LEADERSHIP CHARACTERISTICS OF SUCCESSFUL SCHOOL MANAGEMENT TEAMS IN TOWNSHIP SCHOOLS

by

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DR PHUMLANI ERASMUS MYENDE

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- Lastly, and most importantly, I dedicate this to my mother who was my friend, inspiration, confidant, supplicant who however never lived to see this. Your unconditional love endures forever in both my heart and mind.

ABSTRACT

In South Africa the right to receive basic education is guaranteed in the Constitution under the Bill of Rights (Republic of South Africa, 1996a). This implies that all learners despite their socio-economic background and geographical position should be afforded an equal opportunity to basic education. Yet, learners in rural and township contexts have limited access to reasonable quality education compared to their urban counterparts. Additionally, township schools are generally viewed as dysfunctional due to lack of resources and depressing socio-economic backgrounds. However, some township schools have managed to excel despite the disparities. Therefore, the aim of this study was to investigate what characterises the leadership approaches of successful school management teams in township schools. The aim of the study was to find out how leaders of depriving contexts manage to provide quality education despite the daunting challenges. It sought to find from principals and School Management Teams how they manage to achieve and sustain outstanding results, despite the disparities. It further sought to explore strategies they employ to mitigate the challenges and in order to uphold their reputation. Drawing from Purkey and Novak's (1996), Stoll and Fink's (1996) and Kemper's (2008) invitational theory, a conceptual framework for this study was developed. Using the qualitative approach and case study as a research design, it was conducted within the confines of the interpretive paradigm. Data was generated using semi-structured interviews. Six teachers from two township schools in the Ugu District of the KwaZulu-Natal province were participants. Findings revealed that good leadership and management are fundamental elements of a successful school. Leaders adopt participative and interactive approach and they also adhere to policies as their beacon of light for clarity and direction. Recruitment and retention of quality teachers emerged as an integral source of quality education. In addition, success of participating schools is attributed to dedicated teachers who work beyond the call of duty and good leaders and managers. Recommendations based on the findings are made, namely, school leaders are to lead like team captains where relationships are fostered within the school should be built on foundations of mutual trust, respect, selflessness and compassion. Leaders should acknowledge and embrace individuality among teachers and learners. They should open channels of communication to invite external assistance. Leaders should constantly seek knowledge.

LIST OF ABBREVIATIONS

ACE	Advanced Certificate in Education
B Ed	Bachelor of Education
HOD	Head of Department (School)
IL	Invitational Leadership
KZN	KwaZulu-Natal Province
PPN	Post Provisioning Norm
RCL	Representative Council for Learners
SABC	South African Broadcasting Cooperation
SASA	South African Schools Act
SGB	School Governing Body
SL	Servant Learning
SMT	School Management Team
TLO	Teacher Liaising Officer

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

A great deal of the school's success depends on good leadership. Literature (Bush, 2007) indicates that the quality of leadership makes a significant difference to the school and the student outcomes. Nelly (2008) and Mulford (2011) hold the similar view that it is widely recognised and agreed among the scholars of leadership that the quality of leadership always has some effect on the school effectiveness. Concurring with this view, Emmanouil, Osia and Ioanna (2014) suggest that leadership has a central goal which is to ensure and maintain school improvement. These scholars continue to say that this has to do with the quality of teaching, and this is the most influential factor of students' academic achievement. The simple fact is that without effective leaders most of the goals of educational improvement will be very difficult to achieve (Harvey, 2013). Alongside this, a need to focus on leadership and management of township schools is crucial. Studies have indicated that there are various challenges faced by schools that are located in the townships in South Africa. For instance, studies by Mafora (2014); Mampane and Bouwer (2011), as well as Masitsa (2011), documented daunting adversities experienced by township schools. Nevertheless, Kamper (2008) in his work echoes a powerful paradox that some of these schools perform heroic deeds under difficult conditions. In relation to this, Kemper (2008) argues that the key ingredients of school success appear to be the principal's good leadership style. As a researcher, I also hold similar views that good leadership is proportionally congruent to a successful school.

The study that is reported in this dissertation investigated what the distinctive approaches of school leadership in successful township schools are. In this regard it sought to find out the behaviours and practices that define the success of their schools. Leadership remains the central factor that affects the success of a school. Similarly, the success of township schools also hinges upon the leadership and management approaches of the School Management Team (SMT). This is the first chapter and it introduces this study by discussing the background of the study, the

statement of the problem and aims and focus of the study. Furthermore, key research questions are presented followed by the significance of the study. The chapter further presents a brief clarification of key concepts and an outline of all chapters that constitute the study.

In South Africa the right to receive basic education is guaranteed in the Constitution under the Bill of Rights (Republic of South Africa, 1996a). This implies that all learners despite their background and geographic situation should be afforded access to quality education. Masitsa (2011) states that, it is doubtful that any child may reasonably be expected to succeed in life if s/he is denied the opportunity of an education. While education is a right for all, research documents that not all learners have access to quality education. For example, several studies (Hlalele, (2013); Myende & Chikoko, 2014; & Myende, 2013) argue that learners in rural contexts have limited access to quality education compared to their urban counterparts. Furthermore, it is also documented that due to violence, drug abuse, lack of resources and depressing socio-economic background (Kamper, 2008; Msila, 2009; Masitsa, 2011) many township schools, like their rural counterparts cannot afford to offer quality education to the children. Challenges in the township context are further documented by Mafora (2014) who argue that township schools are generally viewed as dysfunctional schools by social commentators, scholars and even politicians. Mafora (2014) further posits that some of the challenges which confront these schools include poor state of infrastructure, limited resources and violence. Furthermore, Mafora (2014) mentions more disparities that include negative social attitudes, poor quality of teaching, limited learning, bureaucratic and ineffective leadership and management as characteristics of dysfunctional schools. Likewise, the findings of research conducted by Xaba and Malindi (2010) in three historically disadvantaged schools reiterate similar daunting disparities. Their findings indicate that township school environments are typically characterised by unkempt premises, rundown buildings, damaged and inadequate furniture, poor waste management facilities, substandard toilet and sanitation facilities and physical danger areas. On the other hand, Kamper (2008) also states that township schools are characterised by severe poverty-related odds such as hunger, homelessness, illiteracy, unemployment, gangsterism, drug abuse, and a fatalistic mindset. These adverse conditions basically hamper the success of any school. In view of these adverse conditions, township

schools are notorious for being dysfunctional. Xaba and Malindi (2010) argue that learners in township schools receive an education that few can be proud of.

Literature documents that globally, violence in schools is a matter of grave concern. For example, Tintswalo, (2014) argues that violence is a feature of schooling globally. Tintswalo (2014) further states that in this regard the experiences of violence in South African schools are not in isolation. Cases of violence are rife in township schools. Experiences of violence in township schools include learners exchanging of blows in and outside the classroom. There are serious incidents where learners have been reported to carry knives and daggers to school where a learner or a teacher would be stabbed during teaching and learning time. Bullying episodes are also very common. In some cases the bullying would emanate from the groups in the community and would be carried over to school premises. According to Msila (2009), there is occasional use of drugs which includes tobacco smoking and drugs including dagga and use of some illegal tablets. Intoxicating substances decrease the level of concentration thus impeding learners' academic progress. Moreover, drunk or intoxicated learners cause the learning atmosphere to be unbearable and unconducive for both the teachers and the learners. On the other hand unkempt premises, rundown buildings, damaged and inadequate furniture (Xaba & Malindi, 2010) place heavy affliction on the functionality of the school as a whole. Esau (2007) maintains that these conditions cause learning to collapse, since they infringe on the right of the learners to be taught in clean, well-kept school buildings, and to develop their full potential. In a pilot study by the University of Salford and architects, Nightingale Associates, Downey (2013) states that it was found that the classroom environment can affect a child's academic progress. In the light of this unconducive context, township schools are thus not accorded a reputation of being successful schools.

However, in spite of these challenges, literature indicates that some township schools have been commended for a reputable quality education. Research conducted by Ngcobo and Tikly (2010) suggested that even within the township settings there were huge variations in context. Scholars like Msila (2009) and Ngcobo and Tikly (2010) argue that there are successful township schools. Kamper (2008) asserts that given the poor academic performance of the majority of

township schools, there are schools that excel despite the adversities. This is also supported by a number of media reports. Newspapers and broadcasting stations indicate that some township schools are able to produce outstanding matric results despite their context. News Briefs (2014) reported that, despite many problems and violent protests, the matric pass rates in many Bekkersdal schools improved from 65.4% in 2012 to 84.7% in 2013 and areas such as Soweto and Eldorado Park also increased their matric pass rate from 65.4% in 2012, to 84.7% in 2013. Similarly, one of Mitchell's Plain's High Schools within the community that faces poverty, a high rate of teenage pregnancy, gangsterism and single parent households achieved 99.5% matric pass in 2013 and 100% in 2014. Likewise, another high school, situated at Umlazi Township, is short of resources, but it is regarded as one of the best schools in South Africa because it has been achieving a 100% pass rate for the past 17 consecutive years (SABC News, 2015). These reports are undisputable records that witness the resilience of some township schools that have managed to rise above the occasion and uphold the standard of high quality education despite adverse conditions of their context. They have managed, despite the formidable context; to make an indelible mark in the matric results of the country. Therefore, leadership is the key factor to these successful schools because success in a school is a result of successful leadership.

Literature states that leadership that is successful is related to successful schools. Mafora (2014) argues that the major change which can contribute to township schools becoming schools of choice should be in how these schools are governed and managed. Literature also indicates that particular ethics and principles are the root qualities required for the success of a township school. Kamper (2008) points out in this regard that specific values and principles are particularly relevant in the leadership of township schools. Ngcobo and Tikly (2010) support this view to state that successful leaders and managers of successful township schools invest a lot of time and resource in trying to improve the environment of the school. These scholars further state that leaders in the township schools take a lead in restoring a culture of teaching and learning amongst staff and pupils. With regards to what the leadership of successful township schools do, Mampane and Bouwer (2011) state that they positioned both education and school curriculum as pivots, the playing field or context within which the availability and

quality of the school resources and goal attainment take effect. Leaders of successful township schools possess considerable degree of commitment and resilience. Consequently, some township high schools have been commended nationally for producing outstanding matric results over the years. In relation to the literature that has been cited, it is important to note that these studies were not conducted in my own school context. The context of this study consists in the main of failing township schools with the same pocket of excellence. Additionally, the literature that has been presented focuses more on the leadership as practiced by the school management teams. This is due to the fact that literature on successful leadership mainly focuses on the principal as a school leader. This does not take into cognizance the fact that leadership is not monopolised by principals but it is distributed throughout the SMT and teachers. Therefore this study focuses on the SMT members on the basis that they are also part of leadership. Therefore, this study explores what characterises successful leadership in these township schools.

1.2 RATIONALE OF THE STUDY

This study is based on the premise that leadership and management is the central factor that influences the success of a school. Constitutionally, all public schools are lead and managed within the framework of the same policies and laws that the Department of Basic Education has formulated and put in place. Among these public schools are township schools. Masitsa (2011) points out that South African township schools are especially vulnerable to unsafe conditions and threats of violence due to their context. These conditions have a negative effect on learners' performance. However, it has been noted that some schools do exceptionally well despite these unfavourable conditions. Scholars like Msila (2009) and Ngcobo and Tikly (2010) argue that there are successful township schools. My interest in the research topic has been triggered by the differences that I have observed in the high schools situated within the same township. There have always been significant differences in terms of learner discipline, maintenance of cleanliness of the school yard and matric results in these high schools. As I have indicated in the background, research conducted by Ngcobo and Tikly (2010) documented that even within the township settings there are huge variations in the context. This has resulted in my being curious

to find out the factors that affect these variations. Most particularly my inquisitiveness is drawn to the leadership roles of the SMT as to how they are able to influence positive results in their schools. I wish to acquire a deeper understanding of what characterises leadership and management of these successful high schools. Hence, I want to enquire what these leaders do that make them different from their neighbouring counterparts. Nevertheless, the title addresses the issue the study is focusing on, however throughout the study it has been made clear that the study is not about the SMT's views in general. The study looks at the characteristics of successful leadership from the perspectives of the SMT members of the selected schools.

1.3 STATEMENT OF THE PROBLEM

Research shows that there are successful schools in townships regardless of the unconducive conditions under which they operate. Outstanding performance of some townships schools is evident in the literature (Mafora, 2014; Mampane, 2011; Ngcobo & Tikly, 2010; Msila, 2009; Kamper 2008), that has been discussed in the previous paragraphs. In the background I have shown that leadership remains the key factor in schools. Significantly, too, are the points made by Kamper (2008), Ngcobo and Tikly (2010), Mampane and Bouwer (2011), and Mafora (2014) that success in township schools is pivotal to how they are governed and managed. Nevertheless, there is insufficient literature that explores what characterises the successful leadership in successful township schools. Studies on what characterises successful leadership in successful township schools remain at a periphery, hence, the purpose of the current study. Therefore, this study is premised on exploring the characteristics of successful leadership in successful township schools.

1.4 PURPOSE OF THE STUDY

Given the statement of the problem above and the background as highlighted in the introduction, this study argues that leadership in successful township schools is the key factor. Given this, the purpose of this study was to explore the characteristics of school management

teams' leadership in successful township schools. What characterises successful leadership of successful township schools; drawing from the perspectives of SMT members.

1.5 RESEARCH QUESTIONS

Emanating from the aim, the study seeks to answer the following key primary question:

- What characterises the leadership of successful management teams in successful township schools?

The study seeks to answer these following sub-questions:
- What do successful townships school management teams do to lead their schools?
- Why do successful townships school managers choose to approach leadership in this way?
- How do successful townships school management teams navigate the challenges hindering success of township schools?

1.6 SIGNIFICANCE OF THE STUDY

The significance of the study revolves around the issue of township schools that manage to succeed despite the odds. My hope is that the findings of this study may contribute in sensitising township school personnel that success is possible despite the disparities of their context. The study may also contribute to the understanding of how resilience and functionality in a township schools are possible through leadership. Additionally, the findings may assist some township school SMTs and teachers to evaluate the effectives of their leadership and management approaches so as to improve the academic standards of their own schools. Finally, it may be used as a path finder towards eradication of stereotypes that have always been associated with township schools.

1.7 CLARIFICATION OF KEY CONCEPTS

This section provides brief clarifications of key concepts that are used in this study. These concepts are township schools, successful schools, as well as leadership and management.

1.7.1 School Management Teams

The SMT comprise of the formal school leaders such as the principal, deputy principal and Heads of Departments (HOD). Their duty is to ensure that quality teaching and learning takes place in the school. SMT's duty is also to promote the implementation of the various policies. As it has been mentioned in the introduction, the success of a school hinges upon the leadership and management approaches of the SMT. Since the SMT's are the custodians of school functionality, their undertakings inform the quality of education obtainable in their schools. The SMT has a responsibility to turn policy into practical measures thus positive outcomes are achieved. Therefore the SMT that works cooperatively with the staff towards the common goals necessitate school success. They should be able to inject and attain commitment of both teachers and learners.

1.7.2 Township Schools

Township Schools are institutions of learning designed for black South African children, situated in the residential areas on the periphery of towns and cities. As it has been mentioned previously, these residential areas originated as racially segregated, low-cost housing developments for black labourers to remain closer to their places of employment within the cities and towns (Mampane & Bouwer, 2011). These schools are known for their poor education which is characterised by, among other things, lack of resources, poverty, violence and drug abuse. Along these unfavourable conditions of learning there are some township schools that have managed to be resilient and have produced outstanding results.

1.7.3 Successful schools

Gibson and Bisschoff (2014) use the term successful school interchangeably with the terms high achieving and high performing schools. This is basically because a successful school performs and achieves results of high academic standard. Literature documents that a successful school is characterised by quality education, that is attributed to the learners' outstanding academic performance (October, 2014; Gurr, 2014; Gibson & Bisschoff, 2014). The school leaders and the teachers, as well as the learners of a successful school share the common dream of succeeding in their work. Brighouse and Woods (2008) argue that all members of a successful school community are committed to success and are anxious to improve on their own shared achievements. Furthermore, work by Lezotte (2013) indicates that successful leadership is the crux of a successful school. In an effective school, Lezotte (2013) argues that the principal is a leader of leaders who is not just an authority figure, but also a coach, partner, and cheerleader. Gurr (2014) suggests that successful school leaders are culturally sensitive; they seem to be less constrained by the context. One of the important elements of a successful school is the principal's attitude towards day-to-day leadership and management challenges. Successful principal's attitude is the determination towards maintenance of good quality and success. They act as central pieces that affect and influence every undertaking within the school. Additionally, McGee (2004) argues that in student-centred instruction, more interaction between the teachers, parental involvement and small class size are some of the key elements of a successful school. Pass rate serves as a benchmark to measure the standard and quality education afforded to learners of that particular school. Additionally, in most cases successful leadership generally results in successful schools and these schools are characterised by a strong focus on teacher development.

1.7.4 Leadership and management

The terms leadership and management have no distinct definition, therefore it is not easy to express clear differences between them. For this reason, Davidoff and Lazarus (1997) say that

leadership and management are two sides of the same coin and thus are often used interchangeably. In support of this, Bush (2007) states that leadership and management overlap. When scholars attempt to explain the duties of leaders, they always overlap some of their duties with those of managers. Grant (2010) supports the foregoing view and indicates that although leadership and management are distinct they complement each other. Brighouse and Woods (2008) say that leadership has to do with planning and vision while management has to do with organisation and provision. Van Deventer and Kruger (2003) argue that no organisation can operate successfully without a leader or a manager. In South African schools leadership and management are always associated with official power that is granted to the SMT by the government. Schools need leaders in order to maintain order, ensure policy implementation, functionality and stability among the teachers and the learners. Leadership is the process of influencing others to get the work done (Thamarasseri, 2015). For the purpose of this study leadership and management have been conceptualised as related terms hence they have been used interchangeably.

1.8 DEMARCATION OF CHAPTERS

This study is presented in five chapters, and below is a brief outline of what these chapters entail.

Chapter One

This chapter provides the background, aim and rationale of the study. The statement of the problem, aim and focus of the study are discussed, which precede the objective of the study. Key research questions are presented which are then followed by the discussion of the significance of the study. The chapter further presents a brief clarification of key concepts. The chapter further presents an outline of each all chapters. In the end a summary of the chapter is presented.

Chapter Two

The current continental and international literature regarding successful township schools is reviewed with an aim of highlighting the debates around what successful leadership do in general and in township schools in particular. The second part of this chapter presents a discussion of the theoretical framework that underpins this study.

Chapter Three

This chapter presents the research design and methodology that has been employed for the purpose of this study. The components of the chapter include the research context or site, the research participants, sampling techniques, the data generation procedures, the data analysis procedures and ethical issues. The limitation of the study is also presented in this chapter.

Chapter Four

Findings obtained in this study are presented and discussed in this chapter. Data that has been generated is also analysed and discussed.

Chapter Five

This chapter provides a discussion of the results obtained in the study. It then presents the summary, the conclusions and recommendations drawn from the conclusions.

1.9 CHAPTER SUMMARY

In this chapter I have provided the introduction and background to the study. The introduction encapsulates the fact that quality education is a right for all but some schools are unable to provide it. I have argued in the chapter that although some school in the township context fail to

provide quality education, there are those that succeed. I have centralised leadership within this achievement. Thus I argued for the purpose of this study which is to explore what characterises successful leadership of school management teams in successful township schools. The chapter has introduced the study by stating the background, the problem, the research questions and the significance of the study. In the end the demarcation of each chapter was provided.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

This chapter presents the views of international and local scholars on the concepts of leadership and management of successful schools in depriving contexts. The depriving contexts, as used in this chapter, emanate from the fact that it has been indicated in the first chapter that successful leaders in township schools face multiple deprivations. The main objective is to obtain insight from the literature into what characterises the leadership and management practices of successful schools. As it has been indicated in the previous chapter, leadership and management are the central phenomena that influence and affect the success of a school. Therefore, this chapter aims to acquire understanding about the characteristics of leaders of successful schools, particularly the township schools located in depriving context.

2.2 Leadership and Management

Literature indicates that the terms leadership and management have no distinct definition; therefore, it is not easy to express clear differences between them. For example, Van Deventer (2003); Grant (2010) and Bush (2007) state that the terms leadership and management are often used interchangeably. Leadership and management are inseparable entities of being in charge or in control. The duties and responsibilities of a leader cannot be completely independent of that of a manager. One complements the other (Grant, 2010). While the manager performs his or her duties, s/he also leads and *vice versa*. This suggests that leadership and management are like two hemispheres of the same brain in the sense that one cannot operate without the other. Heystek, Nieman, van Rooyen, Mosoge and Bipath (2008) reiterate that leadership and management are integrated but are different aspects of the functions of the person heading the organisation. While Heystek*, et al*., (2008) contend that leadership and management overlap, Bush, Bell and Middlewood (2010) and Davidoff and Lazarus (1997) argue that leadership and management are distinguishable. According to Bush, Bell and Middlewood (2010), and Davidoff and Lazarus

(1997), leadership is independent of positional authority whereas management is linked directly to positional authority. Davidoff and Lazarus (1997) state that leadership is the ability to maintain a balance between movement and stability and it is about moving forward whereas management is about holding the school, establishing certainty and allowing for rest and reflection. Management ensures that the school as a whole is functioning and achieving its vision (Davidoff & Lazarus, 1997). Additionally, leadership is the mediator which activates inspiration, motivation, support and guidance towards the right direction bringing out the maximum of people's potential (Emmanouil, Osia & Paraskevi-Ioanna, 2014). Leadership is all about organisational improvement and it is all about establishing widely agreed upon and worthwhile directions for the organisation (Leithwood, Day, Sammons, Harris & Hopkins, 2006). This, therefore, suggests that leadership and management are the fundamentals of ensuring stability and operation without chaos in any organisation. In the next paragraphs some leadership styles will be discussed.

2.3 Types of Leadership

Functionality and success of a school largely depends on the leadership styles that are adopted by its leaders. Research indicates that a number of different types of leadership styles could be adopted by school leaders in their effective management practice. This is evident in the findings of studies conducted locally by October (2014), Ngcobo and Tikly (2010), Bush (2007) and Msila (2011). October's (2014) findings indicated that successful leadership can make practical and effective use of diverse of leadership styles, adopting the one that meets the needs of their contexts. Adoption of a leadership style, as October (2014) suggests, is determined by a variety of factors such as the developmental stage of the school, the set goals to be achieved, the situation and the complex environment faced by leaders. Similarly, Ngcobo and Tikly (2010) state that effective leadership styles are subject to context. There is no one package for school leadership; there is no one model to be learned and applied, regardless of culture and context (Ngcobo & Tikly, 2010). Bush (2007) concurs with October's (2014) and Ngcobo and Tikly's (2010) views that leaders adopt different leadership styles to respond to unique organisational circumstances or problems. Conscientious school managers and leaders who have identified the

problems endemic in their schools will know their strengths and inadequacies; hence, they will adopt relevant leadership styles that would address these (Msila, 2011). Successful leaders meticulously adopt a variety of leadership styles instantaneously that suit their contexts. In the next paragraph a few leadership styles are going to be discussed.

2.3.1   Laissez-Faire Leadership Style

The findings of Amanchukwu, Stanley and Alolube's (2015) work conducted in Nigeria, indicate that laissez-faire leadership may be the best or the worst of leadership styles. They argue that when laissez-faire is applied to leadership, it refers to leaders who allow their subordinates to work on their own. Similarly, Boeteng (2012) reiterates that laissez-faire leadership indicates a complete abandonment of leadership responsibilities resulting in these leaders being extremely passive. Additionally, Val and Kemp (2012) and Amanchukwu, Stanley and Alolube (2015) posit that in this leadership approach, the subordinates are able to work problems out and make their way through their duties without too much extra guidance from the leaders. Val and Kemp (2012) indicate that these leaders would provide very little guidance when dealing with group issues on their assignments and would allow group members to come up with decisions on their own. According to Val and Kemp (2012), laissez-faire approach is made without a lot of consideration. They further point out that this leadership style can be effective if the leader monitors performance and gives feedback to team members regularly. Although Amanchukwu, Stanley and Alolube (2015) indicate that subordinates desire the autonomy that laissez-faire leadership provides, Boeteng (2012) differs and points out that some have shown dissatisfaction with this leadership style.

According to Amanchukwu *et al.* (2015), leaders who adopt the laissez-faire leadership style delegate responsibilities to their middle managers. They entrust the accomplishment of vision, mission and objectives of their schools to the deputy principals and the HODs. For example, the principal may assign a task and allow the HODs to operate on their own without his/her direct supervision. In this instance the principal may set expectations for the task and provide the

needed tools to accomplish that particular task. The HODs will, however, determine how they will execute and complete that task. Val and Kemp (2012) are of the view that the main advantage of laissez-faire leadership is that it allows subordinates so much autonomy that it can lead to high job satisfaction and increased productivity. Nevertheless, Oluwatoyini (2006) argues that leaders who adopt the laissez-faire approach of leadership are concerned about maintaining a friendly atmosphere at the expense of the task accomplishment. Therefore, Oluwatoyini (2006) posits that laissez-faire leadership style results in a significantly high number of teachers who are not committed to their most important duties.

2.3.2   Authoritative leadership style

Another form of leadership used by successful leadership which takes a more power centred approach is the authoritative leadership style. Literature documents that central to this leadership approach is obedience and respect of a leader by his/her subordinates. For example, Oluwatoyini (2006) and Veale (2010) state that authoritative leadership uses power without consideration of others people's feelings and views. Authoritative leaders are arbitrary, controlling, power-oriented, coercive, punitive, and close-minded (Veale, 2010. p. 148). Similarly, Oluwatoyini (2006) argues that authoritative leadership uses coercive power to demand compliance and to instill fear in the employees. According to Oluwatoyini (2006), the manager does not have confidence in his subordinates thus they are monitored at all times. Furthermore, Oluwatoyini (2006) argues that authoritative leaders focus on followers' inaccuracies rather than their impeccable performance.

Leaders who adopt this leadership approach set goals for the school and expect teachers to act in accordance without any questioning. Veale (2010) avers that these leaders make decisions and impose them on everyone else, expecting implementation without question. Authoritative principals employ downward communication (Veale, 2010) which results in the subordinates distorting the messages, instructions and circulars. According to Veale (2010), this act of

distortion emanates from the belief that communication is merely serving the interests of the principal. Oluwatoyini (2006) states that teamwork does not exist, therefore, teachers are used to achieve goals. Veale (2010) agrees and points out that leading in this manner, the person is merely in control of the performance of their followers. Additionally, Ibrahim and Ali-Teneiji (2013) regard authoritative leadership as exploitative. They state that exploitive leaders have low concern for people. According to Ibrahim and Ali-Teneiji (2013), school leaders use coercive methods to achieve conformance. Similarly, Allie (2014) is in line with these views and adds that authoritative methods yield lack of commitment, poor team work and lack of motivation. Inevitably, this method unleashes resilience that may possibly hamper the academic success of a school. Allie (2014) argues that authoritative leadership style creates serious complications for the effectiveness of a school.

Despite tyrannical actions exhibited by authoritative leaders, there is evidence of leaders producing good results. With the security of legal support, and the ability to maintain order, the authoritative leadership style can warrant results (Veale, 2010). Similarly, Odeyemi (2010) echoes the same view that leaders who employ this approach yield good results. The school leaders using autocratic leadership styles tend to achieve better teachers' job performance (Odeyemi, 2010) since many teachers need to be coerced before they do their job. Nevertheless, Oluwatoyini's (2006) views differ in this regard. Oluwatoyini (2006) argues that although teachers do not oppose the goals set by the principal, they do not see themselves as part of the organisation because they attribute success to the principal. For the sake of promotion of effectiveness and functionality, successful leadership employs leadership styles that suit the context while it also promotes collaboration. This is echoed by the finding of October's (2014) work conducted in deprived contexts locally. October (2014) argues that principals implement methods that are to ensure the best possible outcome based on the needs of their schools. In other words, success driven leaders adopt this leadership style.

2.3.3 Democratic leadership style

De Villiers and Pretorius (2011) state that the South African education system has facilitated a process in which schools are guided from centralised to decentralised control. "Various policies, embedded in the South African Schools Act (No 84 of 1996), have been implemented to provide for democratic school governance involving school managers, educators, parents and learners" (de Villiers & Pretorius, 2011. p. 574). School leaders who adopt democratic leadership approaches are likely to sanction the objectives of the policy. Democratic leadership basically intends to discourage monopolisation of power by the leaders. This leadership approach encourages and promotes power sharing. Equal power sharing creates teamwork and collegiality among workers. October (2014); Veale (2010); Odeyemi (2010) and Ngcobo and Tikly (2010) indicate that democratic leadership relate to participation, power sharing and clear communication of objectives. Ibrahim and Shaikah (2013) state that the democratic leader welcomes team input and facilitates group discussion and decision-making. A democratic leadership approach promotes participation and collaboration thus yielding trust and teamwork. In this regard everyone possesses the ownership of the learning organisation. Employees or team members feel in control of their own destiny such as the promotion they deserve and are consequently motivated to work hard by more than just a financial reward (Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012).

Ngcobo and Tikly (2010) point out that in this method, different stakeholders are involved. They add that teachers participate in school decision making through their involvement in school committees; learners are given leadership positions in the Representative Councils for Learners (RCLs). This is echoed by Veale (2010) who states that democratic leaders adopt a considerate, consultative, participative, and employee-centred approach. According to Veale (2010), teachers, learners and parents can be taught the values and skills necessary to protect, maintain and perpetuate functionality and success of the school through democratic leadership. Bhatti, *et al*., (2012) point out that although democratic leaders make final decisions but they invite others to take part in the decision making process. In spite of all the advantages that the

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literature documents about democratic leadership, there is evidence (Veale, 2010; Bhatti, *et al.,* 2012) that indicates that it has disadvantages as well. Even though using the collaborative leadership style seems to govern it as all-inclusive, Veale (2010) argues that its dependency on the input of others may not always produce positive outcomes. Likewise, Bhatti, *et al*., (2012) state that this approach can lead to things happening more slowly since participation takes time.

2.4 Effective school leadership and management

Education research shows that the success of a school revolves around effective leadership and management. For example, October (2014); Balyer (2013); Bush (2007); Duma (2013); Mampane and Bouwer (2011) and Kamper (2008) hold similar views that effective leadership and management are the key dimensions for provision of quality education. The principal is an essential basis of leadership and influence. In his activities, the principal organises, directs and manages effective instruction that yields academic success for learners. Successful leaders possess distinguished characteristics that determine the success of their schools. The study conducted by Grant in New York in (2010) discovered that, invariably, personal traits contribute to leadership effectiveness. Similarly, Brighouse and Woods (2008) argue that effective leadership is an art. This view suggests that the important source of effective leaders rests on the leader's diverse range of imaginative and technical skills. In a similar way, Davidoff and Lazarus (1997) and Leithwood *et al*., (2006) state that what leaders do depends on what they think and feel. As an artist, a leader is engaged in a broad spectrum of activities related to influencing and achieving success. Consequently, leadership comprises a leader's ability to express and apply creative skills inspired by his vision for the envisaged success. To be successful therefore, Leithwood *et al*., (2006) suggest that a leader requires being in possession of a range of cognitive and affective qualities, strategies and skills.

On the other hand, Bush, Bell and Middlewood (2010) state that effective leadership is intentional in the sense that a person seeks to exercise influence in order to achieve certain purpose. Adding to this view, Gurr (2014) posits that the development of success is largely due

to the leadership of the SMT, including the values and beliefs that underpin their leadership behaviour and leadership style. In his work conducted in Australia, Gurr (2014) further discovered that successful leadership transcends context and culture. This author argues that context and culture do influence the practice of leadership therefore successful school leaders are culturally sensitive; they are not constrained by context. Fundamentally, successful leaders seem to show an ability to work with context and culture to ensure success (Gurr, 2014). Gurr (2014) further indicates that successful leaders interact within their school contexts to deliver strategic interventions aimed at improving student outcomes.

Essential to effective leadership is the leader's skill to communicate. Literature documents that effective leaders engage in effective communications that inspire and influence people to buy-in from the vision and mission for a school. For instance, Turner (2005) points out that effective leadership establishes and maintains good communication both within the department and among the wider school community. Concurring with this view, Brighouse and Woods (2008) state that successful leaders are approachable and communicate to develop clear development pathways. Despite their hectic schedules, school managers should make time to interconnect with the school community. Leithwood, *et al.,* (2006) point out that, school leaders spend significant amounts of time in contact with people outside of their schools seeking information and advice. According to these authors, leaders communicate in order to stay in tune with policy changes, anticipating new pressures and trends likely to have an influence on their schools. Unless they articulate how things should be carried out, leaders would not be able to influence envisaged future outcomes. Furthermore, Leithwood, *et al*., (2006) state that meetings, informal conversations, phone calls, email exchanges and internet searches are examples of opportunities for accomplishing good communication purposes.

Msila (2011) states that meticulous school leaders strive for effectiveness; have a strong commitment to fellow teachers and build relations with the learners. This implies that effective leadership influences the delivery of quality education thus promoting good results. Msila (2011) avers that the quality of leadership makes a significant difference to school and learner

outcomes. Leithwood and Riehl (2003) posit that if you scratch the surface on an excellent school and you are likely to find an excellent principal. To qualify their view Leithwood and Riehl (2003) further indicate that school leaders are being held accountable for how well teachers teach and how much students learn. Similarly, the study conducted by Emmanouil, Osia and Paraskevi-Ioanna (2014) in Greece and United Kingdom shows that leadership has to do with the quality of teaching; the most influential factor of students' achievement. Emmanouil, Osia and Paraskevi-Ioanna (2014) discovered that effective leadership has a key role in motivating teachers towards individual and shared learning, a factor which is considered to be quite important for school effectiveness to be achieved. Additionally, Leithwood, *et al.,* (2006) state that effective leaders secure the effective discharge of planning, organising, providing, maintaining, monitoring and evaluating. In this regard, leaders employ various monitoring tools that are used to keep track of the process and the progress of teaching and learning.

Successful leaders do not lead their schools single-handedly. Literature suggests that leadership should be distributed amongst all teachers. Botha (2011) argues that the new policy framework for decentralised decision-making is embedded in the South African Schools Act 84 of 1996 (Republic of South Africa, 1996). By decentralising leadership roles, the principal seeks to distribute leadership roles across the school community members. In their work conducted locally, Spillane and Healey (2010) discuss a distributed perspective of leadership. These scholars indicate that a distributed perspective involves two aspects; the leader-plus and the practice aspect. Spillane and Healey (2010) further explain that the leader-plus aspect recognises that leading and managing schools can involve multiple individuals in addition to the principal. In pursuit of this notion, different leadership responsibilities are allocated to teachers according to their fields of specialisation.

October (2014) points out that distributed leadership holds that power or authority does not rest within only the principal, but with a concert of players. October (2014) further states that distributed leadership is not only about making every person a leader, but about practices emanating from liaisons amongst role players. Distributed leadership in action is evident in the example made by Botha (2011). According to Botha (2011), secondary schools are organised on

a subject-oriented basis and are placed into departments according to their areas of teaching expertise. Botha (2011) further points out that substantial amount of tasks and activities that lead to successful teaching and learning remains the responsibility of the middle managers or Heads of Department (HODs). In most schools, depending on the enrolment, the HODs lead the departments according to their areas of teaching expertise (Botha, 2011). The HODs work closely and collaboratively with the senior managers; the principal and the deputy principal(s). The senior managers delegate leadership duties such as planning, monitoring and liaising with the staff to the HODs. This boils down to the fact that leadership and power are two entities that operate concurrently with each other. Research indicates that effective leadership is about influence which is a form of power. To reiterate this view, Davidoff and Lazarus (1997) state that essential leadership is about power relations and influence. Influence is the form of power (Bush & Glover, 2013) and there are multiple sources of influence in schools. Although the term power provokes undesirable outlooks for most people, but nothing will ever get done and no school goal will ever be achieved without the enactment of power. Wendell and Bell (1990) argue that while power has negative connotations for most people, it is through the use of power that things get done in the world. Bento (2011) suggests that most definitions of leadership assume that there is a social influence process whereby intentional influence is exerted by one individual or a group, over other people. According to Bento (2011), this social influence process shapes the activities and relationships in a group or organisation.

The school structure and the relationships among members of the school community are indicative of power structures that exist in a school. Gronn (2008) argues that one person can no longer successfully lead a school; rather schools should be led in a collaborative manner with school staff members in shared decision-making through a distributed of leadership model. According to Molefe (2010), power sharing is characterised by the distribution leadership responsibilities among all teachers in a school. Molefe (2010) and Bush and Glover (2013) agree that school effectiveness and improvement prevail if teachers work collaboratively and in a collegial school culture. Grant (2011) on the other hand posits that principals' responsibilities increase in quantity and complexity along with accountability demands for improved student achievement. Therefore, principals rely on others (Grant, 2011) to some degree in an

organisation in order to actually lead. Similarly, Lashway (2006) concurs with Grant (2011); Molefe (2010) and Bush and Glover (2013) and adds that a leader's primary influence in the organisation is to distribute leadership throughout traditionally hierarchical levels within the school. The SMT therefore employ various strategies to share power in order to secure the commitment of teachers to their duties. While the senior management provides the schools framework as adopted from the policies, the implementation and monitoring responsibility lies with the middle managers. Power is further decentralised to grassroots level through the School Governing Bodies (SGB) which has a significant input in the running of the school. Mestry and Khumalo (2014) state that the South African Schools Act of 1996 provides that school governing bodies (SGBs) should adopt and assist in the enforcement of policies to promote school's success.

According to Ngcobo and Tikly (2010), the concept of effective leadership is often associated with the school effectiveness tradition. Effectiveness, according to Ngcobo and Tikly (2010), has often been defined in relation to a computable measure of outcomes such as examination results. Nonetheless, although the government of the day is working to redress the injustices of the past, the legacy of apartheid still prevails in township schools. Recent studies into South African schools by Joubert and van Rooyen (2008); Mafora (2014); Mampane and Bouwer (2011); Masitsa (2011); Tintswalo (2014), as well as Kemper (2008), documented that the legacy of apartheid is characterised by extreme conditions. These extreme conditions have been discussed in the previous chapter. Joubert and van Rooyen (2008) recap the impact of the injustices of the past:

> South African school principals come from a background with multiple experiences and perspectives. On the one hand they are told they live in a new South Africa where human dignity, equality and education are guaranteed to all. They 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.

However, Kemper (2008) and Ngcobo and Tikly (2010) point out that some township schools manage to excel despite their context. Contrary to that, Tintswalo (2014) on the other hand argues that township schools have experienced a breakdown of schooling since the fall of apartheid. Tintswalo (2014) argues that the breakdown in schooling in townships can be attributed to the years of opposition to apartheid and the resistance struggle waged within schools from 1976 onwards. Be that as it may, Ngcobo and Tikly (2010) state that the government has instigated wide-ranging initiatives to transform education from its apartheid past. The government has put in place policies to redress and ensure equality so that all learners are afforded quality education. Among others, these policies include the South African Schools Act (SASA) of 1996 which aims to ensure that all learners have access to quality education without discrimination. Additionally, there is White Paper 6 of 2001 which describes the government's intentions to implement inclusive education at all levels. Furthermore, there is the Plan of Action of the RSA (2003) which advocates improvement of access to free and quality basic education for all. Similarly, the Green Paper of 2009 embodying twelve (12) national priorities, the first being to improve the quality of basic education in South Africa. In addition to these is the Action Plan, RSA (2014), whose central medium-to-long term objectives are towards the realisation of schooling. The implementation of all these and other policies is vital as more than one third of South African schools (October, 2014) are situated in previously disadvantaged communities. Central to the realisation of the government objectives is effective execution of these policies by leadership and management. Duma (2013) states that implementation of policies assists in directing the activities of a school, towards its specified goals.

A particularly noteworthy finding, resonated by the works of international and local scholars is the relationship between effective leadership and outstanding learner performance. Msila (2011) and Bush (2007) point out that, in South Africa, schools need effective leaders and managers if they are to afford the best possible education. Compassion and altruism are crucial traits if a leader has to effect change in a township school context. In this regard Kemper (2008) puts the

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sole responsibility of a township school's success on the principal. According to Kemper (2008), the principal's passion is for the upliftment of the poor and their unshakable belief in the potential of high-poverty learners to excel personally and academically. Contrary to this Ngcobo and Tikly (2010) argue that there is a shortage of evidence about what constitutes effective leadership particularly in the deprived contexts. According to Ngcobo and Tikly (2010), the school management team is not solely responsible for the success of disadvantaged schools. Ngcobo and Tikly (2010) posit that the reasons behind the successes of the schools are in fact multi-dimensional. These scholars attribute some of the successes to school leaders, educators and school communities. Therefore, despite challenges, successful leaders are still able to devise strategies for overcoming them.

2.5   Overcoming challenges in leadership in township schools

In the previous chapter the extreme challenges that hamper the success of township schools were discussed. It was also indicated that these challenges have negative impact on the functioning of the school. These challenges include violence, drug abuse, bullying, rundown buildings and lack of resources. While Mafora (2014); Xaba and Malindi (2010); Masitsa (2011) and Tintswalo (2014) argue that township schools are dysfunctional due to daunting adversities, Ngcobo and Tikly (2010); Msila (2009) and Kamper (2008) contend that township schools manage to rise above the disparities and perform well. Ngcobo and Tikly (2010) further state that significantly, the school leaders in the township schools are associated with taking a lead in restoring a culture of teaching and learning among learners and teachers. Despite the contextual factors of their township schools, school leaders are faced with an enormous responsibility of effecting success. The fundamental components of school success are characterised by special traits that school leaders possess. According to Kemper (2008), these fundamental components include the school leaders' passion for upliftment, the teachers' commitment and care, the parents' involvement and the learners' positive life-view and happiness. Additionally, Mampane and Bouwer (2011) maintain that principals create a supportive teaching and learning environment with effective implementation of rules and

educational policy. Masitsa (2011) also states that learning can occur only in a safe and secure school environment. According to Mampane and Bouwer (2011), this could provide care and safety for learners and develop them to reach their future goals. A safe and secure learning environment is characterised by no experiences of violence, substance abuse, unkempt premises, faulty electricity facilities and water pipes. These severe conditions could be alleviated though various strategies employed by the leadership. For example, Tintswalo (2014) argues that violence could be reduced through optimising social capital. Msila (2009) on the other hand suggests that some Africa-based models such as Ubuntu combined with universal philosophies can help in minimising violence in schools. Mampane's (2014) opinion differs in the sense that this scholar recommends empowering of learners with life skills could combat violence. According to Mampane (2014), both implicit and explicit guidance concerning personal characteristics such as confidence, internal locus of control, toughness and commitment are recommended to minimise violence in schools. Masitsa (2011) suggests that the Department of Education, School Governing Bodies and parents should act swiftly and decisively against anyone who engages in violence. Minimising incidents of violence requires the involvement of all stakeholders and multiple prevention strategies.

According to Govender, Neicker, Meyer-Weitz, Naidoo and Penfold (2013), the increasing engagement of South African youth in health risk behaviours such as substance abuse is a major concern. These scholars tend to associate substance abuse with the contextual variables which eventually become contextual factors that might influence mental health outcomes. In pursuit of guidelines for risk reduction programmes, Govender, Neicker, Meyer-Weitz, Naidoo and Penfold (2013) suggest that leaders need to be sensitive to contextual variables.

Effective leadership ensures that the school facilities are well maintained. Xaba (2012); Lozette (2013) and Downey (2013) postulate that maintenance of school facilities promotes school functionality. Well maintained school buildings, premises, electricity facilities and water pipes minimise the risk and maximise learners' safety. Xaba (2012) continues to state that well maintained and managed school facilities provide learning environments that translate into quality education. Effective leadership guarantees that teaching and learning takes place in safe and favourable classrooms and school premises. Downey (2013) concurs with Xaba (2012) and

argues that placing learners in the least effective rather than the most effective classroom environment could affect their learning progress by as much as the average improvement across one year. Lozette (2013) on the other hand contends that an effective school is a place where a learner feels safe physically and emotionally. The school buildings that are in an adequate physical condition fuel the ambitions for success. A conducive learning environment affords both learners and teachers a comfortable learning space which ultimately yields success.

2.6   Conceptual Framework

In an effort to integrate existing leadership models, while providing sufficient room to encourage the imagination and creativity of school leaders, Purkey and Novak (1996); Stoll and Fink (1996) and Kemper (2008), developed the Invitational Leadership (IL) model. Kemper (2008) maintains that IL uses the metaphor of invitation to describe positive self-concept and positive inclinations towards others. Furthermore, Kamper (2008) points out that invitations are messages communicated to people which inform them that they are able, responsible and worthwhile. Purkey and Novak (1996) on the other hand explain that the major objective of IL is to encourage individual to enrich their lives in each of four basic dimensions. According to Purkey and Novak (1996), these dimensions are:

 1. Being personally inviting with oneself. Every person wants to be accepted and affirmed as valuable, capable, and responsible, and wants to be treated accordingly.

 2. Being personally inviting with others. Every person has the power to create beneficial messages for themselves and others, and because they have this power, they have the responsibility.

3. Being professionally inviting with oneself. Every person possesses relatively untapped potential in all areas of learning and human development.

4. Being professionally inviting with others.

According to these scholars, human potential is best realised by creating places, programmes, policies, and processes intentionally designed to invite optimal development and encourage people to realise this potential in themselves and others. Correspondingly, Tekete (2010)

identifies the four basic premises of invitational leadership. According to Tekete (2010), these basic premises are optimism (constituted in the belief that people have untapped potential for growth and development); respect (manifested in courtesy and caring); trust (the cornerstone of civil society within a school) and intentional care (intentional provision of growth opportunities). To reiterate Purkey and Novak's (1996) four dimensions and Tekete's (2010) four basic premises, Schmidt (2004) states that:

> Founded on the assumptions of perceptual psychology and self-concept theory, invitational theory acknowledges the power of human perception and its impact on self- development. Furthermore, it advocates for educational programs and services that incorporate beneficial human relationships, improved physical environments, and respectful systems in which all people, regardless of culture, ethnicity, sex, gender, or other diversity factor can thrive. Professionals who apply the principles of invitational theory and practice adhere to four fundamental beliefs (Schmidt, 2004, pp. 27-28).

Contrary to Purkey and Novak's (1996) dimensions, Schmidt (2004) identifies four continuous levels of functioning across a spectrum of helpful and harmful behaviours. Schmidt (2010) further states that there is an infinite range of purposeful and accidental actions called intentional or unintentional behaviours. These purposeful and accidental actions are: (1) unintentionally disinviting; (2) unintentionally inviting; (3) intentionally inviting; (4) intentionally disinviting. Invitation literally means to encourage somebody to be part of something. Invitations can either be intentional or unintentional. Leaders experiencing multiple deprivations need to possess both unintentional and intentional invitational qualities to encourage their communities to be part of any undertaking that leads to success. Furthermore, teamwork, collegiality and Ubuntu are essential in promotion of change and alleviation of poverty.

Leaders who adopt IL strive to be intentionally inviting not only to others but to oneself. The underlying notion behind this approach is that to be successful, educators must develop an authentically professionally inviting attitude toward themselves and others, both inside and outside of school (Smith, 2010). Niemann, Swanepoel and Marais (2010) argue that IL is

consistent with most current leadership trends by being less hierarchical and following a more collaborative, human-directed approach to the leading of organisations. Hallinger and Thang (2014) propose that the school context consists of institutional, socio-cultural and political forces that bear upon the exercise of principal leadership. IL therefore seeks to blend a variety of leadership qualities, principles and values. To echo this, Hallinger and Thang (2014) assert that there is no single formula specifying the behaviours of an effective principal. Instead, as Hallinger and Thang (2014) put it, successful principal leadership is dependent on the demands, needs, and constraints of the particular context in which the principal works. To promote success in deprived contexts, invitational leaders intentionally adopt a cocktail of leadership characteristics and qualities that will consistently provide them with the skills and knowledge required to succeed. Hallinger (2013) argues that without effective leadership efforts directed at transformation, a school is likely to fail.

In view of the fact that poverty is prevalent in township schools, school leaders are faced with a daunting challenge of dealing with the impact of poverty on education. Tekete (2010) posits that challenges facing impoverished learners are unique and therefore require a manager who is willing to invite all interested parties to be actively involved for positive results. Tekete (2010) and Kemper (2008) hold the similar view that invitational school leadership theory appears to constitute the ideal conceptual framework for studying the role of school leadership in dealing with the impact of poverty on education. Tekete (2010) states that invitational model of leadership uses the metaphor of invitation to describe positive self-concept and positive inclinations towards others. According to Hallinger and Thang (2014), this invitational model conveys the predominant values and goals of the education system in a particular society. Invitations, therefore, according to Tekete (2010) are messages communicated to people which inform them that they are able, responsible and worthwhile. Subsequently this model emphasises that contextual variables in the school shape the enactment of roles and practices of effective leadership. Alongside with this notion Tekete (2010) argues that any principal who can employ the basic premises of invitational leadership will be able to deal with challenges facing impoverished learners, and consequently teaching and learning can yield progress. Similarly, Stein (2013) states that the four dimensions of invitational model are underpinned by the

appreciation of the school context which requires educational leadership to initiate and support changes through professional development. According to Stein (2013), the principal perceives the way in which intentionally inviting changes were made in the school under his leadership. Stein (2013) adds that strengthening school culture provides a conceptual framework for school leaders when designing a programme for school development. Therefore, invitational leadership encourages the sharing of constructive ideas and inputs that are intended to take the school to higher levels. For the purpose of this study, therefore, I adopted invitational leadership as a conceptual perspective towards the analysis of township schools on successful school leadership.

Maringe, Masinire and Nkambule (2015) posit that multiple deprivations affect a large number of schools in South Africa. Maringe and Moletsane (2015) suggest that multiple deprivations in schools have a depressing influence on learning and place unique challenge on leadership. Multiple deprivations, as applied to education, connote a confluence of factors that conspire to undermine the educational benefits intended and anticipated for groups of learners (Maringe & Moletsane, 2015, p.2). Although October (2014) and Lumby (2015) propose that education is the means to alleviate multiple deprivation, Maringe, Masinire and Nkambule (2015) state that there is no educational policy that speaks directly to the working of schools faced with multiple deprivation. Concurrently, Ngcobo and Tikly (2010) state that there is a scarcity of evidence about what establishes effective leadership particularly in the deprived contexts. Nevertheless, October (2014) is adamant that schools across the board, should provide equal and quality education to all irrespective of contextual factors. Msila (2013) echoes October's (2014) view that all education role-players in society expect schools to function properly. Msila (2013) qualifies his view and states that schools should be places where teachers teach and children learn. Schools in deprived contexts are daunted with numerous challenges that range from indigent backgrounds and crime to teenage pregnancies. Most local scholars attribute these undesirable conditions to unequal societies. For example, Maringe, Masinire and Nkambule (2015) and Chikoko, Naicker and Mthiyane (2015) point out that South Africa has the most unequal societies. Similarly, Spaull (2012) points out that South African education system consists of two departments of education; one for the few elites in society and the other one for

the majority poor societies. According to Spaull (2012), learners' academic performance is informed by their socio-economic background. That is to say, children that come from the poor backgrounds tend to underperform at school thus producing poor results during tests and examinations while the ones that come from the wealthy backgrounds perform well. In that regard, township schools and their rural counterparts are the ones that suffer the outcomes of these inequalities the most. Msila (2013) argues that quality learning and teaching appears to be absent in township and rural schools. Despite the unfavourable conditions learner enrolment increases rapidly with very low teacher ratios. Nevertheless, October (2014) points out that school leaders serving such contexts have to deal with learners coming from families with high levels of unemployment, medical and psychological related issues and low educational achievement. They also have to deal with unqualified or under qualified teachers and poorly resourced schools.

As a conceptual framework, invitational leadership has the potential to generate new attitudes about leading and managing deprived contexts. Stoll and Fink (1996) refer to invitational leadership as a message to subordinates with whom leaders interact in order to build and act on a shared and evolving vision of improved educational experiences for pupils. Leadership and management may be central qualities that influence success in any school. However, there is insufficient support and recommendations that specify the actual actions to be taken through this process. At the same time the government policies do not specify or prescribe how leadership can manage challenges of deprived contexts. For example, drawing from a wide range of research and findings, Kamper (2008) identifies four dimensions of IL that work in deprived contexts. Kamper (2008) argues that, in order to meet the challenges of poverty alleviation, leaders should encapsulate the gist of the values and principles of invitational leadership. Furthermore, Kamper (2008) points out that invitational leadership is indeed the characteristic leadership style in successful high-poverty schools. On the other hand, Harris and Chapman (2002) maintain that invitational leaders place a high premium upon personal values and inter-relationships with others. Maringe and Moletsane (2015) posit that depending on the context, leaders improve teaching and learning indirectly and powerfully through their influence. According to Maringe and Moletsane (2015), influence involves staff motivation,

commitment and a small handful of personal traits. Related to this are leadership and management of deprived contexts that features highly on contingent leadership approach that stalwartly commits to school success. Harris and Chapman (2002) suggest that leadership should be grounded in firm personal and professional values. Ideally, effective leadership, particularly of deprived contexts, is connected with vision. Harris and Chapman (2002) argue that leadership can be understood as a process of influence based on clear values and beliefs leading to a vision for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the dream of a better future for the school, its students and stakeholders (Harris & Chapman, 2002). Managing leadership in deprived contexts flow together with multiple leadership challenges that have a potential to frustrate any envisaged school improvement. Based on the four dimensions of IL by Purkey and Novak (1996), leaders of poverty stricken schools are expected to generate leadership practices upon which a new trend of leadership style could be constructed.

Maringe and Moletsane (2015) recognise and raise concerns about heterogeneity of schooling environment. They explore leadership forms and approaches that work in challenging circumstances. Firstly, leaders working in such environments tend to be successful if they are able to manage conflicts, tensions, unpredictability and dissent (Maringe & Moletsane, 2015, p. 11). In addition Maringe and Moletsane (2015) state that these leaders are able to combine a strong moral purpose with collaborative team working methods. Secondly, Maringe and Moletsane (2015) state that leaders working in severe deprivations establish very strong ties with their communities; they are strongly philanthropic, generous with time and are focused on alleviating visible signs of poverty from learners. Furthermore, they state that these leaders are strongly focused on ensuring high quality teaching and learning. Lastly, Maringe and Moletsane (2105) argue that leaders facing multiple deprivations have a tendency to adopt a cocktail of leadership forms and thus hold the best promise for their deprived contexts. Contrary to Maringe and Moletsane (2105), Chikoko, Naicker and Mthiyane (2015) suggest that successful leadership blends management and leadership functions. These scholars consider Servant Leadership (SL) as an appropriate and relevant approach to leading poverty stricken schools. According to Forde (2010), SL implies a willingness to act for the benefit of others in the

process of leadership. This refers to the school leadership committed to serve communities and stakeholders faced with poverty for their best interest.

2.7   CHAPTER SUMMARY

 In this chapter the literature review and conceptual framework have been outlined. An in-depth discussion of the latest literature with regards to leadership and management of deprived contexts was presented. The researcher has then argued that effective leadership is proportionally congruent to a successful school. Alongside with the supporting literature, some leadership styles have been presented. Extreme challenges that hamper the success of schools faced with multiple deprivations have been explored. In addition to challenges, some suggestions by local and international scholars as to how challenges could be overcome were presented. Furthermore, leadership in deprived contexts was discussed. In this section information captured from various local literature explored that multiple deprivation in education conspire to undermine and frustrate success. Findings from works of some scholars proposed that invitational leadership (Stoll & Fink, 1996; Purkey & Novak, 1996; Harris & Chapman, 2002; Kamper, 2008) has the potential to generate new attitudes about leading and managing deprived contexts. Chapter Three presents the research design and methodology that has been employed for the purpose of this study.

<center>**CHAPTER THREE**</center>

<center>**RESEARCH DESIGN AND METHODOLOGY**</center>

3.1 INTRODUCTION

The previous chapter presented the views of international and local scholars on the concepts of leadership and management of successful schools in deprived contexts. This chapter presents the research paradigm that underpins this study. The research design and methodology are also discussed. Methods that were used to generate data about the characteristics of successful school management teams are described. Furthermore, population and sample from which the data was drawn will be presented.

3.2 RESEARCH PARADIGM

Cohen, Manion and Morrison (2011) describe a paradigm as a way of looking at a world view of what counts as accepted or correct scientific knowledge. This study was located within the interpretive paradigm as it sought to understand what characterises the school management teams of successful schools in the deprived contexts. Interpretive paradigm strives to understand and interpret the world in terms of its actors (Cohen, Manion & Morrison, 2011). The research questions were interpretive in nature because this study intended to pursue knowledge that is not separate from the enquirers and what is knowable. What is generally known in this regard is the fact that the success of a school revolves around good leadership and management, as it has been discussed in the previous chapters. Therefore, I chose to focus on school leaders and managers who manage to afford learners high quality education despite their deprived contexts. The study was therefore interested to find out what leaders and managers of successful schools do to lead and why they lead the way they do. Additionally, what is also known is that leaders encounter a number of challenges in their management tasks. What this study also sought to inquire about was the nature of challenges and how leaders and managers mitigate those challenges. The central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience; to get inside the person and to understand the

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phenomenon from within (Cohen, Manion & Morrison, 2011). The next paragraph provides a detailed discussion of the research design.

3.3   RESEARCH DESIGN

What the researcher does depends on what s/he wants to know and how s/he will go about finding out about the phenomenon in question (Cohen, Manion & Morrison, 2011). It is always important that as researchers, we plan how to carry out the research in minute details. Planning a research, according to Cohen, Manion and Morrison (2011), depends on the design of the research. In view of this Duma (2013) states that, once a researcher has spelled out the research questions, s/he adopts a research design. The research design is the framework or a pattern that the researcher creates and follows to seek answers to research questions. Creswell (2003) refers to a research design as a strategy of enquiry that provides specific direction for procedures for conducting social science research. Additionally, research designs are plans and the processes for research that span the decisions from broad assumptions to detailed methods of data generation and analysis (Creswell, 2009). Similarly, Durrheim (2005) states that a research design is the plan of how the researcher will elicit and analyse the data that is needed to answer his/her research questions. It is a general tactic that is devised to integrate the different components of the study in a coherent and logical approach. In other words, a research design is a blueprint (Cohen, Manion & Morrison, 2011) of the study that defines study type, research questions, data collection methods and statistical analysis, in the context of quantitative research. In recognition of this Tekete (2010) adds that:

> The design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. In other words, design indicates how the research is set up, what happens to the subjects and what methods of data collection are used. The purpose of a design is to provide the most valid, accurate answers possible to research questions (Tekete, 2012, p. 50).

This implies that a research design is a researcher's pattern that s/he will follow in the process of his/her study. It gives light on how a study will be conducted. This research adopted a qualitative approach to explore what characterises the leadership of successful management teams in deprived contexts. This study sought to explore and understand the meaning the participants attribute to leadership and management. The research questions involved emerging questions. Data was generated through interaction with the participants in their setting.

3.4   RESEARCH METHODOLOGY

Duma (2013) states that research methodology includes procedures, methods, and instruments employed to generate data. Duma (2013) continues to highlight that data generation methods include the roles of the researcher and the methods used during the process of data generation. A case study was undertaken in two township high schools, using qualitative research approach. The case in this study is two high schools that are situated in the same township. These schools have yielded outstanding matric results over the years therefore they are regarded as successful school. The rationale of the method was to actively engage participants in constructing their unique understanding of what characterises successful leadership and management of successful schools. The issue of fitness for purpose as suggested by Cohen, Manion and Morrison (2011) was considered in this study. The more one wishes to acquire unique, non-standardised, personalised information of how individuals view the world, the more one tends to veer towards qualitative, open-ended, unstructured interviewing (Cohen, Manion & Morrison, 2011).

Although many factors combine to make a successful school, most people agree that quality teachers and school leaders are among the most important requirements for success (Clotfelter, Ladd, Vigdor & Wheeler, 2007). This is more so particularly when success is defined contrary to the deprived background of the school. The central question for this study was what characterises the leadership of successful management teams in successful township schools? The central question was then supplemented by three subsidiary questions: 1) What do

successful townships school management teams do to lead their schools? 2) Why do successful townships school managers choose to approach leadership in this way? 3) How do successful townships school management teams navigate the challenges hindering success of township schools?

Qualitative studies occur where the relevant phenomenon takes place. For the purpose of this study, the places where relevant phenomena take place are learning institutions. This is where the SMTs actually relate with the school community as they enact their leadership and management roles. The data was therefore generated in two successful township high schools situated in the same township. The conversations between the participants and me took place within the participants' environments. The whole focus of the process was on the principal and his/her management team.

Given the qualitative nature of this study, Forde (2010) points out that one of its features is to try to explain what is happening and also try to give meaning to what is being observed. Therefore, the study intended to find answers to the previously mentioned questions on which this study revolved. Forde (2010) further states that another feature of the qualitative research is its use of expressive language. He argues that this is where the voice of the enquirer is present in the text so as to provide that which is necessary for the reader to be able to understand the text.

3.5   RESEARCH POPULATION AND SAMPLING

The non-probability sampling was selected for this study. In view of the fact that a small group of teachers was targeted as participants in the study, this was a small-scale qualitative research. The small-scale research was conducted in two township high schools situated in the same township in the Ugu district of KwaZulu-Natal, South Africa. Cohen, Manion and Morrison (2011) argue that qualitative researchers who veer to non-probability sampling and undertake a

small-scale research have no intention to generalise the findings. These scholars further state that, similar to other types of non-probability sampling, convenience sampling seeks only to represent itself or instances of itself in a similar population rather than attempting to represent the whole, undifferentiated population. Convenience sampling was used to select schools for easy access to the schools. I reside in the same township where the schools are located, and the costs of conducting the study were minimised.

The people of this township are predominantly of African or Zulu origin comprising a mixture of socio-economic status within a working class. The majority of population lives under very poor economic backgrounds and others range from the very low income working-class to lower-middle-working class. All the schools in this township have a 100% Black learner population. It should be remembered that Black schools were historically under-resourced in comparison with their white, Indian and Coloured counterparts. Consequently, in both schools, the legacy of the injustices of the past still prevails. Additionally, both schools are largely enrolled with learners coming from poor socio-economic backgrounds. These schools were purposively selected based on their good matric results over the years despite their devastating conditions. Given the scale of this study, a small sample of teachers was used. In purposive sampling, researchers hand-pick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought (Cohan, Manion & Morrison, 2011). In view of this, I was able to build up a sample (Cohan, Manion & Morrison, 2011) which was satisfactory to the study needs. The sample comprised the following participants: two principals (one from each school), two Post-Level One educators (one from each school); a deputy principal form one school and an HOD from the other one. The total number of participants was six.

3.6   DATA GENERATION METHODS

In-depth questions were asked to collect detailed information from each participant. Interviews were semi-structured and open-ended. Although the order of questions was not the same but all

interviewees were asked the same questions. According to Cohen, Manion and Morrison (2011), answering of the same question by the participants increases comparability of responses. For the reason that this was a case study, one-on-one interviews and observations were used. The interviews and observations took place in the participants' schools.

3.6.1 Observation

Cohen, Manion and Morrison (2011) point out that observation is a widely used means of data generation where an investigator gets an opportunity to gather live data from naturally occurring social situations. Cohen, Manion and Morrison (2011) add that, during observations the researcher is afforded an opportunity to gather information on the physical setting, human setting, interactional setting and programme setting. According to Creswell (2009), data elicitation might involve visiting a research site and observing the behaviour of people without any scheduled questions or conducting an interview in which a person is allowed to talk freely about a topic. For the purpose of observation an average of one visit per participating school was done.

The schools that participated in the study were Baton High School and Umsinsi High School (not their real names), and were situated in the same township. Some similarities in terms of school facilities were noted in both schools during observation. Xaba (2012) broadly classifies school buildings, grounds and service systems as school facilities. The exterior part which consisted of the fence, walls, roofs, windows and doors created an inviting appearance that reflected the high level maintenance and a positive environment. The sturdy modern buildings were fully fenced, had clean walls, intact roof and windows and strong wooden doors. The school premises were well kept and clean. Parking areas of both schools were either paved or macadamised. In both schools the administration buildings were nearest to the gate which made them the first point of contact with the school. The administrative clerk's offices had fully upholstered chairs or sofas for visitors. The clerks were very approachable and helpful. Administration buildings of both schools consisted of the principal's office, the SMT's offices and staffrooms. There were working administrative facilities such as landline telephones,

computers, printers and photocopiers. Administrative clerks' offices were both clean and neat with the vision and mission of the school displayed on the walls.

Baton had 17 classrooms and 32 teachers; Umsinsi had 27 classrooms and 29 teachers and both schools comprised 100% African teachers and learners. Even though these high schools were completely inside the township, most of their learners come from the rural areas and informal settlements near the township. They had running water supply and well maintained toilet facilities for both the teachers and the learners. The staff rooms had neatly arranged tables and chairs, some steel cupboards and bulletin boards. Important documents like composite time tables, school calendars, rosters and many others were displayed on the bulletin boards. There was a balanced mixture of genders in both the staffs and the learner population. During contact time every learner was in the classrooms and no class was left unattended. During break time all learners remained within the school premises except for those who have obtained permission slips from their class teachers.

Despite these similarities, some significant differences were also noted. For example, Umsinsi had relatively big school premises with many sports fields which catered for most sports codes such as netball, soccer, volleyball, cricket and tennis. Among 27 classrooms there were seven school rooms for specialised learning. These school rooms included, among others, a school library, home economics learning centre, laboratory, storeroom, computer room and technical room. Every school room, including the classrooms, had tiled floors. Corridors between buildings were roofed and paved. Umsinsi did not have a school hall. Baton on the other hand, did not have sports facilities within the school premises; hence the school premises were relatively smaller. Only the administrative block has tiled floors. Every classroom has ceiling fans. There is an air-conditioned highly secured computer room, a science laboratory and a school hall.

During the observation some insights on leadership and management of the school facilities was gained. However, additional methods of generating data had to be used. Cohen, Manion and Morrison (2011) recommend that gathering data using additional methods to provide corroboration and triangulation to warrant that reliable inferences are derived from reliable data. An additional method of collecting data that was used was interviews.

3.6.2 Interviews

Creswell (2009) argues that generating diverse types of data best provides an understanding of a research problem. Similarly, Turner (2010) echoes that interviews are coupled with other data generation methods in order to provide the researcher with a well-rounded collection of information for analyses. In view of this, interviews were used as another method of generating qualitative data. As it has been mentioned previously, this study sought to investigate experiences and personal views of the participants about leadership and management of their successful schools. Some school managers, retired school managers and Post-Level One educators were selected as participants in the study. Interviews with principals, HODs and the teachers were conducted in natural settings at the participants' schools. The term teacher and Post-Level One educator are used interchangeably to refer to an educator appointed in terms of the Employment of Educators Act and occupy the rank of a teacher. The recently retired participants; the principal of Baton High School and the HOD of Umsinsi High School were interviewed in the comfort of their own homes. Prior to the commencement of the interviews, I informed the participants of the nature and purpose of the whole process. After they were provided with clear guidelines on ethical issues, the participants willingly agreed to be interviewed.

Cohen, Manion and Morrison (2011) argue that interviews are not just a mere data generation exercise, but that they are social interpersonal encounters. In that regard, there was an agreement in terms of the language to be used during the interviews. Participants had freedom to use any language with which they were comfortable. All the participants preferred English, and therefore, all the interviews were conducted in that language. It must be highlighted that the

participants were qualified and seasoned teachers therefore they all had sufficient knowledge about leadership and management. A semi-structured interview guide was used during the interviews. October (2014) refers to an interview guide as a list of questions that are used to direct and allow consistency during data elicitation process. October (2014) further states that the list of questions yield flexibility and allow for detailed responses. The interview guide consisted of three parts that were derived from the subsidiary questions of the study. Both semi-structured interviews with open-ended questions were used. Open-endedness allows the participants to contribute as much detailed information as they desire and it also allows the researcher to ask probing questions as a means of follow-up (Turner, 111, 2010). During the interviews an audiotape was used to capture the important details and accurate words uttered by the participants. Interviews averaged one hour in length. After the data had been generated the data was transcribed into a textual format for analysis purposes.

3.7 DATA ANALYSIS

After completing the interview process, I systematically organised data in such a way that it could be subjected to qualitative data analysis as part of the process of searching for meaning. Cohen, Manion and Morrison (2011) describe qualitative data analysis as a process whereby the researcher organises, accounts for and explains the data. Data was transcribed for the purpose of analysis. Data transcriptions provided accurate account (Creswell, 2009; Cohan, Manion & Morison, 2011) and a *verbatim* record of what transpired during the interviews. During the construction of transcription conversations each speaker was given a pseudonym to protect the identity of individual participants. Pseudonyms were also used to protect identities of schools. After all the interviews were written as transcripts, the coding process began. Coding is the process of organising the material into chunks or segments of text before bringing meaning into the information (Creswell, 2009). Molefe (2010) states that during this process, the researcher breaks down the data into themes and categories, in order to interpret them and elaborate on them. According to (Duma 2013), coding is a tough intellectual work that involves generating categories and themes. During this exercise transcripts were rigorously read and themes were

marked and labeled. Duma (2013) suggests that a list of all the codes be made to determine whether there is coherence. Different colours were used to categorise different themes.

3.8   ISSUES OF TRUSTWORTHINESS

Lincoln and Guba (1985) designed a particular way of enhancing trustworthiness of the findings. These techniques are credibility, transferability, dependability and confirmability. Such techniques have been adopted by various scholars in qualitative research such as October (2014).   In consideration of the issue of trustworthiness the right sample was chosen. All participants had sufficient knowledge about leadership and management.

3.8.1 Credibility

This study adopted qualitative research design. To ensure that the generated data was credible, I used a number of strategies which were meant to enhance credibility. Lincoln and Guba (1985) argue that one of the most important factors in establishing trustworthiness is by ensuring credibility. One way of ensuring credibility was to ensure that the participation of each participant was voluntary; thus there was no coercion of any kind. In other words, the findings can be trusted because there was no coercion involved as each participant gave his views voluntarily.

3.8.2 Transferability

Lincoln and Guba (1985) view transferability as the extent to which the results of the research can be applied in similar contexts. In the context of a qualitative research there are many ways of enhancing transferability of the findings. For instance, qualitative researchers have to ensure that they provide thick descriptions of the whole process of the research. In the context of this study, I ensured that I provided a detailed description of every step that I took. This was done in order to ensure that any researcher who wants to replicate the study can be able to do so.

3.8.3 Dependability

Dependability is an assessment of the quality of the integrated process of data generation process, data analysis and theory generation (Lincoln & Guba, 1985). In order to address dependability the processes within the study should be reported in detail. In addition, I had to use multi-methods as a way of enhancing dependability of the findings. In that way, findings from semi-structured interviews could be checked against those elicited from the documents reviewed.

3.8.4 Confirmability

Lincoln and Guba (1985) argue that the concept confirmability is the qualitative investigators equivalent concern to neutrality. This relates to a situation where there is no or less bias by the researcher. In other words, what is regarded a finding should not be what the researcher thinks, but it should be a reflection of what the participant actually meant. In ensuring confirmability, I had to ensure that my interpretations were confirmed by the participants. To ensure that my interpretation of what was emerging from the interviews was accurate, I had to do member-checking to confirm my interpretation. In addition, after the transcriptions had been completed, I gave the participants transcripts of the interviews to confirm authenticity.

3.9   ETHICAL ISSUES

According to Cohen, Manion and Morrison (2011), informed consent, confidentiality and consequences of the interview are the three ethical questions that need to be answered before the interview process can commence. Cohen, Manion and Morrison (2011) add that ethical questions are crucial in the sense that interviews concern interpersonal interaction and produce information about human condition. Ethical dimensions such as informed consent, guarantees of confidentiality, beneficence and non-maleficence were taken into account. In as far as informed consent is concerned, letters requesting permission were given to the potential participants, and they were informed about the nature and purpose of the study, as well as their rights as

participants. Permission was then obtained from the provincial Department of Education and the participants signed declaration of informed consent forms through which they formally agreed to participate in the research. Before the commencement of the interviews I assured the participants about these ethical issues: (1) that 100% confidentiality, anonymity, non-identifiability and non-traceability is guaranteed, (2) that the research process would not cause them any harm or hurt them, (3) no one is forced to participate in the study and (4) that no payment or reward would be made to the participants for taking part in the study. Given the magnitude of this study, ethical clearance was applied for and granted by Humanities and Social Sciences Research Ethics Committee of University of KwaZulu-Natal. A letter requesting permission was also sent to the KwaZulu-Natal (KZN) Department of Education indicating selected schools to participate in this study. Permission was also granted by the KZN Head of Department in Education.

3.10   LIMITATIONS OF THE STUDY

The study sample consisted of two schools of so many township schools in the province of KwaZulu-Natal. Since this was a small-scale research, the sample size was too small to generalise. Furthermore, as the study sample included only the high schools, future research may explore successful leadership and management of other school types. Demographic variables that had an influence on the success of selected sample such as ethnicity, education levels and tenure were not considered in the study. Another limitation of the study is that I opted to conduct the research in the schools situated in my neighbourhood. There were high chances that I might have been biased since my children matriculated in one of the participating schools. In that regard it was of vital importance for me to constantly maintain that researcher-participant relationship rather than a parent-teacher one. Being a Post-Level One educator, I acknowledge that I lack expertise and familiarity with practical experience of running a school or subject department. Nevertheless, my lack of leadership and management experience does not limit me from probing such that I can elicit meaning that the participants attached to their actions.

3.11   CHAPTER SUMMARY

In this chapter the introduction presented the complete contents of the chapter. Then the interpretive paradigm under which the study is located was discussed. Given the nature of the paradigm, it was mentioned that the research questions were interpretive in nature. This study intended to pursue knowledge that is not separate from what is generally known. Research design and methodology were discussed in depth using literature to justify researcher's views and arguments. The research design and methodology encapsulated the methods employed during data generation process which included observations and interviews. Since this was a qualitative research, the researcher adopted non-probability sampling and undertook a small-scale research which has no intentions to generalize. Furthermore, methods used to analyse data were discussed. Trustworthy and ethical issues were considered to ensure solemn ethics before the commencement of the research-participant conversations. Finally, the limitation of the study which included the gaps and future research issues were explored.

4.1   INTRODUCTION

The previous chapter discussed the research design and methodology. Issues of research paradigms within which the study is located formed part of the discussion. This chapter presents and discusses in detail the findings and the themes that emerged from the data analysis that are used to organise the discussion. Before the findings are presented, the profiles of the participating schools and the introduction of the participants are presented for purposes of contextualising the findings of the study. Data was generated through the use of semi-structured interviews and observations with the aim of answering the research questions presented in Chapter One. To ensure that the voices of the participants are not lost, verbatim quotes are used in data presentation and discussion. The distinct concepts and categories that emerged during data analysis are presented as themes. The data is discussed using four themes, and these themes are the influence of particularity during the recruitment and retention of teachers; the impact of good communication skills with the school community; school leaders and teachers going beyond the call of duty to ensure success and the implementation of school policies to maximise work ethics.

In reporting the findings, the literature reviewed and conceptual framework were used to evaluate and identify relations, similar views and contradicting or divergent views between generated data and what has been researched by others before this study.

4.2   PROFILING THE RESEARCH SITES AND THE PARTICIPANTS

This profiling aims to foreground the sites' characteristics in order to contextualise data presentation and discussion. The research sites are situated in a township in the Ugu District and this township was established during the apartheid era for black people. Although the schools are in the township, they are both highly populated by learners who come from the nearby

informal settlements and other areas that are usually characterised as rural. Similar to the township's residents, the majority of the neighbouring residents are characterised by high levels of unemployment associated with poverty, drug abuse, crime and daunting absence of stable family units. All these adversities pose similar threats to the youth as well as the success of both schools. The people of this township are predominantly of African and Zulu origin comprising a mixture of working classes. The majority of the population lives under very poor economic conditions and others range from the very low income working-class to lower-middle-working class. Both schools are fee-paying public schools and have a similar composition of staff and learners in terms of race. They are characterised by large enrolments ranging from 1000 to 1200 learners. It should be remembered that the previously Black schools were historically under-resourced in comparison to their White, Indian and Coloured counterparts. Consequently, in both schools legacies of the injustices of the past still prevail. The following paragraphs present the profile of each site in detail.

4.2.1   Profiling Baton High School

Baton High School is located at the eastern part of the township and is entirely surrounded by the township houses. This school was initially established as a junior secondary until the current principal took over and upgraded it into a high school over a decade ago. Ever since Baton became a high school it has always managed to produce and uphold the good matric pass rate. The principal is due to exit the profession upon him reaching the normal age of retirement of 60 years. Although he is long-standing and established, the principal of Baton had the benefit of moulding leadership qualities that reflect invitational leadership. Despite his hectic schedule and his age the principal had a teaching slot in teaching time-table. The following table presents the academic profile of Baton's participants. Taking into consideration the agreement made with the participants, in terms of total anonymity and confidentiality, *pseudonyms* were used for peoples' names in the table. This was done in order to conceal the participants' identities.

Participant	Qualification	Teaching experience	Position
Mr Dinangwe	BEd Honours	32	Principal
Mr Dlomo	BEd. Honours	15	Deputy principal
Mrs Simelane	ACE	11	Post-Level One

4.2.2   Profiling Umsinsi High School

Umsinsi High School is located at the far western end of the township; sharing borders with the neighbouring rural area. The geographical position of the school yields teachers and learners an advantage to easy access to transport. The matric pass rate of Umsinsi has always been notorious for being poor until the appointment of the current principal about less than a decade ago. The principal of this school has a teaching slot in Grade 8. The table below presents the academic profile of Umsinsi's participants. As it has been indicated in the above paragraph, pseudonyms have been used in this table as well.

Participant	Qualification	Teaching experience	Position
Mr Mkhabela	BEd. Honours	28	Principal
Mr Malala	BEd. Honours	32	HOD
Mr Khweba	BEd.	20	Post-Level One

4.3 THEMES THAT EMERGED FROM THE DATA

To establish what characterises the leadership and management of successful schools in deprived context, data from semi-structured interviews and observations were elicited. The use of two methods of generating data meant to bring a balanced perspective regarding the participants' voices in terms of their perceptions about successful leadership. Four broad themes

that emerged included ensuring particularity during recruitment and retention of teachers; the impact of good communication skills with the school community; school leaders and teachers going beyond the call of duty to ensure success and implementation of school policies to maximise work ethics. Findings of this study are discussed under these themes.

4.3.1 Ensuring particularity during recruitment and retention of teachers

The prospects of academic success being materialised rest exclusively on high-quality teachers executing high-quality teaching and learning. Literature documents that quality teaching begets quality learner results. For example Hlalele (2013), Darling-Hammond and Ducommun (2011) and Darling-Hammond (2009) share the same view that recruitment of good teachers has a positive impact on learner outcomes. Hlalele (2013) states that successful high schools ensure that an adequate number of high-quality teachers is recruited to boost academic success. Similarly, Darling-Hammond and Ducommun (2011) also state that teachers are the most fundamental resource for improving student learning. As it has been mentioned in Chapter Two, one of the daunting challenges of the deprived contexts is the rapid increase of learner enrolment which contributes to a very high learner-teacher ratio. This study revealed that the principals and the SGB found themselves in pursuit of teachers who qualify to occupy the vacant posts. Deduced from participants, success-driven leaders exercise particularity during recruitment and retention of teachers. Interviews with the principals revealed that one of the secrets of their schools' success hinges directly on the quality of teachers that they retain in their schools. In that regard Mr Dlomo had this to say:

> *I do not want the officials to choose teachers for my school. I do it myself because I know the needs of my school.*

This clearly indicates that some leaders ensure that the Department of Education does not just impose on them who they keep or who they do not keep in their schools. The leaders are the ones who know and understand the needs of the school and also what it takes for the school to be successful. Simon, Johnson and Reinhorn (2015) state that principals resort to recruiting candidates on their own, usually through their personal networks. Thamarasseri (2015)

discusses effective handling of administrative issues. This scholar further contends that school leaders are accountable for creating appropriate staffing patterns, staff selection, training and promotion. Functionality and success of a school rests on the nature of decisions made by the principals in terms of recruitment and retention of teachers. This was evident in the notion of thinking revealed in Mr Mkhabela's words

> *I don't just take teachers at a face value. I do the research about the teacher. To actually find out where s/he is coming from and why s/he wants to teach in my school.*

Meticulousness of principals during recruitment of new teachers is well known to the staff. This was evident when these participants pointed out that:

> **Mr Malala:** *Another important method that our principal uses is that he is really choosy when it comes to employment of teachers. For example, we had a case of a teacher placed in our school only to find that this teacher has been transferred because she had behavioural problems with the school where she came from. The principal and the SMT together with the SGB wrote a letter to the district manager stating the reasons why they did not want to have that teacher as part of the staff. As a result she never even started to teach in our school.*

> **Mr Mkhabela:** *if your supervisor understands, s/he may let you recruit a teacher for yourself.*

> **Mrs Simelane:** *Our principal is very particular when it comes to staffing. He does not take anyone just for the sake of filling up the gaps in the staff shortages. He likes to have teachers who are knowledgeable about the subjects that they teach*

The findings revealed that teacher quality determines the quality of learner achievement. "To ensure that all students have teachers with the subject-matter knowledge and teaching skills necessary to help them achieve to high academic standards, regardless of their individual learning styles or needs", (Darling-Hammond 2009, p. 21).

From the interviews and conversations it became clear that the increase in learner numbers is always good for any school. However, fluctuations in the enrolment in both schools can be attributed to the demographics and socio-economic factors and it impact negatively on the recruitment and retention of teachers. The number of learners in a school informs the number of teachers to be retained or recruited for that particular year. The PPN certificate issued by the Department of Education stipulates the number of posts to be added or lost in a school. The PPN is a model used by the Department of Education to establish and distribute available posts fairly and equally to all schools, (Allacronyms 2017). Although the focus of the interviews was not based on the effects of PPN, but it became obvious that most of the participants associated it with challenges experienced in terms of recruitment and retention of teachers. The participants highlighted that the implementation of the PPN poses various challenges in the management of teaching posts in the schools. Consequently, the principals and the SGBs are obliged to undergo processes of either recruiting new teachers or letting go of the surplus ones. This normally presents a threat in the success of a school because they say, more often than not, the teachers who are declared in excess are always the good ones. Mr Dlomo's views were obvious when he pointed out that:

> *Talking about ensuring that teaching and learning do take place, you remind me of this monster called PPN. It is such a problem where one has to declare a good teacher or teachers in excess.*

The views expressed by Mr Dlomo above were also shared by the other principal with regards to the negative impacts that the PPN has in terms of management of posts. This was captured when Mr Mkhabela said:

> *The PPN and promotions are a serious challenge. It then affects the success of a school.*

Nevertheless, the principal who is mindful of the importance of high quality teaching and learning is vigilant when they have to recruit or retain teachers. Employment of teachers with relevant qualifications and expertise provides a strong foundation for success. To meet these standards the principals alongside with the SGB tends to be particularly choosy when a new

teacher has been appointed to serve in their schools. The participants' views are reflected in the extracts below when they said:

> *You know once our school was faced with a crisis where a very active teacher was declared as an excess because of the PPN. We were all very disappointed because we were about to lose a good teacher who has won our school many trophies for the school choir. The principal consulted with the district and told them that he would not let this teacher go because of the needs of the school. So that teacher is still here even now* (**Mr Khweba**).

Similar views were expressed about the need for school to personally do teacher recruitment. One of the participants had this to say:

> *I also ensure that I do the recruitment myself. I do this to avoid getting stuck with a teacher who is placed in this school just because s/he had behavioural issues where s/he came from* (**Mrs Dinangwe**).

Upon our conversations it was clear that establishing a school that consists of success-driven staff, requires leaders and managers who are able to network with other leaders. "Invitational practice encourages the use of negotiation when professionals and clients encounter roadblocks to successful relationships" (Schmidt, 2004, p. 41). This attitude is particularly necessary when a new teacher has to be recruited for a new post. New posts are established due to a number of reasons such as deaths, retirements, resignations, deployment and transfers. Statements of the participants indicated that leaders felt that it was important to do a background check of a teacher before they decide to recruit him/her to their schools. The two extracts below from Mr Mkhabela and Mr Dlomo respectively reflect their views in this regard:

> **Mr Mkhabela:** *I also do a check up on his/her performance as to how the pass rate of his/her subjects was like where s/he comes from.*
>
> **Mr Dlomo:** *And again you get a letter that says a certain teacher has been deployed to fill that vacancy. Now, as a principal you need to do a background check to find out about the teacher. It then becomes a problem when the department gives you a teacher*

knowing very well that they are giving you a troublesome person. It means they want you sit with the problem.

Successful leaders have obviously gained experience as managers of fairly large and complex impoverished schools. Their experience enables them to be vigilant when they are doing staffing in their schools. Their vigilance and particularity has afforded them an opportunity to harbour quality teachers that warrant outstanding outcomes. On the other hand, the complexity of the challenges that they face requires them to have managerial and administrative focus based on invitational leadership demeanor. This focus will assist them so that they do not deprive learners of quality teachers. Darling-Hammond (2009) contends that among all school resources, well-prepared, expert, and experienced teachers are among the most important determinants of outstanding outcomes.

A useful analytic framework for understanding the proper function of school management is provided by the notion of invitational leadership. Loader (2010) sees this notion as the ability of leaders to constantly reflect and analyse their undertakings in order to see if they are inviting or suppressing the others. Invitational leaders of successful schools depend on the ability of good teachers to maintain balance between poverty on education and high-quality teaching and learning. "Invitational school leadership theory therefore appears to constitute the ideal conceptual framework for studying the role of school leadership in dealing with the impact of poverty on education", (Kamper, 2008, p. 4). Kamper (2008) further argues that invitational school leaders have a passion to uplift the poor and have an unshakable belief that high-poverty learners can excel. Therefore their prominent mechanism for achieving success has to do with recruitment and retention of good teachers. They set and maintain high standards in their teacher performance while they cultivate and instill positive attitude and pride to learners. "Teachers who are inviting work intentionally to develop school practices that are characterised by both direction and purpose for the benefit of everybody in the school", (Steyn, 2013, p. 560). Data generated suggests high-quality teachers are committed to excellent teaching. High-quality teachers design and implement schedules and programmes that invite development thus they are personally and professionally inviting with themselves and others, (Steyn 2013). Although

leaders and managers were faced with some challenges in terms of recruitment and retention of teachers, but they were well-equipped to mitigate them. The following section discusses communication and how successful leaders use it to warrant good results.

4.3.2   The impact of good communication skills with the school community

The core intention of the study was to explore characteristics of successful leadership and management in deprived contexts. Therefore, the inquiry wanted to find out the actual strategies that leadership and management employed so that their schools were generally regarded as successful despite the odds. From the onset the participants made it clear that the schools were successful because the leaders had always encouraged openness and transparency among the school community. They attributed effective communication to good work ethos and school success. Advocates of invitational leadership such as Peters and Le Cornu (2008) contend that relationships fostered within effective communication are key characteristics such as trust, optimism and respect. These scholars further aver that these key characteristics convey consistent messages of invitation in all forms of communication.

It was obvious from the views of the participants that they perceive effective communication as a basic prerequisite for the attainment of success. Similarly, scholars such as Amanchukwu, Stanley and Ololube (2015) recommend that constant communication is essential in leadership and management. "A leader must be able to communicate effectively; leaders should spend most of their day engaged in communication" (Amanchukwu, Stanley & Ololube, 2015, p. 9). The leaders' strategy to maintain high performance pivots around effective interaction. Mr Dlomo draws on this and he stated that, "*It is my belief that communication is the heartbeat of any institution*". Other participants had the following to say about the impact of effective communication:

> **Mr Malala:** *The principal cannot run the school single handedly; he cannot. There should be a communication all the time. The communication is not a one way thing. It is a two way communication. He would never impose stuff on teachers. That is not*

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how it should be done because we are working with people who are the ones who are lifting up the school. Once you dictate to people problems will arise.

Mr Dinangwe: *Communication needs a person who is good in listening. I am able to listen because when you are communicating you must not be the only one who is talking. Allow other person to say what they have to say, even if it's something that's offending you but be calm and be able to listen. So listening is very important when you are communicating.*

Odeyemi (2010) argues that communication is a multi-directional exercise whereby ideas are exchanged between employees and the leaders. Communication is the source of information. Through good communication, leaders and managers are able to cascade and share information with the staff. Essentially effective interaction promotes openness to sharing of views, collaboration and teamwork. Drawing from the views of the participants, it was clear that the SMT is able, through effective communication, to motivate the staff to work collectively towards the accomplishment of goals. This was evident during the interview with Mrs Simelane. She states that their principal allows the staff to express their views. This is what she had to say:

> *He gives us a chance to be vocal about issues but professionally; we discuss issues, we also come with our ideas and opinions* (Mrs Simelane).

The above comment makes it clear that leaders promoted power sharing and delegation by allowing communication to flow in both directions. Through positive interactions leaders encourage contribution by all stakeholders, general cohesion and responsibility among staff members. Consequently, everyone is professionally invited to be part of the change and success in the organisation. This is echoed by Schmidt (2004) that everyone desires to be accepted and affirmed as valuable, capable, and responsible, and wants to be treated accordingly. Nevertheless, some form of communication requires planning beforehand and thus avoid surprises and confusion among the staff. Thus, the principal plans and holds staff meetings as a means of communication with the teachers. This was also captured in an interview with Mr Khweba:

The meetings are there in the year plan so everybody has it. It is a procedural matter. But then a year plan serves as a guideline. We all know that towards these days we will be headed towards a staff meeting so that everybody would be prepared to air his/her views. But at the same time we would also be guided by the agenda.

Before the commencement of the staff meeting the school leaders normally meet to deliberate issues. This is what Mr Dinangwe said about this:

I first discuss issues with my deputies and HODs. By the time we go to the staff we would have agreed upon things and would go to the staff with a common mindset. That helps me a lot because by the time we sit and discussed that issue with the entire staff, I know what the SMT feel about the issue and they also know what I intend to achieve at the end of the day.

During the staff meetings the principals and their deputies and middle managers afford themselves a platform to effectively promote motivation to both the staff and learners. Typically, principals use middle managers or HODs to communicate with subject and class teachers. In the instances where the principal needs to transfer some information to the departmental groups, s/he uses the HODs. The most telling comment is from one the principals, Mr Dlomo:

I always tell the middle managers to cascade the information to relevant people so as to avoid surprises and confusion.

The same happens with class managers. It stands to reason that class managers have an advantage of having best of both duties. While they are subject teachers they also have enough time to engage with the learners of the classes that they are in charge of. In this regard, channels of communication from the principal to the middle managers and the staff down to the learners must flow. The principal communicates downwards from the SMT to the learners and *vice versa*. Amanchukwu, *et al.,* (2015) suggests that communication system is either open or closed. Participating school leaders encouraged open communication system, as suggested by

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Amanchukwu *et al.*, (2015), which receives information which is used to interact dynamically with the staff. This is shown in the following comment by Mr Dlomo:

> *In fact I like to use class mangers as my channel of communication with the learners. This is because they have to work with small groups of learners. It's not like standing at the front there in the assembly and addresses them. It turns to be a problem sometimes because it doesn't have that much of an impact as it is the case with the class managers.*

A balanced communication also opens the doors of participation to learners. Learners are invited to be part of decision-making. This is achieved through the involvement of the Representative Council for Learners (RCL). To do this, school leaders and teachers engage learners through the RCL. Occasionally, the principals summon RCLs to one-on-one meetings. This is shown in the comment by Mr Mkhabela:

> *To communicate with the learners I use the RCLs. I use to call the RCLs and brief them so thereafter they go to the learners.*

But then again there are structures in place to ensure that communication flow with learners is effective. Mr Khweba gives a clear picture on this and comments that:

> *We have a teacher liaison officer or the TLO. The TLO would have weekly meetings with class representatives. The class representatives would be given a chance to voice out the challenges that they meet in their respective classes. They report their problems in writing. The TLO would read through those complaints and decide which one seems to hold water and then she would consult the class teachers. The class teacher would also look at the problem. If need be it would be taken to the principal. In that way the principal, together with the SMT, would then come up with ways to resolve the problem at hand. After that the principal would take the matter back to the TLO who then forwards it to the class representatives. But if the problem seems to affect every learner then he would address the whole school directly at the assembly.*

Such comments reiterate the opinions expressed by Amanchukwu, at al. (2015) that the quantity and quality of communication in a school tends to influence the style of organisational management. Learners, being a *sine qua non* of education, are given a platform where they feel comfortable to use the relevant channels of communication to air their views and concerns. Similarly, communication cannot be effective unless it involves all the stakeholders. Leithwood and Riehl (2003) state that skillful leaders invite interchange with various stakeholders through participatory communication strategies. These scholars further point out that leaders frame issues in ways that lead to productive discourse and decision-making. For that reason effective interaction is not complete unless it involves all the corners of the educational triangle. The three corners of educational triangle are the teacher, the learner and the parent. Since the parents are important partners in the education of their children, school leaders do not underrate their role. Therefore the school holds meetings with parents with the intention to listen and respond to their concerns. This is what Mr Mkhabela had to say about this*: "I use parents meetings. I write letters to invite the parents to the general parents meeting".* But then again there are instances where parents might be reluctant to contribute to their children's learning. They would not turn up in the meetings. To alleviate such tendencies, this is what Mr Mkhabela says they do:

> *Some parents do not want to involve themselves in the learning of their children. In those cases then we use to write those particular parents letters to invite them to come and talk to the teachers of their children.*

As a result of effective interaction everyone is motivated to commit to professional behaviour and rudimentary ownership and respect for the institution. Teachers' and learners' behaviours and poor performance were addressed through strategic sessions with parties concerned. These sessions were not necessarily aimed at rebuking teachers and learners but at identifying problems and giving support. In order for the leaders and managers to be able to give support to teachers, it is important to have constructive conversations. The next two extracts from the interviews illustrate this point:

Mr Dlomo: *I sit and talk with the teachers and that's all. Sometimes, teachers take issues to their hearts and fail to take it to their heads. As much as we don't come to work to make friends but we also don't want to make enemies. We come to work to make colleagues; people who have a common understanding. Sitting down and allowing people to air their views helps a lot. I listen to what they have to say and they also listen to what I have to say. We discuss the issue as adults and come to an amicable decision. I must be honest though; some people just like to enjoy the luxury of ignorance and stupidity. So in those cases it becomes difficult to reason with those people. But then those cases are minimal.*

Mr Khweba: *Depending on the seriousness of the issue, the principal either calls teachers and talk to them or he would simply involve the unions. Sit down and talk about things. It helps a lot because it reminds people about what they are here for. They are here to teach and liberate the African child from the bondages of ignorance.*

Equally, these planned meetings especially with poor performing learners were employed to look at the problems and to give support. The primary objective is to commit learners to their own success. This was captured in Mr Dinangwe's words that:

As for Grade 11, those who did not do well in the first term I would call them and talk to them nicely make them understand how bad it is to fail. During the second term I could see the difference in their performance. In the second term, those who had failed, I would involve the class teachers, call them as individuals this time, and ask them nicely what the problems would be. It has become a trend to do that.

Likewise, such communication strategies were employed to involve the parents. Mr Mkhabela said that *"We also meet with parents to discuss the progress of their children's performance".* Mr Dinangwe further states that:

In Grade 12 we do the same thing but with them it involves the parents. We would plead with the parent to be part of our efforts as a school.

Politeness and good manner of approach seem to be dominant factors during communication sessions. In a dialogue with Mrs Simelane, this is what she had to say about her principal:

> *When an individual parent has been called to come to school, he would talk to them politely so that the parent does not look at us not as enemies but as people who are here to help his/her child.*

In the same vein, Mr Malala said that effective discussions and good manner of approach is essential even if an individual has to bear the consequences of his/her inadequacies. This is what he had to say:

> *You don't shout at people but you talk professionally. Yes you can reprimand where there is a need but in a very polite manner. So my principal is able to do that to us as his staff.*

Communication sessions do not only make teachers and learners take responsibility for their actions but in turn they impact positively on the academic performance of the learners. "Teachers fulfill a variety of leadership roles and responsibilities; exercise a variety of leadership practices and use different modes of communication with adults" (De Villiers & Pretorius, 2010, p. 556). Leadership and management that is mindful of the importance of higher teacher morale, meticulously use good communication skills to support the staff. Moreover, assertiveness and integrity precipitates outstanding academic results. The principal as a central manager facilitates and promotes effective interaction. This in turn ensures that educators are motivated to take on leadership roles. The next three excerpts from the interviews with the three participants illustrate this point:

> **Mr Dlomo:** *We really encourage them to take on leadership roles. For instance in terms of committees that's where teachers exercise leadership. You can't expect a committee to be led by the member of the SMT. We expect a committee to be led by a Post-Level One educator. For instance, we have committees and that is where teachers exercise leadership roles. These teachers need to lead and the SMT is always*

there to guide them. We take Post-Level One educators as leaders as well it's just that they do not occupy formal leadership positions.

Mr Malala: *You know there is this thing we call empowerment and development. The principal would talk about that. We would sit down and discuss how can we empower and develop educators. There are many roles that educators play, and these include extramural activities, cultural activities, and many others. He does play a role of making sure that people developed themselves by giving them duties to perform. And then after those duties have been performed one is called upon. He would appreciate what the teacher has done so that s/he remains confident in whatever s/he does.*

Mrs Simelane: *He delegates. He has trust in us. He doesn't monopolise power. He observes the protocol. However, he has the authority to shoot down straight to level one.*

Communication is improved when teachers participate in decision-making processes and feel that their inputs are welcomed and valued. Veale (2010) contends that leaders should facilitate group decision making while they also push to get work done.   In the process of decision-making the SMT's do not use their legitimate power to reflect their knowledge and priorities. The inner state and motivation of staff members rest largely in the SMT's leadership practice and how they motivate and nurture behaviour. In this regard prospects of equal sharing of ideas between all the teachers are made possible. This is what the principals had to say about this:

Mr Dinangwe: *In decision-making is where perhaps we were faced with win-win situations and only one of the two options had to be taken; sometimes as a boss you must bow, as long it is not dangerous to your administration. If you see that the majority of the staff is not exactly agreeing to what you are saying, because we are humans, I would buy into what they are saying.*

Mr Malala: *In an organisation whereby there are divisions; once the leader creates divisions in a school it becomes a problem. But if each and every individual is equal as*

your colleagues you would not have any resistance. The way you talk, the way you do things, you involve people. You take collective decisions

These views suggest that leadership and management give teachers a platform to deliberate on issues, thus enabling them to contribute in decisions that affect them. Furthermore, some concepts presented by invitational theory emerged within the issues of communication. Schmidt (2003) aligns invitational theory to issues of establishing helpful relationships within people. Moreover, Schmidt (2003) posits that invitational theory advocates for educational programme and services that incorporate constructive human interactions. School leaders who apply the principles of invitational theory value their teachers' inputs. Niemann, Swanepoel and Marias (2010) argue that leaders who exercise invitational leadership regard their teachers as valuable assests. While effective interactions are ensured, participative environment is promoted. Thus, the teachers stay focused and ultimately produce desirable outcomes because they are all on-board.

Essentially, good communication promotes the schools' functionality. Functionality, among others, is also aligned with a safety and security which in turn promotes an environment that is conducive to effective learning. Xaba (2012) argues that a learning environment that is conducive to effective learning translates to quality education. Masitsa (2011) believes that it is logical to assume that a lack of safety at school has a negative impact on academic performance and loses the purposes of schooling. In the light of this, the principals and their SMTs advocate to the staff and the learners the importance of the sense of ownership to all end-users. *"One of the things that help us is to instill and emphasise to the learners that the school is theirs"* says Mr Mkhabela. The following participants admitted that communication was one of the key elements that promote an environment that is conducive to effective teaching and learning:

> **Mr Khweba:** *How the school is kept clean and safe is everybody's responsibility. We make our learners realise that whatever they do in the school it must be sustained. The school is like a baton. Once your distance in the race is done you give it to the next person and you make sure that you hand it over in while it is still in good condition as you took it.*

Mr Malala: *The class teachers play a huge role of ensuring that school property is not vandalised. They tell the learners that if you break the desks, windows and school property you would be breaking your own thing. They make them to have that pride and ownership of their school. .*

Be that as it may, the school has also put in place school maintenance programmes. These programmes are aimed at prolonging life expectancy of school property and to provide comfortable and safe teaching and learning environment. Good communication skills in this regard serve as means to control functioning of management. This was captured in Mr Mkhabela's views that:

We have three SGB paid general assistants. In other words the SGB is of assistance to the school in terms of making the school look clean and well cared for. We actually have two people who look after the toilets whom we pay monthly. They also check and fix any electrical faults, if they find any.

Views offered by the participants reiterated the views by some scholars (Adeyemi, 2010; de Villiers & Pretorius, 2011; Amanchukwu, *et al.*, 2015) who argue that good communication strategies lead to productive discourse which in turn increase the functionality and achievement of goals. Such attributes of leaders and managers influence their leadership styles. Effective interactive approach encourages a leader to invite inputs from all the stakeholders. Moreover, the views and perceptions of the participants showed that communication in a successful school is multidirectional. This is echoed by Adeyemi (2010) who states that multidirectional communication materialise if ideas are shared between the staff and the leaders which consequently enhance staff morale. It was clear from the views of the participants that through effective communication strategies a number of elements of functionality are accomplished. In a nutshell, the participants' comments suggested that communication is used as a source of information, to invite of participation, to promote commitment to stakeholders and to promote functionality. The following section discusses the school leaders and teachers working beyond the call of duty.

4.3.3 School leaders and teachers going beyond the call of duty to ensure success

The previous theme dealt with good communication strategies. It was indicated that participants attributed success and functionality of their schools to good communication strategies. This section discusses how leaders and teachers espouse commitment to outstanding achievement. Through the set goals, leaders enhanced the schools' functionality and work ethos in a school. This managerial aspect advocates the benefits of adopting invitational leadership stance. Peters and Le Cornu (2008) simply define invitational leadership as an invitation to learning. The central idea in this section is that working beyond the call of duty is enhanced by leaders who practice invitational theory in their schools. Peters and Le Cornu (2008) argue that invitational leadership incorporates components of trust, optimism and respect intentionally. In general, a leadership approach developed through invitational theory tends to infect people with diligence and altruism which then promote school success.

During my visits to the research sites, I observed that the general physical condition of the sites, i.e., the premises, windows, doors, water pipes and electric wires were in perfect condition. Entering the school premises, the atmosphere was inviting. "Section 5 (1) of the Schools Act (Republic of South Africa, 1996) grants the principal power to take such steps as he/she may consider necessary for safeguarding the school premises, as well as protecting the people therein" (Masitsa, 2011, p. 172). Similarly, Downey (2013) maintains that environment is critical to school's productivity. Child Trends (2014) reiterates that if the school is clean and well cared for, the students and the staffs usually feel safe at school and families feel safe sending their children to school. Interviews revealed that the SMTs and the staff go out of their way to make the physical appearance of the school as inviting as possible. Most of the participants proudly acknowledged that their commitment to success drove them to work beyond the call of duty in their undertakings. Despite their demanding and hectic job descriptions, teachers were committed to the maintenance of schools' neatness. This is what Mrs Simelane had to say about this:

> *I can proudly say that I am responsible for the cleanliness of the school premises. Maybe this should have been answered by the principal because it would be like I am*

blowing my own trumpet. It makes me very proud if you honestly say our school is clean.

Principals acknowledged the fact that as much as the policy did not allow teachers to delegate cleaning duties to the learners, their schools did.

Mr Mkhabela: *Although the departmental policy does not allow us to use learners to keep the schools clean but learners in this school clean their classrooms.*

Mr Dinangwe: *I have a team of Grade 8 learners every year. I would sit down with them and say look guys, you are responsible for the maintenance of the premises. With the young ones we work very well.*

According to Mr Dinangwe, class teachers are the ones who ensure that the classrooms are clean by delegating cleaning responsibilities to learners:

Class teachers are responsible for the duty rosters of learners in terms of whom and when the classes will be swept and polished.

Participants also indicated that some discipline measures administered to learners who have done minor offences include cleaning of the school premises and windows. For example, learners who have come late or failed to do their homework would be made to clean the school yard and classroom windows. To ensure that these are thoroughly done, teachers sacrificed their time to monitor the learners. This was drawn from Mrs Simelane who also said:

I am the chairperson of the late coming committee. One of the methods we use to minimise or eradicate late coming is to punish learners by making them clean the school.

This suggested that besides the systems that the school has in place in terms of school facilities maintenance, teachers were also committed and willing to go beyond the call of duty in ensuring that teaching and learning took place in a clean and neat environment. Furthermore, the parents joined forces with the schools to ensure that the learning of their children took place in a clean environment. The schools also hired external professionals who always came and

took care of potentially hazardous damages that might threaten the safety of all the people within the premises: Mr Mkhabela had this to say:

> *We have three SGB paid general assistants. In other words the SGB is of assistance to the school in terms of making the school look clean and well cared for. We actually have two people who look after the toilets whom we pay monthly. They also check and fix any electrical faults, if they find any.*

The spirit of going beyond the call of duty prevailed not only among the teachers and the learners but also to the non-teaching staff as well. This was captured in Mr Dinangwe's view when he said that:

> *But then again I have a general assistant; A very hardworking man who would work even during holidays.*

All the stakeholders were highly committed to the promotion of an inviting and comfortable learning environment. They were aware that their commitment could positively affect the functionality and success of their school. Moreover, the leaders and managers would literally go out of their way to invite the participation of the community as well. This was drawn from Mr Dinangwe comment that:

> *I actually have eyes and ears everywhere. I sort of injected the sense of ownership of the school to the neighbours of the school.*

October (2014) concurs with this view of involving the community. According to October (2014), schools that are in good standing with the community put themselves in an advantage of being recommended to relatives and friends. Successful schools leaders involved the community in terms of eradication of drug abuse, bullying and violence in schools.

Participating schools surpassed their township counterparts academically and in a number of other aspects. The prowess of these schools echoed what literature (Bush, 2007; Kamper, 2008; Mampane & Bouwer, 2011;Balyer, 2013;Duma, 2013; October, 2014) avers stems from

effective school leadership and management. Correspondingly, Leithwood and Riehl (2003) propose that school leaders occupy various positions; play various roles and provide direction that exerts influence in order to achieve the school goals. Interviews with the participants revealed that the leaders influence the people to go beyond the call of duty and thus outshine other township schools. The participants' views revealed that the leadership and management adopted leadership methods that invited participation and commitment. This is what Mr Dinangwe said he initiated to lead the way:

> *I started the afternoon study periods. I would do it all by myself; there was no roster for teachers to supervise. I therefore instilled that sense of responsibility in the learners that even if I was not in to supervise them they should remain and study.*

This suggested that one of the most significant attributes of commitment is also developed around the issue of trust and respect. To add to that, Mrs Simelane declared, "*Our principal has trust in us*". Furthermore, this is what other participants had to say about going beyond the call of duty in pursuit of outstanding results:

> **Mr Dlomo:** *We have extra classes as well. But that boils down to an individual educator. If you see that the results are not forthcoming as well then we advise them to go an extra mile in terms of conducting extra classes.*

> **Mr Malala:** *The school ends at half past two but Grade 12 class have a break of thirty minutes. From three o'clock to four o'clock every grade twelve is in class studying. That's number one. Number two we have winter classes. Winter classes are very important. We even organise educators from other schools because learners have a tendency of being more attentive to people from outside than those in their school.*

It was interesting to note that the principals and the SMTs were the ones who led the way when it came to working beyond the call of duty. Clearly, their diligence and demonstration of commitment seemed to be contagious to the staff. Furthermore, the work ethics of these schools revolved around the majority of staff members exhibiting qualities of teamwork and

collaboration. The following section discusses the implementation of policy to maximise work ethics.

4.3.4   Implementation of school policies to maximise work ethics

The primary aim of this study did not intend to unearth the participants' understanding or meanings they attached to the implementation of policy. However, conversations with participants were contingent upon a limited presentation of their views on school policy. As it has been indicated in the previous chapters, scholars such as De Villiers and Pretorius (2011) state that the South African education system has facilitated a process in which schools are guided from centralised to decentralised forms of control. It was also mentioned that various policies are embedded in the South African Schools Act, No. 84 of 1996 (Republic of South Africa, 1996a), and have been implemented to provide for democratic school governance involving all stakeholders in the school community. Burns (2007) contends that policy processes make change and reform processes more effectual. Interviews revealed that leaders and managers largely adhered to school policy as an instrument used for navigation around the challenges that they encounter from time to time and also in giving them direction. Although the policies were not reviewed during data generation the participants' views revealed that school policies played a major role in controlling and monitoring the school's functionality. Responding to the question that sought to elicit knowledge about know how principals managed to be in charge of their big schools, the participants pointed to the policy as their primary source of direction. The three excerpts illustrate this point.

> **Mr Mkhabela:** *So I cannot actually use my power and my own mind, the policy in fact should guide me in taking decisions.*

> **Mr Khweba***: As much as he is a government employee, he is also a government representative; he himself is also governed by certain principles and policies.*

Mr Malala: *There are principles and policies at schools. As long as you stick to those policies, people cannot say that you dictate things.*

In line with the government policies, the school designs a school code of conduct. *"*The code of conduct should address aspects related to discipline and the safety of learners; the carrying of dangerous weapons; the use of illegal drugs and bullying, fighting and harassment at school"(Masitsa, 2011, p. 172). Policies do not only serve as a compass to show direction but they serve as mediator in times of conflicts. Dilion (2007) suggests that schools should build a healthy and supportive learning environment by encouraging good behaviour and by clearly teaching social skills, such as good communication skills as well as conflict resolution. Conflicts arise when some individuals lack discipline. This was confirmed by one of the principals when he pointed out that, "*I use the policy to solve problems*". The following shared similar sentiments about this:

Mrs Simelane: *What I have personally observed is that he is that kind of a person who does things by the book. I think I have answered your question. He does things by the book. He is very knowledgeable well versed when it comes to policy. When someone tries to give him hard work, he would simply refer or show him/her the policy–Period! So that is how he overcomes challenges.*

Mr Dlomo: *I also meet with individual teachers if there is a need. Suppose there is a special issue about the teacher that needs to be attended to, I would call the teacher, sit down and talk to the teacher. If may be the teacher is stubborn or does not want to comply with certain things, I remind them about the policy; make them understand that we have policies to follow.*

Since these leaders were success-driven, they left nothing to chance that can destroy the reputation of their schools. Therefore, leaders and managers of these schools display good work ethics as they lead by example. The principals were the first ones to arrive in the morning and the last ones to leave in the afternoons. They implement the open door policy to their staff as well as the parents. They were approachable and treated people with respect.

Mr Dlomo*: I am the first one to arrive in the morning. I mean that one is non-negotiable. I'm always at school before seven o'clock. I have to be here before everyone arrives. I always start by doing some work in the office. For instance, if there are some things that need to be signed so that I don't get disturbed because some parents would come in the morning demanding immediate attention because they would be rushing to work. So I need to be here early so that I attend to such things.*

Mr Khweba: *He is the first to arrive in the morning. Maybe there are parents that he has to attend to in the morning because he is there earlier he would attend to them even those who have to be at work they would be able to leave early to their work places. I might not be able to know everything that he does on a particular day but one thing I know is that he is the last person to leave the school premises every day.*

However, participants distinctly admitted that the leaders and managers were unapologetic in their actions when it comes to policy compliance. Participants revealed that failure to comply with basic rules such as regular attendance, punctuality, adherence to due dates, respect for contact time would not be tolerated. Drawing from the departmental policy, school policies and learners' code of conduct are drafted. "*If the learners fight we remind them with the code of conduct*". Similarly, the SMTs remind the teachers about disciplinary measures to be administered to those who do not observe work ethos in terms of regular attendance and punctuality. These participants had this to share:

Mr Dlomo: *We use leave policy. I remind them about the kinds of leaves and procedures to follow if someone has to be late or absent from work. And I must give them credit, they are very respectful, they report.*

Mr Khweba: *If a teacher makes a habit of leaving before time, his/her hours would be counted. If they add up to seven hours then s/he would be given a leave form for being absent for a day. That would then affect your three year cycle special leave. Yes he does it and he is very strict. He makes sure that he doesn't leave any stone unturned. The reason is that he wants to maintain consistency. What he does to you he must do to me too.*

School leaders also used the policy to remind the staff about their expected conduct and professional behaviour. The next three extracts from Mr Dlomo, Mrs Simelane and Mr Khweba respectively, illustrate the importance of policy in the schools.

> **Mr Dlomo:** *If may be the teacher is stubborn or does not want to comply with certain things, I remind them about the policy. Make them understand that we have policies to follow.*

> **Mrs Simelane:** *He stands by what he says especially the things that have to do with the policies. He would tell us that we cannot do otherwise; this is a policy and it stands!!! He does not use his power negatively; he uses it positively. He has no choice even himself; so he says that we have to do it as the policy says. And the accountability sits with him.*

> **Mr Khweba:** *So during decision making, or for a decision to be taken we are guided by the policy everybody is given a chance to air his/her views but the most important thing is we are all governed by certain principles and procedures and we cannot go beyond that. So we are guided and we are within those parameters.*

Drawing from these responses, it was clear that most leaders relied greatly on policy to enforce commitment and good work ethics. Following policy and adhering to rules and principles that have been put in place either by the department or by the institution nurtures a smooth running school. Any organisation that allows workers to proceed with their work without supervision is considered to be unproductive and is likely to fail eventually. School leaders have in place policies and plans to monitor and evaluate performance. Failure to adhere to submission dates and deadlines implies a transgression of these policies. To that end, Mr Dlomo had this to say:

> *You know you need to keep systems in place so that people adhere to what they are expected to do.*

Van der Berg, Taylor, Gustafsson, Spaull and Armstrong (2011) aver that the principal and the middle managers have a particularly challenging role to fulfill. The middle managers constantly check the educators' files and evidence of work covered through learners' exercise books. They

consistently moderated tests and examination papers to assure quality. The next three extracts from the interviews indicate how quality was assured.

> **Mr Dlomo:** *We have designed an instrument to check teacher's work that we use when we check their files and learners exercise books. Checking learners' exercise books help us to detect deficiencies and where the teacher is falling short.*

> **Mr Khweba:** *There are tools that they use to monitor our work. We submit our files, learners' exercise books; learners' portfolios and there are documents that they sign. That is how they monitor the progress of our work.*

> **Mr Simelane:** *In terms of document, we submit the lesson plans. We submit weekly. We also submit the tasks. There is a register for each and every submission, I sign and the HODs signs.*

The above excerpts portray a balanced view of both the supervisors who did the monitoring and those who were supervised. In addition to the measures expressed above, middle managers also organised meetings with the teachers. The meetings were intended to give support and identification of challenges that were experienced during contact times. Leaders did not only monitor the work of the teachers and the learners but they also led by example to demonstrate what they wanted to achieve from teachers. This warranted trust, respects and commitment.

During observation some parallels regarding extra-mural activities were observed. Although Baton High School excelled academically, they did not participate in the extra-mural activities such as sport, cultural activities and choral music competitions. The school hours were dedicated solely to teaching and learning. It is logical to attribute this to a limited size of the school premises that lacked sport facilities. Umsinsi on the other hand was actively involved in a number of extramural activities. Their school premises were relatively wide. The school had various sports fields which included soccer field, tennis courts, cricket grounds and netball grounds. They had made an indelible mark in district and provincial walls of fame.

4.4   CHAPTER SUMMARY

This chapter presented and discussed the data that was obtained through the use of observations and semi-structured interviews the sites where this study was conducted. The views and the voices of the participants were presented as *verbatim* quotes. The discussions presented the themes that emerged during data generation. The data that the chapter discussed were on the inquiry about the characteristics of successful leadership and management. The four themes that emerged during data generation were explored. These themes were the influence of particularity during the recruitment and retention of teachers; the impact of good communication skills with the school community; school leaders and teachers going beyond the call of duty to ensure success and the implementation of school policies to maximise work ethics.

Despite the challenges presented by the fluctuating learner enrolment, school leaders dealt effectively with management of teacher posts. particularity of principals during staffing helped their schools to uphold and maintain high-quality education. The influence of particularity during recruitment and retention of teachers revealed that successful leaders hired high-quality teachers in order to afford learners quality education. Additionally, the voices and views of the participants revealed that healthy relations among the school community revolved around effective interactions. Open channels of communication either from top management to learners or vice versa propelled and preserved the fibre of commitment within the school community. The data also discussed the teachers and leaders working beyond the call of duty to achieve desired goals. Lastly, the impact of policy implementation that is used as an administrative compass to guide leaders to lead towards success was discussed. Contained within the themes and discussions, leaders' conceptual framework unfolded. Leaders and managers of successful schools adopt invitational theory to promote involvement which in turn precipitates excellence.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented and discussed the data that were generated through semi-structured interviews and observations. This chapter presents the findings that are drawn from the data discussed in Chapter Four. This chapter begins with the summary of the whole study. After the study summary, the findings are presented and discussed. The research questions have been used to elicit and organise the discussion of the findings. Based on the findings, recommendations are made and are directed at various stakeholders. In addition, drawing from the perspectives, this study has tried to make contributions by presenting guidelines on how leaders could exercise successful management to lead deprived contexts towards success.

5.2 STUDY SUMMARY

This study endeavoured to explore the characteristics of successful leadership and management in deprived contexts. Empirical evidence of successful schools indicates that successful leadership and management adopt particular strategies to attain shared vision and common goals. Literature has indicated that principals play a very important role in the recruitment and retention of quality teachers in their schools. Therefore, it is important that they aim to maintain and uphold their academic success through high-quality education. Based on the need for the study to be undertaken; the background, the purpose and critical or research questions have been discussed (Chapter One), the search of what scholars say and the kinds of research that has preceded this study followed (Chapter Two). Relevant literature and theoretical framework was discussed with a view to identifying the most appropriate analytic lens that will explain what emerged from the data. The design and methodological orientation was then discussed (Chapter Three). Such a discussion included the research paradigm and the methods that were used to generate data. After the data has been analysed and discussed (Chapter Four), the findings are presented and discussed in the final chapter. Based on the findings discussed (Chapter Five), recommendations are made.

5.3 FINDINGS AND DISCUSSION

The first finding revealed that, contingent to the situation at hand, leaders of both schools displayed conclusive characteristics of democratic as well as authoritative leadership. Consequently, despite their depriving contexts, both schools were able to provide the learners and the community good quality education. Essentially, the leaders of these schools possessed distinctive leadership qualities that influence positive outcomes. Literature indicates that distinctive qualities are essential in order for the school to achieve its goals. For example, Kemper (2008) proposes six traits which include the following: (1) reciprocal respect for individual and for the school; (2) care for the well-being of learners and environment; (3) commitment of teachers and learners to their work resulting in them going an extra mile; (4) accountability where teachers and learners honour their responsibilities; (5) ensuring excellence through quality education to all learners regardless of background and (6) collaboration and teamwork thus producing the best results. Similarly, Hlalele (2013) attributes success to key values and practices of Ubuntu. According to Hlalele (2013), leaders exhibit these values and practices through compassion, kindness, altruism and respect. Therefore, leaders of both schools adopted these special leadership qualities in their approach to the management of teaching and learning to necessitate success.

The second finding is that leadership in both schools put more emphasis on the importance of policies. School policies were implemented with vigour as these leaders and managers believed that effective implementation maximised work ethics. In addition, the leaders in the study believed that school procedures and regulations gave precise directions as to who must do what and when. Among others, there were uncompromising and consistent structures that were put in place for monitoring and evaluation of work progress.

The third finding is that, although the data clearly indicated that both democratic and authoritarian approaches were used depending on the need, leaders of both schools distributed leadership roles throughout the school. They implemented Kamper's (2008) invitational model.

This invitational model, according to Kamper (2008) proposes that, invitational messages communicated to people inform them that they are able, responsible and worthwhile. Thus, the learners, the teachers, the SMTs and the parents were invited and given opportunities to actively participate in decision-making processes.

The fourth finding which is closely linked to the third one is that leaders created environments that require impeccable work ethics. They have contagious characteristics that infected people with diligence. They developed their schools by setting high performance expectations and held all the people involved accountable for the outcomes. The following paragraph presents the recommendations.

5.4 RECOMMENDATIONS

This section offers recommendations based on the findings discussed in Chapter Four. Recommendations are offered to these sections; the SMT and teachers in deprived contexts and the Department of Basic Education.

5.4.1 Recommendation to the leadership and management of deprived contexts

There is no specific leadership style that can be linked to success in any learning institution. Nevertheless, findings of this study revealed that the school leaders of successful schools adopted different leadership styles for different leadership situations. The type of leadership that is linked to a particular situation should invite the teachers and the learners to develop all aspects of their lives. So, the quality of education need not be benchmarked by its academic performance only, but it should also build a community of change which entails values and principles of Ubuntu. Therefore, it is recommended that school leaders should establish a wide range of social skills such as compassion, kindness, altruism and respect. They should offer assistance in sensitive issues that affect their learners. For example, teachers should offer

pastoral help to bereaved learners. In this way supportive relationships between teachers and community will be developed. School heads and teachers must be prepared to make the most favourable impression in order to sustain the needed public support.

Being a manager in an impoverished school is a difficult task considering the perception that they are expected to deliver quality education despite minimum resources. It is therefore recommended that leaders of impoverished schools should promote the spirit of commitment and collaboration among teachers and all stakeholders. Likewise, school heads should develop and support structures that promote tolerance for stress while at the same time coping with the demands of the employer. Positive interactions should be enhanced so as to improve the healthy school environment. School leaders should interact with local businesses and Non-governmental Organisations to mobilise donations as critical resources to manage adversities.

In addition, the leadership should create a school climate which allows the school community to see the school as safe and a place of learning. It is recommended that the fence around the school should be repaired by professional service providers. Along with that, too much access of community activities within the school premises should be minimised in order to ensure that accountability for the use of physical resources in enhanced.

Essentially, the SMT and the SGBs in deprived contexts need to design turn-around strategies that they will adopt to provide quality education. They should identify core guidelines that they will follow to drive the process of change. In this regard it is safe to suggest that leaders of impoverished school would be able to perform well like some of their township counterparts who perform well despite the daunting hardships. This could assist leaders towards attaining success thus empowering learners to rise above disparities and excel. Therefore, the issue of teacher recruitment and retention should be addressed. As per findings, the key to improving education is recruiting and retaining highly skilled and effective teachers in all classrooms.

Although there is no model aligned with general approach specific to remedy impoverished schools, an integrated approach that could embrace a broad perspective of support services towards people development is recommended. Invitational principles put forth by Purkey and Schmidt (1996) are relevant to the broader application of invitational education practices with deprived contexts. I therefore recommend that leaders need to seriously consider adopting the principles of invitational education continuously and apply the four basic beliefs. These four basic are:

- School leaders of deprived contexts should lead like team captains. By leading like a team captain I mean that it should not be necessarily about who is the leader. But it should be about reciprocity and mutual understanding with common goals among all role players. The characteristics of relationships fostered within the school should be built on foundations of mutual trust, respect, selflessness and compassion. It is not about who is the leader but everyone should be equally and fully involved in decision making. Hence collegiality and cooperation are sanctioned.

- Leaders should acknowledge and embrace individuality. Every teacher and individual learner is unique with his/her different backgrounds, abilities and potential. Leaders should build relations and good interaction with every individual member of the staff. They should make every teacher feel invited to make a contribution towards the improvement of the school. In a nutshell, their leadership should be inclusive of all the components required for the success of the school. Similarly, teachers as well as school leaders should treat learners as individuals not as a crowd, taking cognisance of their diversity. Being mindful their individual needs, teachers should also cultivate the culture of respect and ownership of one's education in every learner. Platforms and opportunities of leadership should be opened for the learners so that they develop leadership skills for their own learning as well as for others.

- Impoverished schools need additional capacity if they are to substantially improve learner outcomes. Leaders should open channels of communication to invite external assistance for interested stakeholders. They should open channels of communication

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between the people who can provide the school with skills, knowledge and facilities that will improve the standards of their schools. External assistance could include, among others, donations, motivational speakers, social workers, psychologists and former learners. These structures could have a huge impact on learners addressing their individual social, educational and emotional needs thus making it possible for them to actualise their dreams.

● Lifelong learners are vigilant and are able to adjust their way of thinking, interactions and undertakings. Leaders and teachers should be lifelong learners. They should constantly seek knowledge so as to be able to be on par with the ever changing issues of their field of work. Leaders who attain relevant and autonomous learning enable learning and allow people to discover new ways of collaborating, participating and diligently work smarter and better. The following paragraph discusses recommendations to the DoE.

5.4.2 Recommendations to the Department of Basic Education

Township schools are generally regarded as unsuccessful and dysfunctional. Such stereotypes need to be addressed. Likewise, findings revealed that, although some township schools performed exceptionally well compared to similar contexts, they still experience a lack of resources. It is recommended that the Department of Basic Education (DBE) should equip all the schools with appropriate facilities, learner-teacher support material and enough floor space. In addition, subject inspectors should work closely with subject teachers, providing direction and guidance, evaluating and providing needed resources in order to improve performance.

5.5 CHAPTER SUMMARY

This chapter presented the summary of the findings. Based on the findings conclusions were drawn. The chapter further offered recommendations and the leadership theory that is aligned with leadership of impoverished schools was presented. The recommendations aim to assist

those who engage in leadership and management of deprived schools. It also aimed at assisting those who may desire to use invitational theory so they can yield more positive results. The study was conducted to explore what characterises the leaders and managers of successful schools with depriving contexts. The study sought to explore the perspectives of SMT's and teachers regarding leadership characteristics that they attribute to their success despite the odds. Emerging views showed that there was no one single method that the leaders link to their outstanding performance. The manner in which successful leaders facilitated work ethics resulted in participation of teamwork among all school community members. Findings further revealed that effective interactions promote good relations among all school community members. In the case of confusion and conflicts successful leaders relied not only on constructive interactions but also adhere to policies.

The discussions have further showed that education was viewed as the most effective tool that can necessitate ultimate transformation in society. Therefore, leaders employed a number of interactive approaches that are able to steer schools to success levels while they uphold and cement moral values. Nonetheless, invitational leadership was favoured as one of the appropriate models that leaders of deprived contexts apply. The leadership style in successful high-poverty schools in South Africa corresponds with the invitational leadership style with its basic premises of optimism, respect, trust and intentional care (Kamper, 2008). Invitational leadership approach proved to be helpful to the leaders in raising the standards for academic achievement in the impoverished schools.

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APPENDICES

APPENDIX A: LETTER TO THE PRINCIPALS/DEPUTY AND HOD

PO Box70

GAMALAKHE

4249

02 August 2016

The Principal

_____ High School

Dear Sir

REQUESTING CO-OPERATION FOR PARTICIPATON IN RESPECT OF MY RESEARCH

I am currently pursuing masters studies in the University of KwaZulu-Natal and to that end I am carrying out a piece of research on leadership and management of successful high schools. My study is titled*;* **what characterises the leadership of successful management teams in successful township schools?** I would like to request your co-operation and participation in respect of my study. My data collection methods may include interviews, observations and voice recordings.

I promise that while carrying out this research, I will observe the highest possible ethical standards. I guarantee total confidentiality of information. There will also be total confidentiality of all people's and school's names. I will only report information that is in the public domain and within the law. I will not reveal anything of a personal or compromising nature.

Your co-operation and participation will be greatly appreciated. For any questions or concerns that you may have at any time regarding my request, please contact my supervisor, Dr Phumlani Myende; Lecturer: Educational Leadership, Management and Policy, College of Humanities, School of Education Edgewood Campus, Private Bag X03 Ashood 3605, +27 (0)73 991 2392 (Mobile) +27 (0)31 260 2054

(Office) or myendep@ukzn.ac.za   Alternatively, you can contact the HSSREC RO, Ms Phumelele Ximba; ximbap@ukzn.ac.za. or +27(0)312603587. My contact details are +27 (0)733933455 (Mobile) and aquiladlamini@gmail.com

If you agree, kindly complete and sign the attached declaration.

Thanking you in anticipation.

Yours faithfully

_____

Linda A. Dlamini

APPENDIX B: LETTER TO TEACHERS

PO Box 70
GAMALAKHE
4249
06 July 2015

Dear Prospective Participant

REQUESTING CO-OPERATION AND PARTICIPATON IN RESPECT OF MY RESEARCH

I am currently pursuing masters studies in the University of KwaZulu-Natal and to that end I am carrying out a piece of research on leadership and management of successful high schools. My study is titled; **what characterises the leadership of successful management teams in successful township schools?** As a teacher of a successful high school, I would like to request your co-operation and participation in respect of my study. My data collection methods may include interviews and voice recordings.

I promise that while carrying out this research, I will observe the highest possible ethical standards. I guarantee total confidentiality of information. There will also be total confidentiality of all people's and school's names. I will only report information that is in the public domain and within the law. I will not reveal anything of a personal or compromising nature.

Your co-operation and participation will be greatly appreciated. for any questions or concerns that you may have at any time regarding my request, please contact my supervisor, Dr Phumlani Myende; Lecturer: Educational Leadership, Management and Policy, College of Humanities, School of Education Edgewood Campus, Private Bag X03 Ashood 3605, +27 (0)73 991 2392 (Mobile) +27 (0)31 260 2054 (Office) or myendep@ukzn.ac.za Alternatively, you can contact the HSSREC RO, Ms Phumelele Ximba; ximbap@ukzn.ac.za. or +27(0)312603587. My contact details are +27 (0)733933455 (Mobile) and aquiladlamini@gmail.com

If you agree, kindly complete and sign the attached declaration.

Thanking you in anticipation

Yours faithfully

_____

Linda A. Dlamini

APPENDIX C: DECLARATIONS BY PRINCIPALS

IGH SCHOOL

Private Bag X
St. Michael's
4265

Rd

Tel:

28 June 2015

To Whom It May Concern:

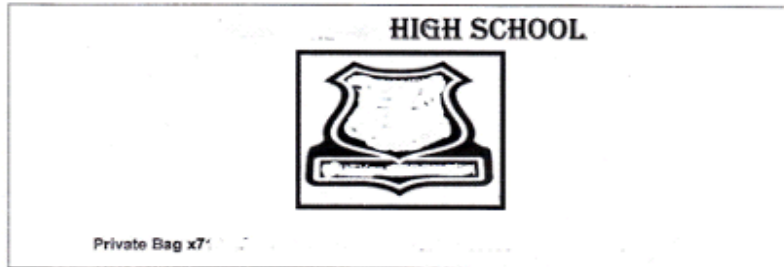**Granting of Permission to Conduct Research**

This serves to inform you that permission has been granted for research to be conducted in our school. As a school we have adopted a co-operative mode on matters of this nature. We feel that this exercise gives us an opportunity to look at ourselves in the mirror and take an in depth look at areas where we need some re-enforcements.

Thank you

Yours faithfully

Principal

School stamp

HIGH SCHOOL

Private Bag x7·

28 July 2015

Attention: Linda A. Dlamini

SUBJECT: Re – Granting of permission to conduct a research

The above has reference

This serves to respond to your letter dated 27 July 2015 where you requested to do a research with the principal together with one level one educator here at school, on the study entitled 'What characterises the leadership of successful management teams in successful township schools?'

We have taken interest in this subject as we believe there are areas in our management which will be highlighted during the process as shortfalls and upon whose improvements would subsequently benefit the school.

It is with pleasure to inform you that your request has been accepted and permission granted. We are looking forward to the day.

Wishing you all the best on the day.

Thank you.

28/07/2015
Date

[Principal]

APPENDIX D: DECLARATIONS BY PARTICIPANTS

DECLARATION FOR PARTICIPANTS

I... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Additional consent, where applicable

I hereby provide consent to:	YES	NO
Audio-record my interview / ~~focus group discussion~~	✓	
Video-record my interview / ~~focus group discussion~~	✓	
Use of my photographs for research purposes		X

SIGNATURE OF PARTICIPANT   DATE
....   08/10/2015

For any queries and further information you may consult my supervisors, Dr Phumlani Myende from 031 260 2052 or myendep@ukzn.ac.za. Alternatively, you can contact the HSSREC RO contact details (Ms Phumelele Ximba 031 260 3587, Email: ximbap@ukzn.ac.za). You can also contact me (Ms Linda Dlamini) using the details provided in the letter requesting permission.

DECLARATION FOR PARTICIPANTS

I... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Additional consent, where applicable

I hereby provide consent to:	YES	NO
Audio-record my interview / focus group discussion	✓	
Video-record my interview / focus group discussion		X
Use of my photographs for research purposes		X

SIGNATURE OF PARTICIPANT   DATE
....   28. 07. 15

For any queries and further information you may consult my supervisors, Dr Phumlani Myende from 031 260 2052 or myendep@ukzn.ac.za. Alternatively, you can contact the HSSREC RO contact details (Ms Phumelele Ximba 031 260 3587, Email: ximbap@ukzn.ac.za). You can also contact me (Ms Linda Dlamini) using the details provided in the letter requesting permission.

DECLARATION FOR PARTICIPANTS

I... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Additional consent, where applicable

I hereby provide consent to:	YES	NO
Audio-record my interview / focus group discussion	✓	
Video-record my interview / focus group discussion		✓
Use of my photographs for research purposes		✓

SIGNATURE OF PARTICIPANT   DATE

(signature)   06/10/2015

For any queries and further information you may consult my supervisors, Dr Phumlani Myende from 031 260 2052 or myendep@ukzn.ac.za. Alternatively, you can contact the HSSREC RO contact details (Ms Phumelele Ximba 031 260 3587, Email: ximbap@ukzn.ac.za). You can also contact me (Ms Linda Dlamini) using the details provided in the letter requesting permission.

DECLARATION FOR PARTICIPANTS

I... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Additional consent, where applicable

I hereby provide consent to:	YES	NO
Audio-record my interview / ~~focus group discussion~~	✓	
Video-record my interview / ~~focus group discussion~~		X
Use of my photographs for research purposes		X

SIGNATURE OF PARTICIPANT   DATE

(signature)   ----------------------------

For any queries and further information you may consult my supervisors, Dr Phumlani Myende from 031 260 2052 or myendep@ukzn.ac.za. Alternatively, you can contact the HSSREC RO contact details (Ms Phumelele Ximba 031 260 3587, Email: ximbap@ukzn.ac.za). You can also contact me (Ms Linda Dlamini) using the details provided in the letter requesting permission.

APPENDIX E

INTERVIEW SCHEDULE: PRINCIPAL, DEPUTY AND HOD

1. Your school is quite big; how many classrooms, and other school rooms does it have?

2. What is the enrolment, number of teachers (including deputies, HODs and PL1) and the non-teaching staff?

3. As a central manager you are in charge of all these people, how do you manage?

4. Do you encourage everyone to take on leadership roles?

5. In decision making, do you use your power? Elaborate on your answer please.

6. How do you communicate with your staff, learners and parents?

7. Besides the IQMS, what tools do you use to monitor if teaching and learning does take place during contact time?

8. What do you do to ensure that teaching and learning takes place in a conducive learning environment? (Premises, buildings, classrooms, furniture, LTSM).

9. How do you maintain safety and security in your school?

10. What do you do to alleviate or eradicate these incidents (if any): violence, bulling, substance abuse, vandalism & theft?

11. How do you control teacher and learner attendance, punctuality?

12. What do you do to produce such good matric results in your school?

13. Which leadership style do you use to manage your school?

14. What kind of a leader do you think you are? Why?

15. In the process of your leadership, do you encounter any challenges that threaten to frustrate the success of your school? Would you please tell me about them?

16. How do you mitigate the challenges that you encounter as a leader?

17. Do the strategies that you employ to mitigate challenges succeed?

APPENDIX F

INTERVIEW SCHEDULE: TEACHERS

1. As a central manager your principal is in charge of so many learners, teachers and non-teaching staff, how does s/he manage?
2. Does s/he encourage everyone to take on leadership roles?
3. In decision making, does your principal use your power? Elaborate on your answer please.
4. How does s/he communicate with the staff, learners and parents?
5. Besides the IQMS, what tools does your SMT use to monitor if teaching and learning does take place during contact time?
6. What does your principal do to ensure that teaching and learning takes place in a conducive learning environment? (Premises, buildings, classrooms, furniture, LTSM).
7. How is safety and security maintained in your school?
8. What does s/he do to alleviate or eradicate these incidents (if any): violence, bulling, substance abuse, vandalism & theft?
9. How does s/he control teacher and learner attendance, punctuality?
10. What do you do to produce such good matric results in your school?
11. What kind of a leader do you think your principal is? Why?
12. In the process of his/her leadership, what challenges does s/he encounter that have a potential to threaten and frustrate the success of the school?
13. Looking at the challenges that you say s/he experiences, how does s/he mitigate them?
14. Do you think these strategies succeed?

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Miss LA Dlamini
PO Box 70
GAMALAKHE
4249

Dear Miss Dlamini

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "WHAT CHARACTERISES THE LEADERSHIP OF SUCCESSFUL MANAGEMENT TEAMS IN SUCCESSFUL TOWNSHIP SCHOOLS: A CASE STUDY OF TWO HIGH SCHOOLS OF UGU DISTRICT IN KWAZULU-NATAL", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 August 2015 to 31 August 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Ugu District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 11 August 2015

25 Maple Crescent
Circle Park
KLOOF
3610

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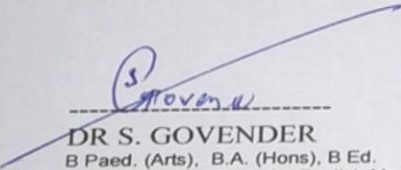# Dr Saths Govender

29 MARCH 2017

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the dissertation titled:

WHAT CHARACTERISES THE LEADERSHIP OF SUCCESSFUL MANAGEMENT TEAMS IN SUCCESSFUL TOWNSHIP SCHOOLS: A CASE STUDY OF TWO HIGH SCHOOLS OF UGU DISTRICT IN KWAZULU-NATAL by L.A. Dlamini.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully

DR S. GOVENDER
B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.