LEADERSHIP IN SCHOOLS AND ITS IMPACT IN GRADE TWELVE (12) RESULTS IN

SEKGOSESE WEST CIRCUIT (BOTLOKWA) IN LIMPOPO PROVINCE

BY

TSHEBEDI JOHANNES MORIFI

MINI – DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS

OF THE DEGREE OF MASTER OF DEVELOPMENT IN THE FACULTY OF

LEADERSHIP AND LAW AT THE UNIVERSITY OF LIMPOPO

SUPERVISOR: PROF. M P SEBOLA

YEAR: 2012

DECLARATION

I   Morifi   Tshebedi   J   declare that the mini-dissertation hereby submitted to the
University of Limpopo for the degree of Masters of Development (MDEV) degree in
"Leadership in schools and its impact in grade 12 results in Sekgosese West Circuit in
Limpopo" is my original work in design and execution and that all sources cited have
been duly acknowledged.

_____   _____

Signature   Date

ABSTRACT

This study explores leadership in schools and its impact in grade twelve results productive school culture, and focuses on school leadership at selected schools in the Sekgosese West Circuit at Capricorn District in the Limpopo Province. Leadership plays a vital role in the functioning of any organisation, be it in business or in education, and the concept of leadership has become more prominent over the last decade. In order to develop a better understanding of leadership, a literature review is conducted. This review highlights the differences between leadership and management, and explores different leadership styles.

This study finds that leadership challenges pose a serious threat to the attainment of good results in grade twelve (12) in Sekgosese West Circuit. These challenges emanate from a variety of factors such as lack of discipline, dysfunctional School Management Team, Involvement of parents, culture of teaching and learning, curriculum and possible solutions to leadership.

Further, administering schools in a democratic fashion still pose tremendous challenges to the school leadership as a whole. It seems as if some schools which are part of this investigation still struggle to adjust to a democratic dispensation. This research therefore concludes that school leaders need to ensure that they are both good managers and effective leaders. They must also ensure that the culture at their schools is conducive for teaching and learning.

ACKNOWLEDGEMENTS

I would like to thank Jehova God, the Almighty, Omnipresence who gave me wisdom and strength to register this degree. His love and favour sustained me until I completed this mini – dissertation.

My sincere gratitude goes to my family who stood by my side through thick and thin. Special thanks to my lovely wife Mokgadi Morifi, my son Karabo, and two daughters Kgwerano and Mogau. You have been so understanding as I sometimes miss that precious family time. Your dedication to this family and compromises will bear much fruit in due season.

I would also like to thank the following people for their maximum support during my mini - dissertation study:
My mother Rosina Makgabo Madikoto for her parental role and guidance together with my siblings Marriet Makhongela, Alfred Madikoto and Khomotso Beauty Dikgale.

I wish to thank and appreciate my supervisor, Professor Sebola M P for his maximum support, mentoring role, his expertise, professionalism, hardwork and patience with me are much appreciated.

My appreciation goes to my Circuit Manager, Principals of visited schools in Sekgosese West Circuit, Heads of Departments, Educators and Learners for taking their time to answer the research interview questionnaire with diligence and honesty.

To Kgohloane Baptist church and the entire Baptist family your contribution is not in vain, keep doing well to many other fellow Christians after me.

To all the participants who made this study possible by providing vital information for its success. There could not be a research without you, and I therefore thank you very much.

DEDICATION

This study is dedicated to my wife Mogadi Morifi, my son Karabo, my daughters Kgwerano and Mogau for their unconditional support and encouragement.

LIST OF APPENDICES

APPENDIX A: Structured Interview Questionnaire

APPENDIX B: Application letter to the Circuit Manager, Recommendation letter
from the Circuit Manager, Approval letter from Limpopo Head of
Education Department .

LIST OF ABBREVIATIONS

ACE – Advanced Certificate in Education

ASER – Age Specific Enrolment Ratio

CASS – Continuous Assessment

COLT – Culture of Learning and Teaching

C2005 – Curriculum 2005

DoE – Department of Education

EEA – Employment of Educators Act

ELRC – Education Labour Relation Council

FET – Further Education and Training

GET – General Education and Training

HIV/AIDS – Human Immonodeficiency Virus and

Acquired immune Deficiency Syndrome

HOD – Head of Department

IQMS – Integrated Qualitgy Management System

LRC – Learners Representative Counsel

NCS – National Curriculum Statement

OBE – Out based Education

RSA – Republic of South Africa

RNCS – Revised National Curriculum Statement

SMT – School Management Team

SASA – South African Schools Act

SGB – School Governing Body

SMT – School Management Team

CHAPTER 3**: RESEARCH DESIGN AND METHODOLOGY**

CHAPTER FOUR: **RESEARCH FINDINGS, ANALYSIS AND INTEPRETATION**

CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSION

1. **BACKGROUND OF THE STUDY**

1.1 INTRODUCTION AND BACKGROUND

The impact of leadership in schools cannot be overemphasized as it has been there for decades. The human being's nature is that of leading or being lead in order to achieve the desired goals. According to van Knippenberg (2003:60) leadership is a process of social influence in which the leader enlists the talents and efforts of other group members and followers in order to accomplish the group's chosen task. The ending of the apartheid system of brutal oppression and racial segregation and the ushering in of a representative democracy in the early 1990's brought dramatic social changes to the nation of South Africa. The impact of these social changes has been particularly pronounced for black South Africans, as they were the most disadvantaged group during the apartheid era. Although blacks remain the most disadvantaged group today, the potential benefits of democracy and freedom are considerable for them. One of the key social changes that may benefit black South Africans is freedom to choose leaders of their own choice. These leaders are entrusted with the responsibility to manage and be accountable to their constituencies.

Political and social instability over many years has led to a crisis in the South African education system. Most black schools are characterised by the fluctuating poor grade 12 results while few schools remain consistent in producing good results because of various factors such as good and or bad management, lack of visionary leaders. Some schools are headed by ill-disciplined, incapable principals who do not care about the welfare and future of the black society hence the poor results. Good leadership normally translates into good management. Management refers to executing the daily function necessary for an organization to persist, while leadership encompasses these managerial skills as well as the visionary and inspirational skills related to changing and improving the organization (Ginsberg 2007:17).

Good leaders are usually good managers or they have the insight to surround themselves with individuals capable of doing the managerial tasks that leadership entails. It is highly important to indicate that the South African democratic government has done enough since 1994 by ensuring that every child has free and compulsory basic education. According to Taylor (2002:14) the provision of

textbooks, stationary and other cognitive resources in 2000/01 amounted to R920,2 million for the whole country especially in the former black disadvantaged schools.

Parents are key in shaping the future of their children, raising the educational standards and performance by being involved on daily basis. It is however vital to indicate that according to the Sekgosese West Circuit (2008) matric annual analysis, forty percent of schools are underperforming or dysfunctional.

The analysis is informed by the Limpopo Provincial Department of Education that indicates that any matric percentage performance of below 50% is deemed dysfunctional. Schools, therefore face a major challenge of creating a sound culture of teaching and learning in which effective education can take place and performance of learners can be improved (Langsberg 2005:35). It is imperative that challenges that are encountered by principals, teachers, and circuit managers should be thoroughly researched, accounted for and addressed.

1.2 STATEMENT OF THE PROBLEM

The major problem in the Sekgosese West Circuit seems to be the impact of school leadership especially the principal on the grade 12 results. Some schools as indicated have been performing poorly while others have done very well over a period of about two to four years. There seem to be common factors in the schools that are producing poor results while the same goes for those doing well. The emphasis in most cases is grade 12 while underestimating the value of good results in all the grades.

1.3 AIM OF THE STUDY

The aim of the study is to investigate the impact of school leadership on grade twelve results at Sekgosese West Circuit (Botlokwa) in the Limpopo Province.

1.4 OBJECTIVES

This study is based on the following objectives:

a. To identify the schools that are performing well and those that are performing poorly in grade 12 results in Sekgosese West Circuit

b. To identify the school leadership challenges that are impacting on the good or poor grade twelve results in Sekgosese West Circuit.

c. To determine the school leadership weakness and strength or strategies in impacting the grade 12 results.

d. To evaluate the impact of school leadership challenges, weaknesses and strengths.

e. To recommend solutions towards addressing the problems, of poor and good results in grade twelve.

1.5 RESEARCH QUESTIONS

The study seeks to answer the following questions:

a. Which schools in Sekgosese West Circuit are performing well and which poorly in grade twelve results?

b. What are the school leadership challenges that are impacting in the good or poor grade twelve results in Sekgosese West Circuit?

c. What are the school leadership weaknesses and strength that are impacting in poor or good grade 12 results.

d. What are the impacts of school leadership challenges, weaknesses and strength in the poor or and good grade twelve results?

e. What are the recommended solutions towards addressing the impact of school leadership that contribute on poor and or good grade 12 results?

1.6 DEFINITION OF CONCEPTS

1.6.1 **Leadership** is the ability to create a shared agenda and vision that is capable of transforming the status quo, as well as the rare ability of enrolling people into the vision and galvanizing support for it (Mbigi 2005:222).

1.6.2 **Management** refers to people who run and control a business, school or similar organization (Hornby 2001:717).

1.6.3 **School** refers to the place where people go to learn a particular subject or skill or be educated (Hornby 2001:1051).

1.6.4 **Grade twelve** refers to the final year of high school. It is commonly referred to as matric, which is itself short for matriculation. This also refers to the minimum requirement for progressing to University. (Wikipedia 1998:2)

3

1.6.5   **Grade** is a term in the School Act to indicate a particular school year. There are now twelve grades, from grade one to grade twelve (SASA 1997:VII)

1.7   RESEARCH DESIGN

1.7.1 CHOICE AND RATIONALE OF THE DESIGN.

deVos (2002:268) indicates that qualitative research is the research that elicits participants' beliefs and values that underlie the phenomenon. Qualitative research is concerned with viewpoints, facts and perceptions. For the purpose of this study, qualitative research will be used in order to get viewpoints, perceptions from participants. Based on the data collected the researcher will analyse and make sense of the information. Case studies will also be considered for the study because they are mostly associated with a qualitative research design.

1.8   RESEARCH METHODOLOGY

1.8.1   STUDY AREA

The study will be conducted at Sekgosese West Circuit (Botlokwa) in Limpopo province situated at about 60 km north of Polokwane city along the N1 road. The area is rural in nature and is found within the jurisdiction of Capricorn Municipality District. This circuit comprises of several rural villages which are nucleated rural settlement under the tribal leadership of KgoshiMachaka in Molemole local Municipality. There are various villages under his jurisdiction which are headed by Indunas inducted by the king the purposes of smooth administrative.

The population is estimated at about 30000 in number of which the majority are young people. Though these villages are rural in nature they have secondary and tertiary activities that are normally practices in urban settlements such as education, businesses, doctors and contemporary infrastructure. The people living in these villages are generally poor and the majority of them depend on social grants.

There are only ten Secondary/ High-schools in Sekgosese West Circuit. The researcher has decided to select the two best performing schools and two poor performing schools in order to compare the influence or impact of school leadership.Some learners are orphans due to the impact of HIV/AIDS and this

exacerbates the alarming numbers in teenage pregnancy, alcohol and drug abuse and high death rate.

1.9 POPULATION

deVos (2006:193) defines a population of a study as the total set from which the individuals or units are chosen. The schools which the researcher will be concentrating on will be the two schools which are performing well and the two which are performing poorly looking into the impact of school leadership.

For the purpose of this study, the researcher will collect empirical data from the following five population categories:

> a. School Principals
>
> b. Educators
>
> c. Circuit Manager
>
> d. Heads of Departments
>
> e. Learners

1.10 SAMPLE SIZE AND SELECTION METHOD

deVos (2006:193) defines a sample as a small portion of the total set of objects, events or persons which together comprise the subject of a study. Sampling is the process of selecting things or objects when it is possible to have knowledge of a larger collection of these objects. In social research sampling refers to sampling procedures which involve some form of random selection of elements from a target population (Mouton 1996:65). The aim of sampling in social research is to produce representative selections of population elements.

For the purpose of this study, four schools within the Sekgosese West Circuit will be sampled. The researcher will interview four principals from the local schools, four educators from each of those local schools and one Circuit Manager from Sekgosese West Circuit.

The researcher will use the purposive sampling method since there are the two best performing schools selected and two poor performing schools selected which are purposively sampled. It will be used because the units of analysis have specific

characteristics. The study will be conducted whilst the researcher is studying part time, is employed full time and has no budget to conduct the research.

1.11 DATA COLLECTION METHODS

Data will be collected in the form of a **self-administered open ended and closed questionnaire and unstructured interviews.**

1.11.1 Structured interviews

Questionnaires were handed out to the five learners, five educators, five HOD's, five principal and one circuit manager in the same five secondary schools from which the interviewees were drawn.Open-ended questions in the questionnaire provided will be asked since they provide rich and complex data. In this regard the researcher will supply the response options to the person. The information based on Principals', HODs', Teachers', Learners' and Circuit Managers' perceptions will be collected.

1.11.2 Unstructured interviews

Unstructured personal face-to-face interviews will be conducted with school principals of the five schools, as well as a selected circuit manager.The researcher will observe activities of the stakeholders mentioned above for the purpose of the study. The researcher was taking down some notes in the process which will later be analysed when drawing up some conclusions.

1.12 DATA ANALYSIS METHODS

In this case, information gathered from the structured interviews and completed questionnaires with references to the impact of school leadership on the grade twelve results at Sekgosese West Circuit will be grouped on the basis of the population examined and then compared.

Deductive data analysis will be used in which extensive recording of responses will be made and the researcher will sort responses into categories of emerging themes and make inferences accordingly.

Data will be organized and drawn together through the discovery of patterns and themes. An outline of generalized causation and a logical reasoning process, based on

the categorisation and organisation of qualitative data will be made as a description of the tables and graphs.

1.13 ETHICAL CONSIDERATION

The researcher should ensure that he complies with all ethical issues or considerations in order to protect the respondent and the researcher.

1.14.1 **Voluntary participation**

The respondents will be made aware that their participation is voluntary and that they will be free to withdraw without any penalty. They will also be informed about the purpose of the research and the way the information will be used. The participants will first familiarised themselves with the nature of the instrument, i.e. the questionnaire.

1.14.2 **Privacy / confidentiality**

Their confidentiality and anonymity will be respected under all circumstances. The respondents may also be informed about the outcome of the research. The respondents' privacy, autonomy, dignity and basic human rights as individuals will be respected.

1.14.3 **Social value / protection from harm**

The results of this study will benefit the community in addressing the school management and leadership challenges that impact positively or negatively in the general livelihood of the society.The researcher's priority will be to protect the rights of those who cannot protect themselves.

1.15   SIGNIFICANCE OF THE STUDY

- Packaged solutions and recommendations will be forwarded to the Provincial Department of Education and to the National Department of Education which deals with the quality of education and management and the improvements of grade twelve results which translate into better life for all.

- This study will further encourage the provincial and national government to develop the strategies which are to empower all school managers and leaders.

- The study will help researchers with content knowledge. This research document will be accessible to researchers especially in school libraries, circuit offices and on the University of Limpopo main campus.

- This research will serve as reservoir of knowledge for the community at large since it will be made available in the community library.

1.16 **OUTLINE OF RESEARCH REPORT**

The outline of the research will take the following format.

Chapter 1: Introduction

Chapter one will outline the background, rationale for the study, which will form the basis for the understanding of the proposed research. The statement of the problem will follow and an indication of the research question will be outlined together with the objective of the study.

Chapter 2: Literature Review

This chapter will review the existing literature and basically presents the most authoritative scholarship on the research problem which is relevant to the topic under study.

Chapter 3: Research Design and Methodology

This chapter will outline the research design and methodology that would be followed in the research process in order to investigate the problem identified in chapter one. The chapter will also identify the target group, sampling method and size of the population and finally the research techniques.

Chapter 4: Data Analysis

This chapter will discuss how the collected data will be analysed. The research will determine and select from the data set exactly that data which is helpful in unpacking the impact of the school leadership in the grade twelve results. The research will filter the massive amount of data available using the data filtering techniques which is critical to the research.

Chapter 5: Conclusion and Recommendations

The study will summarise all the discussions above linking the aims and the objectives of the study to the data collected and integrating the reviewed literature.

In this chapter the main conclusions of the study will be drawn and recommendations will be made against the issues raised. Issues for further research will be identified.

1.17 **CONCLUSION**

This chapter clarifies the main objective of the study which is to investigate the leadership in schools and its impact in grade twelve results at Sekgosese West Circuit (Botlokwa) in the Limpopo Provinceand it describes the approach taken toachieve this objective. This study is motivated by the need to improve and produce better results in grade twelve which at the moment are very poor, to say the least. In the following chapter, local aswell as international literature will be reviewed to examine the leadership challenges in schools and possible solutions.

CHAPTER 2

2. LITERATURE REVIEW

2.1 **INTRODUCTION**

The close relationship between successful leadership and effective schools is widely recognised by the Commonwealth Secretariat 1996, National College for School Leadership 2001(Bush, 2003:3). There is also an increasing understanding that 'leaders are made not born' and that management development is essential if schools are to have the high quality leadership that their learners, educators and communities deserve. Tsukudu and Taylor (1995:108 - 109) examined the training opportunities available to South African principals in the early 1990s and concluded that they were inadequate: In many instances, head teachers come to headship without having been prepared for their new role. As a result, they often have to rely on experience and common sense only. However, such are the demands being made upon managers now, including head teachers that acquiring management expertise can no longer be left to common sense and character alone; management development support is needed.

Lapointe and Hallinger (2005:5) demonstrated to what extent the leadership of the school principal can influence the atmosphere in the school and the classroom as well as in students' academic achievements. Where the entire school is concerned, the role of the principal is often considered essential in supporting the implementation of an innovation and in facilitating the use of ICT (Owens, 2004:25).

In education, the past fourteen years has meant a major overhaul of the apartheid education system. One national and nine provincial education departments have been created out of 18 fragmented departments based on race and ethnicity such as Lebowa, Gazankulu, Venda, Bophuthatswana, KaNgwane, Transkei, Ciskei, Transvaal, Orange Free State etc. without different budget allocation based on race or colour. Currently budgeting processes are no longer based on race and the curriculum no longer reflects the values of a white minority. Major gains include improved access, accelerated provisioning of school infrastructure, more equitable distribution of resources, improved learner-educator ratios, the introduction of school nutrition programmes and the establishment of democratically elected school governing bodies (Nelson Mandela Foundation, 2005). However, rural education lags behind educational development in other parts of the country. This is despite the fact that the

vast majority of school-going children in South Africa live in poverty stricken rural areas. The poor quality of education in rural areas is integrally linked to inadequate training of educators, infrastructure, nutrition and health.

With so many resources channeled in education for rural communities there seems to be unwillingness on the part of some stakeholders to take up responsibility to ensure progress hence the pass percentage over the years has been low. In addition, some educators at some schools arrive late frequently, and learners complain about educators who do not turn up for lessons. It is hard to understand how teaching and learning can take place in such a situation. Based on the above scenario, the researcher was prompted to investigate the leadership styles within these schools in order to understand or establish how effective or ineffective the leaders are in carrying out their responsibilities, and how they contribute towards the establishment of a culture of teaching and learning. The researcher will further look at the challenges of school leadership, and its solutions within the South African context. The researcher strongly believes that leadership is the backbone of any organization, and as such it has an influence on the school as a whole. The purpose of the study in this chapter will be to check the impact made by school leadership and management, challenges of school leadership, dysfunctional School Management Teams, discipline, curriculum changes, regional and global perspective on school leadership challenges and possible solutions.

2.2 LEADERSHIP, MANAGEMENT AND EDUCATION

Leadership is essentially the process of building and maintaining a sense of vision, culture andinterpersonal relationships, whereas management is the co-ordination, support and monitoring of organisational activities. To enact both roles successfully requires a careful balancing act (Day, Harris & Hadfield, and 2001:6). Leadership is about having vision and articulating it, ordering priorities, motivating others to go along with one's decisions, constantly reviewing what one does and holding onto that which one values. It is imperative to indicate that a good leader is a good listener, one who is able to accommodate other peoples' views and must be able to command a situation or put his/her foot down. To Hodgkinson (1991:49) the concept of leadership is variable, impenetrable, and elusive and delusive. He says that to understand the theory and practice of leadership we must acknowledge thatleadership

encompasses education management. Hodgkinson (1991:30) defines leadership as moving someone towards goals through organization and it can be done well, badly or in differently. Such a definition stresses that leadership, and being a leader, is about what people do and not what they are.

Leadership then becomes a distributed responsibility. Distributed leadership among senior management, educators and learners requires routines and management tools of various sorts in the school such as scheduling procedures, evaluation protocols and sharing of information (Spillane, 2006:34). The culture of schools and the diversity of those that lead them have not always kept pace with the growing diversity in the educator and learner population. Ryan (2005:55) examines leadership as a collective influence process to promote inclusion. Schools which Sergiovanni (1994:35) considers as much as communities and organizations, are built through a process of debate, dialogue and interaction between individuals and collectives, leading to the implementation of values and perspectives of all role players.

Davidoff (1997:156) indicates that leadership is essentially about moving forward, and having a sense of direction. The movement forward should be inclusive of all the important stakeholders. However if there is too much movement, too much activity and too much challenge, it is very likely that there will be a loss of direction, and insufficient stability in the school. It is about ensuring that the school does not get stuck in a rut or become stale and reactive. Good leadership will be aware of the school in relation to its immediate and broader context and will constantly be seeking ways of making the distributions of school more relevant, more purposeful.

In this democratic era, school principals are expected to do away with autocratic approaches and to provide leadership. They need to understand departmental policies, which encourage collective leadership, and this could be achieved if they establish school-based management teams. It is for this reason that the Department of Education is committed to conducting various workshops around Limpopo Province to capacitate the principals with relevant skills. The skills acquired will assist them in reassessing the existing school culture, to see if they are in line with the democratic norms of this country. According to Bohoris and Vorria (2006:2) principals are the people to whom this management task is assigned and it is generally thought that they

achieve the desired goals through the key functions of planning and budgeting, organizing and staffing, problem solving and controlling. Leaders on the other hand set a direction, align people, motivate and inspire.

Bloch (2011:148) indicates that the Eastern Cape demonstrates the worst of what poor leadership and delivery can mean. The Department of Basic Education confirms that there was a complete breakdown in management of education in that region, which is why the national government ultimately intervened and took over education there hence the overall matric results are so poor year in and year out. But it seems as if "leadership" is becoming more preferable to "management". It is important that a distinction be made between these two concepts, as they are easily confused, and sometimes used interchangeably. Management as defined by Malan (2000:123) is just one of the processes of leadership. It is more concerned with carrying out policies and handling the day-to-day routine functions and activities of the school to keep it running smoothly, whereas leadership is more concerned with issues above the routine directions and focuses on creating a vision for the future state of affairs. Management is also and very importantly about looking after the people in the school (Davidoff, 1997:157). If we are too intent on doing the right things out there and not sufficiently aware of how they are being done and how people feel about doing them, those deeds will probably be accomplished in a less than effective way.

Leadership and management are both the role to be played by school leaders. Although there has been much debate over their differences, these terms tend to be used interchangeably. Managers carry out the responsibilities of their official positions, and exercise authority, thus handling their day-to-day activities. Leaders, on the other hand, are concerned with issues over and above the routine directives of the organization and focus on creating a vision of the future. School leaders in a dynamic and changing South African society must be both good managers and skilled leaders. Therefore, both leadership and management are crucial aspects in effective leading. Leadership and management are about balance, equipoise that is about holding the centre, having a picture of the whole, attending to the parts, moving forward when it is time to move forward, staying put when it's time to reflect, understand and consolidate (Munroe, 2009: 35 -37).

Apart from trust, leadership encompasses wise decision-making and problem solving. To this end Sizemore (1990:22) contends that taking a wise decision is when a leader is able to "diagnose" the issue at hand and arrive at a decision that is technically sound and maximally feasible. In shared decision-making, the school leader should consider the nature of the problem as well as the ability of his members of staff to make a sound decision. He or she must discern what is negotiable and that which is non-negotiable. Leadership that is not effective is almost the same as having none.

2.3 THE IMPACT OF SCHOOL LEADERSHIP ON GRADE 12 RESULTS

There is increasing recognition that effective leadership and management are vital if schools are to be successful in providing good learning opportunities for students. There is also emerging evidence that high quality leadership makes a significant difference to school improvement and learning outcomes. Huber (2004:1-2) claims that 'schools classified as successful possess a competent and sound school leadership' and adds that 'failure often correlates with inadequate school leadership'. Leithwood *et al*. (2006:4) shows that 'school leadership is second only to classroom teaching as an influence on pupil learning'. They conclude that 'there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership' (Leithwood *et al*. 2006:5). There is also a significant body of South African literature supporting the view that effective leadership and management are essential to develop good schools (Bush *et al*.2010, Christie, 2001; 2010, Department of Education, 1996, Roberts & Roach, 2006). Mathibe (2007:523) says that South African principals 'are not appropriately skilled and trained for school management and leadership'. Daresh and Male's (2000:55) comparative study of English and US principals demonstrates that heads experience a 'culture shock' as they cross the threshold from teaching into principalship. Effective preparation is one way of reducing the 'shock' and helping leaders to cope.Huber (2004:43) suggests that effective leadership is likely to promote favourable school and learner outcomes.

In his address to the province the MEC for Education in Limpopo during the matric results announcement in January 2011 indicated that "it remains important that our schools management need competent principals to function effectively and efficiently. Quality classroom practice needs pedagogically strengthened educators to complete

the curriculum and ensure assessment and monitoring of their own work. To ensure proper monitoring and support to our schools, we are training 134 circuit managers to improve their managerial skills. The overriding aim of the circuit improvement programme is self explanatory to introduce profound and sustainable changes with the way schools are managed, monitored and supported administratively and educationally".

2.4 CHALLENGES OF SCHOOL LEADERSHIP

South African are told that this new democracy requires responsibility by an educated citizenry as the nation strives to rectify the reality of injustice suffered in the apartheid era. On the other hand, poverty, lack of facilities and resources, lack of management and leadership experience and various other inequalities still pervade the education system. The emphasis will be on the culture of learning and teaching, dysfunctional School Management Teams, discipline and curriculum changes.

2.4.1 The culture of learning and teaching

The concept of a "culture of learning and teaching" is widely being used in the education context of South Africa. In general it refers to the attitude of all the role players towards teaching and learning and the presence of quality teaching and learning processes in schools. Davidoff and Lazarus (1997:43) mentioned aspects such as: where all role players value the processes of teaching and learning, where practices reflect a commitment to teaching and learning, where the resources needed to facilitate this process are available, where the school is structured to facilitate these processes of a sound culture of learning and teaching.

(Blauw, 1998:8-9, Chisholm &Vally, 1996:5-30) state the following as factors that contribute to the lack of a sound culture of learning and teaching in some schools:

- Negative attitudes amongst learners and educators which are remnants from the opposition against the segregated education system of the apartheid era.
- The poor state of repair of school buildings and facilities.
- Large shortcomings in the provision of resources, facilities and equipment.
- Overcrowded classrooms.

15

- The lack of management skills needed to deal with the challenges of school management which are crucial to forming a sound culture of learning and teaching in a school.

- Poor relationships among principals, educators, learners and parents.

A poor culture of learning and teaching in a school refers to a school situation where proper teaching and learning has broken down. According to Chisholm and Vally (1996:1) the collapse of a culture of learningand teaching is most pronounced in secondary schools. Although schools with a lack of a culture of learning and teaching should be understood within their contexts, the following are common observable features of a poor or missing culture of learning and teaching: weak/poor attendance, educators who do not have the desire to teach, tensions among the various elements of the school community, vandalism, drug abuse, high dropout rate, poor school results, weak and the poor state of buildings, facilities and resources. At the base of these features lies the absence of a sound philosophy, values and norms which shapes the deeper attitude of the role players in the school with regard to education and schooling in general. On the other hand schools with a sound culture of learning and teaching will display certain common characteristics: a positive school climate, sound classroom environments, sound home–school relations, effective leadership, management and administration, neat buildings and facilities, availability of resources, high professional standards by educators, healthy relationships among all role players, order and discipline, effective instructional leadership and a shared sense of purpose.

School cultures have a profound impact on how curriculum matters, school effectiveness and relationship issues are introduced and resolved in the school (Moloi, 2005:91). According to Moloi, 2005:91 the challenge for educators and principals is to think differently, especially where cultures of no work exist in the school. Such culture of no work must be abandoned in favour of the development of a more collaborative work. Further acknowledgement is maintained in the fact that to promote a winning culture, the principal should ensure that the school culture is celebrated. Principals should ensure that educators, parents and learners are motivated to perform their tasks with dedication and passion.

2.4.2 The impact of the dysfunctional School Management Team

The School Management Team represents the school's management structure which is responsible for the day to day running of the school and for putting the school's policies into operation. The School Management Team is also responsible for working out how the school can be categorized best to bring about the vision of the school community (DoE, 2000:8). It is composed of the Principal, Deputy Principal(s), Head of Departments and or Senior Teachers. The School Management Team size varies depending on the staff – learners' population. The benefit of such a management team is that it maximizes a leader's potential while minimizing his/her weaknesses. It also provides multiple perspectives on how to meet a need or reach a goal thus devising several alternatives for each other.

The School Management Team has a day to day responsibility for the professional and operational management of the school, under the leadership of the Principal (DoE, 2002:24). This means making sure that policies agreed on by the school governing body are put into practice, that all areas in the school function effectively and that people work productively towards achieving the school's vision and mission. This determines to a great extent, the school's success or failure when change is implemented (Hall, 1998:48).This team has the capacity to fail or to pass the school depending on the functionality of the team as a whole. The practice in most schools is that the composition of this team dates back to the old era and as such men and women that are leading most schools are not conversant with the current trends and developments. As a matter of principle and policy this team should be capacitated to carry its mandate in ensuring that it manages and also helps the leader to achieve the desired goals meant for the school. The observation made by the researcher seems to suggest that the school with a good leader and focused management is likely to produce good results in grade twelve while the school with a poor leader and disorganized management will obtain poor results.

The Department of Education's starting point is that teaching and the management of schools are fundamentally different jobs requiring different skills. It asserts that it is imperative that a vocational professional development programme and qualification be introduced. This is to ensure that those who are employed as principals in government schools are fit for the job. Whether this approach, and the holistic

17

package outlined, will be able to address the evident problems of school management and leadership poses a research question of critical importance.There is limited material on the management of teaching and learning but there is a developing awareness of its significance for South African schools. Christie (2005:37) for example, asserts that learning is the central purpose of schooling and notes that it has four dimensions: student learning, teacher learning, organisational learning and the principal as the 'lead learner'. She concludes that 'leading learning is very complex and challenging'. The importance of leadership and management in a school situation cannot be overemphasized however every progressive institution needs a manager who sticks to his/her guns in order to obtain good results. It is well known that results in the Limpopo province are bad every year compared to the other provinces and the bottom line seems to be a lack of will, bad culture of work and incapacity to execute their responsibility without monitoring. In essence one can summarize it by saying that what we observe provincially and regionally manifests itself in various local schools. It is also vital to point that in the mist of many bad things happening there are also determined leaders and managers who are producing excellent grade twelve results.

2.4.3 Discipline

Discipline is the practice of care and respect for others and self. It is about safe guarding the rights of people who are exposed to uncooperative, aggressive or blocking responses by others' (Humphrey 1998:10). In support of this Oosthuizen, Roux and van der Walt (2003:51) are of the opinion that the application of discipline should not be construed as solely as clamp-down on unruly, mischievous and disruptive behavior, but as a means of entering into a loving, caring and guiding relationship with learners. According to the South African Schools Act, 84 of 1996 section 11(2), discipline should be corrective and nurturing. In managing discipline in the classroom teachers have to remove other forms of punishment harmful to learners' self-esteem. This implies that physical punishment as well as emotional castigation has no place in the classroom. Positive, constructive discipline should promote the development of self-discipline. In a positive sense in a scholastic environment, the word discipline actually refers to learning, regulated scholarship, guidance and orderliness (Mabeba & Prinsloo, 2000:34).

This can be achieved if teachers can model true discipline for the learner to emulate (Oosthuizen et al, 2003:466). The management of discipline therefore calls on teachers to make children feel emotionally comfortable and physically safe so that the learners can develop self-discipline (intrinsic discipline) and accountability in their action. Every teacher has to create an environment in which each learner is guided towards an attitude of caring and discovers that teachers should improve ways they relate and work with learners by working in a collaborative manner.

The abolition of corporal punishment was met with mixed reaction. Some educators and parents were very positive about it and felt that this Act merely reflected the RSA Constitution, which states that `No person shall be subjected to torture of any kind, nor shall any person be treated or punished in a cruel, inhuman or degrading way.' Others were very concerned because they felt that there were no viable alternatives to corporal punishment: `The abolition of corporal punishment in schools has left a gap which cannot be filled and this has led to all kinds of disciplinary problems in schools' (Oosthuizen 2002:4). These discipline problems refer to disruptive behaviour that affects the fundamental rights of the learner to feel safe and to be treated with respect in the learning environment (Rodgers 1994:151).

In addition to this, in 1998 Outcomes-Based Education (OBE), which includes an entirely new curriculum, was introduced in South African classrooms. One of the fundamental aspects of OBE and the new `Curriculum 2005' is group work, where the educator's focus and attention is spread across the classroom to as many as ten groups of six learners. Many educators claim that the introduction of extensive group work has exacerbated the discipline problem. It appears thatoften learners do not have the self-discipline to work together harmoniously without the constant close supervision of the educator. The combination of these factors has led to a situation where it is felt that discipline has collapsed in many South African schools (Joubert &Prinsloo, 1999:55) and the measures proposed by the Department of Education are wholly inadequate.

The issue of learner discipline is widely regarded as having its roots in the years of protest against the apartheid government. As Bush and Anderson (2003:95) note, 'one of the "weapons" of the black majority was for youngsters to "strike" and demonstrate

against the policies of the white government'. This made it difficult to establish a culture of teaching and learning (Bush and Anderson, 2003:64) and led to an emphasis on learners' rights (Enslin and Pendlebury, 2000:32). McLennan (2000: 33) links these issues together in her study of schools in Gauteng: 'Discipline and the lack of a culture of teaching andlearning was another common issue. In township schools, there was a culture of entitlement which made (students) unwilling to do any work'. Mukhumo (2002:295), Pienaar (2003:22) and Porteus, Vally and Ruth (2002:68) claim that the 'burning issue' is the abolition of corporal punishment with no effective alternative measures provided to ensure classroom discipline. Most authors do not draw out the management implications of their research, but Harber and Trafford's (1999:59) study of a formerly white school in Durban shows how the institutional structures and organisational culture of the school were changed to improve communication and to involve pupils in democratic decision-making.

There is a general acceptance that teacher reliability and punctuality are problems that contribute to a weak culture of teaching and learning and are likely to impact negatively on learner attitudes and discipline. However, the evidence on which this assessment is based is largely anecdotal. While Jansen (2004:29) and Peacock and Rawson (2001:56) deal with aspects of teacher competence and professionalism, there are few sources that directly address the issue of teacher reliability, or consider management strategies for dealing with this problem.

The Department of Education (2000:22) declared that parents should take responsibility for the discipline of their children at home as well as becoming involved in the activities both of the child and the school. Kruger (1999:8) goes a step further in saying that, by becoming involved with their children, parents are likely to ensure that the values, direction and the character of the community are established and maintained at school. Schulze and Dzivhani (2002:129) concur, stating that schools should consider establishing programmes where parents can develop strategies to maintain discipline at home, in order that there can be better discipline at school.

Berger (1991:3) states that 'children whose parents help them at home do better at school. Those whose parents participate in school activities are better behaved and

more diligent in their efforts to learn.' Romi and Freud (1999:61) concluded that increased parental and student involvement in the school's discipline-related policies was essential in terms of improving discipline levels in the school as a whole. Mayer (2002:90) found that parental involvement and support helped classroom rules to be more effective.

2.4.4 **Curriculum**

Curriculum is the way in which educational aims are realized in practice and it includes contents and methods and in its broadest sense, a review of the implementation thereof, in situations and accompanying problems (Carl, 2010:10). Curriculum definition does not solve curriculum problems, but rather offers a perspective from which the problems may be looked at. The democratisation of South Africa in 1994 heralded a political dispensation that, of necessity, had to heal the inequities and inequalities of apartheid. For the very first time the education system, which had previously been distinguished and differentiated by racial categories, was expected to operate under a national education system. An Outcome-Based Education (OBE) system (which continues to gather harsh, and sometimes justified, criticism) was adopted as an educational philosophy that would best serve the massive educational needs of the country. OBE strives for a holistic education of the child by focusing on the development of knowledge, skills, values and attitudes.

The dawn of the new curriculum in this country, namely, Curriculum 2005 (C2005) in 1997, and the Revised National Curriculum Statement (RNCS) in 2002, which are the two major curriculum policy developments in South Africa (Ramsuran & Malcolm, 2006:515), invited an assortment of reactions from the entire education fraternity. The most obvious and extensive critique of the curriculum was that of the Report of the Ministerial Review Committee, which was established to review it in 2000. The approach adopted in this study is to encompass both processes of initial introduction and the revision stages in its reference to the curriculum. This article however, reveals that despite these implementation challenges, the overwhelming majority (88%) of the teachers has not only begun to embrace it, but is also applying the OBE principles in their lessons.

This curriculum was envisaged to replace content-based education with Outcomes-Based Education and teacher-centred pedagogies with more learner-centred pedagogies. Another change was the replacement of the 42 school subjects offered to learners in South African primary schools by eight learning areas. Each learning area has curriculum-linked outcomes that learners should attain through engaging with learning activities. Since the gradual phasing-in of the new curriculum, the curriculum has undergone revision. The curriculum revision process followed a period of vociferous debate and fierce contestation as to the merits of OBE (Jansen & Christie, 1999:67). There were also other concerns, such as difficulties with implementation of the new curriculum in resource-poor contexts.Once the outcome is established the curriculum processes (learning programmes) such as design, instructional planning, teaching, assessing and the development of learning to reach the outcome can commence. Outcomes-Based Education is a results-driven approach, and grounded on the following bases (van der Horst & McDonald 1997:6): (i) it takes the learner's needs into consideration; (ii) it acknowledges human diversity by taking learners' differences into account; (iii) it is democratic and participative in nature in that parents and learners have a say in education; (iv) it focuses on responsibility; and (v) it allows learners to achieve their full potential.

The greatest challenge that still faces teacher training institutions is to adapt their training strategies and programmes not only to familiarise their students with the challenges facing them but also appropriately equipping them with the necessary tools to confront these new pedagogic demands and challenges. The National Curriculum Statement builds its learning outcomes for all grades on the critical and developmental outcomes. Most importantly, the curriculum seeks tocreate a lifelong learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen.

Curriculum has over a number of years changed with the change of government and democratic policies. It is also vital to indicate that curriculum is not just a collection of subject syllabuses, nor it is concerned only with knowledge as this is generally perceived. According to Hartshorne (1993:97) curriculum also has to do with the learning process and teaching styles, and if it is to be used for the development of the

democratic spirit, then the acquisition of knowledge should not only be a means of individual empowerment and achievement, but also a group activity of co-operative sharing. The learners should be encouraged to work together in group discussions, on assignments, in posing and solving problems, with their strengths and weaknesses being pooled.

Although efforts have been made to introduce outcomes, assessment standards and topics that are socially/personally relevant, some of the topics may not be relevant to all South Africans learners. Fullan (1991:22) argues that educational change depends on what teachers do and think and not simply on what is declared in policy. After 1994 we have witnessed a proliferation of education policies in South Africa, but there remains what Sayed & Jansen (2001:31) have termed a 'policy-practice gap'. Research into the implementation of Curriculum 2005 showed that policy intentions were not reflected in South African classrooms (Chisholm et al.1996:33; Jansen & Christie 1999:66). Short stints of teacher in-service training provided by provincial education departments proved to be inadequate for successful implementation in classrooms. It may be inferred that experiences of the GET band could also be encountered by the FET band. The inclusion of socially relevant content in the NCS for Life Sciences therefore provides no guarantee that such concerns will form part of learning programmes and classroom practice.

Much depends on how teachers respond to policy formulations. Bower (2006: 15) expresses a concern that teachers may avoid teaching some topics. He argues that there are plenty of examples of teachers subverting uncomfortable curriculum change. In a similar way, teachers may subvert the teaching of socially relevant content. Because the elaborations of assessment standards serve as guides for teachers and not as prescriptions they can avoid teaching certain topics and teach what is familiar (content of the old syllabuses). Much also depends on what will be included in or excluded from textbooks, because these remain the primary source used by teachers.

A national curriculum framework might have the best intentions but if it is not delivered in a way that engages learners so that deep learning occurs then very little will be achieved. Allen & Tanner (2005:66) suggest that curriculum change requires active learner participation and discovery-based laboratory tasks. Thornton & Sokoloff (1998:44) point out that student learning and knowledge acquisition are

enhanced with an interactive approach to teaching. Therefore, the challenge is how best to provide teachers with the required support and education so that they can effectively facilitate learning, to the extent that learners can take responsibility for their own learning. Factors that affect policy implementation are complex. Without suggesting that classroom practice should simply reflect policy, one might expect that some policy imperatives should trickle down to the teachers. The extent to which this will happen depends on a sustained programme of teacher professional development in which teachers are participants with policy-makers/departmental officials in determining what knowledge is most worth including in learning/teaching programmes.

2.5 REGIONAL AND GLOBAL PERSPECTIVE

There has always been a suspicion of intellectual work in England, but the current attack on educational research has seen academics ridiculed for 'wacky theorising' (Woodhead 2000:13) and for being too ready to engage in the 'adulation of great thinkers' such as Bourdieu, Foucault, Lyotard and Vygotsky (Tooley and Darby 1998:56). According to Lloyd 1999:13 researchers need to stop being commentators and become 'engaged in debate beyond the confines of academic journals'. Educational researchers recognize the need for the field to be self-reflexive about knowledge claims, but even if we get beyond the political rhetoric of government's attempt to bring higher education research into line, there are deeper issues about the place of critical work in education. This is encapsulated by Carr and Hartnett (1996:69) who properly understand that educational theory does not replace common sense so much as to transform it, by subjecting its beliefs and justifications to systematic criticism. In this sense, educational theorizing is always a subversive activity, self-consciously aimed at challenging the irrationality of conventional thinking in order to make educational ideas and beliefs less dependent on myths, prejudices and ideological distortions that common sense fossilizes and preserves (Carr and Hartnett 1996: 3).

The government of Zimbabwe made basic education accessible through policies of free education, compulsory education and upholding children's right to education. With a socialist philosophy, primary education was made free and this resulted in admission rates expanding dramatically (Ministry of Education, Sport and Culture,

2001). The country also became a major source of educated manpower in Southern Africa and today Zimbabwe has thousands of teachers, engineers, doctors, nurses, and other professionals working in neighbouring countries and overseas. The sad part associated with this success story is that some poor economic policies by the government created a hostile environment resulting in 'brain drain' of the country's professionals, discussed further below. The situation became worse by the drying up of donor support and the government was forced to further cut costs. All these resulted in (a) general shortage of books, science equipment and other essential learning facilities due to poor funding of schools, (b) poor students' performance due to lack of books and other teaching/learning resources, (c) low moral among teachers as a result of poor salaries and other working conditions, and (d) lack of attraction and retention of qualified teachers because of poor amenities in rural areas.

Community responses to the HIV/AIDS pandemic already include self-sacrificing home-based care for the sick and the matter-of-fact integration of orphans into already stressed extended families. Community participation - which would be vital to social development whether or not there was an HIV/AIDS crisis-must also be central to the transformation of the education delivery system in response to the challenges of HIV/AIDS. Zambia's draft HIV/AIDS strategic plan for education provides a concrete example of approaches to encouraging community participation in addressing problems related to HIV/AIDS. The plan calls for all schools and colleges to participate during the coming year in home-based care and other forms of response to the AIDS related needs of their communities (Zambia, 2001:34). Similarly, in Botswana close links are emerging between learning institutions, local NGOs and religious organizations and social and health workers.

Globalization trends are influencing the political environment as well. As one example, networks of scholars, policymakers, and private sector experts have formed around major social and political problems, such as human rights and AIDS. Such groups often have an interdisciplinary, cross-national, and cross-industry character. Another examples are multinational universities with campuses in different countries and in some cases alliances with international firms and several academic institutions. Such new ventures call for new management policies and practices, including expanded negotiation skills by those in the university (Peterson and Dill, 1997:13).

HIV/AIDS-related teacher morbidity and mortality together place substantial burdens on education systems. Since the disease has an impact on teacher trainees and trainers alike, the simple solution of expanding teacher training capacity is insufficient. In the absence of other measures, institutions may well be left short of teachers, lecturers and trainers. Alternative measures include a more systematic and extensive use of multigrade teaching (provided this is supported with necessary resources, training and supervision); greater reliance on educational broadcasting; more use of community members as supervisors - and even as teachers in areas where they have some expertise; greater use of untrained teachers in conjunction with a system of on-the-job training; the treatment of certain curricular topics in the context of co-curricular activities managed by senior students; and more extensive provision for peer education (with some teacher supervision and monitoring).

The Millennium Development Goal seeks to achieve universal primary education by ensuring that by 2015 children everywhere, boys and girls alike will be able to complete a full course of primary schooling. In South Africa the Primary Schooling is understood as seven years of education provided in schools from Grades 1 to 7. The appropriate age for primary education is seven to thirteen. However education legislation permits six-year olds to enroll in Grade 1. Given that seven to thirteen year-olds are enrolled in grades beyond grade seven, it is more applicable in the South African context to measure access to primary schooling by using the Age Specific Enrolment Ratio (ASER). In the primary education context, ASER provides a measure of seven to thirteen year olds that are enrolled in education institutions.

The South African government has undertaken a number of steps to improve access to primary education which includes: a major drive to improve access of five-year old children to Grade R, the adoption of a policy on no-fee schools (which makes it possible for over 40% of learners, equaling 5million learners in 14 000 schools to attend without paying fees) and the provision of free transport to learners who live far away from schools. At this point in time, more than 200000 learners in the country benefit from this service. The provincial education department's budgets indicate an upward trend in the allocations for the provision of learner transport, the adoption of the Primary School Nutrition Programme which provides one meal a day to primary

school learners. The Departments investigations into systems for monitoring learners attendance and initiatives to strengthen planning, as well as funds to improve schools infrastructure.

2.6 **SOLUTIONS TO SCHOOL LEADERSHIP CHALLENGES**

Despite the absence of a medical vaccine against HIV infection, society has at its disposal a `social vaccine', the vaccine of education (Vandemoortele & Delamonica 2000:22). In Zambia, for instance, the decline in the prevalence rate for 15-to-19-yearold women in Lusaka was more marked for those with secondary and higher levels of education than for those who had not proceeded beyond the primary level (Fylkesnes et al., 1999: 30). The subjects whose behaviour was documented in these studies had all, however, become sexually active in the comparatively early stages of the epidemic when the behavioural correlates of HIV/AIDS infection were less understood and relevant information was less widely available. Information about the behaviour of people who have become sexually active in more recent times, such as those in the Lusaka study, suggests that the more educated are now less vulnerable to HIV infection.

If education is a critical factor in the control and management of HIV, a number of important conclusions follow. First, every child must have access to quality primary education, in compliance with the Jomtien and Dakar Education for All goals. These children must enroll and remain in school. Although some institutions are still high-risk environments, education will give young people at least some measure of protection (Kelly and George, 2001:69). And the longer people stay in school, the greater the likelihood that they will be protected against HIV/AIDS by the `education vaccine'; while any schooling is better than none, the beneficial effects of education are most pronounced for those who have studied at the secondary or tertiary levels.
Schools and communities must be closely linked, so that students are not caught in dangerous conflicts between what they learn from teachers and what they observe in their communities. Schools can gradually contribute to greater gender equity, increased female empowerment and more substantial human rights protections within the communities they serve. In particular, they can help to eliminate all forms of AIDS-related stigma and discrimination. Empirical knowledge about HIV/AIDS does not automatically lead to changes in behaviour that will protect people against

infection. Knowledge must be complemented by attitudes and values that will lead to appropriate decisions. Education and schooling provide almost the only known antidote to HIV infection. Making this antidote universally available implies making education universally available. Commitments to education for all made at Jomtien, renewed repeatedly throughout the 1990s and reaffirmed at Dakar have become even more vital because of the need to respond to the HIV/AIDS pandemic. In the words of Nelson Mandela at the close of the XIIIth International HIV/AIDS Conference in Durban, `the time for action is now and right now'.

A better managed school is likely to yield better results in the national examinations and also position the institution in the public eye. Apart from this, such schools are likely to inculcate in pupils the fundamental building blocks of life, which are participation, commitment and development. These analogies tend to reveal the idea that schools are miniatures of institutions such as governments, parliaments and families. However, Richardson's study in Bush (1986:42) concluded that the school heads tend to underestimate the extent to which their staff wants to be involved in the decision-making process. Decision-making should therefore be people-centered, and it can only be so if every stakeholder is involved in the decision-making process. The inclusion of appropriate parties in decision-making is an ethical issue that administrators cannot ignore (Dimmock 1993:55). This view is also supported by Hopkins (1994:72), when he states that if one does too much alone, nothing gets done properly, and one may quickly get exhausted and then what was going on well may gradually deteriorate.

2.7 CONCLUSION

The end of apartheid in South Africa in 1994 and the beginning of democracy has led to numerous school leadership challenges that cannot be tackled overnight. The deployment of cadres in the government has created loopholes whereby comrades are appointed in various positions without the necessary skills. The impact of leadership in schools especially in Sekgosese West Circuit cannot be overlooked or ignored since the performance of learners in grade 12 is dropping every year and a number of schools are underperforming. Leadership in educational settings is a crowded and busy terrain both in terms of policy texts that seek to redefine roles and tasks in schools as leadership (DfEE, 1998: 23) and the growing amount of literature that

tends to be concerned with presenting and testing models of effective transformational leadership functions and behaviours.

Leadership skills can be taught and learned, yet skilled leaders continue to be in short supply (Pernick, 2001:33 -34). According to Katz (1955:12) a skill can be defined as "an ability which can bedeveloped, not necessarily inborn, and which is manifested in performance, not merely in potential". Nahavandi (2000:26) expanded on this definition by including a training dimension. Nahavandi (2000:28) further proposed that a skill is an acquired task a person develops and can change with training and experience.

Education changes the socio-cultural climate within which people live and behave. Even in the absence of any concerted effort to bring about change, education modifies certain aspects of the family and community environment. The schools are engulfed by various challenges that test the ability and sustainability of school leaders and this has a significant contribution in the general school results. Challenges such as teenage pregnancy, child headed families, HIV pandemic, drug and alcohol abuse, moral decay and many more are contributing greatly to the current state of affair in the school environment. The educators' teaching moral which is at an all-time low, lack of discipline, the inconsistent curriculum development and have taken the centre stage in the current situation at schools where results are generally poor.

The next chapter will deal with the research design and methodology which includes the completion of questionnaire that will be given to a specific target group. The target group is consisting of the Learners, Teachers, and Heads of Departments, Principals and Circuit Manager.

CHAPTER 3

3. RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The chapter provides information about the research design that was utilized in the study, a detailed report of the study area, population and the sample selection method research techniques and data collection as well as analysis. In this study a non-probability, purposive sampling method was used to identify schools and to a certain extent random sampling was used to find the learners, teachers, and heads of departments and principals of schools.

3.2 RESEARCH DESIGN

A qualitative design refers to research, which produces descriptive data, generally people's own written or spoken words. The term "qualitative research" is used to describe a set of non-statistical inquiry techniques and processes used to gather data about a social phenomenon. Its main focus is essentially on qualitative data because it seeks to solicit the opinions and perceptions of the participants with regard to the delivery of the programme in its current form. Qualitative data are based on meanings expressed through words and other symbols or metaphors (Welman and Kruger, 2000:37). Leedy and Ormrod (2010:106) describe qualitative data as referring to some collection of words, symbols, pictures or other numerical records, material or artifacts that are collected by a researcher and have relevance for the group under the study. In qualitative research the data goes beyond simple description of events and phenomena, but for creating understanding for subjective interpretation and for critical analysis as well.

Webb and Auriacombe (2006:597) believe that qualitative research refers to an approach to the study of the world which seeks to describe and analyse the behaviour of humans from the point of view of those being studied. In this regard, this research study seeks to explore, describe and interpret the leadership in school and its impact in grade 12 results at Sekgosese West Circuit. In the context of this study, case study, historical study and phenomenology was utilized, also taking into account the strengths and weaknesses of each approach. These qualitative research designs are thrust out in detail below.

3.3 STUDY AREA

The study was conducted in Limpopo Province in Sekgosese West Circuit in the Molemole Local Municipality under the Capricorn District Municipality. The Sekgosese West Circuit is consisting of ten (10) secondary schools and eighteen (18) primary schools which make a total of twenty eight (28) schools. Capricorn District has five local municipalities which are: Aganang, Blouberg, Lepelle-Nkumpi, Molemole and Polokwane.

The study area has two traditional leaders,KgoshiMachaka and KgoshiMakgato who share this vast area with about fifteen nucleated and dispersed rural villages. The area is about 60km north of Polokwane city along the N1 road.The population is estimated at about 30000 in number of which the majority are young people. The people living in these villages are generally poor and majority of them depend on social grants.

3.4 POPULATION

 (deVos et al 2005:193; Welman et al 2005:53) Somekh and Lewin (2006:347) refer to a research population as all the people or phenomena that are relevant to the study, from which a circumscribed sample will be selected for research. The targeted population for the study was the Principals of selected schools, Heads of Departments, Educators, Learners and the Circuit Manager. In this study the population was small, and the inclusion criterion was that they had to be at Sekgosese West Circuit working for at least two years and above.

3.5 SAMPLE SELECTION METHOD AND SIZE

Polit and Beck (2006:260) identify a sample as a subset of the population that has been selected to participate in a study. Somekh and Lewin (2006:218) point out that a sample is subjected to intensive scrutiny so that the total population from which it is drawn can be adequately understood. Burns and Grove (2005:350) refer to a sample as a subset of the total population that has been selected for a particular study, and they note that the members of a sample are referred to as the subjects of a study. Therefore, the sample for this study was emanating from the individuals who work directly with leadership management at Sekgosese West Circuit. The purpose of this sample is to draw in from the experiences of those who are responsible for the

leadership management. Samples are drawn because researchers want to understand the population from which they are drawn from and to explain facets of the population. A combination of non-probability sampling processes was employed in the study in the form of purposive, random sampling.

The researcher is a teacher himself and has experience of working with learners of all ages, thus he could relate to the experiences of his colleagues. Perhaps as result of this, participants seemed willing to share and discuss their problems and solutions with the researcher on a personal level during the interviews. By interacting directly with the principals and senior management, the researcher focused on what the issues or problems were regarding the maintenance of discipline, monitoring, functionality of the SMT's and the parental involvement at the level of each school as a whole.The researcher made use of purposive sampling in collecting data via interviews and questionnaires. Purposive sampling allows the researcher to choose a case because it illustrates some feature in which the researcher is interested, and in terms of its relevance to the study (Silverman, 2000:104).

A sample of twenty one (21) was utilized in the study. They were five (5) Principals, five (5) Heads of Departments, five (5) Educators, five (5) Learners and one (1) Circuit Manager. The researcher in this case focused on the shared experiences of the principals or SMT members, educators, circuit manager and the learners in order to learn how they interpret the impact of leadership in schools in Sekgosese West Circuit. The theory in this study also arises from current situations in the schools. The researcher made an effort to gather as much of the true feelings, beliefs and ideals, experiences, thoughts and actions of the participants as possible, as suggested by McMillan and Schumacher (2006:373). It was not an easy task to the principals whose schools are underperforming to agree to the interview as it seems to be a personal interrogation; however some did very well and made the work easy by pouring in the real and actual facts pertaining to the current situations at their schools.

3.6 DATA COLLECTION METHODS

The study used the following data collection methods to collect data from the primary sources, namely, structured interview questionnaires, interviews and observations.

3.6.1 Structured Interview Questionnaire

Structured interview questionnaires were handed out to principals, heads of departments, educators, learners and circuit manager in five different secondary schools from which the interviewees were drawn. This method of data collection is characterized by having a set of predetermined questions on an interview questionnaire, in which the order of questions may be varied. The questions were compiled with the help of the literature review, and were categorized into the following themes: Parental involvement in education, SMT roles and functionality, Role of discipline, monitoring, leadership challenges. The researcher made use of a combination of open-ended and closed questions to collect the data in the questionnaires.The open-ended questions gave the respondents a chance to explain what they truly felt, and avoided the limitations of pre-set categories of response. The researcher also made use of multiple-choice questions, taking the respondents' literacy levels into consideration. Welman and Kruger (2001:167) argue that one should take into consideration the command of language of the respondents when formulating the questions. Steps were taken to ensure that the language of the questionnaire was easy to understand, and that respondents knew exactly what was being asked of them.

Therefore the researcher attempted to keep the questions brief, simple to understand and to the point, without being ambiguous. Questionnaires were given by the researcher to the Principal, to be handed out to the HOD's, Educators and Learners while the Circuit Manager's questionnaire was handed to her individually. Questionnaires were left with the interviewees to be completed and collected later at a set date.

3.6.2 Unstructured Interviews and Observation

According to Patton (1990:347)"no matter what style of interviewing is used, and no matter how carefully one asks interview questions, it all comes to naught if the interviewer fails to capture the actual words of the person being interviewed". It is crucial that one determines in advance what style of interviewing will be suitable and also, according to Greenfield (2002:214), which form of recording will be most suited for one's research. Therefore the researcher made use of a note-taking to capture the

data. Patton (1990:348) puts great emphasis on field notes, especially those made immediately after the interview.

Individual interviews were conducted with the principal from each of the five selected secondary schools in a relaxed and unstructured mode. McMillan and Schumacher (2006:315) explain that qualitative research is a form of inquiry in which the researcher collects data in face-to-face situations by interacting with selected persons in their settings. It was therefore important that the researcher went in person to each school during school time to conduct these interviews. The researcher also made use of direct observation while conducting interviews with principals and circuit manager listening attentively to the respondents' responses, and looking for changes in body language such as laughter, nervous shifting on the chair, or hand movements and refusing eye contract.

This observation took place in a naturalistic way while the interviews were actually being conducted. Henning (2004:54) mentions that while interviews are being conducted the researcher should take notes about how the interview develops structurally. These notes are intended to harness some of the contextual factors that are not verbalised, such as gestures, facial expressions, tone of voice, change in tempo of speech and general body language. The researcher used this strategy of note-taking or making field notes as unobtrusively as possible. The interviews lasted for a period of thirty to forty five (45) minutes depending on the interaction between the interviewer and the interviewee.

3.6.3 Documentations

Data was collected from the journals, reports, textbooks and documents from organizations that deal with leadership in schools and challenges thereof such as discipline, dysfunctional school management team, culture of teaching and learning, parental involvement in education. Data was obtained about what has been researched and documented on leadership in schools and its impact in grade 12 results in Sekgosese West Circuit. Information also deals with the researcher's findings and possible solutions.

3.7 DATA ANALYSIS METHODS

Data analysis is the process of systematically searching and arranging the raw data, with the aim of increasing one's own understanding of the data (Miles and Huberman, 1994: 32).The researcher sorted, coded, organized, and indexed data in a manner that made it easier to interpret, analyse and present them. The text was summarized by checking key themes, phrases or passages used in a more detailed analysis.

3.8 CONCLUSION

In this chapter the researcher has given comprehensive information which justifies the significance of the study which embraces the type of the study, sampling methods, data collection, data analysis and interpretation of data. The use of the data collection tools, namely interviews and questionnaires, are also described. The suitability of the mainly qualitative method in the research design was emphasised and the choice of the participants in the interviews and questionnaires was discussed.

The study was conducted in Molemole Local Municipality in the Limpopo Province under the Capricorn District. It targeted the five principals, five heads of departments, five educators, five learners and one circuit manager in Sekgosese West Circuit at Botlokwa villages under the tribal leadership of KgoshiMachaka. This area is purely rural and consisting of ten secondary schools four of which are underperforming while six of them are performing well.

Chapter four will provide information on research findings, analysis and interpretations. The responses from the Principals, Heads of Departments, Educators, Learners and Circuit Manager about the impact of leadership in schools will be presented, analysed and interpreted.

CHAPTER FOUR

4.1 INTRODUCTION

The previous chapter focused on the research design and the research methodology. The sampling process was explained and the research design followed by the researcher was also explained. This current chapter will focus on research findings, analysing the data that was acquired using the qualitative data analysis and interpretation of results. The purpose of the research was to investigate leadership in schools and its impact in grade 12 results in Sekgosese West Circuit in the Capricorn District in Limpopo Province. The data as collected by means of a questionnaire was captured from five schools in Sekgosese West Circuit which are classified into three categories: two schools are well performing; two are underperforming while one is fluctuating and also the circuit office.

Cohen and Manion (1996:40) regard research as best conceived as the process of arriving at dependable solutions to problems through planned and systemic collection, analysis and interpretation of data. Data collected in this study relied on both primary and secondary sources. My primary data comprised mainly of structured interviews questionnaires distributed to schools and were directed to the Learners, Educators, Heads of Department (HoDs), School Principal and Circuit Manager. My secondary data consist of published and unpublished materials, namely text books, journals and dissertations.

Structured interviews questionnaires were delivered to the target schools personally. These questionnaires were well structured in advance, and all respondents were expected to respond to all questions. It was clearly shown on the day of distributing questionnaires that there would be interviews which would be a follow-up on the day questionnaires were collected. There was cooperation after it has been clearly spelled out that the research was only for study purposes. All respondents answered exactly the same way they have responded in the questionnaires.

4.2 PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

According to Leedy (2005:23), qualitative data analysis should indicate the unit of analysis, methods of analysis and the level of confidence in the report.In this research the unit of analysis was the learners, educators, heads of departments, principals and circuit manager. The researcher gave structured interviews questionnaires to five learners; five educators, five heads of departments, five principals and one circuit manager which make the total number of interviewees twenty one (21).The researcher also used the unstructured questionnaires and observation to collect the required data especially from the principals and circuit manager. Data was collected from the 28 August 2011 to 30 September 2011 from Learners, Educators, Heads of Departments, Principals and Circuit Manager. The structured interview questionnaire had the following items to address: biological information, performance or underperformance, leadership challenges and solutions to leadership challenges.

4.2.1 Biographical Information

The biographical information entails the gender, age group, level of education and occupational category of each of the interviewees presented with a questionnaire. The rationale for checking gender in each category was to establish how many females or male are engaged in the school leadership in terms of the heads of departments and the principals. These are the people who shoulder responsibility and accountability on daily basis in ensuring that the institutions succeed or fail to accomplish the desired mandate from the employer and the community. The reason for checking the age group was to establish number and age of those that engage in leading or taking up responsibility of managing the school. The aim of probing educational level is to find out how many leaders are at the desired level in terms of their position at their work place. It is expected that a leader should be a life long learner in order to acquaint himself or herself with the current trends especially the curriculum development and changes that are taking place from time to time. Educational level and development should entail the skill, ability and the level of maturity in addressing the current pressing issues and challenges. Occupational categories assist us in finding out how each category is able to engage in the variety of challenges faced at various institution, thus how they reason and interpret different situations.

4.2.1.1 Gender

The rationale for checking gender in each category was to establish how many females or male are engaged in the school leadership in terms of the heads of departments and the principals. These are the people who shoulder responsibility and accountability on daily basis in ensuring that the institution succeed of fail to accomplish the desired mandate from the employer and the community.

Table 1: Gender of respondents

RESPONDENTS	FEMALES	MALES
Circuit Manager	1	0
Principal	2	3
Heads of Departments	1	4
Educators	2	3
Learners	4	1

According to the researcher's findings there are more male principals than females. In fact 3 principals are male while 2 are females. The Millennium Declaration of 2000 resolves to promote gender equality and the empowerment of women as effective ways to combating poverty, hunger and disease and to stimulate sustainable development. Male principals like to engage in debates, to interrogate issues and to analyse circulars and directives from the employer while females are good in implementing directives from the employer hence they ultimately have good results. There are more male heads of departments than females that is 4 male heads of departments against 2 female heads of departments.There is considerable evidence (Buckland & Thurlow, 1996:43) that women are greatly under-represented in management positions. Males are good in talking, taking chances, applying for new positions, moving out of their comfort zones and like to lead in most cases. The educators' participation in the research is 3 males and 2 females which outlines the level at which males like to participate or interrogate issues of relevance, logic and reasoning as against females. There are more females learners who participated in the research than males which is 4 females and 1 male. In Botswana there are beliefs that the boy child is stronger, more intelligent and more powerful than the girl child, and therefore does not need as much protection as the girl child (Maundeni, 2001: 32).

Female learners are more focused and participate in leadership roles in schools than males.

The researcher found it very interesting that though the ratio of male is lower compared to female in the society and community at large we have the opposite in terms of leadership roles and management. Males dominate in leadership role at workplace, in churches, social clubs and government sector.

4.2.1.2 Age group

Table 2: Age group

Respondents	15 - 21	22 – 25	26 - 40	40 +
Learners	5			
Educators			1	4
HOD			4	3
Principals				5
Circuit Manager				1

The reason for probing the age of respondents was to determine the age group of learners who participated in the interview questionnaire, Educators, Heads of Departments, Principals and Circuit Managers. The researcher wanted to establish the level of experience, skill and competence amongst the educators, heads of departments, principals and circuit manager who are on daily basis faced with a huge challenge of ensuring that schools function as planned. All five learners fall between the ages of 15–21 years, while 1 educator falls between 26–40 years and 4 educators are from 40 years and above. Only 2 heads of departments fell in the range of 26–40 years while 3 are 40 years and above. Most principals are elderly, thus 5 of them are 40 years and above. The circuit manager is in the 40 years and above range. The scenario painted above indicates that the majority of educators, HOD's, principals and circuit managers are 40 years and above which indicates that many young people no longer join the teaching field and the department of education is likely to lose skill and competence in less than 10 years from now.

4.2.1.3 Educational level

Table 3: Educational level respondents

Respondents	Grade 8 - 12	Diploma	Degree	Post Graduate
Learners	5			
Educators			1	4
HOD's		1	2	2
Principals			1	4
Circuit Managers				1

According to the researcher's findings all five learners who participated in the study are still in grades 8 to 12. Furthermore the majority of educators which is 4 are more qualified while only 1 is having a junior degree. Most educators have studied extensively and equipped themselves for the responsibilities, challenges and accountabilities lying ahead of them. It is interesting to note that some heads of departments still have entrance qualification which is a Diploma and the question is how that happened if one compares to the educators who are more qualified but have not been promoted. This category says a lot about the system of appointment in the promotional positions because we still have heads of departments who have junior degrees and only 2 have post graduate degrees. These are subjects' specialist who should be having post graduates degrees in their subjects of specialist.

4.2.1.4 Occupational category

Table 4: Occupational category

Respondents	Number
Learners	5
Educators	5
HOD's	5
Principals	5
Circuit Manager	1

The researcher targeted five categories of people with the intention of getting different responses to the same questions. These categories are outlined in the table above and

they amount to 21 respondents who had the opportunity to answer the structured questionnaire.

4.3 PERFORMING AND UNDERPERFORMING SCHOOLS IN THE CIRCUIT

Table 5: Performing and underperforming schools

Respondents	Number
Performing	2
Underperforming	3
TOTAL	**5**

The purpose of this variable was to probe the number of schools there are well performing and those that are underperforming within the Sekgosese West Circuit. The researcher has established that 3 of the schools visited are underperforming while 2 are performing very well. There are various challenges that contribute towards the school been declared performing or underperforming.

4.4 FACTORS THAT CAUSES UNDERPERFORMANCE IN SCHOOLS

To determine the causes of underperformance in schools respondents were asked to indicate the contributory factors as Learners, Educators, and Heads of Departments, Principals and Circuit Manager. These are classified according to their category, level of operation and accountability. It is interesting to note that no-one wants to take responsibility as everyone is pointing fingers blaming the other party.The factors identified include learners' related factors, educator's related factors, and management related factors (SMT) and circuit manager responses.

4.4.1 Learners Related Factors

The researcher has established that there are various factors that contribute towards the school to underperform especially those that relate to learners in the school environment. The respondents have indicated that learners are not cooperative, that is they don't do their school work as expected, shun away from their core duties and responsibilities and end up passive in the learning and teaching environment. Most learners are ill-disciplined in the classes and thus make it difficult for teachers to do their work willingly and with ease. They come to school late, bunk classes, engage in

41

drug consumption and make it difficult for teachers to teach and control their class. Learners are lazy and not serious with their school work.

4.4.2 Educators Related Factors

The respondents indicated that educators do not carry the responsibilities as anticipated and required by the Educators Employment Act. Teachers do not come to class and sometimes if confronted by the school management team they come to class very late, minimal teaching in the GET band, unprepared for the lesson and do not finish. There is no team work among teachers. There are old teachers in old schools while they remain redundant, resist change and rooted in school politics of the past. There is incorrect promotion of learners from grade 10 to 12, hence no profiling of learners in terms of the streams guided by their ability.

It was also indicated that parents do no care about the education of their children and don't give parental support to help teachers at schools. Some families are headed by children thus put more strain on learners to play double roles while parents and the SGB are not supportive.The researchers' findings are that there is a general acceptance that teachers' reliability and punctuality are problems that contribute to a weak culture of teaching and learning and arelikely to impact negatively on learner attitudes and discipline.

4.4.3 Management Related Factors (School Management Team)

The researcher has found that the School Management Teams (SMT) are dysfunctional, they lack capacity to do their work, they do not control educators' work, do no supervision, no monitoring hence wrongly promote. There is generally poor leadership, indecisiveness, lack of vision and inability to command the situation for a good course. According to the School Management Team (SMT): Introductory Guide (2000:2) the legislation does not define School Management Team (SMT) as it is constituted according to the needs of the individual school. This is because it is established as a way of enhancing the efficiency and effectiveness of institutions. The SMT is constituted by the principal, deputy principal and heads of departments either appointed or not.

4.4.4 Circuit Manager Responses

The Circuit Manager indicated that the current education system is failing us as there are no curriculum advisors attached to Sekgosese West Circuit hence the core duty of the circuit is all about curriculum. She has no control over the curriculum advisors as they report to the District office and come to the circuit in particular intervals. She further indicated that principals and heads of departments are unwilling to manage schools; they lack commitment in their core duties and consequently fear their subordinates. They always want to please teachers at the expense of their jobs. There are various challenges faced by the Sekgosese West Circuit which hampers the progress of service delivery. These factors are classified as lack of staff in the circuit and other physical or material resources. In the case where human resource is available it is incapable to carry the delegated functions and responsibilities.

4.4.5 Unstructured Interviews with Principals

The interactions with school principals have also highlighted another dimension of the depth and extend of challenges in the five schools in Sekgosese West Circuit. The interviews with each of these principals took about 30 to 45 minutes where in similar challenges were shared. The following challenges were indicated by the principals, that some educators who are promoted to serve in the school management team do not qualify and are not capable of carry out their mandate. The most critical one is the influence and disruption caused by the teachers' unions especially in the normal running of the school that impacts negatively in the contact sessions with the leaners. The last one indicated was the learners and teachers discipline in executing their responsibilities.

4.4.5.1 Irregular promotion

The researcher has found that some members of the school management teams were promoted not based on competence and skill but based on their loyalty to the union and commitment to the local community structures. Nepotism and ethnicity played a vital role in the appointment of some of the school management team members' hence competent candidates were overlooked. Most SMT's in schools are dysfunctional and underperforming because their appointments were irregular.

4.4.5.2 **Disruption by teachers' unions**

The respondents have indicated that union leaders have a tendency of organizing meetings during contact time which compromises the education of learners and consequently results in poor results in schools. The principals are unable to run schools properly due to disruptions by union meetings and absenteeism. These union leaders are not able to separate their core duty which is to teach and their secondary responsibility which is organizing and taking care of the union activities. Squelch (1999:78) describes a 'union' as an association of employees aiming at regulating relations between the employer and employees. Mothata, Lemmer, Mda, and Pretorius (2001:170-171) describe 'teacher unions' in particular as bodies organized on a national scale to safeguard the interests, salaries and working conditions of their members. Chapter G section 3.1 of the EEA states that duly elected trade union representatives are allowed time-off during school hours to attend meetings at national and provincial levels for collective bargaining purposes. It was therefore highlighted that this provision of time off if grossly violated as union leaders leave the schools premises as they wish without accounting to anybody. Some principals are not able to confront this irregular act for fear of intimidation and they want to look good to the union.

4.4.5.3 **Learners and Teachers ill- discipline**

Discipline amongst learners and teachers remain one of critical aspects without which the schools cannot run properly and also produce good results. Leaners come to school late, take drugs, dagga, and sometimes leave the school early. Teachers also have a tendency of coming to school late, bunk classes, do not monitor their work and classes in which they teach are always dirty due to lack of management and control. Although principals have the capacity to use the policies in place they are not prepared to implement the departmental policies and as such compromise their authority delegated to them.

 4.5 **FACTORS THAT CONTRIBUTE TOWARDS WELL PERFORMING SCHOOLS**

The research findings indicate that there are varieties of factors that contribute towards the well performance of some schools in Sekgosese West Circuit. These factors relate to the conduct of learners in the school, performance and commitment of

educators, parents roles and the responsibility or accountability of the school management team.

4.5.1 Learners Related Factors

Learners' response indicates that they are passionate about their education and working hard to have a better life in the future and thus they show commitment in their studies. Most of these learners are disciplined, motivated and dedicated towards their studies and this is reflected by group work without supervision from the educators. Learners honour their classes, are punctual to class, they put on the school uniform and take their studies serious.

4.5.2 Educators and Parents Related Factors

The educators' responses show various factors that contribute towards the well performance of the school such as teachers' commitment towards their school work, dedication to an extent of organizing extra classes. The team spirit amongst the educators which is so positive is translated into quality teaching and quality learning. The influence of the Catholic Church plays a vital role in shaping the future of these learners. Educators are appreciated and given incentives such as certificates and motivational talks to boast their moral. In his state of the nation address in February 2010 President Jacob Zuma said: "We want learners and teachers to be in school, in class, on time, learning and teaching for seven hours a day." This directive that comes from the highest office has indicated that teachers are not doing their work properly while learners are also not serious with their future. The culture of teaching and learning is highly compromised and violated. Parents in well performing schools are directly involved in the education of their children and they keep constant check to their children while maintaining a healthy relation with the school leadership and management. They are informed on quarterly basis about the learners' progress while on matter of discipline they are continually updated.

4.5.3 Management Related Factors (School Management Team)

The responses by members of the school management teams indicate that a good system will produce good results. The hardworking and visionary management will translate into effective school management team that guides and influence the culture of the school.

4.6 **MONITORING OF SCHOOL/CIRCUIT WORK**

Table 6: Monitoring of school / circuit work

RESPONDENTS	RESPONDENTS
YES	NO
14	7

The findings indicate that the majority of the respondents say that there is monitoring of work at schools and of the circuit office by the school management team and the circuit manager. Fourteen respondents say yes while seven say no. Although the majority of respondents indicates yes to monitoring the expression is indicating that monitoring is still a serious challenge because it is done only for external moderators or during District Cass moderation. Some respondents indicated that monitoring is done daily while in other instances it is once per term. In schools that are underperforming it is done during circuit monitoring or when departmental officials are to visit schools. Principals and heads of departments in well performing schools practice daily, weekly and monthly monitoring and they ensure that every task is approved before it is administered by the educators to the learners.

4.7 **DISCIPLINES AMONGST ALL STAKEHOLDERS**

Table 7: Discipline amongst all stakeholders

A table was used to present and analyse the data as follows:

RESPONDENTS	RESPONDENTS
Yes 9	No 12

The researcher's findings indicate that nine respondents answered yes to the fact that there is discipline amongst all stakeholders at schools while 12 of them answered no. The researcher wanted to find out whether there is enough discipline amongst all stakeholders in the schools. The principals, HOD's, teachers and circuit manager members reported that the following constitute the most common discipline problems: substance abuse, violence (mostly stabbings), disrespect towards teachers, not doing homework, coming late to school and sexual harassment, absenteeism, learners bunk classes. It seems as if the lack of parental involvement is of great concern tomany

teachers, since the latter see the role of the parent as playing an important part inhow learners react towards discipline at school.

Most respondents replied that one of the things that would definitely improve discipline would be for parents to become more accountable and involved in their children's school activities. These responses tend to support Ngcobo's finding (1988:19) that if parents did not involve themselves in disciplining their children, any attempt from the school to change the undesired behaviour would fail. Ngcobo (1988:24-5) also states that discipline at home forms part of school discipline. As one principal commented: *I think it's the breakdown between the parents and the child, that in my opinion is the reason why we have discipline, the code of conduct and all those, but at the end of the day it is how the parents equip their child for school*

Oosthuizen *et al.* (2003:476) state that once the ill-discipline or misconduct of one learner becomes a threat to or disturbs the harmony of education and learning, one hasto ask oneself: "should the collective right of the learners to a secure environment, conducive to learning, not be protected against the ill-discipline and misconduct of the individual?" Oosthuizen *et al.* (2003:476) conclude that the High Court of South Africahas repeatedly found in favour of the collective rights of learners to an orderly environment that is conducive to teaching and learning. This implies that although the emphasis on learner discipline is a prospective approach that focuses on being preventive and corrective rather than on punishment, there are times when the collective interests of the group outweigh those of the individual perpetrator, and there remains no alternative but to punish the perpetrator (Oosthuizen *et al.* 2003:477).

The researcher has further found that some educators are also not disciplined and greatly contribute to the downfall of the grade 12 results in Sekgosese West Circuit. These are some of the discoveries taking place in this circuit: teachers bunk classes, they come to class late, teachers do not come to school on pay day or may leave the school earlier than expected, learners are released earlier on Fridays due to teachers' absenteeism, no unity amongst educators, principals are not willing to implement school and government policies, no code of conduct for learners and teachers. Metcalfe (1994:36) suggests that students should be involved in the maintenance of discipline so as to make them develop a sense of responsibility and accountability.

She further suggests that teachers may also contribute to discipline through effective teaching, setting realistic goals and presenting exemplary work.

The National Planning Commission Report (2011: 15) further indicates that a study by the Human Sciences Research Council found that almost 20 percent of teachers are absent on Mondays and Fridays. Absentee rates increase to one-third at month-end.Teachers in African schools teach an average of 3.5hours a day compared with about 6.5 hours a day in former white schools. This amounts to a difference of three yearsof schooling. In addition pupils who come from households without both parents, without income support and whose daily lives are shaped by violence, alcohol and substance addictions and abuse require counseling and support services that are not available in schools in poor communities. Social workers, school nurses and parent-teacher committees as wellas broader engagements with community organisations are not part of the school system. The social and environmental conditions outside of the classroom for the poorest learners have as much impact as do those within the school system. Strike action, sometimes unofficial, consumes as much as 10 days a year (5 percent of school time) and holding union meetings during school time is often the norm in townships. Procedures for dismissing teachers for misconduct are complex and time-consuming and rarely lead to a positive result. School, district and the Department of Education have not provided adequate means to address allegations of extreme misconduct involving teachers. These and other concerns cannot be fixed without the active participation and engagement of teachers, their unions and parents. This implies active participation inthe life of the school, including holding teachers and school management accountable for performance.

The researcher further found that some schools are doing very well in Sekgosese West Circuit in producing good grade 12 results due to the following factors: Learners and teachers are disciplined and committed to the respective responsibilities, teachers honour their classes on time, teachers complete their syllabuses, discipline is enforced by the school management team, there is team work among educators and implementation of good decisions and policies.

4.8 LEADERSHIP CHALLENGES IN SCHOOLS

Table 8: The table was used to analyses data about leadership challenges

RESPONDENTS – YES	RESPONDENTS - NO
13	8

The researcher's findings are that most schools have leadership challenges. The data indicated that 13 respondents said yes to the fact that most schools in Sekgosese West Circuit have leadership challenges while 8 respondents said there is no leadership challenge. However the figures shown above indicate that most schools have leadership challenges which are caused by various factors ranging from learners, teachers, principals and parents. Comparative studies on school performance in South Africa and studies of successful practices in countries facing similar challenges suggest that teacher performance and the quality of school leadership (the principal) are the most important factors in South Africa's poor school results (National Planning Commission Report, 2011:16). School performance is crucially linked to the leadership role of teachers, of principals and of parents.

The respondents have indicated various causal factors such as: the principal is failing to head the school or stamp authority, no clear-cut direction of where the principal wants to take the school to, the principal fails to implement vision and mission of the school, the principal was never inducted nor attended workshops, the principal makes it easy for teachers to ask for permission to leave school, the leadership is not visionary, leadership does not stick to the school policies, HOD's and SMT are disorganised and dysfunctional, lack of communication channels, no regular meetings amongst the staff, no supervision and monitoring, there is no discipline or accountability when coming to the work issues as everyone does as he/she wants. One of the principal's jobs (the so called principalship) is to help the school achieve a high level of performance through the utilisation of all its human and material resources. This is done through effective, and ultimately excellence in, leadership.

Bradshaw and Buckner (1994:79) believe that these significant changes and the reforms demanded of schools can only be attained through devolution of power and

through shared decision making that encourages people to change and to address educational problems. Principals should understand contemporary theories of learning, should have an explicit personal theory of learning and should be able to utilize this knowledge. This does not mean that principals will become "all knowing"demigods, but that they will have to understand key school community (and reject those that are inappropriate).Terry (1999:28-32) believes that nowadays principals should be leaders in learning and not merely leaders of learning. Principals should also be less administrative and more orientated toward being educational leaders in the sense of being experts in teaching and learning, and in establishing an environment that facilitates this.

4.9 RELATIONSHIP BETWEEN THE SCHOOL THAT PERFORMS WELL AND THE SCHOOL THAT UNDERPERFORMS WITH THEIR LEADER.

Table 9: Performing and underperforming schools.

RESPONDENTS - YES	RESPONDENTS - NO
19	2

The researcher wanted to establish the impact of the leader in a school that performs well and the other one that underperforms in terms of the grade 12. It was established that 19 respondents said yes while only 2 said no. The researcher therefore concluded that the majority of the respondents agree with the fact that leadership plays an important role in the performance of the school results. The National Planning Commission Report (2011:15) concurs with the fact that where performance has improved in schools in poor communities, studies found that the presence of a good school principal is critical. Good principals run efficient and disciplined schools support their teachers, mentor less-experienced staff involves parents in the education of their children and constantly seek opportunities to promote their schools in the broader community.

The respondents have outlined the following factors associated with the leader in a well performing school: leadership or management has a good working relationship with the subordinates which translates in good working spirit, the principal is always

approachable and proactive, the principal's inspiring messages relate to good performance, good communication with all stakeholders, an organised principal with good leadership inspires both personnel and learners to perform. The circuit manager is supportive and also organised winter enrichment classes for problematic subjects. The principal must be hungry for learning, gleaning and glowing, the principal must be firm in order to command his authority and implement policies. Learners must be willing to work, learn and be committed to their work, the principal must lead by examples.

The researcher has also found that on the leader has an opposite role that he/she performs in a school that is underperforming. Underperformance in terms of the Limpopo Department of Education relates to any percentage that is less than 50% in grade 12 end of the year results. The respondents have indicated a number of factors relating to principals that are heading underperforming schools such as: the leader has no support from the teachers, lack of discipline, learners are not serious with their studies, and teachers do not honour their classes. The implication of the statement is that if the leader or the principal has no vision, is disorganized and directionless, the whole school - which is the body - will follow suit. The researcher has realized that most principals whose schools are underperforming practices *laissez-faire* kind of leadership and they don't care about deteriorating situation in the school.

4.10 SCHOOL MANAGEMENT TEAM

Table 10: Details of responses towards the impact of the school management team in the school results.

RESPONDENTS (GOOD)	RESPONDENTS (POOR)	RESPONDENTS (EXCELLENT)
12	7	2

The researcher has found that 12 respondents indicated that the school management team is good, seven respondents indicated that the school management team is poor while two respondents have indicated that school management team is excellent. It is evident that very few schools run properly or excellently while many schools are poorly run which amount to more than 12 and the indication is that they are likely to

produce average or poor results. The formation of structures such as the School Management Team (SMT) plays a pivotal role in articulating culture. Such a structure is a description of how people organise themselves, what they do and how they do it to achieve the organisational aims. Bush (2003:167) states that there is a link between culture and structure. The structure has rules and regulations in place to supervise people.

There are a number of factors that contribute towards the poor, good or excellent school results hence the researcher has classified them into two categories which are performing schools and underperforming schools. These are factors captured from the respondents pertaining to underperforming schools: no team or cooperation, decisions are not implemented, afternoon or extra lessons are not monitored by the SMT or educators, lack of workshops for HOD's, poor organisation of work between the principal, the deputy principal and the heads of departments, inconsistency in monitoring and performance of duties as allocated, some teachers are not fit for positions they occupy, incapacity of HOD's and lack of training. There is a lack of professionalism among teachers and principals, poor management of the school by the principal, and lack of preparation for lessons by under-qualified teachers (Smith & Schalekamp, 1997:23).

Yet schools in SouthAfrica, especially black schools, are still characterised by poor Grade12 results, high absenteeism, pupils being late for classes, and irregular attendance of classes byboth teachers and students (Nxumalo, 1995: 55).The issue of the absence of a culture of learning, teaching and services' (COLT) in South African schools, especially in black secondary schools, is a major concern, to which Saunders (1996:18) aptly refers as "a crisis of gargantuan proportions". This lack of an appropriate environment is apparent in the low pass rate of the Grade 12 examination, the high drop-out rate, and the high percentage of students who must repeat a grade (Saunders, 1996:18).

Some schools are performing very well and they produce good results due to the positive impact by the school management team. The respondents have indicated the following reasons:

- the leadership and teachers encourage learners to work hard,

- study hard in order to get good results,

- learners needs are always put first,

- allocation of duties is evenly distributed,

- regular SMT meetings to discuss work related matters,

- monitoring and moderation are performed in most subjects,

- the SMT provides leadership and monitoring,

- SMT enhances its teachers performance and embraces the teaching values,

- the school management system is functional,

- management implement decisions and resolutions taken.

4.11 PARENTAL INVOLVEMENT

Table 11: The involvement of parents in learners' education.

RESPONDENTS - YES	RESPONDENTS - NO
9	12

The data in the table indicates that 9 respondents say parents are involved in the education of their children while 12 respondents say parents are not involved in the education of their children. The data shows that many parents are not involved in the education of their children for one or more reasons which ultimately relegate the entire responsibility to the educators. These responses tend to support Ngcobo's finding (1988:19) that if parents did not involve themselves in disciplining their children, any attempt from the school to change the undesired behaviour would fail. Ngcobo (1988:24-5) also states that discipline at home forms part of school discipline. The following have been indicated as core factors that made parents not to be involved in the education of their children: most parents are illiterate, no parents meetings at schools, parents are too busy for the education of the children, some learners are staying alone because their parents are migrant workers staying in Gauteng or because they are orphans (child headed families), parents come only when called to address the problems of the children. The researcher's findings are that most of the schools where parents are not involved in the education of their children there is lack of discipline which culminates in poor results for the entire school. It's vital to indicate that poverty and the absence of parents at home play an important negative role in the educational life and progress of learners.

However it is vital to point out that there are schools which are performing very well in terms of the grade 12 results and the entire school due to the following reasons: parents attend meetings convened by the principal, quarterly meetings are attended by parents and teachers, parents inquire about the progress of their children performance regularly and telephonically, quarterly newsletters and sms's are send together with school reports to parents. The researcher's findings are that schools that perform very well have the support and the involvement of parents; learners' problematic areas are dealt with promptly by both parents and teachers. The school has a definite communication strategy which updates and informs parents about the development and progress of learners at school. Epstein et al. (1997:75) maintain that to promote effective communication with families, school leaders should design forms of school-to-home as well as home-to-school communication with all families each year about school programmes and their children's progress. The role of parents in the life and education of learners cannot be replaced by anything now or later hence it is not only confined to the school situation but also to the family setup.

School leaders could devise various strategies by which to involve parents in the school. Deal and Peterson (1999:132) say that only when a solid and positive partnership prevails between schools and parents, will education flourish. Parents with skills related to educational activities can be co-opted to assist or serve in various sub-committees. Parents' involvement could be in a form of School Governing Bodies (SGB). Therefore it is the responsibility of school leaders to create opportunities to ensure that parents are really involved. Parents can even be part of drawing up the school policies, and also provide input a vision and mission of a school.

4.12 SOLUTION TO LEADERSHIP CHALLENGES AND PROBLEMS THAT CAUSE UNDERPERFORMANCE IN SCHOOLS OR CIRCUIT OFFICE.

Table 12: shows the solutions to the leadership challenges

RESPONDENT - YES	RESPONDENT - NO
18	3

The researcher's findings indicated that 18 respondents said there are strategies in place in the respective institutions to address the leadership challenges while 3 said

there are no mechanisms in place to deal with the leadership challenges. It is imperative to show that different respondents have various ways in which they think that they can address these leadership challenges adequately. These strategies that respondents have indicated address issues ranging from discipline, culture of teaching and learning, parental involvement in education, monitoring of school or circuit work, school management team and leadership challenges.

4.12.1 Leadership challenges

Leadership challenges are enormous and complex in the school situation hence they sharpen the individual skill and competence. The respondents have indicated a variety of possible solutions that can be applicable to address the leadership challenges. Some possible solutions are addressing short term challenges while others deal with long term ones. These are some of the solutions captured from various respondents:

The leader should be strict, decisive and visionary, thus be able to command the situation and circumstances around the school. The leader must not be too understanding, lenient to teachers to the extent that they will take an advantage of his or her kindness.

Leadership should be adaptive, open to changes going around and then making effective decisions. The leader must be able to understand the school culture and how it shapes the way things are done. Caldwell's (1997:3) image of the future school leader is that of the educational strategist in which he or she continues to be an expert in the areas traditionally associated with instructional and transformational leadership, but in which special emphasis is given to the leader being able to formulate strategic intentions. The principal as a leader must therefore be able to disseminate information in advance to the concerned members to act accordingly. The leader must be able to implement policies in dealing with inappropriate and unacceptable conduct of teachers at workplace.

The principal and SMT must work as a team, all managers must study management courses. The principal must supervise and monitor the deputy principal together with the HOD's. Mbigi (2004:43) points out that it is the role of leadership to bring meaning and hope in any situation and into the confusing world characterised by rapid and chaotic change.

4.12.2 Discipline and parental involvement

The issue of learner discipline is widely regarded as having its roots in the years of protest against the apartheid government, the abolishment of corporal punishment and the absence of parents figure at home. The respondents have indicated some vital suggestions on how to deal with the learners' and teachers' discipline at school. These are some of them, such as: discipline must be maintained amongst all stakeholders, teacher's work must be controlled, the circuit manager must visit schools for support and control purposes, parents must work together with teachers and the principal, parents must ensure that learners come to school daily.The success and good results of every school depends entirely on the level and extent of discipline amongst all stakeholders together with parents who must take responsibility for the education of their kids and also for meeting quarterly or monthly.

4.12.3 School Management Team

The researcher's findings on the operation and effectiveness of the school management team leaves much to be desired, however there are possible suggestions which can contribute meaningfully towards the SMT's and the schools at large. Some respondents have indicated that there is a need for training of SMT's, HOD's must do their work, manager should monitor promotional schedules and guidance on subjects' choice should be emphasized.

4.12.4 Culture of teaching and learning

There is a general acceptance that teacher reliability and punctuality are problems that contribute to a weak culture of teaching and learning and are likely to impact negatively on learners' attitudes and discipline. Some respondents have indicated the following mechanisms which, amongst others, include engaging in extra classes for learners, motivating learners, learners working hard and be disciplined, forming study groups, teachers being faithful and teaching their learners, teachers managing their classes, holding regular staff meetings, inviting motivators for teachers and management, managers planning and monitoring other stakeholders. These mechanisms are intending to normalize the situations at schools and to ensure good results for learners.

4.12.5 Circuit Manager's factor

The circuit manager remains the supervisor or overseer and most senior personnel who monitors the effectiveness and efficiency of the all the schools in his or her circuit. The circuit manager ensures that policies are adhered to and implemented by the principals and all stakeholders at school level. The researcher has identified the following possible solutions as articulated by the circuit manager which includes: the appointment of right personnel such as curriculum advisors, administrative staff, and support staff, while ensuring that offices are well resourced with furnisher, photocopy machines, internet and enough budgets. There must be a delegated responsibility and authority to the circuit manager to deal decisively with challenges that hinders the progress and work at that level without seeking authority from the higher level.

4.12.6 Interviews with Principals

The principal is the accounting officer at school level and must ensure that rule, regulations and policies are enforced. Learner and teachers must be disciplined in terms of the learners' code of conduct while with teachers the school code of conduct must be applied. The principal must be ready to charge some of the educators in terms of the ELRC which provides principals with power and authority to regulate schools. The ELRC also outlines how unions and union leaders operate in the schools. It also indicates the time off for union leaders which is regulated and clearly stated in terms of hours.

4.13 CONCLUSION

This chapter has discussed the responses of Learners, Teachers, HOD's, Principals and Circuit Manager to the questionnaires and interviews. The data was collected from twenty one respondents in Sekgosese West Circuit comprising of five learners, five teachers, five HOD's, five principals and one circuit manager which was presented according to the following themes that were identified inthe interviews: underperformance in schools, discipline, parental involvement in schools, dysfunctional SMT's and possible solutions to the leadership challenges in schools.

Chapter five will focus on discussion, conclusions drawn from the research findings, together with literature review outlined in chapter two and will make recommendations.

CHAPTER 5: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The previous chapter focused on the data analysis using tables. This chapter will focus on summarising all the chapters and drawing a conclusion and making recommendations about the whole research document. The study's focus was leadership in schools and its impact in grade twelve results at Sekgosese West Circuit paying more attention in discipline amongst learners and educators, monitoring of work, the role of school management team, parental involvement in education and leadership challenges.

5.2 SUMMARY OF RESEARCH

This chapter focuses on the specific themes that emerged during the study, and presents the results of the analysis of the interviews and questionnaires. The data obtained from the individual interviews and questionnaires have been analysed and are presented and interpreted in tables. The research draws conclusions based on the research findings and literature review on leadership in schools and its impact in grade twelve results in Sekgosese West Circuit in Capricorn District in the Limpopo Province. The study was undertaken to establish the impact of leadership in schools at Sekgosese West Circuit (Botlokwa villages) focusing in discipline amongst learners and educators, monitoring of work, the role of school management team, parents' involvement in education, leadership challenges and solutions. Kamper (2008:14) found that many rural schools in South Africa appear to be challenged by acute survival problems such as abject socio-economic circumstances and a lack of provision from the educational authorities regarding facilities, learning and teaching support materials and support from the education district offices. More importantly, the researcher found that poverty-related challenges could be overcome through energetic, compassionate, innovative and empowering leadership. The key ingredients of school success appear to be the principal's passion for upliftment, the teachers' commitment and care, the parents' involvement and the learners' positive life-view.

Chapter one: The chapter indicated the nature of the research problem, aims and objectives of the study, the research questions, definitions of concepts, the significance of the study and the research design.

Chapter two: The chapter outlined the definition of leadership, management and education, challenges of school leadership which outlines factors such as the culture of learning and teaching, the impact of the School Management Team, discipline amongst learners and educators, curriculum changes, leadership challenges and solutions.

Chapter three: The chapter dealt with the research methodology, giving explicit analysis of the design used, study area, the population of the study, sample selection method and size, data collection methods and analysis. The study was qualitative in nature even though there were elements of quantitative study in it.The study was conducted at Sekgosese West Circuit (Botlokwa) in the Limpopo Province situated at about 58 km north of Polokwane city along the N1 road. The area is rural in nature and is found within the jurisdiction of the Capricorn Municipality District. This Circuit comprises of several rural villages which are nucleated rural settlement under the tribal leadership of KgoshiMachaka in the Molemole Local Municipality. The study focused on leadership in schools and its impact in grade twelve results in Sekgosese West Circuit. A structured interview questionnaire was used to collect data from five principals, five heads of department, five educators, five learners and one circuit manager which amounted to 21 as the number of respondents.

Chapter four: The chapter dealt with the presentation, analysis and interpretation of data. The responses were gathered through structured interview questionnaires which were sorted, coded, organised and indexed and then analyzed and interpreted. The sample size was 21 (twenty) respondents which is comprising of five principals, five heads of department, five educators, five learners and one circuit manager. The main intension was to get perceptions on leadership in schools and its impact in grade twelve results in Sekgosese West Circuit focusing in the schools that perform well and those that underperform.

Chapter five: The chapter presents the discussion, the conclusion drawn from research based on literature review and the findings of the study and makes recommendations to the Provincial Department of Education and to the National Department of Education which deals with the quality of education and management and the improvements of grade twelve results which translate into better life for all.

5.3 SUMMARY OF FINDINGS

This study finds that leadership is of vital importance in all organisations, and that the meanings of the concept of leadership have changed over years. Starting from the early 1940s, leadership has evolved through the influence of various factors such as political, social and economical change. The findings of this research revealed that the achievement of learners in the Sekgosese West Circuit in Capricorn District of the Limpopo province is poor. The principals appear not to know how or are not able to manage teaching and learning effectively. The empirical research conducted in the five schools identified specific problems that require urgent attention by the developers and providers of the ACE (Leadership and Management) programme. These problems particularly concern the effective delivery of the national curriculum.

The following are the general findings of this study:

Lack of involvement of other stakeholders in the formulation of vision and mission was found in some schools under study;

In all schools there were opportunities for educators to participate in decision making processes, and HoDs were participating in decision making process in staff and SMT meetings but not in their departments;

In some schools instructional monitoring of teaching and learning was not done; in other schools this task was assigned to HoDs and the deputy principal;

In most schools, shortage of physical resources like classrooms, a well-resourced library, late delivery of learners support materials and a lack of mathematics and science educators were major challenges;

Lack of parental and learners' involvement in education was found in all schools, and their involvement was only seen in formal structures such as SGBs and Learner Representative Councils (LRCs);

Professional development of educators did not take place at the site in all schools, but all of these schools rely on the IQMS done by the department.

The lack of a safety policy and a code of conduct for learners were also found in some schools;

In some schools monitoring of educators' attendance in classes is not done; it is only in two schools where this task is assigned to the deputy principal.

In three schools which are underperforming the researcher found classes unattended to, noise all over the school yard and most classes are dirty.

Lack of parental support in maintaining discipline was seen in most schools;

Insufficient knowledge of other disciplinary measures was prevalent in most schools;

Dissatisfaction of educators due to lack of incentives, poor working conditions and poor salaries was found in all schools;

Lack of DoE support in all schools through circuit managers was found in this study;

Insufficient knowledge of HoD's with regard to their roles and responsibilities and perceived lack of strong leadership in some schools was found in this report.

5.4 RECOMMENDATIONS

The following recommendations emanate from the findings of the study and the literature review as presented in chapter two.The project findings provide mixed evidence about the effectiveness of current provision for principals and other school managers. The recommendations are made to the National Basic Department of Education, Limpopo Department of Education, Capricorn District, Sekgosese West Circuit and the affected schools. It is however vital for the leadership or management to ensure that schools run effectively and efficiently in order to produce good results.

5.4.1 Leadership and Management Development

School leadership must ensure that the strategic plan of every school is in line with its vision and mission statement. Participatory decision making is crucial in every organization. Educators must always be granted opportunities to make input as this has all sorts of benefits to both the leadership and learners. It is the responsibility of

the school principal to always encourage educators to participate in decision making. Principals must, however be able to discern the decisions which require the involvement of educators to avoid wasting of time.

School principals should acknowledge that they need to play a pivotal role with regard to instructional monitoring of what is going on in the classroom. The school leadership must ensure that the attendance of learners and educators in class lessons is monitored.

In some schools the researcher visited for this study, school principals were trying to run schools in a more democratic way. But through the researcher's observation the conclusion is of cardinal importance that the department always engages school principals in capacity building workshops in order to ensure that their schools become self-managed. The roles and responsibilities of these principals should always be revisited to ensure that they are executing their responsibilities as expected.

School principals should be given full support from the DoE, and continuous capacity building in leadership is necessary. The DoE has an obligation to ensure that schools have the necessary resources to enhance teaching and learning. Delivery of learners' support material should be done towards the end of the previous year to ensure that teaching and learning resume immediately as schools reopen.

The position in South Africa is by no means unique but any society that wants to improve school management needs to utilise all the talent at its disposal. Providing women only courses would encourage them to regard senior management positions as a logical progression from teaching and middle management.

5.4.2 Discipline

Discipline should be maintained by developing a code of conduct for both learners and educators, the involvement of all stakeholders is crucial in the development of the code of conduct. In schools this code of conduct must be well known by all learners and educators and must further be extended to parents. Botha, Mentz, Roos *et al*. (2003:81) state that other measures of discipline like detention must be applied rather than corporal punishment as this violates human rights. Application of discipline measures must be fair and must embrace the clear rehabilitative and remedial aspects.

The research project shows how high school teachers practise successfully in managing misbehaviour in the classrooms and maintain good relations with the learners. Teachers encourage mutual respect and dignity in the classroom by the following means: involving learners in establishing classroom policy, allowing learners to take leadership roles, role modeling the expected behavior, involving parents, peers and other teachers close to the learner, respecting learners.

Teachers urgently need to be taught alternatives to corporal punishment. In many of our classrooms the emphasis is still on punitive forms of discipline. Teachers wait until misbehaviour occurs before taking action. The emphasis should rather be on the following preventive disciplinary measures: positive discipline, not blaming, pushing, shouting and using sarcasm. Classroom arrangement: place the furniture in such a way that it is easy to see every learner. Making a learner stand outside for the duration of the teaching period is not an alternative, but it denies a learner his or her basic right – the right to education. Punishment can be avoided if a relationship of trust, respect and cooperation existed between the teacher and learner.

5.4.3 School Management Team

School principals must always create the atmosphere that is conducive for teaching and learning by encouraging good relations amongst staff members. School leaders must further ensure that they offer personal care to the staff and must always acknowledge good work. HoDs should receive capacity building with regard to their roles and responsibilities. They need to know how to manage their departments effectively. Deputy Principals and Heads of department should be included in any national or provincial programme for school management. It is also highly desirable to provide specific training for school management teams (SMTs) because of their important formal role in the system. These measures would also help to ensure that aspiring heads receive training before appointment.

5.4.4 Culture of Teaching and Learning

McLennan and Thurlow (2003:54) refer to the absence of a 'culture of teaching and learning' in South African schools:

The virtual collapse of the culture of teaching and learning in many rural schools has eroded the confidence of education managers. They have little idea of what would be

required to restore the culture. This problem is widely recognised but the main response has been to seek to restore the culture of learning through a focus on facilities, violence, drugs and absenteeism. The evidence presented in this paper suggests that curriculum content and teaching methodology have been given a lower priority. Giving a prominent place to leadership for learning within management development programmes would make a valuable contribution to the restoration of an appropriate culture of teaching and learning and to the development of schools as learning organisations (Thurlow 2003:43). Bush and Anderson (2003, 96) state that the development of a genuine culture of learning will be slow and dependent on the quality of leadership in individual schools. One major purpose of management development is to improve the quality of school leadership as a means of enhancing learning.

In conclusion, school leaders should ensure that the culture in their schools is conducive for teaching and learning. For schools to be self-managed, the school principal must have the necessary skills and knowledge to enable them to become effective leaders and good managers.

5.4.5 Parental Involvement

Parents should be involved as much as possible in the education of their children, as their involvement can minimize disciplinary problems and make a contribution to the smooth running of the school. Botha, Mentz, Roos et al. (2003:202) indicate that communication between home and school leads to an increase in the effectiveness of educational programs.

Lack of support and help from parents presents a serious hindrance to learners' acceptance of teachers' authority. Parents should also teach children to accept teachers as their parents *in loco parentis* or at least as guardians. Only in a mother–daughter or father–son relationship will children accept the teachers' authority. This is the position teachers should assume if they want lasting and working relationships in their classrooms. Thecause of learners' behavioural problems, such skills need to be well established and applied. The Department of Education can assist teachers in improving their lesson-planning skills and learner management skills. Lastly, it should be stated that positive classroom management, control mechanisms and teacher

authority towards a positive teacher–learner relationship will in turn minimise the occurrence of misbehaviour in the classroom.

5.4.6 Curriculum

The findings of this research revealed that principals in the rural areas of Sekgosese West Circuit (Capicorn District) have very little knowledge and understanding of the Revised National Curriculum and National Curriculum Statement and are therefore not able to implement the prescribed curriculum. These schools have no learning programmes or work schedules. Very limited resources for teaching and learning are available because educators are not familiar with what to order. The few resources that schools have are not managed effectively. Teaching and learning is not monitored and there is very little collaboration between the educators.The key focus of the ACE (School Leadership) programme is to facilitate real transformation in schools that is grounded in recognition of the challenges of particular contexts and the values underpinning the South African Constitution (Department of Education, 2006). According to the Department of Education the success of the programme will be measured by the proven ability of the principals who have completed the course to lead their school in a way that:

Allows effective delivery of the national curriculum, maximises the appropriate use of available sources, encourages positive staff relations and staff career advancement and empowers members of the school community to confidently engage in their tasks. Despite the commendable efforts of the National Education Department to improve the level of leadership and management in South African schools, alarm bells sound over the general performance of the students who have already completed their first year. One has to ask whether the developers of the module content were familiar with what principals need to know and be able to do in a diverse South Africa.

5.5 CONCLUSION

Investigation of leadership in schools and its impact in grade 12 results in Sekgosese West Circuit and subsequent roles by learners, educators, HODs' at different school management levels represents a rich vein for future exploration. Based on my findings and recommendations, this study shed some light on how schools can best be managed. In all schools that the researcher visited for this study, school principals were trying to run schools in a more democratic way. But through the researcher's

observation and conclusion it is of cardinal importance that the department always engages school principals in capacity building workshops in order to ensure that their schools become self managed. The roles and responsibilities of these principals should always be revisited to ensure that they are executing their responsibilities as expected.

Finally, the researcher's assumption is that if school leaders would revisit their roles and responsibilities, and always check as to whether they are executing their roles as required, this would assist and capacitate them to perform their duties extremely well and consequently produce good grade 12 results.

REFERENCES

Allen, D and Tanner, K. (2005) Infusing active learning into the large-enrolment biology class seven strategies, from the simple to complex.Cell Biology Education, 4: 262-268.

Berger, E H. (1991). Parents as partners in education: The school and home working together. New York: Macmillan.

Blauw WA (1998).Strategic planning for the implementation of a culture of learning and teaching in a school. MEd dissertation. Stellenbosch: University of Stellenbosch.

Bloch, G (2008). Education in South Africa: We need all hands on deck to solve the crisis. http://ipsnews.net/africa/nota.asp?idnews=40991 Retrieved from Interneton 27 November 2008.

Botha, P; Mentz, PJ; Roos, MC; van der Westhuizen, PC & van Kerken, ET (2003). Aspects of Educational Law, 3rd Ed. Pretoria: Van Schaik.

Bower, C. (2006) Teaching the science of life. Mail & Guardian 13-20 April.

Bradshaw LK & Buckner KG (1994). Changing times, changing schools.NASSP Bulletin, 78:78-83.

Buckland P &Thurlow M (1996). An Audit of EMD Needs and Resources in South Africa. Pretoria: Department of Education.

Burns, N & Grove, SK (2005). The practice of nursing research; conduct, critique and utilization; 5th edition. St Louis: Elsevier/Saunders.

Bush, T (2003) Theories of Educational Leadership and Management: Third Edition, London, Sage.

Bush, T and Jackson, D (2002) A preparation for school leadership: international perspectives, Educational Management and Administration, 30 (4), 417 – 429.

Bush, T, Bisschoff, T, Glover, D, Heystek, J, Joubert, R and Moloi, KC (2005).Desk Research on School Leadership and Governance in South Africa: Final Report, Johannesburg.

Bush, T and Glover, D (2003). School Leadership: Concepts and evidence. London: NSCL.

Bush, T and Anderson, L (2003) 'Organisational culture', in Thurlow, M, Bush, T, Coleman, M (2003)(Eds.), Leadership and Strategic Management in SouthAfrican Schools, London: Commonwealth Secretariat.

Caldwell BJ (1997). Leadership in an era of dramatic change. Paper presented at the annual conference of the *Australian Council for Educational Administration*, Canberra, 10 July.

Carl E (2010), Teacher Empowerment through Curriculum Development, RSA, Juta and Company Ltd Cape Town.

Cherry K (2005) Theories of Leadership.Oxford University Press.

Chisholm L &Vally S (1996).The culture of learning and teaching inGauteng schools: Report of the Committee on the Culture of Learning and Teaching. Johannesburg, Education Policy Unit, University of the Witwatersrand.

Christie, P. (2005) Leading Learning, Presentation at theMGSLG 'Cutting Edge Seminar No. 2', Johannesburg: MGSLG, February 2005.

Cohen, L &Manion, L 1989.Research Methods in Education. London: Routledge.

Day C, Harris A, Hadfield, M (2001). Grounding knowledge of schools in stakeholder realities: Amulti perspective study of effective school leaders. School leadership and management, 21, (1),19 –42.University of Nottingham.

Davidoff S & Lazarus S (1997).The learning school: An organizationdevelopment approach. Kenwyn: Juta.

Deal, TE & Peterson, KD (1999).Shaping School culture: The heart of leadership. California: Jossey – Bass Inc Publishers.

Department of Education, (1996) Changing Management to Manage Change in Education, Pretoria.

De Vos, AS, Strydom, H, Fouché, CB and Delport, CSL (2005) Research at Grass Roots for the Social Sciences and Human Services Professions (3rd ed.). Pretoria: Van Schaik Publishers.

Dimmock, C (ed.) (1993) School Based Management and Linkage with Curriculum in School Based Management and School Effectiveness.London: Routledge.

Educational Leadership: The Moral Art. New York: SUNY Press.

Enslin, P and Pendlebury, S (2000) 'Looking othersin the eye: rights and gender in South African Education Policy', Journal of Education Policy, 15 (4),431-440.

Epstein, JL, Coates, L, Salinas, KC, Sanders, MG and Simon, BS (1997) School, family and communitypartnerships: Your handbook for action. Thousand Oaks: Corwin.

Fullan, M (1991) The New Meaning of Educational Change. Cassell: London.

Ginsberg R and Davis TG (2007) The Human Side of Leadership, Greenwood World Publishing.

Greenfield, T (2002). Research methods for postgraduates. Wiley, John and Sons Incorporated. Oxford Press: USA.

Hall GE (1998). The Principal as Leader of the Change Facilitating Team. Journal of Research and Development in Education, 22(1) : 49 – 59, Fall.

Harber, C and Trafford, B (1999) 'Democratic management and school effectiveness in two countries: a case of pupil participation', Educational Management and Administration, 27 (1), 45-54.

Harris A 2002. Effective leadership in schools facing challenging contexts. School Leadership& Management, 22:15-26.

Henning, E (2004). Finding your way in qualitative research. Pretoria: Van Schaik.

Hopkins, D, Ainscow, M and West, M (1994) School Improvement in an Era of Change (London:Capsules).

Hornby, AS (2001) Oxford Advanced Learner's Dictionary, Oxford University Press.

Humphrey, T(1998). A different kind of discipline. Newleaf: MacMillan.

Jansen, J and Christie, P. (1999) Changing Curriculum: Studies on Outcomes-Based Educationin South Africa. Cape Town: Juta Press.

Jansen, JD (1999). Why outcomes-based education will fail: An elaboration In Changing curriculum: Studies on outcomes-based education in South Africa, Jansen, J & Christie, P (eds). Kenwyn: Juta & Co.

Jansen, JD (2002) 'Image-Lining Teachers: Policy Images and Teacher Identity in South African Classrooms: Policy, Practice and Prospects', in:Changing Patterns of Teacher Education in South Africa, eds. Lewin, K, Samuel, M and Sayed, Y Cape Town: Heinemann.

Jansen, JD (2004). 'Autonomy and accountability in the regulation of the teaching profession: a South African case study', Research Papers in Education, 19 (1),51-66.

Joubert, R and Prinsloo, S (1999).Education Law. Study unit 1 (Reader). Pietermaritzburg:University of Natal/SACTE.

Kaabwe, E (2003). Gender issues in education and management, in Lumby, J, Middlewood, D and Kaabwe, E (Eds.), Managing Human Resources in Schools, London, and Commonwealth Secretariat. Matthew Goniwe School of Leadership and Governance.

Kamper, G. (2008). A profile of effective leadership in some South African high-poverty schools, South African Journal of Education. 28 (1) 1-17.

Leedy, PD and Ormrod, JE (2010).Practical Research-Planning and Design.9th Edition. New Jersey: Pearson.

Leithwood, K and Riehl, C(2005). What do we already know about educational leadership? In: Anew agenda for research in educational leadership, Firestone, W and Rhiel, C (eds.) New York: Teachers College Press.

Mabeba, MZ and Prinsloo, E (2000).Perceptions of discipline and ensuing discipline problems in secondary education. South African Journal of Education 20(1):34-41.

Malan, G (2000).Correctional Management.South Africa: Pinetown Printers.

Mayer, GR(2002). Behavioral strategies to reduce school violence. Child and Family Behavior Therapy 24(1&2):83-100.

Mbigi, L(2004). The spirit of African leadership. Randburg: Knowledge Resources.

McLennan A &Thurlow M (2003). The context of education management in South Africa. In: Thurlow M , Bush T and Coleman M (eds). Leadership and Strategic Management in South African Schools. London: Commonwealth Secretariat.

McLennan, A (2000).Education Governance and Management in South Africa, Unpublished Ph.D. thesis, Liverpool: University of Liverpool.

McMillan, JH, & Schumacher, S (1993).Research in education – a conceptual introduction. New York: Harper Collins.

McMillan, JH, & Schumacher, S (2006).Research in education –evidence-based enquiry. (6th ed.) U.S.A: Pearson Education Inc.

Metcalf, M (1994). Towards a model of effective school management in South Africa with particular reference to inspection and advisory services: A School Management Teacher Development and Support Proceedings of a conference held at Eskom72 Centre, Midrand, 18-19 August.

Miles, MB & Huberman, AM (1994).Qualitative data analysis: an expanded sourcebook (2nd ed.) Thousand Oaks: Sage

Millennium Development Goals: South Africa Country Report. The Presidency, Government of South Africa (2005), Unpublished document.

Ministry of Education, Sport and Culture (2001).The developments in education: The Education System at the End of the 20th Century. National Report of the Republic of Zimbabwe.[Online]http://www.ibe.unesco.org/International/ICE/natrap/Zimbabwe.pd f [22 Mar 2005].

Moloi KC 2005. The school as a learning organisation, 2nd edn. Pretoria: Van Schaik.

Mothata, M.S, Lemmer, E.M, Mda, T.V, Pretorius, S.G. (Eds) 2001. *A Dictionary of South African Education and Training*. Johannesburg: Hodder and Stoughton.

Mouton. J, 1996: Understanding social Research, J.L Van Schaik Academic.

Mukhumo, MM (2002). The perceptions of educators onthe influence of the abolishment of corporal punishment onschool discipline. Unpublished dissertation. Johannesburg: Rand Afrikaans University.

Munroe M (2005). Becoming a Leader, Whitaker House , USA.

Nelson Mandela Foundation (2005). Emerging Voices: A report on education in South African rural communities. Cape Town: HSRC Press.

Neuman, L (2000).Social Research Methods fourth edition, Pearson Education Company.

Ngcobo, BW (1988). Discipline in black schools: A pedagogic didactic perspective. Paidonamia16(1).18-25.

Nxumalo B (1995). The culture of learning: a survey of Kwa-Mashu schools. IndicatorSA, 10:55-60.

Oosthuizen, I (2002). Discipline at schools under the microscope. Pretoria News, May 2.

Oosthuizen, I J, Roux. JM and van der Walt, JL(2003). A classical approach to the restoration of discipline in South African Schools. Koers 68: 373 – 390.

Oosthuizen, IJ, Wolhuter, CC & Du Toit, P (2003). Preventive or punitivedisciplinary measures in South African schools: Which should be favoured? Potchefstroom University for CHE. Koers 68 (4). pp. 457-479.

Owens RG & Steinhoff CR (1989).Towards a theory of organizational culture. Journal of Educational Administration, 27:6-16.

Patton, MQ (1990). Qualitative evaluation and research methods. Newbury Park, London: Sage.

Peacock, A and Rawson, B (2001) 'Helping teachers to develop competence criteria for evaluating their professional development', International Journal of Educational Development, 21, 79-92.

Pienaaar, G (2003), 'A different approach to classroom discipline problems', Educare, 32(1), 261-74.

Polit, DF & Beck, CT (2006).Essentials of Nursing Research. Methods, Appraisal, and Utilization.6th edition, Lippincott Williams and Wilkins.

Porteus, K, Vally, S and Ruth, T (2002). Alternatives to corporal punishment. Growing discipline and respect in ourclassrooms. Johannesburg: Wits Education Policy Unit.

Ramsuran, A & Malcolm, C (2006) Professionalisation as a social regularity: the policy process in South Africa's Natural Science curriculum. South African Journal of Education, vol. 26, no. 4, pg. 515-528.

Roberts, J, and Roach, J (2006). Leadership styles and practices in effective schools. Johannesburg: Matthew Goniwe School of Leadership and Management.

Rodgers, B(1994). The language of discipline: a practical approach to effective classroom management. Plymouth: Northcote House.

Ryan, J (2005). Inclusive Leadership. San Francisco: Jossey-Bass.

Saunders W (1996). One lost generation after another. Frontiers for Freedom, 18-19.

Sayed, Y and Jansen, JD (2001).Implementing Education Policies: The South African Experience. Rondebosch: University of Cape Town Press.

Sergiovanni, TJ (1994). Building Community in Schools. New York: Jossey-Bass.

Sergiovanni TJ (1998) Leadership as pedagogy, capital development and school effectiveness. International Journal of Leadership in Education, 1(1), 37–47.

Schulze, S and Dzivhani, MD (2002). The role of discipline in school and classroom management: a case study in South Africa. Journal of Psychology in Africa 12(2):119-130.

Silverman, D (2000). Doing Qualitative Research.A practical Handbook. London: Sage.

Somekh, B and Lewin, C(2006).Research methods in the social science. London: Thousand Oaks.

Spillane, J (2006). Distributed Leadership. San Francisco: Jossey-Bass.

Squelch, J.M. (1999). *An educator' guide to labour law*. Pretoria: University of Pretoria

Taylor D (2002). Effective school governing bodies: the misnomer of the idea of a balance between Governance and Management. Paper presented at the Education Management Association of South Africa Annual Conference, Port Elizabeth, March.

Thornton, R and Sokoloff, D (1998) Assessing student learning of Newton's laws: The force andmotion conceptual evaluation and the evaluation of active learning laboratory and lecture curricula. American Journal of Physics, 66(4): 338-352.

Terry PM (1999). Essential skill for principals.Thrust for Educational Leadership, 29:28-32.

Thurlow, M, Bush, T and Coleman, M (2003), Leadership and Strategic Management in South African Schools, London, Commonwealth Secretariat.

Tsukudu, P and Taylor, P (1995). Management development support for head teachers of secondaryschools in South Africa, in: Johnson, D et al (Eds.), Educational Management and Policy: Research, Theoryand Practice in South Africa, Bristol, University of Bristol.

Van Knippenberg, D and Hogg, MA (2003). Leadership and power: identity processes in groups and organizations. SAGE Publications.

Van der Horst, H & McDonald, R (1997). Outcomes-Based Education: A teachers manual. Pretoria: Kagiso

Vithal, R & Jansen, J (1997). Designing your first research proposal. Cape Town: Juta.

Webb, W and Auriacombe, C J (2006). Research design in Public Administration, Critical considerations. Journal of Public Administration, 41(3.1), p. 588-602.

Welman, JC and Kruger, SJ (2005).Research Methodology, for the Business and Administrative Sciences. Oxford: Oxford University Press.

Wellman, JC and Kruger, SJ (2001). Research methodology: For the business and administrative sciences.(2nd Ed.) Oxford University Press: South Africa.

APPENDIX A: STRUCTURED INTERVIEW QUESTIONNAIRE FOR THE LEADERSHIP IN SCHOOLS AND ITS IMPACT IN GRADE 12 RESULTS AT SEKGOSESE WEST CIRCUIT

1. BIOGRAPHICAL INFORMATION

1.1 Gender | M | | F |

1.2 Age Group | 15 - 21 | | 22 - 25 | | 26 - 40 | | 40+ |

1.3 Educational Level | Gr 8 - 12 | Teaching Diploma | | Degree | | Postgraduate Qualification |

1.4 Name of school | Motlalaohle | St. Brendance | Rampo | Tidima | Fedile |

1.5 Occupational Category | Learner | Teacher | HOD | Principal/ Deputy | Circuit Manage |

1. PERFORMING AND UNDERPERFORMING SCHOOLS IN THE CIRCUIT

1.1 Is your school/circuit identified or declared performing or underperforming by the Department of Education? ……………………………………….

1.2 If the answer above in 1.1 is underperforming, what are the contributing factors?
 …………………………………………………………………………………………
…………………………………………………………………………………………
……………………..………………………………………………………………………

1.3 If the answer above in 1.1 is well performing, what are the contributing factors
    that maintain performance?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

1.4 Is there monitoring of work in your subject/department/school/circuit? Yes /No

………………….

How often is monitoring of work done?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

1.5 Is there enough discipline amongst all stakeholders in your school/ schools?

Yes /No ………………..

Substantiate the reasons to the answer given above

…………………………………………………………………………………………..

…………………………………………………………………………………………..

…………………………………………………………………………………………..

…………………………………………………………………………………………..

…………………………………………………………………………………………..

2. <u>LEADERSHIP CHALLENGES IN YOUR SCHOOL / CIRCUIT</u>

2.1 Does your school / schools have leadership problems? Yes / No …………………

2.2 If the answer given above in 2.1 is yes, what are the leadership problems / Challenges faced at your school / schools.

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

2.3 Do you have adequate parental involvement in the education of your learners?

Yes /No……………………………

State the reasons for the answer given above.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

2.4 How do you rate your School Management Team in terms of work performance?

Good /Poor /Excellent

…………………………………

What are the causal contributing factors that led to the choice of your answer

above?

...........…………………………………………....………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

2.5 Is there any relationship between the school that performs well /underperforms

and the roles the principal/Circuit Manager (leaders) plays? Yes / No

…………………………………………

Indicate the relationship with reference to the answer above.

…………………………………………………………………………………………

………………………………………….………………………………………....…

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

3. **SOLUTIONS TO LEADERSHIP CHALLENGES**

3.1 Do you have mechanisms/ strategies that you can use to address the leadership challenges and underperformance in schools? Yes / No

……………………………………………

3.2 What are the possible solutions towards the underperformance your school/circuit?

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

3.3 What are the possible solutions towards the leadership problems/ challenges in your school / circuit?

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

3.4 What role can the learners, teachers and parents play to remedy the leadership challenges and underperformance in school results?

…………………………………………………………..…………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

Thank you for your time and cooperation.

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

CAPRICORN DISTRICT

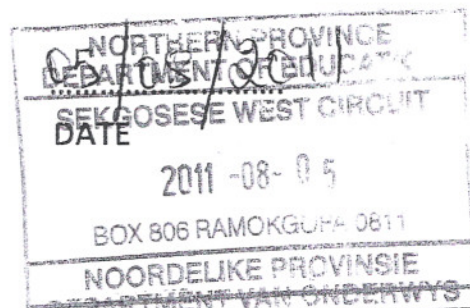**SEKGOSESE WEST CIRCUIT**

Enq: Dr.M.M MASIPA

CELL: 0794955925

Sekgosese West Circuit

P.O Box 806

RAMOKGOPA

0811

05 AUGUST 2011

The Head of Department

Department of Education

Biccard Street

Polokwane

0700

RECOMMENDATION FOR APPROVAL TO CONDUCT RESEARCH FOR MASTERS' DISSERTATION: SEKGOSESE WEST CIRCUIT: MORIFI T.J-PERSAL N0.81359144

1. The matter above has reference.

2. The circuit hereby recommends that permission be granted to Morifi T.J

   to conduct research in the schools falling within Sekgosese West Circuit

   as requested.

CIRCUIT MANAGER

APPENDIX A

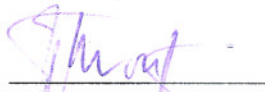|		
Enq	: Morifi T J	P.O.Box 3306
Cell No	: 072 224 4400	Polokwane
		0700

Sir/ Madam

Re: Request for an interview

I am a student in the Master of Development (MDEV) programme at the University of Limpopo's Turfloop Graduates School of Leadership (TGSL). I am currently involved in a research project in the area of educational development and leadership. My topic is : Leadership in schools and its impact in grade 12 results at Sekgosese West Circuit in Limpopo Province, South Africa.

I would sincerely appreciate it if you could sacrifice some few minutes of your time to respond to the questionnaire and a short interview about the impact of school leadership. Anonymity is well assured and should you be interested, I am willing to share the results of my research with you after completion of my research. The exercise is purely for academic purposes and all information provided will remain confidential.

Sincerely

Morifi T J (Mr)

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION
OFFICE OF THE HEAD OF DEPARTMENT

Enquiries	:	Nemalili Eastern(Manager: Office of the HOD)
Tel Ext.	:	(015) 290 7702

Date   : 11 August 2011

Mr.T.J.Morifi
P.O.Box 3306
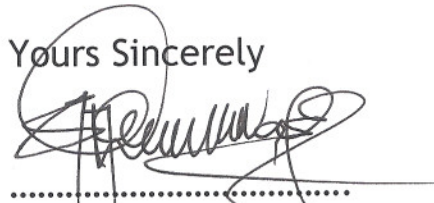Polokwane
0700

Dear Sir

Cell no: 0722244400
morifijoase@yahoo.com

RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH FOR MASTER'S DISSERTATION: MORIFI T.J. (Persal No: 81359144)

1. Thank you for your letter dated the 03 August 2011 of which the content is noted. We are indeed humbled by the interest displayed by you on matters which of course affects our Education system.

2. In the light of your request, i therefore grant you permission to conduct research in the schools falling within Sekgosese West Circuit in Capricorn District.

3. It is however important to indicate that prior arrangements to conduct the latter should be arranged in advance so that teaching and learning is not sacrificed.

The heartland of Southern Africa - development is about people!

4. After the completion of the study, we will appreciate a copy of your research which will serve as a resource for the Department.

5. Once more, we wish you all of the best in your studies and assure you of our cooperation in this regard.

Yours Sincerely

Mr.M.J.Thamaga
Acting Head of Department-Education
Limpopo Province

Cc:
Acting Senior General Manager-District Coordination: Mr.M.T.Mhlongo
Acting District Senior Manager: Capricorn: Mr.M.T.Maphwanya