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**THE IMPACT OF LEADERSHIP AND  
MANAGEMENT STYLES OF THE  
PRINCIPALS OF CATHOLIC  
SECONDARY SCHOOLS ON SCHOOL  
DISCIPLINE IN LIMPOPO PROVINCE**

**A. M. MUKOMA**

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**THE IMPACT OF LEADERSHIP AND MANAGEMENT STYLES OF  
THE PRINCIPALS OF CATHOLIC SECONDARY SCHOOLS ON  
SCHOOL DISCIPLINE IN LIMPOPO PROVINCE**

**BY**

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**Dissertation**

**Submitted in partial fulfilment of the requirements for the**

**MASTER OF EDUCATION DEGREE**

**(Education Management)**

**in the**

**THE SCHOOL OF EDUCATIONAL STUDIES**

**at the**

**UNIVERSITY OF DURBAN WESTVILLE**

**Supervisor: Mr Bhekinhlahla J. Mnyandu**

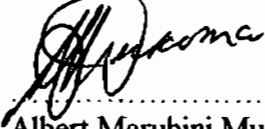
**November 2003**

## **DEDICATION**

This work is dedicated to my Mother, **Mainganya Nyamuhali** and my late father, **Muhanganei Jack** and all members of the Mukoma family.

## DECLARATION

I declare that the mini-dissertation for the Degree of Master of Education at The University of Durban Westville hereby submitted has not previously been submitted by me for a Degree at this or any other University, that it is my own work in design and in execution and that all the material contained therein has been duly acknowledged.



.....  
Albert Marubini Mukoma

## ACKNOWLEDGEMENTS

- ❖ I would like to thank all the people who assisted me in diverse ways to complete this study. To acknowledge contributions made by all of them, I thank them as follows:
- ❖ I wish to express my sincere appreciation to Mr Bhekinhlahla J. Mnyandu , my supervisor, for his constant encouragement, advice, assistance, positive guidance and academic support. Had it not been for my promoter Mr Mnyandu, whose encouragement and patience were like water and sun to a budding flower, this work would not have come to fruition. To him I say: “ May your generosity keep on flowing like a perennial river.”
- ❖ I sincerely thank my wife, Gertrude, for her assistance and continuous moral support, our children Tshepisho, Tendani and Moloko, for their acceptance and understanding of my pre-occupation with matters related to the Masters programme.
- ❖ An acknowledgement, with gratitude, is made to Sister Philippa Murphy and the De La Salle Brothers, Brother James Wallace, Brother Kevin Malinowski for moral support and proof reading the manuscript. It has not been an easy task and yet they were so patient with me. Their feedback contained valuable comments for my work.
- ❖ May I take this opportunity to express my sincere thanks to all the principals, educators, members of the School Governing Body and members of the Representative Council of Learners in all Catholic Secondary Schools in Limpopo Province. Your award lies in the knowledge that the findings of this research will contribute to Education in South Africa.
- ❖ I gratefully acknowledge the personal interest and consistent encouragement from my friend and colleague Mr Khathutshelo Jeffrey Sadiki.
- ❖ Deep appreciation is expressed to Dr. James Munzhedzi Mafela who has given me a lifetime of inspiration and encouragement.
- ❖ My sense of gratitude goes to Mr. Jason Shoup and Mignoria Chaboyo Sediela who assisted me in creating the graphs in this dissertation and all my colleagues at St Brendan’s School, who in one way or another served as an inspirational force.
- ❖ Last but not least, I wish to express my thanks to Father Vincent Carroll whose helping hand and enlivening discussions contributed much to the blossoming of the work. His critical assessment helped me in approaching my topic objectively.
- ❖ Finally, I thank the Almighty God for giving me a healthy body and mind through which this study was made possible.



## ABSTRACT

The purposes of this study are to first investigate various leadership and management styles of Catholic secondary school principals and their impact on school discipline and secondly to determine whether there is a correlation between leadership and management styles of secondary school principals and discipline in the school.

The rationale behind the research topic is that the researcher has realised that many black public schools in South Africa are dysfunctional and cannot deliver quality learning and teaching. The reason for this sorry state of affairs is historical and well known. Most of these schools, to make the transition from dysfunctional to effectiveness, do not require courses in the market. What they require, and it is sorely missing, is strong and effective leadership.

The role of a principal in a school is crucial. The success of the process of restoring the culture of teaching and learning rests to a large extent on the principal. This is mainly because he/she is the one who has to lead the entire school community in implementing whatever plans and programmes are to be put in place.

Teaching is like riding a wild horse. Even though you're in the saddle it sometimes feels as if you're only barely in control and, if you stop paying attention for just one second, you will end up in the mud.

One of the greatest challenges that teachers face when starting out in their careers is learning how to deal with unruly and badly behaved learners so that the rest of the class can get on with the lesson. Teachers often say that they are not paid to discipline learners they are paid to teach them. However, without discipline there can be little learning.

Without discipline education is not possible. Discipline is the very foundation on which education should seek to build. Many of our secondary schools are still in crisis today because discipline is undermined.

In Chapter one the problem to be researched, the statement of the problem and the purpose of study, general assumptions of study and definitions of terms were introduced.

Chapter two examined the literature available. That was done to expand upon the context and the background of this study and to further define the problem and provide an empirical basis for the development of the hypothesis. Chapter two also examined the Leadership Traits theory, the Situational Contingency theory, the Path-goal theory, Collaborative, Democratic or Participative leadership styles, Autocratic leadership style, Laissez Faire leadership style and leadership according to Gospel values.

The Democratic and Situational contingency leadership styles were singled out as the styles of leadership applied most often in a number of organisations. Leadership according to Gospel values will be the most suitable, especially for principals in Catholic schools. It is very much intertwined with the democratic leadership style. There was strong evidence from the literature studied that these styles, if properly

applied, can go a long way in helping the principals of schools to live up to the challenges they are facing in education. It is these leadership styles coupled with an understanding of transformation issues in education such as: new principles and values of education systems in South Africa; teaching and learning as the main aims of the education and management, self-reliant schools (self-managed), governance, building schools as learning organisations, and certain skills that could enable principals to be effective leaders in their schools.

In order for principals to provide proper and effective leadership, they should be competent in the following aspects:

- Stakeholders' involvement in the management of schools
- the use of different leadership styles as propounded by the Situational Contingency Theory
- team work, and
- effective and efficient communication with stakeholders.

Chapter three examined the overview of Catholic Education in South Africa, The distinctive Religious character of the Catholic school, Characteristics of a Catholic school, school discipline and how poor school discipline can be prevented and a model for effective discipline in a school. It also focused briefly on the impact of the South African Schools Act No 84 of 1996 and the Bill of Rights as enshrined in the Constitution of South Africa on school discipline.

In Chapter four the research methodology was examined. This included the structuring of the questionnaire to try to get factual information, opinions and attitudes about the problem. The questionnaire focused on the following:

- stakeholders' involvement in management tasks
- the leadership and management styles of principals
- how the principal is perceived by stakeholders
- communication with stakeholders
- teamwork
- parental involvement and
- how discipline in the school is perceived by stakeholders.

The questionnaire was then administered to all educators, members of the school governing bodies, members of the Representative Council of Learners and principals of all Secondary Catholic schools in Limpopo.

Chapter five deals with data analysis, interpretation, findings and recommendations.

In conclusion, of all the leadership styles discussed, the Situational Contingency, and emerging participatory democracy and leadership according to Gospel values appear to be the most appropriate styles of leadership in South African Education today. The three leadership styles are like rosebuds in that they bring forth positive results but also have associated thorns and dangers. If we can locate the thorns, then we can learn how to hold the flower without injury.

Different leaders and managers adopt different styles of leading and managing their organisation (school). As a result there is no single perfect leadership or management style. It is, however, important that leaders must be able to weigh and consider ensuing or confronting situations and circumstances and to adapt accordingly.

Good educational establishments require disciplined environments. Teachers, parents and students need clear strategies and guidelines that encourage learning. They need to ensure that learning is well structured and orderly. Good relationships need to be maintained in learning institutions to improve motivation and raise the quality of education for all.

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# CHAPTER 1

## INTRODUCTION

### 1.1. STATEMENT OF PURPOSE

The purpose of this study is to investigate different leadership and management styles of Catholic secondary school principals and their impact on school discipline.

### 1.2. CRITICAL QUESTIONS

- 1.2.1. Do principals of Catholic secondary schools have distinctive leadership and management styles?
- 1.2.2. Is there any correlation between leadership and management styles of secondary school principals and the discipline in the school?

### 1.3. RATIONALE

Since the researcher is an educator in a Catholic School, he has observed that many schools in South Africa are dysfunctional and cannot deliver quality learning and teaching. The reason for this sorry state of affairs is historical and well known. Most of these schools are trapped in a cycle of mediocrity. They are crying out for help. What these schools require to make the transition from dysfunction to effectiveness is not courses in the market, what they require, and it is sorely missing, is strong and effective leadership.

The success of any organisation or community structure depends on efficient leadership and management. A business venture that is poorly managed will head for bankruptcy; a school whose principal cannot lead and who is an inefficient manager will lose both its best educators and learners. That leads to its bankruptcy. Good leadership is very crucial to the success of any organisation. Organisations usually rely heavily on the abilities of their leaders to perform certain key functions that will ensure the orderly management and success of their organisations.

Schools are established to educate through instruction or teaching. Schools have to be organised in such a way that they will be able to fulfil their functions in the most efficient way. Schools are organisations that are managed by principals. For those organisations to function properly they need effective principals who possess certain essential leadership skills.

The role of a principal in a school is crucial. The success of the process of restoring the culture of teaching and learning rests to a large extent on the principal. This is mainly because he/she is the one who has to lead the entire school community in implementing whatever plans and programmes that are to be put in place.

Without discipline education is not possible. Discipline is the very foundation that education should seek to build on. Many of our secondary schools are still in crisis today because discipline is undermined.

It is the investigator's wish that this study be of value to principals and to those who are preparing to become principals, because formal education is a universal human phenomenon. As long as there is a school, there will always be a need for a principal and for order in the school.

Furthermore the study will help to highlight the impact of a secondary school principal's management and leadership style on school discipline, an area that has remained obscure and elusive or has been regarded as so minor and trivial that it does not require any investigation.

The investigation will, it is hoped, promote awareness, understanding, appreciation and aspirations among secondary school principals of what is being done and what can be done with regard to their management and leadership styles in order to restore the culture of learning and teaching in schools.

#### **1.3.1. Significance of this research problem:**

- To make a contribution towards illuminating the complexities of leadership styles in relation to the satisfactory performance in schools.
- To provide principals with some management tools which can assist them in coping with leadership challenges in schools.
- To assist in recommending the leadership styles which could be used by struggling secondary schools to yield satisfactory performance.

- To help school managers in analysing and reviewing their own leadership styles in order to enhance those styles of leadership in terms of the needs of their institutions.

What makes the study significant is that the leadership and management style of a school principal is central to the development of a school. With a proper and relevant leadership style, the school principal of today in the changing South African scene can be in a position to implement and manage change properly.

The researcher intends to use Total Quality Management as analytical formation in this study. The study is also significant because proper management and leadership styles enable the school principal to understand the meaning and the value of Total Quality Management and why it is important to manage work through colleagues (collegial management). Total Quality Management shows the school principals the need of using teams in managing the daily tasks. Proper management enables principals to understand why it is important to make collaborative decisions. This study is also significant because the leadership style of a school principal, directly and indirectly, influences the performance of learners at school. The study is also significant because schools under a leadership with good management style can develop a corporate culture.

The leadership style of a principal is also of great significance to parents in the sense that parents need to be systematically and regularly informed about the progress of their children at school. A principal of a school who has an effective leadership style can only do the systematic work, since the principal relies on others to implement the programme and advise the parents appropriately. This enhances the corporate culture of the school.

#### **1.4. GENERAL ASSUMPTIONS OF THE STUDY**

Secondary school principalship is a universal phenomenon that features in almost school systems. Owing to its universality, one may assume that there would be some uniformity in the way in which various interest groups see the role of the principal. Unfortunately, however, this is not the case. Apparently groups such as learners, educators, education authorities, parents, school communities and the broader community have certain role expectations of the head of a high school. Each of these groups has its own set of criteria according to which the principal is judged, and consequently they evaluate him/her in different ways.

The research assumptions that are going to guide this study:

- The investigator assumes that the problem of discipline in schools is due to the leadership and management of the principals.
- The researcher assumes teachers and learners can be alienated or attracted to the school as a sequel to leadership styles practised by the school principal.

### **1.5. LITERATURE REVIEW**

A lot has been written about different leadership and management styles. The emphasis is on the advantages and disadvantages of management styles in general and does not focus in particular on the learning situation. Very little has been written about the relationship between a principal's leadership and management styles and the school discipline. That is, the impact leadership and management styles have on learning.

For this reason, this research would like to explore the extent to which a principal's leadership and management styles affect school discipline because school discipline has a direct impact on discipline.

### **1.6. LOCATING A THEORETICAL FRAMEWORK**

The top-down (autocratic) style of leadership and management is regarded as unproductive compared to the bottom up. This research will attempt to ascertain how correct this is in the school situation, especially with reference to school discipline.

As will be revealed in this study, various theories have been expressed on different management and leadership styles. Indeed, several educationists have thrown down the gauntlet by prescribing methods and procedures through which people in leadership positions should or should not operate.

But, notwithstanding such prescriptions, the researcher virtually knows no research that has been done on the relationship of secondary school principals leadership styles and school discipline.

## 1.7. DATA COLLECTION

This research aims to investigate the leadership and management styles of Catholic secondary school principals and their impact on school discipline. The researcher is only selecting Catholic Secondary schools because all South African catholic schools perform exceptionally well in the Matric examinations. For example in 1997, Matriculants in these schools achieved a 94 percent pass rate as against the 47.7 percent national rate. Most of these schools are situated in the townships and rural areas usually undermined by poverty and unemployment. However, they succeed. 68% of the Catholic schools obtained 100 percent pass and 65% of candidates received a University exemption. The Catholic News: February 1998 Volume 7 number 1, indicated statistical analysis of Catholic secondary schools Matric results of 1997 as follows:

<b>PROVINCES</b>	<b>PERCENTAGE</b>	<b>No. OF CANDIDATES</b>	<b>No. OF SCHOOLS</b>
<b>Gauteng</b>	97%	1101	29
<b>Free State</b>	96%	404	06
<b>W. Cape</b>	88%	248	06
<b>E. Cape</b>	77%	448	07
<b>KZ. Natal</b>	83%	1403	29
<b>N. Province</b>	89%	395	07
<b>N.W. Province</b>	98%	303	05
<b>N. Cape</b>	98%	171	03
<b>Mpumalanga</b>	100%	09	01

### 1.7.1. Why is data collected?

It is through the collected data that the researcher will be able to answer his critical questions. It is through the collected data that the researcher was able to verify if the leadership styles of principals in Catholic secondary schools have any influence on school discipline.

### **1.7.2. The research strategy**

The researcher made use of a questionnaire to determine the leadership and management styles used by a particular school principal. The researcher also designed questionnaires that determined whether there is effective discipline in the particular school or not.

### **1.7.3. Sampling procedure**

In this investigation a combination of literature review and empirical methods will be applied. Participating principals, members of the School Governing Bodies (S.G.B), educators and Representative Councils of Learners (R.C.L.) will be asked to respond to a questionnaire. The purpose of using this method in this research is not necessarily to avoid biased findings, but to achieve more balanced and reliable results. This is usually referred to as triangulation.

Apart from literature reviews, Catholic secondary school principals, educators, learners and school governing body members were be the main source of information. It has been alluded under data collection as to why the researcher has chosen to focus on Catholic secondary schools only.

### **1.7.4. How many of the data sources will be accessed?**

The research covered all Catholic secondary schools in the Limpopo Province, being seven (07) in number. A minimum number of 15 educators, 05 parents, (preferably members of the School Governing Bodies), 06 learners (preferably members of the Representative Councils of Learners) were requested to respond to already prepared questionnaires.

### **1.7.5. Where is the data to be collected?**

Data were collected from principals, educators, learners and parents of Catholic secondary schools in the Limpopo Province.

The investigator, for practical purposes and for the sake of convenience, has decided to conduct research in the Limpopo Province.

#### **1.7.6. How often will the data be collected?**

Questionnaires were distributed and collected once from school principals, learners, educators and parents.

#### **1.7.7. How will the data be collected?**

The method of collecting data based firstly on an initial study of literature pertaining to management and leadership styles. The topic was examined through a review of pertinent literature. Great care was taken to select material relevant to the investigation. Professional journals, books, theses, dissertations, government gazettes, et cetera were consulted.

In this investigation the questionnaire method was also used to accumulate data about the problem under investigation.

#### **1.7.8. Data Analysis**

Data collected were classified, analysed, interpreted and evaluated so that the real current situations are displayed or unveiled. The researcher analysed the data of each respondent.

### **1.8. VALIDITY AND RELIABILITY**

In this study the questionnaire method was used to accumulate data about the problem under investigation. Even where statistical data could have been used, the researcher still had to bring his intuitive understanding and insight into the discussion. It is believed that through the use of this method, reality can be approximated.

### **1.9. LIMITATIONS**

Most research studies are not problem free; this one had problems of its own. Some of the problems encountered in conducting this research were not easy to avoid or overcome. Limitations that the researcher countered whilst conducting the research are

- Geographical distance between the researcher and the supervisor. The researcher lives in Limpopo Province and the Supervisor in Kwazulu Natal and therefore the contact time was very limited and mostly conducted telephonically.

- The researcher intended to conduct his research in all Catholic Secondary schools in Limpopo. They are seven in total. Unfortunately two schools did not respond to the questionnaires due to the appointment of new principals in those schools.
- A total of five Catholic Secondary schools responded positively to the questionnaires. The principal of one these five schools did not respond.
- Principals, Representative Councils of Learners and Members of the School Governing Bodies in all five schools responded with the exception of the members of the school governing body of one of the five schools.
- Two of the targeted schools did not have permanently employed principals; however, the acting principals had been in that position for more than two years.

Apart from the above-mentioned limitations, the research went as planned.

## **1.10. DEFINITIONS AND EXPLANATIONS OF CONCEPTS**

It is important to use words in such a way that the meaning of the word will be uniform and will communicate exactly what the researcher intends. In order to understand what is actually being discussed in this investigation, it is essential to understand definitions of key concepts used. Definitions and explanations of key concepts to be used in this investigation will now be dealt with.

### **1.10.1. Principal**

The concept “principal” has been defined and explained differently by a number of educationists and other theorists. According to the South African School Act No. 84 of 1996 “Principal” means an educator appointed or acting as the head of the school. Mabeba (1985:12), disclosed that the principal, by virtue of his appointment, is the head of the school.

A school principal is the head of a school and is in charge of the school. He/she is responsible for reporting school progress to the next higher administrative officials. He/she is the one who gets praised for prosperity and condemned for any failure within the school.

### **1.10.2. Management**

Hersey and Blanchard (1988:3), argue that management and leadership are often thought of as one and the same thing. According to them leadership is a broader concept than management.

Management is thought of as a special kind of leadership in which the achievement of organisational goals is paramount, and leadership occurs anytime one attempts to influence the behaviour of an individual or group, regardless of the reason. In other words, whereas management is mainly concerned with carrying out policy and handling day to day routine functions and activities of an organisation to keep it running smoothly, leadership, on the other hand, is concerned with issues over and above the routine directives of the organisation and focuses on creating a vision of the future state of affairs of the organisation and on building the capacity of the organisation to accomplish them.

The concept “management” in itself contains different meanings. In this investigation, management will be defined and explained in line with the topic under investigation. Van der Westhuizen (1991:38), is of the opinion that at least five meanings can be attached to the concept “management.” He defined management as “...achieving objectives, as a series of consecutive actions, as decision making, as co-ordinating and guiding or leading...” Van der Westhuizen (1991:39), quoted De Wet (1982:42) as defining management as “the social process through which the manager co-ordinates the activities of a group of people by means of planning, controlling, organising, guiding and supervising in order to achieve specific goals...”. In this investigation the concept “management” refers to the activities of the school principal in all school activities.

Management is about deciding what to do and then getting it done through the people under one’s supervision. Management is a process which exists to get results by making the best use of the human, financial and material resources available to the organisation and individual managers. It is very much concerned with adding value to these resources.

Management can be defined as a specific type of work in education which consists of those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulations, so as to allow formative education to take place.

From the above, it can be concluded that management is an effort which is goal directed and for its success, depends on all the employees and people within an organisation. Most definitions of management emphasize the following:

- Getting things done through people with people.
- The effective and efficient attainment of goals and objectives.
- Process planning, organisation, leading and controlling.

Management is a concept which specifically describes all activities of the people in an organisation.

It is clear that a manager:

- Works with and through other people
- Acts as the communication channel in the organisation
- Is responsible and accountable
- Acts as a mediator to negotiate differences and solve conflicts
- Makes difficult decisions

### **1.10.3. What is Leadership?**

Leadership is one of the most important factors affecting organizational performance in a school or a multinational company. Some people regard leadership as a mysterious “charismatic” quality which some people have and others do not have.

The researcher would like to focus on the following differing definitions of leadership:

- Leadership is the art of inspiring people to perform their duties willingly, competently and enthusiastically. A leader is one who by example and talent plays a directing role and has a commanding influence over others.
- Leadership is the process of influencing the activities of an individual or a group achievement in a given situation.
- Leadership is the interpersonal influence exercised through the communicative process towards the achievement of a specific goal.

According to Scruton (1996:303), “... leadership is, the capacity to inspire confidence in people in the rightness of purposes, courage in their collectiveness, execution and obedience in the face of threat”. Leadership is the consistency which a single person can build and control on a foundation of influence. Leadership has sometimes been defined as the supreme political virtue. However, it is one of the characteristics that make politics impossible.

Related to the concept “lead”, Ngcongco (1986:2-3) quoted Cawood (1985:5), who defined lead as “...basically to be out in front, to go ahead with the intention of being followed...” This means that

the concept “lead” denotes an interpersonal relationship between those who go ahead and those who follow. In this investigation the concept “lead” refers to the one who is able to guide all stakeholders involved in education at the school to a certain goal which he/she wants to achieve in that particular school.

Leadership has also been defined and explained differently by various educationists.

Naidoo(1991:37) for example, quoted Stogdill (1974:17) who defined leadership as “the process of influencing the activities of an organised group towards goal setting and goal achievement...” In this regard, Ngcongo(1986:3), quoted Barth(1980:186), as saying that “...leadership is attempting to hold the flood of daily administration, forms to fill out, meetings to attend, reports to submit at arms length so that other important issues like staff organisation can be closely addressed...”. In this investigation, leadership implies directing and managing the activities of the school by the principal in order to achieve the intended goals.

Realising the difficulties in defining a concept such as leadership, one may find an acceptable definition by précising leadership in terms of the results it can give. For the purpose of this research, leadership can be defined as the continual co-ordination of all relevant leadership skills or activities performed by the leader in order to influence followers (subordinates) and direct their efforts towards the achievement of some particular goals or objectives. Leadership is the consistent behavioural pattern or style by which one person builds and controls in line with goals set.

The researcher would prefer to look at leadership as a relationship in which one person influences others to work together willingly (not using force) to attain a common goal. It is the ability to persuade others to achieve a common objective.

#### **1.10.4. Leadership and Management styles**

According to Hersey and Blanchard (1988:127), one of the most important elements of a leadership situation is the style of the leaders. Hersey and Blanchard also define leadership style as “...the consistent behaviour patterns that leaders use when they are working with or through other people as perceived by those people.”

A leadership style helps leaders to create a climate in which their followers will function happily, thus willingly cooperating in reaching objectives.

A leadership style as defined by Gluck (1991:99), “is the way a leader uses influence to achieve the organisational goals.” Many management experts believe the manager’s leadership style is fundamentally influenced by his attitudes towards employees. For instance, if the manager sees the employees as people who work under his direction, the style is directive. Where the manager sees employees as colleagues with certain extra responsibilities and different duties the style is then participative.

Gluck (1991:100) contends that most managers do have a predominant or core leadership style. This is the style that suits them or they are most comfortable with.

#### **1.10.5. Secondary school (High school)**

The term, as used in this study, includes all Catholic Secondary schools in the Limpopo Province which are offering post-primary education, but excludes tertiary education. In everyday practice, secondary school refers to those schools which offer classes from grade 8 up to grade 12 (Matric or Standard 10).

#### **1.10.6. Catholic schools**

A Catholic school is a school community, recognised by the local Catholic Bishop, which through its general programme of education and especially its Religious Education classes and religious practices, exercises the right to live and learn the values of Jesus Christ, as upheld by the Catholic Church. Such a school provides this values-based education for the Catholic community as well as for those from the wider community who seek an education in harmony with the aims of the school.

#### **1.10.7. Discipline**

Potterton and Nortmore defined discipline as way to ensure behaviour which helps to create a school and classroom environment where teaching and learning can take place. It includes a formal Code of Conduct for learners and teachers which is written up, and rules made by each teacher within his/her classroom. These rules are very important to ensure that learners and teachers behave in an appropriate way. However, self-discipline is another aspect of discipline which is just as important.

Discipline in Education is a complex phenomenon that may evade the accuracy of one single definition when perceived by parents, teachers and secondary school learners. "The Illustrated Heritage Dictionary and Information Book" (1977:375), as quoted by Mabeba (1996:32), includes the following as the definition of discipline:

- Training that is expected to produce a specified character or pattern of behaviour, especially that which is expected to produce moral or mental improvement
- Controlled behaviour resulting from such training
- A systematic method to obtain obedience
- A state of order based upon submission to rules and authority
- Punishment intended to correct or train
- Discipline is best when it is self-discipline (interiorised)

# CHAPTER 2

## CONTEXT AND LEADERSHIP STYLES

### 2.1. INTRODUCTION

The researcher, when starting to research the nature of leadership, became overwhelmed by the amount of literature available: the challenge was to discern what would be most relevant to this topic. Literature such as Finding the leader in you; Making it happen; Long walk to freedom; Greatest men; 100 greatest women; films such as Michael Collins; Ghandi; Schindlers List; Dangerous Minds, and speeches by Gorbachev; Kennedy; Mandela and Thatcher; accessed through the Internet, provide some insight into the interest humans have when it comes to great leaders.

Having introduced the topic and established the purpose of the literature review the theory of leadership will now be discussed.

### 2.2. WHO IS A LEADER?

According to D'Souza, (1985:21) a leader is a person who:

- Is aware of his/her impact on others
- Is open to feedback and suggestions
- Works hard to check on their negative tendencies

It is a fact that the skills and qualities involved in leadership can be learned and developed through education and experience. These are the abilities to communicate effectively, to make effective decisions, to motivate, to inspire, to be dependable, to be just in making judgements, to show respect for subordinates, to instruct clearly, to be patient with mistakes, to be loyal to followers and tough on their behalf, to be humble yet assertive and open to new ideas and different opinions, to keep a sense of humour and to know how to relax.

People often ask, do great people/leaders cause great times or do great things bring about great leaders? Some people are born great, some achieve greatness, and some have greatness thrust upon them. However, some leadership is purchased or acquired through the barrel of the gun.

### **2.2.1. What are the characteristics of good leadership?**

Leaders usually develop those qualities that make people term them as good or bad leaders. Some of these are

- i. Manage a dream**  
Ability to manage a dream, vision
- ii. Present a performance**  
Ability to perform duties well in one's present position
- iii. Initiative**  
Ability to be a self-starter
- iv. Acceptance**  
Ability to gain respect and to win the confidence of others
- v. Analysis and judgement**  
Ability to reach sound conclusions based on evidence
- vi. Communicate**  
Ability to get through to people at various levels
- vii. Accomplishment**  
The amount and quality of work produced through self determination.
- viii. Flexibility**  
Ability to cope with change, adjust to the unexpected, ability to control personal feelings and be open-minded
- ix. Ability to encourage feedback. They encourage challenges on how things are.**
- x. Accepting dissenting views**  
Ability to accept different ideas

From the above, it is clear that effective leaders have a sense of cooperative social responsibility and must be ready to give up some authority.

### **2.2.2. What does a leader do?**

The leader guides, directs, and precedes. He gets others to act in the manner he desires, using persuasion, influence, power or threats/force.

### **2.2.3 Qualities desirable in leadership**

- Decisiveness and intelligence
- Integrity – honesty/uprightness
- Enthusiasm, friendliness and affection
- Hard work
- Analytical ability
- Ability to adapt quickly to change
- Willingness to take risks

### **2.3. SOME THEORIES OF LEADERSHIP AND MANAGEMENT STYLES.**

Babbie (1995:49) defines a theory as a systematic explanation for the observation that relates to a particular aspect of life. Babbie (1995:40) further postulates that theories organise our observations and make sense of them.

According to Bolman and Deal (1984:56), theories have been developed “... to help make sense of the complexities of everyday uncertainty, inform administrative intuition, and set the stage for action.” They further argue that theories are “...generalised statements that help to bring order to chaos”. They provide a framework for describing what is going on, explaining it, and helping organisations think about ways of improving their effectiveness.

People may look at leadership from different perspectives. A discussion of a number of leadership theories will now be undertaken.

#### **2.3.1. Leadership Traits Theory**

Early studies of leadership were largely based on the assumption that leaders were born and not made. According to Evans (1993: 209) the research was therefore looking for a set of qualities, attributes or physical characteristics or traits that leaders actually possessed. Cawood et al. (1985:51) mention that those who hold this theory share the assumption that leadership consists of a certain pattern of inherited or acquired personal traits. Arnold (1988:122), emphasizes that leaders have fortunate positions, based on the trait(s) theory that states that leaders who are born with silver spoons in their mouths naturally emerge as heads of any group in which they are placed, regardless of the situation in which the group finds itself.

In explaining the trait theories of leadership Preedy (1993:122) argues that the prevailing assumption among early researchers interested in leadership was that leaders are born and not made. Preedy further states that this approach has also been characterised as the “great person” theory of leadership. It was assumed that some people are set apart from others by virtue of their possession of some quality or qualities of “agreement” and that it is such great persons who become leaders. In other words, trait theories of leadership focus upon personal characteristics of the leader and try to explain effectiveness on the basis of what type of person the leader is. This approach to leadership implies that understanding leadership requires the identification and measurement of those personal characteristics.

Wood et al. (1985:60) identify the following traits a leader should possess:

- Self confidence
- Aggression
- A high need of power
- Above average intelligence
- Dynamism
- Strength

Stogdill (1974:81), after an extensive review of other research, concluded that leadership is characterised by a variety of attributes (traits) such as:

- Drive for responsibility
- Self-confidence
- Initiative in social situations

Fulmer (1982:266) summarises the advantage of this theory by arguing that personality traits are the most accurate indicators of who will become a leader. Evans (1993:209) states that a major stumbling block of the leadership trait theory is that not all leaders possess all the traits or qualities which can be found in any list: worse still, many non-leaders possess a great many of them. In fact there is some evidence that characteristics such as initiative, dependability, feelings of responsibility and respect for others are more the kinds of behaviour that go with the role of being a leader, which can be assumed or learned on taking up the position.

### **2.3.2. The situation contingency theory (The eclectic approach)**

A leader in a working situation is often confronted with a variety of situations that need a variety of styles to handle. It is thus important for a leader to engage in some situation analysis before tackling any situation. It is intended that he or she should fully understand the situation before attempting to solve, improve or manage it. It is only when a situation is fully understood that a leader may apply an appropriate style or a combination of styles. This theory contends that the leadership style becomes highly dependent on situational circumstances, and different situations require different styles of leader behaviour.

A good leader, according to this theory, requires a combination of leadership styles. In other words there is no single, all-purpose leader behaviour style that is effective in all situations. Different leadership situations require different leadership styles. The same type of leadership style or behaviour will not be suitable for all social situations. According to Gouldner (1965:594) an effective leader is the one who is able to adapt himself or herself to the needs and demands of the situation. Gouldner also argues that leadership is not a standardised objective pattern common to many situations, but it is a group value judgement varying with each group and the circumstances in which it operates. It is thus a product of social situations, the unique interactions of the participating members and the person attempting to assume leadership.

Robbins and Burridge (1994:158) argue that almost everyone can become a leader in a setting appropriate to his or her talents, training and interest. They, however, also maintain that no one can be a leader in every setting.

This school of thought, according to Gorton (1984:266) emphasises the relevance of a leadership style to a particular situation. It means that a person may become a leader in a group depending on the situation the group finds itself in, including the task which immediately confronts it. This renders leadership as specific to a particular situation under investigation.

Hersey and Blanchard (1988:151) contend that according to situational leadership there is no best way to influence people. This is an approach that emphasises flexibility. The leadership style depends on each situation. Hence different situations demand different responses and call for different behaviours. The appropriate style of leadership is contingent on the requirements of the particular situation. Thus, the leader's behaviour may at times be democratic, at times be autocratic,

while there may be occasions when he or she may withdraw and leave it to his or her subordinates to deal with the problems and reach solutions themselves.

Flexibility can be seen as depending on a number of factors. The urgency of the task, the level of maturity of the subordinates or the nature of the task may necessitate different leadership styles. A successful leader is the one who will formulate an objective, assess the capability of his followers and then apply an appropriate style that will leave them motivated to accomplish the objective.

It is very important for a leader to have a thorough knowledge of the different leadership styles because a leader is often confronted with a variety of situations, which might require an in-depth knowledge of leadership styles so as to be able to choose appropriate styles for different situations. A leader must be able to handle all types of situations. For example, in situations where the followers are more experienced, he or she can act more democratically. In situations where they are very experienced, he or she may even often allow them to carry on without his assistance.

The desire to have a single type of management style is unrealistic. Furthermore, it is unrealistic to expect a headmaster to behave in the same manner in all circumstances and situations in order to manage effectively.

According to Hersey and Blanchard (1988:127), the research at the centre for leadership studies has discovered that most leaders have a primary leadership style and a secondary leadership style. They define a primary style as the behaviour pattern used most often when attempting to influence the activities of others.

However, Hersey and Blanchard also state that some leaders, are very flexible and they are able to modify their behaviour to any of the basic styles. These are the types of leaders who have the potential to be *affective in a number of situations*.

A shortcoming of this approach is summarised by Gorton (1984:266). He explains that leadership which depends on the situation in which the group finds itself is good only for short term leadership because a leadership role within the same group keeps on changing from situation to situation.

Wood *et al.* (1985:175-176) state that leaders may try to force maturity upon followers who are not ready for it. This may be the case, for example, when a school principal assumes that his newly appointed teacher knows how to mark a register, and yet this is not the case.

### **2.3.3. The path-goal theory**

The basic idea behind this theory is that a leader can influence the satisfaction, motivation and performance of subordinates primarily by:

- Providing subordinates with rewards
- Making the attainment of those rewards contingent upon the accomplishment of performance goals
- Helping subordinates obtain rewards by clarifying the paths to the goals, that is, helping subordinates understand exactly what they must do to obtain rewards and making these paths easier to travel. This may be achieved by providing subordinates with coaching, direction and assistance when needed.

Preedy (1993:124), argues that the first path-goal theory of leadership was developed by Fred Fiedler. This theory postulates that leaders can be classified in terms of the extent to which they are either relationship-orientated or task oriented.

According to Preedy (1993:144) research has consistently revealed the importance of two dimensions in describing the behaviour of leaders. In other words he argues that all leadership styles could be broadly grouped into two. Firstly, there are those that reflect a concern for accomplishing the tasks of the organisation. Preedy calls that “task behaviour”. The leader emphasises the task. The leader’s primary driving motivation here is to ensure that the task at hand is addressed. Secondly, there are those that reflect a concern for relationships among people in the organisation, which Preedy calls “relationship behaviour”. In this instance the leader invests time in developing good interpersonal relationships with and among the group. His primary driving motivation is to ensure that there are sound relations with and among the work group. It is generally accepted that both kinds of “dimensions” are required for successful leadership. This, however, once again depends on the situation.

A relationship-oriented leader is primarily motivated to establish close interpersonal relationships with subordinates. Such a leader emphasizes socializing with subordinates and behaves towards them in a considerate and supportive manner. According to Preedy, the achievement of task objectives is only a secondary motive and only takes on importance when the primary affiliation motive has been satisfied.

Meeting their social needs at work, treating them decently and involving them in the decision-making process could increase the productivity of workers. Satisfied staff would work harder and would be easier to work with, to lead and to control. In a school the objective of encouraging participation is to make teachers feel that they are useful and important to the school. In this way they are provided with conditions which enhance their morale, and this in turn might increase their job satisfaction. In a democratic leadership style, teachers in particular are provided with conditions which enhance their morale and are also involved in efforts to increase their job satisfaction so that they might be more pliable in the hands of management.

#### **2.3.4. The emergence of collegial leadership style (Democratic Style) in South African Schools**

In this leadership style policy is decided by means of group discussions and the leader plays the part of the facilitator only; in other words, he or she encourages group members and promotes interaction.

Since the 1994 National democratic elections, new democratic values have started to emerge in the South African community. These new democratic values have also filtered through to schools. Educational reform has become part of the total reform in the country. Because there are new values emerging in our society, the school is also forced to make some adjustments. Teachers, learners and parents are now challenging the leadership styles of many principals. These groups now speak of “collective leadership”. They want to be an integral part of the decision-making process in their schools. This is a strong challenge to the old top down system.

What is emerging very clearly from all this is the fact that true democracy has been gradually emerging in South Africa and schools have been pressured to reflect the new values starting to emerge. Unfortunately, the emergence of democratic values has in some cases been marred by violence, chaos, disruptions and general deterioration of the culture of teaching and learning. Perhaps it is part of the unfortunate situations that a price has to be paid to transform this society.

It is therefore very important that participatory leadership or democratic leadership be placed within the context of the broad democratisation process unfolding in the country. The educational institutions, as part and parcel of the entire process, had no option but to change. Baron (1981:06)

also maintains that the general trend now is to involve far more people than hitherto in the decision-making and opinion-forming process in education.

Today, in the new education system, the participation of parents, educators, learners, community based organisations, non-governmental organisations and all those with a legitimate interest in education is regarded as key to the success of education. According to the ANC Policy Framework on Education (1993:07), governance structures which fail to achieve effective community support, have limited parent participation and exclude educators and learners, have contributed to poor school administration. This document goes on to argue that if the situation in schools is to be improved it should be ensured that Education and Training policy and practice is governed by the principles of democracy. This should ensure the active participation of various interest groups, and in particular, all the stakeholders: educators, parents, workers, learners, employers and the broader community.

If South Africa is to succeed in its endeavour to improve education, the leadership in schools needs to practise the arts of consultation, listening, reasoning and persuasion as well as offering vision and leadership. (ANC Policy Framework on Education, 1993:07).

Whitemore (1985:68) describes the democratic leadership style as "... a complete freedom of thought and action. Subordinates participate in decision-making, planning and problem solving. It stresses the view that the leader is effective when he inspires his followers to think and work effectively". Cawood et al. (1985:59) also emphasizes the necessity for positive human relations and cooperation. Communication is extremely important because it allows a two-way traffic and allows a free exchange of ideas between the group and the leader and even among group members themselves.

The school is conceived as an educational community in which teachers participate in management and students learn through cooperative interaction and experience. The democratic style favours the creation of leadership opportunities and group involvement.

The participatory management style involves input, not only in decision-making, but also in problem solving, by all members of an organisation including stakeholders. It deserves to be stressed that the participative style of leadership does not mean that teachers alone make decisions, nor does it mean that the manager or leader abdicates responsibility. A participative leadership style means that one involves others in the decision making process in such a way that the final decision reflects their active input and takes into account their concerns, needs and ideas. This leadership

style requires teaching staff to be involved in the decision-making process of the school through what is termed a “bottom-up strategy.”

The participative style of leadership seeks to obtain the cooperation of workers in achieving organisational goals by allowing them to participate in decision-making. In this way it is believed that non-managers would support a decision they were involved in reaching and that they would consequently increase their productivity. Of interest about the participative leadership style is that it does not relieve the leader of his decision-making responsibilities or his power over non-managers.

In a very simplistic form, democratic leadership means leadership for the people by the people. Every one participates in the decision-making process; there is cooperation and involvement. The disadvantage is that majority rules and consensus is arrived at through numbers. This could mean that individuality is sacrificed. It embraces a high degree of awareness of common goals.

A democratic or participative leadership style is an inclusive type of leadership. Subordinates are involved in the decision making process. There is effective communication and transparency. Decisions are reached through consultations and consensus. It ensures commitment and ownership. Conflict is not experienced as negative. It creates team-building mechanisms.

Collegiality as a leadership style is closeness that grows out of an understanding and caring for one another, resulting in group members getting to know one another better, to listen to one another, being interested in one another’s values and perhaps most importantly wanting to be together. Collegiality could be comprehended as an emotional feeling of closeness to the group. An appropriate synonym for collegiality is the community. When people have a sense of community they belong and have pride in the group.

As a leadership style, collegiality is a means by which cultural, religious, ethnic and gender differences are free to be expressed and understood. Collegiality results in comfort and trust, allowing each member of a group to feel safe. In a collegial atmosphere, members are comfortably sharing successes and failures, happiness and sadness, problems and opportunities, good things and bad, as well as hopes and fears. Collegiality promotes respect more effectively than power, authority, knowledge or experience. Some features of a collegiality school or organisation are honesty, trust, loyalty, commitment, caring, enthusiasm, support, patience, cooperation and synergy. Collegiality can produce the coherence good schools require and a vitality far beyond the reach of formalistic rules.

Collegiality is known to be encouraging a spirit where the group is an important natural resource to each of its members. Collegiality is the key element to the success of any team effort. Without it, the work of a team will not have an impact on the organisation. Collegiality is the most important element in the success of and commitment to school improvement. Institutions with a history of collegial interaction and relationships handle conflicts differently and respond to them as opportunities for creating a vision. In non-collegial groups conflict is a serious threat that the group will avoid by establishing neutral positions to maintain the status quo.

In addition to developing trust, mutual respect, openness, a sharing spirit and understanding, a group must have a professional interest in being together. Evidently, in a school where collegiality as a style of leadership is exercised, the school will find it easy to bring a new sense of optimism and hope to the school as an organisation. Participants in a school will display unsuspected strengths, bravery, endurance, generosity and loyalty when they have a strong sense of the group and significant members of it. Collegiality creates the circumstances which evoke the greatest sense of wanting to contribute to the fullest. Talents that lay dormant due to earlier defeats, harsh treatment, cynicism, bitterness, self doubt, or lack of support can be brought out within the security and caring of the collegial group.

Cunningham and Gresso (1993:118) note that collegiality encourages the notion that each person in an organisation must be heard and understood if an acceptable quality decision is to be made. Where there is collegiality, there is a sense of community. This is to say members will continue to draw upon each other for support and advice. Members of a group experience significant growth in resourcefulness, skillfulness, information and effectiveness. Collegiality works best when it eliminates the inconsistent use of power over less powerful members. It does not require confrontation or confirming behaviour but allows for open discussion and consensus. It employs personal power, not positional power. Positional power is temporarily set aside, since group members communicate and cooperate in the spirit of caring for one another and the vision of the organisation.

Senge (1990:245) advises that collegiality does not mean that one needs to agree or share the same views. On the contrary, the real power of seeing each other as colleagues comes into play when there are differences of views. A culture of collegiality results in high levels of participation within an institution.

According to Piek (1990: 40 –41) this school of thought advances the idea that leadership varies according to the needs of subordinates. Therefore, it emphasizes group formation and group dynamics within the school context. Full use is made of group participation in setting performance goals. Communication flows upwards, downwards and sideways. There is a “supportive” atmosphere with a leader who helps and advises rather than dictates and commands.

In general one may assert that successful leaders, including senior school managers and supervisors, are those whose groups have high cooperative attitudes and a high level of job satisfaction. The participative type of leadership allows these results to be achieved.

The democratic leadership style is not the same as what Whitemore (1985:52) labels the laissez-fair leadership style. According to the latter leadership style the leader gives no direction of what should be done and how it should be done. The leader remains part of the group but with no influence over it.

In short the Democratic leader:

- Believes in consultations
- Involves people in decision-making
- Relies on know-how and its persuasive ability

The advantages of the democratic leadership style may be summarised as follows:

- Positive human relationships prevail and leaders become friendly and approachable and care, concerned about the personal welfare of their subordinates (Hughes et al.1985:302).
- Subordinates develop a more positive attitude towards the leader. Ultimately a high degree of acceptance of change develops. Subordinates are always informed about the latest developments within the organisation (French, 1987:104-106).
- Leaders treat subordinates as equals. This minimizes blame and encourages participation. While trying to make sure that all subordinates are involved in the decision-making process, leaders do not give up their roles. They remain members of the group. As a result the “we” feeling develops. (Hellriegel et al. 1982:525-526)

The following shortcomings emerge in the democratic leadership:

- This style has been criticised for placing employees' welfare before production and results (Steward, 1986:68).
- Leaders who intend to use this style may not always be immediately successful and this may result in low morale among followers (Duncan,1972:518-523).

It is very important to remember that it is not every matter in the school that is relevant to all the stakeholders or wherein all the stakeholders have some expertise or even interest. People should be brought in on matters relevant to them.

#### **2.3.4.1. Promotions of relationships**

Relationships are very fundamental to the success of any organisation. If a leader has to succeed in his mission he or she should win the hearts and minds of the followers. Winning the hearts and minds suggests a warm, empathetic, trusting, understanding and supportive relationship. This type of relationship has the additional advantage of creating a team, and as members of teams people usually feel valued and trusted if they are sufficiently involved.

According to Sergiovanni and Starratt (1988:73-74), the productivity of workers could be increased by meeting their social needs at work, providing them with opportunities to interact with each other, treating them decently and involving them in the decision-making process. Sergiovanni and Starratt (1988:17) assume that satisfied staff would work harder and would be easier to work with, to lead and to control. By involving relevant stakeholders in the management of schools, we can make them accept the moral responsibility for all that is occurring at school. The object of encouraging participation is to make teachers feel that they are useful and important to the school. In this way they are provided with conditions which enhance their morale and this in turn might increase their job satisfaction. In democratic leadership teachers in particular are provided with conditions which enhance their morale, and are involved in efforts to increase their job satisfaction so that they might be more pliable in the hands of management.

Achieving any objective in a large school involves harnessing the energies of the staff to a common and understood goal and avoiding wasting it on internecine conflict. Once people are able to work as a team or as teams, the destructive conflicts that normally cripple organisations become

minimised. With fewer conflicts the school may then be able to concentrate all its efforts on ensuring that there is quality delivery of all its programmes.

One area where stakeholders have to be involved is in formulating and shaping a vision for the organisation. A vision will assist all parts of an organisation to acquire a sense of purpose, and this cannot be achieved by imposition. Leaders should have a vision of what they want their organisation to be like. It is this vision which directs all their activities as it is imperative that every member of an organisation should buy into the vision of his/her organisation. This is the challenge facing leaders in every organisation.

In general, one may assume that successful leaders, including senior school managers and supervisors, are those whose work groups have high cooperative attitudes.

Cawood et al. (1985:53) state that those who support this approach, identify the following three areas of needs:

- The “task” need, which is the group’s main objective.
- The “team maintenance” need which refers to group cohesiveness and social harmony. It involves the creation of a positive working atmosphere as an essential requirement for the completion of the task.
- There are “individual” needs which come from the people who constitute the group. These needs vary because people within the same group have different demands. These needs or demands are met differently because of people’s differences. What matters most here is that these needs must be met to ensure the smooth running of the institution.

The fact that needs overlap and influence each other has the following consequences:

- If the task is achieved, it builds up morale by satisfying the group as a whole and members of the group individually.
- If there is dissatisfaction in the “group needs” circle, there will be a poor performance. As a result there will be a lesser accomplishment of the task. In the end the individual’s needs will not be satisfied.

From the above discussion it may be assumed that participative decision-making serves a vital function in school management. It is therefore imperative that school principals should create opportunities for all stakeholders to make some input on a wide range of decisions made at school. They could do this by establishing a general mechanism of sharing information with all

stakeholders on a routine basis. Sharing of information and opportunities for involvement should not be limited to a selected group of stakeholders nor should it be based on occasional encounters with some of them.

Principals should genuinely work on encouraging stakeholders to get involved in schools. They could do this by showing continuous interest in obtaining advice from them regarding a wide range of decisions without pressurising them to provide their input. The “invitation” to participate on various occasions could be presented in writing or orally in meetings or at informal occasions. Principals should use every available opportunity to demonstrate their openness to new ideas from stakeholders. Stakeholders want to know that their input is always welcomed by the principal without being reminded that they are too busy to spend time on general school issues. Activities of sharing information and soliciting input should be highly visible in the school, and it is important that these activities be perceived in the context of a general policy of the school which applies to all teachers, and indeed all stakeholders, on a continuous basis and not only to a select group of them, or only in times of emergency.

When it comes to encouraging teacher participation in particular in cases where there is only a small group of teachers interested in participation in school-wide decisions, this group could be used as a core group for the promotion of general teacher participation. This group could further function as agents to collect input from a wide circle of teachers.

#### ***2.3.4.2. Effectiveness of Functional Group approach***

The democratic style of leadership benefits the school in that teachers who are knowledgeable and actually experts in certain subjects get the opportunity to contribute to the functioning of the school. They work in teams that feed into other teams and ultimately into decisions affecting the whole school. In this way decision-making is shared with all the teachers in the school.

The following shortcomings of this approach are evident:

- The role of the leader is restricted to assisting the group to achieve its goals because the group makes the final determination of its goals.
- The leader may fail to give his followers direction because expectations are not always clearly defined or agreed upon by participating individuals.

### **2.3.5. Autocratic leadership style (The directive leadership style)**

Some leadership researchers refer to the directive leadership style as conservative, autocratic and non-participatory. The directive manager is seen as having little interest in the opinions of non-managers. Such a manager assumes, rightly or wrongly, that under all circumstances he/she knows more than his/her subordinates do. Predictably, directive managers or leaders have a tendency to use fear as a form of motivation. Most regrettably they tend to see non-managers as units of production rather than as fellow human beings. What in most cases enables them to hold tenaciously to the directive leadership styles is that they frequently have a good track record and become defensive when their decisions go wrong or misfire. Leaders exercising this leadership style expect results and have little time for failure and excuses.

According to Shamalan (1985:55-56) autocratic leadership is characterised by leaders who monopolise administration within institutions. They plan, organise, guide, control, evaluate and coordinate the activities of subordinates to reach the institutional goals, with no input on the part of the subordinates. The Autocratic leadership style provides a rigid and highly controlled setting in which maintenance of order is of primary concern. The flow of power and communication is unilateral and downwards. The school manager emphasizes close supervision, formal declarations, impersonality and lack of consideration for followers. This is coupled with an unwillingness to provide a dynamic personal example. As a result subordinates respond minimally and show little satisfaction.

This style implies that the leader does all the thinking and planning for the group and that it is largely his responsibility to guide and control the group, to act as coordinator and evaluate the group's behaviour.

In this style there is no delegation of authority or sharing of power with subordinates. Power is centralised in the hands of a leader. Using this style of leadership a leader tends to determine policy on his or her own and personally gives orders to subordinates. In this style of leadership communication flows mostly in a single direction, from the leader to the subordinates. There is therefore a minimum of interaction between the leader and members of the group.

From the explanation given above it may be deduced that the autocratic style is more task-oriented, with little regard for human relations. The major disadvantage of the autocratic leadership style is

that it is too dependent upon the individual in charge. It makes little allowance for failures or inadequacies on the part of this individual.

The above exposition of the directive leadership style convincingly paints a gloomy picture of this type of leadership style. It deserves to be stressed that since institutions and organisations are distinct from one another, such a style of leadership has certainly an indisputable place in some organisations. The directive style of leadership, though not popular, in some circumstances will be very effective, for instance, where the manager is extremely competent, possessing a wealth of knowledge and experience whereas the non-managers are by comparison inexperienced and unwilling to accept responsibility. In such a situation it will make sense for the manager to “tell” them what to do.

Autocratic leadership, or leader-centred leadership, is where the leader as a ruler, commander, and decision maker remains just that, unopposed, unchallenged and acts unilaterally. He is a policy maker, the sole planner and the person whose decisions are final. He does not invite questions or debates. Leadership is centred solely around the leader. The autocratic leadership is much more task-orientated and is, therefore, not necessarily the most suitable to implement developments in situations where human or relational qualities are needed. The autocratic leaders expectations may be unknown, threatening and oppressive. He uses coercive power.

The Autocratic leader can be said to:

- Command and order
- Impose decisions
- Surround himself with yes men
- Use force if his/her bidding is not done.

The outstanding advantage of the autocratic leadership style is that it can be regarded as the best leadership style for emergencies or crisis situations. Wood et al, (1985: 60) state that. A further advantage is that it is useful to get the work done quickly.

The major shortcomings of the autocratic leadership style are summarised by French (1987: 103-104) as follows:

- Subordinates are passive, less cooperative and very easily express their anger by turning against the leader.

Having examined the autocratic style of leadership the writer will now examine the democratic style.

### **2.3.6. The laissez-faire style (The permissive leadership style)**

Cawood and Gibbon (1981:59) postulated that in a positive sense “Laissez- Faire” means to lead by delegating, by placing one’s trust in one’s subordinates. However, it can be applied in a negative way. When this happens colleagues are allowed to do just as they please. The leader does not actually exercise any direct influence. He or she enjoys the status, privileges, and benefits of a high position while carrying little or no real responsibility. Here policy is virtually non-existent; the leader participates in group discussion to some extent. There is also no procedure to be followed: everyone is left to proceed on their own. The leader is just part of the group but he or she has abdicated the formal leadership role of trying to influence the behaviour of his/her followers.

The Laissez-Fair leader is trusting, creating a situation where everyone has to decide for himself/herself. The leader does not exercise any positive leadership. This type of leader is generally very inactive, negligent and leaves the work to his subordinates without any control whatsoever. He/she is very often a leader who does not encourage subordinates. Such a principal is not a team member / nor leader.

## **2.4. MANAGEMENT STYLES**

### **2.4.1. Management by exercising traditional values**

In this type of leadership, managers need to minimise any uncertainty and anxiety by letting others know that the status quo (the present situation) is extremely important. It is marked by strong control and delegation is minimal. When new staff is needed they are often looked at in terms of suitability, that is, whether they will fit into the school structure and the job and whether they act and dress appropriately. This conformity is also expected of staff already working in the school.

Behaviour and action outside the norm established by this kind of management will be reprimanded. Role, status, and superior-subordinate distance are highly valued.

These managers expect total loyalty and they themselves, through their loyalty and commitment, add great stability to the school. If they are not heads, they will enjoy working on detailed tasks without much supervision. Whoever is supervising them should preferably be older and certainly not very young. (Sacred Heart College R & D and the Catholic Institute of Education, March 1999:)

A manual for principal and school management Teams. Module 1 – Leadership in a self-relevant school)

#### **2.4.2. Management by training and persuading**

Managers who lead in this manner are more flexible than the traditional type of leadership. They welcome change in all forms, such as in status, or in role and job content, so long as the group of people working in the school are not upset by it.

These leaders try extremely hard to create and maintain good personal relationships within the group whilst at the same time adopting an informal style. Any newcomers are made welcome and are expected to play a full part in the school.

If any group member threatens stability, pressure will be applied. Colleagues who persistently upset the majority of teachers will not work successfully in the school.

(Sacred Heart College R & D and the Catholic Institute of Education, March 1999: A manual for principal and school management teams. Module 1 – Leadership in a self-reliant school)

#### **2.4.3. Management by being the boss**

These managers are difficult people to work with. Their considerable drive and energy is largely devoted to developing and maintaining power.

Their approach is often a mix of making sure their status is unharmed whilst, at the same time, enhancing it at the expense of others. They usually act in a way that suits them, rather than anyone else. They see the school as an evolutionary system, where change is a slow process, never dramatic and sudden.

These managers value loyalty and hard work. They can never work with anyone who aspires to be another “boss” because they see that person as too much of a challenge to their own leadership.

(Sacred Heart College R & D and the Catholic Institute of Education, March 1999: A manual for principal and school management teams. Module 1 – Leadership in a self-reliant school)

#### **2.4.4. Management by creative vision**

These managers are difficult to find. Because they are dynamic, creative and adventurous, they introduce many changes. They can be persuasive, with a high level of drive and energy.

Like the “boss,” these managers have a realistic view of the school but demand less loyalty. They tend to make changes without resorting to obtaining consensus or majority decisions, and without careful planning. They prefer to innovate and introduce any swift, dramatic change, which they see as advantageous to them. Without the demands of new ideas and the need to change, these managers become bored. They like fresh challenges and are unlikely to stay long in any particular job. (Sacred Heart College R & D and the Catholic Institute of Education, March 1999: A manual for principal and school management teams. Module 1 – Leadership in a self-reliant school)

#### **2.5. LEADERSHIP ACCORDING TO GOSPEL VALUES**

Good leaders know their “followers”. Effective leaders know their “sheep/flock” be they citizens or learners/educators. They are in charge of a group of people from executive to ground staff. Good leaders take time to know their employees by name and position, as persons and individuals with different personalities and problems. This is one key characteristic of Jesus Christ being the good shepherd. Jesus once said: “I am the good shepherd. As the father knows me and I know the father, in the same way I know my sheep and they know me and I am willing to die for them. If there are other sheep which belong to me that are not in this sheepfold, I must bring them too; they will listen to my voice and they will become one flock with one shepherd.” (Holy Bible. 1 John 10:14-16).

These words signify the closeness of Jesus to his “flock.” Closeness of leaders to those they lead must be such that they know much more than just names. Good leaders will get close to know learners by name and backgrounds. Leaders have to view the workers as people, not numbers in the register.

Jesus knew each and every one of his flock as an individual. When employees in a company or children in a school see the manager and principal respectively, fear and doubt should melt away. This is because a good leader shows concern and affection. He/she is sensitive to their needs.

Unfortunately this is not the case for many people in leadership positions. The problem with this example is that in the institution of Jesus, there were no paid employees. In a school educators and

others are paid employees with expectations to maximise profit. The good leader shows concern and affection for those he/she leads by placing their needs first. Jesus laid his life down for the sake of his flock. (Holy Bible. Matthew 26:31). True leaders are serving and self-giving.

### **2.5.1. Courage**

Another characteristic of good leadership is courageousness. The leader must have courage to take risks, to stand up for what is right and express an opinion. When Jesus was recruiting the apostles, he never made any promises of great things to come. He only told them “follow me”. He never used his influence to promote his course. When Nicodemus, a Jewish leader, came to him, for instance, Jesus treated him like any other person. Nicodemus used smooth language and told Jesus “None could perform the miracles you are doing, unless God were with him. Lord, we know you are a teacher sent by God.”(Holy Bible. John 3:2-3).

Even when Nicodemus declared himself a righteous man Jesus only encouraged him to continue doing his best as he was on the right track. Despite the presence of Nicodemus as a Jewish leader and his sweet talk he did not cause Jesus to try to influence him to join the disciples. He just told him the truth “you must be born again” (Holy Bible. John 3:3)

What Jesus did was to confront Nicodemus with a spiritual requirement. How many leaders today are ready to confront the truth? Jesus’ leadership style calls for courage in speaking the truth in love. Jesus teaches that the truth comes before anything else. Good leaders must be very clear on what they believe and stand for. In this way the leaders will be able to give directions.

This calls for Christ-like courage to enable people to do what they know they should. Like the Apostle Paul, leaders today must choose to please God or their bosses who pay them (Holy Bible. Galatians 1:10). Today more than ever before, leaders of courage are needed, and people who will do what is right regardless of the consequences.

### **2.5.2. Gentleness**

Gentleness is a quality rarely associated with leaders. People believe that leaders must be “tough” and rough. Jesus was a gentle leader. At the same time He was assertive. He let people know how He felt without putting them down. Jesus’ gentleness came out clearly in the story of the woman caught in adultery (Holy Bible. John 8:1-11). What was this woman’s experience? Her fear, pain,

anxiety, betrayal, humiliation and guilt must have been overwhelming. The Jewish leaders saw her as an object and condemned her to death. What did Jesus not do? He never lectured her on the evils of immorality and its dangers to the society and the family. What did Jesus do? He accepted her, (Holy Bible. John 8:10-11). He went further and made her aware of her sins. Yet He did not burden her with guilt. Most people have enough guilt to carry for the rest of their lives without more being added. Jesus encouraged her, forgave her.

Using simple and direct statements, Jesus let this woman know that she was forgiven. This is how leaders ought to correct, with gentleness. It takes strength to be gentle. Only truly strong leaders can be truly gentle. Gentleness is a quality of leadership that has been lost in business dealings, classrooms and homes. It is essential to remember this aspect of the leadership style of Jesus. In a rough situation this gentleness might fail.

True leaders place human needs before human culture. Modern society is characterised by selfishness, greed and individualism. Leaders will blindly follow a custom as long as it does not threaten their position. Jesus broke customs that enslaved people and rules that had become chains. In the Holy Bible (John 5;1-15) we are told of Jesus healing a man on the Sabbath. The Jewish leaders did not take this kindly. The Jewish leaders did not:-

- Rejoice for the healing of a person
- Thank God for a miracle

Instead they were angry because Jesus had broken the law and he healed a man who was carrying his mat on a Sabbath. Given a choice they would have preferred this man to remain sick.

Healing on a Sabbath demonstrated another leadership style of Jesus. When He saw a need for good to be done He did not ask what day it was. To Him, the sick man needed compassion and mercy. This is what He gave him. Jesus was not encouraging the breaking of the law. However, His leadership style was one of “back to basics.” He knew God’s laws were meant to help not hinder people in living fulfilled lives. He put the emphasis where it belonged: love, compassion and service to others.

Jesus’ actions imply that leaders must sometimes break “sacred” traditions, and tear down barriers. This takes great courage. It is a fact that customs bring great benefits but when they interfere with human needs, they must be broken as long as they can explain and justify their actions. Only great leaders are able to do this.

### 2.5.3. Generosity

True leaders give generously. Generosity is necessary if one is to be a Christ-like leader. Jesus provided for the needs of His followers and the people He came into contact with. When faced with a crowd of over 5000 hungry people, Jesus had a number of options, (Holy Bible. John 6:1-5, Mark 16:30-44, Luke 9:10-17)

- He could have sent them home or out there to look for food, then come back.
- He could have put up posters prior to the meeting informing them to carry a packed lunch.
- Argued it was “not my problem”.

Remember, according to the disciples’ reasoning, Jesus owed the crowd nothing He could have sent the people away and let them go to the nearby farms and villages in order to buy themselves something to eat. Instead He did not heed the disciples’ advice. He provided. He gives when He has not been asked, no claims are made and nothing is expected. He provided food. In John 9: 1-12, he restored the sight of a blind man. In John 2, he provided wine during the wedding at Cana.

Leading by the concepts of Jesus, leaders must give themselves in ways that surpass material things, that is, time and attention. This is what is lacking in our institutions. Leaders should remember Jesus’ words, “Freely you have received, freely give” (The Holy Bible. Matthew 10:8). It is more blessed to give than to receive

(Holy Bible. Acts 20:35). Generous leaders find joy and pleasure in giving and sharing.

### 2.5.4. Truthfulness

Jesus embodies truth, stands for truth and refuses to divert from it. No one could provide a better example of truthfulness than Jesus. The Gospel of John is emphatic on this: the law was given through Moses, but grace and truth come through Jesus Christ.

Leaders have a responsibility to be truth-tellers. Christians too have to stand for what is true.

Leaders must stand up for the truth because if people cannot trust the words of their leaders who can they trust? Leaders have to speak when they are supposed to and make promises that they will keep.

Jesus taught and lived the truth. This is clearly demonstrated after his betrayal when he was brought before the High Priest who bombarded him with questions. Jesus answered him; “I have always spoken publicly to everyone; all my teaching was done in the Synagogues and in the Temple, where

all the people came together. I have never said anything in secret. Why then do you question me? Question the people who heard me. Ask them what I told them; they know what I said” (Holy Bible. John 18:20-21). Jesus lived out the truth. He was never accused of lying. Leaders have to guard against lying and misusing truth. Jesus spoke the truth even when popularity required a lie. He spoke the truth even when it meant crowds would desert him. (Holy Bible. John 6:66) He spoke the truth because he is the Truth.

#### **2.5.5. Forgiveness**

The just believers learnt the virtue of forgiveness from Jesus Christ. In the darkest moment of his life, Jesus pleaded with his Father to forgive his killers (Holy Bible. Luke 23:34). Some time later Stephen did the same: “Father, do not charge them with this sin. (Holy Bible. Acts 7:60). When Jesus was teaching the disciples how to pray, forgiveness was central. (Holy Bible. Luke 1:1-4).

The true mark of Christian leadership is the ability to forgive. Most leaders prefer revenge or putting things right before forgiving.

#### **2.5.6. Temptations of Leadership**

When people think about leadership they think of power. This applies to leadership in Church, school, business and anywhere there are people. What is power? It is the ability to influence or induce behaviour. Jesus had the opportunity to misuse power, tempted when he met Nicodemus, Pilate and others but he never did. The problems we are facing in most African countries are due to misuse and abuse of power because of morale decay..

#### **2.5.7. Egoism**

Some leaders survive on egoism. They get upset if they are not recognised, acknowledged or accorded the welcome they deserve. Jesus never got upset when people did not recognize him. In actual fact he avoided publicity and recognition. Phillip urged Nathaniel to come and meet Jesus and when Nathaniel learnt where Jesus had come from, he said, “can anything good come out of Nazareth.” (Holy Bible. John 1:46-57)

Jesus never rebuked him for that, instead he talked with Nathaniel and at the end of this Nathaniel declared “you are the Son of God, you are the king of Israel.” Most likely Jesus never even said

who he was. Jesus the leader concentrated on preaching, teaching and demonstrating his purpose of caring. He allowed his audience to discover his identity themselves. Where-ever he went he never expected believers, crowds, special committee or special honours.

### **2.5.8. Model of Service and leadership: Jesus Christ**

#### ***2.5.8.1. Christ does things as they are: He leads***

Leaders are persons who point out the way to others. They do not leave people on the wrong road; neither do they leave them in ignorance or in need. Good leaders do not leave a wrong situation as it is, as though they could do nothing about it.

Good leaders not only point out the way to others, but they also walk along this path with them. They imitate Christ who always put into practice what he preached. (Lobinger, Prior and Miller 1992:12).

#### ***2.5.8.2. Christ led and served at the same time***

Christ did not only talk about the great plans of His Father, but He also fulfilled them. He healed the sick, He gave food to the hungry and He drove out bad spirits from people who were possessed. Christ led and served at the same time. Leading and serving the people is, according to Christ, one and the same task. (Lobinger, Prior and Miller, 1992:12).

Christ said: “The Son of Man came not to be served but to serve and to give his life to redeem many people.” (Holy Bible. Matthew 20:28). He also said : “ I am among you as one who serves.” (Holy Bible. Luke 22:27)

#### ***2.5.8.3. Christ makes himself equal to the disciples***

Jesus spent all his time with his disciples. He walked long distances with them, ate with them and stayed with them wherever they found a place. Although He was their teacher, or leader, or “master,” He did not want to appear different from them. He did not want them to see how much above them he really was. (Lobinger, Prior and Miller, 1992:13).

“ He is not ashamed to call them his brothers and sisters.” (Holy Bible. Hebrew. 2:11) “Jesus himself became like them and shared their human nature (Holy Bible. Hebrew. 2:14) .” In liberal democracy, this should be the case where no one is supposed to be anybody’s natural slave.

#### **2.5.8.4. *Morality of humility***

One day Jesus had to tell the disciples what attitude He expected them to have as leaders of communities. He said this when the mother of two of the disciples came to Him and asked for her two sons to have the highest places in the community. Jesus then gave this reply to the disciples: “You know that among the pagans the ruler lords it over them, and their great people make their authority felt. This is not to happen among you. No, anyone who wants to be great among you must be your servant, and anyone who wants to be first among you must be your slave, just as the Son of man came not to be served but to serve, and to give his life as a ransom for many.” (Holy Bible. Matthew 20:25-28)

After washing the feet of his disciples, Jesus said: “Do you understand what I have done to you? You call me Master and Lord, and rightly: so I am. If I, then, the Lord and master, have washed your feet, you should wash each other’s feet. I have given you an example so that you may copy what I have done to you.” (Holy Bible. John 13:13-15).

The New Testament principle: If you would be king of all, you must become the servant of all (Holy Bible. Matthew. 20:27). That is, you can best achieve what you want in life if you are servant enough to help others achieve what they want in life.

Calvin Miller (1995:03) summarised Servant leadership in his letter to the leader as follows:

“Dear Leader:

Nobody is perfect! I understand that, OK? Still, I will only follow you if you convince me that you are more interested in being my leader than my boss. Bosses have a way of being too interested in their own career or in the corporate agenda. Believe me, I ought to know. I’ve lots of bosses. They were all concerned only about my performance or my output. But to be honest, none of them seemed all that interested in me.

Now, don’t tell me that I have nothing to worry about because this is a Christian organization. I’ve been a part of several churches that talked about leadership but practiced bosshood. They formed programmes and built structures that prized people’s worth on how

much those people produced. Nursery duty, ushering, teaching Sunday School, driving the church van, giving or counting money- all these items became the measurement of worth. Tell me this: How is it that pastors who started out as leaders at last became only bosses, tending their religious machines, ordering them to produce growth?

I'm looking for a pastor who really believes that he who is greatest among you must be your servant (Matthew .20:26). For me, Jesus abandoned His need for CEO status the night He knelt with a basin and towel and started washing feet. This is a modern age and all that, but I'm not looking for a pastor with an eelskin briefcase and matching Day-timer. I am far more eager to follow that leader who is unashamed to carry a basin and towel. That's the person who can lead as Jesus led, because that's the person who lives as Jesus lived. So pastor, get yourself a basin and towel and start serving. Then lead. I promise I'll be right behind you.

-Your Follower".

## **2.6. CONCLUSION/SUMMING UP.**

Leadership is the ability to influence people so that they will co-operate and strive to give their best to achieve a desired goal. Leadership is about getting things done through people. Leaders are chosen and equipped by God. How are leaders chosen? It is necessary to elect those who are faithful in small issues and pray for wisdom. They should be corrected when they make mistakes and encouraged when they do well. Tell them when to quit before they make more blunders. Do not give false praise and compliments, as these could inflate their egos to that of small gods. Most of all give constructive criticism. Always remember that everyone has a talent. Lastly, affirm the leaders you choose.

Catholic culture and institutional life have been profoundly influenced by historical forms of hierarchy, authority and authoritarianism which have manifested themselves in the developments of the institutional Church. In the light of this cultural and historical context it is not surprising that leadership in many Catholic schools has, in the past, reproduced the sense of hierarchy and of authoritarianism characterising the institutional Church. It was therefore a matter of some interest in the present research to probe the extent to which the concepts of school leadership held by contemporary Catholic principals either reproduced or departed from traditional models.

The management team within the school is currently faced with a great deal of pressure to achieve a range of performance expectations in a climate of increasing uncertainty, financial stringency and competition.

This chapter indicated different styles of leadership. For example:

Leadership styles may fall anywhere along a spectrum (range) of control. At the one end, the leader's style might be autocratic and authoritarian. At the other end, it might be democratic and participative.

Autocratic principals prefer to have tight control over staff and students. They often rely on rules and procedures to run schools. They assume that their status should be respected.

Democratic principles prefer to guide staff, rather than tell them what to do. They prefer shared planning and responsibility. They rely on performance rather than status to win respect.

Some leaders focus on tasks, and the leader's main concern is getting results. Other leaders focus on relationships and the leader spends more time developing good relationships with staff.

Task oriented principals, getting the job done is most important, whereas relationship orientated principals, building staff morale is most important.

Situational theory argues that good leadership depends on using leadership techniques that match the situation and the people in it. Leaders may have to change their behaviour to suit the circumstances and the people they work with. For example:

- Very experienced and dedicated staff do not need much direction and support from leaders. Delegation works well with such staff.
- Staff who are experienced but not really dedicated need high levels of direction and support. A coaching style (like a soccer coach) works best with such staff.
- Staff who are inexperienced and not dedicated should probably be encouraged to leave teaching.

The situational approach shows that leadership involves more than personal traits. Leadership also involves dealing with other people in actual situations. And it is possible that learners may learn to change their styles depending on the situation.

Leadership is about goals and values. Leaders must be moral, they must do the right things. Leaders have a responsibility towards those they lead. Leadership involves building shared visions and goals, and acting in ways to achieve these visions and goals. This always involves values; visions and goals are never value-free or neutral. So leadership itself always involves values. This means that leaders need to base their actions on principles and values, and to lead others towards valuable goals. They need to lead by example, showing the behaviour they want others to follow. They need to influence others to do the right thing.

Schools under the apartheid were based on the vision of a racially divided society, and principals were expected to run schools according to the rules and regulations developed by government departments.

Since 1994, education departments have been trying to put a new set of values in place, the values of the new Constitution. These values are:

- equality
- democracy
- respect for human rights.

If principals and SMTs lead schools in terms of these values, they will be very different to apartheid schools.

Leadership always involves power. People who are appointed leaders, like principals and SMTs, have formal power in schools. They may use their power negatively, for example, by enriching themselves and their supporters. Or they may use their power positively working for the good of the school and community as a whole.

Leadership involves more than one person. Many of the theories of leadership assume that there one central person who is the leader. But this need not be so. Leadership often exists through a group of people working together closely. There are different kinds of leadership positions and these can be spread through the school.

Of course, principals and SMTs have leadership functions as part of their jobs. They are appointed into formal leadership positions. But among others people in schools may also have leadership roles. For example, an educator may be elected as the Union spokesperson at the school, or a learner may be elected as head of Representative Council of Learners. Other people assume leadership position though they are not officially appointed.

When thinking about group leadership, it is important to include the matter of delegation.

Delegation means passing power on to other people.

In a school, where the job of leading and managing the school is shared between principal and members of the SMTs, the principal holds ultimate responsibility to ensure that the work is done. The s/he may delegate one member to do a particular task (e.g. look after finances in the school) and another member to do another task (e.g. look after administration in the school).

Of course, the principal must ensure that the delegated members have a clear understanding of what is expected of them. The principal keeps ultimate responsibility and accountability, so s/he must make sure that the work is done properly.

So far only few of the different approaches to leadership have been discussed. Each approach emphasises different aspects of leadership. Each has something to offer, and each has its limits. But, actually, one can enhance his/her understanding of leadership by using all of the theories.

# CHAPTER 3

## LEADERSHIP AND MANAGEMENT OF EDUCATION IN CATHOLIC SCHOOLS.

### 3.1. INTRODUCTION

*Against the background of the theories of management and leadership and management styles, the researcher would like to find out how these compare with those found in Catholic Schools. One of the key features of Catholic education is that it always happens in a community where people share the values of the Christian faith. Leadership and management takes place between parents and children, between families and parishes, between clergy and laity, parents, teachers and children. It happens in the home, at work, in the church and at school. Leadership and management happens in every situation where people help one another in their personal growth. For each person Catholic education is a journey through life that knows no boundaries and knows no end.*

In response to Christ's mandate "Go teach all nations," and conscious of the tradition upon which Catholic Schools have been founded, the vital role Catholic Education is called upon to play in the transformation of the changing South African Society is recognised. The following statement may thus be put forth.

The Catholic schools' vision is that education is an ongoing process of the development of the whole person in an environment in which all members of the school community are challenged to live out the Gospel values in the context of the rapidly changing situation in South Africa. The Catholic school should be seen to be a community serving humanity in the context of the mission of the Church. The school is challenged to evangelise by witnessing the Good News and actively living out the Gospel message, taking initiative, being resourceful and responsible and enabling its members to develop their talents to the full.

The Catholic school should nurture a good self-image, pride in its origins, language and culture in the members of its community. Whilst realising their own dignity and uniqueness they should be guided to cultivate an understanding of and deep respect for the dignity of others.

The Catholic school creates an environment of healing and reconciliation in the present situation of turmoil and enhances the hopes and aspirations of all for a democratic and equal system of education. All signs of superiority and elitism with regard to sex, race, creed and ability must be eradicated. In this atmosphere, the Catholic school maintains a vision that upholds Catholic Education by teachers who make a commitment to their ministry and who are prepared to serve and be creative facilitators in the ever-changing process of education.

All aspects of growth are to be developed within the ethos of the Catholic school and priority is to be given to staff development. The role of education in the Catholic school should give a firm spiritual and moral grounding on which learners can base their own individual reaction to the politics of our country and one in which they can exercise a responsible freedom of choice. Learners in Catholic schools should be aware of social and ecological issues and accept their responsibility in and to the society.

The school curriculum needs to be relevant, diverse and flexible within a single educational system. It should acknowledge cultural, racial and religious plurality and cater for the development of a diversity of human talents with a balance of academic, technical and vocational skills. Its flexibility should allow for participation by all sectors of the school community and allow it to develop.

The basic principles and values of structures must embrace the ministry of serving humanity. Structures need to reflect Gospel values by ensuring greater democracy through communication and training and to promote the dignity of the society which it serves. A profound conversion of heart will be necessary to achieve the Christian mission in the new South Africa. Community building through reconciliation should be reflected in all structures.

Just as all children have a right to education, so all those serving in the Catholic school have a right to just remuneration and benefits. There should be a demand for justice and to empower the Catholic schools to form management structures which are self-reliant and able to take control of the management of the school's financial affairs. There should be flexibility and collaboration among Catholic schools in order to make them dynamic and coherent.

### **3.2. OVERVIEW OF CATHOLIC EDUCATION IN SOUTH AFRICA**

The Catholic Church's involvement in formal education in South Africa began in 1849 when the Missionary Sisters of the Assumption opened the first Catholic school, for white settlers, in

Grahamstown. This was followed by other congregations and schools multiplied throughout the country following the discovery of gold and diamonds and the development of agriculture.

From the 1850s onwards schools were established for African, Coloured and Indian children. By 1953 the Catholic Church was responsible for 688 state-aided schools and 130 unaided schools. These schools provided formal education for approximately 15% of the black population in schools at the time. In addition there were Church-run teacher training institutions, many pre-schools and institutions pioneering work in special education.

When the Bantu Education Act was passed in 1953, Church schools were brought under the indirect control of the state through the Department of Native Affairs. During the 1950s and 1960s, many Catholic schools were forced to close; others gave over the financial responsibility to the government of the day because of the financial pressures resulting from the Act. The Church was forced to close its teacher training institutions and so ended a significant contribution to the formation of teachers. The Private Schools Act of 1986 allowed only for partial resumption of subsidisation of Catholic schools.

The deepening education crisis in the country came to a head in 1976 with student uprisings around the country. Some Catholic private schools in white areas opened their doors to Black students in 1975 and the process of desegregation commenced. Other Catholic Schools, as well as private schools of other faiths, followed suit in 1976.

The fall of Apartheid with the advent of a new democratic order in 1994 heralded significant changes in education that would also affect Catholic schools. The right to basic education for all was entrenched in the Constitution. So also was the right to establish and maintain independent schools.

The South African Schools Act of 1996 provides for two types of school, namely Public and Independent. It was only the intervention of representatives of the National Catholic Education Negotiating Team to the Education Portfolio Committee in Parliament, on the day before the Act was passed, that ensured the inclusion of Section 14 providing for public schools on private property. Section 57 of the Act, ensuring the recognition and maintenance of the distinctive religious character of faith-based schools, was also secured at that late stage.

In South Africa, the Catholic Church is at present one of the largest providers of education, after the state, with some 400 schools, 200 early childhood development centres, 40 adult education centres and many informal education and skills training projects throughout the nine provinces of our country.

Catholic schools, with over 150 000 learners and 7,000 educators, stand in the service of all of the South African society. Their constituency represents the rich diversity of this multi-faith, multi-lingual and multi-cultural country. The schools are found in relatively wealthy suburbs, ordinary working class townships, rural areas and in deep rural areas, where they are virtually inaccessible by modern modes of transport, except maybe four-wheel driven vehicles. More than 75% of the schools are public schools on private property, in which the state employs the teachers. Many of these serve poor rural communities in which the provision of education was neglected by government before 1994. The remaining 25% are independent, serving a diversity of communities, dependent on fees paid by parents with different levels of government subsidy.

The facilities in which Catholic schools operate vary from striking works of architecture, well kept, though modest buildings, some structures in dire need of a facelift, to outdoor classrooms. Some are well resourced, others simply neat and functional, yet others under-resourced and over-crowded, housing up to 100 happy faces in one run-down classroom.

At the heart of this mission in education stands the vision of the church's pastoral plan "Community serving humanity". Each school is making a contribution, at least proportional to its capacity, toward building a society that is more just and more loving, one that offers greater creative opportunities to all its people.

**Sources:**

*Position Statement on Catholic Education in South Africa – prepared for Catholic Education Negotiating Team by Brother Michael Burke, April 1994.*

*Partnership for the Common Good, Catholic Education, A community serving humanity, Draft proposals moving towards a Memorandum of Agreement – prepared for CENT, June 1995.*

*Catholic Education: A Bird's eye view – prepared for the Catholic Institute of Education by Nathan Johnstone, March 1999*

### **3.3. DISTINCTIVE RELIGIOUS CHARACTER OF THE CATHOLIC SCHOOL**

A Catholic school is a school community recognised by the local Bishop, which through its general programme of education and especially its Religious Education classes and religious practices, exercises the right to live and learn the values of Jesus Christ, as upheld by the Catholic Church. Such a school provides this values-based education for the Catholic community as well as for those from the wider community who seek an education in harmony with the aims of the school.

#### **The Catholic school aims to:**

- provide a challenging educational environment which integrates faith and culture,
- promote the holistic growth of all learners and
- give active witness to social concern and care for others.

The Catholic school achieves this through:

- promoting a Catholic perspective of human life;
- a holistic approach to human life;
- nurturing religious and moral formation, and
- the dedication of the principal and staff to practicing and promoting moral values and to a high standard of teaching and learning.

The Catholic school strives towards:

- excellence in education, with outcomes embracing the total formation of each individual and involving a passion for the ministry of educating;
- preparing learners to take their place in society as responsible citizens;
- respect for the uniqueness of every person and for the integrity of creation;
- a critical communication of culture, guided by a Christian concept of life centred on Jesus Christ whose life and teaching provide the model;
- transmission of values for life through the integration of faith and culture and culture and life;
- nurturing of the faith of all members of the school community, recognising that each is at his or her own stage of faith development;
- encouraging and practising openness and dialogue between the various faith communities as a means of both education and spiritual formation and development;

- affirming and respecting the differing religious identities, backgrounds and traditions of learners while at the same time seeking to help all members of the school community to recognise and value what their different beliefs have in common as well as recognising and respecting the difference between their own beliefs and those of others;
- serving both the Catholic and the wider community with a concern for all people, especially the poor and the marginalized, and for the spiritual and moral development of every individual;
- working in partnership with parents - the primary educators of their children - the local Church, the wider community and the organs of civil society, for the benefit of the community it serves and of society itself, and
- being a model of Christian freedom, justice and love in its administration, teaching and relationships among educators, learners, parents and the community.

### **3.4. CHARACTERISTICS OF A CATHOLIC SCHOOL**

#### **3.4.1. A Religious dimension to the school life.**

- Worship

The Catholic school expresses its community identity and ideals in its worship: religious assemblies, key events, themes, feast-days and seasons are celebrated, prayer is built into the rhythm of school life. The quality of participation varies naturally with individual faith-life.

- Solidarity with the poor and disadvantaged

The Catholic school is particularly sensitive to the call for a more just society and it tries to make its own contribution towards its realisation. This includes trying to put the demands of justice into practice in the daily life of the school. It also includes educating the learners to a sense of social responsibility and solidarity with the poor, disadvantaged and marginalized. Putting this into practice takes different forms, responding wherever possible to local needs, concerns and outreach.

- **Critical reflection**

The Catholic school denotes time and trouble to evaluate its life against the challenges of its context, seen in both local and broader terms, and confront influences that are hostile to human dignity. Both educators and learners are encouraged to acquire the skills of critical reflection and social analysis as helpful tools for the exercising of responsible citizenship.

#### **3.4.2. Religious Education according to the broad Catholic approach.**

A Catholic school curriculum includes a substantial Religious programme, the principles, and truths and ethics of which permeate whatever the school does. This programme is life centred, broad and multi-faceted, encompassing personal growth as well as moral formation and explicitly religious exploration and practice. The programme is consistent with the Religious Education Policy for schools as approved by the Southern African Bishops' Conference. It is rooted in the Catholic tradition but the breadth of this accommodates others from similar religious traditions, while those from different religious traditions participate in ways that nurture their own spiritual development. In general, all learners participate in this programme in ways and at levels that are appropriate for the individual at the time. The right to religious freedom and freedom of conscience is, however, respected and special arrangements may be made in consultation with parents. The religious education programme attempts to address educational needs within a Christian framework. Ecclesial initiation may be left to the learner's own families and Church communities, with the school complementing and facilitating the process, or Catholic learners may be prepared for reception of the Sacraments by their school. A learner leaving a Catholic school should have had, at the appropriate level, the opportunity for an experiential grounding in scripture, theology, morality, social justice, philosophy and spirituality of a high educational standard.

#### **3.4.3. Harmony with the values of the Catholic Church**

The Catholic school stands in solidarity with the Catholic Church, sharing in the mission of its Bishop as principal teacher of the local Church. Ultimately, the reason for the Catholic school's existence is to incarnate and teach Gospel values for the good of its members and of the broader community. To do this assumes freedom of conscience in matters of justice and curriculum values.

#### **3.4.4. An understanding with each member of the school community**

The Catholic school aims to be a community. All staff, as well as learners with their parents, freely choose to join, knowing what this community strives to be, what it offers, and what it expects of its members. These things should be made known to all learners' families and all staff when they apply to join the school community. It should be understood that membership of the community depends on the honouring of these terms and while the right to freedom of religion and conscience of each individual is respected, it would not be fair to join the community simply for selected benefits seen in isolation from the school's total mission. It is not acceptable for any official of the Department, for staff, learners or parents actively to undermine the school's religious and moral values.

#### ***Source:***

*National Model Deed of Agreement for Catholic Public School on Private Property- prepared by the Catholic Education Negotiating Team, Catholic Schools Proprietors Association and the Department of Education towards meeting the requirements of Sections 14 and 57 of the South African School Act of 1996, November 1998.*

### **3.5. SCHOOL DISCIPLINE**

With the passing of the South African Schools Act (Act No. 84 of 1996) The South African Constitution (Act No. 104 of 1996) and the Bill of Rights, the law is playing an increasingly active role in schools, particularly in the area of discipline.

Good discipline at school is essential for creating and maintaining a positive learning environment. Good discipline at school and in the home is necessary to encourage and inspire appropriate behaviour, and for the establishment of an environment free of disruptions, in which children can engage in meaningful learning activities. Discipline is not punishment. It is the means by which good behaviour is encouraged and taught, and it should therefore be seen as something positive.

All Catholic schools in Limpopo Province are Public schools on a private property. This means that the South African Schools Act directly governs Catholic schools in Limpopo Province.

All schools have or are supposed to have a disciplinary policy that sets out the rules for and expectations of learners' behaviour. Disciplinary policies may vary from school to school because of the different approaches to maintaining discipline and correcting learners.

School discipline normally deals with matters such as attendance, punctuality, uniforms, behaviour, use of premises and schoolwork. The principal, in consultation with teachers and the school governing body, draws up school rules, that should not be in conflict with any regulation set out by the Education Department. School rules are required to be in writing and made known to learners and parents.

Mabeba (1996:222) indicates that the process of discipline in education should be seen as means to an end. It is a logical means that facilitates learning. Since secondary school learners have reached a certain level of development, it then follows that they should participate in the development of any means which could facilitate their process of learning including that of developing appropriate disciplinary policies, rules, and consequences when such policies are not adhered to. It also suggests that secondary school learners should be allowed to form forums in which to express their feelings when their teachers treat them poorly.

Parents, who naturally want the best that can be provided by schooling (within their affordability range) for their children, usually have very high expectations of the school. These expectations are not only for the general education, academic development and future success of their children, but also for their development as persons.

For some parents, their expectations of the school may be more in the personal domain than in the academic field. The moral, ethical and spiritual development of students is a fundamental goal of education. It is clearly not confined to one area of the curriculum. All educators, across all areas of the curriculum, have a responsibility to inculcate in their students positive values and a capacity for moral and ethical judgments.

In not accepting too great a responsibility for producing personal change in students, educators should not neglect the important capacity of the school to inform young people about social issues and teach them to think critically about these issues. This is the main role that can reasonably be expected of the schooling, in relation to social problems. This is the role that is central for Catholic

schooling affirming the conviction that school education should be concerned with more than academic knowledge, skills and vocational training. It should be an education for life.

Government schools should actively promote the moral values which are shared by the majority of people in the community.

Mabeba (1996:222) states that it should also be taken into consideration that disciplinary policies should never be static but should keep on changing when necessary. Static policies that are insensitive to changing learners' needs have been found to be hackneyed and oppressive. Often learners react to such insensitive policies through boycotts, forcefully taking over control of schools, intimidating teachers, and causing complete anarchy in schools.

Researchers advocate that when developing school policies, there should be teams consisting of teachers, the principal, parents, learners and other community agents who should work together in planning and carrying out strategies to minimise disciplinary problems.

### **3.5.1. How can disciplinary problems be prevented?**

This section provides a summary of ideas given by teachers with considerable experience and seniority within primary and secondary schools. It is a collection of invaluable common-sense tips on how to avoid and minimise discipline problems. This information was collected from teachers at St.Brendan's school where the researcher works. It is part of the St.Brendans's StaffHand Book.

The School Management Team, particularly the principal, who is the Chief Executive Officer, are authority figures by virtue of their positions. Learners and parents will naturally look to them for effective leadership.

It is imperative that teachers and trustees publicly support senior administrators and each other. Ideological and personal differences should not be aired in public, particularly among the learners. It is both unprofessional and unnecessary. It also tends to create division in a school community and undermine discipline and morale. Complaints should be addressed to the principal. The School Governing Body should only be approached after all other remedies have been tried.

### **3.5.2. Clear communication**

School rules should be publicly and formally declared to parents, students and the local community. The school prospectus should contain a copy of school rules and possible consequences for infringement. If parents and guardians are made aware of the school's discipline policy, they are deemed to have accepted it by enrolling their child. Every new admission should be given a copy of the school rules.

The Dean, form teachers or class teachers should explain each school rule and justify its necessity. Students and parents will be less inclined to complain about a school rule if they know why it exists. A strategy which has been successful for some classroom teachers is to develop an agreed set of rules between teachers and students. The participation by students in the decision-making process strengthens their commitment to adhere to the rules.

Once school rules have been fully explained and understood by students, it is essential that they also appreciate the possible consequences for breaking these rules.

### **3.5.3. Good planning by teachers**

Most discipline problems arise in the classroom, and the source is often poor planning. Good planning entails:

- Familiarisation with the class, that is, putting names to faces, organising permanent seating, assessing the range of ability and identifying students with special needs such as hearing or vision impairments
- Setting work which is appropriate to students' age and ability
- Allowing students to achieve in some aspect of school life
- Flexibility to take account of students' interest and work rate
- Allowing students to do the bulk of learning themselves
- Keeping up to date in subject(s)

### **3.5.4. Using proven teaching strategies**

(a) *The do's*

- Treat students with respect and recognise their dignity as human beings.

- Establish clear guidelines on such matters as how to enter and leave a classroom, how to address a teacher, the way work is to be set out.
- Let students know in advance the assessment criteria for work and due dates for assignments and tests.
- Indicate what sort of behaviour is acceptable and what is unacceptable.
- Positively reinforce desirable behaviour.
- Vary the teaching medium as much as possible, combining such methods as talk and chalk, group work, individual study, guest speakers, class visits.
- Use teaching aids such as charts, audiotapes, videos and overhead transparencies.
- Establish a friendly relationship with students.
- Be consistent in your treatment of students.
- Encourage a desire to learn and be enthusiastic about teaching.
- Be punctual.
- Mark work regularly and monitor students' progress carefully.

*(b) The don'ts*

- Don't threaten a student with disciplinary action and fail to carry it out as this weakens credibility.
- Avoid raising your voice too often as this soon loses its effectiveness.
- Don't punish a whole class when only a group is responsible.
- Don't use sarcasm or public humiliation as a punishment.
- Don't keep a problem hidden; approach someone who can help.
- Avoid trying to be the most popular teacher with students.
- Don't suppress feelings of anger or disappointment but express them in a calm and rational way.

**3.5.5. A model for effective discipline in a school would have the following characteristics:**

- It would be consistent with the values of the school.
- Whole school discipline, which means including both in-class and out-of-class behaviour as well as the involvement of the total school community in the discipline process

- Self-discipline and individual acceptance of the rules of the school
- Utilisation of positive methods to achieve discipline
- Identification of direct behaviours and consequences (positive and negative)
- Establishment of school rules that are known, understood and accepted by learners and staff alike
- Effective teaching and the establishment of an environment that is conducive to learners' learning and good behaviour
- Involvement of parents and their cooperation.

Discipline in the school should be part of pastoral care: affirming; strengthening and healing. It should *not* be concerned so much with systems but with the individual needs of unique persons and with the needs of the whole school.

Learners should develop self-discipline, parents should be committed to the school developing clear, negotiated school rules and educators should aim to become role models. The school should therefore work as a cohesive and coherent organisation for the benefit of the learners. The involvement of all groups is essential for successful discipline policies and processes to develop.

However, to have an effective discipline strategy at the school, it is crucial to develop a disciplinary policy.

The principal in his/her capacity as school manager, has the responsibility, together with the support of both staff and student leaders, to ensure that discipline and order in the school facilitate the teaching and learning process. There can be no effective teaching and learning in an environment which is characterised by undisciplined behaviour, lack of respect for order and flagrant disregard for the procedures created. Since a few individuals can threaten the learning effectiveness of the entire group, it is necessary to take the appropriate steps to establish a system of discipline which with its various checks and balances ensures that the individual and the group have no "right" to disrupt the learning patterns of other students.

### **3.6. HOW THE SOUTH AFRICAN SCHOOLS ACT NO: 84 OF 1996 AND THE BILL OF RIGHTS AFFECT SCHOOL DISCIPLINE.**

It is now widely accepted that schools are also subject to the Bill of Rights. The wording of both the Schools Act and the Bill of Rights indicate that this is so.

South African Schools are subjected to the provisions of the Bill of Rights and The South African Schools Act. The Bill of Rights as well as the South African Schools Act have already affected school rules in various ways. Parents and students of Catholic schools have made complaints to schools and to the Constitutional Court or to the Human Rights Commissioner, claiming a breach of their rights. Topics of complaint have included:

- **Uniform:** that the requirement that girls wear skirts discriminates on the ground of sex, since it creates embarrassment when using sports equipments, for example jungle gyms, bicycles. As a result girls are restricted in physical education.
- **Jewellery:** that a ban on certain forms of jewellery discriminate on the grounds of religious or ethical belief, for instance, crucifixes and bone carvings with cultural significance.
- **Hair:** that restrictions on the length and style of hair discriminates on the ground of ethnic origin.

Schools should, of course, display cultural and religious sensitivity and ensure that equal access is given to education for all students. If a complaint is made under this provision, it is recommended that the school investigate the matter fully and, if necessary, modify its rules. If a dispensation is given, it should be very specific and other students should be made aware of why it was given, that is, that it is a modification of a school rule for a specific purpose and not a general abandonment of a school rule.

#### **3.6.1. What rights do these statutes protect?**

##### *3.6.1.1 Equality*

According to section 9 (3), of the Bill of Rights the school may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief,

culture, language and birth. For example, according to the Catholic principles, sex before marriage is considered to be a sin and if as such learners are not expected to be pregnant and that happens they are suspended from school. This is a direct violation of the South African Schools Act and The Bill of Rights.

*3.6.1.2. Learners may not to be subjected to torture or cruel treatment; Section 12 of the Bill of Rights;*

Everyone has the right not to be subjected to torture or cruel, degrading or disproportionately severe treatment or punishment. Section 12 may have to be considered in relation to physical exercise punishments such as running, press-ups and standing in one place for lengthy periods. Punishments or treatment which tends to humiliate or degrade students should also be seriously reconsidered.

*3.6.1.3. Section 15 of the bill of rights, freedom of thought, conscience and religion.*

Everyone has the right to freedom of thought, conscience, religion and belief, including the right to adopt and to hold opinions without interference. Students may hold ideas and opinions which are at odds with the school's philosophy and value-system. If, however, these ideas and opinions are genuinely held, a school should not attempt to force a change in attitude or belief.

*3.6.1.4. Section 16: freedom of expression*

Everyone has the right to freedom of expression, including the freedom to seek, receive and impart information and opinions of any kind in any form. It has already been argued that school uniforms are a breach of Section 16. As stated earlier, it is the researcher's view that the requirement to wear a uniform is not a denial of freedom of expression.

Other areas where Section 16 may be claimed are student protests and petitions, and the expressions of ideas in student magazines, debates and speeches.

3.6.1.5. *Section 14: every one has the right to privacy.*

Everyone has the right to be secure against unreasonable search or seizure whether of the person, property or correspondence or otherwise. Consent and reasonableness are important elements under this provision. This section also applies to bag searches and the confiscation of student property.

3.6.1.6. *Section 35: liberty of the person*

Everyone has the right not to be arbitrarily arrested or detained. This section has relevance to school detentions. A school would avoid breaching this provision if it issued a detention with good cause, obtained consent for it and gave due warning of the time and place of the detention.

3.6.1.7. *Right to justice*

Every person has the right to the observance of the principles of natural justice by any tribunal or other public authority which has the power to make a determination with respect to that person's rights, obligations, or interests protected or recognised by law. Every person whose rights, obligations, or interests protected or recognised by law have been affected by a determination of any tribunal or other public authority has the right to apply, in accordance with law, for judicial review of that determination.

Relating to the school situation, in essence this section confirms the common law principles of natural justice, namely that no person should be a judge in his or her own case and that everyone has the right to a fair hearing. These principles must be adhered to by decision makers in schools when their decision will affect a student's rights, obligations or interests, protected or recognised by law, for instance suspension and expulsion.

The Bill of Rights is certain to emerge as a key piece of legislation in the educational arena. As the Bill of Rights becomes more widely known by teachers, parents, students and administrators, these groups, through negotiation, or litigation will have to define and recognise rights within an educational setting that are consistent with the Act. A balance must be struck between the rights of students and parents on the one hand and the responsibility of the school to manage and maintain order on the other.

Education should be a co-operative enterprise with goodwill shown by all members of the educational community. If all parties are willing to both recognise legitimate rights and to accept responsibility, conflict can be avoided.

### **3.7. CONCLUSION**

From the traditional ethos, it is clear that the Catholic Schools in Limpopo have a history of top down approach to management and leadership. Power has always been invested in the principal as an authority. The context in which this view of a leader was acceptable has passed with the advent of a democratic context in South Africa in 1994, How then are Catholic Schools coping with new context? The question will be answered by empirical data in the following chapters.

# CHAPTER 4

## RESEARCH DESIGN AND METHODOLOGY

### 4.1. INTRODUCTION

This chapter presents the method and processes that were utilised in obtaining data from the sample. The chapter focuses largely on research design and methodology. In other words in this chapter the researcher explains the instrumentation used, the way in which sampling was done and how data was collected and analysed.

### 4.2. RESEARCH DESIGN AND METHODOLOGY

Results of any investigation can evidently be reliable and universally accepted provided that all research work is done methodically. There are various methods that are used in research. The aim of any research undertaken is to work in order to reach the objective of the research.

Research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions. The design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. In other words, design indicates how the research is set up: what happens to the subjects and what methods of data gathering are used (McMillan & Schumacher 1993:31).

The purpose of a research design is to provide the most valid, accurate answers possible to research questions. For this research the purpose is to provide answers to the following questions.

1. Do principals of Catholic secondary schools have different leadership and management styles?
2. Is there any correlation between leadership and management styles of secondary school principals and the discipline in the school?

Since there are many types of research questions and many types of designs, it is important to match the design with the question. Research design is a very important part of an investigation, since certain limitations and cautions in interpreting the results are related to each design, and also

because the research design determines how the data should be analysed. (McMillan & Schumacher 1993:31).

#### **4.3. METHOD OF RESEARCH**

The purpose of this study is to investigate leadership styles being used in Catholic Secondary Schools and the impact of those leadership styles on discipline. The research problem of this study lends itself to the qualitative research paradigm. The choice of the qualitative perspective stems from the realisation that unlike the quantitative school of thought, the assumptions of the qualitative paradigm are relevant and genuine to the study of leadership styles. For this research to be meaningful, a qualitative research method shall be followed.

#### **4.4. JUSTIFYING THE RESEARCH PARADIGM SELECTED**

The reason behind the adoption of this research method is that the investigation is aimed at seeing the schools being researched from the constructivist point of view.

People routinely interpret and make sense of their worlds. Whenever one investigates social worlds, one needs to relate one's interpretations to the natural everyday situations in which people live. Social life can be adequately understood from the point of view of the people who form part of that society themselves.

In qualitative research, techniques used to collect data are employed in an attempt to reveal the actor's perspective. Interpretative researchers stress the principle of intentionality to grasp the active side of human behaviour. In contrast to the passive view of individuals reacting to situations or stimuli, interpretative researchers stress that human action is for the most part deliberate and that people do not simply react to events and situations but reflect on these situations and act on this reflection. The researcher chose the qualitative method because he, as a member of the population of Catholic Schools, wants to reflect and interpret this phenomenon.

Interpretative research might be said to be deliberately open ended and prepared to change direction. Because the Educational world is never static, open ended research is preferable.

The data analysis shall be done qualitatively. The mass of data obtained through field notes shall be scrutinized, coded, and sorted. The point here will not be so much with the testing of pre-formulated

theory but rather generating ideas from the data. During the analysis stage, the researcher will as far as possible organise, account for, and provide explanations of data so that sense and meaning can be ultimately made of it. The research at this stage will move from describing WHAT is to an explanation of WHY it is.

The qualitative research design, unlike the quantitative school of thought, is not atomistic in approach. This is evidenced by the fact that the qualitative research does not treat social phenomena as isolates, while the quantitative school does. The qualitative paradigm recognises that social phenomena are linked in a network of patterns (Higgs 1995:285). The qualitative mode of thinking studies and analyses social phenomena as separate entities. This paradigm is premised on the assumption that facts about social phenomena are out there in the world and have to be observed separately in order to generate scientifically provable answers. Primarily, the quantitative mode of thinking treats phenomena as independent and separate variables, which can only be adequately understood if they are studied and treated as isolates. This is one of the main reasons why the researcher is convinced that the qualitative research paradigm is more relevant than the quantitative research paradigm in terms of investigating the impact of Catholic Secondary schools principals' leadership and management styles and their impact on discipline.

Unlike the quantitative research design, the qualitative mode of thinking recognises the dialectical relationship which is a feature of social phenomena. What is impressive about the qualitative school of thought is that it stresses the immense significance of not focusing on one element in a complex situation. The good thing about the qualitative paradigm is that it treats the social phenomena as a totality (Higgs, 1995:292). Where there is a problem, that problem is looked at as interactive and in the whole context instead of placing attention on a single factor. In the case of this study of leadership styles in Catholic secondary schools, the emergent paradigm will stress consideration of the entire context in which those leadership styles are being exercised. On the other hand, the quantitative research design would disregard the context and focus solely on the styles of leadership as components of a complex situation. The qualitative mode of thinking would advise that the following be taken into cognisance: the culture in a particular school, the vision and mission statement, the entire organisational structures management process, values, management strategy and task innovation.

#### **4.5. SOURCES OF DATA**

Le Compte and Preissle (1993:158) argue that in qualitative studies, sources and types of data are limited only by the creativity and energy of the researcher. Data are any kind of information which researchers can identify and accumulate to facilitate answers of their queries. Data collection in any study usually ends because time, energy and funds have been exhausted rather than because the sources of information have been depleted.

Data will be collected from principals, educators, learners and parents of Catholic Secondary Schools in Limpopo province. The researcher, for practical purposes and for the sake of convenience, has decided to conduct research in the Limpopo province.

#### **4.6. POPULATION SAMPLE AND SAMPLING PROCEDURE**

Armstrong (1993:75) states that the sampling involves the allocation of attitudes, opinions and facts from a representative number of people in the total population. Such was also the purpose of this study. The term sampling denotes extracting systematically from a large group or some smaller portion of that group so as to represent adequately the larger group. Sampling is undertaken when studying an entire population is too wide, too expensive, too time consuming or simply unnecessary. It is unimaginable to talk of sampling to the total exclusion or disregard of the term population. The two terms are inextricably linked. A population refers to all those cases about whom one wants to make an estimate. It is not feasible for the researcher to study the total population earmarking a particular attribute. The population could be too large or simply unavailable for study.

The researcher studies a particular attribute of the population through a sample and generalises about the population. By and large in qualitative studies, generalising does not reign supreme as in quantitative studies. The qualitative research design aims at understanding the case under study in its context; hence this paradigm is inclusive in approach. Armstrong (1993:76) notes that bias can enter in if the sampling method does not allow each and every member of the population an equal chance of contributing to the sample.

In the Limpopo province there are seven Catholic Secondary Schools all of which have been included in this research. The relative small size of the sample allows for an easier more comprehensive study. Though we have only seven Catholic Secondary Schools it was not possible

to collect data from every parent, learner, and educator. Therefore the researcher decided to collect data from all principals of Catholic Secondary Schools, parents who are members of the school governing body (SGB), learners who are members of the representative council (RCL), and educators who responded to the voluntary survey.

The sample should be so carefully chosen that through it the researcher is able to see all the characteristics of the total population in the same relationship that they would be seen if the researcher were to inspect the total population.

Various sampling procedures exist. There are simple random sampling, systematic random, stratified, quota sampling and cluster sampling. This research is about the impact of Catholic school principals' leadership and management styles on school discipline. The research will cover all Catholic secondary schools in the Limpopo Province, seven (07) in number.

Sampling is done purposefully. Purposive sampling proceeds on the belief that the researcher's knowledge about the population and its elements can be used to hand pick the cases to be included in the sample. Moreover, the population was also chosen for its accessibility and convenient availability. Booyse et al. (1993) indicate that when qualitative researchers design their study, they search purposefully for participants or a site which is information rich. The researcher trusts that the sample decided upon supplied rich and detailed information about what was investigated. In other words, the researcher does not randomly choose a sample, nor is a larger sample being sought.

This method of sampling is chosen because the researcher is interested in a depth of understanding and not seeking to generalise various types of sampling.

#### **4.7. COLLECTING DATA**

According to Babbie (1995:53), scientists use different methods to collect information that might shed light on the phenomenon to be studied. Creswell (1944:143) contends that few writers agree on a precise procedure for data collection, analysis, and reporting of qualitative research. Data collection steps involve setting the boundaries for the study, collection of information through observations, interviews, documents, visual materials, and establishing the protocol for recording information. Miles and Huberman (1984), as quoted by Creswell (1994:148), suggest four parameters to be considered by the investigator when collecting data. Those parameters are the setting, that is, where the research will take place, the actors, that is, who will be observed or

interviewed. The third parameter is events. Events are what the actors would be observed doing or interviewed. The last parameter is a process. Process is something to do with the evolving nature of events undertaken by the actors within the research setting. The researcher aims to investigate the leadership and management styles of Catholic Secondary School principals and the impact on school discipline. The research will take place in the Limpopo province, particularly in Catholic Secondary Schools. Principals, educators, learners, and parents will be asked to respond to the prepared questionnaire.

#### **4.8. RESEARCH INSTRUMENTS**

A number of research instruments by means of which information could be gathered are available. There is the interview, observation, case study, and questionnaire among others. The investigator may use one research instrument to collect data, or alternatively, two or more techniques may be used. The usage of many techniques is referred to as triangulation. Triangulation assists in corroborating the data collected. For the purpose of this study, which focuses on Catholic school leadership and management styles, the questionnaire method was used to collect data. The questionnaire was selected because a survey using a questionnaire has the advantage that a large number of people can be reached at a very low cost. The questionnaire was considered appropriate because of its convenience over the interview. The interview method is time consuming and the spatial distribution of schools would affect the researcher's ability to reach principals, educators, learners and parents.

Other data was collected during the course of reviewing literature. In this study specific questionnaires were used, in order to obtain as broadly based data as humanly possible. There were questionnaires for school principals, educators, learners and parents. The researcher aimed at comparing and contrasting information from these four categories of respondents. This is part of triangulating the data gathered. Through such a process the investigator hoped to be able to establish whether the data collected correlate or conflict with each other.

##### **4.8.1. THE QUESTIONNAIRE METHOD**

Various theorists have defined the "questionnaire" method differently. Mahlangu (1987:79), for example, in his study has quoted Fox defining the "questionnaire", as "...the technique whereby the researcher believes that an impersonal approach will suffice and according to which he puts questions on a paper and submits them to the respondents, asking them in turn to write answers on

the paper....” In this regard, Tuckman (1972:196), defines the “Questionnaire” as “The way of getting data from persons by asking them questions rather than watching them behave...”

It is evident, therefore, that a questionnaire is a form distributed to the respondents wherein they are required to furnish information requested by the researcher. It consists of a list of questions based on the subject under investigation.

There are two types of questions in the questionnaire, namely open and closed-ended questions. Closed ended questions call for short, checked responses. These questions mostly provide for “yes” or “no” answers. They are easy to complete and require the respondent to attend only to the subject. Such questions are easy to administer.

The open-ended questions do not suggest answers and no clues are provided. Provision is made for a greater depth of response, which makes it ideal for in-depth research. The strength of open-ended questions lies in the fact that responses help to provide additional information about the present position of the matter under investigation. In this investigation, closed-ended questions were formulated. In this research of Catholic Schools, questionnaires were specifically designed for principals, educators, learners and parents. Relevant questionnaires related to the topic under investigation were formulated and typed. The researcher submitted them to the possible respondents. Questionnaires were the main data-collecting instrument.

In order to obtain factual information and opinions about the problem, a questionnaire, focusing on leadership and management styles of Catholic Secondary School principals, has been designed. The questionnaires were self-administered. This means that respondents were asked to complete the questionnaires and the researcher collected them and checked them for completeness.

The purpose of the questionnaire was to gain an understanding of the Catholic Secondary School principals’ leadership and management styles and their impact on school discipline. The questions on the questionnaire were aligned according to the research critical questions and were structured in such a way as to make it easy for the respondent, yet unbiased.

Instructions such as “when thinking about the answers to this questionnaire, the respondent should indicate what you personally think you do in your practices at school as principal.”

1. A good principal

- a. Lets staff members get on with the job.
- b. Doesn't get too close and keeps his or her distance.
- c. Doesn't use power for its own sake.
- d. Doesn't get personal, but sticks to the established formal methods of communication.

These types of questions were directed to principals only. The aim was to locate or indicate the principals' leadership and management style. There was also a question to determine if there is discipline among learners and educators at the school.

E.g. How do you experience the following characteristics of learners/educators in school/class.

1.1. Being on time for class.

Poor / Fair / Good / Very Good

1.2. Regular school attendance.

Poor / Fair / Good / Very Good

#### **4.9. CONCLUDING REMARKS**

Research design and method have been discussed in depth this Chapter. Two important phases that structured the research were also described. In phase one, the method of collecting was discussed and the data analysis was discussed in phase two. Findings were drawn on the bases of the two phases.

# CHAPTER 5

## DATA ANALYSIS, PRESENTATION AND FINDINGS

### 5.1. INTRODUCTION

This chapter deals with data analysis, interpretation and findings of the research. The total number of questionnaires that were sent out for principals was seven (07). Only four (04) questionnaires sent to principals were returned. This is 57% of the expected number.

The total number of questionnaires sent out to educators was one hundred (100). Only eighty five (85) questionnaires sent to educators were returned. This is 85% of the expected number.

The total number of questionnaires sent out to members of the School Governing Bodies was thirty (30). Only nineteen (19) questionnaires sent to School Governing Bodies were returned. This is 63% of the expected number.

The total number of questionnaires sent out to members of the Representative Council of Learners was sixty(60). Only forty-nine (49) questionnaires sent to the Representative Council of Learners were returned. This is 82% of the expected number.

The name of the school or respondents was not required on the questionnaire. Acronyms were used on each returned questionnaires in order to link the questionnaire with the school.

### 5.2. PRESENTATION OF FINDINGS

In the light of the literature review and the responses to the questionnaires the following findings were obtained.

### **5.2.1. Findings from the literature in respect of leadership.**

#### **Finding 1**

The key components that are necessary for principals to lead and manage school effectively include the following:

- the involvement of stakeholders in the management of the school
- an appropriate leadership style(s)
- effective communication with stakeholders
- teamwork, and
- discipline

#### **Finding 2**

Understanding the needs of the subordinates is an important component of the leadership and management of schools and is an essential factor for principals to lead and manage schools effectively.

#### **Finding 3**

Good interpersonal relations are an important component of the leadership and management of schools.

#### **Finding 4**

Leadership skills are important components of the leadership and management of schools.

#### **Finding 5**

Authority and confidence are important components of the leadership and management of schools.

#### **Finding 6**

The understanding of the transformation that is taking place in South Africa is an important component of the leadership and management of schools in South Africa.

### **Finding 7**

The success of any school depends to a large extent on the effectiveness of the discipline in the school. No matter how well educators prepare their lessons or how well they are motivated, their capacity to discipline a class will be the deciding factor leading to success or failure.

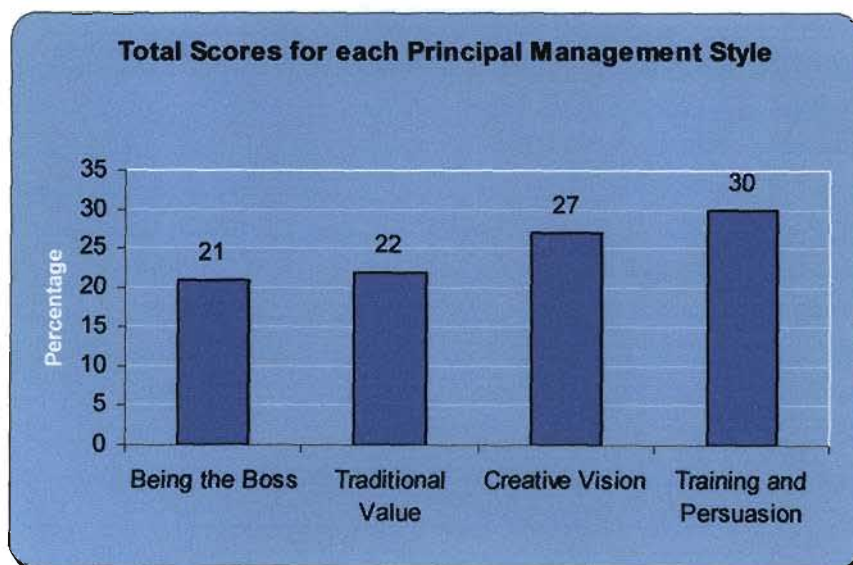
Good discipline does not mean the application of corporal punishment. Extensive research shows that corporal punishment does not achieve the desired end, a culture of learning and discipline in the classroom. Instead, “violence begets violence.” Discipline in this respect means a classroom climate based on mutual respect within which learners feel safe and affirmed. This will decrease the need for disciplinary action and develop learners’ ability to practise self-discipline.

### **5.2.2. Findings from empirical data analysis with respect to the leadership and management styles of Catholic Secondary schools and their impact on discipline.**

#### **Finding 1**

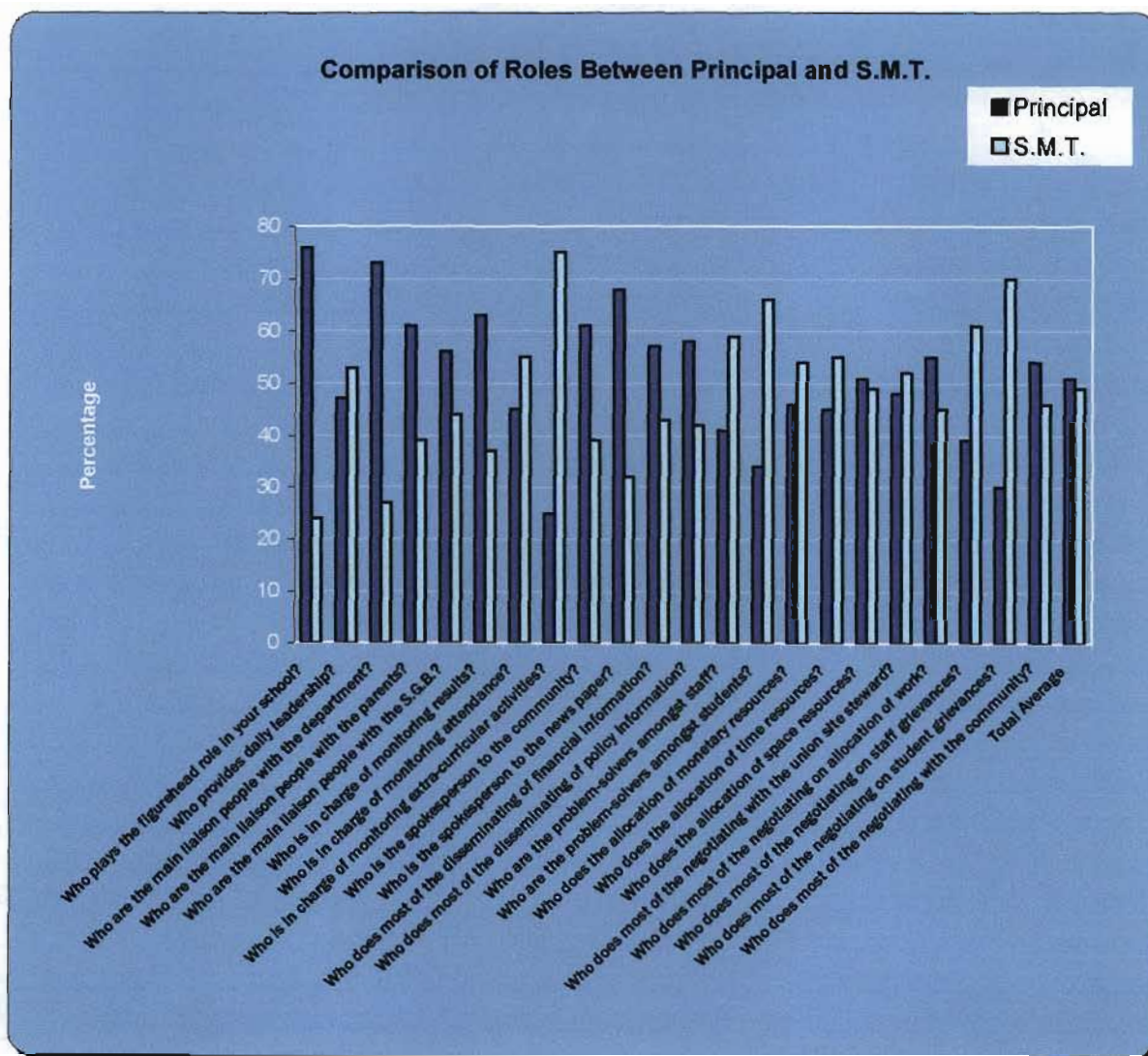
The responses of principals show that they make use of different management styles. The most obvious management styles ranked in the order of preference are the following:

- Being the Boss (21%).
- Traditional Value ((22%).
- Creative Vision (27%).
- Training and persuasion (30%).



## Finding 2

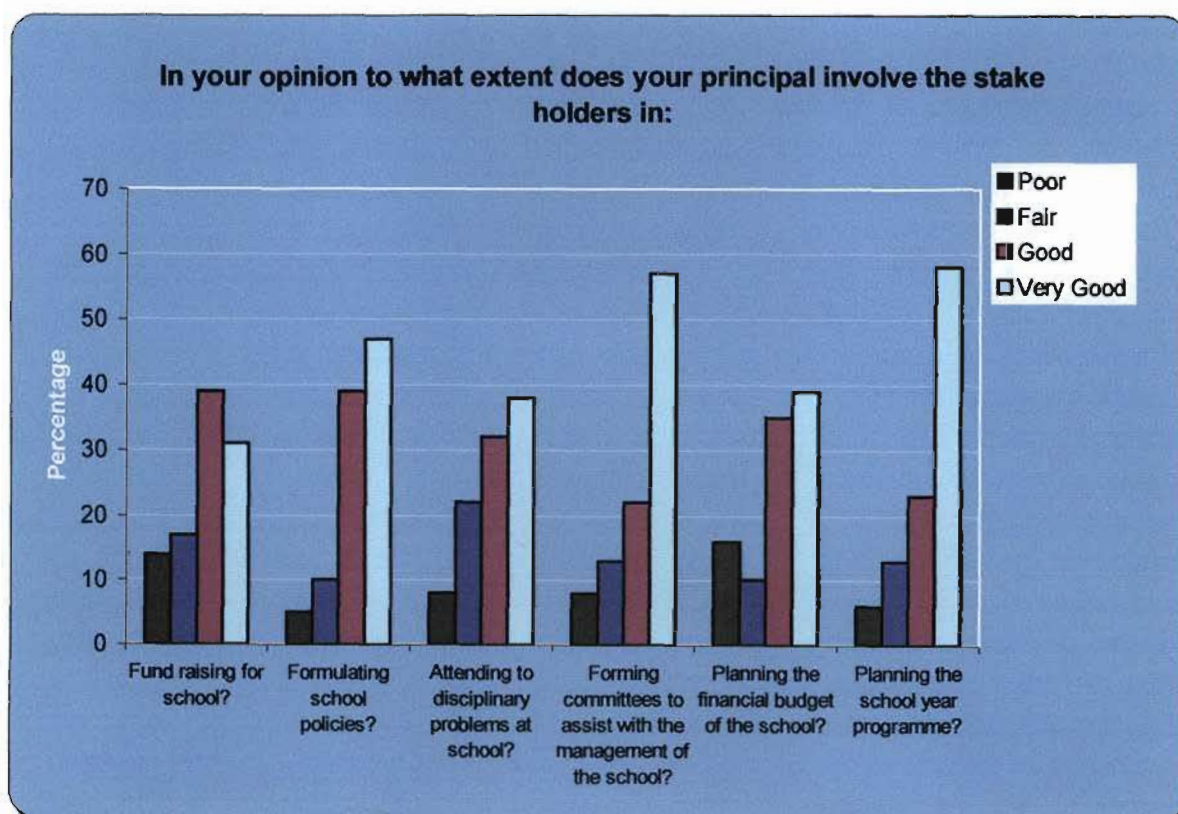
Principals and members of School Management Teams work as teams in ensuring that schools function properly. This was evidenced by sharing of different school roles between the principal and other members of the School Management Team.



### Finding 3

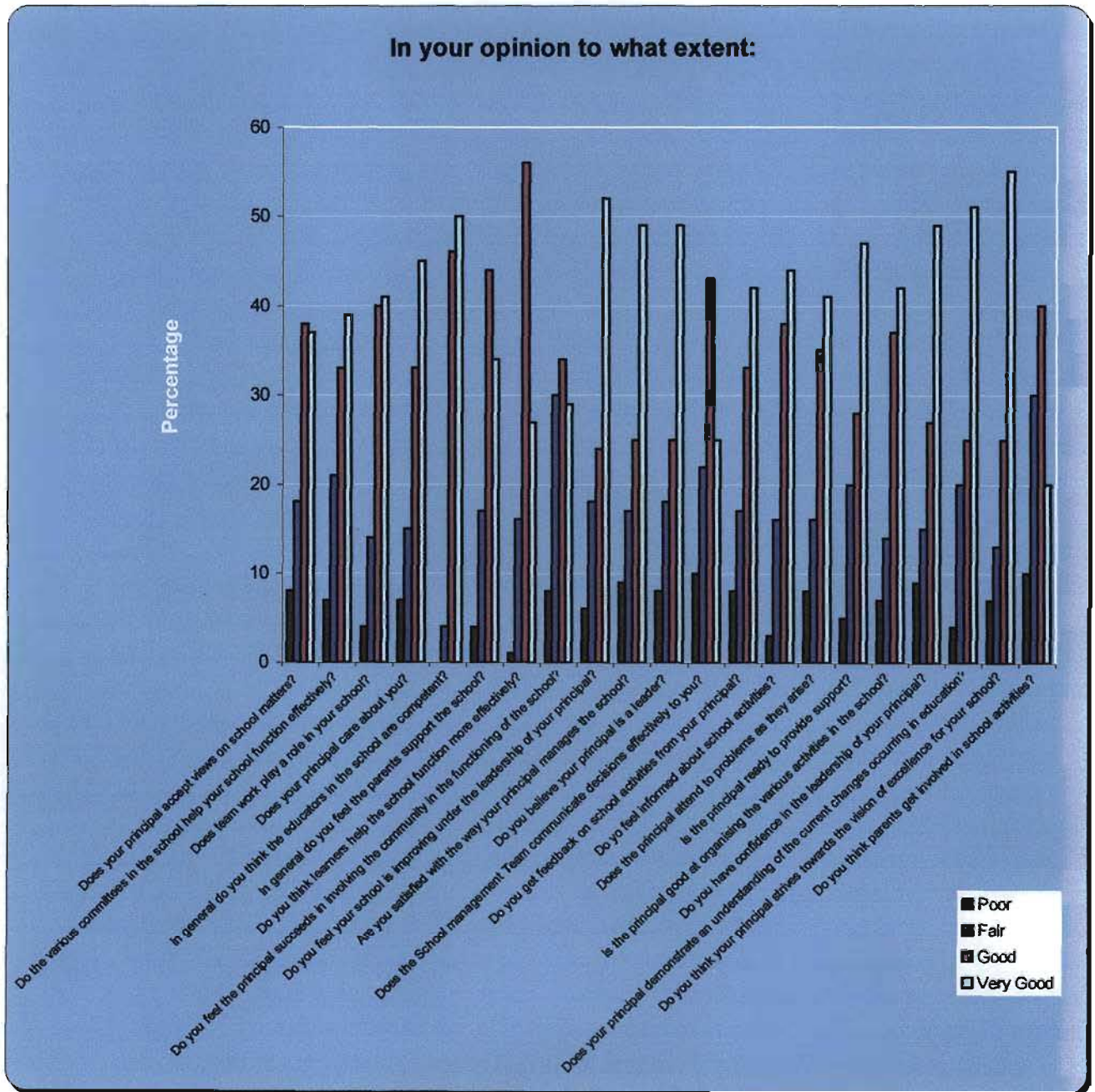
Stakeholders in the schools are of the opinion that they are adequately involved in the management of the schools. The principals involve them in the essential management tasks. Therefore to maximise the effectiveness of the schools, principals make maximum use of the skills, talents and expertise of the members of the staff, both professional and administrative.

From the responses given by educators, learners and parents, it would seem that principals in Catholic Secondary Schools in Limpopo are actually practicing participative or democratic management. This is a move in a right direction because the more principals employ democratic principles in their leadership the better are their schools. The South African society is evolving into a democratic society; democratic values and principles are being promoted by government. It is thus imperative that all societal structures embrace these values; principals and schools should also play a leading role in advancing these principles.



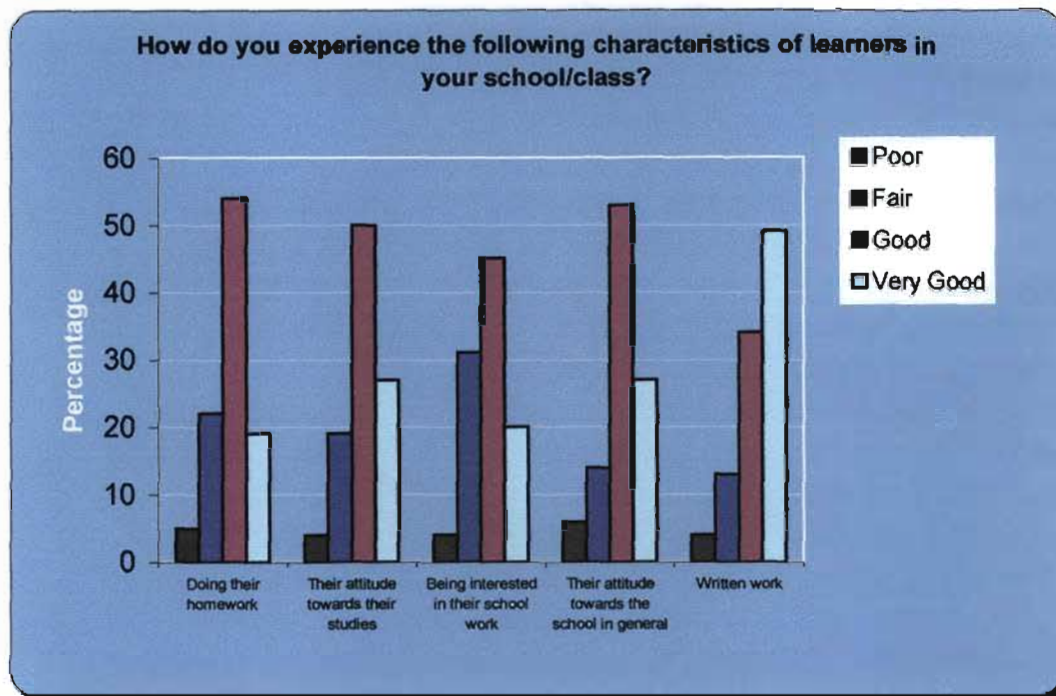
### Finding 4

Principals of Catholic Secondary schools in Limpopo appear to have effective leadership styles, as educators, learners and parents assign principals relatively high recommendations (scores) with respect to leadership qualities. It is encouraging that the stakeholders have a good perception of their principals. The stakeholders have confidence in their principals' ability to provide strong leadership.



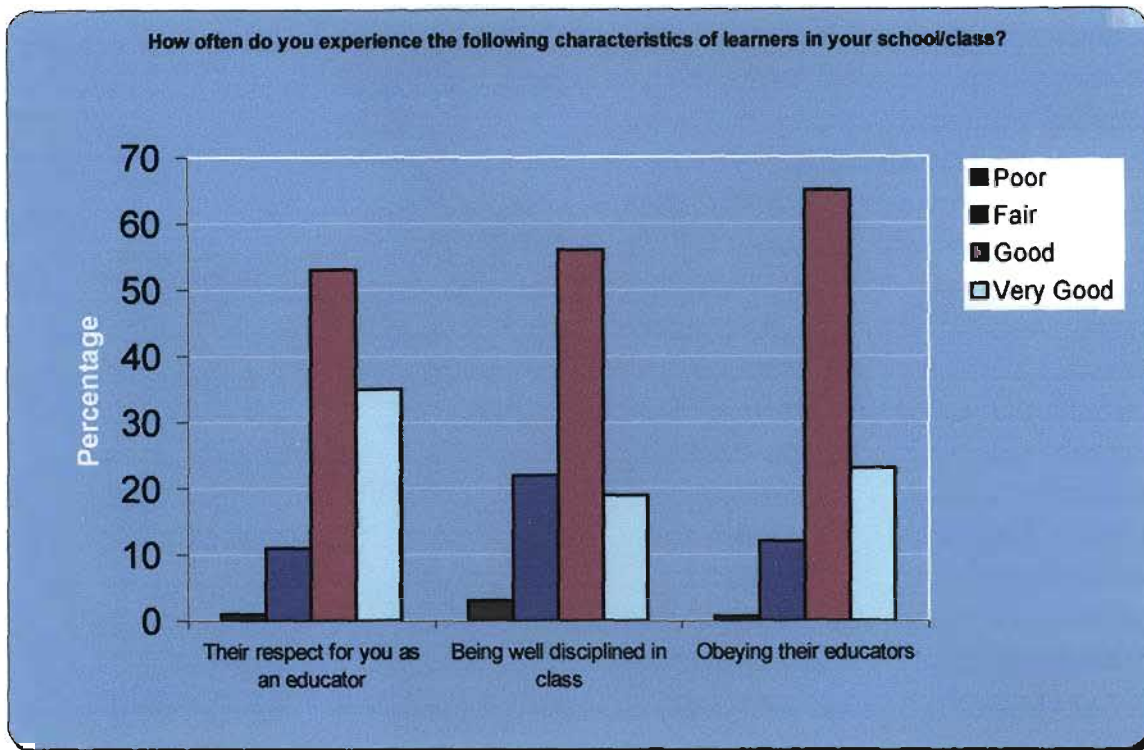
### Finding 5

The schools studied are shown to have a relatively healthy culture of doing written work in the form of homework and class work. Homework class work and covering the syllabus at school is an investment and the pathway to academic success if approached by staff and learners in the correct way. A homework and class work “culture” must be developed in the school, illustrating that it will serve the best interests of the learners in both the short and long term.



### Finding 6

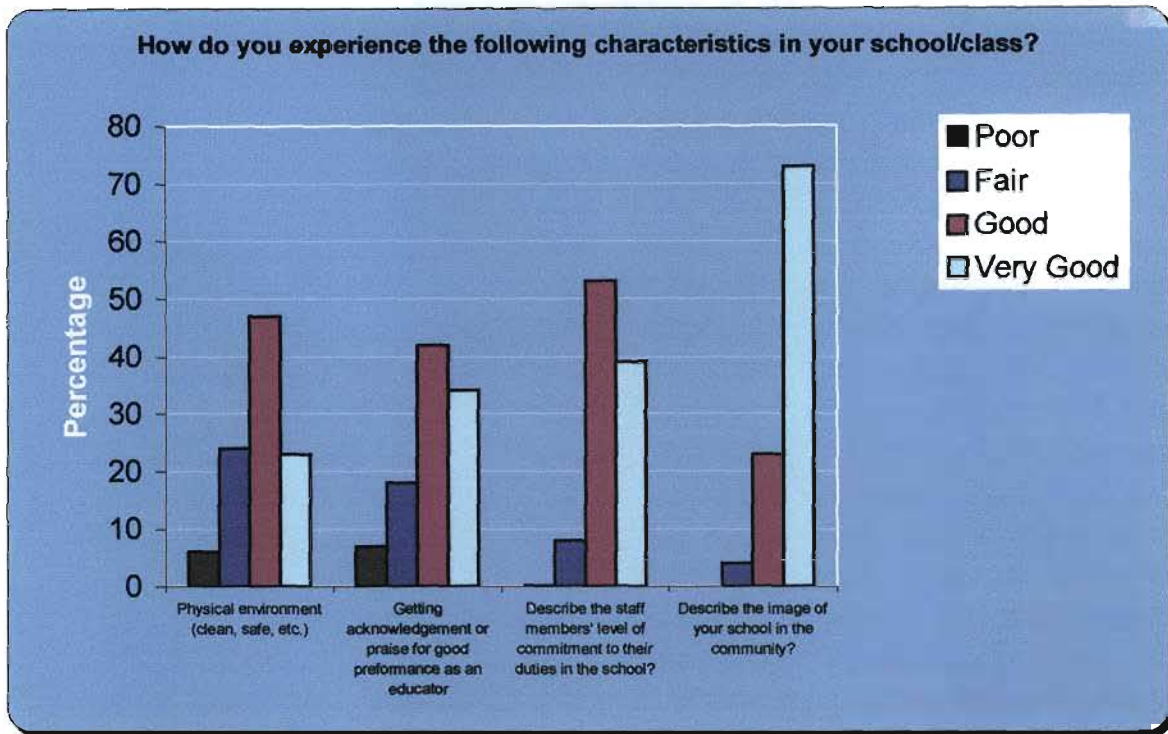
Since the major part of teaching responsibilities lies within the classroom, it would seem reasonable to expect that the classroom situation should be managed effectively, enabling sound teaching and effective learning. Without order and discipline, no effective teaching and learning is possible. Effective teaching and learning was shown to be in place in all Catholic Secondary schools in Limpopo because according to the responses, classroom discipline is managed effectively.



**Finding 7**

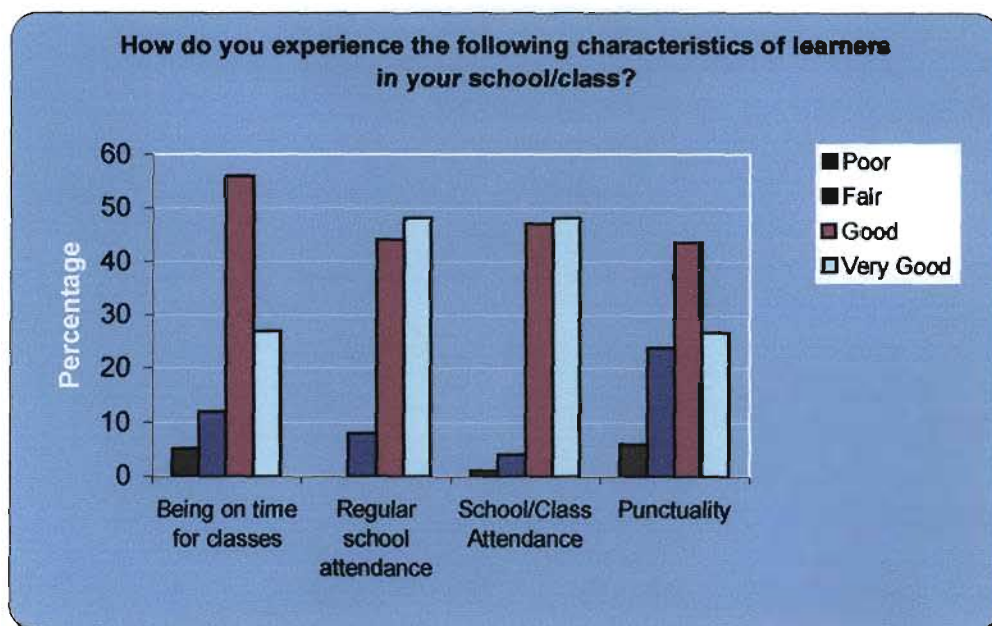
In a highly competitive society, even schools are competing for public support and the attracting of potential learners. The real “drawing” power of school is the spirit which prevails in the school. A positive approach to staff, parents and learners in Catholic Secondary schools in Limpopo invariably leads to a sense of pride in the schools sound academic, sporting, cultural and corporate results.

All too often there is a tendency to neglect expressing our gratitude to those who have served the community. It is not always realised how simple a “thank you” is but its impact on the person involved can evoke a remarkable response. Learners, parents and educators in the researched schools have a feeling that their principals care about them and the work they do is always appreciated.



**Finding 8**

In order to ensure the effectiveness of the school, punctuality and school or class attendance by both educators and learners must become part of the ethos of the school. Educators and learners in the researched schools are aware of the importance of punctuality and realise that unpunctuality has “ripple” effects.



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

The evidence researched demonstrates that there are a number of good qualities or good leadership in the schools where this research was conducted. The schools researched appear to be relatively satisfactory in the following areas:

- Efficient and effective leadership
- Commitment and dedication by learners and educators
- Involvement of parents
- Good culture of teaching and learning
- Good or positive relationships between and among learners, educators, the school management team, the school governing bodies and broader school community
- proper management by the school management teams and school governing bodies in schools where this research was conducted
- The above, among others, resulted in excellent Grade 12 or matriculation results over the past years, respect, high morale amongst educators, managers and learners, confidence by parents and the community in the school, and an excellent culture of learning and teaching.

The success of Catholic schools could be attributed to the commitments and dedication of parents, teachers and the learners. This study of seven Catholic secondary schools in Limpopo, finds that effective leadership and discipline is common characteristics to all those schools researched.

Many Catholic schools are increasingly popular world-wide, not only because of good academic results, but also because many parents sense that a Catholic school might help their children to develop the self-discipline, moral resilience and spiritual maturity so necessary for today's youth.

Teaching in a Catholic school is more than just pushing students through examinations. It is also linked to teacher's interest to assist students to reach their intellectual, physical and spiritual potential, especially from the early years of learning. In this way the students trusts the teachers and confide in them.

In any educational system but particularly among Catholic schools, clear and critical thinking is needed. Learners and educators are made aware of the ethical principles which guide their behaviour. Ethics very simply is the science of morals. Morals pertain to the distinction between right and wrong or good and evil in relation to actions, volitions or character. Catholicism professes

to ground its moral choices on Christian values, on Scriptural principles and as such educators and learners cannot live morally neutrally. Educators and learners actions and often their goals reflect their value-system. This understanding and practice contribute positively to good discipline among educators and learners. This does not mean Catholics live in some utopia. They are also affected by society's values.

An excellent school is one based on a clear understanding of the values it professes and through careful examination of its ethical theory and moral practices are constantly in touch with those values. Such a school will achieve excellent results.

# CHAPTER 6

## CONCLUSION

The present is a time of great change and uncertainty, a time of conflict and doubt, of social as well as moral and ethical confusion; it is a common view of many that the difficulties being experienced are global. As Christians we are called to prayer with Paul "...for what we cannot see means awaiting it with patience and endurance:

(Holy Bible. Rom:8:25). An authentic leader who can meet the challenges of the post-modern age is one who can listen, listen to the stirrings within their own hearts and the hearts of others. The leaders who have let life touch them, have reflected on this experience and have learned from it, are people who can face the challenges of the future and lead a sense of being chosen and called. Catholic Education needs leaders who will be critical of the current systems, committed to the person of Christ, compassionate to the children they teach and caring of the staff they serve. Catholic Education needs leaders who are able to contemplate and reflect on the vision of Catholic Education and be creative in seeking out the best possible way to implement the vision so as to provide a meaningful alternative in future education.

At the beginning of the third millennium education faces new challenges which are the result of a new socio-political and cultural context. First and foremost, there is a crisis of values which, in highly developed societies in particular, assume the form, often exalted by the media, of subjectivism, moral relativism and nihilism. The extreme pluralism pervading contemporary society leads to behaviour patterns which are at times so opposed to one another as to undermine any idea of community identity. Rapid structural changes, profound technical innovations and the globalisation of the economy affect human life more profoundly throughout the world. Rather than prospects of development for all, a widening of the gap between the rich and the poor, as well as massive migration from underdeveloped to highly developed countries can be observed. The phenomenon of multiculturalism and an increasing multiethnic and multi-religious society is at the same time an enrichment and a source of further problems. To this must be added that, in countries of long-standing evangelisation, a growing marginalisation of the Christian faith as a reference point and a source of light for an effective and convincing interpretation of existence, is taking hold.

The Catholic school is thus confronted with children and young people who experience the difficulties of the present time: learners who shun effort, are incapable of self-sacrifice and

perseverance. They lack authentic models to guide them, often even in their own families. In an increasing number of instances they are not only indifferent and non-practising Catholics, but in the case of numerous learners and families, a profound apathy has become evident where ethical and religious formation is concerned. This occurs to the extent that what is required of the Catholic school is a merely certificate of studies or, at the most, quality instruction and training for employment.

Thus the Catholic school should be able to offer young people the means to acquire the knowledge they need in order to find a place in a society which is strongly characterised by technical and scientific skill. But at the same time, it should be able, above all, to impart a solid Christian formation. A Catholic school, to be a means of education in the modern world, needs to be able to ensure that certain fundamental characteristics are strengthened.

In any educational system, but particularly among Catholic schools, clear and critical thinking is needed. There needs to be an awareness of the ethical principles which guide behaviour. Ethics very simply is the science of morals. Morals pertain to the distinction between right and wrong or good and evil in relation to actions, volitions or character. Catholics profess to ground their moral choices on Christian values, on Scriptural principles. It is not possible to live morally neutral. Human actions and often human goals reflect our value-systems. Human beings also do not live in some utopia, but are affected by society's values.

Everyone who is in a position of authority must examine his/her decisions and square them against the values professed. To evade this is to accept the values pertaining in the society and the consequence of actions based on those values.

How can a school with sound leadership be recognised? The best school provides excellent teaching that ensures a wide range of opportunities for learning, is outward looking, learning from others and using what works well. It is enthusiastically and effectively led, as well as efficiently managed. A good school takes responsibility for improving itself, challenging every learner to reach higher standards, solve problems and develop opinions.

In a good school, learners, staff, governors and parents have confidence in the school's leadership, recognise their own accountability and concentrate fully on the development and implementation of the school's policies and practices. A leader of a good school has ensured the creation of a set of

values and beliefs that involve learners in a positive, stimulating and co-operative life.

Relationships in a good school are honest, interdependent and vigorous. In the best school all lead.

Where leaders work well in a school, learners are motivated and enthusiastic. They enjoy learning, behave well, challenge the status quo and contribute extensively to a purposeful working environment preparing for citizenship as adults working to improve their own society. Because they live and absorb excellent teaching and strong relationships, all learners develop as leaders with high self-esteem and confidence to learn throughout their lives. Like the best leaders they have flexible attitudes and enduring values. Emphasising values is no accidental means to achieving excellence.

Those who lead within good schools help and motivate teachers to be accountable and responsible for self-improvement and improvement of the learners. Teachers in well-led schools are partners in learning with each other, with learners and parents, anticipating change and promoting innovation.

Good educational establishments require disciplined environments. Teachers, parents and students have clear strategies and guidelines that encourage learning. They need to ensure that students need clear strategies and guidelines that encourage learning. They need to ensure that learning is well structured and orderly. Good relationships need to be maintained in learning institutions to improve motivation and raise the quality of education for all.

Research shows that the democratic style is most likely to be successful, although it is also clear that different leadership styles are effective in different situations. The Democratic style of leadership challenges school leaders to change from apartheid values to the values of the new Constitution. New schools are expected to operate with values such as democracy, equality, human dignity, freedom and justice. This implies that school leadership (principals, SMT, and other leaders) needs to work towards more democratic ways of running schools. Leadership needs to provide opportunities for teachers, students, parents and community members to participate in the running of schools.

The researcher does not believe that one style of leadership is right for every situation. Sometimes, for example, you need a task-oriented style to get the job done quickly and efficiently. At another time, a relationship-oriented style, which focuses on team-building and morale-building, is more appropriate. If the school is on fire, you won't first stop to consult everyone on what to do about it! But if a new curriculum needs to be introduced, then it is important that people participate in the process of getting it in place. A good leader chooses the right kind of leadership situation.

The challenge is to move from the more autocratic, rule-bound approaches which the previous government favoured, to more democratic, accountable and equitable forms of leadership. In the new approach, school leaders need to consult more and to be more open and democratic than before.

Everyone talks about leadership and management in schools. Good leadership and good management go together. Leading is about guiding and inspiring, and managing is about getting things done efficiently and effectively. And one without the other is not enough. Schools need both good leadership and management. But there is no recipe for what is right. School leaders and managers have to understand their schools well enough to make the right judgements so that you can lead and manage appropriately. In most of these aspects Catholic Schools were found to pass the test of time.

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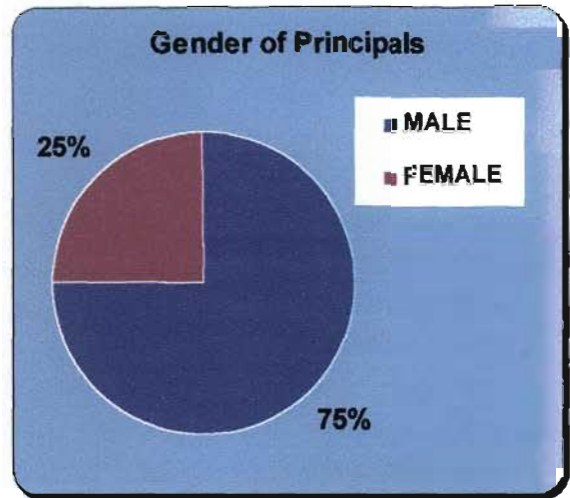
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## PRESENTATION OF THE RESEARCH FINDINGS

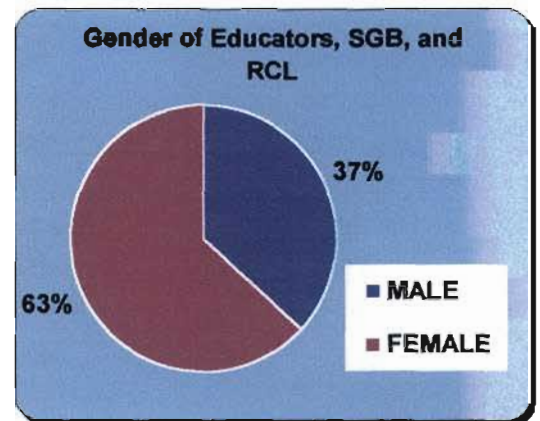
### GENDER OF PRINCIPALS

PRINCIPALS	MALE	FEMALE
A		01
B (NO RESPONSE)		
C	01	
D	01	
E	01	
<b>TOTAL</b>	<b>03</b>	<b>01</b>
<b>TOTAL %</b>	<b>75</b>	<b>25</b>



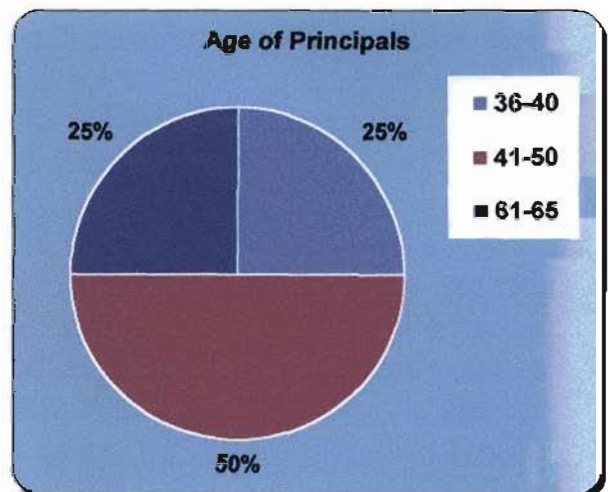
### GENDER OF EDUCATORS, SGB AND RCL

	MALE	FEMALE	TOTAL
EDUCATORS	39	46	85
<b>TOTAL %</b>	<b>46</b>	<b>54</b>	
SGB	15	04	19
<b>TOTAL %</b>	<b>79</b>	<b>21</b>	
R.C.L	18	31	49
<b>TOTAL %</b>	<b>37</b>	<b>63</b>	



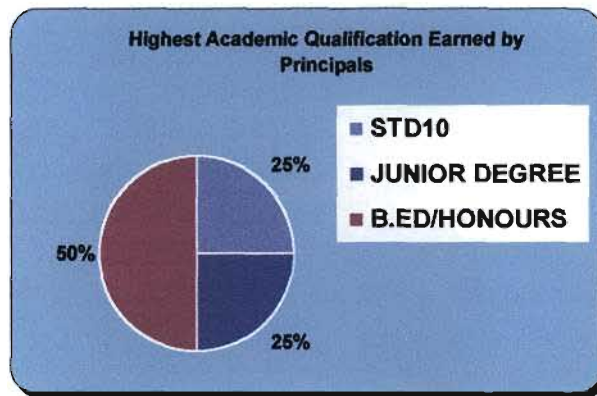
### AGE OF PRINCIPALS

AGE	TOTALS	TOTAL %
20-25		
26-30		
31-35		
36-40	01	25
41-50	02	50
51-60	00	00
61-65+	01	25



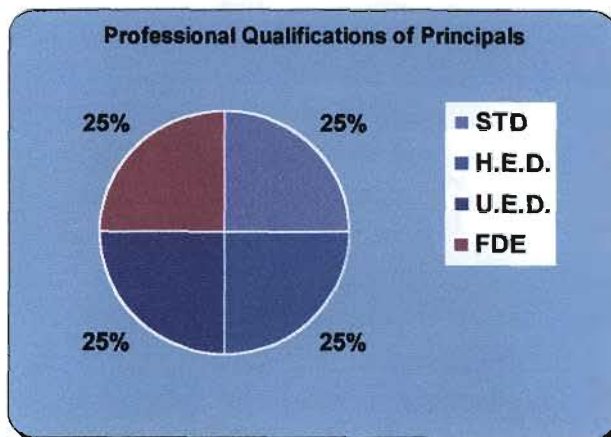
### ACADEMIC QUALIFICATIONS OF PRINCIPALS

PRICIPALS	STD10 (GRADE 12)	JUNIOR DEGREE E.G. B.A	B.ED/ HONOURS	M.A/ M.ED	PH.D
A	01	01	01		
B (NO RESPONSE)					
C	01				
D	01	01	01		
E	01	01			
<b>TOTAL</b>	<b>04</b>	<b>03</b>	<b>02</b>		
<b>TOTAL %</b>	<b>100</b>	<b>75</b>	<b>50</b>		



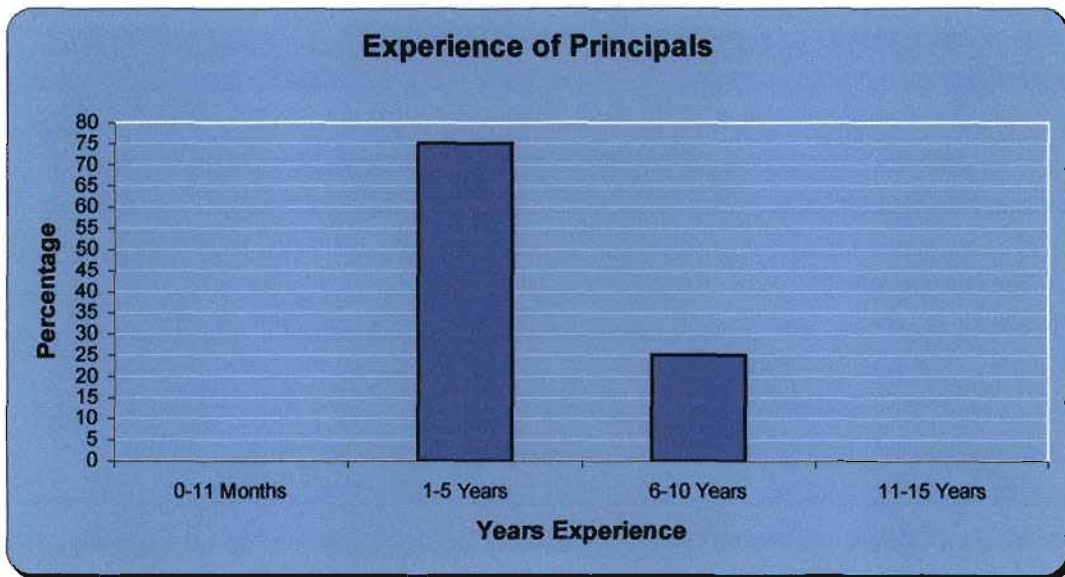
### PROFESSIONAL QUALIFICATIONS OF PRINCIPALS

PRICIPALS	PTC	PTD	STD	H.E.D.	U.E.D.	FDE
A			01			
B (NO RESPONSE)						
C						01
D					01	
E				01		
<b>TOTAL</b>			<b>01</b>	<b>01</b>	<b>01</b>	<b>01</b>
<b>TOTAL %</b>			<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>



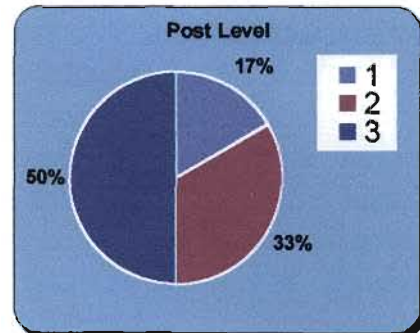
### EXPERIENCE OF PRINCIPALS

DURATION	PRINCIPAL	ACTING PRINCIPAL	TOTAL	TOTAL %
0-11 MONTHS				
1-5 YEARS	02	01	03	75
6-10 YEARS	01		01	25
11-15 YEARS				
16-20 YEARS				
20-25 YEARS				
25-30 YEARS				
ABOVE 30 YEARS				



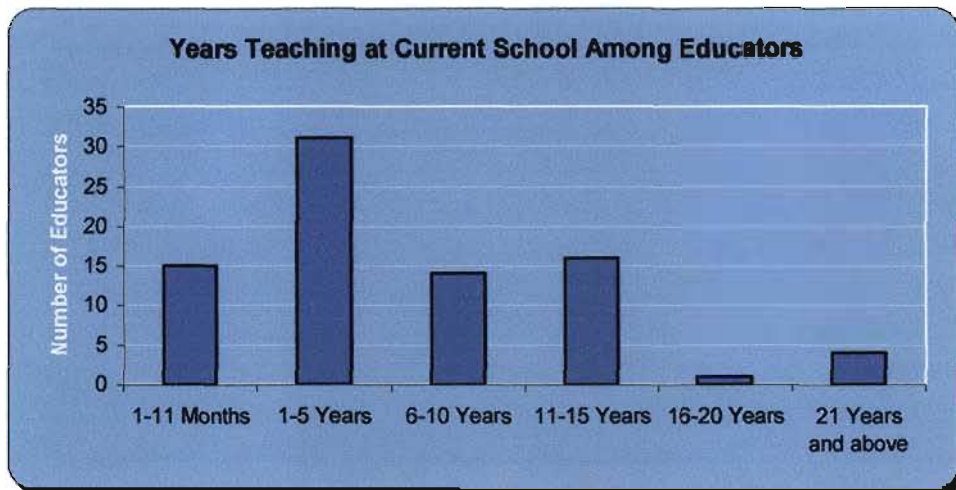
On which post level are you?

POST LEVEL	TOTAL	TOTAL %
01	82	97
02	2	2
03	01	01



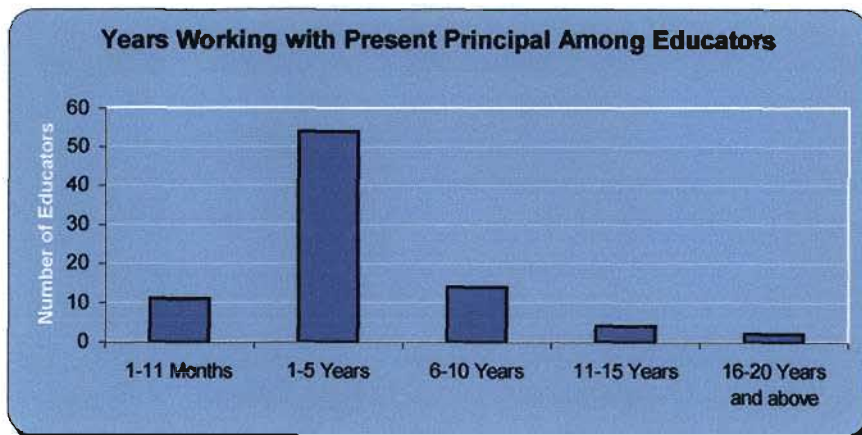
**For how many years have you been teaching at this school or have you been a member of SGB at the school.**

	<b>1-11 MONTHS</b>	<b>1-5 YEARS</b>	<b>6-10 YEARS</b>	<b>11- 15 YEARS</b>	<b>16- 20 YEARS</b>	<b>21 YEARS AND ABOVE</b>
<b>EDUCATORS</b>	15	31	14	16	01	04
<b>TOTAL %</b>	19	38	17	20	01	05
<b>SGB</b>	00	10	02			
<b>TOTAL %</b>	<b>00</b>	<b>83</b>	<b>17</b>			



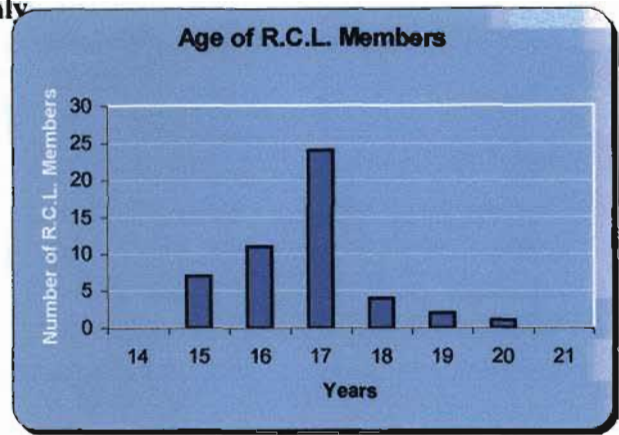
**For how long have you been working with the present principal as an educator or SGB member?**

	<b>1-11 MONTHS</b>	<b>1-5 YEARS</b>	<b>6-10 YEARS</b>	<b>11- 15 YEARS</b>	<b>16 – 20 YEARS AND ABOVE</b>
<b>EDUCATORS</b>	11	54	14	4	02
<b>TOTAL %</b>	13	64	16	05	02
<b>SGB</b>	01	18			
<b>TOTAL %</b>	<b>05</b>	<b>95</b>			



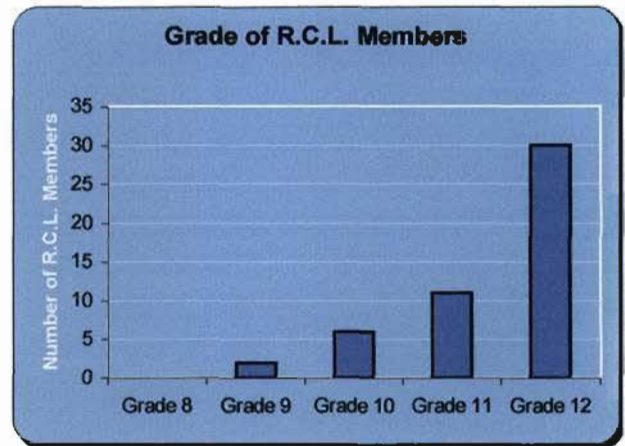
Your age (How old are you)? R.C.L members only

AGES	TOTAL	TOTAL %
14		
15	07	14
16	11	23
17	24	49
18	04	08
19	02	04
20	01	02
21		



In which grade are you?

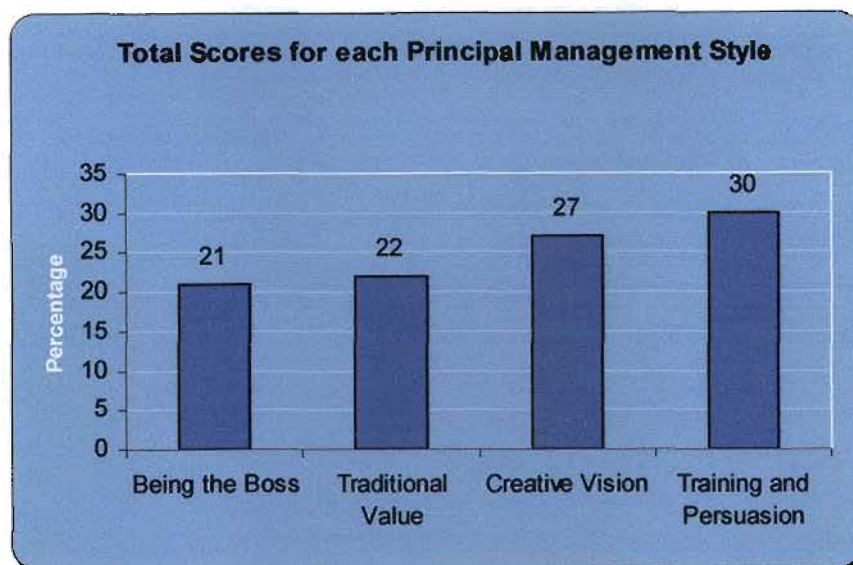
GRADE	TOTAL	TOTAL %
8		
9	02	04
10	06	12
11	11	23
12	30	61



## PRINCIPALS' MANAGEMENT STYLES

(Total scores for each management style)

PRINCIPALS	BEING THE BOSS (A)	TRADITIONAL VALUE (B)	CREATIVE VISION (C)	TRAINING AND PERSUASION (D)
A	35	19	14	35
B (NO RESPONSE)				
C	32	23	25	32
D	20	20	39	20
E	30	23	27	30
<b>TOTAL</b>	<b>82</b>	<b>85</b>	<b>105</b>	<b>117</b>
<b>TOTAL %</b>	<b>21</b>	<b>22</b>	<b>27</b>	<b>30</b>

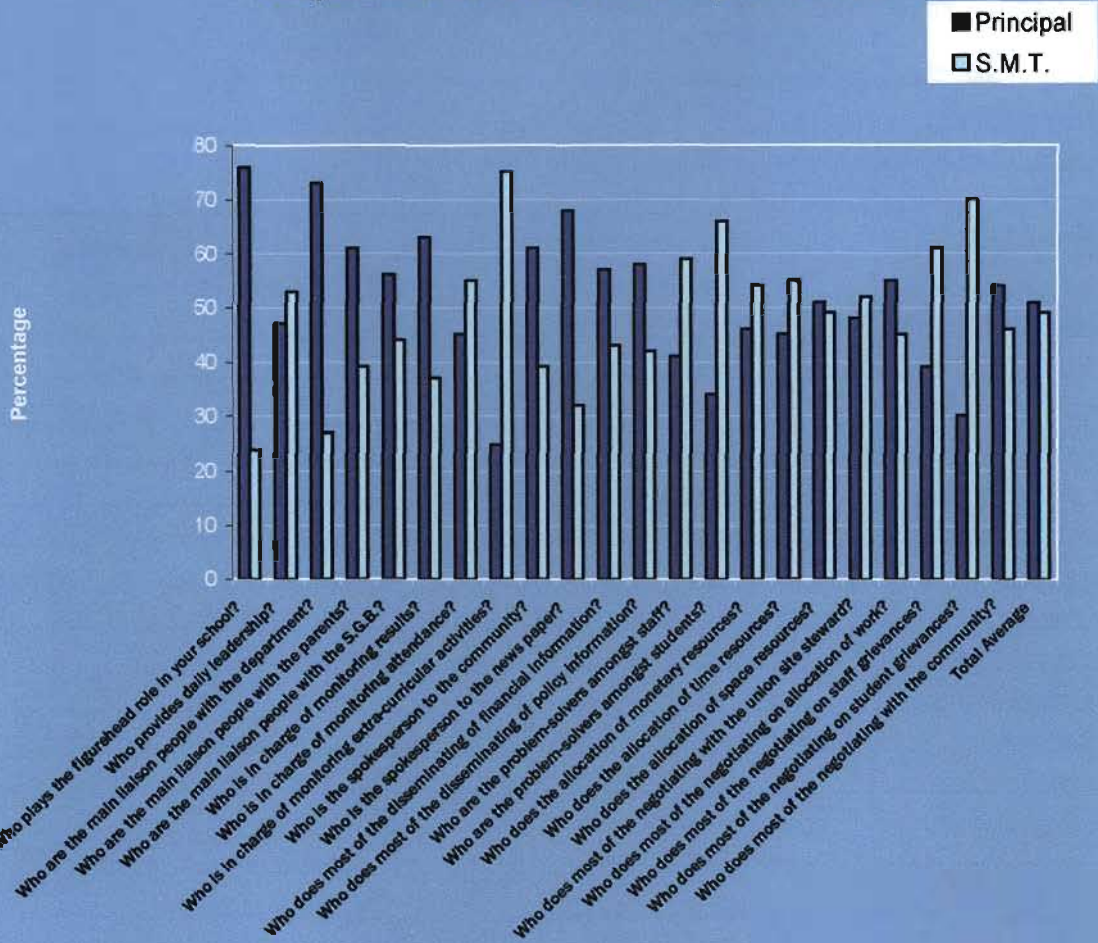


**THESE STATEMENTS WILL MEASURE THE EXTENT TO WHICH DIFFERENT COMPONENTS IN THE SCHOOL WORK TOGETHER AS A TEAM IN ENSURING THAT THE SCHOOL FUNCTIONS PROPERLY.**

ROLES	PRINCIPAL	TOTAL %	MEMBERS OF THE SMT	TOTAL %
Who plays the figurehead role in your school?	72	76	23	24
Who provides daily leadership?	70	47	44	53
Who are the main liaison people?				
• with the Department	74	73	27	27
• with parents	72	61	47	39
• with S.G.B.	71	56	55	44
Who is in charge of monitoring?				
• results	72	63	43	37
• attendance	45	45	54	55
• extra-curricular activities	28	25	86	75
Who is the spokesperson?				
• to the community	62	61	40	39
• to the news paper	47	68	22	32
Who does most of the disseminating?				
• Financial information	56	57	43	43
• Policy information	52	58	37	42
Who are the problem-solvers?				
• amongst staff	56	41	80	59
• amongst students	44	34	86	66

Who does the allocation of resources?				
• money	49	46	58	42
• time	59	45	71	55
• space	52	51	50	49
Who does most of the negotiating?				
• with the union site steward	38	48	42	52
• on allocation of work	70	55	58	45
• on staff grievances	46	39	72	61
• on students grievances	41	30	94	70
• with community	55	54	47	46
<b>TOTAL</b>	<b>1231</b>		<b>1179</b>	
<b>TOTAL %</b>	<b>51</b>		<b>49</b>	

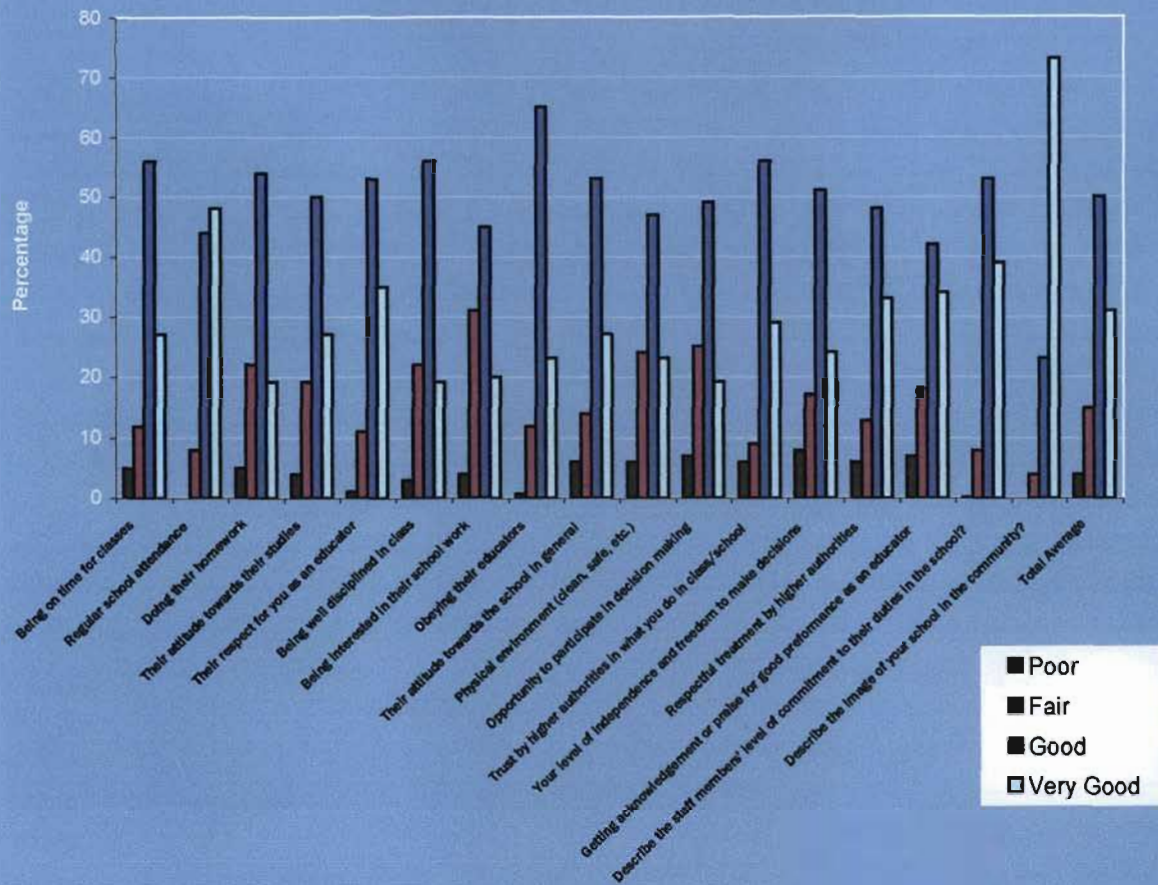
### Comparison of Roles Between Principal and S.M.T.



**How do you experience the following characteristics of learners in your school/class?**

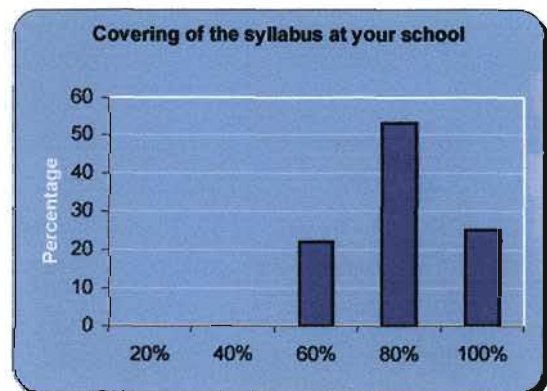
	<b>POOR</b>	<b>FAIR</b>	<b>GOOD</b>	<b>VERY GOOD</b>
1 Being on time for classes	07 (5%)	16 (12%)	78 (56%)	38 (27%)
2 Regular school attendance	00 (0%)	10 (08%)	59 (44%)	64 (48%)
3 Doing their homework	7 (05%)	30 (22%)	76 (54%)	26 (19%)
4 Their attitude towards their studies	6 (04%)	26 (19%)	68 (50%)	36 (27%)
5 Their respect for you as an educator	2 (01%)	15 (11%)	76 (53%)	49 (35%)
6 Being well disciplined in class	5 (03%)	30 (22%)	78 (56%)	26 (19%)
7 Being interested in their school work	4 (04%)	33 (31%)	47 (45%)	21 (20%)
8 Obeying their educators	01 (0.7%)	16 (12%)	89 (65%)	32 (23%)
9 Their attitude towards the school in general	08 (06%)	19 (14%)	72 (53%)	37 (27%)
10 Physical environment (Clean, safe etc.)	09 (06%)	32 (24%)	63 (47%)	31 (23%)
11 Opportunity to participate in decision making	10 (07%)	34 (25%)	66 (49%)	26 (19%)
12 Trust by higher authorities in what you do in class/school	08 (06%)	13 (09%)	79 (56%)	42 (29%)
13 Your level of independence and freedom to make decisions.	11 (08%)	23 (17%)	71 (51%)	33 (24%)
14 Respectful treatment by higher authorities	08 (06%)	17 (13%)	65 (48%)	46 (33%)
15 Getting acknowledgement or praise for good performance as an educator	09 (07%)	25 (18%)	56 (42%)	46 (34%)
16 How would you describe the entire staff members' level of commitment to their duties in the school?	01 (0.1%)	10 (08%)	70 (53%)	52 (39%)
17 How would you describe the image of your school in the community?	00 (00%)	05 (04%)	30 (23%)	96 (73%)
<b>TOTAL</b>	<b>96</b>	<b>354</b>	<b>1143</b>	<b>701</b>
<b>TOTAL %</b>	<b>04</b>	<b>15</b>	<b>50</b>	<b>31</b>

**How often do you experience the following characteristics of learners in your school/class?**



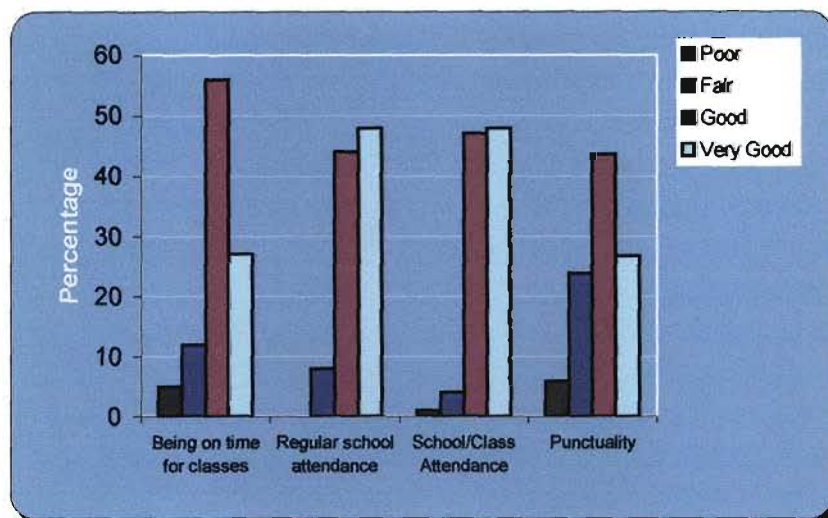
**COVERING OF THE SYLLABUS AT YOUR SCHOOL**

	20%	40%	60%	80%	100%
<b>TOTAL</b>	00	00	11	26	12
<b>TOTAL %</b>	00	00	22	53	25



### SCHOOL/CLASS ATTENDANCE

	<b>POOR</b>	<b>FAIR</b>	<b>GOOD</b>	<b>VERY GOOD</b>
LEARNERS	01 (02%)	03 (06%)	26 (53%)	19 (39%)
EDUCATORS	00 (00%)	01 (02%)	20 (41%)	28 (57%)
<b>TOTAL</b>	<b>01</b>	<b>04</b>	<b>46</b>	<b>47</b>
<b>TOTAL %</b>	<b>01</b>	<b>04</b>	<b>47</b>	<b>48</b>



### PUNCTUALITY

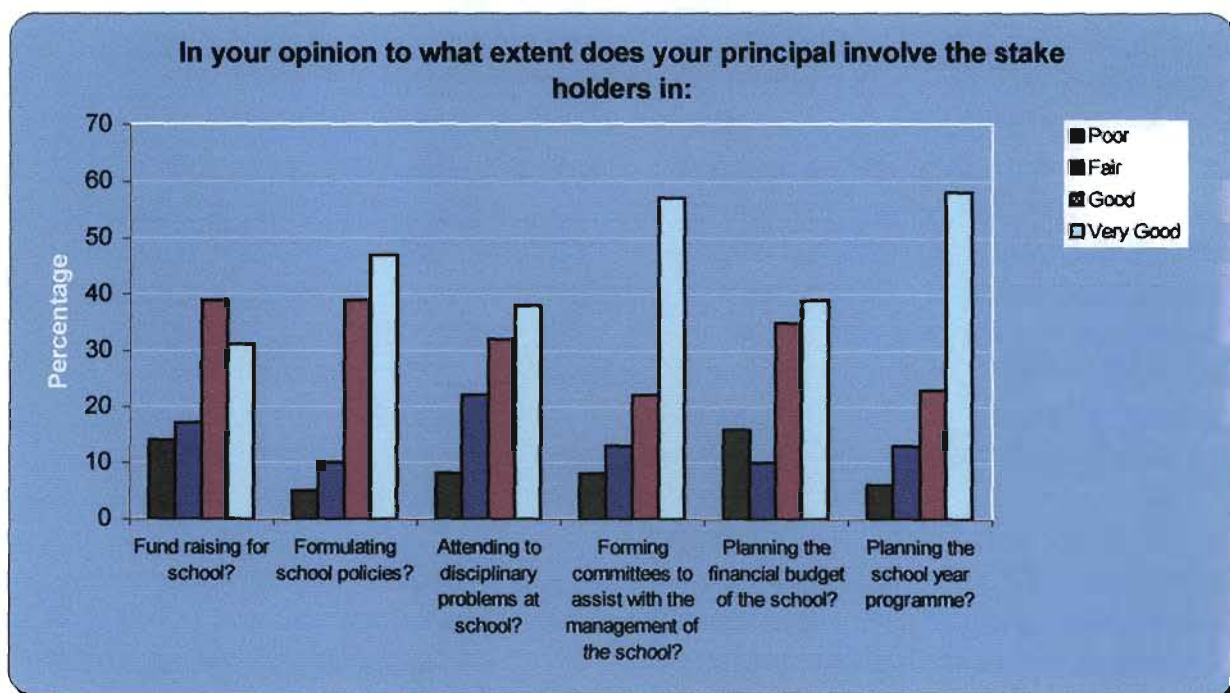
	<b>POOR</b>	<b>FAIR</b>	<b>GOOD</b>	<b>VERY GOOD</b>
LEARNERS	05 (10%)	17 (33%)	20 (39%)	09 (18%)
EDUCATORS	01 (02%)	07 (14%)	24 (48%)	18 (36%)
<b>TOTAL</b>	<b>06</b>	<b>24</b>	<b>44</b>	<b>27</b>
<b>TOTAL %</b>	<b>5.9</b>	<b>23.8</b>	<b>43.6</b>	<b>26.7</b>

### WRITTEN WORK

	<b>POOR</b>	<b>FAIR</b>	<b>GOOD</b>	<b>VERY GOOD</b>
CLASS WORK	01	01	28	21
HOME WORK	05	15	15	45
<b>TOTAL</b>	<b>06</b>	<b>16</b>	<b>43</b>	<b>62</b>
<b>TOTAL %</b>	<b>04</b>	<b>13</b>	<b>34</b>	<b>49</b>

**IN YOUR OPINION TO WHAT EXTENT DOES YOUR PRINCIPAL INVOLVE THE STAKE HOLDERS (EDUCATORS, PARENTS AND LEARNERS) IN:**

	POOR	TOTAL %	FAIR	TOTAL %	GOOD	TOTAL %	VERY GOOD	TOTAL %
Fund raising for school?	13	14	16	17	37	39	30	31
Formulating school policies?	05	05	10	10	39	39	47	47
Attending to disciplinary problems at school?	09	08	24	22	35	32	41	38
Forming committees to assist with the management of the school?	08	08	13	13	22	22	56	57
Planning the financial budget of the school?	16	16	10	10	35	35	39	37
Planning the school year programme?	06	06	13	13	22	23	56	58



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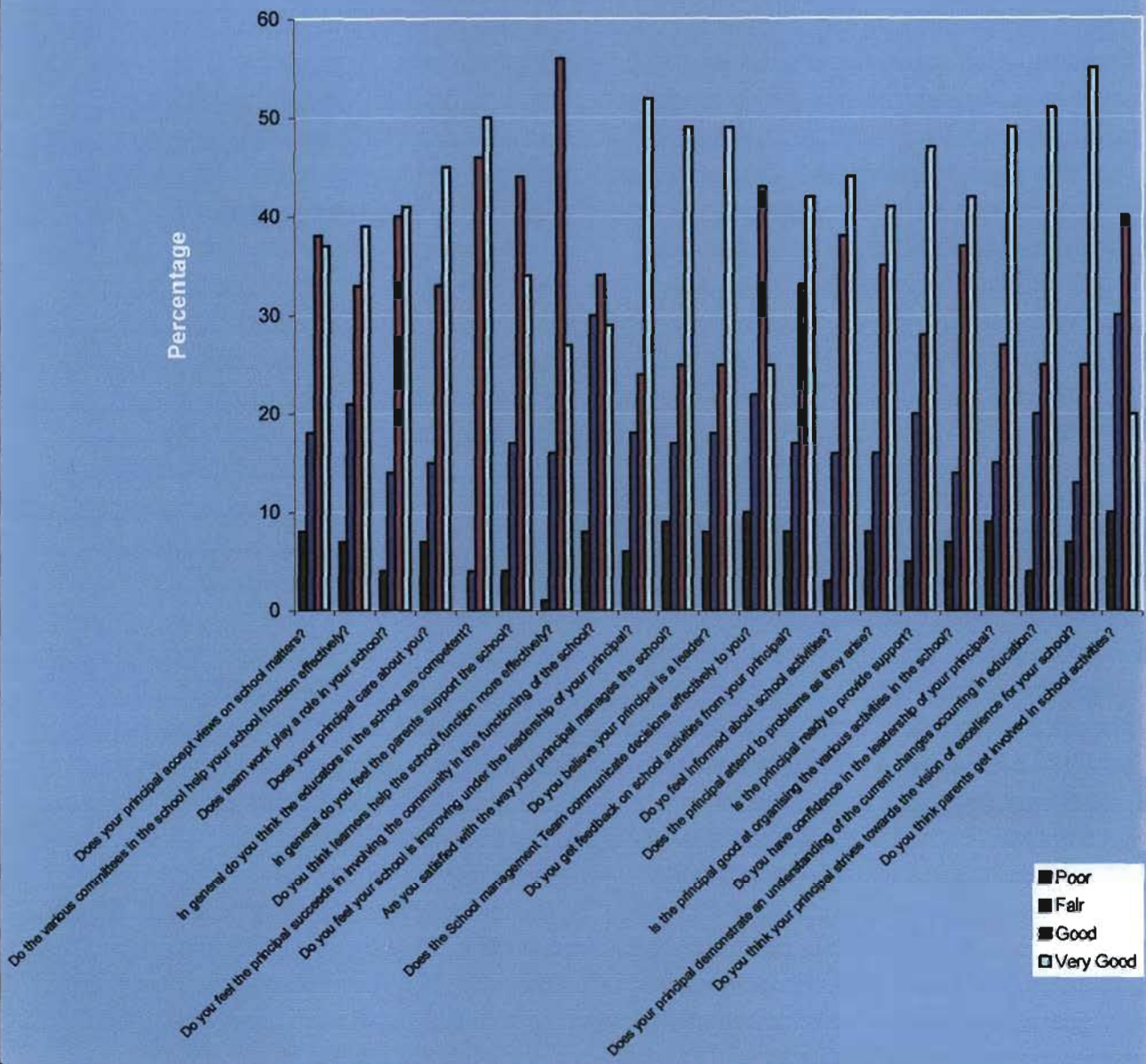


**IN YOUR OPINION TO WHAT EXTENT:**

	<b>POOR</b>	<b>TOTAL %</b>	<b>FAIR</b>	<b>TOTAL %</b>	<b>GOOD</b>	<b>TOTAL %</b>	<b>VERY GOOD</b>	<b>TOTAL %</b>
Does your principal accept views on school matters?	07	08	17	18	35	38	34	37
Do the various committees in the school help your school function more effectively?	07	07	22	21	34	33	40	39
Does team work play a role in your school?	04	04	15	14	42	40	43	41
Does your principal care about you?	07	07	14	15	31	33	43	4
In general do you think the educators in the school are competent?	00	00	04	04	44	46	48	50
In general do you feel the parents support the school?	04	04	17	17	44	44	34	34
Do you think learners help the school to function more effectively?	01	01	16	16	58	56	28	27
Do you feel the principal succeeds in involving the community in the functioning of the school?	08	08	31	30	35	34	30	29
Do you feel your school is improving under the leadership of your principal?	06	06	18	18	24	24	51	52
Are you satisfied with the way your principal manages the school?	09	09	16	17	24	25	47	49
Do you believe your principal is a leader?	08	08	17	18	24	25	48	49
Does the School management Team communicate decisions effectively to you?	10	10	21	22	42	43	24	25
Do you get feedback on school activities from your principal?	08	08	17	17	32	33	41	42

Do you feel informed about school activities?	03	03	15	16	36	38	42	44
Does the principal attend to problems as they arise?	08	08	16	16	34	35	40	41
Is the principal ready to provide support?	05	05	20	20	27	28	46	47
Is the principal good at organising the various activities in the school?	08	07	15	14	41	37	46	42
Do you have confidence in the leadership of your principal?	09	09	15	15	26	27	48	49
Does your principal demonstrate an understanding of the current changes occurring in education?	04	04	18	20	22	25	45	51
Do you think your principal strives towards the vision of excellence for your school?	07	07	13	13	25	25	54	55
Do you think parents get involved in school activities	10	10	30	30	40	40	20	20

### In your opinion to what extent:



## APPENDIX A

**Enq:** Mukoma A.M.

**Tel:** 015 –5272041

**Cell:** 0824995303

**Fax:** 015 –5272044

### **The principal**

You are among the chosen Catholic Schools' Principal requested to complete the attached questionnaire.

Its purpose is to gain an understanding of the Catholic School principals' Leadership and Management styles and their impact on school discipline. Your responses to the questionnaire should help to highlight one of the most pertinent problems encountered in education.

The same questionnaire is being sent to other principals, some educators, members of your School Governing Body and members of your school Representative Council of Learners with some modifications.

You are therefore asked to take some of your valuable time to respond to this questionnaire. The information that you give will be treated in the strictest confidence at all times. For that reason, your name should not be written on this questionnaire.

Instructions on how to answer the questionnaire items are given. In most cases you are simply asked to put either a cross or a circle around what best represent your perception about the importance of a given statement.

When you have completed the questionnaire, put it in the supplied addressed envelope and post it to the researcher.

May I thank you again for your anticipated co-operation.

Yours truly,

.....  
Mukoma A.M.  
The Researcher

1.

- (a) Sex: \_\_\_\_\_
- (b) Age: \_\_\_\_\_
- (c) Academic Qualifications: \_\_\_\_\_
- (d) Professional Qualifications: \_\_\_\_\_
- (e) Experience as a principal / acting principal: \_\_\_\_\_

2.

When thinking about the answers to this questionnaire, your responses should indicate what you personally think you do in your practices at school as principal.

**STEP 1: INSTRUCTIONS**

- There are 10 sections with four statements in each section.
- For each section, distribute ten points amongst the four statements. You can spread the points amongst some or all of the statements in each section.
- But you *must* give 10 points for each of the 10 statements.

<b>EXAMPLE</b>		<b>SCORE</b>
A	I eat many chocolates every day	A = 1
B	I don't like chocolates because they are fattening.	B = 3
C	I eat only if they are special ones.	C = 6
D	I have never eaten chocolates in my life.	D = 0
		10 Total

<p><b>1. A GOOD PRINCIPAL</b></p> <p>A lets staff members get on with the job.</p> <p>B doesn't get too close and keeps his/her distance.</p> <p>C doesn't use power for its own sake.</p> <p>D doesn't get personal, but sticks to the established formal methods of communication.</p>	<p>A =</p> <p>B =</p> <p>C =</p> <p>D =</p> <p>—</p> <p>10</p>
<p><b>2. THE TEACHERS IN MY SCHOOL:</b></p> <p>A are reliable and show a strong sense of responsibility</p> <p>B are loyal to colleagues.</p> <p>C fulfil the duties of their job.</p> <p>D contribute abilities and skills to the whole school team effort.</p>	<p>A =</p> <p>B =</p> <p>C =</p> <p>D =</p> <p>-----</p> <p>10</p>
<p><b>3. IN SCHOOL:</b></p> <p>A I get angry with colleagues who seem to try to get me to do things differently.</p> <p>B I find change acceptable as long as it is planned and organised.</p> <p>C I accept change and disruption if they improve the effectiveness of the school.</p> <p>D I accept change only if it doesn't disrupt the school too much.</p>	<p>A =</p> <p>B =</p> <p>C =</p> <p>D =</p> <p>----</p> <p>10</p>
<p><b>4. IN SCHOOL:</b></p> <p>A I am good at generating and fostering a good working atmosphere and good working relationships</p> <p>B If I want to do something different, I always check with the education department/district office.</p> <p>C My style is rather top-down. I keep my distance by sending out instructions, and then assess information that comes back. This method is fair to everyone.</p> <p>D I like to work with creative people.</p>	<p>A =</p> <p>B =</p> <p>C =</p> <p>D =</p> <p>-----</p> <p>10</p>

<p><b>5. IN SCHOOL:</b></p> <p>A People's needs are different, so rules and regulations need to be interpreted with this in mind.</p> <p>B If people are to work well together, there should be clearly defined processes and procedures.</p> <p>C When I want to get something done, I don't take much notice of rules and procedures.</p> <p>D If anyone doesn't follow the established processes and procedures, I usually get annoyed.</p>	<p>A =</p> <p>B =</p> <p>C =</p> <p>D =</p> <p>-----</p> <p>10</p>
<p><b>6. IN SCHOOL:</b></p> <p>A Rather than get anyone else to do a job correctly, I often do it myself.</p> <p>B When I give out a reward, it is usually to those who like my ideas and suggestions.</p> <p>C If a project involves long decision-making processes, I usually lose interest.</p> <p>D I try to get to know colleagues personally, so that I can work better with them.</p>	<p>A =</p> <p>B =</p> <p>C =</p> <p>D =</p> <p>-----</p> <p>10</p>
<p><b>7. I LIKE:</b></p> <p>A People who are not ambitious for personal power.</p> <p>B When I give out a reward, it is usually to those who like my ideas and suggestions.</p> <p>C Colleagues who are satisfied with what they are doing and not always looking for new things to do.</p> <p>D Colleagues who don't question suggestions or decisions that I make.</p>	<p>A =</p> <p>B =</p> <p>C =</p> <p>D =</p> <p>-----</p> <p>10</p>
<p><b>8. DURING MEETINGS IN SCHOOL:</b></p> <p>A If colleagues don't agree with me and accept what I want, I can't be bothered to try to convince them.</p> <p>B I always try to make sure that any meeting keeps to its main objectives.</p> <p>C I like to create a positive, warm, co-operative atmosphere.</p> <p>D If my opinion differs from everyone else's, I usually keep quiet.</p>	<p>A =</p> <p>B =</p> <p>C =</p> <p>D =</p> <p>-----</p>

	10
<p><b>9. I AGREE THAT:</b></p> <p>A Keeping, improving and benefiting from my status in school is as important as being paid more money.</p> <p>B Things are OK as they are and should be kept that way.</p> <p>C Change is a marvellous opportunity for the school to become more effective and it should help in my advancement.</p> <p>D The people I meet at work are very important to me.</p>	<p>A =</p> <p>B =</p> <p>C =</p> <p><del>D =</del></p>
	10
<p><b>10. AT THE END OF THE DAY:</b></p> <p>A People can think what they like as long as they don't upset their colleagues</p> <p>B Knowing important people is a good way of getting to the top</p> <p>C What really turns me on is taking risks without bothering about whether it will harm my position.</p> <p>D I can really depend only on myself.</p>	<p>A =</p> <p>B =</p> <p>C =</p> <p>D =</p>

Think about real individuals in your own School's Management Team. Tick the columns to show which individuals carry most responsibility for each role. Tick one or more columns for each role.

<b>ROLES</b>	<b>PRINCIPAL</b>	<b>SMT MEMBER (A)</b>	<b>SMT MEMBER (B)</b>	<b>SMT MEMBER (C)</b>	<b>SMT MEMBER (D)</b>
Who play the figurehead role in your school?					
Who provides daily leadership?					
Who are the main liaison people? <ul style="list-style-type: none"> <li>• with the Department</li> <li>• with parents</li> <li>• with S.G.B.</li> </ul>					
Who is in charge of monitoring? <ul style="list-style-type: none"> <li>• results</li> <li>• attendance</li> <li>• extra-curricular activities</li> </ul>					
Who is the spokesperson? <ul style="list-style-type: none"> <li>• to the community</li> <li>• to the news papers</li> </ul>					
Who is the real entrepreneur?					
Who does most of the disseminating? <ul style="list-style-type: none"> <li>• Financial information</li> <li>• Policy information</li> </ul>					
Who are the problem-solvers? <ul style="list-style-type: none"> <li>• amongst staff</li> <li>• amongst students</li> </ul>					

<b>ROLES</b>	<b>PRINCIPAL</b>	<b>SMT MEMBER (A)</b>	<b>SMT MEMBER (B)</b>	<b>SMT MEMBER (C)</b>	<b>SMT MEMBER (D)</b>
Who does the allocation of resources? <ul style="list-style-type: none"> <li>• money</li> <li>• time</li> <li>• space</li> </ul>					
Who does most of the negotiating? <ul style="list-style-type: none"> <li>• with the union site steward</li> <li>• on allocation of work</li> <li>• on staff grievances</li> <li>• on student grievances</li> <li>• with the community</li> </ul>					

**1. How do you experience the following characteristics of learners in your school/class?**

- 1.1. **Being on time for classes**  
Poor/ Fair/ Good/ Very Good
- 1.2. **Regular school attendance**  
Poor/ Fair/ Good/ Very Good
- 1.3. **Doing their homework**  
Poor/ Fair/ Good/ Very Good
- 1.4. **Their attitude towards their studies**  
Poor/ Fair/ Good/ Very Good
- 1.5. **Their respect for you as an educator**  
Poor/ Fair/ Good/ Very Good
- 1.6. **Being well disciplined in class**  
Poor/ Fair/ Good/ Very Good
- 1.7. **Being interested in their school work**  
Poor/ Fair/ Good/ Very Good
- 1.8. **Obeying their educators**  
Poor/ Fair/ Good/ Very Good

- 1.9. Their attitude towards the school in general**  
Poor/ Fair/ Good/ Very Good
- 1.10. Physical environment (Clean, safe etc.)**  
Poor/ Fair/ Good/ Very Good
- 1.11. Opportunity to participate in decision making**  
Poor/ Fair/ Good/ Very Good
- 1.12. Trust by higher authorities in what you do in class/ school**  
Poor/ Fair/ Good/ Very Good
- 1.13. Your level of independence and freedom to make decisions**  
Poor/ Fair/ Good/ Very Good
- 1.14. Respectful treatment by higher authorities**  
Poor/ Fair/ Good/ Very Good
- 1.15. Getting acknowledgement or praise for good performance as an educator:**  
Poor/ Fair/ Good/ Very Good
- 1.16. How would you describe the entire staff members' level of commitment to their duties in the school?**  
Poor/ Fair/ Good/ Very Good
- 1.17. How would you describe the image of your school in the community?**  
Poor/ Fair/ Good/ Very Good

**In your opinion to what extent:**

- 1. Do the various committees in the school help your school function more effectively?**  
Poor/ Fair/ Good/ Very Good
- 2. Does team-work play a role in your school?**  
Poor/ Fair/ Good/ Very Good
- 3. In general do you think the educators in the school are competent?**  
Poor/ Fair/ Good/ Very Good
- 4. Do you think learners disrupt the functioning of the school?**  
Poor/ Fair/ Good/ Very Good
- 5. Do you think parents get involved in school activities?**  
Poor/ Fair/ Good/ Very Good

**THANK YOU FOR YOUR PATIENCE AND CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE.**

## APPENDIX B

**Enq:** Mukoma A.M.

**Tel:** 015 –5272041

**Cell:** 0824995303

**Fax:** 015 –5272044

### **The Educator**

You are among the chosen Catholic school educators requested to complete the attached questionnaire.

Its purpose is to gain an understanding of Catholic school principals' Leadership and Management styles and their impact on school discipline. Your responses to the questionnaire should help to highlight one of the most pertinent problems encountered in education.

The same questionnaire is being sent to the Catholic school principals, other educators, members of the School Governing Body and members of your school Representative Council of Learners with some modifications.

You are therefore asked to take some of your valuable time to respond to this questionnaire. The information that you give will be treated in the strictest confidence at all times. For that reason, your name should not be written on this questionnaire.

Instructions on how to answer the questionnaire items are given. In most cases you are simply asked to put either a cross or a circle around what best represents your perception about the importance of a given statement.

When you have completed the questionnaire, put it in the supplied addressed envelope and post it to the researcher.

May I thank you again for your anticipated co-operation.

Yours truly,

.....  
Mukoma A.M.  
The Researcher

1. For how many years have you been teaching at this school?.....
2. Your sex: Male..... OR Female.....
3. On which post level are you?
  - 3.1. Post Level 1.....
  - 3.2. Post Level 2.....
  - 3.3. Post Level 3.....
  - 3.4. Post Level 4 and above.....
4. For how long have you been working with the present principal?.....
5. **How do you experience the following characteristics of learners in your school/class?**
  - 5.1. **Being on time for classes**  
Poor/ Fair/ Good/ Very Good
  - 5.2. **Regular school attendance**  
Poor/ Fair/ Good/ Very Good
  - 5.3. **Doing their homework**  
Poor/ Fair/ Good/ Very Good
  - 5.4. **Their attitude towards their studies**  
Poor/ Fair/ Good/ Very Good
  - 5.5. **Their respect for you as an educator**  
Poor/ Fair/ Good/ Very Good
  - 5.6. **Being well disciplined in class**  
Poor/ Fair/ Good/ Very Good
  - 5.7. **Being interested in their school work**  
Poor/ Fair/ Good/ Very Good
  - 5.8. **Obeying their educators**  
Poor/ Fair/ Good/ Very Good
  - 5.9. **Their attitude towards the school in general**  
Poor/ Fair/ Good/ Very Good
  - 5.10. **Physical environment (Clean, safe etc.)**  
Poor/ Fair/ Good/ Very Good
  - 5.11. **Opportunity to participate in decision making**  
Poor/ Fair/ Good/ Very Good
  - 5.12. **Trust by higher authorities in what you do in class/ school**  
Poor/ Fair/ Good/ Very Good

- 5.13. Your level of independence and freedom to make decisions**  
Poor/ Fair/ Good/ Very Good
- 5.14. Respectful treatment by higher authorities**  
Poor/ Fair/ Good/ Very Good
- 5.15. Getting acknowledgement or praise for good performance as an educator**  
Poor/ Fair/ Good/ Very Good
- 5.16. How would you describe the entire staff members' level of commitment to their duties in the school**  
Poor/ Fair/ Good/ Very Good
- 5.17. How would you describe the image of your school in the community**  
Poor/ Fair/ Good/ Very Good

**Think about real individuals on your own School's Management Team. Tick the columns to show which individuals carry most responsibility for each role. Tick one or more columns for each role.**

<b>ROLES</b>	<b>PRINCIPAL</b>	<b>SMT MEMBER (A)</b>	<b>SMT MEMBER (B)</b>	<b>SMT MEMBER (C)</b>	<b>SMT MEMBER (D)</b>
Who plays the figurehead role in your school?					
Who provides daily leadership?					
Who are the main liaison people? <ul style="list-style-type: none"> <li>• with the Department</li> <li>• with parents</li> <li>• with S.G.B.</li> </ul>					
Who is in charge of monitoring? <ul style="list-style-type: none"> <li>• results</li> <li>• attendance</li> <li>• extra-curricular activities</li> </ul>					
Who is the spokesperson? <ul style="list-style-type: none"> <li>• to the community</li> <li>• to the newspapers</li> </ul>					
Who does most of the disseminating? <ul style="list-style-type: none"> <li>• Financial information</li> <li>• Policy information</li> </ul>					
Who are the problem-solvers? <ul style="list-style-type: none"> <li>• amongst staff</li> <li>• amongst students</li> </ul>					
			<b>MEMBER</b>	<b>MEMBER</b>	

<b>ROLES</b>	<b>PRINCIPAL</b>	<b>MEMBER OF THE SMT (A)</b>	<b>MEMBER OF THE SMT (B)</b>	<b>MEMBER OF THE SMT (C)</b>	<b>MEMBER OF THE SMT (D)</b>
Who does the allocation of resources? <ul style="list-style-type: none"> <li>• money</li> <li>• time</li> <li>• space</li> </ul>					
Who does most of the negotiating? <ul style="list-style-type: none"> <li>• with the union site steward</li> <li>• on allocation of work</li> <li>• on staff grievances</li> <li>• on student grievances</li> <li>• with the community</li> </ul>					

**In your opinion to what extent does your principal involve the stakeholders (educators, parents, and learners) in:**

**1. Fund raising for the school?**

Poor/ Fair/ Good/ Very Good

**2. Formulating school policies?**

Poor/ Fair/ Good/ Very Good

**3. Attending to disciplinary problems at school?**

Poor/ Fair/ Good/ Very Good

**4. Forming committees to assist with the management of the school?**

Poor/ Fair/ Good/ Very Good

**5. Planning the financial budget of the school?**

Poor/ Fair/ Good/ Very Good

**6. Planning the school year programme?**

Poor/ Fair/ Good/ Very Good

**In your opinion to what extent:**

- 1. Does your principal accept other views on school matters?**  
Poor/ Fair/ Good/ Very Good
- 2. Do the various committees in the school help your school function more effectively?**  
Poor/ Fair/ Good/ Very Good
- 3. Does teamwork play a role in your school?**  
Poor/ Fair/ Good/ Very Good
- 4. Does your principal care about you?**  
Poor/ Fair/ Good/ Very Good
- 5. In general do you think the educators in the school are competent?**  
Poor/ Fair/ Good/ Very Good
- 6. In general do you feel the parents support the school?**  
Poor/ Fair/ Good/ Very Good
- 7. Do you think learners help the school to function more effectively?**  
Poor/ Fair/ Good/ Very Good
- 8. Do you feel the principal succeeds in involving the community in the functioning of the school?**  
Poor/ Fair/ Good/ Very Good
- 9. Do you feel your school is improving under the leadership of your principal?**  
Poor/ Fair/ Good/ Very Good
- 10. Are you satisfied with the way your principal manages the school?**  
Poor/ Fair/ Good/ Very Good
- 11. Do you believe your principal is a leader?**  
Poor/ Fair/ Good/ Very Good
- 12. Does the School Management Team communicate decisions reached by them effectively to you?**  
Poor/ Fair/ Good/ Very Good
- 13. Do you get feedback on school activities from your principal?**  
Poor/ Fair/ Good/ Very Good
- 14. Do you feel informed about school activities?**  
Poor/ Fair/ Good/ Very Good
- 15. Does the principal attend to problems as they arise?**  
Poor/ Fair/ Good/ Very Good
- 16. Is the principal ready to provide support?**  
Poor/ Fair/ Good/ Very Good

**17. Is the principal good at organising the various activities in the school?**

Poor/ Fair/ Good/ Very Good

**18. Do you have confidence in the leadership of your principal?**

Poor/ Fair/ Good/ Very Good

**19. Does your principal demonstrate an understanding of the current changes occurring in Education?**

Poor/ Fair/ Good/ Very Good

**20. Do you think your principal strives towards the vision of excellence for your school?**

Poor/ Fair/ Good/ Very Good

**21. Do you think learners disrupt the functioning of the school?**

Poor/ Fair/ Good/ Very Good

**22. Do you think parents get involved in school activities?**

Poor/ Fair/ Good/ Very Good

**THANK YOU FOR YOUR PATIENCE AND CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE.**

## APPENDIX C

**Enq:** Mukoma A.M.

**Tel:** 015 –5272041

**Cell:** 0824995303

**Fax:** 015 –5272044

### **The member of School Governing Body**

You are among the chosen Catholic School Member of a School Governing Body to complete the attached questionnaire.

Its purpose is to gain understanding of the Catholic schools principals Leadership and Management styles and their impact on school discipline. Your responses to the questionnaire should help to highlight one of the most pertinent problems encountered in education.

The same questionnaire is being sent to the principal, educators, other members of your School governing Body and members of your school Representative Council of Learners with some modifications.

You are therefore asked to take some of your valuable time to respond to this questionnaire. The information that you give will be treated in the strictest confidence at all times. For that reason, your name should not be written on this questionnaire.

Instructions on how to answer the questionnaire items are given. In most cases you are simply asked to put either a cross or a circle around what best represents your perception about the importance of a given statement.

When you have completed the questionnaire, put it in the supplied addressed envelope and post it to the researcher.

May I thank you again for your anticipated co-operation.

Yours truly,

.....  
Mukoma A.M.  
The Researcher

1. For how many years have you been a member of the S.G.B. at this school?.....
2. Your sex: Male..... OR Female.....
3. For how long have you been working with the present principal?.....

**In your opinion to what extent does your principal involve the stakeholders (educators, parents, and learners) in:**

**1. Fundraising for the school?**

Poor/ Fair/ Good/ Very Good

**2. Formulating school policies?**

Poor/ Fair/ Good/ Very Good

**3. Attending to disciplinary problems at school?**

Poor/ Fair/ Good/ Very Good

**4. Forming committees to assist with the management of the school?**

Poor/ Fair/ Good/ Very Good

**5. Planning the financial budget of the school?**

Poor/ Fair/ Good/ Very Good

**6. Planning the school year programme?**

Poor/ Fair/ Good/ Very Good

**In your opinion to what extent:**

- 1. Does your principal accept other views on school matters?**  
Poor/ Fair/ Good/ Very Good
- 2. Do the various committees in the school help your school function more effectively?**  
Poor/ Fair/ Good/ Very Good
- 3. Does teamwork play a role in your school?**  
Poor/ Fair/ Good/ Very Good
- 4. Does your principal care about you?**  
Poor/ Fair/ Good/ Very Good
- 5. In general do you think the educators in the school are competent?**  
Poor/ Fair/ Good/ Very Good
- 6. In general do you feel the parents support the school?**  
Poor/ Fair/ Good/ Very Good
- 7. Do you think learners help the school to function more effectively?**  
Poor/ Fair/ Good/ Very Good
- 8. Do you feel the principal succeeds in involving the community in the functioning of the school?**  
Poor/ Fair/ Good/ Very Good
- 9. Do you feel your school is improving under the leadership of your principal?**  
Poor/ Fair/ Good/ Very Good
- 10. Are you satisfied with the way your principal manages the school?**  
Poor/ Fair/ Good/ Very Good
- 11. Do you believe your principal is a leader?**  
Poor/ Fair/ Good/ Very Good
- 12. Does the School Management Team communicate decisions reached by them effectively to you?**  
Poor/ Fair/ Good/ Very Good
- 13. Do you get feedback on school activities from your principal?**  
Poor/ Fair/ Good/ Very Good
- 14. Do you feel informed about school activities?**  
Poor/ Fair/ Good/ Very Good
- 15. Does the principal attend to problems as they arise?**  
Poor/ Fair/ Good/ Very Good

**16. Is the principal ready to provide support?**

Poor/ Fair/ Good/ Very Good

**17. Is the principal good at organising the various activities in the school?**

Poor/ Fair/ Good/ Very Good

**18. Do you have confidence in the leadership of your principal?**

Poor/ Fair/ Good/ Very Good

**19. Does your principal demonstrate an understanding of the current changes occurring in Education?**

Poor/ Fair/ Good/ Very Good

**20. Do you think your principal strives towards the vision of excellence for your school?**

Poor/ Fair/ Good/ Very Good

**21. Do you think learners disrupt the functioning of the school?**

Poor/ Fair/ Good/ Very Good

**22. Do you think parents get involved in school activities?**

Poor/ Fair/ Good/ Very Good

**THANK YOU FOR YOUR PATIENCE AND CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE.**

## APPENDIX D

**Enq:** Mukoma A.M.

**Tel:** 015 –5272041

**Cell:** 0824995303

**Fax:** 015 –5272044

### **The member of Representatives of Council of Learners**

You are among the chosen Catholic School Member of a School Governing Body to complete the attached questionnaire.

Its purpose is to gain understanding of the Catholic schools principals Leadership and Management styles and their impact on school discipline. Your responses to the questionnaire should help to highlight one of the most pertinent problems encountered in education.

The same questionnaire is being sent to the principal, educators, members of your School governing Body and other members of your school Representative Council of Learners with some modifications.

You are therefore asked to take some of your valuable time to respond to this questionnaire. The information that you give will be treated in the strictest confidence at all times. For that reason, your name should not be written on this questionnaire.

Instructions on how to answer the questionnaire items are given. In most cases you are simply asked to put either a cross or a circle around what best represents your perception about the importance of a given statement.

When you have completed the questionnaire, put it in the supplied addressed envelope and post it to the researcher.

May I thank you again for your anticipated co-operation.

Yours truly,

.....  
Mukoma A.M.  
The Researcher

**MAKE A CROSS (X) WHERE APPROPRIATE**

1. Your sex      Male .....Female.....
2. Your age      14 years.....15 years.....16 years.....17 years....  
18 years... ..19 years.....20 years..... 21 years...
3. Your grade    8..... 9.....10.....11.....12.....

**CIRCLE THE ANSWER THAT INDICATES WHAT YOU THINK IS TRUE IN YOUR SCHOOL**

**4. Covering of the syllabi at your school**

20%; 40%; 60%; 80%; 100%

**5. School/class attendance**

**5.1. Learners:**

Poor/ Fair/ Good/ Very good

**5.2. Educators**

Poor/ Fair/ Good/ Very good

**6. Punctuality**

**6.1. Learners**

Poor/ Fair/ Good/ Very good

**6.2. Educators**

Poor/ Fair/ Good/ Very good

**7. Written work**

**7.1. Class work**

Poor/ Fair/ Good/ Very good

**7.2. Home work**

Poor/ Fair/ Good/ Very good

**8. How do you experience the following characteristics of learners in your school/class?**

**8.1. Being on time for classes**

Poor/ Fair/ Good/ Very good

**8.2. Regular school attendance**

Poor/ Fair/ Good/ Very good

**8.3. Doing their homework**

Poor/ Fair/ Good/ Very good

**8.4. Their attitude towards their studies**

Poor/ Fair/ Good/ Very good

**8.5. Their respect for educators**

Poor/ Fair/ Good/ Very good

**8.6. Being well disciplined in class**

Poor/ Fair/ Good/ Very good

**8.7. Being interested in their schoolwork**

Poor/ Fair/ Good/ Very good

**8.8. Obeying their educators**

Poor/ Fair/ Good/ Very good

**8.9. Their attitude towards the school in general:**

Poor/ Fair/ Good/ Very good

**8.10. Physical environment (Clean, safe etc.)**

Poor/ Fair/ Good/ Very good

**8.11. Opportunity to participate in decision making**

Poor/ Fair/ Good/ Very good

**8.12. Trust by higher authorities in what you do in class/ school**

Poor/ Fair/ Good/ Very Good

**8.13. Your level of independence and freedom to make decisions**

Poor/ Fair/ Good/ Very Good

**8.14. Respectful treatment by higher authorities**

Poor/ Fair/ Good/ Very Good

**8.15. Getting acknowledgement or praise for good performance as a learner**

Poor/ Fair/ Good/ Very Good

**8.16. How would you describe the entire staff members' level of commitment to their duties in the school**

Poor/ Fair/ Good/ Very Good

**8.17. How would you describe the image of your school in the community**

Poor/ Fair/ Good/ Very Good

**THANK YOU FOR YOUR PATIENCE AND CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE.**