

UNIVERSITY OF KWAZULU-NATAL

**Examining current leadership practices at Velabahleke High School and the effects they
have on school academic performance**

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“To God be the glory, great things He has done”

I would not have done it without Him

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ABSTRACT

This study examines the current leadership practices at Velabahleke High School and their effect on school academic performance. The current leadership practices and the current leadership of the school. This team is called the school management team and it is made up of heads of departments (HOD), the deputy principal, principal and grade controllers. This study focussed on this team as well as all the teachers in the same school. The grade 12 results of the school over the past five years are looked into.

The observation reveals that the school maintains an excellent pass rate. A quantitative method was used in this research in a form of questionnaires which were sent to the educators at Velabahleke High School. Respondents participated in the study voluntarily and the response was positive. Responses were captured manually after questionnaires were handed to the educators at Velabahleke high school. Results were then analysed using descriptive analysis first provided by Google Forms and further analysis were done in Microsoft Excel 2013. The targeted population for this study was all the educators at Velabahleke High School and the school management team. About 45 respondents participated in this study and they did so voluntarily and they were made aware that they can stop their participation.

The findings on this study was mainly around the teachers perceptions of the leadership practices applied by the school management team and whether these practices were a contributor to the success of the school. It must be noted that this is the second best performing high school within the entire Umlazi Township with a constant matric pass rate of not less than 98% over the past 10 years. Therefore there was motivation to study their leadership practices and establish what the educators' perceptions on these practices are. The findings were also compared to the existing literature in order to establish if there was similarities or differences in the previous studies conducted along the similar education sector. The most dominant recommendation was around a more decentralised power of decision making where the school management team delegates some of the decision making, to be made in a collaborative effort with the entire education team.

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Chapter One

Introduction

1.1 Introduction

According to Northouse (2016), leadership is a highly sought-after and highly valued product. The public has increasingly kept a close attention by being extremely interested into leadership and the impact of good leadership to an organisation. There is constant questioning around what actually makes a great leader. Often the emphasis is on searching for knowledge that makes one a good leader. This has led to an increasing demand for leadership books in almost all book stores and researches are constantly being conducted about leadership and advices are being given on good leadership and the required skills for a good leader (Northouse, 2016). There is a general belief from individuals that good leadership actually means an improvement in their professional, person as well as social lives. On the contrary the business sector seems to be searching for those that have leadership skill engraved in them. The business sector believes that these individuals with these leadership skills has potential to add value to the business and therefore become important assets to the business and this could lead to an improvement of the company's bottom line. On the same token the institutions of higher learning have been seen increasing the offering of leadership related qualifications and programs. (Northouse, 2016).

The researchers have also joined the search for knowledge on good quality leadership. There has been a wide range of research studies into leadership practices and a lot of theories have been developed by the different researchers to try and articulate the best practices on leadership. According to certain scholars leadership is presented as a personality quality as well as a behaviour. On the other hand some researchers present leadership as another form of information processing. In the studies about leadership there has been an observation of an equal balance between both quantitative and qualitative research methods being used all in search of a better understanding of what leadership is and the skills or abilities associated with it. In all the studies it has been observed that the

findings provide a more sophisticated and a difficult picture which indicates that the simple view presented in some popular books on leaderships actually not that simple (Northouse, 2016).

This chapter aims to introduce this study and gives background into the motivation of this study as well as the focus of this study. Among other things it highlights who stands to benefit from this study.

1.2 Motivation for the study

The motivation to conduct this study is driven by the concern around the academic performance of learners in some schools, especially the grade 12 learners. This concern is for both high performing schools and the low performing schools. Mostly when the school is doing well or poor, the focus is on the principal and his management team. When the school is not performing well it often cited that there is lack of leadership skills and good leadership from the principal and this is affecting learners' academic performance. It was from these concern that a need arose to investigate the leadership practices implemented by the school management at Velabahleke which falls in the category of high performing. The interest here was to map the leadership practices they implement to the academic performance of the schools, and ascertain whether the school management team leadership does contribute to the good performance that the school currently has.

1.3 Problem Statement

When the schools' academic performance is poor especially with regards to matric results usually the principal together with the school management team shoulders the blame from society and education authorities. On the other hand when a certain school performs well especially in matric mostly again the principal and the school management team gets the glory. It is these observations that led to the problem that will be investigated in this study which is to investigate the leadership practices at a school level and the school management team's role in implementing these practices and whether these practices impact on academic performance. Some of the questions that this study seeks to answer are:

- What is the perceived usefulness of current leadership practices at Velabahleke High School
- What is the impact of the current leadership practices at Velabahleke High School on academic performance
- What is the effectiveness of the leadership policies implemented at Velabahleke High School
- What is the influence of the School Management Team on academic performance at Velabahleke High School

1.4 Focus of the study and hypotheses

This study focused on Velabahleke High School educators and the School Management Team. The main area of the study was on leadership and its impact on performance. The focus was on perceptions of educators about the role of the school management team whether they have an impact into the policies made. The study examined the following hypothesis and relevant key factors:

- There is no significant difference between males and females when it comes to their perceived Leadership practices impact on Academic Performance
- There is no significant difference between age groups when it comes to their perceived usefulness of current leadership practices at Velabahleke High School.
- The effect of respondents' gender on the perception about the Impact of Leadership practices and their impact on Academic Performance
- The effect of respondents' age on the usefulness of the current leadership practices at Velabahleke

Desired participants in the study were the educators from Velabahleke High School.

1.5 Aim of the study

The aim of the study is to examine current leadership practices implemented at Velabahleke High School and its effects on academic performance. It's to draw conclusion on whether the

school management team plays their role and motivates the educators to excel in their daily work of teaching and achieving good results. This was achieved by examining the educators' perceptions around the current leadership practices at the school and in comparison with the current high performance pass rate that this school proud itself.

1.6 Objectives of the research

The objectives are as follows:

- To determine the perceived usefulness of current leadership practices at Velabahleke High School
- To examine the impact of the current leadership practices at Velabahleke High School on academic performance
- To determine the effectiveness of the leadership policies implemented at Velabahleke High School
- To examine the influence of the School Management Team on academic performance at Velabahleke High School

1.7 Brief methodology for the study

This study followed a quantitative research technique using a questionnaire. This questionnaire was hand delivered to the school and the educators were asked to complete. It was then collected and captured on google forms to produce first line statistics and then further descriptive analysis were performed using Microsoft Excel 2013. The population for this study was all the educators at Velabahleke High school and the school management team.

1.8 Dissertation Structure

In this study there are six chapters and these are illustrated together with a brief explanation of each:

Chapter One: Introduction

In this chapter, the study is introduced and a background is given together with the motivation that led to this research being conducted. The objectives of this research study is also outlined in line with the research questions. Finally it also mentions who will benefit from this study as well a brief methodology that this study will follow.

Chapter Two: Literature Review

This chapter sets out the literature review applicable to the research study. It looks at the definition of leadership, differences between leadership and management, different leadership styles, definition of school leadership, school leadership effectiveness, school leadership practices, roles and responsibilities of the school management team, effects of school leadership on academic performance and influence of the school leadership team on academic performance.

Chapter Three: Research Methodology

The chapter outlines the research methodology followed in this study including strategies used to collect and analyse data. It also outline the population for this study as well the sampling methods that were used including the sample size.

Chapter Four: Presentation and analysis of the results

This chapter presented the result of the data collected and it also presented analysis of this data, this was is presented in a form of tables and graphs coupled with descriptive analysis. Also statistical functions applied were presented in this chapter as well as the hypotheses tested.

Chapter Five: Discussion

On this chapter the findings of the study on Velabahleke High School educators' perception on the current leadership practices and their effects on academic performance.

Chapter Six: Recommendations and Conclusion

Chapter six provides a general conclusion to the study. It gives a synthesis of the study highlighting the Velabahleke High School educators' perceptions of the current leadership practices and their effects on academic performance. It finally makes recommendations on improving these leadership practices while improving academic performance.

1.8 Summary

This chapter gave an outline of this entire research study and highlighted all the different factors that led to this study being conducted. It went on to illustrate what the study intends to discover based on objectives outlined. Also the structure of the entire dissertation was presented to give an outline of what to expect. The following chapters will go in depth on aspects like the literature review and the actual methodology that was following while conducting this study.

CHAPTER 2

Literature Review

2.1 Introduction

This chapter reviews literature that focuses on the following aspects: definition of leadership, difference between leadership and management, different leadership styles, definition of school leadership, school leadership effectiveness, school leadership practices, successful leadership, roles and responsibilities of school leadership team, South African perspective on school leadership teams, effects of successful leadership on academic performance, influence of successful leadership on academic performance. The school similarly to all organisations has a set of goals and targets that it has set for itself and all the stake holders have a duty to ensure that these goals are met in order to succeed and make a change in community surrounding the school. Therefore leadership plays a huge role in ensuring that these goals are met and its policies have a great deal of impact on how the school is run.

2.2 Definition of Leadership

According to Northouse (2009) a number of definitions and terms have been cited by different research scholars when it comes to leadership traits. Leadership is initially presented as an ability or trait that each individual brings with in order to contribute meaningfully to vision and mission of an organisation and help the organisation move forward. Leadership is presented as an ability because each individual entrusted with a leadership position has a duty to do or perform certain tasks or things that has a possibility of making other people might feel uncomfortable. Leadership is also portrayed as a skill because of competence that is required from a person of leadership stature and this includes being able to perform duties and provide a vision beyond the current operations. Lastly the emphasis is put on behaviour simple because behaviour outlines the leaders' attitude on any given situation.

Menkes (2011) introduces a new paradigm which seems to deviate from the common definition of leadership. He looks at leadership as an act of making others realise their potential and begin to utilise that potential to achieve even more. This view highlights the leader as an influential

person where he/she influences his or her followers to be great achievers. This view further promote an exchange of knowledge not only from the leader to followers but also bottom up from the followers to the leader. It also promotes ownership of the vision by the followers and encourages accountability. According to George, Sims, McLean and Mayer (2011), there is almost one thousand and probably more research studies which have attempted to define leadership traits but it must be noted that in all of these studies none have articulated precisely the profile of an ideal leader.

According to Ancona, Malone, Orlikowski, and Senge (2011), leadership follows four main capabilities which are listed as follows: sense-making, relating, visioning and inventing. Sense-making speaks of having a foresight of business developments and be able to interpret them and their impact to the organisation and then plan accordingly to handle them. Relating is defined as the ability to establish long and trusting strategic relationships to benefit the organisation one is leading. Visioning denotes an ability to identify and precisely communicate the organisations' future image and align the organisation towards that image. Inventing refers to innovative ways of doing business and ensuring a different approach to things instead of just following tradition. Leadership has also been presented as the process of motivating individuals to enhance their dedication which may include voluntary work and guide them towards a common goal which aligns with the vision and mission of an organisation. This process is not confined to only individuals with certain positions but however any individual can possess such personality traits no matter at which level within an organisation. (Witzel and Warner, 2013).

According to Tatlah and Iqbal (2012), leadership makes reference to an individuals' social influence where by this individual motivates and encourage other individuals or an entire team to achieve a common vision or mission. This influence is usually more practical when this individual leads by an example and shows confidence that particular task can be achieved. This is a visionary that goes ahead and sees things way beyond the current circumstances. Leadership in itself is an asset within an organisation for moving forward rather than for self-actualisation. According to Yulk (2012) leadership showcases charismatic individuals that have the ability to build solid empires with a clear vision and mission and they influence everyone to desire success. They promote team collaboration and advocates for unity.

According to Crosby (1996), the following definitions are closely associated with leadership and they are defined as follows:

“Deliberately” means leaders possess a clear goal and this goal involves the selection of different people into different positions and constantly providing guidance to them to achieve their required tasks and helping the organisation achieve its goals. “People driven” mean that the organisations’ leadership actually achieve their goals via peoples’ work other than work being under taken by either nature or machines. Planned fashion translates to leaders put down a set of processes in place which than allows people to understand the procedures to follow and what to expect from these procedures. Leader’s agenda means particular achievements the leader wants, which may differ from the published goals of which the leader may not reveal to others. Leaders have a responsibility to establish conducive environments that inspire their members to want to perform at peak level and go an extra mile (Crosby, 1996).

According to Crosby (1996), “leaders choose, create, convince and cause”. He says when they choose, they choose who the best person for the job is. When they create, they think of ways of doing things better. By convincing, they find out what the followers wish to know in order to believe in them. When they cause, they must know what particular events need to happen, how they measure progress, what resources do they need. Leadership is actually a combination of both emotional and rational aspects in a human being’s knowledge. It also encompasses both influences and actions which are very influenced by the normal logical reasoning and also those that inspired by inspiration and passion.

2.3 Differences between Leadership and Management

According to Bass (2010), there is a very thin line between leadership and management, it is common for people to use these terms and confuse them to mean one and the same thing, however these words have different meanings, and thus it is important to differentiate the two. It is therefore noted that in an organisation for an example not all managers are actually leaders or provide a leadership role. In the contrary not all leader actually manage. Some scholars argue that although leadership and management overlap but the two are not the same and their point of overlap is where they disagree (Yulk, 2010)

There are characteristics that are peculiar to both leadership and management and one of these functions is influence since both of them relies on influence to motivate their teams to achieve all their goals. They both work towards a common goal of fulfilling the vision and mission of the organisation, however it must be noted that they are not the same (Northouse, 2007). According to Ernie (2013), a leader is actually an individual that guides as well as influence others to do or behave in a certain way on the contrary management consist of directing and administration of tasks and ensuring that those tasks are performed accordingly and within budget. Both these concepts have specific and defined meanings hence their independence is deemed valid.

According to Lunenburg (2011), leaders within an organisation are the custodians of change management and they have a duty to administer this process and ensure each time there is changes, all the stake holders are engaged properly with the process and all goes well. Leaders remain with the responsibility to lead everyone towards a common goal. On the other hand management has a responsibility of ensuring that everyone copes with complexity.

According to Yulk(2010), leadership involves although not limited to the following;

- Crafting a vision and mission for the organisation, they further motivate and inspire the people within the organisation to share the same vision and increase their passion to see that vision being successful.
- Ensuring that everyone within the organisation is aligned properly with the vision and mission, this includes communicating the vision to every sector of the organisation and providing education where necessary.
- Empower and motivate everyone within the organisation to achieve their goals and where possible reach a good level of job satisfaction.
- Inspiration and motivation are dominant features of leadership.
- The leaders are required to craft strategies that align with organisations' goals and they must possess far-sightedness with regards to things to happen in a long term.

According to Lunenburg(2011), managements' role is to clear any uncertainty that might arise within an organisation and remove all obstacles on the way of the team to achieve their goal.

Their role involves carrying the leaderships' mandate and ensure that all the processes are in place to meet the goals and targets, their role is more on the actual implementation process. Their duties involve the following although not limited to:

- Manage and craft plans in line with budget available and effectively ensure that the deliverables are met in line with the organisations' strategic goals.
- Controlling and problem solving.
- Handling day-to-day problems and performing conflict management.

According to Algahtani, 2014 management is exercising direction of a group or organisation through executive, administrative and supervisory positions. Management involves ensuring the correct allocation of resources in order to archive the set goals for an organisation. (Northouse,2007). In general it's a process that is utilised for an organisation to meet its objectives and goals and promote a certain image for that organisation. The managers manages employees that report to them on a day to day and allocate resources to enable employees to perform at peak and meet the organisations' targets. In this case the employees are the followers of their managers and when the employees have performed according, they receive remuneration in accordance with their initial agreement with management.This scenario is often referred to as the transactional style. (Kotter, 2001)

Carter, Lang, and Szabo (2013), states that management actually implements the vision and mission that they have received from the leadership and they have a duty to align their processes and subordinates to that vision. They also handle the day to day challenges that might arise while the employees are performing their duties.Management and Leadership are closely related, but they are different. Managers are administrators who draw up budgets, write business plans and monitor progress. They plan, organize, direct and control. They focus on making the organisation profitable. Leaders, on the other hand, are innovators. They focus on the future, and on innovation and how to develop the organisation. They focus on people and instil trust in others. The emphasis about managers is on implementing the vision of the leaders, control and manage their subordinates and ensure that the daily activities that are set out to be done are actually carried out.

According to Hayibor, Agle, Sears, Sonnenfeld, and Ward (2011), it is always the best scenario when both leadership and management are aligned properly. It works even better for the organisations' brighter future. In most cases senior executives like the CEOs are referred to as leaders and the managers referred to as followers. There are researchers on the other hand that refers both managers and leaders as the roles of one person. Some scholars state that there is some degree of overlap between leadership and management, they often question both these terms, and constantly debate on an ongoing basis. Buttigieg and West (2013) even go a step further and state that managers in an organisation are actually the risk bearers' officials while on the other hand the leaders are inspirational visionaries. The emphasis on leaders is on the vision and mission of the organisation and inspiring all the followers to be aligned with that vision and mission and by so doing all the organisational goal are achieved.

According to Algahtani(2014), leadership and management can be compared based on their activities set out in the table below.

Leadership	Management
Initiates/creates change	Implements/ manages change
Develops	Maintains
Inspires people	Monitors people
Assumes a long-perspective	Acts reactively
Connects with followers	Preserves authority
Innovates / creates	Administers
Has a long-term view	Has a short-term view
Motivates others	Implements plans
Challenges staff and managers	Maintains and monitors
Focuses on people	Focuses on things, systems and structures
Asks what and why	Asks when, how, where and who
Looks outward	Looks inward
Articulates a vision	Executes plans

Creates the future	Improves the present
Empowers	Controls
Has colleagues/ followers	Has subordinates
Trusts and develops	Directs and coordinates
Does the right things	Does things right
Serves subordinates	Serves superordinates
Uses influence	Uses authority
Acts decisively	Acts responsibly
Uses conflict	Avoids conflict
Takes calculated risks	Minimises risks
Facilitates decisions	Makes decisions
Sets strategies and vision	Plans and budgets
Values	Rules
An original / originates	A copy / imitates
Inspires trust	Relies on control
Eye on the horizon	Eye on the bottom line
Challenges the status quo	Accepts the status quo
Advances their operations	Protects their operation
Seeks responsibility	Accepts responsibility

Table 2.1 Comparison Table between Leader and Manager Characteristics

According to Shina (2012), the effective leaders constantly seek innovative ways and encourage change within the organisation. They are the custodians of change management and not managers as often this is expected in most organisations. They achieve this by being influential beings personally. For any leader to be effective they must be strong willed and remain loyal to their vision and also be very inspirational individuals to their follows. The leaders' charisma contributes so meaningful to the success of a leader.

According to Lamsa and Feld(2013), the following points are important in order to understand leadership:

- In a true sense leadership translate to vision X and inspiration X momentum
- Change management from initiation till finish is a role of leadership.
- Creativity and leadership goes hand in hand. Leadership is highly creative activity.
- Leadership must be embedded in the leaders' personal daily activity

Leadership is influenced by the leader's personality, position and experience, the follower's values, attitudes and beliefs. Leadership without management can result in a wonderful vision being created without really thinking too much about how this is going to be achieved. This means that people in the organisation will need to work hard to try to make it happen, more or less on a trial-and-error basis, which often leads to frustration and eventually, lack of commitment. On the other hand management without leadership will ensure that things happen according to established patterns. Leadership and management, although different, are strongly connected to each other, at a personal and organizational level. Both leadership and management are about getting other people to achieve the goals that have been set. Leaders look at the horizon of what is to come while managers get things done. To do this, organisations need great leaders and great managers at all levels if they are to be successful(Carter, Lang,&Szabo 2013).

2.4 Leadership styles

As it has been reflected above that leadership and management are different, leadership itself is also different based on the style of a leader. According to Tatlah and Iqbal (2012), the style of leadership speaks to the actual direction that is provided to the followers. It involves crafting strategies and plans which will ensure constant motivation to the people and therefore encourage them to perform beyond limits. It is not about being rigid and refusing to entertain a different opinion. It embraces change and helps all the other people to also embrace change and ensure a smooth transition into the new processes. It is imperative that leaders have a foresight of the future in order to ensure that the organisation is properly aligned with the future expectations. It must be noted though that the implementation will always be different based on the individual leaders' personal leadership style.

Below the different leadership styles are explained.

2.4.1 Authoritarian or Autocratic leadership style

The words “authoritarian” and “autocratic” may make people uneasy, but there are situations when autocratic leadership is then most appropriate. These leaders like to take decisions on their own without consulting the staff. The autocratic leadership theory puts emphasis on the actual character and behaviour of a leader. These type of leaders do not give a large room for their followers or team members to participate in decision making. This is often fuelled by lack of trust in the team members’ ability to make decisions. These will often make rules and decision on behalf of their team members and expect everyone across the board to adhere to these without questioning or offering their opinion. Very little or at times no feedback is entertained from the team members (Cherry, 2014).

According to Cherry (2014), this is often observed as the type of leadership prevalent and utilised by the school principals. Often the principals are perceived to be using the dictatorial leadership style and in this cases the creativity of other staff members like the teachers is inhibited. In most schools this brings resentment among the staff members and pushes them to just do bare minimum and go home. These type of leader often possess dictatorial and distrustful as well as task focused characteristics. They always take all the credit for any decision made especially when that decision led to success and when there is failure the staff members are usually blamed. It must be noted that there could be times where this style can yield to good results especially when there is an urgency for a certain decision to be finalised.

2.4.2 Transformational leadership style

According to Northouse (2016), transformational leadership emphasises transformation of team members and aims to build them and empower them. It is very interested in the values, standards and ethics as well as the organisations’ long term goals. It focuses on the needs of the followers or staff members and satisfy those needs in order to improve the members’ loyalty to the organisation. It seeks to view the member as human beings and ensures that they feel valued to be part of the organisation and that their contributions are important. Most leaders that practice this kind of leadership are charismatic leaders.

This type of leadership seeks to involve the entire school community from the teachers, school management team as well and it also extends to aspects like the conditions of the classrooms and seeks to find better ways of transforming all these aspect to contribute meaningfully to teaching and learning. The leaders who utilise this style provide inspiration and motivation to their members of staff and they encourage them to craft their own strategies to enable them perform their day to day duties in a more efficient way. In addition, citing Burger (2013) these type of leaders will actually challenge their staff members to be accountable and own their teaching in the classroom. They take time to study the strengths and weaknesses of each staff member and make it their priority to provide support to the staff members and constantly seek ways to ignite their performance. Transformational leadership ensures meaningful and collaborative relationships among staff members and the entire school community and this promotes effective teaching and learning.

According to Nyausaru (2014), leaders that practice transformational leadership actually propels change in social systems and individual staff members. Positive change is created among staff members and thereby making this change valuable since everyone is aligned with the goals for the organisation and everyone is conscious of the vision and mission to be achieved. These leaders develop their staff member and make them different individuals. They inspire everyone in the organisation to perform their duties in a responsible manner and take accountability to their personal decision. The morale and self-esteem of staff members thrives in this environment.

Some of the common qualities of a transformational leader is the ability to make difficult decisions while ensuring calculated risks are taken. These individuals are self-motivated and have the ability to motivate and encourage others. They often see possibilities rather than impossibilities. In all their operations they remain open to ideas from people including their subordinates and remain visionaries with a clear foresight about the future of the organisation.

According to Spahr (2016), transformational leadership theory rises above the present situations and dynamics. This however could be problematic in situations where the staff members lack the ability to complete certain tasks without supervision. Transformational leadership depends on the personality of the leader and his values.

Transformational leadership is a type of leadership style that leads to positive changes in those who follow. It is said that transformational leaders are passionate, enthusiastic and energetic. These leaders are not only concerned and involved in the process but they are also focused on assisting every group member to be successful as well.

2.4.3 Democratic and Participative leadership style

These type of leaders are more concerned about how to arrive at most decisions. This includes both the school priorities decisions as well as how to achieve these priorities. According to McDonald and Larson (2013), participative leadership on the other hand all the staff members are given a chance and also motivated to take part in the decision making with the school. When staff members are afforded this opportunity it therefore makes easier towards the end because they have to support the decisions made since they were part of it. It must be noted though that this process can increase the time taken to arrive at specific decisions especially when not everyone agrees. This prolonged time may have a negative impact on the quality of teaching and learning. When the staff members are given the privilege to be considered and their views are respected, they will be empowered and inspired and in return this will impact the learners' academic performance. (McDonald & Larson, 2013).

Participative leadership style on the other hand focuses the members of the team and open room for all the members to voice their opinions especially when it comes to critical decisions. In this platform many alternative solutions can be crafted since there is different minds applied and not just the leadership. In this type of leadership consultation is encouraged between the leader and staff members or followers when it comes to the long term goals of the school (Northouse, 2012). This style has been seen to improve the efficiency of school operations and everyone is involved in decision making and therefore everyone supports the school leadership in every decision made. The rest of the stake holders in the school also rally behind the leadership (Buzzle.com, 2013).

2.4.4 Distributed leadership style

According to Bush (2013), distributed leadership is now the most preferred type of leadership and this has been mostly observed being on the increase in the 21 Century. This type of leadership is not limited to the appointed leaders but also seeks to involve all the stake holders within the organisation. According to Bush (2013) there has been an observation of an increasing recognition for distributed leadership in schools and this is attributed to the fact that it makes the principal job easier and alleviate the burden of making leadership decisions alone and be blamed alone when there is failures in certain areas. This frees the principal to perfect the administration work. According to Harris (2012), this model has been adopted and endorsed by many countries such as USA, New Zealand, UK, Hong Kong and the greater parts of Europe. They have used this as a tool to reform their education system and explore new ways of doing things.

According to Harris, Michelle and Suria (2013), distributed leadership talks to distribution of leadership duties socially and these duties are spread across multiple individuals. The leadership duties are achieved via constant collaboration between the different leaders. Harris (2012) proclaims that distributed leadership can easily be viewed in the same light as the democratic and impartial form of school governance. This leadership type aims to improve the quality of teaching and learning and to impact learners' academic performance positively. According to Harris (2012), the principal, plays the key role and he/she manages the distribution of leadership duties and responsibilities to the educators. This supports the concept of change management at the school and constantly motivates the teachers to take accountability. Distributed leadership acts as an empowerment source for teachers and in return they influence the learners in classroom. It must be noted however that even though the leadership roles are shared among educators but the principal as the appointed leader remains accountable for the distributed leadership duties. He still has a duty to ensure that those duties are actually performed for the betterment of the school. (Harris, 2012).

2.4.5 Transactional leadership style

Transactional leadership is mostly applicable to management within the organisation and not necessary a leadership style. This emphasises on instructions usually given by managers to their

subordinates and the followers are managed and expected to perform via a system called rewards and recognition which may also include punishment when the required tasks are not done accordingly. When the desired goals are met and the staff members have performed accordingly there is reward and recognition, on the contrary when goals are not met there is punishment. House and Aditya (2002), argue that this type of leadership may be seen as prevalent in most organisations that are deemed successful where work is conducted under poor leadership structures. These are cases where the leaders impose policies onto their subordinates. In these environments transformational leadership may be well suitable and can promote performance and creativity among staff members. It may actually lead to individuals to being more proactive and employees empowered more to meet organisational goals. The moral values are often high in this situation and the leaders are operating at a practical and instructional level.

2.5 School Leadership

According to Mafora (2013), internationally the aspect of school leadership has been elevated to higher focus when it comes to education policy. Leadership within a school plays even a bigger role than before. It directly and indirectly impact on the schools' academic performance. This is achieved via influence to the educators and learners by the school leadership. In return this motivates the educators to perform at their best in the classroom. Effective school leadership is important to improve the efficiency and equity of schooling. Successful school leadership must possess the following characteristics:

- The leadership in school is the second level of influence to the learners' performance and the actual teaching and learning.
- Mostly the successful school leaders implement the similar school leadership strategies

According to Burger (2013), the tasks like curriculum supervision and the management and improvement of instructional programmes within the school, also working with teaching staff members to craft the vision and mission of the school, all these are the aspects of school leadership. In circumstances where the school leadership has been seen to be weak or even less effective within the school, the educators are mostly likely to be demotivated and as a result provide teaching of low quality in the classroom. On the other hand where leadership within the

school is seen as being effective and inspirational, all the stake holders including teachers, learners and parents support one another to produce excellent academic performance.

2.5.1 School Leadership Effectiveness

A very important variable in creating effective successful school is establishing a solid leadership structure which can implement effect leadership practices. Successful schools as those with leaders who display strong core values within the work that they do and also demonstrate effective leadership by caring for those they lead and at all times show humility in what they do. Effective school leaders as those who have strong core values in their inner lives, which create a moral purpose around what they do (Lezotte & McKee-Snyder, 2011).

According to Tatlah and Iqbal (2012) effectiveness includes a number of terms and concepts such as competent, development, quality, improvement, evaluation, monitoring, reviewing, skilled, appropriateness, accountability and performance. Educators in their classrooms have a direct impact on learner achievement while the school leaders motivate educators to do their best in the classroom. Educators and learners interrelate in a school atmosphere that has been designed and implemented by the school leaders. Leadership is identified as the source of influence in learners' academic success and this influence travels through the educators to reach learners.

Effective school leaders contribute to the learning indirectly, but in an important way, by creating a school environment where learners and educators flourish and influencing many stakeholders who are part of it (Leithwood, Anderson & Wahlstrom, 2010). According to Deventer and Kruger (2010), when one talks about school leadership effectiveness, it is important to consider both the personal and shared aspects of leadership within a school. As an individual, the "personal" leadership skill and practice of the principal is a key differentiator in driving the learner achievement gains and retaining quality teachers. The principal defines the vision for the school, sets the tone for inclusiveness, and establishes trusting relationships, and models resilience and adaptability. It must be noted that the principal also cannot do this alone without the support of the other stake holders which are the educators, parents, school administrators and the learners. The principal creates an environment in which leadership becomes part of the

organisational culture and when that is established a professional community is formed. Therefore the educators then have a solid foundation to establish a great teaching and learning environment for their learner and subsequently inspire the learners to produce great results (Louis, Leithwood, Wahlstrom & Anderson, 2010).

In the research report that was produced by the Wallace Foundation (2013) five primary functions of effective administrators were identified as indicators of effective leadership within a school. These five functions support the idea that effective school leadership is of utmost importance if one is to produce and sustain effective and motivated educators which will in return increase learner achievement.

These five functions are:

- Shaping a vision of academic success for all learners
- Creating an environment or climate hospitable to education
- Cultivating leadership in others
- Improving instruction
- Managing people, data and process to foster school improvement

According to Westerberg (2013), effective leaders articulate a vision with effective instructions and assessments. They then provide precise examples of what this vision looks like. These leaders must be willing to share what they have learned with colleagues and partners with a common goal. Effective leaders can use school meetings as a place to model high-quality instruction and should take an active role in planning, implementing and evaluating quality professional development for educators. Effective leadership according to Du Four and Marzano (2011) refers to leading by example and in this case, helping educators feel more capable by having them become more capable

2.5.2 School Leadership Practices

Continuous research have indicated that school leadership can have an important direct or indirect impact on learners' performance. For an example in indirect effect on learner

performance, about four categories has been identified as core practices when it comes to school leadership. These categories of setting direction, developing people, redesigning the organisation and managing program reflect important and significant bodies of on both transformational and instructional leadership (Louis, 2010)

According to Louis (2010), the school leadership practices can be categorised into the following three sections:

2.5.2.1 Setting Directions

This set of practice is aimed at helping one's colleagues develop shared understandings about the organisation and its activities and goals that can prepare for an effort a sense of purpose or vision. People are motivated by goals which they find personally makes them pay attention because it is so interesting and exciting as well challenging but attainable. Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work context. Often cited as helping set directions are such specific leadership practices as, identifying and expressing or explaining a vision, helping to grow or developing the acceptance of group goals and creating high performance expectations. Monitoring organisational performance and promoting effective communication throughout the organisation also assist in the development of shared organizational goals and purposes.

2.5.2.2 Developing people

Evidence collected in schools and non-school organizations about the contribution of this set of practices to leaders' effects is considerable important. There are clear and compelling directions that are contributing importantly to members' work-related motivations. Members need these capabilities and motivations to move productively and they are influenced by experiences with those in leadership roles.

2.5.2.3 Redesigning the organisation

Successful educational leaders develop their districts and schools as effective organizations that support and sustain the administrators, educators and learners' performance. Practices associated with this set of practice include making districts and school cultures strong, adapting or changing organizational structures and building collaborative processes.

According to Louis (2010), the school leadership practices core categories can be presented together with the practices aligned to each one in the following table.

Core Categories	Practices
Setting directions	Building a shared vision Fostering the acceptance of group goals Creating high-performance expectations Communicating the direction
Developing people	Providing individualized support and consideration Offering intellectual stimulation Modelling appropriate values and practices
Redesigning the organization	Building collaborative cultures Modifying organizational structures to nurture collaboration Building productive relations with families and communities Connecting the school to the wider community
Managing the instructional program	Staffing the instructional program Monitoring progress of students, teachers, and the school Providing instructional support Aligning resources Buffering staff from distractions to their work

Table 2.2 Core Leadership Categories and Practices.

Adapted from Louis (2010) Core Leadership Categories and Practices, p4

2.6 South African perspective on School Leadership Team

South African schooling involves a devolved management system whereby the leadership of the school is vested not just in the principal but in the broader based School Leadership which includes the school governing body which a structure that represents both parents and educators. Collectively the school management team in partnership with the school governing body forms the decision making body. The school leaders which comprises of the school principal and the school management (SMT) makes decisions around how the different departments will work. They also make decision about the administration team, time tabling and finally how all the teams will collaborate and support one another. Equally they are responsible for the consequences of decisions they made. The principal remains accountable together with the management team and the school governing body for all the decisions taken around the governance of the school (Mafora, 2013).

2.7 Effects of School leadership on academic performance

According to Bowers and White (2014), the collective experience that the school principal gained from first being an educator, then head of department or deputy principal all leads to school proficiency. Throughout these stages in the built up towards being a school principal, his or her leadership and organisational skills are refined in order to enable him or her to be an effective leader and impact the learners performance positively. Grissom and Loeb (2011), believes that the school principals' time management skills are vital. When he or she spends enough time performing the leadership role which is to motivate, evaluate and coach the teachers and also ensuring that a sound education program exists, the academic performance of learners in the school is more likely to be high.

In the study conducted by James-Ward and Abuyen (2015), an attempt was made to ascertain whether a combination of knowledge, characteristics and skills can distinctly identify the leadership style and whether was there a style that was more effective than others. It was then discovered that in most cases for an example, instructional leadership, where the leader or school leadership put emphasis on classroom instruction improvement, this might be about three times

or higher than transformational leadership where the school leadership puts their faith on the charisma of the leader in this case the school principal to motivate educators.

According to Louis, Leithwood, Wahlstrom and Anderson (2010), the type of leadership where the entire school stakeholders are encouraged and given room to share the leadership roles, the academic performance seems to thrive under this leadership. This far supersedes an environment where the school principal takes all decisions that impact teaching and learning by himself. It is necessary to better understand how school principals and school leadership team can positively influence learner outcomes and to clearly identify which leadership practices foster sufficient educator performance in schools. Studies in this field will not only bridge large gaps in educational research, but more importantly, they will also help political decision-makers develop programmes to support principals and school leadership teams in their educational leadership. School leadership is built on and refers to the ability to guide, inspire and motivate learners and educators. This ability is not innate, but can be promoted and developed through training, collaboration and exchange between peers (Westerberg 2013).

According to Komla (2012), successful and prominent schools place the learners' academic achievements as one of the most important performance indicators. This becomes the first measure of the schools' effectiveness. These schools set high targets for their learners' academic performance and their learners manage to thrive because of the caring and supportive environment which has been set up by the school leadership. In this environment teaching and learning is encouraged and supported all the time and all the stakeholders are supportive to one another.

It must be noted however that what has been seen working in one successful school might not necessarily be effective across other schools as there are many dynamics that come into play and they are different from one school to another. Some aspects of effectiveness might manifest differently from one school to another. What one school has as a positive contributor to their success the other school might lack in that very same aspect. Therefore the academic performance of the learners is an internal performance measure and requires a learning strategy that is peculiar to that individual school (Burger, 2013).

Hallinger and Heck (2011),highlighted that most of the effective and successful schools spend more time in addressing their internal performance by observing the international strategies and use these strategies to influence and improve their schools' teaching and learning environments.Leadership practices have an indirect as well as a direct impact on the learners academic performance and these not only impact academic performance of learners but also have an impact of the classroom environment which could either encourage or discourage teaching and learning.These successful schools ensure a clear and decisive communication about the leaderships' vision and mission and what are the goals for this school. This is communicated to parents, learners and educators. This even forms part of induction for new learners and parents as well new educators employed.

According to Komla(2012), research shows that educational excellence is often achieved when the school masters the art and skill of creative thinking and encourages independence. This leads to an effective school with great results. The community surrounding the school and the culture also contributes significantly to the success of the school. The community becomes another stake holder and support the vision and mission of the school leadership.

2.8 Influence of the School Leadership Team on academic performance

There is a general perception that the school principal and the school management team indirectly impact the academic performance of learners. On the contrary they actually play the key role which is at the core of success for the school. Their role is at the heart of the schools' academic success, they impact and motivate educators and learners from the beginning till the end of their school career. They have a duty to provide ongoing support, provide all the necessary resources for the educators and learners to thrive in the classroom. The support they provide includes ensuring that there is sound policies like human resources and recruitment strategies to attract new skills needed for the success of the school. Even in recruiting, there is a need for a skill to attract the right candidates that will align with the school culture of excellence(Leithwood*et*, 2010).

When the school leadership has played their role effectively, the educators are empowered to perform their duties at optimal level in the classroom. Over and above all this the school leadership has a duty to establish and affirm a clear vision and mission which then becomes a vehicle for the leadership to drive the entire school community towards excellent academic results. Through this the leadership shapes the outcomes and even outside image of the school. It becomes clear even in the community that this particular school identifies itself with excellence (Hallinger & Heck, 1998).

Harris (2012), highlights that when the distributive leadership style is followed at the school, learners' academic outcomes are most likely to accelerate since the teachers are empowered and they see themselves as part of driving team towards excellence. Also the morale of learners and teachers turn to thrive under this type of leadership since everyone is involved in the governing decision that takes the school forward. The distribution of leadership decision making to the teachers promotes instructional change and enables the school principal and the management team to mentor and develop the leadership potential of the teachers. This also indirectly impact the teaching and learning.

According to Leithwood, Pattern and Jantzi (2010), the school leaders' influences teaching and learning via the goal setting process including making resources available and ensuring alignment to the school culture of success for everyone involved. This in return encourages the commitment from the educators and positively enhance their attitude towards transformation. Research indicates that there are primarily three paths that leadership takes in order to influence teaching and learning positively and these are: rational, emotional and organisational paths.

According to Robert (2014), school leadership main priority should be on supporting the educators and ensuring that learners are given adequate support and continuous feedback based on their learning outcomes. Leadership also has a duty to influence and pioneer the teaching strategy and ensure there is continuous improvement in the method of teaching and learning. The educators development also is duty of school leadership, they need to ensure that all educators are given time to embark on the training in order to equip them to become better teachers. The

emphasis here is that school leadership has a role that impact both teachers and learners and if they played their role correctly the good end result is seen by positive academic performance.

The school leadership has another duty and that to manage the emotional well-being of the school. They have the ability to shape the teachers attitudes and improve the way they relate to one another as staff members. In some cases there is also a need to encourage those among staff members who might be emotionally down based on certain situations. The school leaders must encourage those educators not doing well and continue to support them until they're able to stand on their own two feet. This aspect of school leadership ensures that the teaching and learning continues all the time, and learners will be motivated to produce excellent academic results. The leadership must at all times have an open door policy (Kormla, 2012).

A study conducted by van Deventer and Kruger (2010), found that school leadership consist of constant interaction between the school management team and the educators as well the other stakeholders like the school governing body. This type of relationship ensures that the school remains on its primary goal which is to provide quality teaching and learning. When this relationship is maintained well, the academic performance influenced positively. The emphasis here is on the efficiency of the school management team as well as their competence in leadership which in turn manages all the resources including the human resources and enable them to contribute more meaningfully to teaching and learning.

According to van Deventer and Kruger (2010), when learners and educators have a mutually trusting relationship and in addition there is adequate support from community and all the stake holders surrounding the school, general learners have great academic results. A study conducted by Ntseto (2015), found that one of the core functions of the school management team was to provide indirect support to learners through motivating educators and the School Based Support Team in implementing curriculum and institutional development initiatives. Teaching and learning activities and the school environment needed to be responsive to the full learning needs of all learners. The school management team lead by the principal needs to engage with

educators constantly. They must be available to them for support should they need assistance on their day to day teaching activities

Hallinger and Heck (2011) argue that school leadership should focus on fostering conditions that support effective teaching and learning and that are oriented towards capacity building for professional learning and transformation. School leadership's role remains that of implementing governance and emphasise empowerment of educators and encourages broad participation in and responsibility for learners' academic performance. According to Hallinger and Heck (2011), school leaders are proposed to achieve their effects on academic outcomes indirectly through building the school's professional capacity and by maintaining a focus on improvements in the teaching and learning processes. According to Komla(2012), a lack of school leadership in some schools lowers learners' achievement, because the absence of quality leadership results in ill-adapted school organisation and programmes. In addition, Komla(2012) states that the absence of school leadership also leads to staff members that are unstable and difficult , learners' negative attitudes towards academic achievement and discipline, unhealthy systems and environment, and non-cooperation of parents and the community.

2.9 Summary

This chapter has provided an overview of leadership, difference between leadership and management, understandings of school leadership and its effectiveness. It has also discussed the effects and influence of school leadership on learners' academic performance in schools. It also highlighted the role and duties of the school management team led by the principal and how they directly and indirectly impact the schools' academic performance.

The following chapter outlines the research methodology that was followed when this study was conducted, it also touches on data collection strategies and analysis.

CHAPTER 3

Research Methodology

3.1 Introduction

This chapter reviews the objectives of this research study, the sampling technique chosen, suitability of research instrument and give a description of the methods employed in collecting, analysing and interpreting data. In addition, issues of research design, data collection methods, their limitations as well as the ethical considerations taken during the study are also presented. The study also outlines measures taken to ensure validity and reliability in order to ensure the quality of the research. This study adopts a quantitative research.

3.2 Location of the study and target population

All the participants in this research were educators and school management team members of Velabahleke high school in Umlazi Township. The motivation for this selection was based on the school academic performance and the relation of the academic performance to this study as the researcher lives in Umlazi. The targeted population was all the educators and all school management team members.

3.3 Research Design

3.3.1 Overview

According to Cresswell (2014), research designs are types of enquiry within qualitative, quantitative and mixed methods approaches that provide specific direction for procedures in a research design. The researcher opted for a quantitative research design. Quantitative research states Cresswell (2014), is an approach for testing objective theories by examining the relationship among variables. These variables in turn, can be measured, typically on instruments, so that the numbered data can be analysed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. The researcher opted for a close ended questionnaires as a method to examine current

leadership practices at Velabahleke High School and the effects they have on school academic performance.

3.3.2 The literature review and objectives of the study

In order to understand the background and the theories around leadership practices within a school environment and how these impact the overall performance of educators and learner, a literature review was conducted to establish information that was available on these subject matters. It was also important to comprehend what research had already been conducted in these areas.

The literature review chapter did not discuss the areas being investigated but actually gave just a theoretical perspective originating from previous research.

The following traits were discussed in the literature review:

- The definition of leadership and Management, how these two differ
- The school leadership traits and the role of the school management team
- The school leadership practices and their effectiveness
- Influence of the School Leadership Team on academic performance

3.3.3 Qualitative versus quantitative research

The advantages and disadvantages of qualitative and quantitative research is a much debated topic. Quantitative research is the analysis of numbers and samples from a population (the size of which is generally known) to derive conclusions based on the responses of the sample set (Business Dictionary, 2014).

Qualitative research is used to understand human behaviour, thought processes and reasoning behind decisions, trends and social observations. Therefore, in qualitative studies, a smaller sample is sought so that more in-depth analysis can be conducted on this sample (Business Dictionary, 2014).

This study was conducted using the quantitative research technique and data was collected using a questionnaire. One of the goals of this study is to set a foundation for further study. This study attempts to create an understanding of school leadership policies and practices and how these motivates the success achieved by the school.

3.3.4 Target population and location of the study

The researcher conducted her research study in an Umlazi school because she lives in the area. The targeted population for this study was all educators and school management team of Velabahleke High School.

3.3.5 Sample population

As part of the research process, the identification of the sample population was important. The researcher targeted all educators in the school as the sample. Some of these educators have been with the school for more than 20 years, the researcher felt that their responses would be more reliable and accurate as they would be responding responsibly. In this study, convenience sampling was used since the researcher used the school that was conveniently in the area and the participants that were available and willing to participate in this study. According to Abrams (2010), convenience sampling method is set of techniques in which respondents are selected by convenience due to their proximity, availability, accessibility or other way that researcher decides.

3.3.6 Piloting of questionnaire

The questionnaire was first given to a sample of eight educators at the school to complete and to provide feedback and recommendations that could be used to improve the effectiveness of the instrument. The test questionnaire was observed as very successful and much to be gained from the knowledge of the educators and school management team. Once the questionnaire was finalized and ready to be sent to respondents, the result set from the pilot was then discarded, and the participants in the pilot were included in the sample for the finalized questionnaire.

The questionnaire used closed ended questions as these are easy and quick to answer, they are not time-consuming. They make it easier to compare answers across respondents, easier to analyse the answers on a computer. The questions were based on a five-point Likert scale. The intention was to allow respondents to answer as quickly as possible to encourage participation. The questions were in a simple language to remove different possibilities of interpretations and ambiguity.

All respondents that participated in this study did so under their consent and they were made aware that at any point during their participation they can pull out should they wish to do so. The purpose of the questionnaire is transparent and was explained to the respondent prior to commencement. Each respondent was presented with a tick box where he/she had to tick and acknowledge that they are participating in this study under their free will and choice and they accept the reasons for the questionnaire. Additionally, the participants were guaranteed anonymity by not capturing the name of the respondent.

3.3.7 Analysis of the data

After collecting the data, the next procedure to be done was data cleaning. According to Diamantopoulos and Schlegelmilch (1997) data cleaning is very important since it helps to identify omissions, ambiguities and errors in the responses. Bertram et al (2010) define analysis as a process that includes three main steps that the researcher needs to undertake. The first step is to analyse or to ask what the data say, the second step is to interpret or to ask what the data mean, and the third step consists of presenting the analysis to readers. As noted above the study used quantitative methods of data collection, therefore the analysis of this data is discussed below.

3.3.8 Analysis of quantitative data

Quantitative data, also known as numerical data, is the data measured or identified on a numerical scale. Quantitative data is essentially analysed using statistical methods, and results can be displayed using tables, charts, histograms, and graphs. Therefore data are something we collect and interpret in order to reach the research conclusions (Blaikie, 2003). According to May (1997) it is very important to code the questionnaire in order to classify responses into analysable and

meaningful categories. In this study data was initially analysed by Google forms website. Once Google Forms had done the initial analysis then further processing or statistical analysis was performed using a statistical calculations with the assistance of Microsoft Excel 2013.

3.4 The Research Instrument: Description and Purpose

The method chosen in collecting data was the employment of a questionnaire. The advantages of using a questionnaire amongst others are that they provide choices to select an answer to the question, they are suitable for large samples, they are free from the influence of the researcher, they are cheaper to apply, easier to reach respondents, etc. (Kothari 2008). Some of the disadvantages of using the questionnaire method to collect data is the low rate of return of questionnaires sent to respondents in the selected population, the respondents in the sample may not always be representative of the population, the differences in the interpretations of the questions by the respondents, the loss of control over the questionnaires once they have been issued and the slowness in pace when completing and returning the questionnaire, etc. (Kothari 2008).

The study was conducted using a questionnaire designed and made available manually. Questionnaires were sent to all the educators at Velabahleke High School. The questionnaire was made available for a period of three weeks and the targeted number of respondents was all educators with a good mix of ages, genders and different fields of teaching.

3.5 Hypothesis Testing

The following hypothesis were tested in this study.

- There is no significant difference between males and females with regards to their perceived effectiveness of leadership. The alternative hypothesis will then be males are more likely to regard these systems as effective more than the females would.
- The age of the respondents does not affect their acceptance of the current leadership practice as the essential tool in having a positive impact on academic achievements. An alternative hypothesis being the age of the respondents has an effect on their acceptance of the current leadership practice

3.6 Ethical Considerations

The ethical clearance was obtained from the research office including gate keepers' letter from the department of basic education. All the participants that took part in this study fully understood the nature of the study and the fact that their participation was on a voluntary basis and they were at liberty to quit at any time should they feel so. Confidentiality of recorded data was maintained at all times and this was achieved in line with research ethics. The identity of participants was not publicised during or even after the study. The ethical clearance copy is attached at end of this study.

3.7 Summary

This chapter elaborated on the research methodology and methods that were used to address this research problem. It outlined the data collection strategies as well as the data analysis strategies that were used in this study to test the hypotheses. It all highlighted on the statistical analyses that were used. The population considered for this study was also outlined and how the study was conducted including the type of data collection instrument that was used. The following chapter presents the findings of this study and statistical applications performed to test the outcome of the results.

Chapter 4

Findings

4.1 Introduction

This chapter analyses and interprets the data using descriptive and inferential statistics that was collected from all respondents of Velabahleke High School. The primary data collection tool used for this study was a questionnaire which consisted of 18 open-ended questions and 4 closed-ended questions. The following data was generated.

4.2 Biographical Data

The first part of the questionnaire obtained background information of the respondents. The information gathered from this section is summarized below:

The questionnaire was answered by 45 Velabahleke High School educators where by 71.1% of the respondents were males and 28.9% were females as indicated by Figure 4.1. The information gathered shows that this school is made up of African educators only, as indicated by Figure 4.4 About 60% of the respondents were aged between 40 to 59, 22.2% were aged between 20 to 29, and 17.8% were aged between 30 to 39 as indicated by Figure 4.2. There was 9 out of 45 respondents (20%) that were in the commerce department, 8 out of 45 respondents (17.8%) were in the Human and Social Sciences department, 11 out of 45 (24.4%) respondents were in the Physics and Mathematics department, 11 out of 45 (24.4%) respondents were in the Technology department and 16 out of 45 respondents (35.6%) were in the Languages department.

4.2.1 Gender

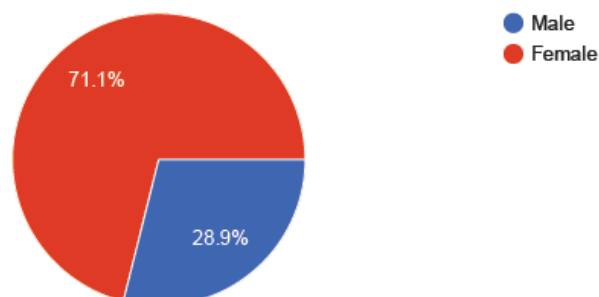


Figure 4.1 Respondents by gender.

4.2.2 Age Groups

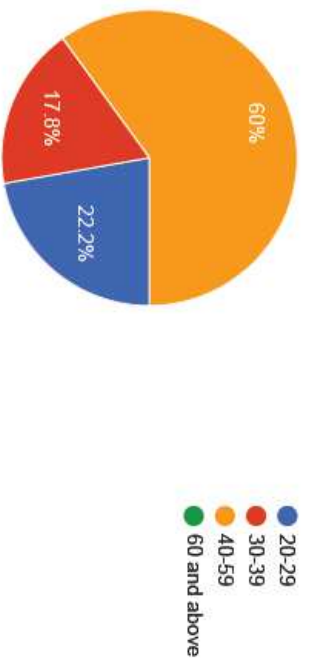


Figure 4.2 Respondents' Age groups

4.2.3 Grades

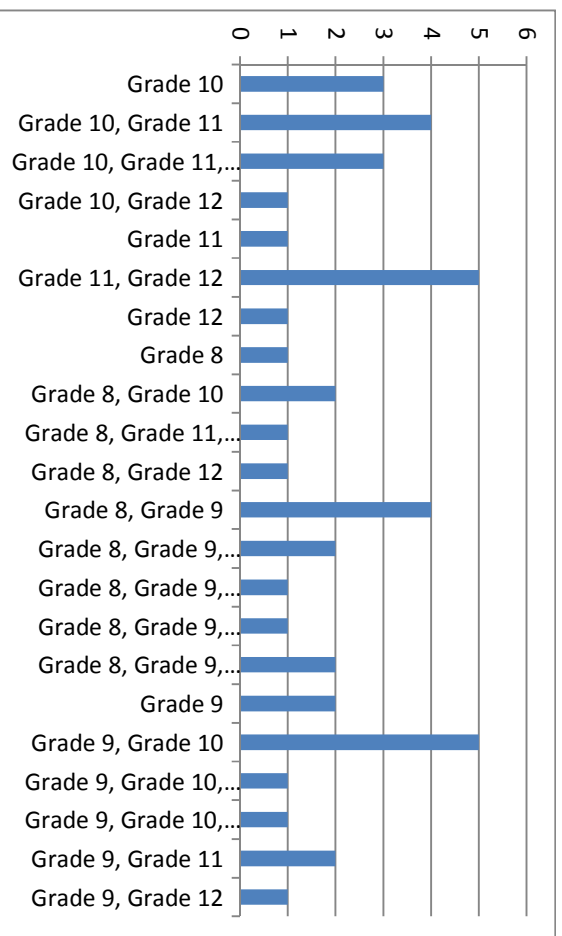


Figure 4.3 Respondents' Teaching Grades

4.2.4 Race



Figure 4.4 Respondents' Race

4.2.5 Subject Field

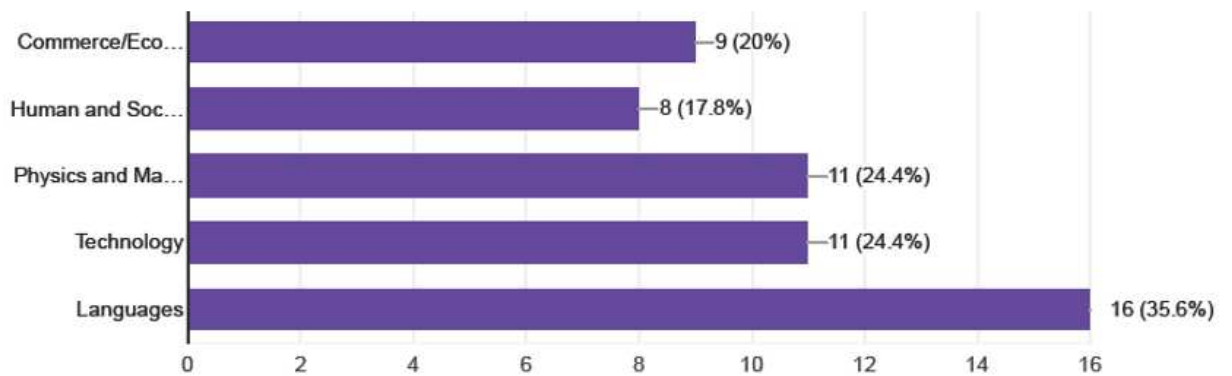


Figure 4.5 Respondents' Subject field of teaching

4.3 Impact of leadership practices on academic performance

All respondents were asked to rate to state to what extent they agree or disagree with the following statement: **The current leadership practices at Velabahleke High School impact positively on the academic performance.** The data is presented in **Figure 4.6** below.

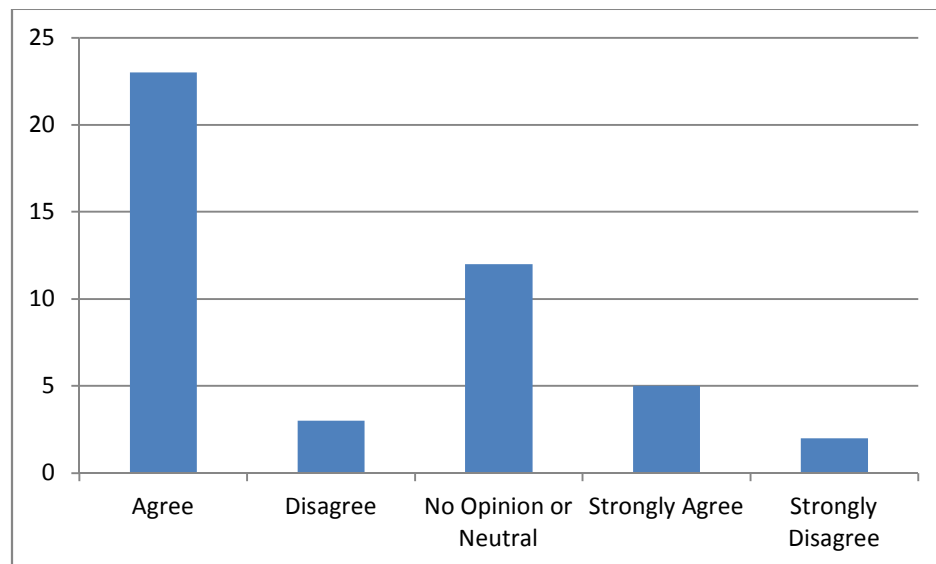


Figure 4.6 Leadership Impact on Academic Performance

The results showed us that about 51.1% respondents agreed with the statement, with about 11.1% of the respondents even strongly agreed while on 7% disagreed and 16% strongly

disagreed respectively. Therefore a conclusion can be made that most of the respondents agreed that the leadership practices within a school does impact on academic performance.

4.3.1*The effect of respondents’ gender on the perception about the Impact of Leadership practices and their impact on Academic Performance*

The null hypothesis (H0) is that there is no significant difference between males and females when it comes to their perceived Leadership practices impact on Academic Performance. The alternative hypothesis is that males are more likely to regard these leadership practices that they have an impact on academic performance. Respondents were then asked to state to what extent they agree or disagree with this statement that “Current leadership practices at Velabahleke impact positively on academic performance”

Table 4.1 represents the answers broken down according to the gender.

	Female	Percentage	Male	Percentage	Grand Total
Agree	18	40%	5	11%	23
Disagree	3	7%	0	0%	3
No Opinion or Neutral	6	13%	6	13%	12
Strongly Agree	4	9%	1	2%	5
Strongly Disagree	1	2%	1	2%	2
Grand Total	32	71%	13	29%	45

Table 4.1: Respondents by gender and their perceived Impact of leadership policies on academic performance

	Female	Male	Grand Total
Agree	18	5	23
Expected	16	7	
Disagree	3	0	3
Expected	2	1	
No Opinion or Neutral	6	6	12
Expected	9	3	
Strongly Agree	4	1	5
Expected	4	1	
Strongly Disagree	1	1	2
Expected	1	1	
Grand Total	32	13	45

Table 4.2 Respondents by gender and expected values

Applying the chi squared test on the above data

$$\sum \frac{(O-E)^2}{E}$$

The result was $P = 0,2852$, we then compare this answer to 0.05 as the benchmark for a chi squared test and it was found to be greater than 0.05 and therefore this means that we accept the null hypothesis, meaning that there is no significant difference between males and females when it comes to perceived Impact of leadership policies on academic performance

4.3.2 The effect of respondents' age on the usefulness of the current leadership practices at Velabahleke

The null hypothesis (H0) is that there is no significant difference between age groups when it comes to their perceived usefulness of current leadership practices at Velabahleke High School. The alternative hypothesis is the older teachers are more likely to regard the current leadership practices as useful. Respondents were then asked to Rate their perceived usefulness of current leadership practices at Velabahleke High School. The respondents rating vs respondents' age is shown on Figure 4.6 below.

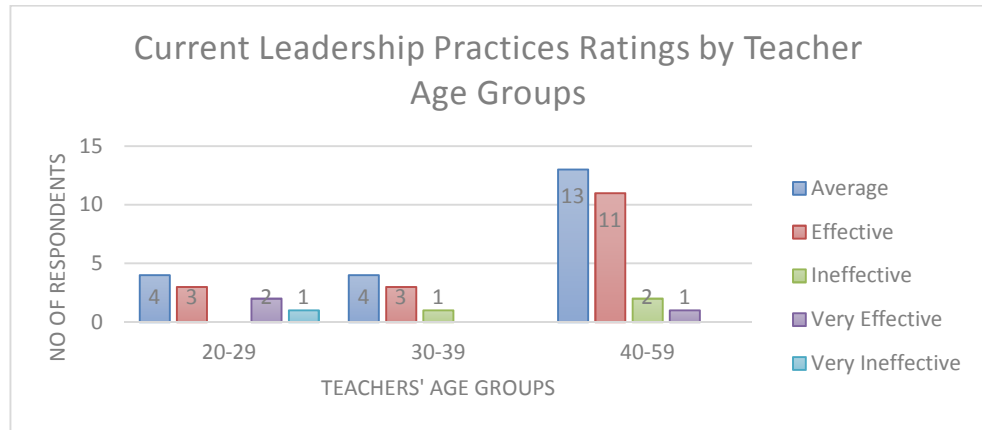


Figure 4.7 Current Leadership Practices Ratings by Teachers’ age groups.

In order to test the hypothesis mentioned above we there applied the chi squared test as follows

Teachers Age Groups	Average	Effective	Ineffective	Very Effective	Very Ineffec	Grand Total
20-29	4	3	0	2	1	10
Expected	5	4	1	1	0	
30-39	4	3	1	0	0	8
Expected	4	3	1	1	0	
40-59	13	11	2	1	0	27
Expected	13	10	2	2	1	
Grand Total	21	17	3	3	1	45

Table 4.3 Respondents age and expected values

$$\sum \frac{(O - E)^2}{E}$$

The result was **P = 0,385956**, we then compare this answer to 0.05 as the benchmark for a chi squared test and it was found to be greater than 0.05 and therefore this means that we accept the null hypothesis, meaning there is no significant difference between age groups when it comes to their perceived usefulness of current leadership practices at Velabahleke High School

4.4 School Management Team and Leadership Practices

Respondents were asked the following questions relating to their perceptions of the school management team and the current leadership practices used by the SMT, these questions were

answered in a Likert scale style. The questions and responses are presented in table 4.8 below, together with the descriptive statistics results.

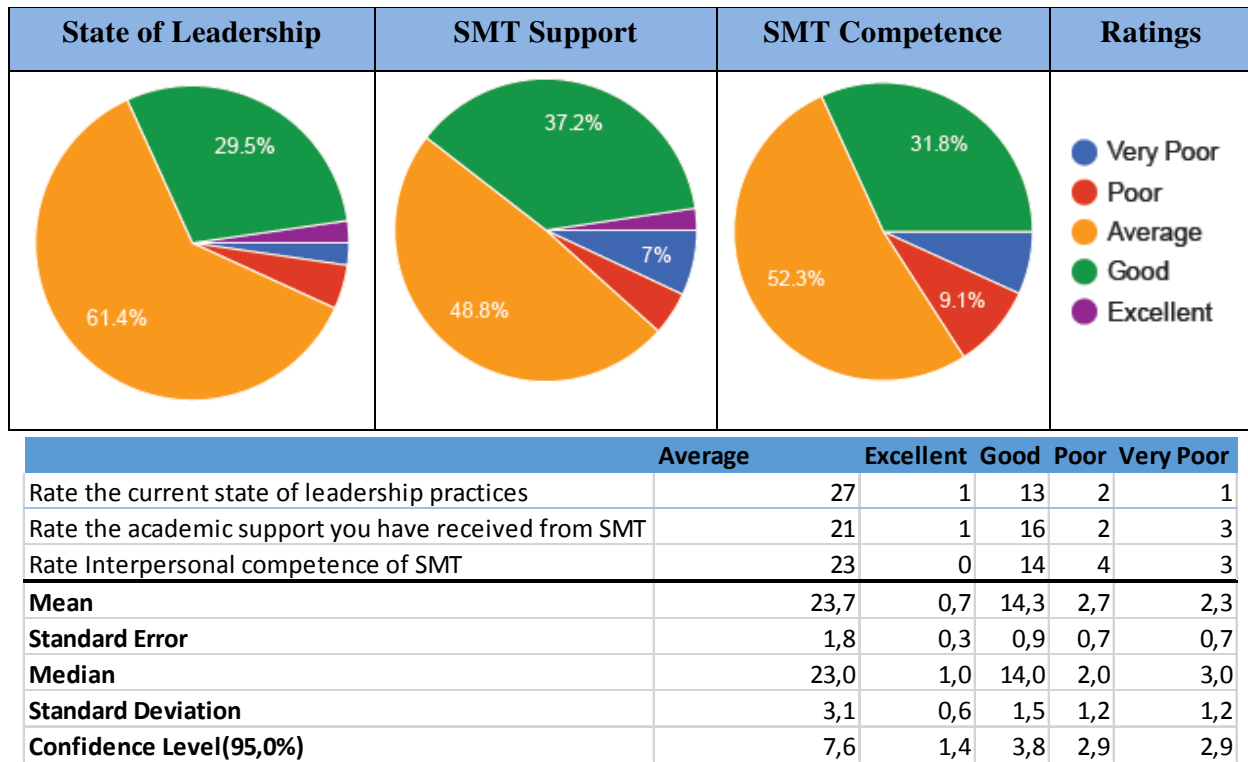


Figure 4.8 SMT and State of Leadership Practices

The data above revealed that the current state of leadership practices used at Velabahleke High School is viewed by the majority of respondents as Average, which is about 61.4%. There was only 29.5% of all respondents which said the current state of leadership policies is good. The remaining 9.1% felt that the current state of leadership practices was poor or even very poor.

Respondents also rated the academic support they received from any member of the School Management Team which fared as follows: about 48.8% respondents said the academic support they received was average while 37.2% respondents said it was good with the remaining 7% who said it was very poor. The interpersonal competence of the School Management Team was rated as follows where by 52% of respondents felt that the interpersonal competence of the School Management Team member they have dealt with when needed help with teaching support material was average while 32% felt that the interpersonal competence was good with the remain 9% who felt that it was poor.

4.5 Effectiveness of current leadership practices

Respondents were asked to rate the current leadership practices at Velabahleke High School and their responses are represented in Figure 4.8 below.

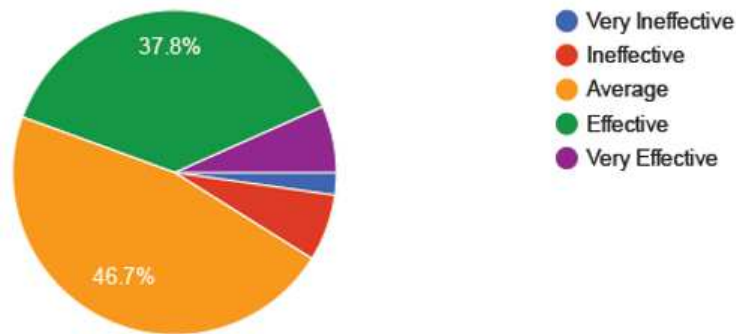


Figure 4.9 Effectiveness of usefulness of current leadership practices

The data showed that about 37.8 % of respondents found that the current leadership practices at Velabahleke High School were effective while another 46.7% found them to be average. The balance of 15% was split between Very Effective and Very Ineffective.

4.6 Interaction with SMT in each Term.

Each respondent was asked to indicate their frequency in which they interact with the school management team in each term of an academic year. The responses are represented in Figure 4.8 below

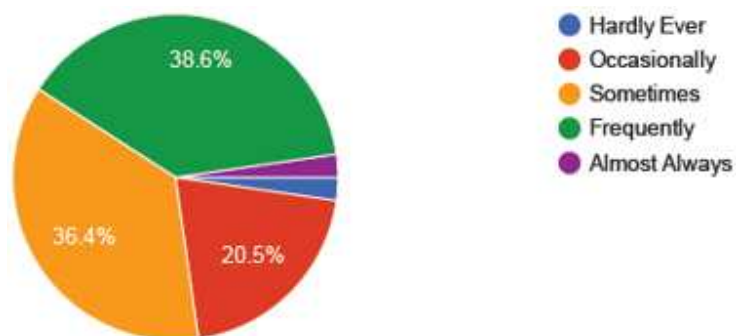


Figure 4.10 Interaction with the leadership of the school during each term

The data revealed that interaction with the leadership of the school during each term of teaching and learning. 38.6% respondents said they frequently interact with the leadership, 36.4% said sometimes, 20.5% said occasionally.

4.7 SMT Availability

The educators were asked to give state whether the SMT was available to them when they needed assistance from time to time, for an example whether were they able to reach SMT within a minute. The results are presented in **Figure 4.9** below.

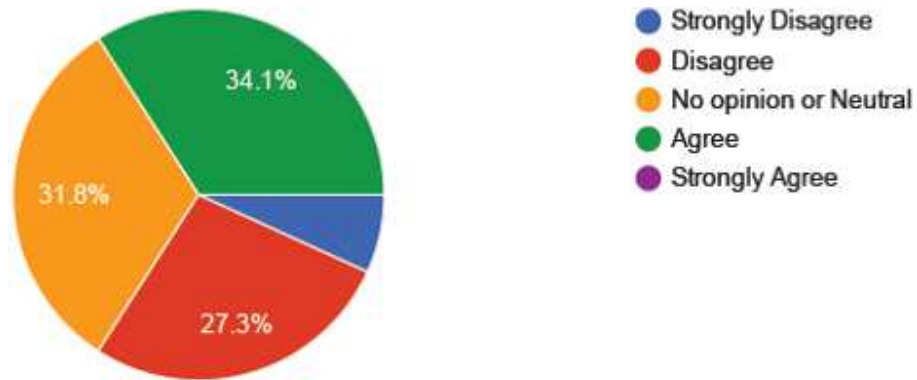


Figure 4.11 Availability of SMT

The results indicated that availability of the School Management Team whenever assistance with the teaching support material was needed. Only 34.1% agreed that the School Management Team was available to assist whenever help was needed with teaching support material while 27% of educators disagreed and a further 32% remained neutral.

4.8 Awareness about SMT, Policies and SMT motivation to educators

SMT Offices	Leadership Polices	SMT Motivation	Ratings																								
<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>68.2%</td> </tr> <tr> <td>Somewhat</td> <td>18.2%</td> </tr> <tr> <td>No</td> <td>13.6%</td> </tr> </tbody> </table>	Response	Percentage	Yes	68.2%	Somewhat	18.2%	No	13.6%	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>22.7%</td> </tr> <tr> <td>Somewhat</td> <td>22.7%</td> </tr> <tr> <td>No</td> <td>54.5%</td> </tr> </tbody> </table>	Response	Percentage	Yes	22.7%	Somewhat	22.7%	No	54.5%	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>46.7%</td> </tr> <tr> <td>Somewhat</td> <td>31.1%</td> </tr> <tr> <td>No</td> <td>22.2%</td> </tr> </tbody> </table>	Response	Percentage	Yes	46.7%	Somewhat	31.1%	No	22.2%	<ul style="list-style-type: none"> ● Yes ● Somewhat ● No
Response	Percentage																										
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Response	Percentage																										
Yes	46.7%																										
Somewhat	31.1%																										
No	22.2%																										

	No	Somewhat	Yes
Do you know SMT offices	6	8	30
Are you familiar with leadership policies at VB	24	10	10
SMT motivates me to excel on my teaching to produce excellent results.	10	14	21
Mean	13	10,7	20
Standard Error	5	1,8	5,8
Median	10	10,0	21
Standard Deviation	9	3,1	10
Confidence Level(95,0%)	23	7,6	25

Figure 4.12 Awareness about SMT, Policies and SMT motivation to educators

The above data revealed that about 68% of educators know the offices of the School Management Team where they can go to for help should they need assistance and 14% of respondents said no, they don't know.

Familiarity with leadership policies implemented at school about 55% of respondents said yes, they are familiar with leadership policies implemented at their school while 23% said no, they are not familiar.

The respondents were asked whether The School Management Team motivates them to excel on their teaching to produce excellent results. About 47% of respondents felt that the School Management Team plays an important role in motivating them to excel on their teaching to produce good results, while 22% felt that the School Management Team does not motivate them to excel on their teaching to produce excellent results.

An open ended question was posed to the respondents that said: "Would you say the School Management Team plays an active role in your school? Elaborate on your answer"

Most of the respondents did indicate that the school management team does play an active role at Velabahleke and they feel it is the reason the school has maintained a good grade 12 pass rate over the years. Most educators were of the view that the success of their school was due to dedication from the management team lead by the principal and the rest of the SMT.

4.9 Leadership Role in Policy Making

A question was presented to all respondents, asking them about their perceived role of leadership in making policies a success at Velabahleke High School and the educators views are presented below.

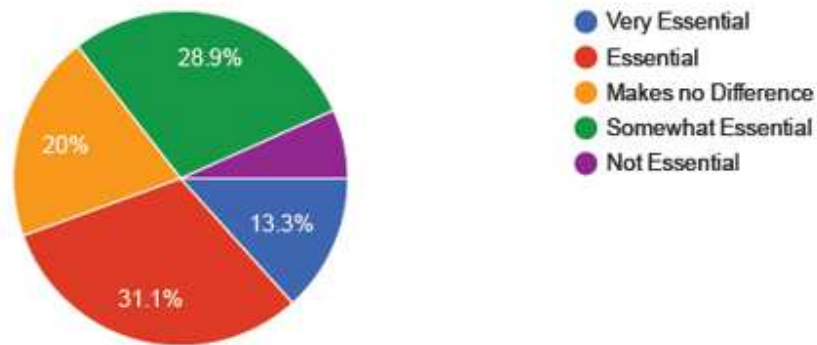


Figure 4.13 Perceptions on the role of leadership in making policies successful

About 31% of the respondents reflected that leadership plays an essential role in making policies a success at their school while about 13% said they play a very essential role however 20% said the leadership makes no difference.

4.10 Effectiveness of Policies on academic performance

The educators were asked to what extent they agree or disagree the statement that says “Velabahleke High School policies are effective in enhancing academic performance.” The views are presented on figure 4.12 below.

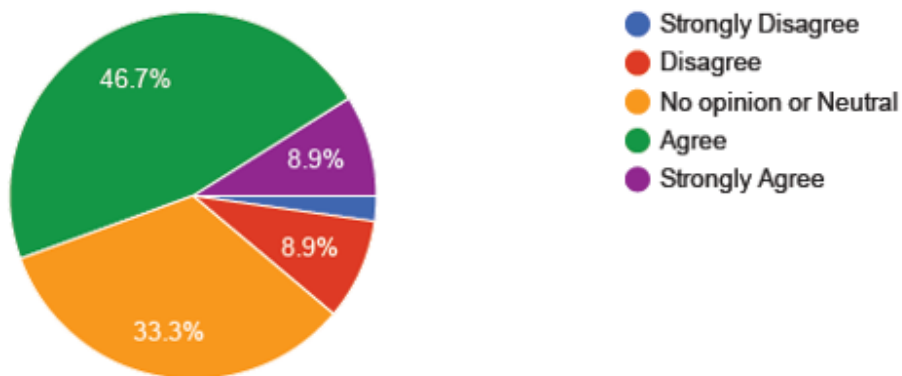


Figure 4.14 Effectiveness of Policies on academic performance

About 47% of the respondents agreed with this statement, they said policies are effective in enhancing academic performance and a further 9% strongly agreed with the statement, while 9% disagreed, 2% strongly disagreed while the 33% remained neutral.

Another open ended question was given to the respondents asking them how effective were the leadership policies implemented at their school when it comes to learners' academic performance?

The feeling among most educators was that the policies at Velabahleke High School were indeed effective and contributed positively to academic performance. This view concurred with responses shown in figure 4.12 where majority of the educators felt that the policies were effective. There was a few respondents that felt that more still needs to be done and possible more parents' involvement should be stipulated in the policies.

4.10 Summary

In this chapter the results from the questionnaire were presented and analyzed. Application of descriptive analysis was also applied and presented. Chapter 5 will discuss the findings from this chapter and compare them with the literature available as well as other studies that have been conducted.

Chapter 5

Discussion

5.1 Introduction

In order to achieve the aim of this study, which was to study the current leadership practices at Velabahleke High School and their effect on school academic performance, the following aspects and hypothesis were investigated.

- There is no significant difference between males and females when it comes to their perceived Leadership practices impact on Academic Performance
- There is no significant difference between age groups when it comes to their perceived usefulness of current leadership practices at Velabahleke High School.
- School Management Team and Leadership, their competence and current state of leadership
- Impact of leadership practices on academic performance
- Effectiveness of current leadership practices
- Educators interactions with the school management team in each term
- Availability of the school management team to educators when they need assistance
- Educators awareness about school management team and whether policies and SMT motivation to educators
- Effectiveness of Policies on school academic performance.

5.2 Difference between males and females on their perceived Leadership practices impact on Academic Performance

The study conducted revealed that about 45 Velabahleke High School educators were involved in the study where by 71.1% of the respondents were males and 28.9% were females. When these genders were compared to their perceptions about the Impact of Leadership practices and their impact on Academic Performance and a chi squared test was applied to test this relationship and it was observed that there was no significant when it comes to their perceived Leadership practices impact on Academic Performance.

This view concurs with the study that was conducted by Thompson (2000), revealed that there were no significant difference between males and females with regards to their perceived effectiveness of educational leadership on academic performance and further says that both male and female teachers were perceived to be equally effective in their respective organizations.

According to Robert (2014), there was also a general view by some researchers which speaks about gender differences and presents an argument that men possess stronger leadership skills because of their early socialization experiences and involvement in team works, which leads them to become effective leaders and that they perceive leadership to have an impact on academic performance more than women believe so.

5.3 Difference between age groups and their perceived usefulness of current leadership practices

The findings on this study revealed that there was no significant difference between age groups with regards to their perceived usefulness of current leadership practices at Velabahleke High School. There was just a general feeling the current leadership practices within the school were just average and a good number also felt that they were effective and this was observed across all age groups with no distinctive difference.

A few studies included gender, age, and education as demographic variables in their examination of leadership styles. These studies produced mixed findings on the significance of the effects of these variables on leadership style. Three studies (Culver, 2009; Bush, 2013; Thomas, 2000) showed differences in self-perceptions of leadership based on age. One study (Yulk, 2010) showed that younger age in leaders predicted higher evaluations by both superiors and subordinates.

5.4 School Management Team and Leadership, their competence and current state of leadership

This study showed that the current state of leadership practices used at Velabahleke High School is viewed by the majority of respondents as Average. There was a sizable number that viewed

the current state of leadership policies as good. The remaining few felt that the current state of leadership practices was poor or even very poor. SMT academic support was also rated and almost half of the educators felt the support was average while almost 40% felt it was good and a small handful felt that the support was very poor. The actual interpersonal competence of the school management team was also rated by the educators. This was based on a member of the SMT that the educator had to deal with and the help they received. Over half of the educators at Velabahleke High School felt the competence of SMT was average while about 32% felt it was good and the remaining handful felt that it was poor.

These findings conquer with those of van Deventer and Kruger (2010), which states that school leadership involves interaction between SMT and educators as well the other stakeholders like the school governing body. This therefore ensures that the school remains on its primary focus which is to provide quality teaching and learning and then impacts positively on the academic performance. The emphasis here is on the efficiency of the school management team as well as their competence in leadership which in turn manages all the resources including the human resources and enable them to contribute more meaningfully to teaching and learning.

According to van Deventer and Kruger (2010), the SMT lead by the principal as the first in charge, has a duty to create a conducive environment for teaching and learning. They must support and encourage educators' development within a school and provide leadership guidance with regards to the vision and future growth of the school. Conquering with the findings at Velabahleke about the inter competence of the SMT is a study conducted by Maja (2016), where majority of the respondents indicated their lack of information with regards to the duties and competence of the SMT. The result that was cited for this outcome was that most of the SMT members were seconded to be part of the SMT and this made them to rely on the principal for knowledge and responsibilities.

5.5 Impact of leadership practices and policies on academic performance

There was just over half of educators at Velabahleke High School that agreed with the view that the leadership practices does impact on academic performance. Some of the educators actually

strongly agreed with this view. There was only a small remaining number of educators that disagreed on the impact of leadership practices on the school academic performance.

When educators were asked about the effectiveness of leadership policies on academic performance at Velabahleke. Most educators did agree that leadership policies have an impact on academic performance and they actually enhance performance and there was only about 11% that did not agree with this relationship while about 30% opted to remain neutral on this subject matter. There was a general feeling among most educators which supported the view that the policies at Velabahleke High School were indeed effective and contributed positively to academic performance.

These findings differ with the findings on the study conducted by Rautiola (2009), which was looking at the direct/indirect effects of school leadership on student learning. It was found that school leadership appears to have a more indirect impact on a student's success by facilitating school improvement teams. SMT impacts academic performance by developing a school culture that fosters student success and building leadership models, which include teachers, principals, and parents to play key roles in the organizational structure, curriculum and instruction, can increase the potential to indirectly lead to increased student achievement. Collective leadership has been shown to be directly related to variables such as motivation, capacity and work situations, which directly impact teachers, and might indirectly impact Student School Leadership and Academic performance. However it places the emphasis on the teacher in the actual classroom to have the direct impact on student performance.

Most research according to Rautiola (2009), indicated that the direct effects of school leadership impacting academic performance are weak. Although the direct effects of school leadership leading to increased academic performance are weak, school leaders indeed play an important role in indirectly impacting academic performance by forming and facilitating an educational culture that breeds student success through collaboration and team oriented initiatives.

A study conducted by Ross and Gray (2006), indicated that there is no statistically significant direct effect of leadership on achievement. In this study there was a general view that has demonstrated that teacher beliefs about their capacity and their professional commitment actually

contributes to student achievement. This is in spite of previous studies that have identified variables that account for the indirect effects of leadership on achievement. This study instead found that transformational leadership style when adopted by the SMT is likely to impact the teachers' beliefs and commitment to effective teaching which will in return positively affect academic performance.

5.6 Effectiveness of current leadership practices

When educators were asked to rate the effectiveness of the current leadership practices within the school, there was different views where almost 40% of educators felt the practices were indeed effective with a further small percentage which felt they were very effective. The other half of the educators were split between average and very ineffective with majority in this category stating that in their view the leadership practices were actually just average.

This concur with a study conducted by Mafora (2013), which suggested there was general perception by respondents who perceived the leadership practices in their schools as generally lacking fairness and not transforming the school because of limitations in the leadership practices of principals. Consistent with other research findings (Mafora, 2012; Hoy & Tarter, 2004), the majority of respondents perceive their school management team as failing to create an environment that promotes social justice. Instead, principals' partisanship is seen as preventing schools from becoming productive workplaces for teachers or vibrant learning environments for learners. This perceived unfairness of in particular principals and SMT is seen to encourage teachers and learners to question, reject, or sabotage leadership decisions made by the SMT.

5.7 Educators interactions with the school management team in each term and availability

When educator were asked about their interaction with the SMT during each term in the year. It was established that generally almost educators did interact with the management team. The majority of the educators did interact very frequently with the SMT while about 40% did interact sometimes, with the remaining few who did interact occasionally. This representation does paint a picture that within Velabahleke High School there is constant engagement between the SMT and educators in each term.

This discussion led to reviewing the actual availability of the SMT for educators support with regards teaching and learning. There was a relationship in terms of interaction with SMT and their availability where the majority of educators did indicate that the SMT was available to them whenever they needed assistance. Only a few educators felt that the SMT was not available to them for assistance. However with availability there was about 32% of the educators that actually opted to remain neutral.

These findings concur with research conducted by Ntseto (2015), which found that one of the core functions of the SMT was to provide indirect support to learners through assisting educators and the School Based Support Team in implementing curriculum and institutional development initiatives. Teaching and learning activities and the school environment needed to be responsive to the full learning needs of all learners. The SMT needs to constantly engage with educators and be available to them for support should they need assistance with their day to day teaching activities

5.8 Educators awareness about school management team and whether policies and SMT motivation to educators

There was further need to establish the level of awareness among educators about the SMT and also establish if the SMT and the current leadership practices did motivate educators on their daily teaching and learning. The data then revealed that an overwhelming majority of educators knew the offices of the School Management Team where they could go to for help should if they needed assistance. There was a very small number of educators which indicated that they didn't know the offices and these amounted to only as 14% of respondents said no, they don't know.

Familiarity with leadership policies implemented at school was endorsed by over half of the respondents where they said yes, they are familiar with leadership policies implemented at their school. Only a few which amounted to 23% who indicated that they were not familiar with the leadership policies implemented currently. Again the majority of educators which were about almost 50% indicated that the School Management Team plays an important role in motivating them to excel on their teaching to produce good results. Only a small handful which is about 22% who felt that the School Management Team did not motivate them to excel on their teaching to produce excellent results. These findings gave a clear impression from the educators'

perspective that the school management team does play an active role at Velabahleke and they feel it is the reason the school has maintained a good grade 12 pass rate over the years. Most educators were of the view that the success of their school was due to dedication from the management team lead by the principal and the rest of the SMT.

Motivation to educators is in line with the study by Periah (2015), which found that educators are motivated when the school management show evidence in planning. Perfect planning and preparations prevent poor performance. Plan your work and work your plan. Educators want to be involved in strategic planning, meetings, to be part of vision casting and goal setting. Educators want a clearly defined job description so that they will know what is expected from them. This study further shows that educators need motivation through encouragement. The SMT role is very critical in encouraging educators and empowering them with knowledge and assist them in decision making and finally demonstrate their trust in them working independently and being creative.

5.9 Summary

Leadership practices are critical for any school to succeed and they indirectly influence students' academic performance. The SMT has a duty to support the educators and create an environment that is conducive for teaching and learning. They have a duty to motivate educators and give them support and ensure their development on a continual basis.

The inter competence of the SMT was also looked at together the current state of leadership at Velabahleke high school. These findings were compared in discussion with previous studies on these various subjects and in some cases there was literature that conquered with the findings of this study and in some cases there was finding on previous studies that was on the contrary.

Chapter 6 concludes this study and makes some recommendations for possible future study with regards to leadership practices at schools and how this affect directly or indirectly academic performance.

Chapter 6

Recommendations and Conclusions

6.1 Introduction

This chapter actually concludes the study aimed at the current leadership practices at Velabahleke High School and their impact on academic performance. Leadership practices at any school remains an integral part of the school functioning and does impact the academic performance indirectly or directly. In the previous chapter various views from previous studies were presented in relation to the findings of this particular study. This chapter will also aim to put forward some recommendations with regards to this subject of school leadership and possible suggest areas where further research can be carried out, also the impact of leadership policies as well as the competence of the SMT was critically discussed.

6.2 Implications of this Research

One of the major implications of this study revealed was that school leadership practices are an important vehicle that drives success in a school. This is not only applicable to Velabahleke High School but to the entire education sector. Educators' perception of the leadership practices as well as the competence of the SMT were explored and they were compared to their impact on the school academic performance. It was concluded in this study that both gender and age does not influence the educators perceptions on school leadership practices and the inter competence of the school management team. It was noted that over half of the educators at Velabahleke High School had a positive perception towards the leadership practices implemented by the school leadership team.

It has been shown in this study that although the SMT does not influence the academic performance directly but through it influence on the educators and their encouragement and support, indirect impact the students' academic performance positively. For an example when the teachers are happy and a conducive environment has been created for them to work, they produce good results. The evidence to this is the actual Grade 12 pass rate at Velabahleke High School which has been sitting in between 98% to 100% in the past 10years consecutively.

The last impact of this study is that it has shown the influence of leadership practices on school policy making. This also emphasized the importance of strong leadership practices which helps to establish policies that encourage teaching and learning and influence the academic performance positively. The issue of collaboration between leadership and educators was also cited in this study as a positive stimulus for educators' positive perception.

6.3 Recommendations to solve the research problem

Great leadership practices in any school is the source of great achievement and therefore this must be encouraged at all times in order to achieve great academic performance and produce great students. It must always be noted that the school management team has a responsibility to drive the vision and provide an environment that promotes a culture of teaching and learning. They have a duty to support educators' in order for them to impact the students and help them produce great academic performance. It is with this notion that the recommendations to the schools and the education sector are as follows:

- **(Re) define school leadership responsibilities**

Research has shown that school leaders can make a difference in school and learner performance and achievement if they are given the ability to act and make important decisions without being controlled by anyone else. However that ability to make decisions without being controlled by anyone else alone does not automatically lead to improvements unless it is well supported. In addition, it is important that the core responsibilities of school leaders be clearly defined and be decided on the limits. School leadership responsibilities should be defined through an understanding of the practices most likely to improve teaching and learning. Policymakers need to:

- **Redefine school leadership responsibilities for improved learner learning**

Policy makers and practitioners need to ensure that the roles and responsibilities associated with improved learning results are at the core of school leadership practice. This study identifies four major domains of responsibility as key for school leadership to improve learner results:

– *Supporting, evaluating and developing educator quality*: School leaders have to be able to adapt the teaching programme to local needs, promote teamwork among educators and engage in educator monitoring, evaluation and professional development.

- **Develop school leadership frameworks for improved policy and practice**

School leadership frameworks can help provide guidance on the main characteristics, tasks and responsibilities of effective school leaders and signal the important character of school leadership as leadership for learning. They can be a basis for consistent recruitment, training and appraisal of school leaders.

Frameworks should clearly define the major area of knowledge of responsibility for school leaders and allow for consideration of the situation of local and school-level criteria. They should be developed with involvement by the profession.

- **Distribute school leadership**

The increased responsibilities and accountability of school leadership are creating the need for distribution of leadership, both within schools and across schools. School boards also face many new tasks. While practitioners consider middle-management responsibilities vital for effective school leadership, these practices remain rare and often unclear; and those involved are not always recognized for their tasks. Policy makers need to broaden the concept of school leadership and adjust policy and working conditions accordingly.

Distribution of leadership can strengthen management and succession planning. Distributing leadership across different people and organisational structures can help to meet the challenges facing contemporary schools and improve school effectiveness. This can be done in formal ways through team structures and other bodies or more informally by developing groups not planned in advance based on expertise and current needs.

- **Support school governing body in their responsibilities**

Evidence shows that effective school governing body may contribute to the success of their schools. For this to happen, it is extremely important to clarify the roles and responsibilities of school boards and ensure consistency between their objectives and the skills and experience of board members. Policy makers can help by providing guidelines for improved recruitment and selection processes and by developing support structures to

ensure active participation in school boards, including opportunities for skills development.

- **Make school leadership an attractive profession**

The challenge is to improve the quality of current leadership and build sustainable leadership for the future. Evidence indicates that potential applicants are deterred by the heavy workload of principals and the fact that the job does not seem to be adequately remunerated or supported. Uncertain recruitment procedures and career development prospects for principals may also deter potential candidates. Strategies to attract, recruit and support high-performing school leaders include the following:

- **Professionalize recruitment**

Recruitment processes can have a strong impact on school leadership quality. While school-level involvement is essential to contextualize recruitment practices, action is necessary at the system level to ensure that recruitment procedures and criteria are effective, transparent and consistent. Succession planning – proactively identifying and developing potential leaders – can boost the quantity and quality of future school leaders. Eligibility criteria should be broadened to reduce the weight accorded to seniority and attract younger dynamic candidates with different backgrounds. Recruitment procedures should go beyond traditional job interviews to include an expanded set of tools and procedures to assess candidates. Finally, those who are on the hiring side of recruitment panels also need guidelines and training.

6.4 Recommendations for Future Studies

The following are the recommendations for future studies that could be done within this area of school leadership and its' impact on academic performance.

- This current study focussed on the educators perceptions on leadership practices, a future study could be conducted and focus on the learner in the same school and try and establish their perceptions on leadership and it impacts their academic performance.

- A study also could be conducted focussing on another school that has had poor performance for the past few years and compare the findings these ones from highly performing school.
- An in depth study also could be conducted involving the education authorities at the district and circuit offices, aiming to investigate their perceptions on the different schools and their leadership practices and how these have impacted the learner performance in these schools. Also to get their view on the role of the school management team in implementing leadership policies.

6.5 Summary

This chapter focussed on the recommendations to the school stake holders about the possible better ways of enhancing the leadership practices and how these could positively impact the learners academic performance. The other focus was on how the school management team could impact the leadership policies and motivate the educators to produce even more good results. The highlight of the recommendations was the point of distributing leadership to all stake holders and perform a collaborative effort in establishing the leadership policies and there by encouraging everyone to support them since they were a part of making them.

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