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THE PRINCIPALS' MANAGEMENT STYLES AND EDUCATORS PERFORMANCE: IMPACT ON SECONDARY SCHOOL LEARNER PERFORMANCE IN VHURONGA II CIRCUIT

By

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DECLARATION BY CANDIDATE

I hereby declare that the dissertation submitted for the degree of Master of Education at The University of Venda, is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

M. H. Makhaga.

Makhaga Mpho Harriet 14 January 2009

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DEDICATION

I dedicate this dissertation to my parents, Mr H.M. Makhaga and Mrs N.E. Makhaga

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My sincere thanks go to,

My Heavenly Father who gave me strength and health when writing this research.

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ABSTRACT

A principal's management style determines the performance of learners in a school and thus the effectiveness of the school. The main aim of this study was to investigate how management styles of principals affect learners' performance in secondary schools within the Vhuronga II Circuit. This could be of great assistance for principals to improve the way in which they manage their schools and could establish the need for further training on management styles through in-service training. The research is quantitative in nature; questionnaires were used to collect data. The population of the research comprised of principals and educators from all secondary schools within the Vhuronga II Circuit. The main findings of the study are presented according to the analytical categories that guided both the collection and analysis of data. Results show that the principals' management styles have an impact on learner performance. The principal's management styles determine the performance of learners in schools and thus the effectiveness of the school. A crucial implication for school managers is that the performance of learners and the effectiveness of the school are determined by the relationship between principals, teachers (educators), learners and parents. The effectiveness of the school, in particular, depends on how principals relate to their teachers.

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 BACKGROUND TO THE STUDY

Management is a very important function in any organization. The management styles managers use may determine the success of a particular organization. The principals, leaders and managers of schools, have to focus on improving the culture of teaching and learning on the whole school development (Van Niekerk & Van Niekerk, 2009). While good management is an essential aspect of any education service, promotion of effective teaching and learning is the central goal. The extent to which effective learning is achieved therefore becomes the criterion against which the quality of management is to be judged (Department of Education, 1996).

Management and leadership styles of the principals should lead to more effective teaching and learning, that is, it should result in more effective schools. According to Van Niekerk (1995:4), "leadership is about inspiring persons or groups to such an extent that they willingly and enthusiastically work to accomplish set aims". Fiedler and Chemers (1984:3) as quoted by Van Niekerk and Van Niekerk (2009:2) expressed the role of leadership in organizations as follows: "The quality of leadership, more than any other single factor, determines the success or failure of an organization. This is true for a small group, a large organization, or even an entire nation." This is in line with Davidoff and Lazarus's (1997) assertion that the ability of schools to transform themselves is, to a great extent, dependent on the quality of leadership in the school, and the assertion that the principal plays a key role in introducing innovation in a school (Prew, 2007; Van Niekerk & Van Niekerk, 2009). "Every action in a school, which includes that which the school leader does, must have this focus." (Van Niekerk & Van Niekerk, 2009:2). The principal focuses on the core business of the

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school, and so should his management and leadership styles which should focus on the success of a school. It is my view that success of the school could be determined by the management styles the school manager uses.

In Vhuronga II Circuit there are ten secondary schools, however, few of these are performing well in matriculation results as compared to those of schools in other circuits. It is my view that the large numbers of schools with low performance is the result of the management styles of the school principals since all schools are capable of performing well if teachers and learners are well managed.

I have observed through vast experience as an educator in secondary schools that some learners either from rural or urban areas are capable of performing well if the school manager has time for teachers, learners, community and the school programme development. However, some principals do not seem to be committed to school development and the educational programmes designed to improve the performance of the learners seem to end up producing poor results.

While learners have the ability to perform well in their schools, it is not clear whether such performance is influenced by the way in which principals manage their schools. Matriculation results in Vhuronga II are not satisfactory as compared to those in other circuits. As a circuit, Vhuronga II has seldom produced outstanding learners as observed during yearly excellence award functions. We have seldom witnessed excellent individual learners or educator performers in their particular subjects.

These poor results in Vhuronga II could be due to several factors the extent of which is not known. While principals' play an important role in creating an environment that leads to improved instruction, it is not clear to what extent that would affect learner motivation and ultimately learner performance. It is also possible that other factors play a role in determining the results at the end of each year in Vhuronga II Circuit. The principal's management style could be

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affecting the performance of the schools as shown by the performance of learners. Further, while learners are constantly reported to be performing poorly in schools throughout Vhuronga II Circuit, the extent of their poor performance and the causes of such poor performance are not clear. The management style of the principal could be impacting on teacher performance creating a chain of events which resultantly affect learners' performance. It is possible that poor management styles of the school manager may result in a chain of events impacting on learner and teacher performance and ultimately on the performance of the school as a whole.

1.2 PROBLEM STATEMENT

Learners are performing poorly in secondary schools in Vhuronga II Circuit as it is evident during yearly excellence award functions where fewer awards are presented to the educators or learners. Principals seem to have problems with creating a healthy teaching and learning environment through their management styles to the extent that educators can perform in class and produce good learner results. Principals are constantly blamed for the performance of their learners.

I am not aware of any study providing reasons for poor performance of learners and educators in Vhuronga II Circuit. I am also not aware of a study that has determined the extent to which the principals' management styles in Vhuronga II Circuit affect educator performance to the extent that this impacts on learner performance.

It is the expectation of this study, therefore, to be able to assess the management styles of the principals and how these impact on teacher performance resulting in affecting the performance of learners from Vhuronga II Circuit.

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1.3 STUDY ASSUMPTIONS

This study assumes that:

- The school principals' management styles and conduct towards educators have effect on educator performance which would impact on learners' performance;
- The effectiveness of a school (which ultimately affects educator and learner performance) depends on how principals and teachers relate to each other.
- Poor relationship between the principal and the educators, triggered by the principal's management style, would negatively affect the educators' performance.

1.4 AIMS OF THE RESEARCH STUDY

From the above, I can conclude that there is little data available about the principals' management styles impacting on educator performance to the extent that they impact on learners' performance. The present study was designed to investigate, firstly, the possible effect of the principals' management style on educator performance and, secondly, the consequent effect of the principal's style of management on learner performance in secondary schools in Vhuronga II Circuit. Specifically, the study aimed at achieving the following objectives:

- Investigation of how the principals' management styles impact on teacher performance;
- Assessment of how different types of management styles affect educator performance thereby impacting on learner performance;
- Establishing the need for further training of principals in secondary schools on management styles.

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1.5 RESEARCH QUESTIONS

The following questions were addressed in this investigation:

- To what extent does the management style of principals affect teachers' performance thereby impacting on learner performance in secondary school?
- In what way do principals' management styles impact on teacher and learner performance?
- Is there any need for training principals in management strategies impacting on teacher and learner performance?

1.6 DEFINITIONS OF CONCEPTS

For the purpose of this study the following concepts were operationally defined:

1.6.1 Management

Management is the unifying and the coordinating activity which combines the action of individuals into meaningful and purposeful group endeavours (Reves, Turner, Morris & Forde; 2005).

1.6.2 Management style

Management style of an individual may be defined as the characteristic way in which he goes about his managerial task in a specific organization assessed over a longer period of time by those who work with that particular individual. Management styled has been briefly defined as a chosen strategy of an individual which he tends to repeat (Paisey, 1981; Hammersley Fletcher & Brundrett).

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1.6.3 Principal

Gordon (1984) and Glatter (2006) regard a principal as a school administrator whose job is to organize and administer resources efficiently and effectively so that the school objective can be successfully achieved. On the other hand, Ganter, Myrna, Newsom, Jenet, Dunlop and Karen (2000) define principal as the key to realizing educational reform; they further regarded the principals as being the fatalist who creates a culture of enhanced and learning.

1.7 RESEACH DESIGN AND METHODOLOGY

1.7.1 Research approach

A quantitative research design was used to determine effect of principals' management style educator performance impacting on learner performance. This quantitative survey was carried out through self-administered questionnaires developed guided by literature reviewed.

1.7.2 Research methodology

The following methodology was followed in this survey:

1.7.2.1. Questionnaire construction

Questionnaires were used to collect data. I designed the questionnaire (Appendix A), which consists of two sections. The first section (Section A) requested for biographical information regarding age, academic qualification, professional qualification, length of teaching experience and length of principal's experience. The format of this section consisted of multiple-choice divisions, respondents being asked to make a tick on the appropriate block. Respondents were also

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given the option of specifying other options in cases where none of those given applied.

The second section (Section B) consisted of a list of issues on the principals' management style that affected learner performance. Respondents were requested to indicate the extent to which they agreed or disagreed with each of the statements given. They were requested to indicate whether they strongly agreed, agreed, not sure, disagreed or strongly agreed with each of the statements by indicating with an "X" in an appropriate box.

1.7.2.2 Population

The population of the research comprised of principals and educators from all secondary schools within the Vhuronga II Circuit.

1.7.2.3 Sampling

Purposive sampling procedure as postulated by literature (Babbie & Mouton, 2001; Welman, Kruger & Mitchell, 2007), was used to select the respondents of this study. Ten principals from all sampled secondary schools were selected following their school's good performance (more than 50% pass average) in matriculation results during the past five years. Educators were selected in the following manner: six educators from each school were chosen according to the subjects they offered in matriculation and their performance in end of year matriculation results. Two were those regarded as good performers, two regarded as poor performers and the last two regarded as average performers.

1.8 DATA COLLECTION

A letter requesting for permission to conduct the research was written to the Department of Education (Appendix B). Once permission was granted, data was

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collected through self-constructed self-administered questionnaires. The questionnaire had two sections: Section A and Section B. I distributed the questionnaires personally to schools in order to establish rapport with respondents who had to give consent before completing the questionnaires. I collected questionnaires after a week from the day of distribution for data capturing, analysis and interpretation.

1.9 SIGNIFICANCE OF THE STUDY

The research adds knowledge regarding school management and could be of assistance to prospective researchers as a source of reference. It could be of great assistance for principals to improve the way in which they manage their schools and could establish the need for in-service training of principals in secondary schools on management styles.

1.10 DELIMITATION AND LIMITATION OF THE STUDY

The study was conducted with principals and educators from only ten secondary schools in Vhuronga II Circuit within the Vhembe District of the Limpopo Province, results of which may not be generalized to schools in the province.

1.11 DATA ANALYSIS

Data was entered into data editor loaded with the *Statistical Package for the Social Sciences* (SPSS, 16,0), a powerful statistical software which manipulates large amounts of data, finds patterns and tests hypotheses, was used to capture and analyse data. This is a package for analysing results by social science researchers, which can determine frequencies and test the results for statistical significance (Babbie and Mouton, 2001: 583).

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Through the frequency procedure, value labels of each variable as well as frequencies and percentages were listed. Where there were some differences, probably due to sampling error percentages based on row totals, column totals, or total sample size were computed through Crosstabs.

1.12 OUTLINE OF THE CHAPTERS

This research project consists of five chapters which are briefly described below:

Chapter One

This chapter explained the background of the study, statement of the research problem, research questions, definitions of concepts, aims of the study, research methodology, and significance of the study, delimitation of the study, analysis and outline of the chapters.

Chapter Two

This chapter provided the theoretical view of the study through the review of relevant literature.

Chapter Three

This chapter focused on the design and methodology of the study. The methodology includes sampling procedures, population of the study and data collection procedures.

Chapter Four

This chapter dealt with data presentation and its interpretation.

Chapter Five

This chapter presented the major findings, conclusions and recommendations.

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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents the literature review on the impact of the principal's management style on learner performance.

2.2 THE PRINCIPAL

School management is vested in the school principal whose task is to see to the day-to-day administration and organization of teaching and learning at the school (Steyn & Mays, 2008). South African Schools Act (SASA) (RSA 1996 (a) holds major implications for school principals in terms of implementing and managing the requirement of SASA (RSA 1996 (a). School principals need intensive training regarding a more participative style of management to enhance the practice of shared school governance and allow staff, parents and learners to play a meaningful role in decision-making.

School principals play a pivotal role in implementing shared governance. Lemmer van Wyk & Mazubuko, 2008). The principal is the most senior administrative head of a school. Although principals are in control over the school, they are seldom personally involved in teaching as they must look after the educational, physical, spiritual and well being of their subordinates (De Wet, 1981; Griffith, 2000).

Gorton (1984) and Glatter (2006) regard a principal as a school administrator whose job is to organize and administer resources efficiently and effectively so that the school objectives can be successfully achieved. Campbell and Thomas (1963) see a principal as a model for the group in terms of attitude and behaviour

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to be imitated or to be avoided. A manager should be seen as a powerful agent for change. Gantner, Myrna, Newsom, Janet, Dunlap and Karen (2000) define the principal as the key to realizing educational reform; they further regard the principal as being the catalyst who creates a culture of enhanced learning.

2.3 THE SCHOOL PRINCIPAL AS MANAGER

Gildenhuys (1991) sees a school manager as any person with a profession who is sensible to values of individuals and groups of people, who reacts responsibly to their problems, their needs and their values. Gildenhuys (1991) indicates further that the principal ensures that programmes are drawn and carried out with efficiency and effectiveness. They strive for social equity and justice on behalf of their subordinates, without causing any infringement upon the basic liberties on individuals. The principal acts according to the professional code of conduct that requires commitment to social equity.

Reeves, Turner, Morris and Forde (2005) indicate that individuals who have developed education management skills can bring about widespread changes in educational institutions and practices. School principals need intensive training regarding a more participative style of management to enhance the practice of share school governance and allow staff, parents and learners to play a meaningful role in decision-making (RSA, 1996 (a).

A school manager is concerned with all human activities which make the school an on going organization with all activities devoted to learning. A manager's role means being in the middle of a complex set of pressure, playing a part of some significance in decisions having a share of responsibility ever for others' work and influencing aims, policies and activities (Brodie, 1995).

Marishane (1999: 123) contends that school effectiveness depends on educator participation on which "the voices perspectives and wisdom of school people" are

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not neglected but allowed, "Power to speak ... and reveal the dynamics of their achievements".

2.4 THEORETICAL CONCEPTS OF THE SCHOOL PRINCIPAL'S MANAGEMENT STYLES

According to Paisey (1981) management is an inescapable function in an organization and is a social process for matching objectives and resources. Paisey (1981) further indicates that schools, which are generally held to be successful organizations, are those in which management involves and stresses consultation, teamwork and participation.

According to Mampuru and Spoelstra (1994), any good manager will have to be a good negotiator with staff, students and the community for many important things. As Van der Westhuizen (1991) puts it, an educational leader is more of an educational negotiator than an educational administrator. The nature and style of management are central considerations in distinguishing between successful and less successful schools (Mampuru & Spoelstra, 1994).

Traditionally, the educational leader was merely the head teacher and the task of managing the school was of limited complexity. The educational leader required only professional training and experience of managing the school (Mampuru & Spoelstra, 1994). Van der Westhuizen (1991) states that an educational leader is not only an administrator or one who carries out policy, but also someone who has authority in his own right. The traditional view was that a competent teacher with a certain number of years of experience, and the right personality, was well equipped for the task and demands of being a school principal (Van der Westhuizen, 1991). Van der Westhuizen (1991) points out further that the ability needed by an educational leader to perform certain administrative managerial tasks could therefore be developed through experience. However results of the increasing complexity of the school as an organization subjects the educational

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leader to these changing demands, especially in respect of their management abilities. There is a necessity for educational leaders to receive both academic and professional training in educational management. According to Van der Westhuizen (1991) educational training institutions should not only train teachers to teach but also prepare them as potential school leaders for the demands of higher positions.

In every school there are various factors affecting the performance of both learners and educators which cannot be accounted for by external policies, but have to be taken into consideration by the school principal as they formulate school policies (Van der Westhuizen, 1991). Van der Westhuizen indicates further that in the case of education management there is room for decision-making within the broad policy. Van de Westhuizen further asserts that the educational leader is involved in the provision of education and not only with rules of procedure, but they do still create their own particular policy (school policy) within their school.

The management style of an individual may be defined as the characteristic way in which they go about his managerial task in a specific organization assessed over a longer period of time by those who work with that particular individual. Management style has been briefly defined as a "chosen strategy of an individual which he tends to repeat" (Paisey, 1981: 113).

Research on management styles reveal two dimensions of management styles namely task-orientation or task-relevant and people-orientation style (Paisey, 1981). Although differences in management styles terminology exist, it would appear that most managers are either intent on getting a certain amount of work done (task orientation or task-relevant style) or are concerned with the needs and feelings of the people with whom they are working (people-orientation leadership style) (Van der Westhuisen, 1991).

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According to Van der Westhuisen (1991) task orientation refers to the directional actions of the educational leader concerning the task or work to be done. Van der Westhuizen (1991) indicates further that relationship behaviour or people orientation refers to the supportive behaviour or actions of the educational leader towards the staff who have to carry out tasks. There are various management grids which illustrate different dimensions of management styles, these are examined below:

Reddin's basic management grid (Reddin, 1970)

Reddin's management grid rests on the basis of task orientation and people orientation, but he adds more details. His management grid consists of basic behavioural patterns and their effect on business leadership and is represented in diagram 2.1 (Reddin 1970:94):

The dedicated management style (TO high; PO low) is characterized by drive with the emphasis on hard work, and little emphasis on the people in the school. The related management style (TO law; PO high) represents a style where people are considered, but little attention is paid to task orientation.

The integrated management style (TO high; PO high) is characterized by the fact that not only are people taken account of, but that tasks allocated are also meaningful. In this way the group as well as the individual is stimulated.

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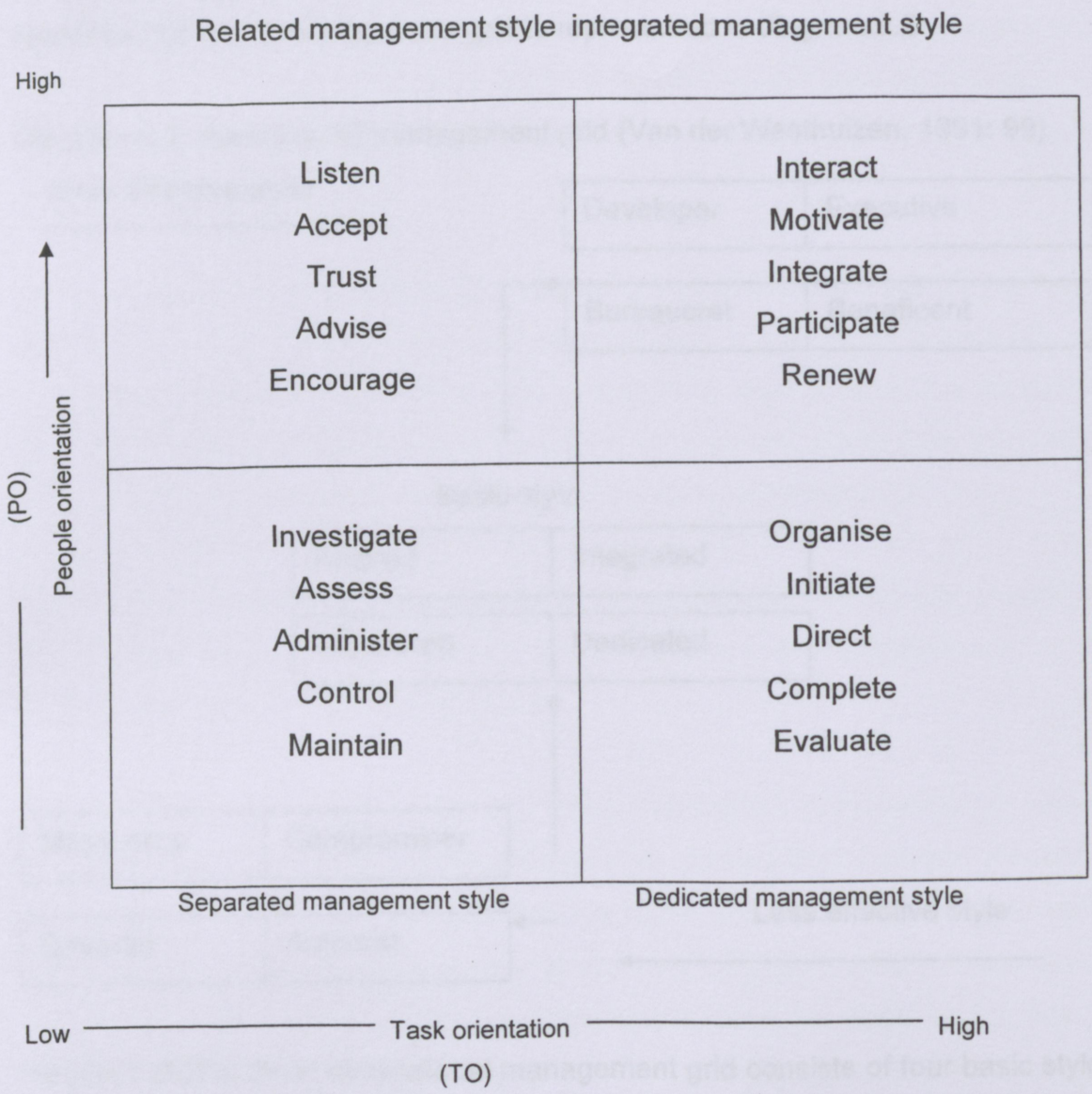
Diagram 2.1: Reddin's basic management grid (Van der Westhuizen, 1991:98)



The separated, management style (TTO low; PO low) has little concern for people; the individual and task orientation of this style are mostly directed at the administrative aspects of management.

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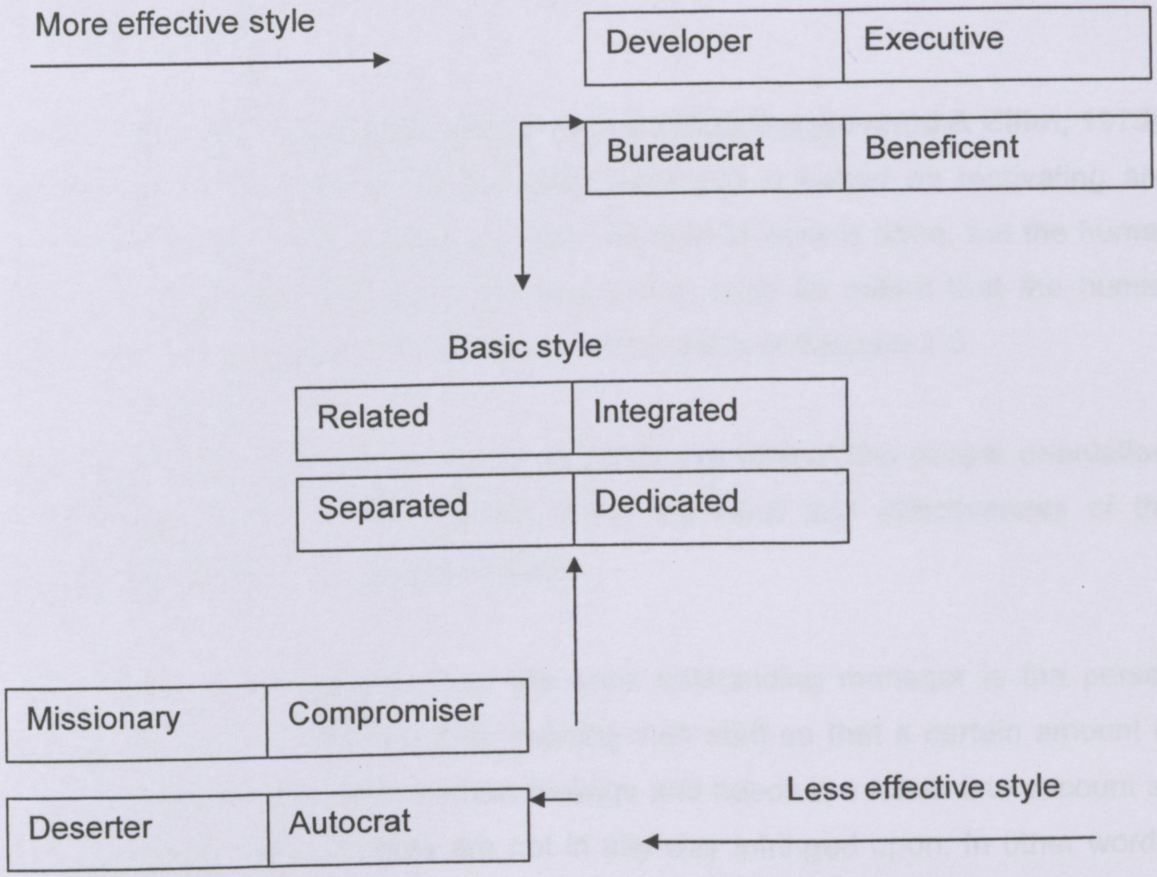
Reddin's 3D management grid for effectiveness

Reddin's (1970:41) management grid is represented in diagram 2.2:

Diagram 2.2: Reddin's 3D management grid (Van der Westhuizen, 1991: 99)



Reddin's (1970) three-dimensional management grid consists of four basic styles (related, integrated, separated and dedicated) which are then extended to be either more or less effective styles. These three management grids together form this three-dimensional management style and are interrelated. Each of the four basic management styles is either more or less effective so that the latter two equivalents of each management style result in eight operational management styles. For example, an integrated management style may lead to either a compromising style (compromise) or to an executive style. This means that the person may act as a compromiser in one situation while in another situation he may make use of executive management style.

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Reddin (1970: 44) comes to the conclusion that "an effective management style cannot only be determined on the basis of behaviour, but also according to the situation". This provides a determined dimension of effectiveness to the management style.

The management grid of Sergiovanni and Elliot (Sergiovanni & Elliot, 1975)

Sergiovanni and Elliot's (1975) management grid is based on motivating and inspiring staff members so that a certain amount of work is done, but the human feelings and needs are taken into account to such an extent that the human rights are not in any way infringed upon. This grid is in diagram 2.3:

The horizontal line indicates task orientation and vertical line people orientation. By allotting points on the various lines, the level and effectiveness of the management style may be determined.

Sergiovanni's grid suggests that the most outstanding manager is the person who succeeds in motivating and inspiring their staff so that a certain amount of work is done, but that their human feelings and needs are taken into account so much that their human rights are not in any way infringed upon. In other words, an ideal manager tends towards a 9,9 relationship in his style, or he may be rated high with regard to task orientation (TO) and high with regard to people orientation (PO). In the various quadrants gradual differences between task and people orientation may be seen.

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Diagram 2.3: The management grid of Sergiovanni and Elliot (Van der Westhuizen, 1991: 100)

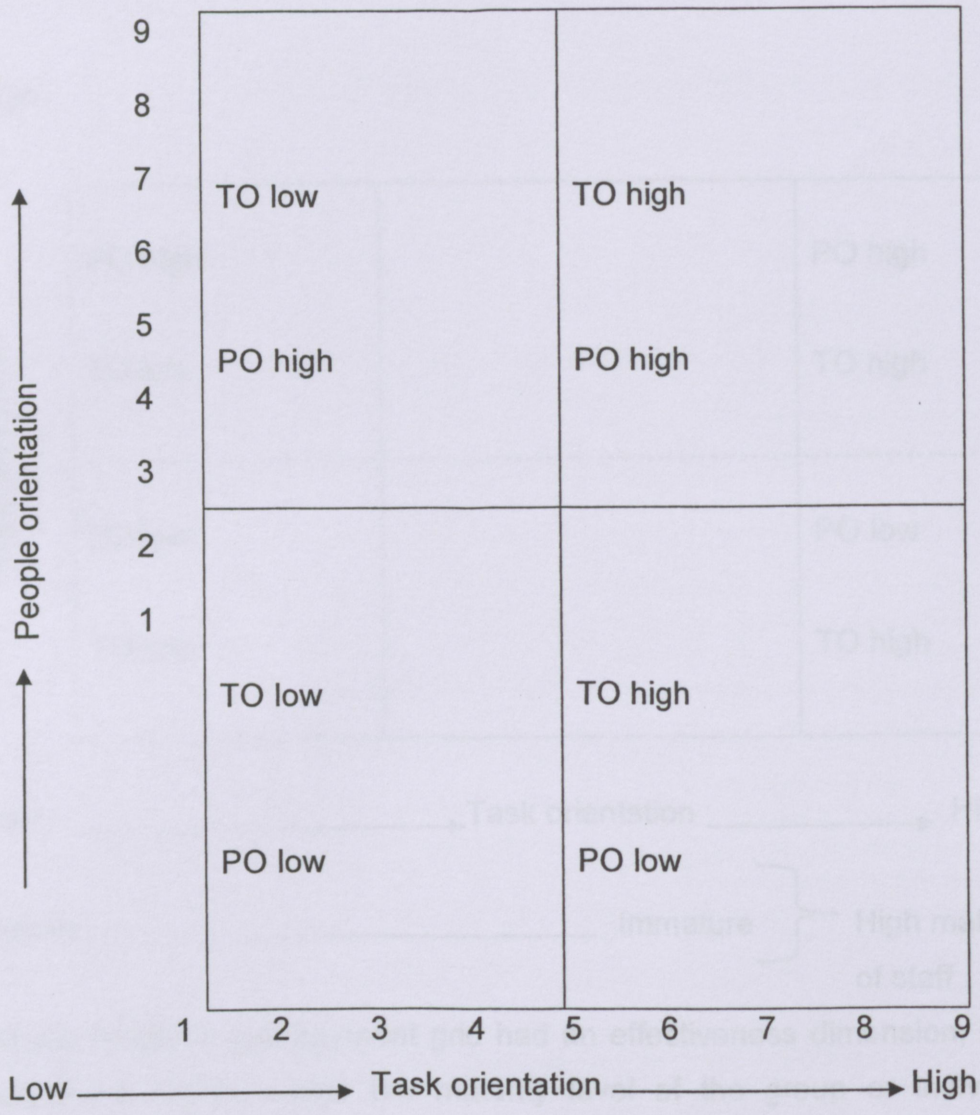

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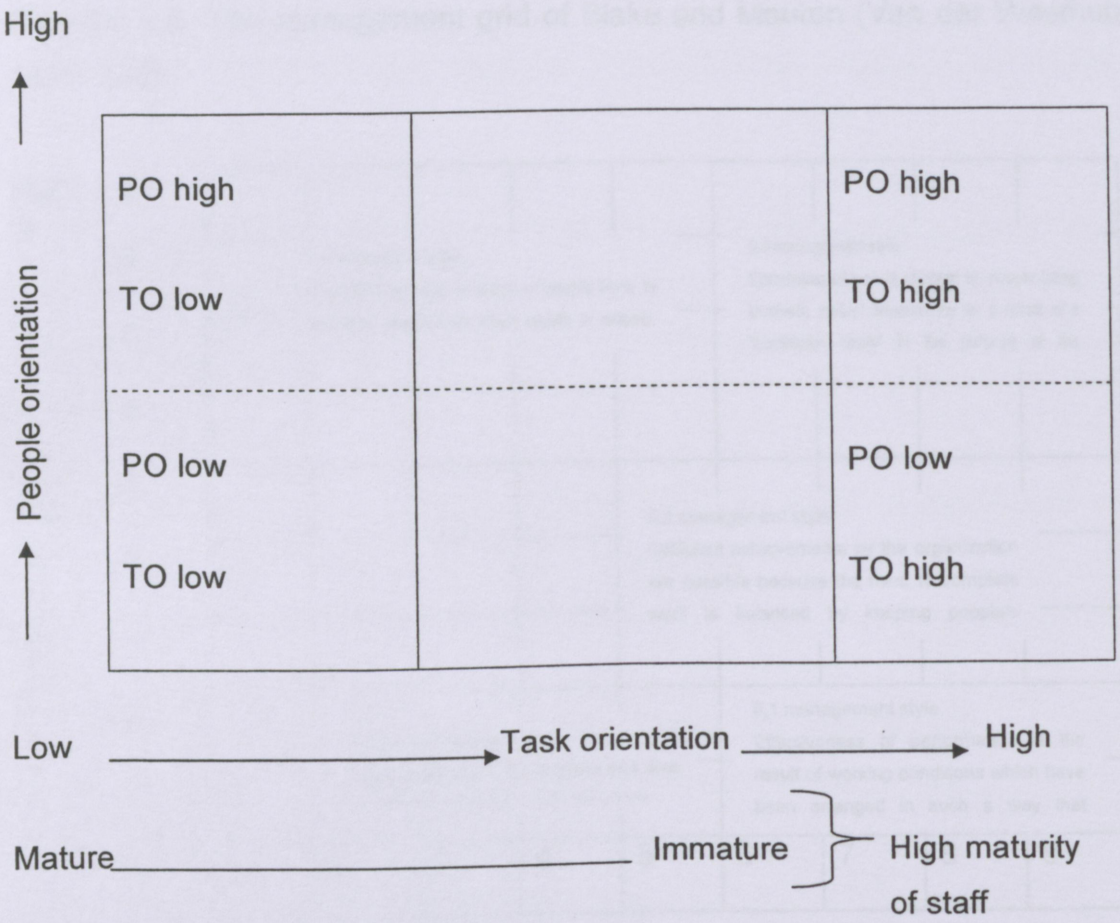
Diagram 2.4: The situation management grid of Hersey and Blanchard (Van der Westhuizen, 1991: 101)



Where Reddin's management grid had an effectiveness dimension, Hersey and Blanchard (1977) added the maturity level of the group or individual being managed as a further dimension to the management style of a manager. Hersey and Blanchard (1977: 1990) summaries their management style as follows: The use of any style could be supported merely by saying "the individual or group was at such-and-such a maturity level".

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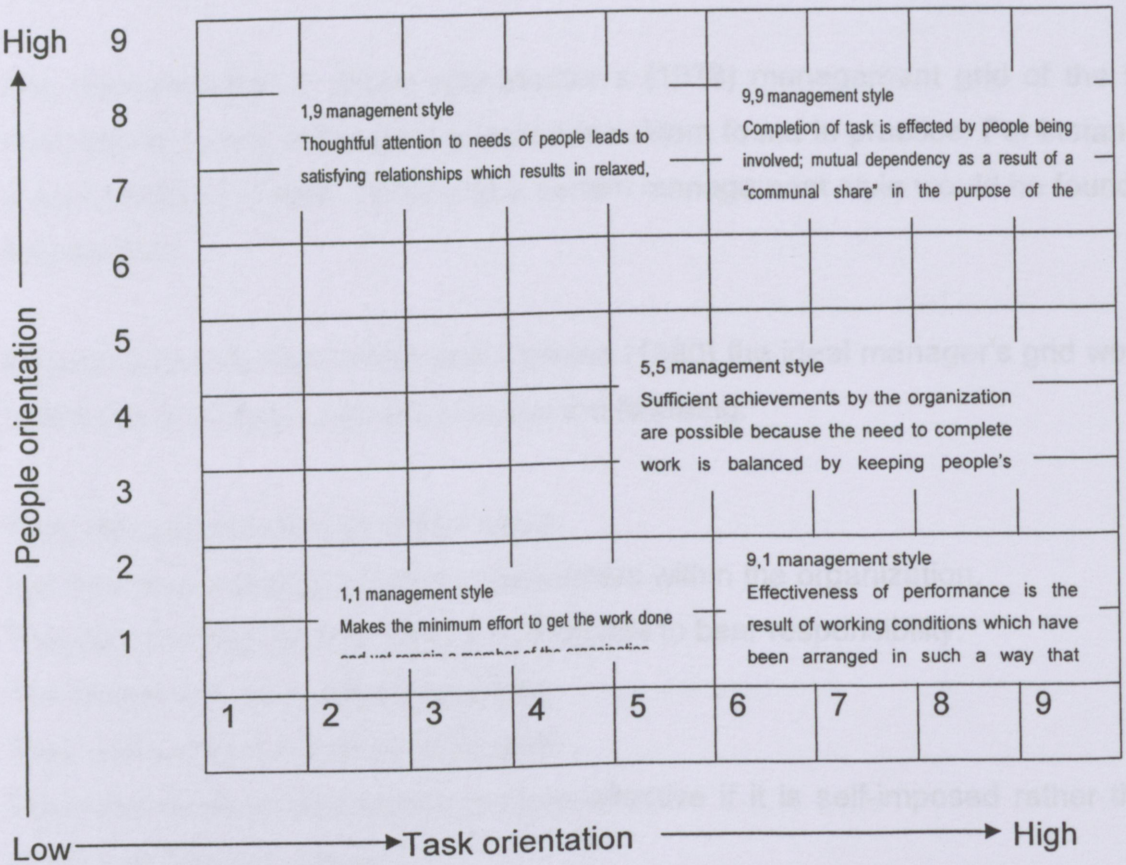
The management grid of Blake and Mouton (1978)

Their studies of management leadership also reflect the leader's concern with task and people orientation. Their management grid may be represented as follows (Blake & Mouton, 1978: 10; cf. also Pieterse, 1980: 6):

Diagram 2.5: The management grid of Blake and Mouton (Van der Westhuizen, 1991: 102)



The main characteristics of Blake and Mouton's management grid are the following:

The 9, 1 management style shows an intense interest in tasks and little interest in people.

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The 1, 9 management styles show little interest in tasks and an intense interest in people.

The 1, 1 management style shows little interest in tasks and little interest in people.

The 5, 5 management style shows an average interest in tasks and an average interest in people.

The 9, 9 management styles show an intense interest in tasks and an intense interest in people.

The representation in Blake and Mouton's (1978) management grid of the 9,9 management style is the ideal one and is seldom found in practice. For instance, it would seldom, if ever, occur that a certain management style would be found in the absolute.

According to Cawood (1976) and Pieterse (1980) the ideal manager's grid would reflect the 9, 9 styles and this involves the following:

They use subordinates and their ideas.

It is their responsibility to effect achievement within the organization.

They believe that the average person wishes to bear responsibility.

The leader also encourages creativity.

They make use of the ideas of all staff.

They also believe that control is more effective if it is self-imposed rather than when it comes from above.

They allow the objectives of the school and the needs of people (their staff) to unite.

They discuss aspects of the organization with their staff.

They increase creativity by being willing to experiment.

They believe that the average person assists in the achievement of objectives if he or she is involved.

They emphasize achievement and the attainment of objectives.

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According to Pieterse (1980), the 9, 9 leaders would diagnose each situation and act accordingly and yet handle and use their own strengths and those of their followers and environment, while adapting their management styles accordingly.

The Johari grid

The Johari grid was developed by psychologists and can also used by educational leaders to assist them in their relationship with their fellow human beings. This grid is concerned with what the educational leaders know about themselves and what others know about them (Sergiovanni & Starratt, 1979: 316). The Johari grid may be represented as follows:

Diagram 2.6: The Johari grid (Van der Westhuizen, 1991: 103)

	Known to yourself (knowing)	Known to yourself (not known)
Known to others (knowing)	1 Open/known area	2 Blind spot
Unknown to others (not knowing)	3 Hidden area	4 Known area

The four quadrants represent the followings:

Area 1: Certain behaviour is known to you – observable by others

Area 2: Others observe behaviour on your part of which you are unaware (e.g. Scratching your head frequently without realizing it)

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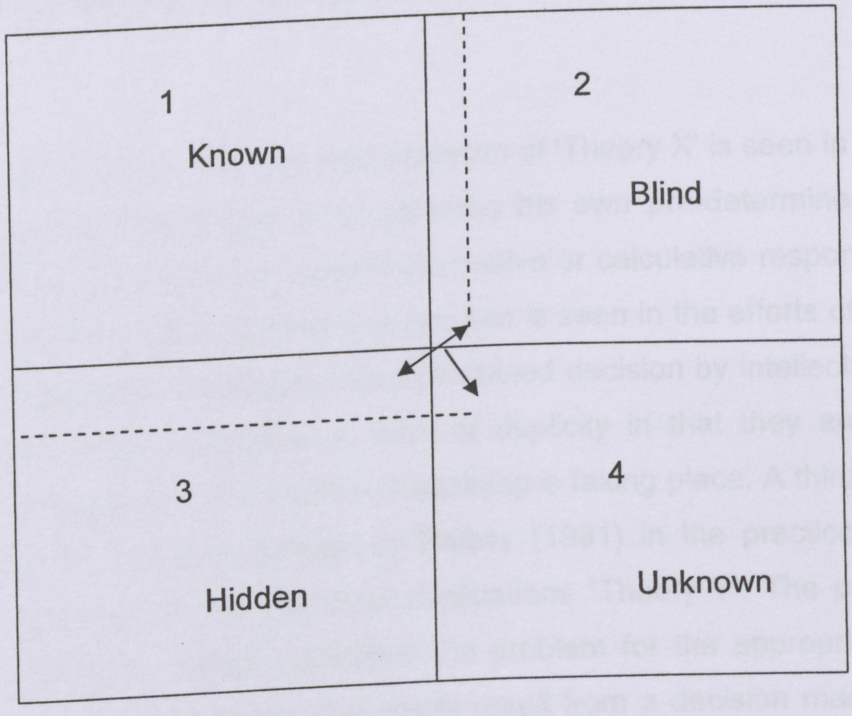
Area 3: You may have a lack of self-confidence and you are aware of it but others are not

Area 4: Others do not notice the behaviour and you are also unaware of it.

The ideal situation is that the open or known area should extend (area 1 and that the unknown area (area 4) should become as small as possible, so that everyone knows more or less what to expect from the educational leader. The ideal situation would be that the subordinates should be able to anticipate what to expect in a given situation. If the subordinates seldom know what to expect, it could lead to uncertainty. Heresy and Blanchard (1977: 240) represent this ideal as follows:

Diagram 2.7: Heresy and Blanchard (Van der Westhuizen, 1991: 104)



Concerning this grid, Hersey and Blanchard (1977) state that in the peaces of disclosure, the more and more organizationally relevant information the leaders disclose about the way they think or behave, the more the public arena opens.

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According to Paisey (1981) it is axiomatic that the basis of management is a set of general assumptions about people in organizations.

These assumptions have been codified into two sets. The first set, known as 'Theory X', is from the generality of people in terms of creative capacity, ability to make intelligent decisions, reliability and hard work without the application of sanctions. The second set, know as 'Theory Y', is optimistic in tone. Those who take the 'Theory Y' position expect much from others, believing in their creative capacity, participative willingness and potential, reliability and application to work, given the right contextual conditions organization (Mclennan, 1997). The variable adoption of 'Theory X' and "Theory Y' behaviour is possible and that it might be desirable in order to be fully adaptive. This formula has been named 'Theory Z' and may be applied in organizations at three levels-at the level of the individual, at the level of the sub-group and at the level of the organization as a whole.

Paisey (1981) writes that one manifestation of 'Theory X' is seen in the autocratic behaviour of the individual who enforces his own pre-determined decision by manipulative means which compel alternative or calculative responses in others. Paisey (1981) indicates further that another is seen in the efforts of the individual to gain acceptance of his own pre-determined decision by intellectual or emotive arguments. These constitute a form of duplicity in that they are attached by information-seeking and problem–explaining is taking place. A third manifestation of 'Theory X' is acknowledged by Paisey (1981) in the practice of consulting individuals on subject of personal implications "Theory Y'. The person with the power to delegate simply identified the problem for the appropriate group and then participated personally that might result from a decision made. In this way the support of a majority for an intended decision is amassed by the process of pre-empting hostility on grounds of guaranteed personal safeguards (Mclennan, 1997).

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A manifestation of 'Theory' is seen in the practice of genuine delegation to appropriate sub-groups whose majority decisions are accepted and implemented. The individual who possesses the power to delegate plays no part in the proceedings. An important variant of this is also based on "Theory Y'. The person with the power to delegate simply identified the problem for the appropriate group and then participates personally in free discussions until a consensus or majority opinion is established (Paisey, 1981).

A number of models have been created to capture the full range of possibilities indicated above. According to Paisey (1981), all of them depend on one form or another upon a two-factor theory. The two factors are emphasis on production-the impersonal dimension-and emphasis on morale-the personal dimension. Success turns inevitably upon the blend, but the case for an equal emphasis in both has been reinforced by empirically established findings.

One management style model uses the terms 'jobs-centered' and 'employee-centered' behaviour and identifies four systems of behaviour in practice (Van der Westhuizen, 1991). System 1 is authoritarian and coercive. Decisions are made at the top and communication is downward. The "distance" between superior and subordinate is maximized. System 2 is authoritative but benevolent with a good deal of subservience. Overt rewards are prominent, there is some delegation and communication is shaped to be received upwards. System 3 is consultative, also with overt rewards. There are occasional punishments and some involvement is setting objectives and the choice of method. Communications are reciprocal but guarded for upward consumption. System 4 features participative group management, with a wide involvement in setting objectives and choosing methods. Economic rewards are available and communication is free and frank in all directions. Decision-making proceeds on a group basis and there is interlocking membership of groups (Paisey, 1981).

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According to Paisey (1981), the second model expresses the two factors in terms of concern for production and concern for people. A grid may be formed in which the former is horizontal axis and latter the vertical axis. In the 1.1 position lies "impoverished management", bereft of both concern for people and concern for production. Effective production is unobtainable. People are lazy, apathetic and disengaged. At the interpersonal level, conflict is an ever present threat and relationships are destructive of human personality. In the 1.9 position – low for production, high for people – lies 'country-club management'. The preservation of social solidarity is the overriding consideration even at the expense of production. The confrontation of problems is delayed and escalating difficulties may be concealed beneath a veneer of mutual admiration, excessive familiarity and rationalization (Hammersley-Fletcher & Brundrett, 2005).

The opposite extreme to 'country-club management' is that of 'task management' in the 9.1 position, which is high for production, low for people. Human foibles and frailties are dismissed peremptorily in favour of rigid subordination and discipline. People and machines alike are programmed to fit with precision into arrangements which are planned and controlled with inexorable objectivity. The 5.5 position in the middle of the grid represents a management which alternates between giving attention to people and attention to production. This is the 'pendulum management' devoid of conviction and opportunist in style. The ideal is 'team management' which is simultaneously high in concern for production and people, the 9.9 position which achieves production with and through people who enjoy their work in a participative structure. It allows the (demands of the task and the individual to integrate and to be met simultaneously (Van der Westhuizen, 1991).

A third model of management style uses the terminology 'task orientation' and 'relationships orientation' to refer to the two factors (Paisey 1981). Four theoretical styles may be identified: separated; related; dedicated and integrated. The separated category is reserved for individuals who are cautions, careful,

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conservative and orderly. These individuals who appear to prefer paper work, procedures and facts and look for established principles, they are accurate, precise, and correct and perfectionist, they are steady, deliberate, patient, calm, modest and discreet. Behaviourally, such individual like to examine, administer, control and maintain. In the related category, people are valued and their personal development sought. Individuals in this category appear to be informal, quiet and to go unnoticed. They enjoy long conversation and are sympathetic, approving, accepting, friendly and anxious to create a secure atmosphere for others. In their behaviour they prefer to trust, to listen, to accept, to advise and to encourage (Hammersley-Fletener & Brundett, 2005).

In the dedicated category, individuals are determined, aggressive, confident, busy, driving and initiating. Tasks, responsibilities and standards are conceived at the individual rather than the group level. There is an emphasis on self-reliance, independence and ambition. Rewards, punishments and control are used in a context which stresses the primacy of task. In their behaviour, such people are orientated to organizing, initiating, directing, completing and evaluating. In the integrated category, individuals derive their authority from agreed aims, ideals, goals and policies. They value the integration of the individual and the organization and work for participation and low power-differentials. They prefer shared objectives and responsibilities and study the more subtle forms of motivating others to work. Their behavioural pattern is directed towards achieving participation, interaction, motivation, integration and innovation (Paisey, 1981).

Van der Westhuizen (1991) shows that in theory, actual organizational members can be grouped into these four categories whereas in practice they are found to lean either towards being effective or ineffective in their managerial behaviour. Thus, according to Van der Westhuizen, (1991), each of the four theoretical categories finds expression in both “more effective’ and ‘less effective’ forms. Being ‘effective’ means adopting behaviour which is correct or adapted to the

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situation. In other words behaviour that is desirable in one context may be maladaptive in another and, therefore, ineffective. In all these models there is provision for the style which favours building a broader basis of consent, frequent and wide reference to the opinion of others, the involvement of their creative talent, and as full a participation in decision-making as practical considerations and the wishes of individuals permit. This style is variously expressed in the models mentioned in this chapter – namely System 4, position 9.9 on the grid and the effective manifestation of the integrated category which is called 'executive style'. This seems to be the cultural adoption likely to develop still further in the years ahead. It is now being argued that for management at large every scenario for business in the eighties shows an increase in the autonomy of people at work, a trend towards consultation, participation, some measure of increased individual involvement (Paisey, 1981).

2.5 THE PRINCIPAL AS A LEADER

The National College for school leadership's full report (National College for School Leadership, 2003) describes leadership as influencing other's actions in achieving desirable ends. Leaders are people who shape the goals, motivations and actions of others. Frequently they initiate change to reach existing and new goals.

Leadership is a function rather than a role, and there is belief that leaders create a shared sense of purpose and direction by working through other people (Jabal 2006). In this approach the science of management is replaced by the psychology of leadership, which emphasizes interpersonal relationships and focuses on follower development and the enhancement of learner performance. According Jabal (2006), this approach suggests that leaders in education enhance the school environment, mobilize teachers and direct efforts for the sake of student learning. Literature indicates that leadership quality is a key factor in rising to the challenges faced by schools and in determining the success

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or failure of schools, school improvement and student learning (Amey, 2005; Steyn & Mays, 2008).

Dunklee (2002) indicates that becoming an effective leader means understanding the culture as well as acquiring the technical skills. The school leader has the ability to align the vision and mission, priorities and personal, professional and organicational values to the particular context in the school (Jabal, 2006; Leitwoord & Riehl, 2003).

The principal is not only an educational manager but a leader in the school and one of the tasks they have to perform includes managing the school. Van der Westhuisen (1991) shows that it would thus be wrong to think of the principal only as an educational manager as this would only refer to one of their many activities, one should be careful not to overemphasise management work in the school at the cost of the other activities. The school principals should be seen as leaders in their schools. Leadership is an ability to influence another individual or group in a manner that helps to achieve certain desirable goals (Jabal, 2006).

Leadership refers to the supervisor's ability to influence an individual or group towards the achievement of goals. Leadership is broadly defined as achieving objectives effectively and efficiently. Leadership theory puts the emphasis on the leader's behaviour and on results. Glatter (2006) indicates that leadership, according to most modern researchers, would mean a process in which an individual takes initiative to assist a group to move towards production of goals that are acceptable, and to dispense of those needs of individuals within the group that impelled them to join it. On the other hand, Leithwood and Rienl (2003) define leadership as leader including followers to act for certain goals that represent the values and the motivations - the wants and needs, the aspirations and expectations of both leader and follower's leadership unlike naked power wielding, is thus inseparable from the followers needs and goals.

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2.5.1 Leadership styles that principals may use

The principal's leadership style and frame of reference mainly shape the schools' ethos and culture (Looyen, 2002). There are many leadership styles that a leader can adopt but the following three are commonly used: democratic, Autocratic and Laissez-faire style. One may use more than one style at a time depending on the situation for the school effectiveness and learner principal performance; principals may use more than one style at a time.

2.5.1.1 The democratic style

This style emphasizes the necessity for group members to participate in the process of planning, decision making and problem solving. It stresses the necessity for positive human relation and co-operation, at the point of view that the leader is the most effective when he can inspire his followers to think creatively. Communication is extremely effective owing to a free exchange of ideas between the group and the leader and amongst the group members themselves (Cawood & Gibbon, 1981).

2.5.1.2 The autocratic style

This style implies that the leader does all the thinking and planning for the group and that is largely his responsibility to guide and control the group, to act as coordinator and evaluate the group's behaviour. The autocratic leader does not believe in delegation of authority or sharing power with his followers. Communication flows mostly in a single direction, from the leader to his followers. There is a minimum of interactions between the leaders and the members of the group. When the leader leaves the group, therefore chaos can reign seeing that nobody but the leader knows what is going on (Cowood & Gibbon, 1981).

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2.5.2 Vroom and Yetton leadership styles

Vroom and Yetton developed the five leadership styles because there may be situations in which an autocratic style is more effective and other situations that call for highly participatory methods for greatest effectiveness. The problem for the leader is to analyse the contingencies in each situation and behave in the most effective manner (Cowood & Gibbon, 1981).

2.5.2.1 Autocratic process

AI. Leader (manager, administrator) makes the decision using whatever information is available.

AII. Leader secures necessary information from members of the group, then makes the decision. In obtaining the information the leader may or may not tell the followers what the problem is (Cowood & Gibbon, 1981).

2.5.2.2 Consultative process

CI. Leader shares the problem with relevant members of the group on a one-to-one basis, getting their ideas and suggestions individually without bringing them together as a group; then the leader makes decision.

CII. Leader shares the problem with members as a group at a meeting, and then decides (Owens, 1981).

2.5.2.3 Group process

GII. Leader, acting as chairperson at a meeting of the group, shares the problem with the group facilitates efforts of the group to reach consensus on a group decision. Leader may give information and express opinion but does not try to "sell" a particular decision or manipulate the group through covert means. (Owens, 1981)

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2.6 OWENS (1981) EFFECTIVE AND INEFFECTIVE STYLES OF LEADERSHIP

Owens (1981) discusses the following effective and ineffective styles of leadership:

Effective styles

Executive style: This style gives a great deal of concern to both task orientation (TO) and relationship orientation (RO). A manager using this style is a good motivator, sets high standards, recognizes individual differences, and utilises team management.

Developer style: This style gives maximum concern to people and minimum concern to the task. A manager using this style has implicit trust in people and is mainly concerned with developing them as individuals.

Benevolent Autocratic style: This style gives maximum concern to the task and minimum concern to the people. A manager using this style knows exactly what he or she wants and how to get it without causing any resentment.

Bureaucratic style: This style gives minimum concern to both task and people. A manager using this style is mainly interested in the rules and wants to maintain and control the situation by their use but is seen as conscientious (Owens, 1981).

Ineffective styles

Compromiser: This style gives a great deal of concern to both task and people in a situation that requires only emphasis on one or neither. This style of a manager is a poor decision-maker; the pressures affect him or her too much.

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Missionary: This style gives maximum concern to people and minimum concern to the task where such behaviour is inappropriate. This manager is typically the "do gooder" who values harmony as an end in itself.

Autocrat. This style gives maximum concern to the task and minimum concern to the people where such behaviour is inappropriate. This manager has no confidence in others, is unpleasant, and is interested only in the immediate job.

Deserter. This style gives minimum concern to the task and the people in a situation where such behaviour is inappropriate. This manager is uninvolved and passive (Owens, 1981).

The principal as an instructional leader

Principals are responsible for informing teachers about new educational strategies, technologies and tools that apply to effective instruction (Quinn, 2002). Principals must also assist teachers in critiquing these tools to determine their applicability to the classroom. Principals must supply teachers with resources and incentives to keep their focus on students (Quinn, 2002).

Principals must be considered as one school effects variable that directly influences school achievement. Principals are becoming progressively more accomplished in measuring student engagement rates and in helping teachers to fashion techniques based on assessments to improve student learning and to provide instructional leadership to facilitate and promote active learning experiences for all students (Quinn, 2002). There is no single leadership style or approach that is fitting for all school settings. It is clear therefore that a narrow focus on management issues alone is a disservice to teachers and students.

Instructional leadership typically assumes that the critical focus for attention by leaders is the behaviour of teachers as they engage in activities directly affecting

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the growth of students (National College for School Leadership, 2003). Southworth (2002) says that instructional leadership is likely to be more effective when is conceptualised as broad rather than narrow because it increases the scope for other leaders to play a role as well as the principal and because it recognizes how social organizations operate. Southworth indicates further that instructional leadership is strongly concerned with teaching and learning including the professional learning of teachers as well as student growth.

According to Leithwood et al (1999) instructional leadership models typical assume that school leaders, usually principals, have the expert knowledge on the formal authority to exert influence on teachers. Instructional leadership is a very important dimension because it targets the school's central activities, teaching and learning (NCSL, 2001). Instructional leadership implies that incumbents have expert knowledge geared to improving learner performance which is also regarded as a key challenge to principals (Fusarelli & Smith, 1999, Hale & Moorman, 2003, Kent, 2002, Dunn & Killian, 2003).

2.7 PILLARS OF EFFECTIVE LEADERSHIP IN AN ORGANISATION

Dr, Jon C. Maxwell has spent a lifetime helping others to become successful. He believes that people need to master skills in four areas if they want to be successful. The four areas to be mastered are the following: Relationship, Equipping, Attitudes and Leadership. In his book these four crucial areas are called the four pillars, because they are key features of successful leadership.

Pillar 1: Relationship

No one undertakes a journey alone. We depend upon others constantly in ways both tangible and intangible to move us towards our destination. We cannot succeed without the help of others, but forming positive relationships can be a challenge. The leadership pillar of relationship emphasizes the significance of

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positive relation in every aspect of life. Building positive relationship with others involves risk, but Maxwell shows that the rewards outweigh that risk (Maxwell, 2004).

Pillar 2: Equipping

According to Maxwell (2004) the most successful organization in the world comprises of many strong leaders working together to create their success which does not come by accident. Maxwell (2004) says that the most successful organization posses' leaders who equip others around them, whether that business is a small business, large corporation or a sports team. When a leader is dedicated to the equipping progress, the level of performance within the whole organization rises dramatically. Maxwell further said 'the greatest leader is willing to train people and develop them to the point that they eventually surpass him or her in knowledge and ability'.

Pillar 3: Leadership

Leadership ability is the lid that determines a person's level of effectiveness. The lower an individual's ability to lead, the lower the lid on his potential, the higher the leadership, the greater the effectiveness (Maxwell, 2004).

Pillar 4: Attitude

The fourth pillar of leadership is a short course on attitude. Dr Maxwell recognizes that as an individual, your attitude has a profound impact on your life. As a leader, you cannot ignore the attitudes of the people you lead and expect to achieve success - whether you're leading a business, a family, a sports team or group of volunteers. A person's attitude impacts their relationship, colour their view of failure, and defines their approach to success. Attitude can make or break you (Maxwell, 2004).

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2.8 THE PRINCIPAL AS A KEY TO SUCCESS

According to Copland (2001) principals are key reform agents and held mercilessly accountable and they believe that capable principals are assets, not heroic beings. Principals are key to the success of the whole faculty study group. Successful study groups require principals to sponsor and advocate them. Participate in training and planning sessions; plan time for study group to meet; ensure that study groups communicate with each other and chart the impact on student learning (Murphy, Carlene, Lick, Dale; 2001). Researchers agree that principals are key role players in schools. They manage themselves in a process of shared, collaborative and educational thinking and leadership that emphasizes their role as leaders of an instructional team (Grogan & Andrews, 2002; Johnson & Uline, 2005; Lin, 2005; Quinn, 2002; Vick, 2004)

In terms of the school's effectiveness theory, the principal is indeed a key participant (Houlinhan, 1988). Without the leadership, support and philosophical acceptance of the hierarchal concept by the principal, school effectiveness is not likely. Houlinhan, (1988) indicates that while there are numerous arguments to support the notion that teachers, parents, students and other stake-holders are more important than the principal, it is however, difficult to argue that without the principal's support, school effectiveness is highly unlikely. The principal is the one single individual that can make things happen or hinder progress. The principal is tremendously powerful in a given school. Therefore, in terms of school effectiveness, any success in this area must first be directly related to the role of the principal and the kind of job he/she does on a daily basis (Houlinhan, 1988).

Dennis Gray, Associated director for the council on basic education in Washington, DC, said that name of good principal and quality will follow. A quote from a US senate committee on education reported. "If a school has reputation from excellence in teaching, if students are performing to the best of their

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abilities, one can point to the principal's leadership as a key to success" and the final example comes from Michigan State University research Lawrance Lezotte: "the only way around the primacy of a principal's role is there is a cadre of teachers who set a high standards for the school. But, of course, you usually don't find that core group unless they have been attracted to the school by a special kind of principal" (Houlinhan, 1988:56).

Studies conducted in 1979 by the state of Machigan, New York, Maryland, Pennsyvania, Delaware and Califonia all concluded that as the principal goes, so goes the school. In 1979 Indiana University study of exceptionally successful schools, the results indicted that the most frequently reported variable was the leadership style of the school's principal (Houlihan, 1988).

Hoover (2002) describes things that principals as a key to success can do to raise student performance on state tests, such as hiring quality teachers, making accountability a school wide responsibility, aligning the school curriculum with state standards, emphasizing higher level thinking skills and integrating instruction on test-taking skills.

2.9 ROLES THAT PRINCIPALS COULD PERFORM

In considerable studies, the school manager's role is seen to focus on stability, manageability and limited accomplishments, while the school leader's role is seen to focus on action, joint decision making and an emphasis on the future (Daresh, Gantner, Dunlap & Hvizdak, 2000, Hammersley-Fletcher & Brundrett, 2005, Vick, 2004). Southworth and Du Quesnay and Amey (2005) view the role of leadership as one of the most important aspects of organizational functioning and learning. Glasman (1944) identified two main roles that a principal could perform: (a) educational, that of providing leadership and (b) administrative that of managing the school.

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The management role

The management role is the rational component of school organization. It consists of that portion of policy, daily operations and decision-making which is guided by the functional needs of conducting the work of the organization (Myers & Stonehill, 2000). As part of the rational operation of the school, the administrator is in a position of power in the organizational hierarchy with responsibilities of management and flow.

The work of the school is education, so those responsibilities include managing the educational functions of the school. Because principals are not directly involved with the instructions, their role consists more of monitoring student progress through teacher contact, supervising teachers, managing school curriculum and staff development (Murphy, 1988).

The leadership role

The leadership role is a ritual component for school organization. It consists of ideology, tradition and general 'espirit de corps' that guide policy and inform decision-making (Myers, Stonehill, 2000). The role of leader operated to identify, establish and supervise the central mission of the school or conversely to take any balm for the lack of clear and concise goals. The role of the school leader in academic or organization of the school is to represent the mission and purpose of the school both to the organization and to the supporting constituency of parents or community. The leadership role may also consist of proving guidance and supervisions in instructional issues, or general promotion of a positive instructional climate (Myers, Stonehill, 2000).

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2.10 THE PRINCIPAL 'S MANAGERIAL BEHAVIOUR

Successful principals are goal-oriented, get control of paperwork, lead by consensus but take charge when appropriate, developing people skills, recognize and utilize other's expertise, keep in touch with learner , communicate clearly, have a concrete discipline plan, celebrate success and maintain a sense of humor (Parsons & Randall, 2001).

Chapko, Mary, Buchko and Marian (2001) believe that principals greatest responsibility is helping others. They further said for principals to survive should maintain a sense of humor, regard parents as potential allies, team with staff, hire the best teachers and reward their individual talents.

The School Governing Body improving school quality

It is generally based on the premise that the state alone should not control school, but should share its power with other stakeholders particularly those closer to the school, on a partnership basis (Marishane 1999).

As a partner in decision-making, the governing body/school council represents the interests of ordinary community members, parents, educators and learners in monitoring and overseeing the implementation of the curriculum in the school and ensuring that it is not divorce from the aims of the school (Lemmer & Noleen van Wyk, 2004).

Governance and management are often so interwoven that it is often not possible to clearly define or separate the roles and functions of the SGB and that of the management of school. But through the constitution (RSA 1996 (b)), various built-in checks and balances are provided to promote, evaluate and control this fine relational balance.

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The principal's relationship with several constituencies

The school principal works with a variety of people, including learners, teachers and parents. No single individual or group should be considered to be more important than another. Positive relationship with all parties guarantees the effectiveness of the school (Gorton 1984).

Teachers

Once the teacher is on the job, the reward system continues to be consistent with the selection criteria: can the teacher get youngsters excited about learning, arouse their interest, even their passion, for knowing more about some spheres of life, episodes of research, writing and reporting to the class on what they have found? Over the years, as the principal steps into the classroom he/she will be able to tell whether this ability is present, and in what degree (Lane & Walberg, 1987).

In schools with a focus on problem solving and inquiry, the curriculum becomes a moving catalogue of investigations. One of the principal's main functions is coordinating and leading teacher groups in regular reviews of curriculum patterns. Since different patterns require different materials, equipment and instructional arrangements, the principal is expected to provide for these pattern specific requirements (Lane & Walberg, 1987).

In any school that is more people-oriented, the principal will have more frequent occasions to call on teachers for advice on handling problems with pupils or other teachers. Conflict resolution is now a major responsibility of the effective administration, and the consultative principal, seeking the fullest knowledge or interpersonal relationship before making decisions, is likely to have more frequent and regular contact with the teaching staff, often on matters not related to the educational program (Lane & Walberg, 1987).

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The role of parents in the education of their children is guaranteed by the constitution of South Africa. In South Africa this is affirmed by giving parents the majority representation on the SGB (Karlsson, 2002).

Learners

In a developed individual school, the principal is understandably interested in students less as mastery machines than as persons developing the ability to use knowledge in their own lives. Although personal friendship is appropriately rare in principal student relations, nevertheless the principal qua school leader may take an active interest in how the student is responding to school work and how well the student pursues investigative inquiry in his studies. So far as the principal is concerned, the failing student is not one who cannot master the material, but rather the one whose interest and curiosity cannot be aroused for active, involved school study. This is the youngster the principal concentrates on to determine what the school may be failing to do in bringing the individual into the school's orbit or problem-solving activities (Lane & Walberg, 1987).

Parents

The principal, must socialise the parents into an understanding of the school's role in this endeavour and explain how the school's instructional program-both with and outside the school walls – contributes to their child's maturation and intellectual development. Understandably, in a person-oriented theory, the principal will be attentive to how well the parent's child is adjusting to the school social environment, since social development as well as intellectual and cognitive growth is a school concern (Lane & Walberg, 1987).

According to both the person-oriented theory the transmit-the-culture theory, the principal values parents who deliver to the school, youngsters who have an

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active desire to learn. If anything, schools following the person-oriented theory rely even more heavily on this factor since investigative, problem-solving learning depends ultimately on the natural curiosity of the learner. Hence, the most difficult problems for a principal vis-à-vis parents are those students whose curiosity levels are consistently low but who cannot be excluded from school on that account. The principal and parents must devote their greatest ingenuity to these cases (Lane & Walberg, 1987).

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CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

A practical field study was conducted in the Vhembe Region of the Limpopo Province in Vhuronga II Circuit in order to investigate principals' management styles and learner performances.

In this study, instruments were mainly based on quantitative approach prepared and administered by me. Overall, a series of steps were taken including analysis of the population, sampling, instrument design, data collection and data analysis. This chapter focuses on these steps and how they were used to achieve the objectives of the study.

3.2 BACKROUND TO THE CHOICE OF THE DESIGN

3.2.1 Aim of the study

The primary aim of the research was to investigate how management styles of principals affected learners' performances in secondary schools.

Specifically, the study aimed at achieving the following objectives:

- Examine effects of different management styles on learners' performances.
- Assess different types of management styles and their effect on learner performance.
- Established the need for further training of principals in secondary schools on management styles.

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3.2.2 Focus of the study

This study sought to find out how different school principals' management styles affected learner performance and those behavioural patterns of school principals that caused poor performance on learners in Vhuronga II secondary schools.

3.2.3 Unit of analysis

This research study is based on how principals' management styles had an impact on learner performance in Vhuronga II Circuit. It is the expectation of this study, therefore, to be able to assess the management styles of the principals and compare the performances of learners from Vhuronga II Circuit with those of learners from other circuits. It was conducted to provide data on the major findings on the causes of poor performance in Vhuronga II Circuit.

3.3 INSTRUMENTS USED

The questionnaire was constructed following a literature review of the studies on the impact of principals' management styles on learner performance. The instrument measured four characteristics of principals that were chosen as variables, namely; age, academic and professional qualifications, length of teaching experience and experience as principal.

The questionnaire consists of two sections.

The first section requested for biographical information regarding age, academic qualification, professional qualification, length of teaching experience and length of principals' experiences. The format of this section consisted of multiple-choice divisions, respondents being asked to make a tick on the appropriate block. Respondents were also given the option of specifying other options in cases where none of those given applied.

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The second section consists of a list of issues on the principals' management styles that affected learner performance. Principals were requested to indicate the extent to which they agreed or disagreed with the statement given regarding the management style of a principal affecting learner performance. They were requested to indicate whether they strongly agreed by indicating with an x in an appropriate box.

A consultant and trainer in the management and analysis of quantitative data assessed the questionnaire. The questionnaire was thereafter pilot tested with four principals and five educators (teachers) from four secondary schools. These were also requested to give their comments on the clarity of the items before the final version was administered. A copy of the final version of the questionnaire appears as appendix B.

3.4 SAMPLE DESIGN AND SAMPLING METHODS

The population or target group for the survey was all the Vhuronga II secondary school principals and teachers (educator). Only public secondary school principals and educators were included in the population. Principals and teachers of the special and combined schools were excluded because of the difference between these schools and public schools.

A total of ten secondary school principals completed the questionnaire. Six educators from each secondary school also completed the questionnaire. The sampling strategy was purposeful with a small sample size in line with the statistical rules for optimal sample size, and what several researchers considered to be appropriate (MacMillan and Schumacher, 1993, Bogdan and Biklen, 1998, and Babbie and Mouton, 2001). This was intended to produce a heterogeneous set of principals and educators.

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3.5 DATA-COLLECTION METHODS AND FIELDWORK PRACTICE

I asked for permission from the relevant authorities to conduct research in the secondary schools of Vhuronga II circuit.

I visited each of the 10 secondary schools personally after I received permission from the circuit manager. I introduced myself to the principals, guaranteed the confidentiality of the study and then invited principals and educators to participate in the research and distributed the questionnaires to the principals and all educators targeted after explaining the purpose of the survey and what it would entail. They were not required to write their names nor the names of their schools on the questionnaires for purposes of anonymity.

Questionnaires had closed-ended items to make it easier for the researcher to code and classify the responses. The completed questionnaires were collected after seven days from the day of distribution. One hundred and fifty questionnaires were collected from the respondents. Other questionnaires could be not included due to the number of missing items but only one hundred and forty eight questionnaires were considered for analysis.

Data were collected during August and September 2007. Several visits were made to the schools because the questionnaires were not completed at the same time.

3.6 DATA CAPTURING AND DATA-EDITING

Data was entered into a data editor loaded with an SPSS file. Although I had taken considerable care in entering the data from the study, with the help of the data analysis expert, we checked for errors that might have occurred during capturing. Two approaches to error checking were used so that errors that occurred during capturing were corrected, examining the data set directly using the case summaries approach and running the procedure, frequency, which

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produced a summary table of values for each variable. One approach could have been used but we used two to double-check the errors.

Data analysis

The collected data was analysed using SPSS 1 for Windows to examine the management style of the school principal under the following factors:

- Age of the respondent;
- Age of the respondent recoded; experience as principal; and experience as principal recoded
- Academic qualification
- Professional qualification

The following SPSS procedures were used to develop a description of the characteristics of the respondents: frequencies, crosstabs, means and graphs. Bivariate analyses were conducted to test for statistical significance of the association between the variables using the chi-square tests.

3.7 SOURCES OF ERROR

The main sources of error associated with this study were response effects caused by fear of possible suspicion of the intended results of the recommendations of such a research. Some respondents had fears as to why I was conducting such a research study. Some of the respondents, especially principals, expressed fear when they saw the topic of the research. They thought that after completion of the study their jobs might be at stake and they might be demoted. They asked me many questions including why I was conducting such a research study. These cause me to spend too much time explaining the aim of the study.

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The questionnaires needed the respondents to indicate whether they agreed, disagreed or were not sure with the statement. Some of the respondents showed negligence when completing the questionnaires. Some of the respondents answered the questionnaires negligently without considering what they ticked on the first question they contradicted themselves in subsequent questions.

Every care was exercised for all questions to be understood by all respondents in the same context; it is possible that ambiguity in questions might not have been completely eradicated. The questionnaire was pilot tested before it was applied to the respondents. It was pre-tested to four principals and five teachers from four secondary schools. The questions were even discussed with the respondents who took part in the pilot and thereafter, a questionnaire expert assessed it in order to reduce any ambiguity in the questions. Therefore, the questionnaires were clear and understandable to every respondent.

Despite the limitations indicated above, the data collected was of a high quality, considering the fact that everything possible was done to reduce the possible errors in the questionnaires.

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CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

Chapter four focuses on data presentation and analysis. Data was gathered from all principals and 10 teachers from 10 secondary schools in Vhuronga II Circuit. The missing system in this study represents respondents who did not complete some of the questions in the questionnaire.

4.2 BIOGRAPHICAL INFORMATION

The following is the presentation of biographical information:

4.2.1 Age

Respondents were requested to indicate their age group. Results are presented in Table 4.1 below:

Table 4.1: Age

Age	Frequency	Percent
Valid		
31-40	72	48.6
41-50	65	43.9
51 and older	11	7.4
Total	148	100.0

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Results showed that there were 48,6% respondents in the age group of 31-40 years, 43,9% in the 41-50 years age group while 7,4% of the respondents were 51 years and older. Respondents who were 51 years and older were fewer.

4.2.2 Teaching experience

Respondents were requested to indicate their teaching experience. Results are presented in Table 4.2 below.

Table 4.2: Teaching experience

Teaching experience	Frequency	Percent	Valid percent
Valid			
1-5 years	10	6.8	7.0
6-10 years	10	6.8	7.0
11-15 years	44	29.7	30.8
16-20 years	63	42.6	44.1
21 year and over	16	10.8	11.2
Total	143	96.6	100.0
Missing system	5	3.4	
Total	148	100.0	

The largest grouping (44,1%) of respondents had 16-20 years of teaching experience, 30,8% had between 11-15 years while 11,2 had 21 years and over.

4.2.3 Highest academic qualifications

Respondents were requested to indicate their highest academic qualifications. Results are presented in Table 4.3 below.

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Table 4.3: Highest academic qualification

Highest academic qualification	Frequency	Percent	Valid
Valid			
BA	48	32.4	39.7
BA (Hons)	7	4.7	5.8
BEDEM (Hons)	8	5.4	6.6
Bsc (Hons)	4	2.7	3.3
MA	4	2.7	2.7
MED	2	1.4	39.7
Others	48	32.4	100.0
Total	121	81.8	
Missing system	27	18.2	
Total	148	100.0	

Results showed that 39, 7% of the respondents had BA as their highest academic qualification while 5,8% had BA (Hons), and 39,7% had other academic qualifications. The results suggest that the majority of the respondents had not done a degree in educational management. Results also imply that a considerable number of educators were not trained in management skills.

4.2.4 Professional qualification

Respondents were to indicate their professional qualification.

Results are presented in Table 4.4 below.

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Table 4.4: Professional qualification

Professional qualification	Frequency	Percent	Valid percent
Valid			
LPTC	1	.7	.7
HPTC	1	.7	.7
PTC	4	2.7	2.7
STD	88	59.5	59.9
HED	6	4.1	4.1
FDE	12	8.1	8.2
UED	24	16.2	16.3
HDE	4	2.7	2.7
Others	7	4.7	4.8
Total	147	99.3	100.0
Missing System	1	.7	
Total	148	100.0	

Results show that 59,9% of the respondents had a Secondary Diploma as a professional qualification, 16,3% had a University Education Diploma, and only 0,7% had HPTC. This indicates that if principals, HOD's and deputy principals had a diploma in Educational Management, they would be in a better position to manage their schools effectively. The results advocates that for a school to be successful, management training should be emphasised as it includes planning, organizing, leading and controlling therefore all educators should have these skills in order to be successful in their school work.

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4.3 ISSUES RELATED TO THE IMPACT OF THE PRINCIPALS' MANAGEMENT STYLE ON SECONDARY SCHOOL LEARNER PEFORMANCE IN VHURONGA CIRCUIT

4.3.1 Impact of a principal's management style on learner performance

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that a principal's management style has an impact on learner performance. Results are presented in Table 4.5 below.

Table 4.5: The impact of a principal's management style on learner performance

Impact of a principal's management style on learner performance	Frequency	Percent
Valid		
Strongly Agree	58	39.2
Agree	90	60.8
Total	148	100.0

All respondents agreed that the principal's management style determined the performance of learners in a school and thus the effectiveness of the school. The results imply that principals' management styles had an impact on learner performance. These results are consistent with literature (Lane & Walberg, 1987), regarding how principals manage their schools. Their attitudes towards their subordinates, learners and parents, play an important role in school effectiveness.

Another issue that impacts on learner performance regardless of their age is a principal's management style. There are significant differences in the rating of this item by the respondents of different age groups (chi square = 7.117, p.<0.05, Cramer's V=0.219). This is summarised in figure 4.1 below. So, the more experienced the principals were, the more they strongly agreed that a principal's

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management style has an impact on learner performance with 63,6% while respondents with 41-50 years old strongly agree with the statement with 46.2%.

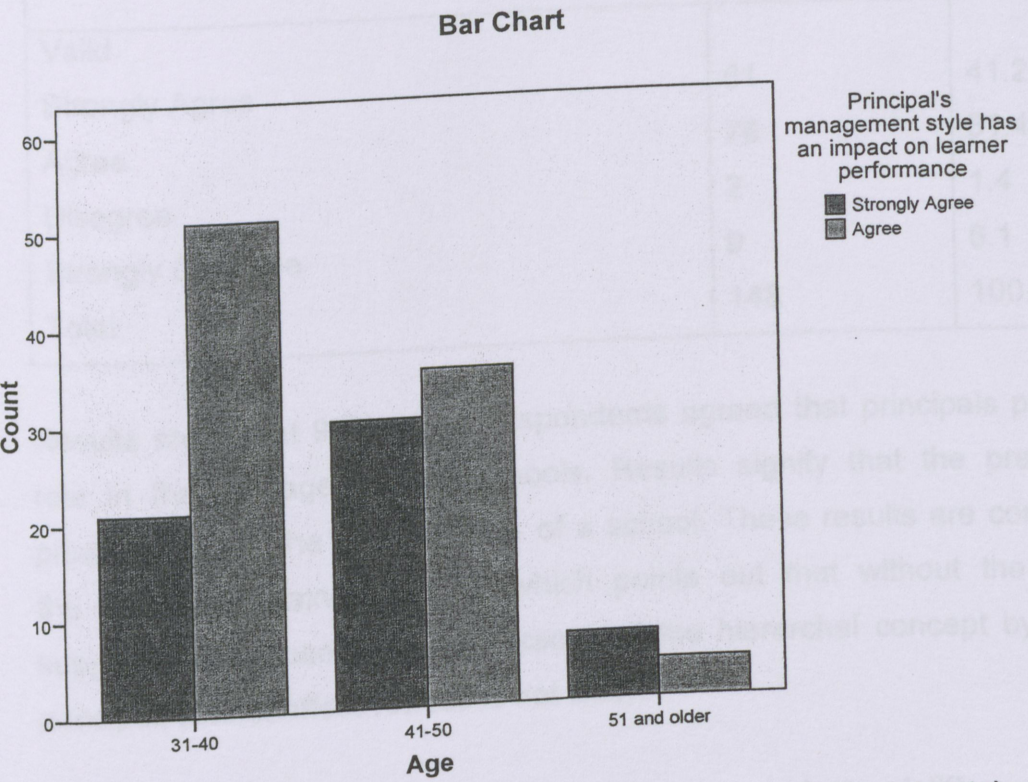

Figure 4.1: The impact of a principal's management style on learner performance.

4.3.2 The principal as key to school effectiveness

Respondents were requested to indicate the extent to which they agree or disagree with the statements that principals are role players in making schools to be effective. Results are presented in Table 4.6 below.

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Table 4.6: The principal as key to school effectiveness

The principal as key to school effectiveness	Frequency	Percent
Valid		
Strongly Agree	61	41.2
Agree	76	51.4
Disagree	2	1.4
Strongly Disagree	9	6.1
Total	148	100.0

Results show that 97% of the respondents agreed that principals played a key role in the management of schools. Results signify that the presence of a principal affects the effectiveness of a school. These results are consistent with the literature (Maxwell, 2004) which points out that without the leadership, support and philosophical acceptance of the hierarchal concept by the school principal, school effectiveness is not likely.

Cross-tabulations reveal significant rating by respondents of different age groups on the statement that principals are the key to school effectiveness (chi-square = 16.137; $p < 0.05$; Cramer's V = .233) respondents who are 51 and older strongly agreed with the statement with 45.2% while the 31-40 age group also strongly agreed with the statement but with 40.3%. Results can be clearly presented through figure 4.2.

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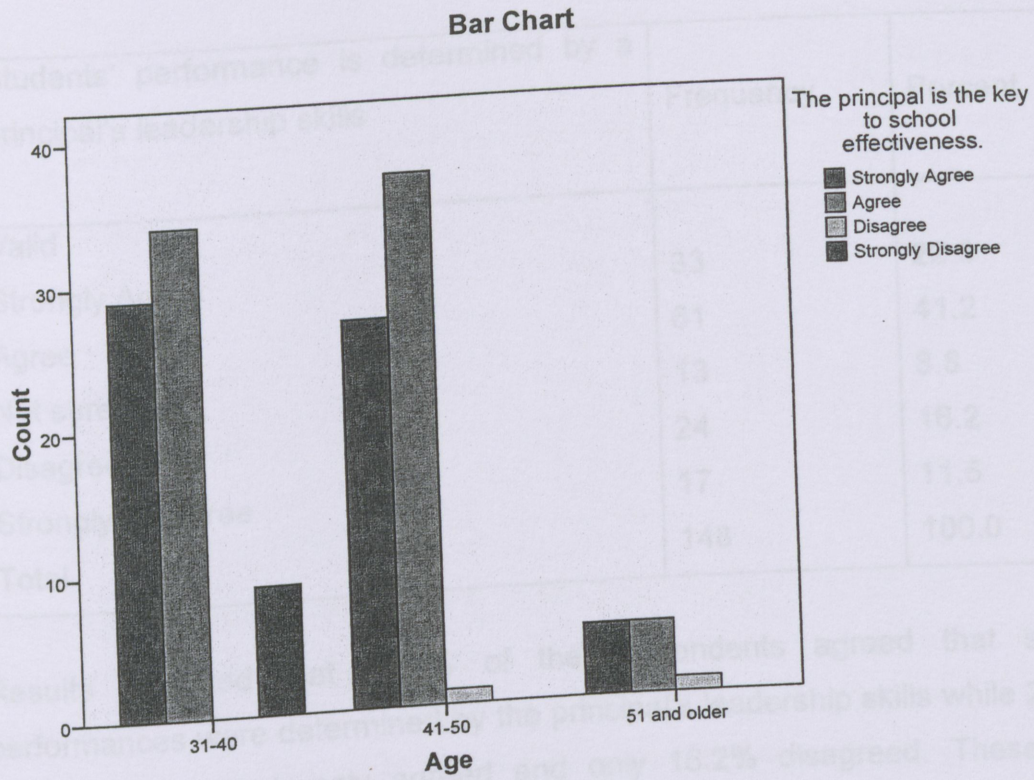

Figure 4.2: A principal is the key to school effectiveness

4.3.3 Students' performance is determined by a principal's leadership skills

The results in Table 4.7 below show the extent to which respondents agreed or disagreed with the statement that principals' leadership skills determined the performance of learners.

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Table 4.7: Students' performance is determined by a principal's leadership skills

Students' performance is determined by a principal's leadership skills	Frequency	Percent
Valid		
Strongly Agree	33	22.3
Agree	61	41.2
Not sure	13	8.8
Disagree	24	16.2
Strongly Disagree	17	11.5
Total	148	100.0

Results indicated that 41.2% of the respondents agreed that students' performances were determined by the principal's leadership skills while 22.3% of the respondents strongly agreed and only 16.2% disagreed. These results confirm that principal's leadership skills are important in the success of a school. If principals lack leadership skills they could find it difficult to work with the educators, and this may affect learner and educator performance.

4.3.4 Dependence of principal's success on teacher performance

The respondents were requested to indicate the extent to which they agreed or disagreed with the statement that principals' successes depend on teacher, performance. Results are presented in Table 4.8 below.

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Table 4.8: Dependence of principals' successes on teacher performance

Dependence of principal's success on teacher performance	Frequency	Percent
Valid		
Strongly Agree	56	37.8
Agree	42	28.4
Not sure	14	9.5
Disagree	25	16.9
Strongly Disagree	11	7.4
Total	148	100.0

The results illustrated that 37.8% of the respondents strongly agreed that the successes of principals depended on teacher performance while 28.4% of respondents agreed with the statement. However, 16.9% disagreed, 9.5% were not sure of the statement while 7.4% of respondent strongly disagreed with the statement. The results hint to the fact that the effectiveness of a school is determined by teamwork; a group of people is a pool of information and should result in school effectiveness

4.3.5 Impact of principals' behaviour towards teachers on learners' performance

Table 4.9 presents results showing how the principals' behaviours towards teachers impacted on learner behaviour.

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Table 4.9; Impact of principal's behaviour towards teachers on learner performance

Impact of principals' behaviours towards teachers on learner performance	Frequency	Percent
Valid		
Strongly Agree	49	33.1
Agree	41	27.7
Not Sure	26	17.6
Disagree	16	10.8
Strongly Disagree	16	10.8
Total	148	100.0

The results show that 66% of respondents strongly agreed that principals' behaviours towards teachers and learners had an impact on learner performance while 17.6% were not sure and 21.6% disagreed. These results imply that the principals' behaviours towards teachers played an important role on the performance of learners.

Cross tabulation revealed significant rating by respondents of different age groups on the statement that principals' behaviours towards teachers had an impact on learner performances (chi-square = 17.03; $p<0.05$; Cramer's V = .240). Respondents who were 51 and older strongly agreed with the statement with 54.5% while respondents with 31-40 strongly agreed with the statement with 29.2%. Results are clearly presented in figure 4.3 below:

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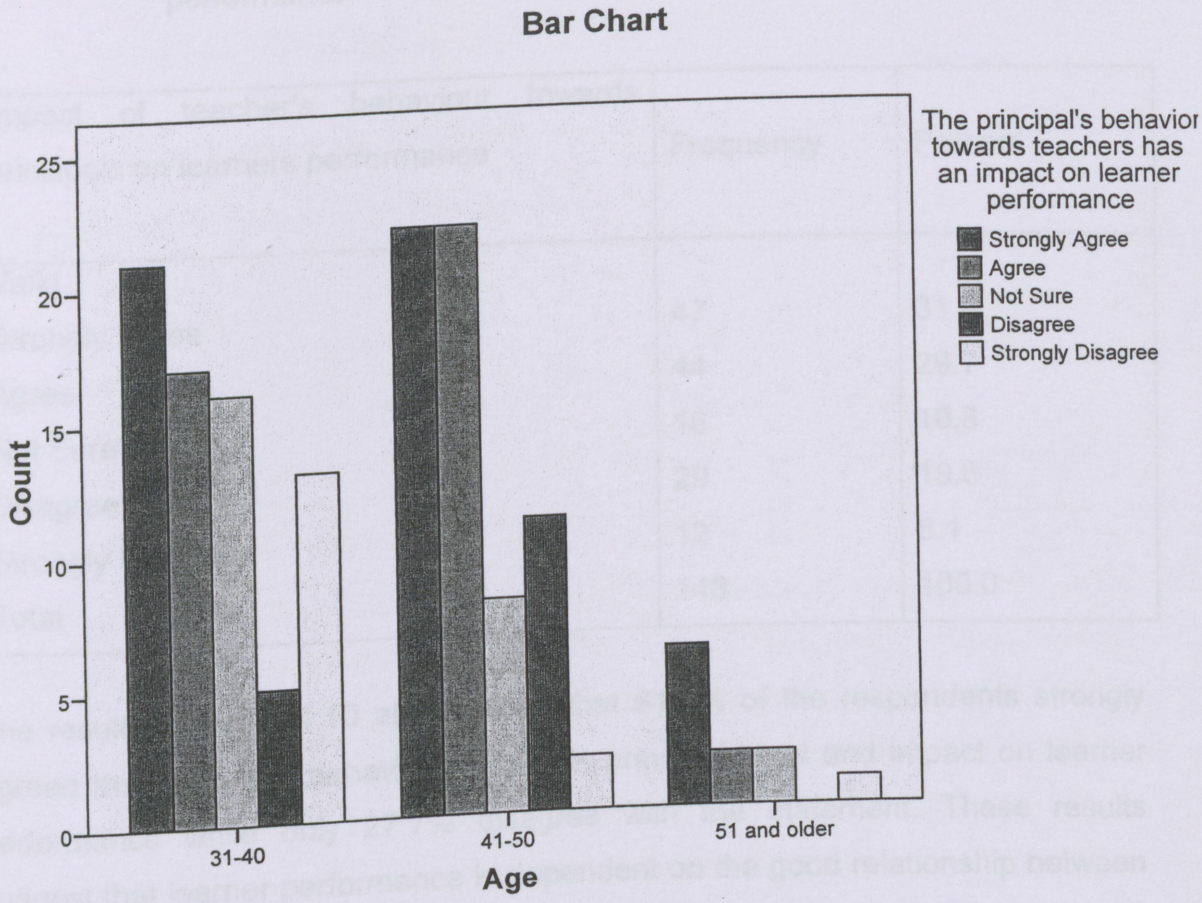

Figure 4.3 Principals' behaviours towards teachers has an impact on learner performances

4.3.6 The impact of teachers' behaviours towards principals on learner performance

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that teacher' behaviours towards principals impact on learner performance. Results are presented in Table 4.10 below.

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Table 4.10: The impact of teachers' behaviour towards principals on learners' performance

Impact of teacher's behaviour towards principals on learners performance	Frequency	Percent
Valid		
Strongly Agree	47	31.8
Agree	44	29.7
Not Sure	16	10.8
Disagree	29	19.6
Strongly Disagree	12	8.1
Total	148	100.0

The results in Table 4.10 above show that 61.5% of the respondents strongly agreed that teachers' behaviours towards principals had and impact on learner performance while only 27.7% disagree with the statement. These results suggest that learner performance is dependent on the good relationship between the educator and the principal of the school. Educators and principals can perform optimally if they relate well in a working situation.

4.3.7 Principals' management styles on teacher motivation

The results in Table 4.11 below show the extent to which principals agreed or disagreed with the statement that principals' management style and teacher motivation affected learner performance.

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Table 4.11: Principals' management styles and teacher motivation

Principals' management styles and teacher motivation	Frequency	Percent
Valid		
Strongly Agree	42	28.4
Agree	77	52.0
Not Sure	12	8.1
Disagree	4	2.7
Strongly Disagree	13	8.8
Total		100.0

The majority of respondents (80.4%) agreed that principals' management styles motivated teachers to work hard, while 11.5% disagreed. These results demonstrate that the respondents believed that the management styles of the principals had an impact on learner performance. The results confirm that the principal has a great role to play in motivating teachers and learners.

4.3.8 Discouraged teachers produce poor results

Teachers were requested to indicate the extent to which they agreed or disagreed with the statement that discouraged teachers produce poor results. Results are presented in Table 4.12 below.

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Table 4.12: Discouraged teachers produce poor results

Discouraged teachers produce poor results	Frequency	Percent
Valid		
Strongly Agree	7	4.7
Agree	19	12.8
Not Sure	1	.7
Disagree	40	27.0
Strongly Disagree	81	54.7
Total	148	100.0

The majority of respondents (80.7%) strongly disagreed that discouraged teachers produced poor results, while only 17, 5% agreed. Teachers who are discouraged cannot be effective; they lack the feeling of belonging support from their principals. Support from superiors is essential if an organization is to be effective.

Respondents who are 51 and older strongly agreed with the statement that discouraged teachers produced poor results with 27.3% while only 1.5% of the age group of 31-40 strongly agreed. Cross-tabulations show significant rating on this item. (Chi-square = 15.987; $p<0.05$; Cramer's V = .232). The results are clearly presented on Table 4.4 below.

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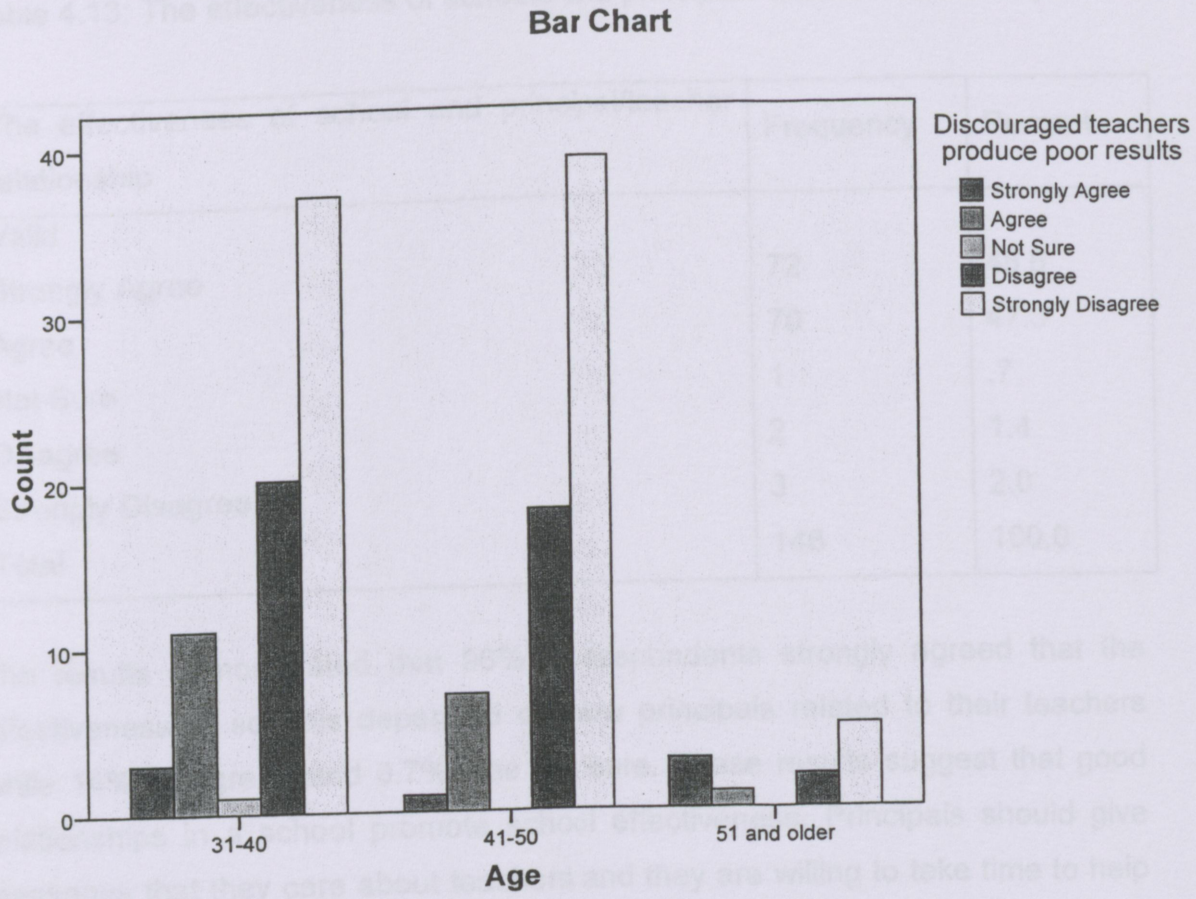

Figure 4.4: Discouraged teachers produce poor results

4.3.9 The effectiveness of school and principals' teacher relationship

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that the effectiveness of the school is determined by the relationship between teachers and principals. Results are presented in Table 4.13 below.

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Table 4.13: The effectiveness of schools and principal / teacher relationship

The effectiveness of school and principal/teacher relationship	Frequency	Percent
Valid		
Strongly Agree	72	48.6
Agree	70	47.3
Not Sure	1	.7
Disagree	2	1.4
Strongly Disagree	3	2.0
Total	148	100.0

The results demonstrated that 96% of respondents strongly agreed that the effectiveness of schools depended on how principals related to their teachers while 14% disagreed and 0.7% was not sure. These results suggest that good relationships in a school promote school effectiveness. Principals should give messages that they care about teachers and they are willing to take time to help and support them.

There was a significant difference in the rating of the item that the effectiveness of the school depends on how the principals relate to their educators by respondents different age groups (chi-square = 17.465; $p<0.05$; Cramer's V = .243). The results are shown in figure 5 below. Respondents who were 51 years and older strongly agreed with the statement with (45.5%) while 41-50 strongly agreed with 36.9%.

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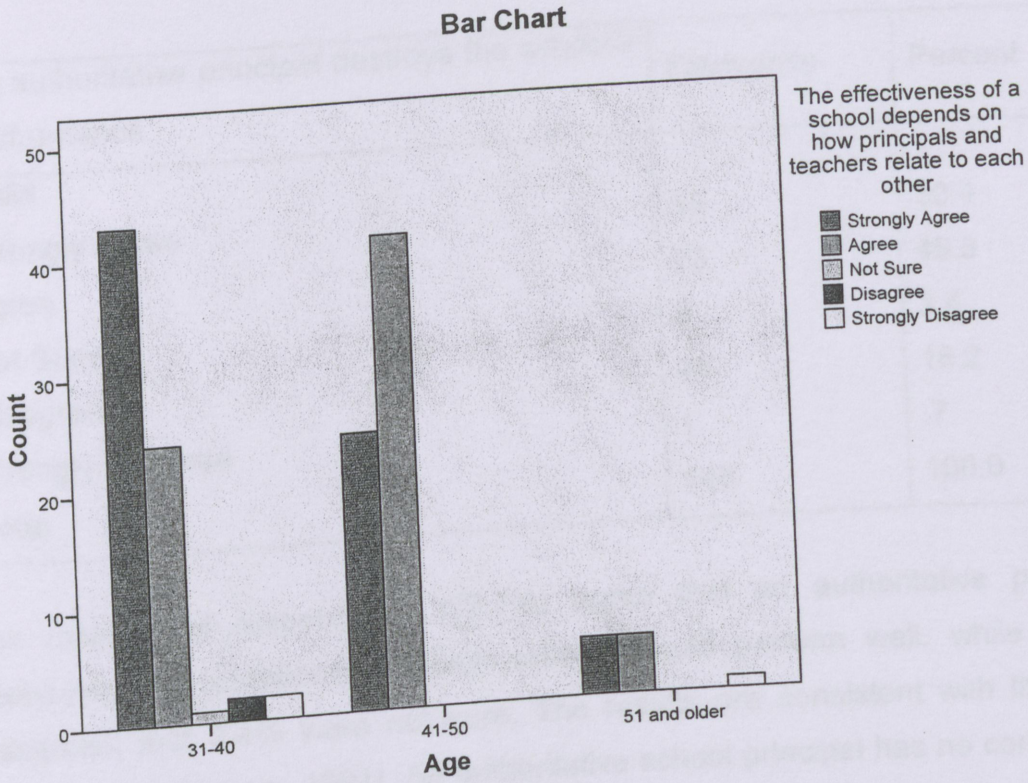

Figure 4.5: The effectiveness of the school depends how principals and teachers relate to each other.

4.3.10 An authoritative principal destroys the school performance

The results in Table 4.14 are evidence for the extent to which teachers agreed or disagreed with the statement that an authoritative principal destroys the atmosphere in which schools can perform effectively.

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Table 4.14: An authoritative principal destroys the school's performance

An authoritative principal destroys the school's performance	Frequency	Percent
Valid		
Strongly Agree	45	30.4
Agree	73	49.3
Not Sure	5	3.4
Disagree	24	16.2
Strongly Disagree	1	.7
Total	148	100.0

The majority of respondents (79.7%) agree that an authoritative principal destroyed the conditions in which schools could perform well, while 23.2% disagreed, and 3.4% were not sure. The results are consistent with literature (Van der Westhuisen, 1991). An authoritative school principal has no confidence in others, is unpleasant, and is only interested in the immediate job and leads to poor educator performance which may affect learner performance.

Results revealed a significant difference in the rating of the item that the authoritative principal destroys the condition in which schools can perform well. Respondents who were 51 years and older strongly agreed with the statement (18.2%) while more than a quarter (27,7%) of the respondents aged 41-50 years strongly agreed with the statement. (Chi-square = 16.901; $p<0.05$; Cramer's V = n .239). These results are further illustrated by a bar graph below.

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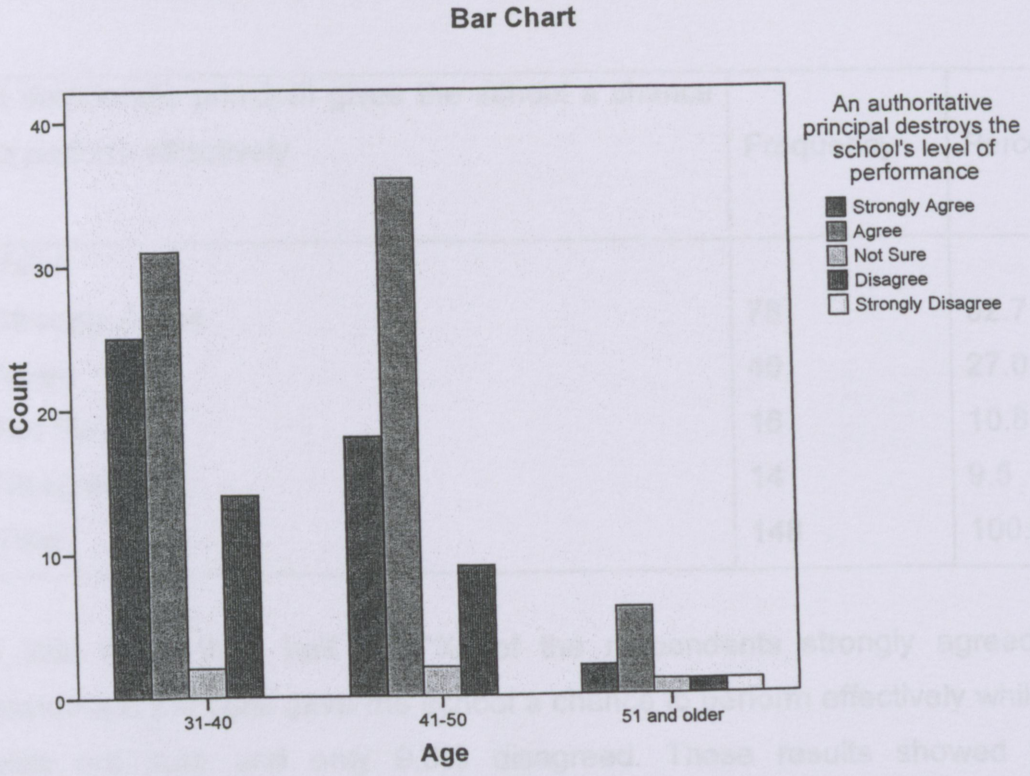

Figure 4.6: An authoritative principal destroys the schools level of performance.

3.4.11 A democratic principal gives the school a chance to perform effectively

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that democratic principals give schools a chance to perform effectively. Results are presented in Table 4.15 below.

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Table 4.15: A democratic principal gives the school a chance to perform effectively

A democratic principal gives the school a chance to perform effectively.	Frequency	Percent
Valid		
Strongly Agree	78	52.7
Agree	40	27.0
Not Sure	16	10.8
Disagree	14	9.5
Total	148	100.0

A little more than half (52.7%) of the respondents strongly agreed that a democratic principal gave the school a chance to perform effectively while 10.8% were not sure and only 9.5% disagreed. These results showed that the effectiveness of the school was determined by the way school principals managed their schools. These results also indicated that principals who were democratic gave the school a chance to perform effectively; they accepted other people's opinions and accepted teamwork, resulting in a feeling of belonging and working towards effectiveness.

Cross tabulation revealed significant difference between respondents of different age groups more than half (51.5%) of the respondents aged 51 and older strongly agreed with the statement that democratic principals gave the school a chance to perform well while only 44.6% of respondents aged 41-50 strongly agreed (chi-square = 17.523; $p<0.05$; Cramer's V = .243). The results are clearly presented in figure 4.7 below.

Respondent who were younger tended to strongly agree with the statement as compared to those who were older. This could be that younger principals

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understood issues of democracy in South Africa as compared to those who were older with experience of the country before democracy.

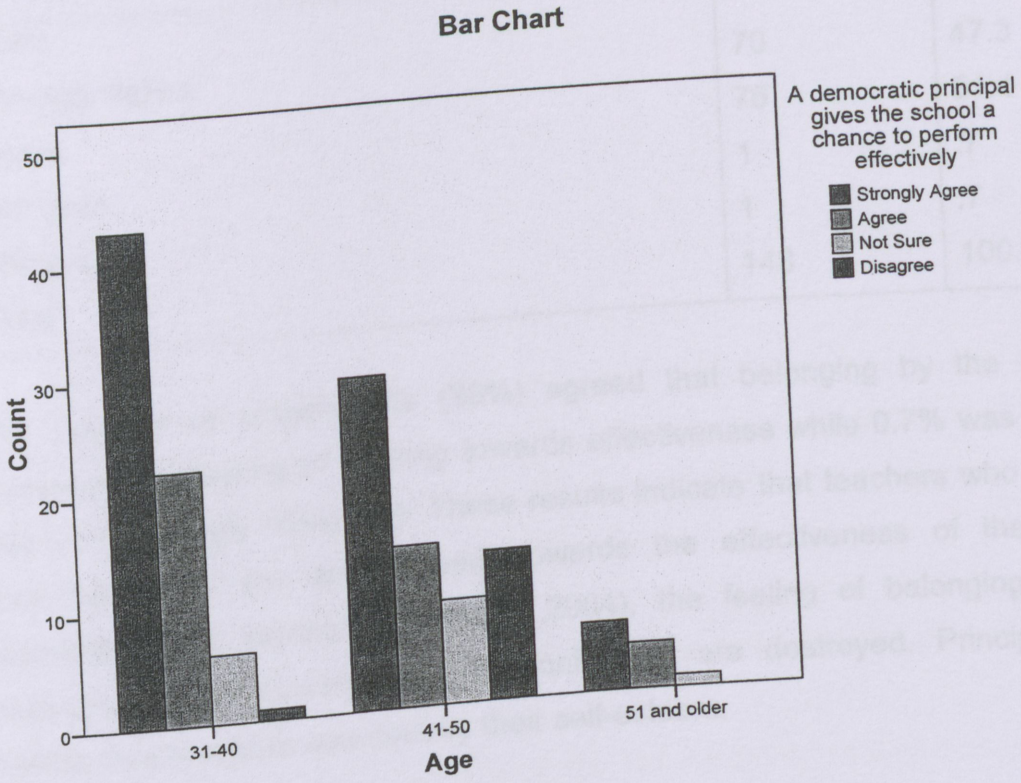

Figure 4.7: A democratic principal gives the school a chance to perform well.

4.3.12 Belonging and working towards effectiveness

Table 4.16 below presents results showing the extent to which teachers agreed or disagreed with the statement that the feeling of belonging by teachers increased the feeling of working towards school effectiveness.

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Table 4.16: Belonging and working towards school effectiveness

Belonging and working towards school effectiveness	Frequency	Percent
Valid		
Strongly Agree	70	47.3
Agree	76	51.4
Not Sure	1	.7
Disagree	1	.7
Total	148	100.0

The majority of respondents (99%) agreed that belonging by the teachers increased the feeling of working towards effectiveness while 0.7% was not sure and 0.7% strongly disagreed. These results indicate that teachers who feel that they belong to the school work towards the effectiveness of the school. Consistent with literature (Maxwell, 2004), the feeling of belonging can be destroyed if self-esteem and self-confidence are destroyed. Principals who belittle their teachers can destroy their self-esteem.

4.3.13 Teamwork and learner performance

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that teamwork played an important role on learner performance. Results are presented in Table 4.17 below.

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Table 4.17: Teamwork and learner performance

Teamwork and learner performance	Frequency	Percent
Valid		
Strongly Agree	119	80.4
Agree	26	17.6
Not Sure	2	1.4
Disagree	1	.7
Total	148	100.0

An overwhelming majority (80.4%) of respondents strongly agreed that team work played an important role on learner performance while only 0.7% disagreed. These results indicate that teamwork plays an important role on the performance of learners; it produces good results with learners.

4.3.14 School effectiveness and learner/ teacher/ principal relationship

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that school effectiveness depended on the relationship between learner, teacher and principal. Results are presented in Table 4.18 below.

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Table 4.18: School effectiveness and learner/teacher/principal relationship

School effectiveness and learner/ teacher/principal relationship.	Frequency	Percent
Valid		
Strongly Agree	104	70.3
Agree	41	27.7
Not Sure	1	.7
Disagree	2	1.4
Total	148	100.0

More than half (70.3%) of the respondents strongly agreed that school effectiveness depended on learner/ teacher/ principal relationship while only 1.4 disagreed and 0.7 were not sure. This shows that the relationship between learners, teachers and principals plays an important role on school effectiveness. Results suggest that principals should show supportive behaviour towards staff because they are the ones who are to carry out tasks. Respondents with different age groups strongly agreed that school effectiveness depended on the relationship between learner, teacher and principal's relationship. Cross-tabulations reveal significant difference in the rating of this item. (Chi-square = 19.498; $p<0.05$; Cramer's V = .257). More than three quarters (90.9%) strongly agreed with the statement while 81.5% aged 31-40 years strongly agreed with the statement. Results are further illustrated by the bar graph below.

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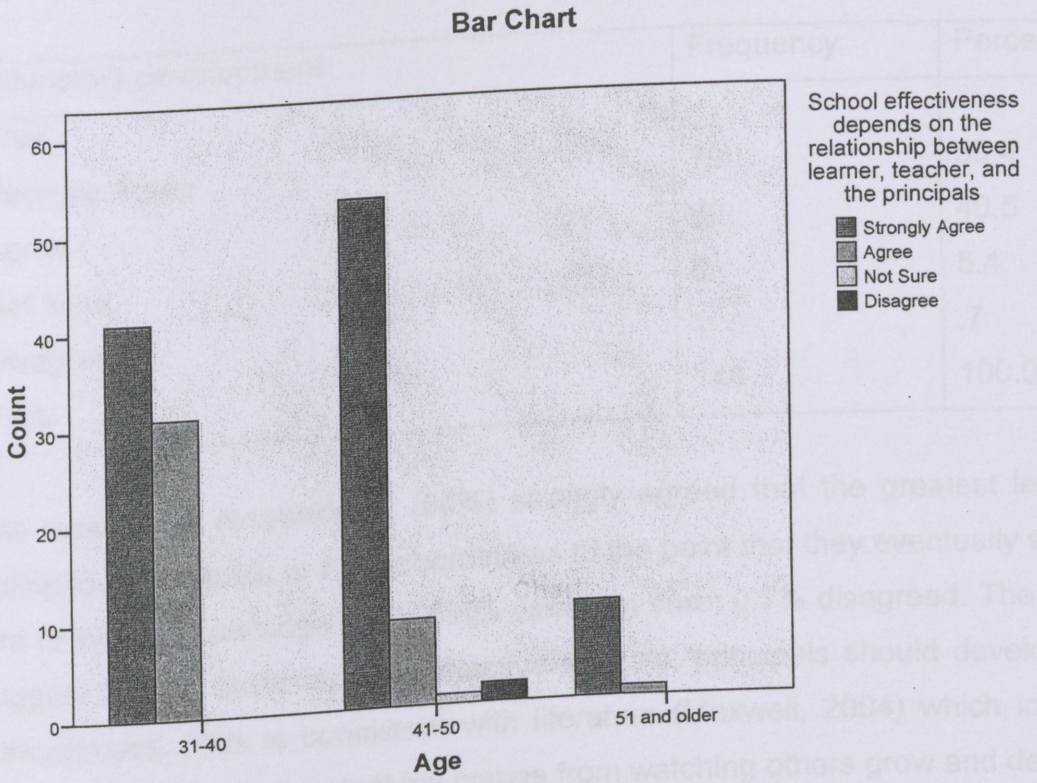

Figure 4.8: School effectiveness on the relationship between learner, teacher and principals.

4.3.15 Educator development

Results in Table 4.19 below show the extent to which respondents agreed or disagreed with the statement that greatest leaders are willing to develop their subordinates to an extent that they eventually surpass them.

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Table 4.19: Educators development

Educators development	Frequency	Percent
Valid		
Strongly Agree	79	53.4
Agree	60	40.5
Not Sure	8	5.4
Disagree	1	.7
Total	148	100.0

The majority of respondents (94%) strongly agreed that the greatest leader is willing to develop his or her subordinates to the point that they eventually surpass him or her in knowledge while 5.4% were not sure; 0.7% disagreed. The results suggest that in order to have effective schools, principals should develop their subordinates. This is consistent with literature (Maxwell, 2004) which indicates that a great leader's greatest joy comes from watching others grow and develop.

4.3.16 Teacher's performance and learner performance

Table 4.20 below presents results showing the extent to which respondents agreed or disagreed with the statement that teacher's performance determined the performance of learners.

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Table 4.20: Teacher's performance and learner performance

Teacher's performance and learner performance	Frequency	Percent
Valid		
Strongly Agree	64	43.2
Agree	44	29.7
Not Sure	30	20.3
Disagree	10	6.8
Total	148	100.0

The results show that 72.9% of the respondents strongly agreed that teachers' performance determined the performance of learners while 20.3% were not sure and 6.8% disagreed with the statement. The results suggest that principals should encourage teachers to perform well as that could determine the performance of learners. They should encourage educators, show respect and trust them to promote school activities which promote school effectiveness.

4.3.17 Essentiality of support from superiors

The results in Table 4.21 below show the extent to which respondents agreed or disagreed with the statement that support from superiors is essential if a school is to be effective.

Table 4.21: Essentiality of support from superiors

Essentiality of support from superiors	Frequency	Percent
Valid		
Strongly Agree	61	41.2
Agree	70	47.3
Not Sure	8	5.4
Disagree	9	6.1
Total	148	100.0

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The overwhelming majority (89%) of respondents agreed that support from superiors is always essential if a school is to be effective while 6.1% disagreed and 5.4% were not sure of the statement. Principals should support their subordinates if they want their schools to be effective. Supporting each other in an organization is a key to success and effectiveness. The results are in agreement with the literature (Maxwell, 2004) which states that the most outstanding manager is a person who succeeds in motivating and inspiring his staff so that a certain amount of work is done.

Cross tabulations reveal significant differences between respondents of different age groups. More than half (54.5) of the respondents strongly agreed with the statement that support from superiors is essential for schools to be effective with only 41.5 respondents aged 41-50 years who strongly agreed (chi-square = 20, 484; $p<0.05$; Cramer's V = .257). These results are further shown in figure 4.9 below.

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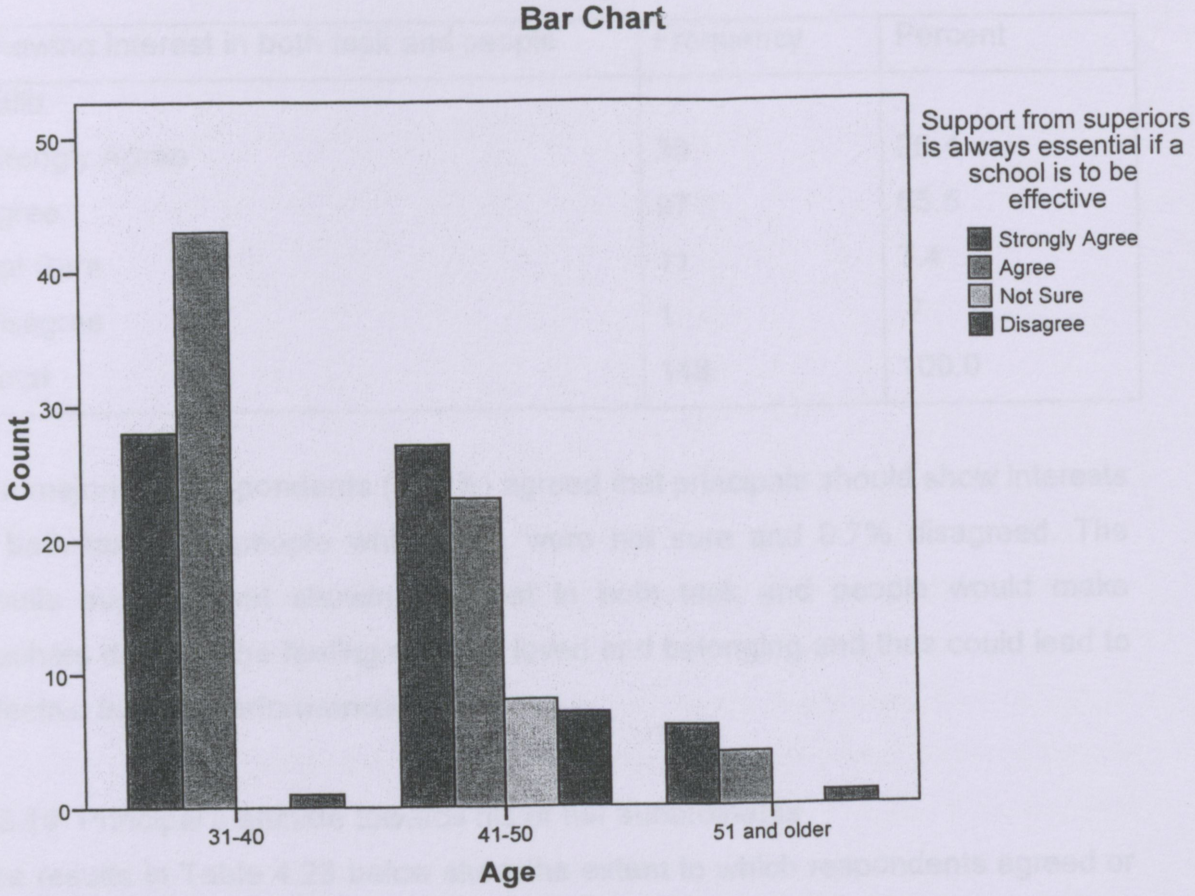

Figure 4.9: Support from superior is always essential for a school to be effective

4.3.18 Showing interest in both task and people

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that principals' management styles should show an interest in both task and people. Results are presented in Table 4.22 below.

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Table 4.22: Showing interest in both task and people

Showing interest in both task and people	Frequency	Percent
Valid		
Strongly Agree	39	26.4
Agree	97	65.5
Not Sure	11	7.4
Disagree	1	.7
Total	148	100.0

The majority of respondents (91.9%) agreed that principals should show interests in both task and people while 7.4% were not sure and 0.7% disagreed. The results suggest that showing interest in both task and people would make teachers develop the feeling of being loved and belonging and thus could lead to effective learner performance.

4.3.19 Principal's attitude towards his or her subordinates

The results in Table 4.23 below show the extent to which respondents agreed or disagreed to the statement that principals' attitudes towards their subordinates have an impact on learner performance.

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Table 4.23: Principals attitude towards his or her subordinates

Principals attitude towards his or her subordinate	Frequency	Percent
Valid		
Strongly Agree	46	31.1
Agree	54	36.5
Not Sure	28	18.9
Disagree	19	12.8
Strongly Disagree	1	.7
Total	148	100.0

More than half (67.6%) of respondents agreed that the principal's attitude towards his or her subordinates has an impact on learner performance while 18.9% were not sure and 19.8% disagreed. Results suggested that principals should show positive attitudes because attitudes have the power to lift up or tear down a team. This is in line with the literature (Maxwell, 2004) that indicates that a leader's attitude is caught by his or her followers more quickly than his or her actions.

Respondents who were 51 years and older strongly agreed with the statement that a principal's attitude towards his or her subordinates has an impact on student/learner performance with 45.5% while only 16.9% of the respondents 41-50 age group strongly agreed. Cross tabulations show significant rating on this item. (Chi-square = 23.448; $p<0.05\%$; Cramer's V = .257). These results are further illustrated on the bar graph below:

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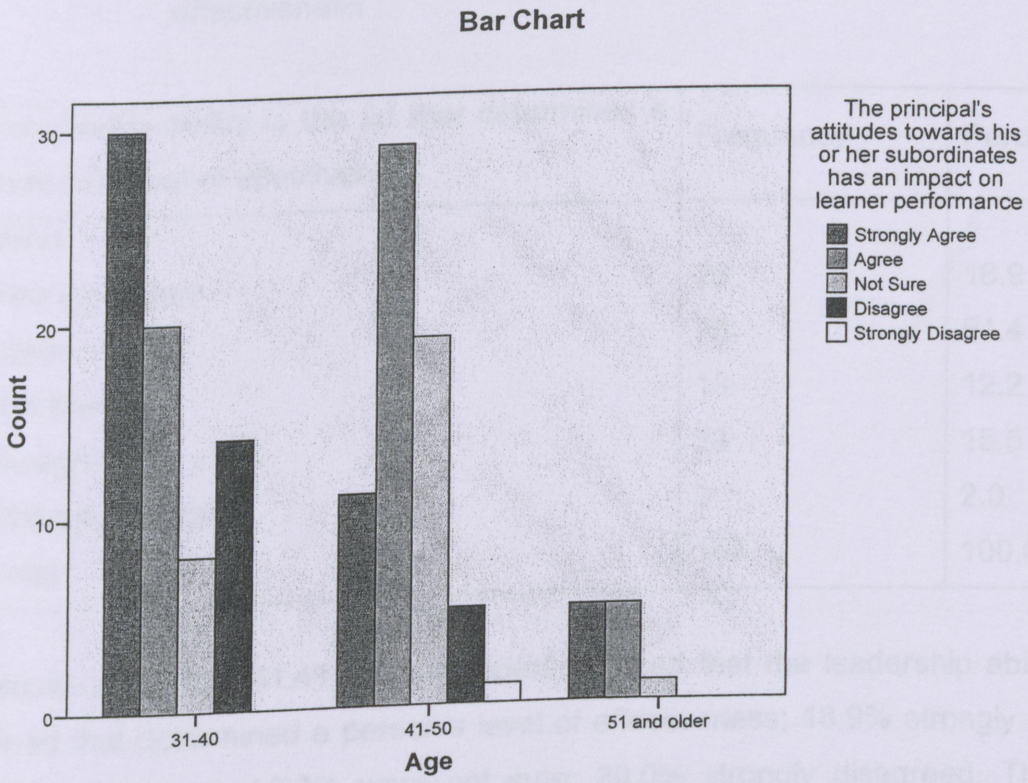

Figure 4.10: Principal's attitude towards subordinates impacting on learner performance.

4.3.20 Leadership ability is the lid that determines a person's level of effectiveness

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that leadership ability was the lid that determined the person's level of effectiveness. Results are presented in Table 4.24 below.

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Table 4.24: Leadership ability is the lid that determines a person's level of effectiveness

Leadership ability is the lid that determines a person's level of effectiveness	Frequency	Percent
Valid		
Strongly Agree	28	18.9
Agree	76	51.4
Not Sure	18	12.2
Disagree	23	15.5
Strongly Disagree	3	2.0
Total	148	100.0

Results show that 51.4% of respondents agreed that the leadership ability was the lid that determined a person's level of effectiveness; 18.9% strongly agreed; 15.5% disagreed; 12.2% were not sure; 20.0% strongly disagreed. This also indicates that leadership skills have an impact on learner performance.

4.3.21 Working under pressure results in school effectiveness

The results is Table 4.25 show the extent to which respondents agreed or disagreed with the statement that to produce good results teachers should work under pressure even though they do not receive incentives.

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Table 4.25: Working under pressure results in school effectiveness

Working under pressure results in school effectiveness	Frequency	Percent
Valid		
Strongly Agree	6	4.1
Agree	22	14.9
Not Sure	18	12.2
Disagree	28	18.9
Strongly Disagree	74	50.0
Total	148	100.0

The results indicate that 68.9% of the respondents strongly disagreed that teachers worked under pressure even though they did not receive incentives while 14.9% agreed; 12.4% were not sure and 4.1% strongly agreed. These results suggest that there is a definite need to review the salaries of teachers in order to motivate them to work towards effectiveness.

Cross tabulations reveal significant difference between respondents of different age groups. Respondents who were 51 years and older strongly agreed with the statement that they did not receive any incentive with 9.1 while 6.2% respondents of 41-50 age groups strongly agreed with the statement. (Chi-square = 16.738; $p<0.05$; Cramer's V = .238). These results are clearly presented in figure 4.11.

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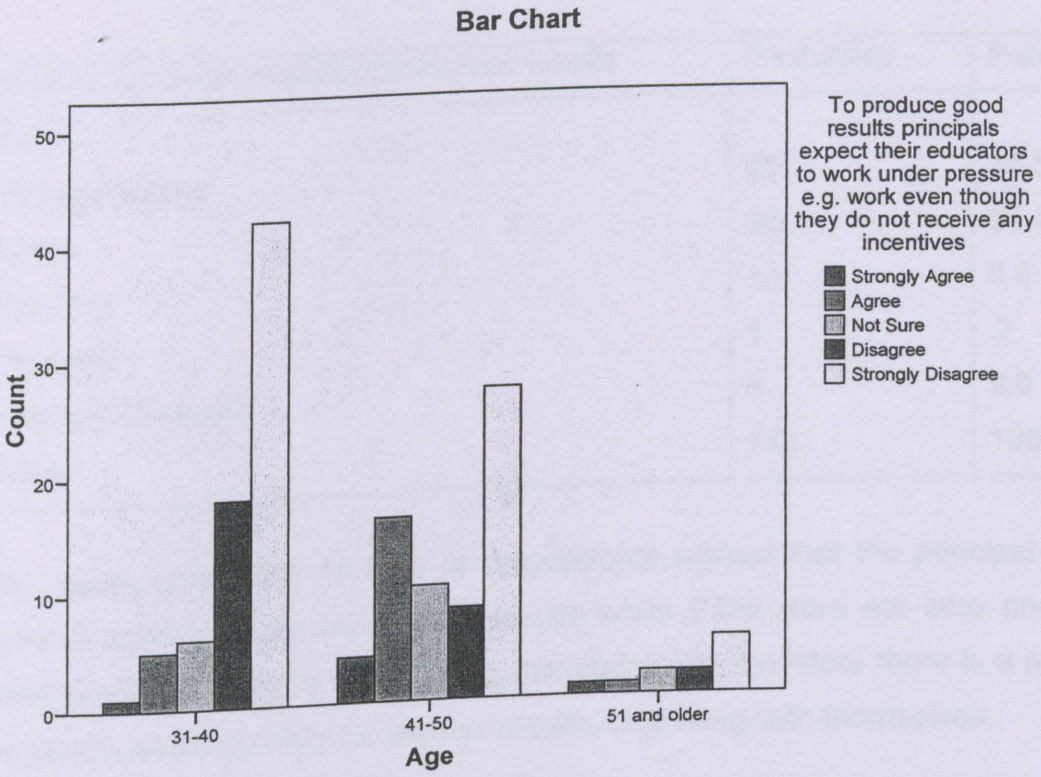

Figure 4.11: To produce good results principals expect their educators to work under pressure.

4.3.22 Developing accountability for learner results

The results in Table 4.26 below show the extent to which principals agreed or disagreed with the statement that principals should develop accountability for learner results.

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Table 4.26: Developing accountability for learner results

Developing accountability for learner results	Frequency	Percent
Valid		
Strongly Agree	51	34.5
Agree	80	54.1
Not Sure	13	8.8
Disagree	1	.7
Strongly Disagree	3	2.0
Total	148	100.0

The results show that 88.61% of respondents agreed that the principal had to develop accountability for learner results while 8.8% were not sure and 2.7% disagreed. The majority agreed with this statement; therefore there is a need for principal's accountability for learner results, beginning with themselves.

4.3.23 Principals should offer creative ideas

Table 4.27 below presents results showing the extent to which teachers agreed or disagreed with the statement that principal should offer creative ideas for school effectiveness.

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Table 4.27: Principals should offer creative ideas

Principals should offer creative ideas	Frequency	Percent
Valid		
Strongly Agree	38	25.7
Agree	103	69.6
Not Sure	2	1.4
Disagree	1	.7
Strongly Disagree	4	2.7
Total	148	100.0

Results showed that 95.3% o the respondents agreed that excellent principals had to offer creative ideas for school effectiveness while 2.7% strongly disagreed; 1.4% not sure; 0.7% disagreed. These results suggest that creative ideas should be offered in order to improve the school because creativity leads to effectiveness and improvement.

Cross tabulations reveal a significant difference between respondents of different age groups. Respondents who were 51 years and older strongly agreed with the statement that excellent principals had to offer creative ideas for school effectiveness with 54.5% while 30.8% of respondents age group of 41-50 strongly agreed with the statement (chi-square = 25.005; $p<0.05$; Cramer's V = .291). These results are clearly presented in the bar graph below:

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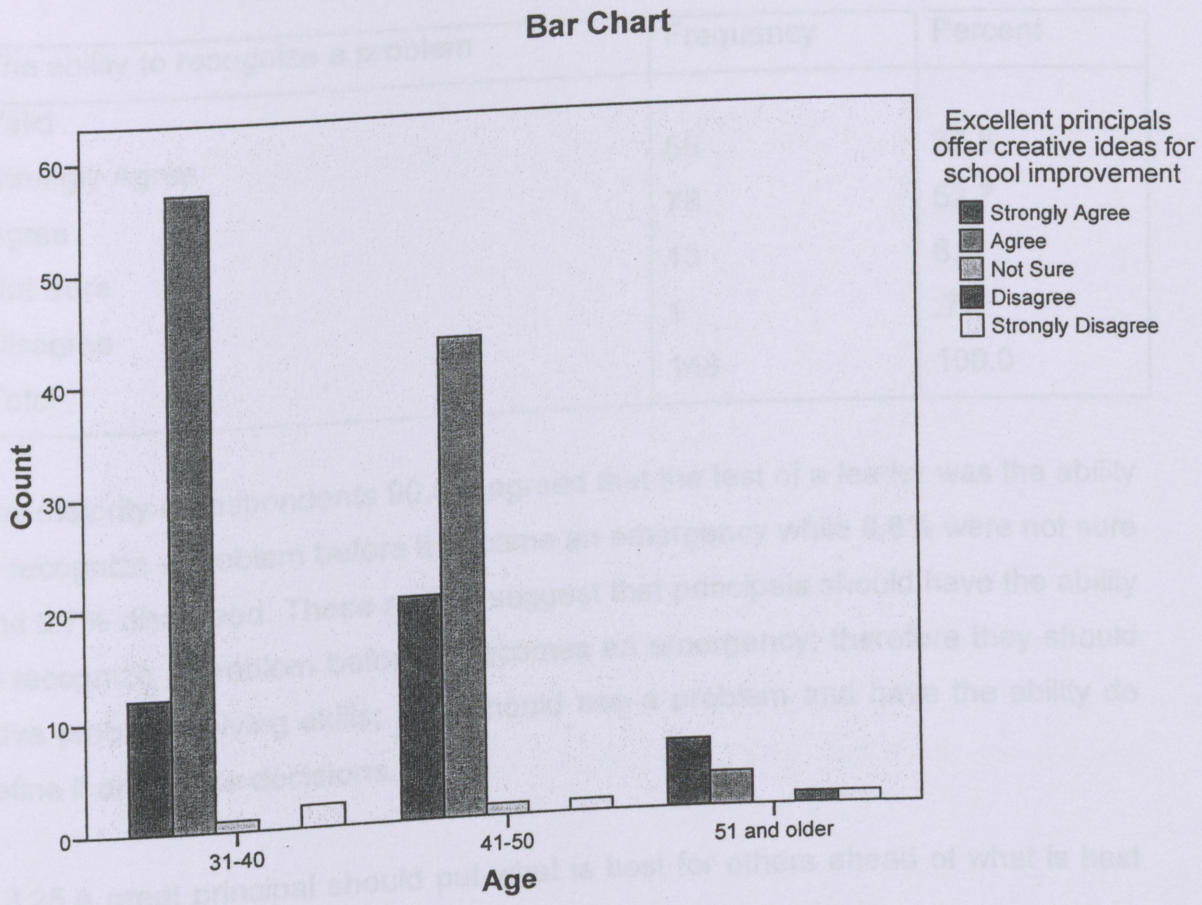

Figure 4.12: Excellent principals offer creative ideas for school improvement

4.3.24 The ability to recognize a problem

Respondents were requested to indicate the extent to which they agreed or disagree with the statement that a test of the leader is the ability to recognize a problem before it becomes an emergency. Results are presented in Table 4.28 below.

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Table 4.28: The ability to recognize a problem

The ability to recognize a problem	Frequency	Percent
Valid		
Strongly Agree	56	37.8
Agree	78	52.7
Not Sure	13	8.8
Disagree	1	.7
Total	148	100.0

The majority of respondents 90.5% agreed that the test of a leader was the ability to recognize a problem before it became an emergency while 8.8% were not sure and 0.7% disagreed. These results suggest that principals should have the ability to recognize a problem before it becomes an emergency; therefore they should have problem-solving skills; they should see a problem and have the ability do define it and make decisions.

4.3.25 A great principal should put what is best for others ahead of what is best for him

Table 4.29 below presents results showing the extent to which the respondents agreed or disagreed with the statement that a great principal should put what is best for others ahead of what it best for himself.

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Table 4.29: A great principal should put what is best for others ahead of what is best for him/her

A great principal should put what is best for others ahead of what is best for him	Frequency	Percent
Valid		
Strongly Agree	45	30.4
Agree	60	40.5
Not Sure	32	21.6
Disagree	9	6.1
Strongly Disagree	42	1.4
Total	148	100.0

The majority of respondents (70.9%) agreed that a great principal should put what is best for others ahead of what is best for him while 21.6% were not sure and 7.5% disagreed. These results suggest that great principals are not self centered; therefore they should put the school's interests ahead.

4.3.26 Knowledge of basic human needs

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that principal should know basic human needs. Results are presented in Table 4.30 below.

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Table 4.30: Knowledge of basic human needs

Knowledge of basic human needs	Frequency	Percent
Valid		
Strongly Agree	48	32.4
Agree	74	50.0
Not Sure	12	8.1
Disagree	13	8.8
Strongly Disagree	1	.7
Total	148	100.0

An overwhelming majority (84.4%) of respondent strongly agreed that principals had to know basic human needs for the improvement of learner performance while 9.5% disagreed and 8.1% were not sure. These results suggest that if principals want their schools to perform well, they should have the knowledge of basic human needs. They should also have interpersonal skills which would help them to respect other people's opinions.

4.3.27 Creation of a healthy environment in class

Principals were requested to indicate the extent to which they agreed or disagreed with the statement that for excellent performance in schools, principals had to create a healthy environment in class. Results are presented in Table 4.31 below.

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Table 4.31: Creation for healthy environment in class

Creation for healthy environment in class	Frequency	Percent
Valid		
Strongly Agree	50	33.8
Agree	60	40.5
Not Sure	9	6.1
Disagree	19	12.8
Strongly Disagree	10	6.8
Total	148	100.0

The majority of respondents 74.8% agreed that for excellent performance in schools, should create a healthy environment in classes with the statement while 19.6% disagreed and 6.1% were not sure whether these results suggest that discipline should be exercised in order to perform well in schools. These results further suggest that principals should work as a team with teachers in order to maintain discipline in schools.

4.3.28 Discrimination and learner performance

Table 4.32 Presents results showing the extent to which respondents agreed or disagreed with the statement that treating learners in the same manner leads to excellent performance.

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Table 4.32: Discrimination and learner performance

Discrimination and learner performance	Frequency	Percent
Valid		
Strongly Agree	27	18.2
Agree	69	46.6
Not Sure	9	6.1
Disagree	37	25.0
Strongly Disagree	6	4.1
Total	148	100.0

The results show that 46.6% of the respondents agreed that treating learners in the same manner leads to excellent learner performance, 25.0% disagreed; 18.2% strongly agreed; 6.1% were not sure and 4.1% strongly disagreed. The majority of respondents agreed that discrimination of learners led to poor learner performance. The results imply that for principals to be excellent they should treat everyone the same because all people want to feel worthwhile.

Respondents with different age groups strongly agreed with the statement that treating every learner in the same way led to excellent learner performance. Cross tabulations revealed significant difference in the rating of this item (Chi-square = 6.981; $p<0.05$; Cramer's V = 0.250). Respondents who were 51 years and older strongly agreed with the statement (45.5%) while 20.0% of respondents age 41-50 years strongly agreed. These results are clearly presented by a bar graph below:

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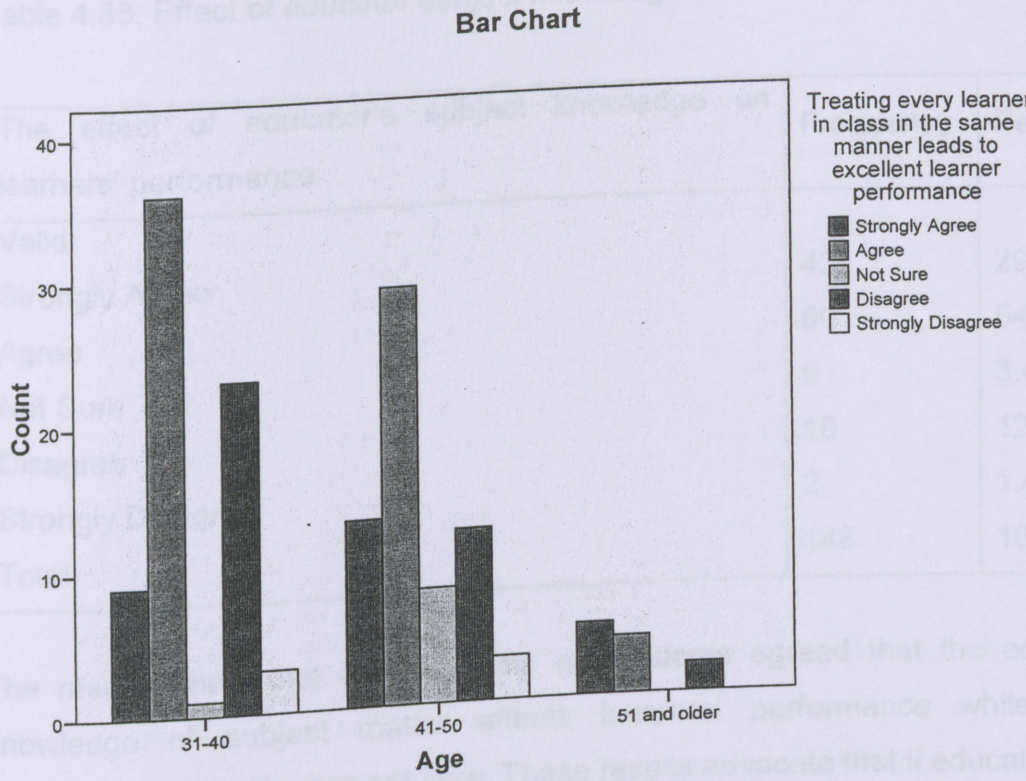

Figure 4.13: Treating every learner in the class in the same manner leads to excellent learner performance.

4.3.29 The effect of educator's subject knowledge on learners' performance

Respondents were requested to show the extent to which they agreed or disagreed with the statement that the educator's knowledge of subject matter affects learners' performance. The results are presented in Table 4.33 below.

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Table 4.33: Effect of educator subject knowledge on learner performance

The effect of educator's subject knowledge on learners' performance	Frequency	Percent
Valid		
Strongly Agree	43	29.1
Agree	80	54.1
Not Sure	5	3.4
Disagree	18	12.2
Strongly Disagree	2	1.4
Total	148	100.0

The results show that 83.2% of the respondents agreed that the educator's knowledge of subject matter affects learners' performance while 13.6% disagreed and 3.4% were not sure. These results advocate that if educators have the knowledge of the subject matter, this would lead to good learner performance. These results are consistent with the literature (Maxwell, 2004) which indicates that one can never take another further than one has travelled.

4.3.30 Effects of poor educator performance on learners' performance

The results in Table 4.34 show the extent to which respondents agree or disagree with the statement that poor educator performance affect learner performance.

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Table 4.34: The effects of poor educator performance on learner performance

Effect of poor educator performance on learner performance	Frequency	Percent
Valid		
Strongly Agree	11	7.4
Agree	48	32.4
Not Sure	13	8.8
Disagree	65	43.9
Strongly Disagree	11	7.4
Total	148	100.0

The largest grouping of respondents (43.9%) disagreed that poor learner performance was the result of poor educator performance; 32.4% agreed; 8.8% were not sure and 7.4% strongly agreed. The majority of respondents disagreed with the statement. Results suggest that poor educator performance is caused by poor management by the school principal that would lead to poor performance of learner.

4.3.31 Following year plan despite problems in the school

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that school should follow year plans despite problems in the school.

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Table 4.35: Following year plans despite problems in the school

Following year plans despite problems in the school	Frequency	Percent
Valid		
Strongly Agree	18	12.3
Agree	73	50.0
Not Sure	2	1.4
Disagree	52	35.6
Strongly Disagree	1	.7
Total	146	100.0
Missing system	2	
Total	148	

Results indicate that 62.3% of the respondents agreed that effective schools follow year plan despite problems in the school while only 36.3% disagreed and, 1.4% were not sure. These results suggest that principals in effective schools motivate and encourage their subordinates to see problems as challenges. Principals should encourage educators to accept changes and see change as improvement and development.

4.3.32 The effect of constructive criticism on learner performance

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that constructive ideas sometimes negatively affect learner performance. The results are presented in Table 4.36 below.

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Table 4.36: The effect of constructive criticism on learner performance

The effect of constructive criticism on learner performance	Frequency	Percent
Valid		
Strongly Agree	13	8.9
Agree	55	37.7
Not Sure	7	4.8
Disagree	63	43.2
Strongly Disagree	8	5.5
Total	146	100.0
Missing system	2	
Total	148	

The results indicate that 49.5% of the respondents agreed with the statement that constructive criticism sometimes negatively affects learner performance while 46.6% agreed and 4.8% were not sure. The results imply that school principals should improve their communication skills by giving constructive criticisms as that will determine the performance of learners.

Cross tabulations reveal significant differences between respondents of different age groups. Respondents who were 51 years and older strongly agreed with the statement that constructive criticism sometimes negatively affects learner performance in schools with 40.0% while 7.8% of respondents age group 41-50 years strongly agreed with the statement (chi-square = 24.217; $P<0.05$; Cramer's V = .288). Results are presented in figure 4.14.

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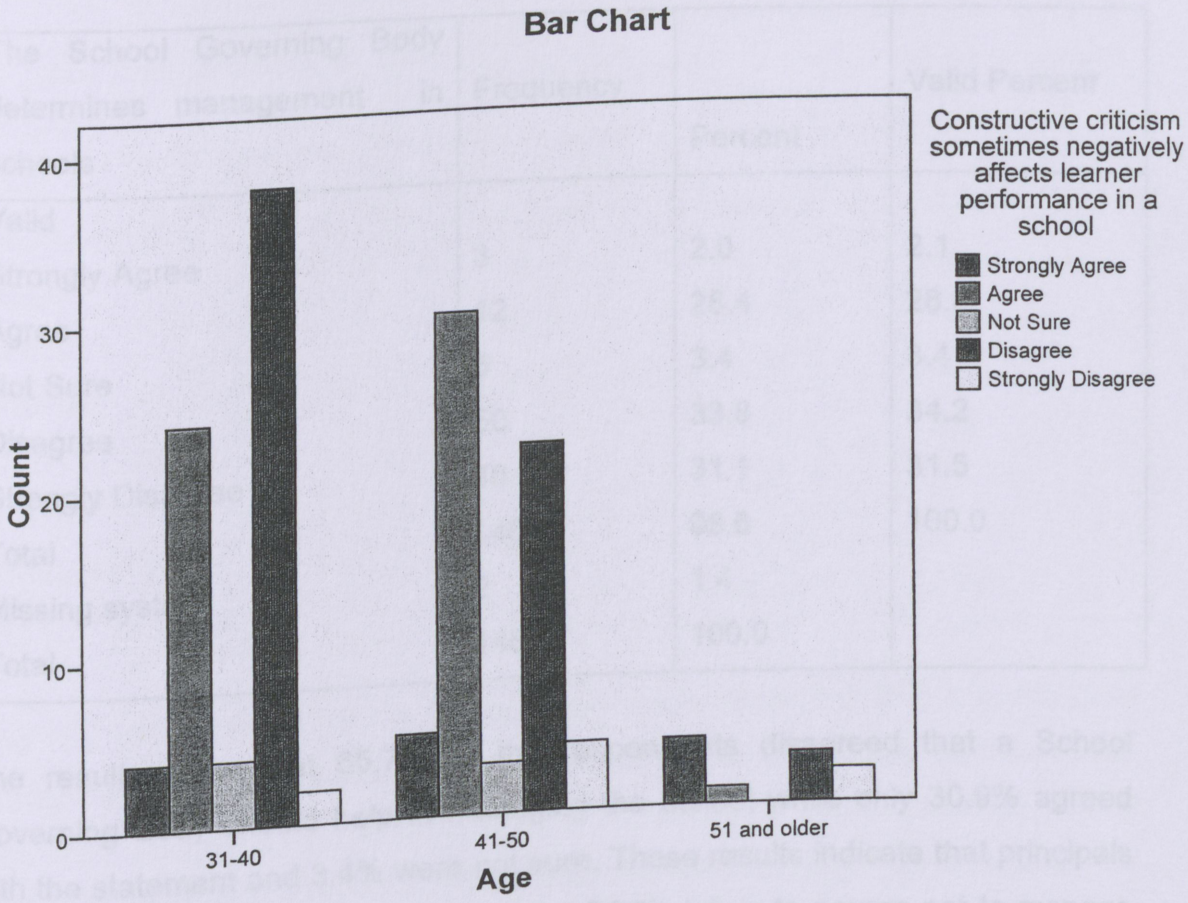

Figure 4.14: Constructive criticism sometimes negatively affects learner performance in a school.

4.3.33 A School Governing Body determines management in schools

The results in Table 4.37 show the extent to which respondents agreed or disagreed with the statement that a School Governing Body should help in management.

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Table 4.37: The School Governing Body determines management in schools

The School Governing Body determines management in schools	Frequency	Percent	Valid Percent
Valid			
Strongly Agree	3	2.0	2.1
Agree	42	28.4	28.8
Not Sure	5	3.4	3.4
Disagree	50	33.8	34.2
Strongly Disagree	46	31.1	31.5
Total	146	98.6	100.0
Missing system	2	1.4	
Total	148	100.0	

The results show that 65.7% of the respondents disagreed that a School Governing Body should help in managing the school while only 30.9% agreed with the statement and 3.4% were not sure. These results indicate that principals are the managers of the schools and the SGB's job is to govern not to manage therefore principals should be able to manage their schools without involving the school governing body.

4.3.34 A grace giver principal promotes laziness

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that grace give principals promote laziness. The results are presented in Table 4.38 below.

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Table 4.38: A grace giver principal promotes laziness

A grace giver principal promotes laziness	Frequency	Percent	Valid Percent
Valid			
Strongly Agree	15	10.0	10.3
Agree	36	24.3	24.8
Not Sure	22	14.9	15.2
Disagree	51	34.5	35.2
Strongly Disagree	21	14.2	14.5
Total	145	98.6	
Missing system	3		
Total	148	100.0	100.0

The results show that 49.7% of the respondents disagreed that a grace giver principal promoted laziness while only 35,1% agree and 15.2% were not sure. The results suggest that principal should sometimes be flexible because learner performance depends on good relationship between educators and principals.

4.3.35 Highly qualified educators give the school a chance to perform well

The results in Table 4.39 below indicate the extent to which respondents agreed or disagreed with the statement that highly qualified principals give the school a chance to perform well.

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Table 4.39: Highly qualified educators give the school a chance to perform well.

Highly qualified educators give the school a chance to perform well.	Frequency	Percent	Valid Percent
Valid			
Strongly Agree	16	10.8	11.0
Agree	33	21.3	22.6
Not Sure	28	18.9	19.2
Disagree	56	37.8	38.4
Strongly Disagree	13	8.8	8.9
Total	146	98.6	100.0
Missing system	2	1.4	
Total	148	100.0	

The results show that 47.9% of the respondents disagreed that highly qualified educators gave the school a chance to perform well while 33.6% agreed and 19.2% were not sure. The results suggest that management and leadership skills are important in school effectiveness.

Cross tabulations reveal a significant difference between respondents of different age groups. Respondents who were 51 years and older strongly agreed with the statement that educators who were highly qualified gave the school a chance to perform well with 20.0% while 3.1% respondents of age groups 41-50 strongly agreed with the statement (chi-square = 26.141; $p<0.05$; Cramer's V = .299). These results are shown in figure 4.15 below:

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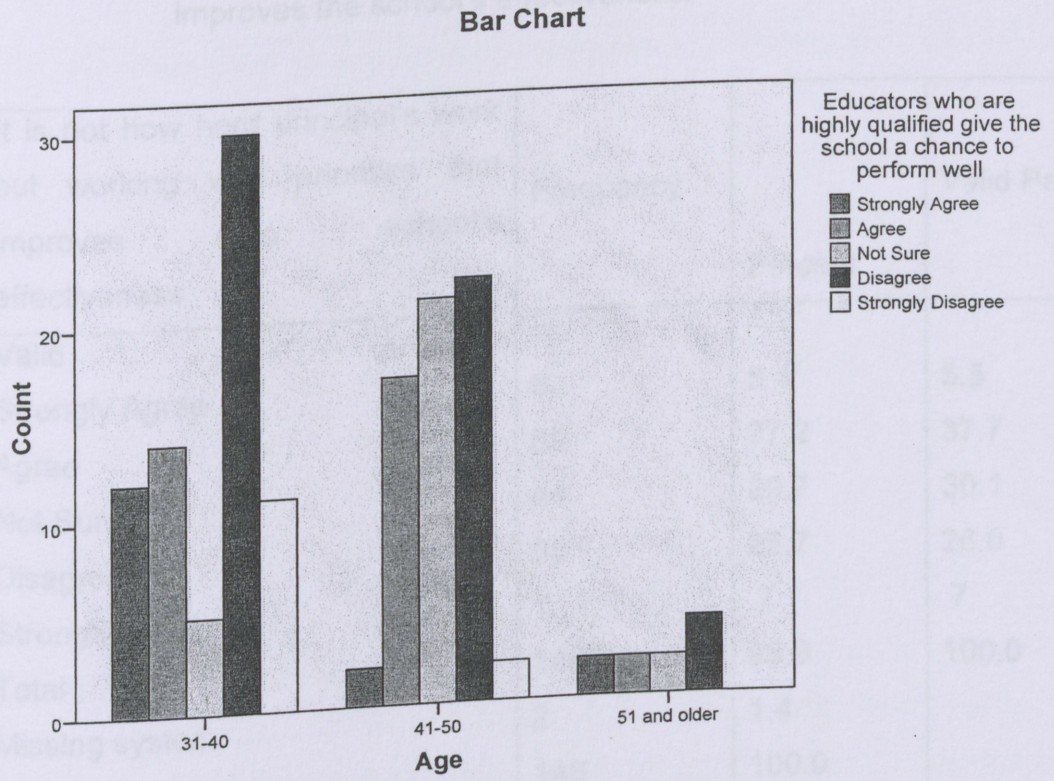

Figure 4.15 Educators who are highly qualified give a school a chance to perform well.

4.3.36 It is not how hard principals work but working with priorities that improves the school's effectiveness

Respondents were requested to indicate the extent to which they agreed or disagreed with the statement that it is not how hard principals work but working with priorities that improves the school effectiveness.

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Table 4.40: It is not how hard principal's work but working with priorities that improves the school's effectiveness.

It is not how hard principal's work but working with priorities that improves the school's effectiveness	Frequency	Percent	Valid Percent
Valid			
Strongly Agree	8	5.4	5.5
Agree	55	37.2	37.7
Not Sure	44	29.7	30.1
Disagree	38	25.7	26.0
Strongly Disagree	1	.7	.7
Total	146	98.6	100.0
Missing system	2	1.4	
Total	148	100.0	

The results show that 37.7% of the respondents agreed that it was not how hard principals worked but working with priorities that improved school effectiveness, 30.1% were not sure 26% disagree 5.5% strongly agree and 0.7% strong disagree. These results indicate that working with priorities lead to school effectiveness. It is important for principals to emphasize priorities than hard work only.

4.3.37 Principals' educator reform requests

The result in Table 4.41 below indicate the extent to which respondents agreed or disagreed with the statement that principal should ask educators to reform before they reform themselves.

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Table 4.41: Principals' educator reform requests

Principals' educator reform request	Frequency	Percent	Valid Percent
Valid			
Strongly Agree	6	4.1	4.1
Agree	25	16.9	17.1
Not Sure	7	4.7	4.8
Disagree	80	54.1	54.8
Strongly Disagree	28	18.9	19.2
Total	146	98.6	100.0
Missing system	2	1.4	
Total	148	100.0	

The results point out that 74% of the respondents disagreed that principals should ask educator to reform before they reform themselves while 17.1% agreed 4.8% were not sure and 4.1% strongly agreed. The majority of respondents disagreed with the statement; this indicates that principals must be the role models. The results suggest that principals should make personal changes before asking others to change. Consistent with literature (Maxwell, 2004), this confirms that great leaders do not only say what should be done, they do it themselves.

4.3.38 Principals hard work encouragement

The results in Table 4.42 below show the extent to which respondents agreed or disagreed with the statement that principals should encourage hard work irrespective of the condition of service in school.

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Table 4.42: Encouragement of hard work by principals

Encouragement of hard work by principals	Frequency	Percent	Valid Percent
Valid			
Strongly Agree	37	25.0	25.3
Agree	74	50.0	1.4
Not Sure	2	1.4	19.2
Disagree	28	18.9	3.4
Strongly Disagree	5	3.4	
Total	146	98.6	100.0
Missing system	2	1.4	
Total	148	100.0	

The results show that a little more than half (50.7%) of the respondents agreed that principals should encourage hard working irrespective of the conditions of service in a school, 25.0% strongly agreed 19.2% disagreed 3.4% strongly disagreed and 1.4% were not sure. These figures show that principals should encourage teachers to work hard all the time. Principals should be motivators not discourages and help teachers to adjust themselves with any situation.

4.3.39 Principals should use democratic type of leadership style

Respondents were requested to indicate the extent to which respondents agreed or disagreed with the statement that principals should use democratic type of leadership style. Results are presented in Table 4.43 below.

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Table 4.43: Principals should use democratic type of leadership

Principals should use democratic type of leadership style	Frequency	Percent	Valid Percent
Valid			
Strongly Agree	54	36.5	37.0
Agree	53	35.8	36.3
Not Sure	7	4.7	4.8
Disagree	29	19.6	19.9
Strongly Disagree	3	2.0	2.1
Total	146	98.6	100.0
Missing system	2	1.4	
Total	148	100.0	

More than a quarter of respondents (37,0%) strongly agreed that principals should use democratic style of leadership to produce better performance results, 36.3% agreed 19.9% disagreed, 4.8% were not sure, 2.1% strongly disagreed. These results suggest that democratic type of leadership can lead to better learner performance.

4.3.40 School managers should not offer lessons in any class

Respondents were requested to indicate the extent to which they agree or disagree with the statement that principals should not offer lessons in class. Results are presented in Table 4.44.

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Table 4.44: School managers should not offer lessons in any class

School managers should not offer lessons in any class	Frequency	Percent	Valid Percent
Valid			
Strongly Agree	3	2.0	2.1
Agree	10	6.8	7.1
Not Sure	12	8.1	8.6
Disagree	61	41.2	43.6
Strongly Disagree	54	36.5	38.6
Total	140	94.6	100.0
Missing system	8	5.4	
Total	148	100.0	

Results show that the majority (82.2%) of respondents disagreed that principals should not offer lessons in any class while 8.6% were not sure and 9.2% agreed. The majority of respondents disagreed with the statement; this indicates that if principals are also involved in actual teaching that can lead to better performance as principal should be role models.

4.3.41 Jack of all trades principals lead to better learners' performance

The results in Table 4.45 below indicate the extent to which respondents agreed or disagreed with the statement that jack of all trades principals lead to better learner results.

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Table 4.45: Jack of all trades principals lead to better learners performance

Jack of all trades principals lead to better learners performance	Frequency	Percent	Valid Percent
Valid			
Strongly Agree	3	2.0	2.1
Agree	26	17.6	18.6
Not Sure	24	16.2	17.1
Disagree	53	35.8	37.9
Strongly Disagree	34	23.0	24.3
Total	140	94.6	100.0
Missing system	8	5.4	
Total	148	100.0	

The results show that 62.2% of the respondents disagreed that jack of all trades principals led to better learner performance while 20% agreed and 17.1% were not sure. These results suggest that principals should be masters of all management skills, and this can lead to the better school performance.

Cross tabulations reveal significant rating by respondents of different age group on the statement that jack of all trade principals lead a school to better learner performance (chi-square = 35.542; $p<0.05$; Cramer's V = 219). Respondents who were 51 years and older agreed with the statement with 20.0% while 1.6% of respondents in the age group 41-50 strongly agreed with the statement. Results are clearly presented in figure 4.16 below.

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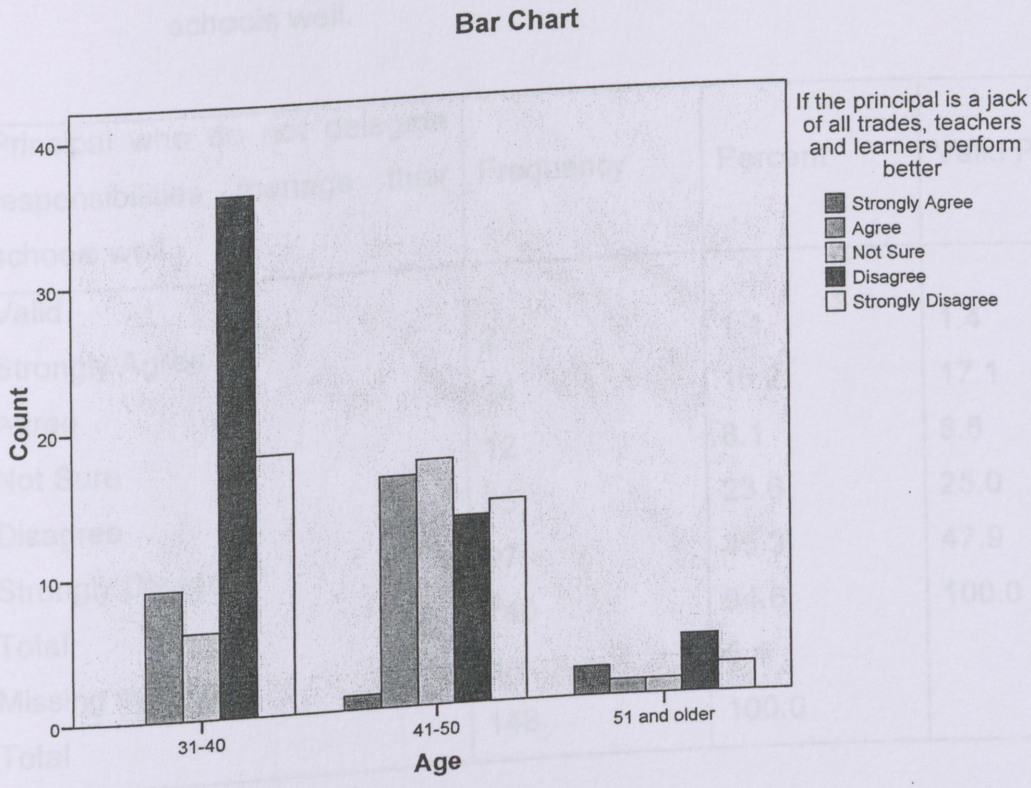

Figure 4.16 If the principal is a jack of all trades, teachers and learners perform better

4.3.42 Principals who do not delegate responsibility manage their schools well

The results in Table 4.46 below show the extent to which respondents agreed or disagreed with the statement that principals who do not delegate responsibility manage the school well.

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Table 4.46: Principal who do not delegates responsibilities manage their schools well.

Principal who do not delegate responsibilities manage their schools well	Frequency	Percent	Valid Percent
Valid			
Strongly Agree	2	1.4	1.4
Agree	24	16.2	17.1
Not Sure	12	8.1	8.6
Disagree	35	23.6	25.0
Strongly Disagree	67	45.3	47.9
Total	140	94.6	100.0
Missing system	8	5.4	
Total	148	100.0	

The results show that 72.9% of respondents disagreed that principals who did not delegate responsibility managed their schools well while only 18.5% and 8.6% were not sure. These results suggest that principals should delegate responsibilities in order for a school to be effective because delegating influences others to work towards effectiveness and creates a feeling of belonging.

Cross tabulations reveal a significant difference between respondents of different age groups. Respondents who were 51 years and older age groups strongly agreed with the statement that principals who did not delegate responsibility led to school effectiveness with 10.0% while 1.6% of respondents age groups 41-50 years agree with the statement (chi-square = 32.688; $p<0.05$; Cramer's V = .342). These results are clearly presented in figure 4.17.

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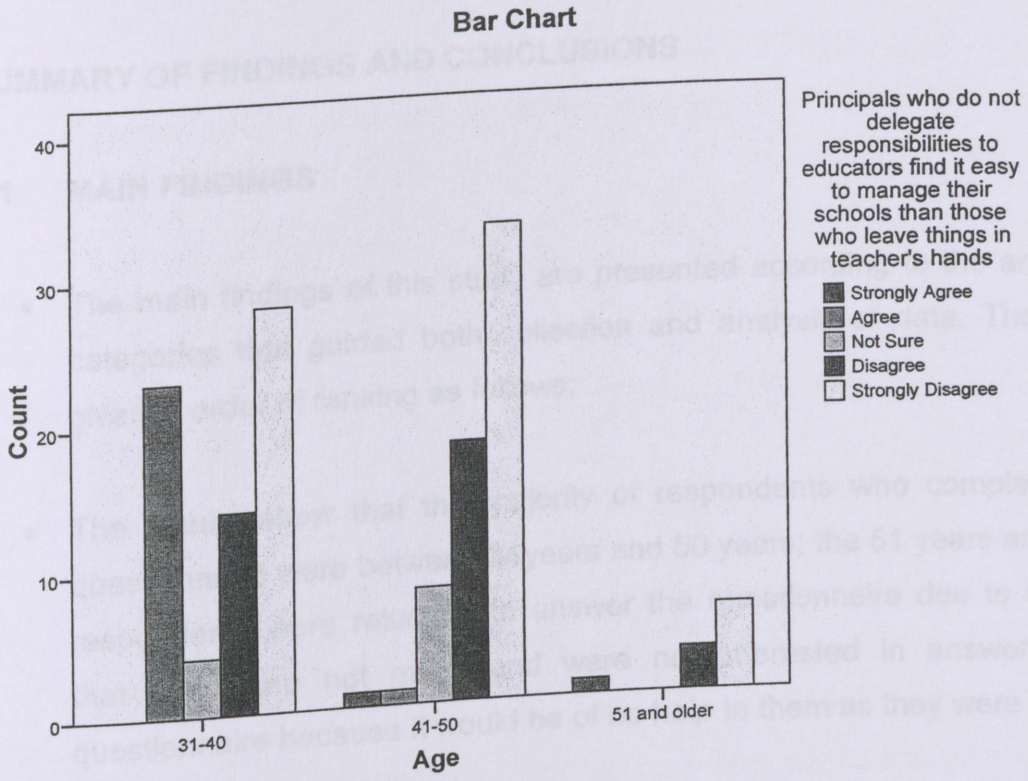

Figure 4.17: Principals who do not delicate their responsibilities to educators find it easy to manage their school.

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CHAPTER 5

SUMMARY OF FINDINGS AND CONCLUSIONS

5.1 MAIN FINDINGS

- The main findings of this study are presented according to the analytical categories that guided both collection and analysis of data. These are given in order of ranking as follows:

- The results show that the majority of respondents who completed the questionnaire were between 31years and 50 years; the 51 years and older respondents were reluctant to answer the questionnaire due to the fact that they were not many and were not interested in answering the questionnaire because it would be of no help to them as they were old.

- Respondents were experienced teachers. This indicated that the completion of the questionnaire was of high standard because respondents knew what they were saying when completing the questionnaires.

5.2 PRINCIPALS' MANAGEMENT STYLE

All respondents agreed that a principal's management style had an impact on learner performance. The results indicated that the principal's management style determined the performance of learners in schools and thus the effectiveness in the school.

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5.3 PRINCIPALS AS KEYS TO SCHOOL EFFECTIVENESS

Almost all the respondents agreed that principals were keys to school effectiveness. Respondents had observed that the presence of the principal affected a school's effectiveness.

5.4 RELATIONSHIP WITH CO-WORKERS

These results suggested that:

- The effectiveness of a school was determined by teamwork, a group of people was a pool of information. Teamwork was characterized by mutual interaction, common goals and tasks and sharing understating of roles and responsibilities.
- Principals cannot work in isolation, a team results in effective ideas that lead to school effectiveness and also results to acceptance of other people's opinions.
- Good relationship at school promotes school effectiveness, principals should give messages to educators that they care about them and that they are willing to help and support them in order to perform well.
- Principals should show positive attitudes as these are the power to lift up or tear down.

5.5 MOTIVATION

- The results indicated that the majority of respondents believed that the management style of a principal had an impact on learner performance.
- A principal has a role in motivating teachers and learners. These results are inconsistent with the literature that indicates that motivation is the preparedness to expend energy to achieve a certain goal (Beach, 1970: 445). Marx, (1981: 193) supports this statement when he says that

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motivation is all effort used by an educational leader to encourage his staff and colleagues to willingly achieve to the best of their abilities.

- A motivator principal determines the performance of the learners.
- Discouraged teachers produce poor results because they cannot be effective as they will be lacking support from superiors because, support from superiors is essential if the organization is to be effective.

- The overwhelming majority showed that principals had to support their subordinates if they wanted their schools to be effective.

5.6 AUTHORITATIVE PRINCIPALS

- The overall results showed that authoritative principals destroyed the school's performance.
- Principals had to use a democratic style of management because it gives the school a chance to perform effectively.
- The effectiveness of a school is determined by the way principals manage their schools.
- An authoritative principal has no confidence in others and this may affect learner performance.

5.7 BELONGING AND EFFECTIVENESS

- The majority of respondents indicated that the feeling of belonging by teachers led to school effectiveness.
- Teachers who feel that they belong to the school work towards effectiveness.
- Principal who accept their subordinates' opinion make them develop a feeling of belonging and working towards effectiveness.
- Principals who belittle their teachers could destroy their self image.

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5.8 TEAMWORK

- Results indicated that teamwork played an important role on learner performance.
- A group of people is a pool of knowledge.
- Delegating responsibilities influences others to work towards effectiveness.
- The results further showed that teamwork produced good results.

5.9 DEVELOPMENT OF EDUCATORS

- The results indicated that in order to have effective schools, principals had to develop their subordinates to the point where they eventually suppress them with knowledge.
- Developing and supporting each other in an organization is a key to success and effectiveness.
- Consistent with literature (Maxwell, 2004) indicates that great leaders' joys come from watching others growing and developing.

5.10 WORKING UNDER PRESSURE

- The majority of respondents strongly agreed with the statement that teachers should work under pressure even though they do not receive incentives.
- Results suggested that there was a definite need to review the salaries of teachers in order to motivate them to work towards effectiveness.

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5.11 CREATIVE IDEAS

- The overall results showed that creative ideas had to be offered in order to improve schools.
- Creative ideas lead to school effectiveness and improvement.

5.12 KNOWLEDGE OF BASIC HUMAN NEEDS

- Statistics revealed that principals had to know basic human needs for the improvement of learner performance.
- Results further suggested that if principals wanted their schools to be effective they had to show interpersonal skills as this would help them to respect other people's opinions.

5.13 DISCRIMINATION

- An overwhelming majority of respondents showed that discrimination of learners led to poor performance.
- Results suggested that for principals to be successful they had to treat everyone the same because people want to feel worthwhile.

5.14 SCHOOL GOVERNING BODY DETERMINED THE MANAGEMENT OF THE SCHOOL

- The overall results indicated that the SGB did not have to determine the management of the school as their duty was to govern the schools.

5.15 DELEGATTION OF WORK

- The overall results disagreed with the statement that principals who do not delegate their responsibilities manage their schools well.

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- The results suggested that principals had to delegate responsibility. For a school to be effective great leaders influence others to lead.

5.16 CONCLUSIONS AND RECOMMENDATIONS

The finding of this study enabled the following confirmations to be made about the principal's management style as defined in this study.

- Principals and teachers of secondary schools in the Vhembe District within the Limpopo Province of South Africa in Vhuronga II Circuit reported that a principal's management style had an impact on learner performance because principals are the keys to school effectiveness.
- They further reported that the performance of a learner was determined by the principal's relationship with teachers, learners and parents. The principal's behavioural attitudes towards his/her subordinates played an important role on learner performance. They also reported that teamwork was the key to success because no man is an island.
- Some of the respondents, especially principals, expressed their fears when they saw the topic of the research study. They thought that after the completion of the study their jobs might be at stake and they might be demoted. Therefore, the results may not produce valid and reliable data on the side of the principals. Researchers face a mounting pressure to explain the reason for the research study.
- Findings of this study suggested that the principal's experiences and managing skills had important implications for the department of education in planning for the workshop programmes of the principals. It is worthy of consideration that in their workshop programmes they include training of school principals in matters of principals' leadership skills.
- The department of education should investigate how principals are appointed into their positions of management. The findings of this study

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further suggest that the department of education should emphasize management as an academic qualification when appointing principals.

- Findings of this study show that interpersonal skills should be emphasized when principals are work shopped because they work with different types of educators, learners and parents. The findings of this study further suggests that it is the duty of principals to create a healthy environment in schools in order to produce good results; motivating educators in their performance is the key to school effectiveness.
- The findings further suggest that the principal and the school management team should not involve the School Governing Body on a day to day running of the school. They should allow the SGB to perform their duty of governance and not to help principals in managing their schools. Principals should adjust with changes and should be learner and educator friendly.

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ANNEXTURE A

MANAGEMENT STYLE QUESTIONNAIRES

SECTION A DEMOGRAPHIC

1. Please indicate the age group to which you belong

30 and below	1
31 – 40	2
41 – 50	3
51 and older	4

2. Please indicate your experience as principal/educator

1 – 5 years	1
6 – 7 years	2
11 – 15 years	3
16 – 20 years	4
21 and over	5

3. Please indicate your highest academic qualification

BA	1
BA (Hons)	2
BEDEM (Hons)	3
Bsc (Hons)	4
MA	5
MED	6
Others	7

4. Please indicate your highest professional qualification

LPTC	1
HPTC	2
PTC	3
STD	4
HED	5
FDE	6
UED	7
HDE	8
Others (specify)	9

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SECTION B

To what extent do you Agree or Disagree with each of the following statements regarding the management style of the principal affecting learner performance: (please indicate with an X)

	Strongly agree	Agree	Not sure	Disagree	Strongly Disagre
5. Principal's management style has an impact on learners performance	1	2	3	4	5
6. The principal is the key to school effectiveness	1	2	3	4	5
7. If students are performing to the best of their ability, one can point to the principal's leadership as a key to success	1	2	3	4	5
8 The principals' success depends on the teachers' performance	1	2	3	4	5
9. The principals' behaviour towards educators has effect towards learners performance	1	2	3	4	5
10. The teacher's behaviour towards principals has effect on learners performance	1	2	3	4	5
11. The management style of school principals motivates teachers to work very hard	1	2	3	4	5
12. Autocratic style of management is best in making teachers to work towards school effectiveness	1	2	3	4	5
13. The effectiveness of a school depends on how principals and teachers relate to each other	1	2	3	4	5
14. An authoritative principal destroys the school's level of performance	1	2	3	4	5
15. A democratic principal gives the school a chance to perform effectively	1	2	3	4	5
16. A feeling of belonging by teachers increases the feeling of working towards effectiveness	1	2	3	4	5
17. Teamwork plays an important role on learner performance	1	2	3	4	5
18. School effectiveness depends on the relationship between learners, teacher and the principals	1	2	3	4	5
19. The greatest leader is willing to develop his subordinate to the point that they eventually surpass him or her in knowledge	1	2	3	4	5

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20. Teachers from superior is essential if a school is to be effective	1	2	3	4	5
22. The principal's management style should be considerate to both task and people	1	2	3	4	5
23. The principal's attitude towards his or subordinates has an impact on learner performance	1	2	3	4	5
24. Leadership ability is the lid that determines a person's level of effectiveness	1	2	3	4	5
25. To produce good results principals expect their educators to work under pressure e.g work even though they do not receive any incentives	1	2	3	4	5
26. The principal should develop accountability for learner results, beginning with himself	1	2	3	4	5
27. Excellent principals offer creative ideas for school improvement	1	2	3	4	5
28. A test of a leader is the ability to recognize a problem before it becomes an emergency	1	2	3	4	5
29. A great principal must put what is best for others ahead of what is best for him.	1	2	3	4	5
30. Principals should know basic human needs for improvement of learner performance.	1	2	3	4	5
31. For excellent performance in schools principals should create a healthy environment in class.	1	2	3	4	5
32. Treating every learner in class in the same manner leads to excellence learner performance.	1	2	3	4	5
33. Educator knowledge of subject matter affects learner performance.	1	2	3	4	5
34. Poor learner performance is a result of poor educator performance.	1	2	3	4	5
35. Principals in effective schools follow their year plan despite problems in schools.	1	2	3	4	5
36. Constructive criticism sometimes negatively affects leaner performance in a school.	1	2	3	4	5
37. The School Governing Body should determine how principal must manage their schools in order to produce good results.	1	2	3	4	5
38. A grace giver principal promotes laziness	1	2	3	4	5
39. Educators who are highly qualified give the school a chance to perform well	1	2	3	4	5
40. It is not how hard principal's work but how smart they work to improve the school effectiveness	1	2	3	4	5
41. Principals should ask educators to reform before they reform themselves	1	2	3	4	5
42. Principals should encourage hard work irrespective of the conditions of service in a school	1	2	3	4	5

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43. Principals should use democratic type of leadership to produce better learner performance results	1	2	3	4	5
44. It is not necessary for school manager to offer lessons in any class	1	2	3	4	5
45. A school always performs better if the principal is also involved in actual teaching	1	2	3	4	5
46. If the principal is a jack of all trade, teachers and learners perform better	1	2	3	4	5
47. The tone of the school is always determined by the presence of the principal of that school	1	2	3	4	5
48. Principals who do not delegate responsibilities to educators find it easy to manage their schools than those who leave things in teachers' hands	1	2	3	4	5

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