recently ago to work together on the school vision and mission statement.
Teacher 1	Yes	-
Teacher 2	Yes	But not often.

Responding to the question asking if teachers and other members of staff in the school were consulted during goal-setting, all six participants were in agreement.

According to Bhatti et al., (2019), a participative leader empowered followers and invited them to take part in decision making, and consequently, their immersion leader was able to get followers to be more motivated towards goal achievement, thus increasing performance (Bhatti et.al., 2019; Lumbasi & Ouma, 2016). The results pointed towards a democratic/participative leadership style.

**4.6.3.2 Question 2: Is the communication at the school bottom – up or up – bottom? Please explain.**

**Table 4.56. Communication Flow**

Participants	Answers	Brief Comments
Principal	Both ways	We always have briefings in the mornings. if there's anything that you have learned that's important for the progress of everyone at the school then it's encouraged that your voice be heard.
SMT	Both ways	It's normal if you attend a training session, you come and share with us. If we have something from the department then we will share it.
HOD 1	Both ways	Our principal is very approachable. We have an open-door policy; be it a complaint, a suggestion or feedback.
HOD 2	Both ways	It depends on the situation but if it is something we teachers are allowed to have an input in, she's always open to listen to ideas and suggestions and so on.
Teacher 1	Both ways	And the principal operates an open-door policy so I would say it's both ways.
Teacher 2	Both ways	-

In responding to how communication flows within this school, either bottom-up or top-down, all six participants responded positively (see comments in Table 4.56). According to Bhatti et. al., (2019), one of the common features of the participative leadership style is the climate of open communication.

This leadership style is characterized by less formalization, an inclination for respect, power sharing, mutual understanding, and the eradication of reciprocal threats and antagonism (Bhatti et. al., 2019; Kars & Nandi, 2018). The above discussion points to school X leaders using the democratic/participative leadership style.

**4.6.3.3 Question 3: Are members of staff allowed to discuss freely in meetings? Please explain.**



**Table 4.57. Expressing Opinions**

Participants	Answers	Brief Comments
Principal	Yes	Some of them don't like it but then that's just the way we are coping and becoming comfortable.
SMT	Yes	And their opinions are considered because we want to.
HOD 1	Yes	They are allowed to as their opinions are greatly valued.
HOD 2	Yes	There was a time when it was freer than now.
Teacher 1	Yes	We are.
Teacher 2	Yes	We do.

In responding to the question of whether members of staff were allowed to discuss freely in meetings, all six participants agreed.

One of the participants, HOD 2 said, *“There was a time when it was freer than now. I think now that we have a new deputy employed, everybody is just trying to readjust. But I hope we will get back there again.”*

According to Somech (2005), participative decision making and the open communication processes that are common in the participative leadership style can help lower barriers between individuals, which in turn creates an atmosphere where innovative ideas are proposed, critiqued, and refined with a minimum of social risk (Somech, 2005; Kars & Nandi, 2018). Judging from the results above, school X leaders are using the democratic/participative leadership style.

**4.6.3.4 Question 4: Do you allow members of staff to interact freely during day-to-day activities? Please explain.**

**Table 4.58. Interaction Between Staff Members**

Participants	Answers	Brief Comments
Principal	Yes	Yes, we do.
SMT	Yes	This has been negatively impacted by the pandemic.
HOD 1	Yes	If they have a problem, they can go to their colleagues. Normally we have our staff meetings but with Covid now, we only have break times so it's not easy to communicate and interact like before.
HOD 2	Yes	There's lots of social interaction within us all.
Teacher 1	Yes	Yes, we are.
Teacher 2	Yes	But prior Covid. Currently not, due to Covid.

Responding to the leaders allows staff members to interact freely during their day-to-day activities, all six participants responded positively. However, three out of the six participants expressed that due to Covid-19 they no longer interacted as freely as they used to.

One of the participants, the SMT member commented thus: *“This is a negative now. Pre-Covid, we were very, very close. We socialize together and were very supportive of each other. Obviously now with Covid it is a bit more difficult. We don’t use our staff room anymore. We can’t sit, chat, and eat together as usual. We love to socialize with each other. We love each other.”*

Bhatti et al., (2019) stated that a participative leadership style gives opportunities for employees to share their creative ideas to improve a critical situation. Participation is vital for a team’s ability to harness the innovation in new ideas and individually held knowledge, channelling them towards improving the overall quality of instruction (Bhatti et al., 2019; Somech, 2005). The results and discussion above point to a democratic/participative leadership style being used at school X.

**4.6.3.5 Question 5: Are teachers and support staff contributions considered in decision making? Please explain.**

**Table 4.59. Acknowledgment of Staff Contributions during Decision Making**

Respondents	Answers	Brief Comments
Principal	Yes	We consider their contributions on the Google survey we often send out from time to time.
SMT	Yes	-
HOD 1	Yes	-
HOD 2	Yes	If it is something that we can add the input in doing then yes. If it's coming from the government, and in a case where we don't have a choice, then no.
Teacher 1	Yes	On certain occasions.
Teacher 2	Yes	-

Responding to the Question asking whether the contributions of members of staff are considered during decision making, all six participants of this school responded positively. Naidoo et al. (2015) stated that democratic leadership values the knowledge and potential of individuals in schools. Moreover, democratic leadership is rooted in the belief that all individuals can contribute to and enhance the work of the school. The above discussion points to a democratic/participative leadership style being employed at school X.

**4.6.3.6 Question 6. Do leaders delegate specific duties to teachers and support staff? Please give reasons.**

**Table 4.60. Delegation of Duties**

Participants	Answers	Brief Comments
Principal	Yes	I think it's important that they know what is expected of them.
SMT	Yes	-
HOD 1	Yes	Otherwise, we have a lot of work. I delegate to grade heads and they in turn delegate to subject heads.
HOD 2	Yes	-
Teacher 1	Yes	They have specific duties under their profiles that they delegate, and they also see to it that whosoever is assigned to a particular duty, sees it to completion
Teacher 2	Yes	-

Responding to the question asking if leaders delegate specific duties to teachers and other members of staff, all six participants replied positively (see comments on Table 4.60).

According to Purwanto et al. (2019), the principal of a school must align the practices, responsibilities, and duties assigned, delegating many of the non-academic tasks to other administrators and staff, but the principal must play the role of coordinator (Reeves, 2006, RSA DBE - Government Gazette, 2016; Purwanto et al. 2019). The above discussion points to a democratic/participative leadership style.

#### **4.6.3.7 Question 7. Are members of staff allowed to vote on certain decisions? Please give reasons.**

**Table 4.61. Voting On Some Decisions**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Principal	Yes	-
SMT	Yes	If we feel we want to do something then the general rule is simple, majority rules. We have whistling staff and they take part as well, so everybody must play a part in the decision-making process but the majority rules at the end of the day.
HOD 1	Yes	Majority rules.
HOD 2	Not often	Not really, but if there's something she wants people to be in on, she would ask, and people can give their feedback on what they think about certain things and then the SGB will discuss from there.
Teacher 1	Yes	-
Teacher 2	Yes	But not in all cases.

When asked if the members of staff of their school voted on certain decisions five of the six participants responded that they did vote on certain decisions. Two of the participants expressed that the majority ruled when it comes to some decisions (see each participant's comments in the brief comment section of Table 4.61 above).

However, one of the six participants, the SMT member responded that voting was not frequent. She said, *“Not really but if there's something that she wants people to be in on, she would ask, and people can give their feedback on what they think about certain things and then the SGB will discuss from there”*.

Uyugi & Gogo (2019) stated that school leaders who frequently advocated for voting whenever a major decision had to be made could be termed to be using a laissez-faire leadership style. Laissez-faire leaders usually allow their subordinates to have the power to make decisions about their work (Uyugi & Gogo, 2019). The results still point to the democratic/participative style.

#### **4.6.3.8 Question 8. Are teachers and support staff challenged and inspired with a sense of purpose and excitement? Please give reasons.**

**Table 4.62. Inspiring Staff with a sense of purpose.**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Principal	Yes	We all belong to SACE which is the South African Council of Education. There is always excitement about who will attend and represent us.
SMT	Yes	Yes. We have team building exercises that we put in place and a lot of training exercises that we put in place to empower and encourage everyone.
HOD 1	Yes	We have staff competitions, team building and the like, just to work together and get to know each other as well.
HOD 2	Yes	Yes, our principal is very passionate, and she's always trying to inspire people.
Teacher 1	Yes	-
Teacher 2	Yes	We have a lot of staff development initiatives, team building and the like but obviously with Covid now, it's a bit challenging.

In responding to the question of whether teachers and support staff were challenged and inspired with a sense of purpose and excitement, all six participants responded positively.

The principal said, *“For example, we all belong to SACE which is the South African Council of Educators, and we have one teacher that collects all the data regarding teachers who attends workshops, training and development programs on behalf of all the staff. So, there is a competition going on as to who attends the most. No age, race or gender restrictions”*.

HOD 2 said, *“Yes, our principal is very passionate, and she's always trying to inspire people in teaching future new skills so that they can apply the skills they learn to advanced learners as well”.*

From the comments given by each participant, it was found that the leaders of this school put in the effort to create an environment that inspired and motivated their members of staff. Choi et al. (2017) said that transformational leaders help team members to think outside the box, enabling them to visualize a much bigger picture and ensuring their commitment toward the effective accomplishment of this vision. In this way, team members developed their skills and enhanced their problem-solving capabilities. The discussion points to school X leaders employing the transformational leadership style.

**4.6.3.9 Question 9. Do leaders offer a vision of what they aspire to be and communicate this idea to teachers and support staff? Please give reasons.**

**Table 4.63. Creating and Communicating of Vision**

Participants	Answers	Brief Comments
Principal	Yes	I recently created a vision, I think it's a logical kind of vision. It was just my vision, but I had to consult, encourage, recommend and persuade people to buy into it.
SMT	Yes	The vision is something we created altogether, but we like to remind our teachers of the vision, the mission and what it will take to get there. Our principal had the idea of inclusive education, but it took the entire staff to actualize it.
HOD 1	Yes	-
HOD 2	Yes	We all worked together to set up the school's vision. It was an all staff included process.
Teacher 1	Yes.	Before each year starts, we have a session where the school's mission for the year is unveiled.
Teacher 2	Yes	We worked together in coming up with the vision and mission statement of the school.

In responding to the question of whether leaders create a vision of what they aspire to be and if they communicate this vision to other members of staff, all six participants responded that the school leaders do communicate the school's vision to them.

The principal said, *“This is my tenth year in this office and my 20th year in the school. So, I feel that you know this is where the change needed to be made. I think it's a logical kind of vision. It*

*was just my vision, but if you consult and you encourage and you recommend, and you persuade and people can see that she's not just saying that she means it and she does it, you get people buying into it".*

According to Abdullah and Varatharajoo (2017), often transformational leadership is accompanied by the ability to inculcate quality that motivates the supporters to work competently and mobilize their ability to achieve the mission, vision and objectives of the organization. The results reveal that school x leaders also use the transformational leadership style.

**4.6.3.10 Question 10. Are school leaders willing to take risks or sometimes use irregular strategies to stimulate followers to think independently? Please give reasons.**

**Table 4.64. Risk Taking**

Participants	Answers	Brief Comments
Principal	Yes	But the department, even though we live in a democracy, our education system is a bureaucracy.
SMT	Yes	You must think out of the box. We do not believe that we know it all, so we are very open to ideas from teachers, and this is something that we want to implement. What do you think? How could we do it?
HOD 1	Yes	We decided one time to put all the weekend learners in one class and we worked according to their abilities. We took a risk even though we didn't know if it was going to work but we tried it.
HOD 2	No	I would not describe the leaders as being risk takers to be honest. I think they all try to play safe.
Teacher 1	Yes.	They follow the rules to the letter but are not afraid to take risks when needed.
Teacher 2	Yes	Sometimes we are encouraged to come up with new ideas and to speak out. We have access to a lot of training here and a lot of opportunities for personal development.

When asked if school leaders were willing to take risks or sometimes use irregular strategies to stimulate followers to think independently, five out of the six participants responded that the leaders of their school do use different measures to stimulate them as long as it is legal and does not break any rules.

The principal said, *"The department, even though we live in a democracy, our education system is a bureaucracy, where you are told today what should be done yesterday and I could easily become despondent and complain but rather I turn it into a competition to see who gets it done first before the deadlines"*.

One participant HOD 2 stated however that she would not describe the leaders of the school as risk takers. She said, *“I would not describe the leaders as being risk takers to be honest. I think they all try to play safe”*.

In common with the transformational leadership style is the leader’s attribute of taking risks. Taking followers’ needs into consideration and setting high standards of ethics as well as acting upon them causes them to be respected, trusted and admired (Abdullah &Varatharajoo, 2017). One of the elements of transformational leadership is intellectual stimulation. Intellectual stimulation is an act of inspiring individuals to think of innovations and extraordinary solutions to problems (Abdullah &Varatharajoo, 2017). The results above also point to school X leaders using the democratic/participative leadership style.

#### **4.6.3.11 Question 11. Do leaders give individualized consideration to teachers and support staff?**

**Table 4.65. Giving Individualised Considerations.**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Principal	Yes	Everything is on merit.
SMT	Yes	We do consider each person’s capacities.
HOD 1	Yes	I know of a teacher in my phase who is not a public speaker. She doesn't like it, and even though other teachers wonder why she never conducts the assembly, I know she gets nervous and that she doesn't like it so, I always keep her away from the task.
HOD 2	Yes	Our principal always wants to look at the strengths of teachers to assign tasks rather than just randomly assign tasks. She is very considerate of the strength and weaknesses of individuals when she assigns tasks.
Teacher 1	Yes	They consider our strengths and weaknesses in assigning tasks.
Teacher 2	Yes	They know our strengths and consider them in assigning tasks both academic and non-academic activities, but I know some people that are not good at certain things, yet they are still assigned to oversee them.

In responding to the question asking whether school leaders give individualised consideration to members of staff at this school; all six participants responded that the leaders of this school did consider their individual strengths when it came to assigning duties.

One of the participants, HOD 1 said, *“I know of a teacher in my phase who is not a public speaker. She doesn't like it, and even though other teachers wonder why she never conducts*



*the assembly, I know she gets nervous and that she doesn't like it, so I always keep her away from the task"* (see other participant's comments on Table 4.67).

Common with the Transformational Leadership style is giving individual consideration, that is, leaders treating employees as individuals, rather than simply group members, and identifying the different needs, abilities, and aspirations of those individuals (Choi et al., 2017). Anderson (2016) stated that Individualized support of teachers positively and significantly impacts teacher commitment, satisfaction, and teacher efficacy, which in turn indirectly impacts student achievement (Anderson 2016). The results support the use of the transformational leadership style at school X.

#### **4.6.3.12 Question 12. Do leaders reward teachers and support staff materially or psychologically for good performance? Please give reasons.**

**Table 4.66. Use of Reward System.**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Principal	Psychologically Yes	But what is important is that at our school, we have an annual team building exercise, a cooking competition, an icing of cakes competition or whatever competition.
SMT	Yes	But nothing material, they don't get material rewards.
HOD 1	Yes	As I said, I will mention it in our staff meetings and commend them for their efforts and achievements and give incentives. It could be as small as a cup of milkshake.
HOD 2	Yes Psychologically	Like, giving thanks and praise when you've done well, especially towards the end of the term and motivating words ahead of the new term. So, it's more psychological but not material.
Teacher 1	Yes	Not really for good performance, but in general to appreciate the inputs or efforts of members of staff.
Teacher 2	Yes	It is more psychological than material.

When asked if their school leaders rewarded teachers and support staff materially or psychologically for good performance all of the participants responded that they did get rewards from their school leaders but that was mostly psychological.

One of the participants SMT members said, *"But nothing material, they don't get material rewards, but if there's a teacher appreciation day, we will give them something small to say thank you for being a great teacher you know. All our teachers are putting in their all to ensure*

*we arrive at wherever we want to get to, so we reward all accordingly. We do not single out any teacher for any reward”.*

A common trait of transactional leadership is the transactional relationship between leaders and subordinates, in a way that the followers get rewards or positions for accomplishing the leaders’ wishes (Ebrahimi et al., 2017). School X leaders also employ the transactional style when necessary.

**4.6.3.13 Question 13. Do leaders reprimand or punish teachers and support staff materially or psychologically for performing poorly? Please give reasons.**

**Table 4.67. Use of Punishment**

Participants	Answers	Brief Comments
Principal	Yes	And I don't listen to hearsay if you've made a mistake, we talk about it and move on.
SMT	Yes	Not punish but we do give reprimands.
HOD 1	Yes	I don't punish. I rather speak to them to find out the reason for their performance and lend support towards their improvement.
HOD 2	Yes	If someone is performing poorly, they will get called in and a discussion will be held.
Teacher 1	Yes	But not punishment, it's rather more of a supportive measure from the leaders.
Teacher 2	Yes	Yes, when you are not living up to the demands of the job or leadership expectations from you.

When asked if leaders reprimand or punish teachers and support staff materially or psychologically for performing poorly. Five of the six participants responded that they do get reprimands but not punishments (see each participant's comment on Table 4.67). One of the participants HOD2 said, *“If someone is performing poorly, they will get called in and a discussion will be held. Then management would be interested to see areas where they can offer support but if the situation does not improve with all the help, then there will be a disciplinary hearing”.*

However, the principal expressed that further actions will be taken against any teacher who does not improve after every verbal correction and all support measures. She said, *“If I've spoken to you about it, I'm not scared, unkind or unfair to anyone, but I'm not scared to do the dirty job. I will tell you, listen to me, you've overstepped the line, and these are the*

*consequences. I'm inviting you to a disciplinary hearing, so once that is done you sign that we've had the discussion and that you're willing to improve or not, and we move on from there."*

Heystek (2007) stated that teachers in South Africa are unintentionally protected by an unwritten social and political contract with the government which prevents serious actions from being taken against them (Heystek, 2007). We conclude that school X leaders also use the transactional leadership style.

**4.6.3.14 Question 14. Do you allow teachers and support staff to have complete freedom to make decisions concerning the completion of their work (Self-rule)? Please give reasons.**

**Table 4.68. Freedom to make decisions (Self-rule)**

Participants	Answers	Brief Comments
Principal	Yes/No	I think fortunately and unfortunately. Unfortunately, there are protocols in place when it comes to taking some decisions. Yes, they must just arrange it with me, I will never say no.
SMT	No	No, we have a plan. Everybody adheres to the same deadlines.
HOD 1	No	No, not completely, we have our timelines and deadlines that must not be exceeded.
HOD 2	No	I wouldn't say that we've got complete freedom.
Teacher 1	No	No, we get our framework from the DBE, but how you go about it is at your discretion.
Teacher 2	No	It must have to be approved by the HOD or the principal.

When asked if leaders allow teachers and support staff to have complete freedom to make decisions concerning the completion of their work (Self-rule) all six participants responded that self-rule is not allowed as there are deadlines for every duty assigned.

HOD 2 said, *"We know what we need to finish, so how you decide to divide it up and then how you're going to do it, that's your choice. But we all have our deadline"*.

The principal went on to say that teachers are free to make use of their discretion, however they must stick to their requirement plans. She said, *"They can do it if they are sticking to the requirements of our plan. They are free to teach them whatever they want in their class and in the manner which they think is best, but when it comes to planning and assessment tasks, there is a roster that is set up with timelines that must be met because some teachers may need it, so*

*we put it out there for everybody, not just certain teachers asking because we feel that they needed it.”*

Laissez-faire, leaders give their team members a lot of freedom to do their work and to set their deadlines. They provide support with resources and advice if needed, but otherwise, they do not get involved. This autonomy can lead to levels of job satisfaction, but it can be difficult if team members do not have the knowledge, skills, or self-motivation to do their work efficiently (Kars & Inandi 2018). The results show that the Laissez-Faire style is not used by leaders at school X.

**4.6.3.15 Question 15. Do you provide teachers and support with all the resources necessary to accomplish their goals, without them directly participating in decision making unless requested? Please give reasons.**

**Table 4.69. Provisions of Resources**

Participants	Answers	Brief Comments
Principal	Yes	If there are finances, yes. If not, we will plan to raise the finances, but whatever resources are needed, we always start with the child's needs first. What would be nice to have and what is a must have. So, we prioritize.
SMT	Yes	We will help them in any way that we can, and we will do everything that we can – Fundraising, cake sales, etc.
HOD 1	Yes	we have the resources, and we also have the budget to buy the additional resources.
HOD 2	Yes	We do have a budget. We have to seek financial assistance if need be.
Teacher 1	Yes	But unfortunately, there is not always funds for everything, so we are encouraged to be creative and sacrificial at the same time.
Teacher 2	Yes	They do this when they are aware of what we need.

In responding to the question asking whether leaders provide teachers and support staff with all the resources that are necessary to accomplish their goals, without personally participating in decision making unless requested; all the six participants responded that school leaders do provide them with all the resources but in order of priorities.

HOD 2 said, *“We do have a budget. We have to seek financial assistance if needs be, but we also encourage teachers to be creative and create their own resources as well where finances won’t allow us to purchase, but if we had all the finances in the world, we would give them whatever they want”* (see other participants comments in the brief comment section of Table 4.69).

Laissez-faire, leaders give their team members a lot of freedom to do their work and to set their deadlines. They provide support with resources and advice if needed, but otherwise, they do not get involved (Kars & Inandi, 2018). Judging from the responses to the previous question, school X leaders do not use the Laissez-Faire style but support teachers with resources to use in their day to day duties.

#### **4.6.3.16 Interpretation of findings on leadership styles in use at school X**

Leaders at school X use multiple leadership styles depending on the situation. The styles identified to be in use at school X are: The democratic/participative style, transformational style and transactional style.

#### **4.6.4 School Y**

This section presents and analyses data for school Y for questions 1 to 15 on section C of the interview guide.

**4.6.4.1 Question 1: Do you consult teachers and support staff during goal setting (for principals) and are teachers and support staffs consulted during goal setting for other participants? Please explain.**

**Table 4.70. Consultations During Goal Setting**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Principal	Yes	We operate a collaborative leadership style, and everybody is involved.
SMT	Yes	There are strata of leadership, which allows everyone to be involved in the build-up to the final decision making.
HOD 1	Yes	Our principal is very transparent and does solicit our input before any decision is made.
HOD 2	Yes	But the support staff are not consulted.
Teacher 1	Yes	The decisions are usually drawn out for everybody to comment on and then it goes into a smaller group of 10, where the final decision is made.

Teacher 2	Yes	Everyone is involved at one level or the other.
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When asked whether teachers and other members of staff in the school are consulted during goal setting, all the six participants responded that school leaders do consult with them during goal setting (see each participant's comment on Table. 4.70). Consultation with other members of staff before making a decision is one of the basic principles of the participative leadership style. Bhatti, et al., (2019) stated that a participative leader empowers followers and invites them to take part in decision making, and, consequently, their immersion leader will be able to get followers to be encouraged towards goal achievement, thus increasing performance (Bhatti et.al., 2019; Lumbasi & Ouma, 2016). The above discussion suggests the use of the democratic/participative style at school Y.

#### **4.6.4.2 Question 2: Is the communication at the school bottom or top-down? Please explain.**

**Table.4.71. Communication Flow**

Participants	Answers	Brief Comments
Principal	Both ways	
SMT	Top - down	
HOD 1	Top - down	-
HOD 2	Top - down	
Teacher 1	Top - down	
Teacher 2	Top - down	-

In responding to how communication flows within this school, either bottom-up or top-down, the school principal expressed that communication flows both ways (Kars & Nandi, 2018). Participative leaders are open to communication in all directions, and the feeling of success ensures job satisfaction for the group members. However, the remaining five of the six participants responded that communication flows from the top – down. Uyugi and Gogo (2018). Autocratic leaders give orders in a certain manner, which shows directness and straightforwardness and orders come from the top to the bottom. The discussion above indicates the use of an autocratic leadership style.

#### **4.6.4.3 Question 3: Are members of staff allowed to discuss freely in meetings? Please explain.**

**Table 4.72. Expressing Opinions**

Participants	Answers	Brief Comments
Principal	Yes	Agendas for the meeting are sent out ahead of time.
SMT	Not now	Only pre-Covid.
HOD 1	Yes	We have a structure in place that allows everyone's voice to be heard, even when they are absent from certain meetings.
HOD 2	Yes	Only in departmental and grade heads meetings.
Teacher 1	Yes	
Teacher 2	No	

In response to the question asking if members of staff are allowed to discuss freely in meetings? Four out of the six participants responded that teachers are allowed to freely participate in discussions during meetings (see participants' comments in Table 4.72).

According to the Principal: *"Agendas for the meeting are sent out ahead of time to allow staff members ample time to come up with their opinions which they in turn, are free to bring up during the meeting for deliberations"*.

However, the two other participants responded that free discussions were no longer allowed at meetings. The SMT member said, *"Pre-covid, a level of interaction was allowed for matters relevant to the agenda of the meeting"*.

Somech (2005), participative decision making and open communication processes are common in the participative leadership style. That helped to lower barriers between individuals, which in turn create an atmosphere where innovative ideas were proposed, critiqued, and refined with a minimum of social risk (Somech, 2005). The results pointed to the use of the participative style sometimes.

**4.6.4.4 Question 4: Do you allow members of staff to interact freely during day-to-day activities? Please explain.**

**Table 4.73. Free Interactions amongst Staff Members**

Participants	Answers	Brief Comments
Principal	Yes	They do but only at break time to avoid complacency.
SMT	Yes	They do but only during break.
HOD 1	Yes	Only during a break.
HOD 2	Yes	Only during break time.
Teacher 1	Yes	
Teacher 2	Yes	

When asked if leaders allowed staff members to interact freely during their day to day activities, all six participants responded that they were allowed to do so (see each participant's comments in the brief comment section of Table 4.73). Bhatti et al. (2019) stated that the participative leadership style gave opportunities for employees to share their creative ideas to improve a critical situation.

Participation is vital for a team's ability to turn new ideas and individually held knowledge into innovative procedures, services, and products. Staff members, especially teachers in participative environments can increase the pool of ideas, materials, and methods, which then leads to better quality instruction (Somech, 2005). The results above point to a democratic/participative leadership style being used at school Y.

#### **4.6.4.5 Question 5: Are teachers' and support staff contributions considered in decision making? Please explain.**

**Table 4.74. Considering Staff's Contributions to Decision Making**

Respondents	Answers	Brief Comments
Principal	Yes	
SMT	Not	-



	really	
HOD 1	No	The final decision-making process is autocratic.
HOD 2	Yes	Decision making is at the Broad Management Team.
Teacher 1	Yes	
Teacher 2	Yes	-

In responding to the question asking whether the contributions of members of staff are considered during decision making, four out of the six participants of this school responded that their contributions were considered when decisions were being made.

HOD 2 said, *“Decision making is at the Broad Management Team, but if a teacher has a valid reason why such decision would not be in the interest of all, such reasons will be taken into consideration”*.

However, the two other participants expressed that the decision making process at the school was purely autocratic (see each participant's comments in Table 4.74). Nawoseing'ollan and Roussel (2017) opined that participative leaders allow the incorporation of the ideas and suggestions of all group members into decision making. From the results, it seems that there is a mixture of leadership styles, sometimes autocratic and sometimes democratic/participative.

#### **4.6.4.6 Question 6. Do leaders delegate specific duties to teachers and support staff? Please give reasons.**

**Table 4.75. Delegation of Duties**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Principal	Yes	Delegation of duties is a core part of our system which enables us to function efficiently as a school.
SMT	Yes	
HOD 1	Yes	
HOD 2	Yes	We consider their capabilities.
Teacher 1	Yes	Duties are delegated as per individual capabilities.
Teacher 2	Yes	-

Responding to the question asking if leaders delegate specific duties to teachers and other members of staff all six participants responded that duties were well delegated at the school (see each participant's comment in the brief comment section of Table 4.75). The principal of a school must align the practices, responsibilities, and duties assigned, delegating many of the non-academic tasks to other administrators and staff, but the principal must play the role of coordinator (Reeves, 2006; RSA DBE – Government Gazette, 2016; Purwanto et al., 2019). The results point to a democratic/participative style being used at school Y.

**4.6.4.7 Question 7. Are members of staff allowed to vote on certain decisions? Please give reasons.**

**Table 4.76. Voting on Certain Decisions**

Participants	Answers	Brief Comments
Principal	No	
SMT	No	
HOD 1	No	
HOD 2	No	
Teacher 1	No	Except for nominations for a leadership position.
Teacher 2	No	

When asked if the members of staff of this school voted on certain decisions, all six participants responded that they didn't vote except for nominations. One of the participants said that the majority rules when it comes to some decisions.

Uyugi and Gogo (2019) stated that school leaders who frequently advocate for voting whenever a major decision has to be made can be termed to be using a laissez-faire leadership style. Laissez-faire leaders usually allow their subordinates to have the power to make decisions about their work (Uyugi & Gogo, 2019). The results show that the Laissez-Faire leadership style is not used at school Y.

**4.6.4.8 Question 8. Are teachers and support staff challenged and inspired with a sense of purpose and excitement? Please give reasons.**

**Table 4.77. Challenging and Inspiring Staff Members**

Participants	Answers	Brief Comments
Principal	Yes	Sometimes, I think I push them too hard but it's bringing out the best in them.
SMT	Yes	-
HOD 1	Yes	Our principal is currently grooming our team of young teachers for leadership roles by giving them leadership responsibilities to bring out the potential in them.
HOD 2	Yes	
Teacher 1	Yes	We have mentoring sessions, team building challenges, workshops and seminars all aimed at bringing out the best in everyone.
Teacher 2	Yes	Our principal has a motivating and positive personality.

In responding to if teachers and support staff are challenged and inspired with a sense of purpose and excitement, all six participants responded that they are always inspired. The Principal said, *“Sometimes, I think I push them too hard but it's bringing out the best in them”* (see other participant’s comments in the brief comment column of Table 4.77). From the comments given by each participant, it was found that the leaders of this school put in the effort to create an environment that inspired and motivated their members of staff. The principal stated that most of the challenges he gave the teachers were in the areas of their teaching methodology, management structure and the school’s mission statement.

Choi et al. (2017) said that transformational leaders help team members to think outside the box, enabling them to visualize a much bigger picture and ensuring their commitment toward the effective accomplishment of a school's vision. In this way, team members develop their skills and enhance their problem-solving capabilities. The above discussion points to the transformational leadership style also being used at school Y.

**4.6.4.9 Question 9. Do leaders create a vision of what they aspire to be and communicate this idea to teachers and support staff? Please give reasons.**

**Table 4.78. Creating and Communicating of Vision**

Participants	Answers	Brief Comments
Principal	Yes	
SMT	Yes	
HOD 1	Yes	The vision of the school is properly communicated.
HOD 2	Yes	We do it to ensure everyone is on the same page.
Teacher 1	Yes.	
Teacher 2	Yes	They always communicate.

In responding to the question asking if leaders created a vision of what they aspired to be and whether they communicated this vision to other members of staff all six participants responded that the school leaders did communicate the school's vision to them (see participant's comments in the brief comment section of Table 4.78).

According to Abdullah and Varatharajoo (2017), frequently it appears that transformational leadership is the ability to inculcate quality that motivates supporters to work competently and improves their ability for achieving the organizational mission, vision and objectives of the organization. From the discussion above we can conclude that the transformational leadership style is being used at school Y.

**4.6.4.10 Question 10. Are school leaders willing to take a risk or sometimes use irregular strategies to stimulate followers to think independently? Please give reasons.**

**Table 4.79. Risk taking**

Participants	Answers	Brief Comments
Principal	Yes	

SMT	Yes	We are trying to use integrational learning to help teachers think beyond the curriculum.
HOD 1	Yes	They are creative and constantly devise means to get the job done without breaking any rules.
HOD 2	No	They are not out of the box thinkers.
Teacher 1	Yes	They come up with strategies to enable us think independently within the confines of acceptable standards in doing our work.
Teacher 2	Yes	

When asked if school leaders were willing to take risks or sometimes use irregular strategies to stimulate followers to think independently five out of the six participants responded that the leaders of their school did use different measures to stimulate them as long as it was legal and did not break any rules.

The SMT member said, *“We are trying to use integration learning to help teachers think out of the curriculum and find other means to deliver the lessons”*.

One of the six participant’s HOD 2 stated however that she would not describe the leaders of the school as out of the box thinkers. It is often found that with the transformational leadership style, the leader’s attributes of taking risks, taking followers’ needs into consideration and setting high standards of ethics, as well as acting upon them causes them to be respected, trusted and admired (Abdullah & Varatharajoo, 2017). The results above point towards the transformational leadership style.

#### 4.6.4.11 Question 11. Do leaders give individualized consideration to teachers and support staff?

**Table 4.80. Giving Individualised Considerations.**

Participants	Answers	Brief Comments
Principal	Yes	We consider their area of specialisation, their years of experience and the likes.
SMT	Yes	We consider their potentials and capacities in delegating duties.
HOD 1	Yes	Everyone gets the chance to do what they have the capacity to do.
HOD 2	Yes	Tasks are assigned to match the capabilities of the individual.
Teacher 1	Yes	-

Teacher 2	Yes	-
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In responding to the question asking whether school leaders give individualised consideration to members of staff at this school all six participants replied that the leaders of this school did consider their individual capacities when it came to assigning duties (see each participant's comments in the brief comment section of Table 4.80). Commonly found with the Transformational Leadership style is the giving of individual consideration, that is, leaders treating employees as individuals, rather than simply group members, and identifying the different needs, abilities, and aspirations of those individuals (Choi et al., 2017). Anderson (2016) stated that Individualized support of teachers positively and significantly impacted teacher commitment, satisfaction, and teacher efficacy, which in turn indirectly impacted student achievement. The results reveal that leaders at school Y also use the transformational leadership style.

#### **4.6.4.12 Question 12. Do leaders reward teachers and support staff materially or psychologically for good performance? Please give reasons.**

**Table 4.81. Use of Rewards System**

<b>Participants</b>	<b>Answers</b>	<b>Brief Comments</b>
Principal	Psychologically	Teachers and support staff are rewarded at different levels of the school hierarchy.
SMT	Yes	Not so huge but a token of appreciation.
HOD 1	Psychologically	It is an aspect of leadership that needs review because people need to get praise where it is due or get recognition where it is due.
HOD 2	Yes	Monetary rewards, not in physical cash but come in different shades at the end of each year.
Teacher 1	Yes	
Teacher 2	No	

In responding to the question asking their school whether they reward leaders, teachers and support staff materially or psychologically for good performance. All participants responded that they do get rewards from their school leaders, but it is mostly psychological. Five out of the six participants responded that they do get rewards but it was mostly psychological.

One of the participants, an SMT member said, *“Not so huge but a token of appreciation that motivates staff to do more and stirs healthy competition among them towards the next reward season”*.

One other participant responded however that they did not get any form of reward (see other participant's comments in Table 4.81).

A common trait of transactional leadership is the transactional relationship between leaders and subordinates, expressed in the way the followers get rewards or positions for accomplishing the leaders' wishes (Ebrahimi et al., 2017). The results above reveal the use of the transformational leadership style at school Y.

**4.6.4.13 Question 13. Do leaders reprimand or punish teachers and support staff materially or psychologically for performing poorly? Please give reasons.**

**Table 4.82. Use of Punishment**

Participants	Answers	Brief Comments
Principal	Yes	Verbal warnings are issued and then we try to offer support where needed.
SMT	Yes	Done with the aim of bringing out the best in any struggling teacher.
HOD 1	Yes	Reprimand, yes but no punishment.
HOD 2	Yes	We offer support and only reprimand when support alone fails to achieve the desired results.
Teacher 1	No	Poor performing teachers get called into the principal's office for a session geared at getting them the necessary support.
Teacher 2	No	

In responding to the question asking if leaders reprimand or punish teachers and support staff materially or psychologically for performing poorly four of the six participants responded that they did get reprimands in the form of verbal warning and supports with the aim of bringing out the best in any struggling teacher, but they did not punish (see each participant's comments in the brief comment section of Table 4.82 above). Heystek, (2007) said that teachers in South Africa are unintentionally protected by an unwritten social and political contract with the government that preventing serious actions from being taken against them. The results show that the transactional style is not used at school Y.

**4.6.4.14 Question 14. Do you allow teachers and support staff to have complete freedom to make decisions concerning the completion of their work (Self-rule)?**

**Table 4.83. Freedom to make decision (Self-rule)**

Participants	Answers	Brief Comments
Principal	No	It's not possible to allow someone total self-rule.
SMT	Yes	But we monitor their activities to ensure they conform to acceptable teaching standards.
HOD 1	No	Deadlines and timeframes must be adhered to.
HOD 2	No	Deadlines are deadlines.
Teacher 1	Yes	As long as the goal is achieved.
Teacher 2	No	There are deadlines for every activity here.

When asked whether leaders allowed teachers and support staff to have complete freedom to make decisions concerning the completion of their work (Self-rule), five of the six participants responded that self-rule was not allowed as there were deadlines for every duty assigned.

The principal said, *"It's not possible to allow someone total self-rule when you are working with the department of education"*.

However, the two other participants expressed that yes they experienced a little bit of freedom in devising exciting ways of teaching their learners in the classroom, as long as their targeted goals were achieved.

Teacher 1 said, *"The teacher can decide on exciting ways to present their lessons and the duration as well so long as the goal is achieved"*.

Laissez-faire, leaders give their team members much freedom to do their work and set their deadlines. They provide support with resources and advice if needed, but otherwise, they do not get involved. This autonomy can lead to high-level job satisfaction, but it can be difficult if team members do not have the knowledge, skills, or self-motivation to do their work efficiently (Kars & Inandi 2018). The Laissez-faire leadership style is not used at school Y.

**4.6.4.15 Question 15. Do you provide teachers and support with all the resources necessary to accomplish their goals, without directly participating in decision making unless requested?**



**Table 4.84. Provision of Resources**

Participants	Answers	Brief Comments
Principal	Yes	If it is outside our budget, we encourage them to improvise.
SMT	Yes	To the extent that our budget can carry.
HOD 1	Yes	Once we put in the request, we get what we need.
HOD 2	Yes	We always get what we need to get the job done.
Teacher 1	Yes	
Teacher 2	Yes	

In responding to the question asking whether leaders provide teachers and support with all the resources necessary to accomplish their goals, without directly participating in decision making themselves unless requested - all six participants responded that their school was quite fortunate and well resourced, so they were always provided with all that was needed for maximum delivery of their duties (see each participant comments in the brief comment section of Table 4.84). Laissez-faire leaders give their team members great freedom to do their work and set deadlines. They provide support with resources and advice if needed, but otherwise, they do not get involved (Kars & Inandi, 2018). Teachers do support learners with resources but as mentioned above, the Laissez-faire leadership style is not used at school Y.

#### **4.6.4.16 Interpretation of findings on leadership styles in use at school Y**

Leaders at school Y use multiple leadership styles, depending on the situation. The styles identified to be in use at school Y are: The democratic/participative style, transformational style, autocratic style and transactional style.

### **4.7 SUMMARY OF FINDINGS ON LEADERSHIP STYLES IN USE IN PRIMARY SCHOOLS**

All school leaders in the case study schools use multiple leadership styles. The styles identified to be in use at school A are the democratic/participative style, the transformational style and the transactional style. While those identified to be in use at school B are the democratic/participative style, the transformational style, the laissez-faire style and the transactional style. The styles identified to be in use at school X are the democratic/participative

style, the transformational style and the transactional style. Those styles in use at school Y are the democratic/participative style, the transformational style, the autocratic style and the transactional style. The democratic/participative style and the transformational style are common to all schools. School B sometimes uses the laissez-faire style, and this has not yielded positive results in terms of staff motivation, efficiency and effectiveness and pupils' performance.

#### 4.8. PERCEPTIONS OF FUNCTIONAL LEADERSHIP

##### 4.8.1 School A

**Question 1. What are your perceptions of the following leadership statements? Please comment on whether you agree or disagree and give your reasons when necessary.**

**Table 4.85. Perceptions of Functional Leadership**

S/N	Leadership Statement	Participants					
		Principal	SMT	HOD 1	HOD 2	Teacher 1	Teacher 2
1.	Leaders should meet the needs of the task, team and individuals who make up the team.	I agree	I disagree	I agree	I disagree	I agree	I agree
2.	The important thing is what the leader does rather than who the leader is.	I agree	I agree	I agree	I disagree	I agree	Both are of equal importance
3.	Leaders should be result oriented, so the leader's role is ensuring behaviours that achieve a particular result.	I agree	I disagree	I agree	I disagree	I agree	I disagree
4.	The leadership role should be flexible; so, It doesn't matter who does what, what the problems are but rather whether the task is done.	I agree	I agree	I agree	I agree	I agree	I agree
5.	The leader should make sure there is a clear understanding of individual responsibilities.	I agree	I agree	I agree	I agree	I agree	I agree
6.	The leader must ensure that the group is properly structured to facilitate its actions.	I agree	I agree	I agree	I agree	I agree	I agree
7.	The leader must ensure						

	that every individual in the group feels sufficiently appreciated for their efforts and actions.	I agree	I agree	I agree	I agree	I agree	I agree
8.	The leader must control what happens by being efficient about getting the maximum results from the available resources.	I agree	I agree	I agree	I agree	I agree	I agree
9.	Leaders must set an example and do the things that they want their followers to do.	I agree	I agree	I agree	I agree	I agree	I agree
10	The leader must provide guidance and feedback to all members.	I agree	I agree	I agree	I agree	I agree	I agree

The results of table 4.85 above show that the majority of participants were of the opinion that school leaders should meet the needs of the: task, the team and the individuals who make up the team and that the most important thing is what the leader does, rather than who the leader is. The respondents also believed that the leadership role should be flexible and that what matters is that tasks are done, irrespective of who does what. All six participants were of the opinion that the leader should make sure that there is a clear understanding of individual responsibilities, that the group is properly structured to facilitate its actions and that every individual in the group feels sufficiently appreciated for their efforts and actions.

The participants also felt that leaders must control what happens by being efficient about getting the maximum results from the available resources, setting an example and doing the things that they want their followers to do and should provide guidance and feedback to all members. However, 3 out of the 6 participants were of the opinion that leaders should be results oriented; so, the leader's role is ensuring behaviours that achieve a particular result.

#### **4.8.2 School B**

What are your perceptions on the following leadership statements, please comment whether you agree or disagree, and give your reasons when necessary. These statements were formulated to assess research objective 3, which is to assess the perceptions regarding functional leadership in primary schools in the Western Cape Province.

**Table 4.86. Perceptions of Functional Leadership**

S/N	Leadership Statement	Participants					
		Deputy Principal	SMT	HOD 1	HOD 2	Teacher 1	Teacher 2
1.	Leaders should meet the needs of the: task, team and the individuals who make the team.	I agree	I agree	I agree	I agree	I agree	I agree
2.	The important thing is what the leader does, rather than who the leader is.	I agree	I agree	I agree	I agree	I agree	I agree
3.	Leaders should be result oriented, so the leader's role is ensuring behaviours that achieve a particular result.	I disagree	I disagree	I disagree	I agree	I agree	I agree
4.	The leadership role should be flexible. It doesn't matter who does what, what matters is whether the task gets done.	I agree	I agree	I agree	I agree	I agree	I agree
5.	The leader should make sure there is a clear understanding of individual responsibilities	I agree	I agree	I agree	I agree	I agree	I agree
6.	The leader must ensure that the group is properly structured to facilitate its actions.	I agree	I agree	I agree	I agree	I agree	I agree
7.	The leader must ensure that every individual in the group feels sufficiently appreciated for their efforts and actions.	I agree	I agree	I agree	I agree	I agree	I agree
8.	The leader must control what happens by being efficient in getting maximum results from the available resources.	I agree	I agree	I agree	I agree	I agree	I agree
9.	Leaders must set an example and do the things they want their followers to do.	I agree	I agree	I agree	I agree	I agree	I agree
10	The leader must provide guidance and feedback to all members.	I agree	I agree	I agree	I agree	I agree	I agree

The results of Table 4.86 above revealed that all six participants were of the opinion that school leaders should meet the needs of the: task, the team and the individuals who make up the team and that the important thing is what the leader does, rather than who the leader is. The

participants agreed with the assertion that leadership should be flexible and that what matters is that tasks are done irrespective of who does what. All six participants acknowledged that the leader should make sure there is a clear understanding of individual responsibilities; that the group is properly structured to facilitate its actions and that every individual in the group feels sufficiently appreciated for their efforts and actions. The participants were also of the opinion that leaders should control what happens by being efficient about getting the maximum results from the available resources, setting an example, doing the things that they want their followers to do and providing guidance and feedback to all members. However, 3 out of 6 of the participants were of the opinion that leaders should be results oriented, so the leader's role is ensuring behaviours that achieve a required result.

#### 4.8.3 School X

What are your perceptions on the following leadership statements, please comment whether you agree or disagree, and give your reasons when necessary. These statements were formulated to assess research objective 3, which is to assess the perceptions regarding functional leadership in primary schools in the Western Cape Province.

**Table 4.87. Perceptions of Functional Leadership**

	Leadership Statement	Participants					
		Principal	SMT	HOD 1	HOD 2	Teacher 1	Teacher 2
1.	Leaders should meet the needs of the: task, team and individuals who make the team.	I agree	I agree	I agree	I agree	I agree	I agree
2.	The important thing is what the leader does, rather than who the leader is.	I agree	I agree	I agree	I agree	I disagree	I agree
3.	Leaders should be result oriented, so the leader's role is ensuring behaviours that achieve a particular result.	I agree	I agree	I agree	Neutral	Neutral	I disagree
4.	Leadership roles should be flexible. It doesn't matter who does what, what the problems are, but rather whether the the task gets done.	I agree	I agree	I agree	I disagree	I agree	I agree
5.	The leader should make sure there is a clear understanding of individual responsibilities	I agree	I agree	I agree	I agree	I agree	I agree

6.	The leader must ensure the that group is properly structured to facilitate its actions.	I agree	I agree	I agree	I agree	I agree	I agree
7.	The leader must ensure that every individual in the group feels sufficiently appreciated for their efforts and actions.	I agree	I agree	I agree	I agree	I agree	I agree
8.	The leader must control what happens by being efficient about getting maximum results from the available resources.	I agree	I agree	I agree	I agree	I agree	I agree
9.	The leader must set an example and do the things that they want their followers to do.	I agree	I agree	I agree	I agree	I agree	I agree
10	The leader must provide guidance and feedback to all members.	I agree	I agree	I agree	I agree	I agree	I agree

The results of Table 4.87 above revealed that all six participants were of the opinion that school leaders should meet the needs of the task, the team and the individuals who make up the team and that the important thing was what the leader does rather than who the leader is.

The participants agreed with the assertion that leadership should be flexible and that what matters is that tasks are done, irrespective of who does what. All six respondents acknowledged that the leader should make sure there is a clear understanding of individual responsibilities, that the group is properly structured to facilitate its actions and that every individual in the group feels sufficiently appreciated for their efforts and actions. The participants were also of the opinion that leaders must control what happens by being efficient about getting maximum results from the available resources, setting an example and doing the things they want their followers to do that they should provide guidance and feedback to all members. However, 3 out of the 6 participants stated that leaders should be result oriented, so the leader's role is ensuring behaviours that achieve a particular result.

#### 4.8.4 School Y

What are your perceptions on the following leadership statements, please comment whether you agree or disagree, and give your reasons when necessary. These statements were formulated

to assess research objective 3, which was to assess the perceptions held by functional leadership in primary schools in the Western Cape Province.

**Table 4.88. Perceptions of Functional Leadership**

S/N	Leadership Statement	Participants					
		Principal	SMT	HOD 1	HOD 2	Teacher 1	Teacher 2
1.	Leaders should meet the needs of the: task, team and individuals who make up the team.	Partially	I disagree	I agree	I agree	I agree	I agree
2.	The important thing is what the leader does, rather than who the leader is.	I agree	I agree	I disagree	I agree	I agree	Both are of equal importance
3.	Leaders should be results oriented, so the leader's role is ensuring behaviours that achieve a particular result.	I agree	I disagree	I disagree	I disagree	I agree	I agree
4.	The leadership role should be flexible. It doesn't matter who does what, what matters is whether the task gets done.	I agree	I agree	I agree	I agree	I agree	I agree
5.	The leader should make sure that there is a clear understanding of individual responsibilities	I agree	I agree	I agree	I agree	I agree	I agree
6.	The leader must ensure that the group is properly structured to facilitate its actions.	I agree	I agree	I agree	I agree	I agree	I agree
7.	The leader must ensure that every individual in the group feels sufficiently appreciated for their efforts and actions.	I agree	I agree	I agree	I agree	I agree	I agree
8.	The leader must control what happens by being efficient about getting the maximum results from the available resources.	I agree	I agree	I agree	I agree	I agree	I agree
9.	Leaders must set an example and do the things	I agree	I agree	I agree	I agree	I agree	I agree

	that they want their followers to do.						
10	The leader must provide guidance and feedback to all members.	I agree	I agree	I agree	I agree	I agree	I agree

The results of Table 4.88 above reveal that four out of the six participants were of the opinion that school leaders should meet the needs of the: task, the team and the individuals who make up the team and that the important thing is what the leader does, rather than who the leader is. All six participants agreed with the assertion that leadership should be flexible, and that what matters is that tasks are done, irrespective of who does what. All six participants acknowledged that the leader should make sure there is a clear understanding of individual responsibilities, that the group is properly structured to facilitate its actions and that every individual in the group feels sufficiently appreciated for their efforts and actions. The participants were also of the opinion that leaders must control what happens by being efficient about getting maximum results from the available resources, setting an example, doing the things that they want their followers to do and providing guidance and feedback to all members. Half of the participants were of the opinion that leaders should be results oriented, so the leader's role is ensuring behaviours that achieve a particular result.

#### **4.8.5 Summary of findings on perceptions of school leaders on functional leadership**

Participants said that for the leadership style to be functional leaders should meet the needs of the task, the team and the individuals who make the team. They believed that the important thing was what the leader does rather than who the leader is. Leaders should be results oriented, so the leader's role is ensuring behaviours that achieve a particular result. The participants opined that leaders should be flexible and should make sure that tasks are done. They also believed that the leader should make sure there is a clear understanding of individual responsibilities, the group is properly structured to facilitate its actions and should ensure that every individual in the group feels sufficiently appreciated for their efforts and actions.

The leader must control what happens by being efficient about getting the maximum results from the available resources, must set an example and do the things that they want their followers to do and provide guidance and feedback to all members (Barnett et.al., 2016).



#### 4.9. STRATEGIES FOR FOSTERING FUNCTIONAL LEADERSHIP

To solicit strategies that foster functional leadership, research participants were asked in the last section of the interview guide: **How can school leaders foster functional leadership in primary schools?**

The responses from all the participating schools are given below.

##### 4.9.1 School A

**Table 4.89. Strategies for Fostering Functional Leadership**

Participants	Suggested Strategies
Principal	<ul style="list-style-type: none"><li>• Have a personal development plan.</li><li>• Develop and implement the right policies.</li><li>• Have a blueprint and communicate it to all.</li><li>• Build a healthy team.</li></ul>
SMT	<ul style="list-style-type: none"><li>• Communication is key.</li><li>• Delegation, as in teamwork.</li><li>• Meetings with members of staff for feedback and guidance.</li></ul>
HOD 1	<ul style="list-style-type: none"><li>• Collaboration as a tool to foster cooperation.</li><li>• Appreciation and respect for all staff members.</li><li>• Personal and staff development plan.</li></ul>
HOD 2	<ul style="list-style-type: none"><li>• Team building. I believe a strong team will achieve far more than any individual or individual without a united front.</li></ul>
Teacher 1	<ul style="list-style-type: none"><li>• Transparency and accountability.</li><li>• Employ the right staff with the right attitude.</li><li>• Diversify your workforce – age group and ethnicity.</li></ul>
Teacher 2	<ul style="list-style-type: none"><li>• Ensure there is equality and fairness.</li><li>• Leaders must have integrity and be transparent.</li><li>• Be humble enough to own your mistakes and accept corrections.</li></ul>

The participants suggested several ways to foster functional leadership in primary schools in the Cape Province. The Principal said that every leader should have a personal development plan. Personal development is key to developing important attributes for functionality. Leaders also

need to formulate good policies and implement them. The principal emphasized team building as an important aspect of functional leadership.

The SMT believed that two way communication and work are important for fostering functional leadership. Both HODs echoed similar sentiments to the SMT and highlighted teamwork, respect for all individuals and personal development. The class teachers who participated in the study said that leaders must: have integrity, be humble, embrace diversity, and be transparent and accountable. Leaders should also employ the right people for the right job (Nhlapo, 2020).

#### 4.9.2 School B

**Table 4.90.Strategies for Fostering Functional Leadership**

Participants	Suggested Strategies
Deputy Principal must:	<ul style="list-style-type: none"> <li>• Have a clear understanding of individual responsibilities.</li> <li>• Openness of policies and relationships with staffs.</li> <li>• Create room for teacher's support and improvement.</li> </ul>
SMT	<ul style="list-style-type: none"> <li>• More support from the education department.</li> <li>• Availability of instructional materials and resources.</li> <li>• Sufficient and timely arrival of books from the department of education.</li> <li>• Staff should stop undermining the functionality of leadership.</li> <li>• SGB must ensure that everything is functional.</li> <li>• There should be other avenues for raising funds for the school to support the insufficiency of funds from the department.</li> </ul>
HOD 1	<ul style="list-style-type: none"> <li>• Proper reward and appreciation of teachers.</li> <li>• Look after the wellbeing of teachers and staff.</li> <li>• Leaders must know the capacities of each member of staff.</li> <li>• The Department of Education must prioritise the wellbeing of teachers, especially now during the pandemic,</li> </ul>
HOD 2	<ul style="list-style-type: none"> <li>• Teamwork is key.</li> <li>• Leaders must not undermine the potential of their teachers in any area and should never look down on their staff members.</li> <li>• He/she should consider the contributions of his team members.</li> <li>• He/she should be open to constructive criticism.</li> <li>• A leader must be flexible.</li> </ul>

Teacher 1	<ul style="list-style-type: none"> <li>• A leader must have a clear vision.</li> <li>• A leader must be motivated in order to motivate others.</li> <li>• A leader must always consider the input of others.</li> <li>• Teamwork is vital.</li> <li>• Leaders must ensure the school is properly structured.</li> <li>• A leader must be passionate about his/her job.</li> </ul>
Teacher 2	<ul style="list-style-type: none"> <li>• Ensure the competence of people in leadership positions.</li> <li>• Must appreciate staff members.</li> <li>• A leader needs to diagnose his/her school's needs and know how to meet them.</li> <li>• Must have adequate provision of resources by the department of education.</li> <li>• A leader must know what the feasibilities of educational policies from the department are.</li> </ul> <p>Consideration should be given to schools' contexts.</p>

Table 4.90 shows the participant's suggested strategies for fostering functional leadership. The deputy principal suggested that there should be a clear understanding of individual responsibilities. A functional leader should foster openness of policies and a good relationship with staff. A leader should ensure the creation of room for teacher support and improvement. The SMT member suggested that there should be more support from the education department in the area of the availability of instructional maths/materials and resources. The SMT member further said that staff should stop undermining the functionality of their leaders. School governing bodies must ensure that their school is functional by ensuring the provision of other avenues for raising funds for the school; thereby supplementing the insufficient funds from the department. HOD 1 and HOD 2 suggested that leaders should ensure the provision of proper rewards and appreciation of teachers.

The department of education must prioritise the wellbeing of teachers, especially now during the pandemic. They further stated that teamwork is crucial. Leaders should not undermine the potentials of their teachers in any area. Every team member's contribution should be considered. Teachers 1 and 2 suggested that for a leader to be functional, he/she must have a clear vision and be motivated, Leaders must ensure proper administrative structures are put in place with competent staff. A functional leader must be able to diagnose their school's needs and know how to meet them. He/she should assess the feasibilities of educational policies from the department. Consideration should be given to schools' contexts.

### 4.9.3 School X

**Table 4.91. Strategies for Fostering Functional Leadership**

Participants	Suggested Strategies
Principal	<ul style="list-style-type: none"> <li>• Have faith in yourself and own your actions.</li> <li>• Lead by example and be open to change.</li> <li>• Develop an all-inclusive strategy</li> <li>• Have empathy rather than sympathy</li> <li>• Have an open door policy</li> </ul>
SMT	<ul style="list-style-type: none"> <li>• The right attitude</li> <li>• Accountability and responsibility.</li> </ul>
HOD 1	<ul style="list-style-type: none"> <li>• Fairness and equality</li> <li>• Open door communication policy</li> <li>• Leadership by example</li> <li>• Ensure motivation and appreciation of staff members.</li> </ul>
HOD 2	<ul style="list-style-type: none"> <li>• Have a proper structure in place</li> <li>• Create an atmosphere that supports employees' personal growth and development</li> <li>• Adopt a leadership style that is all inclusive</li> </ul>
Teacher 1	<ul style="list-style-type: none"> <li>• The leader must be proactive</li> <li>• Ensure unity among staff members.</li> </ul>
Teacher 2	<ul style="list-style-type: none"> <li>• Lead by example, set the pace and be realistic</li> <li>• Build healthy relationships; value and respect employees' opinions.</li> </ul>

Responses in Table 4.91 show that the school principal believed a leader should have confidence and lead by example. The leader should have an open door policy to encourage two-way communication. The principal also indicated that leaders should have empathy. The SMT said that leaders should be accountable and responsible and have a positive attitude towards work. The HODs suggested: encouraging communication through an open door policy, creating an environment that supports employee growth and development, fairness and motivation of staff and leading by example. The classroom teachers suggested that school leaders should lead by example and encourage unity and the building of healthy relationships among staff members. The teachers also believed that leaders should set realistic goals.

#### 4.9.4 School Y

**Table 4.92. Strategies for Fostering Functional Leadership**

Participants	Suggested Strategies
Principal	<ul style="list-style-type: none"><li>• Equality and value treatment.</li><li>• Readiness to learn and right priorities.</li><li>• Be knowledgeable and pragmatic.</li><li>• Build a healthy team.</li></ul>
SMT	<ul style="list-style-type: none"><li>• Love and respect for staff.</li><li>• A well-defined vision and mission statement.</li></ul>
HOD 1	<ul style="list-style-type: none"><li>• Constant seminars and workshops to keep everyone on the same page and moving at the same pace.</li></ul>
HOD 2	<ul style="list-style-type: none"><li>• Employ the right staff with the right mindset</li><li>• Team building: I believe a strong team will achieve far more than any individual without a united front</li></ul>
Teacher 1	<ul style="list-style-type: none"><li>• Have the right structure in place, with the right people occupying leadership positions.</li></ul>
Teacher 2	<ul style="list-style-type: none"><li>• Have a proper staff welfare system in place to ensure maximum productivity.</li></ul>

Table 4.92 above shows suggested strategies that can foster functional leadership in schools. The principal recommended building a healthy team, having the readiness to learn and being pragmatic. The SMT opined that leaders should have a clear vision and mission and encourage unity among staff members. The HODs suggested team building, employing the right people for the right job and staff development through seminars and workshops. The class teachers believed that school leaders should make the welfare and wellbeing of staff a priority. The teachers also recommended the employment of capable individuals for specific roles.

#### **4.9.5. Summary of findings on strategies for fostering functional leadership in primary schools**

The participants suggested several ways to foster functional leadership in primary schools in Cape Town. They are as follows: A functional leader must be able to diagnose his/her school's needs and know how to meet them, should be aware of the feasibilities of educational policies from the department. Consideration should be given to schools' contexts. There should be a clear understanding of individual responsibilities, personal development plans for leaders and all staff members, leaders formulation and implementation of good policies for their schools, team

building, open communication, leadership integrity, humility, accountability, diversification, transparency and a pragmatic attitude. Leaders must ensure that proper administrative structures are put in place with competent staff, must operate with open door policies, sufficient support from the education department, availability of instructional materials and resources. Leaders should explore all avenues for financial resources, show appreciation of their staff, and lead with empathy and by example, encouraging staff development through seminars and workshops.

The result of this study shows that most of the strategies recommended by all the participants for fostering functional leadership in schools align with Bennet et al., (2016) and (RSA DBE - Government Gazette, (2016) eight key functions that define a functional leader namely: Defining the task, planning, briefing the team, controlling what happens to resources, evaluating results, motivating individuals, organising people and setting good examples. Primary school leaders need to have a very sound knowledge to carry out actions that are required in the following 8 key areas: 1. Lead teaching and learning in the school using the five main kinds of leadership. 2. Shape the direction and development of the school 3. Manage quality of teaching and learning and secure accountability 4. Develop and empower self and others 5. Manage the school as an organisation 6. Work with and for the community 7. Manage human resources (staff) in the school 8. Manage and advocate extramural activities. (RSA DBE - Government Gazette, 2016, Bennet et al. 2016). This study therefore concludes that school leaders must ensure that maximum use is made of all the human resources available by building a healthy staff. School leaders must direct what is good for their school communities by doing well themselves. They must make use of leadership styles that can create an atmosphere conducive to maximising results and quality of teachers and student learning (Nellitawati, 2020).

#### **4.10. CHAPTER SUMMARY**

This chapter presented the data, analysis and interpretation of the data and answered the research questions by qualitatively linking the data to empirical literature. It offered a brief background of the participating schools, an overview of all the participant's profile and an assessment of the functionality of the leadership styles that are in use at the four participating schools. The analysis of the data showed the leadership styles that are operational in all four schools. The chapter also showed all the participants' perceptions of functional leadership and offered some strategies for fostering functional leadership in primary schools in Cape Town in

the Western Cape. The next chapter will show a summary of the findings for the four participating schools, the conclusions drawn, and give recommendations for future study.

## **CHAPTER FIVE**

### **5.0. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

Chapter four of this study provided a detailed discussion of the issues related to the functionality of the leadership styles of school leaders at primary schools in one education district in Cape Town. This chapter concludes the study, summarizes the main findings and puts forward recommendations to provide solutions to the research problem. The aims and objectives of the study were met, and the research questions were answered.

The aim of this study was to examine the functionality of the leadership styles of school leaders at primary schools in one education district in Cape town. The sub-aims were to establish the current leadership styles used by the school leaders, to establish the leaders' perceptions of functional leadership and to show how school leaders can implement functional leadership in primary schools in the province. In order to achieve these stated aims, the research questions were answered and the following results were found.

#### **5.2. RELATING RESULTS TO THE RESEARCH QUESTION**

The main research question is: What is the functionality of the leadership styles of school leaders at primary schools in one education district in Cape town?

##### **Sub questions:**

1. What leadership styles are being used in primary schools?
2. What are school leaders' perceptions of functional leadership?
3. How can primary school leaders implement functional leadership in primary schools?

The results of the data collected from the semi-structured interviews at the four selected primary schools are described below.

##### **5.2.1. Functionality of leadership styles in primary schools**

Leadership style(s) at school A are functional as witnessed by staff motivation, staff efficiency and effectiveness and the fact that pupils doing well academically and in extra-curricular activities.



Leadership style(s) at school B is less functional, as stated by some of the participants since not all members of staff are satisfied and motivated by the school leadership and pupils are not performing well academically.

The leadership style(s) at school X are functional since the members of staff are satisfied and motivated by the school leadership and pupils are performing well academically and in extra-curricular activities. The leadership style(s) at school Y are functional since members of staff are satisfied and motivated by school leadership and the fact that pupils perform well academically and in extra-curricular activities.

### **5.2.2. Leadership styles in use in primary schools**

All school leaders in the case study schools use multiple leadership styles. The styles identified to be in use at **school A** are: The democratic/participative style, the transformational style and the transactional style. The styles identified to be in use at **school B** are the democratic/participative style, the transformational style, the Laissez-Faire style and the transactional style. The styles identified as being used at **school X** are the democratic/participative style, the transformational style and the transactional style. The styles identified to be in use at **school Y** are: The democratic/participative style, the transformational style, the autocratic style and the transactional style. Two common styles in all the schools are the democratic/participative and transformational styles.

### **5.2.3. Leader's perceptions of functional leadership**

Participants said that for leadership style to be functional: Leaders should meet the needs of the task, the team and the individuals who make up the team. They believe that the important thing is what the leader does rather than who the leader is. Leaders should be results oriented, so the leader's role is to ensure behaviours that achieve a particular result. The participants opined that leaders should be flexible and make sure that tasks are successfully carried out. The participants also believe that the leader should make sure there is a clear understanding of individual responsibilities, make sure that the group is properly structured to facilitate its actions, and ensure that every individual in the group feels sufficiently appreciated for their efforts and actions. The leader must control what happens by being efficient about getting maximum results from the available resources and must set an example by doing the things that they want their followers to do, providing guidance and feedback to all members.

#### **5.2.4. Strategies for implementing functional leadership in primary schools**

The result of this study shows that most of the strategies recommended by all the participants for fostering functional leadership in schools align with Bennet et al.'s (2016) and RSA DBE - Government Gazette, (2016) eight key functions that define a functional leader's namely: Defining the task, planning, briefing the team, controlling what happens to resources, evaluating results, motivating individuals, organising people and setting good examples. Also, school leaders must ensure that maximum use is made of all the human resources available by building a healthy staff. School leaders must direct what is good for their school communities by doing well themselves. They must make use of leadership styles that can create an atmosphere conducive to maximising results and quality of teachers and student learning (Nellitawati, 2020).

### **5.3. SUMMARY OF THE FINDINGS**

This study found that the leadership styles in use in three out of the four selected primary schools were functional. Although schools A and B are of the same quintile ranking and have the same poor socio-economic background, the leadership at school B was found to be less functional. This finding confirms the position of Chikoko et al., (2015), which stated that leadership was one of the vital missing links among poor functioning schools, as well as one of the crucial elements in terms of why some schools, irrespective of their deprived context, are highly functional and also achieve outstanding academic performance (Chiome, 2011; Mawdsley et al., 2012; Chikoko et al., 2015).

Leaders in primary schools in the Western Cape Province use multiple leadership styles from a selection being: democratic/participative, transformational, transactional, and autocratic and Laissez Faire Style. The reasons given for the choice of leadership styles were: The democratic style motivates and satisfies employees to the extent that they are willing to do extra work. The transformational style challenges and stimulates employees. The transactional style makes sure that set standards are met and deadlines are followed. The Laissez Faire style is used where there are a lot of experienced staff members. However, there is a danger that some tasks will not be finished on time and that standards will sometimes not be followed. This finding supports the call of Day et al., (2016), where they recommend that school leaders should move beyond the use of a particular leadership style for the running and management of their schools, and rather adopt a multiple-method approach to leadership (Day et al., 2016).

All the participants of this study showed evidence of sound perceptions of what functional leadership should be like in a standard organisation like the school. Common to all the perceptions stated by most of the participants of the four schools is the call for teamwork between school leaders and all staff members. Leaders should create the right team climate, foster synergy, organising themselves and others through good time management, personal development, and delegation of duties (Bennet et al., 2016).

## **5.4. RECOMMENDATIONS**

The following are the researcher's recommendations to the government, schools and academia.

### **5.4.1. Recommendations to the government**

According to Bass and Bass (2008), in order to be a functional leader, one must be experienced, knowledgeable, committed, patient, and must have the skill to negotiate and work with others to achieve goals. Good leadership can be developed through self-study, education, training, and the accumulation of relevant experience. It is important for the government to encourage the delegation of duties so that members of staff at all levels of leadership acquire the relevant experience and skills to negotiate and work with others.

Learning is a continuous process so the government should fund training and development programs for school leaders at all levels, to enable them to develop traits and behaviours that enable them to be democratic, transformational, instructional and transactional where necessary. Whilst leadership styles of school leadership can have a positive impact on the motivation and satisfaction of members of staff, there is a need for the government to take care of and improve the welfare of teachers and support staff, to support the efforts of school leaders.

### **5.4.2. Recommendations for school leaders**

The study has revealed that leadership as a combination of democratic/participative, transformational and transactional leadership styles leads to better employee motivation and satisfaction and good pupils' performance. It is recommended that leaders in schools adopt a multiple method approach to leadership, as there is no clear cut choice as to which leadership style is superior to the other, in terms of effectiveness.

Day et al. (2016) in their study of the impact of leadership on student outcomes, provided evidence of how successful school leaders achieved and sustained improvement over time, through a combination of styles. The research participants recommended two way communication between school leaders and members of staff to build a democratic atmosphere (Davids & Waghid, 2019; Day et al., 2016; Amanchukwu et al., 2015).

#### **5.4.3. Recommendations to academia**

Since leaders are made and not born, institutions of learning should include leadership as a stand-alone course to develop the traits and behaviours that are necessary for functional leadership in future leaders (Ahmed et al., 2016)

#### **5.5. LIMITATION OF THE STUDY**

5

The study was silent on the relationship between gender and the development of traits and behaviours for functional leadership. Research needs to be carried out to establish the effect of gender on the functionality of leadership.

#### **5.6. CONTRIBUTIONS OF THE STUDY TO THE BODY OF KNOWLEDGE**

The study contributed to the body of knowledge that shows that even under-resourced schools can perform well using a correct combination of functional leadership styles. The combination of democratic/participative, transformational and transactional styles was found to motivate and satisfy members of staff and enhance pupils' performance.

#### **5.7. CHAPTER SUMMARY**

This chapter gave closure to the study by summarising the research findings and their implications for government, industry and academia. The chapter also suggested areas of further research.

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## APPENDIX A

### INTERVIEW GUIDE FOR SCHOOL LEADERS

Dear Participants,

I am a Master's student at CPUT student who is currently conducting pure academic research. My research topic is **The functionality of the Leadership styles of school leaders at Primary Schools in Cape town, Western Cape.**

Participation in this study is voluntary and no monetary gain is attached to the exercise. All information will be treated with utmost confidentiality you are not required to identify yourself. Therefore, your assistance in participating in this study which solicits your views pertaining to the study will be greatly appreciated.

Thank you in advance for your cooperation, commitment and dedication to this research.

Yours sincerely,

**Eboigbe E. Vivian.**

**Dr. Combrink M.,**  
Supervisor.



## SECTION A: PERSONAL PROFILE OF PARTICIPANTS

CHARACTERISTIC							
Gender	Male	Female					
Please tick appropriate							
Age	< 20	21-30	31-40	41-50	> 50		
Please tick appropriate							
Current Position	Support staff	Ordinary teacher	HOD	SMT	Deputy Principal	Principal	
Please tick appropriate							
Academic qualifications	O-level	A-level	National Certificate	Diploma/Advanced Diploma	Degree	Postgraduate	
Please tick appropriate							

## SECTION B: ASSESSMENT OF THE FUNCTIONALITY OF LEADERSHIP STYLES

1. Are teachers and support staff satisfied with your leadership? Please explain?
2. Are teachers and support staff motivated by your leadership to an extent that they are prepared to go the extra mile? Please explain?
3. Do teachers and support staff do their work efficiently? Please explain?
4. Is the work done by teachers and support staff effective? Please give examples.
5. Do students perform well academically at the school?
6. Do students perform well in extra-curricular activities? Please give examples.

## SECTION C: EVALUATION OF LEADERSHIP STYLES

1. Do you consult teachers and support staff during goal setting? Please explain?
2. Is the communication at the school bottom up or down to bottom? Please explain?
3. Do you allow members of staff to discuss freely in meetings? Please explain?
4. Do you allow members of staff to interact freely during day to day activities? Please explain?

5. Do you consider teachers and support staff contributions in decision making? Please explain?
6. Do you delegate specific duties to teachers and support staff? Please give reasons.
7. Do you allow members of staff to vote on certain decisions? Please give reasons.
8. Do you challenge and inspire teachers and support staff with a sense of purpose and excitement? Please give reasons.
9. Do you create a vision of what you aspire and communicate this idea to teachers and support staff? Please give reasons.
10. Are you willing to take a risk, or do you sometimes use irregular strategies to stimulate followers to think independently? Please give reasons.
11. Do you give individualized consideration to teachers and support staff? Please give reasons.
12. Do you reward teachers and support staff materially or psychologically for good performance? Please give reasons.
13. Do you reprimand or punish teachers and support staff materially or psychologically for performing poorly? Please give reasons.
14. Do you allow teachers and support staff to have complete freedom to make decisions concerning the completion of their work (Self-rule)? Please give reasons.
15. Do you provide teachers and support with all resources necessary to accomplish their goals, without themselves directly participating in decision making unless requested? Please give reasons.

#### **SECTION D: PERCEPTIONS OF FUNCTIONAL LEADERSHIP**

What are your perceptions on each of the following?

1. Leaders should meet the needs of the: task, team and individuals who make the team.
2. The important thing is what the leader does than who the leader is.
3. Leaders should be result oriented, so the leader's role is to ensure behaviours that achieve a particular result.
4. Leadership role should be flexible. It doesn't matter who does what, what matter is whether the task gets done.
5. The leader should make sure there is a clear understanding of individual responsibilities
6. The leader must ensure the group is properly structured to facilitate its actions.
7. The leader must ensure that every individual in the group feels sufficiently appreciated for their efforts and actions.

8. The leader must control what happens by being efficient about getting the maximum results from the available resources.
9. The leader must set an example and do the things that they want their followers to do.
10. The leader must provide guidance and feedback to all members.

#### **SECTION E: STRATEGIES FOR FOSTERING FUNCTIONAL LEADERSHIP**

How can school leaders foster functional leadership in primary schools?

**[THANK YOU]**

## **APPENDIX B**

### **INTERVIEW GUIDE FOR TEACHERS, HODs AND SMTs**

Dear Participant,

I am a Masters student at CPUT student who is currently conducting a pure academic research. My research topic is **The functionality of the Leadership styles of school leaders at Primary Schools in Cape town, Western Cape.**

Participation in this study is voluntary and no monetary gain is attached to the exercise. All information will be treated with utmost confidentiality you are not required to identify yourself. Therefore, your assistance in participating in this study which solicits your views pertaining to the study will be greatly appreciated.

Thank you in advance for your cooperation, commitment and dedication to this research.

Yours sincerely,

**Eboigbe E. Vivian.**

**Dr. Combrink M.,**  
Supervisor.

## SECTION A: PERSONAL PROFILE OF PARTICIPANTS

CHARACTERISTIC							
Gender	Male	Female					
Please tick appropriate							
Age	< 20	21-30	31-40	41-50	> 50		
Please tick appropriate							
Current Position	Support staff	Ordinary teacher	HOD	SMT	Deputy Principal	Principal	
Please tick appropriate							
Academic qualifications	O-level	A-level	National Certificate	Diploma/Advanced Diploma	Degree	Postgraduate	
Please tick appropriate							

## SECTION B: ASSESSMENT OF THE FUNCTIONALITY OF LEADERSHIP STYLES

1. Are teachers and support staff satisfied with school leaders? Please explain.
2. Are teachers and support staff motivated to an extent that they are prepared to go the extra mile? Please explain.
3. Do employees do their work efficiently? Please explain.
4. Is the work done by teachers and support staff effective as far as students' performance is concerned? Please give examples.
5. Do students perform well academically at the school?
6. Do students perform well in extra-curricular activities? Please give examples

## SECTION C: EVALUATION OF LEADERSHIP STYLES

1. Are teachers and support staff consulted during goal setting? Please explain.
2. Is the communication at the school bottom up or down to bottom? Please explain.
3. Do members of staff discuss freely in meetings? Please explain.
4. Do members of staff interact freely during day to day activities? Please explain.

5. Are teachers and support staff involved in decision making? Please explain.
6. Do school leaders delegate specific duties? Please explain.
7. Do members of staff vote on certain decisions? Please explain.
8. Do school leaders challenge and inspire followers with a sense of purpose and excitement? Please explain.
9. Do school leaders create a vision of what they aspire to be, and communicate this idea to others? Please explain.
10. Are school leaders willing to take a risk or use irregular strategies to stimulate followers to think independently? Please explain.
11. Do school leaders give individualized consideration to followers? Please explain.
12. Do school leaders reward teachers and support staff materially or psychologically for good performance? Please explain.
13. Do school leaders reprimand or punish teachers and support staff materially or psychologically for performing poorly? Please explain.
15. Do school leaders allow teachers and support staff to have complete freedom to make decisions concerning the completion of their work (Self-rule)? Please explain.
16. Do school leaders provide teachers and support with all resources necessary to accomplish their goals without themselves directly participating in decision making unless requested? Please explain.

#### **SECTION D: PERCEPTIONS OF FUNCTIONAL LEADERSHIP**

What are your perceptions on each of the following?

1. Leaders should meet the needs of the: task, team and individuals who make the team.
2. The important thing is what the leader does than who the leader is.
3. Leaders should be result oriented, so the leader's role is ensuring behaviours that achieve a particular result.
4. Leadership role should be flexible. It doesn't matter who does what, what matter is whether the task gets done.
5. The leader should make sure there is a clear understanding of individual responsibilities.
6. The leader must ensure the group is properly structured to facilitate its actions.
7. The leader must ensure that every individual in the group feels sufficiently appreciated for their efforts and actions.
8. The leader must control what happens by being efficient about getting the maximum results from the available resources.

9. The leader must set an example and do the things that they want their followers to do.
10. The leader must provide guidance and feedback to all members.

#### **SECTION E: STRATEGIES FOR FOSTERING FUNCTIONAL LEADERSHIP**

What should be done to foster functional leadership in primary schools?

**[THANK YOU]**

## APPENDIX C



Directorate: Research

[Audrey.wyngaard@westerncape.gov.za](mailto:Audrey.wyngaard@westerncape.gov.za)

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

**REFERENCE:** 20210422-2465

**ENQUIRIES:** Dr. A T Wyngaard

Mrs. Edirin Eboigbe  
42 Eclipse Road  
Sanddrift  
Milnerton  
7441

**Dear Mrs Edirin Eboigbe**

### **RESEARCH PROPOSAL: THE FUNCTIONALITY OF THE LEADERSHIP STYLES OF SCHOOL LEADERS AT PRIMARY SCHOOLS IN ONE EDUCATION DISTRICT IN CAPE TOWN IN THE WESTERN CAPE**

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 May 2021 till 30 September 2021.**
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: 23 April 2021**



## APPENDIX D



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Private Bag X8, Wellington, 7654 P.O. Box 652, Cape Town, 8000 Jan van Riebeeck Street,  
Wellington, 7654 Highbury Road, Mowbray Tel: +27 21 864 5200 Tel: +27 21 680 1500

<b>FACULTY OF EDUCATION</b>
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On the 20<sup>th</sup> of April 2021 the Chairperson of the Faculty of Education Ethics Committee of the Cape Peninsula University of Technology granted ethics approval **(EFEC 1-4/2021)** to EV Eboigbe for a M. Ed degree.

Title of thesis:	The functionality of the leadership styles of school leaders at primary schools in one education district in Cape Town, Western Cape.
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Comments:

The EFEC unconditionally grants ethical clearance for this study. This clearance is valid until 31st December 2024. Permission is granted to conduct research within the Faculty of Education only. Research activities are restricted to those details in the research project as outlined by the Ethics application. Any changes wrought to the described study must be reported to the Ethics committee immediately.

A handwritten signature in dark ink, appearing to read "Livingston".

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Date: 20<sup>th</sup> of April 2021 Dr Candice Livingston

Research coordinator (Wellington) and Chair of the Education Faculty Ethics committee

Faculty of Education