

UNIVERSITY OF KWAZULU-NATAL

**THE EFFECTIVENESS OF LABOUR ORGANISATION IN THE MANAGEMENT
AND LEADERSHIP OF SCHOOLS AT FOLWENI CIRCUIT**

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DEDICATION

I dedicate this study to my late father Mondlakayisi Elphasi Khumalo and my mother Ntombi Florence Nzimande-Khumalo for their support and sacrifices. I will always remain indebted to them.

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TABLE OF CONTENTS

SUPERVISORS PERMISSION TO SUBMIT THESIS/DISSERTATION.....	i
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT.....	ix
LIST OF ACRONYMS	x
LIST OF FIGURES	xi
Chapter One	1
Introduction.....	1
1.1 Introduction.....	1
1.2 Research background	1
1.3 Problem Statement	3
1.4 Aim of the Study.....	4
1.5 Research objectives.....	4
1.6 Research Questions	4
1.7 The Significance of the study.....	4
1.8 Brief Research Methodology	5
1.9 Organisation of the study	6
Chapter Two.....	8
Literature Review.....	8
2.1 Introduction.....	8
2.2 Definition of key concepts	8
2.2.1 Leadership and management in schools.....	9
2.2.2 Labour relations in schools	11
2.3 Evaluation of leadership and management in schools	13
2.3.1 Key players in education sector in South Africa.....	14
2.3.2 Internal environment of educational environment	15
2.3.3 Key players in the educational environment.....	15
2.3.3.2 Department of Basic Education	15
2.3.3.3 School Management Team (SMT).....	15
2.3.3.4 School Governing Body (SGB)	16

2.3.3.5 Educators.....	16
2.3.3.6 Learners.....	16
2.3.4 Macro Environment	17
2.3.5 Leadership models	17
2.3.6 School leadership in South Africa	19
2.3.7 Advanced Certificate in Education (ACE).....	21
2.4 Effectiveness of labour organisation in management and leadership in schools	22
2.4.1 Teachers perception of union leadership	23
2.4.2 Role of union leadership in education.....	23
2.4.4 Filling of the promotional post in schools: Transactional leadership style.....	24
2.5 Recommendation to improve leadership and management in schools	24
2.5.1 Educators Employment.....	26
2.5.2 Principal effectiveness	27
2.5.2.1 The direct influence of principals on school conditions	27
2.5.2.2 Principals influence on teacher working conditions	28
2.5.2.3 Principals influence on teacher quality	28
2.5.2.4 Indirect influence of principals on instructional quality	28
2.5.2.5 Indirect influence of principals on student achievement.....	28
2.6 Theoretical framework.....	29
2.7 Conclusion	32
Chapter Three.....	34
Research Methodology	34
3.1 Introduction.....	34
3.2 Locating the study in the Interpretive Paradigm	34
3.3 Qualitative research design	35
3.3.1 Methodological reflexivity in qualitative research	36
3.3.2 Authenticity and trustworthy in qualitative research	37
3.4 Sampling	38
3.4.1 Target Population.....	39
3.4.2 Sampling Size	39
3.4.3 Pilot study	39
3.5 Data collection tools	40
3.5.1 In-depth structured interviews	40
3.6 Location of the study	42

3.7 Data analysis	42
3.8 Limitations of the study	43
3.8.1 Elimination of bias	43
3.9 Ethical considerations	43
3.10 Conclusion	44
Chapter 4.....	46
Presentation of Findings	46
4.1 Introduction.....	46
4.2 Biographical information	46
4.3 Leadership and management of schools	47
4.3.1 Measures put in place to retain quality by principals.....	47
4.4.1 Labour organisations’ influence on leadership and management of schools?	52
4.4.2 Labour organisations’ effects on Leadership and management of schools.....	54
4.4.3 Labour organisations’ leadership and management development plan for school managers ..	56
4.5 Measuring the performance of school managers	58
4.5.1 Participant recommendations on measures to be undertaken to correct and normalise the leadership of schools.....	59
4.6 Conclusion	61
Chapter 5.....	62
Discussion Of Findings.....	62
5.1 Introduction.....	62
5.2 Key Findings.....	62
5.2.1 Measures considered in the retention of quality	62
5.2.2.1 Labour organisations’ influence.....	63
5.2.2.2 Labour organisations’ effects.....	64
5.2.2.3 Labour organisations’ leadership and management development plan	65
5.2.3 Measuring the performance of school managers	65
5.2.4 Participant recommendations	66
5.3 Conclusion	67
Chapter 6.....	68
Summary, Conclusions and Recommendations	68
6.1 Introduction.....	68
6.2 Summary of Key findings	68
6.2.1 Quality Retention Measures.....	68

6.3 Development of leaders and managers by labour organisations	68
6.3.1 Labour organisations influence	68
6.3.2 Labour organisations' effects on Leadership and management of schools.....	69
6.3.3 Leadership and management development plan for school managers	69
6.4 Measuring the performance of school managers	69
6.4.1 Participants' recommendations on measures to normalise leadership in schools.	70
6.5 Conclusions.....	70
6.6 Recommendations.....	71
References.....	74

ABSTRACT

This study explored the effectiveness of labour organisations in leadership and management of schools at Folweni circuit in Umlazi District, KwaZulu-Natal province, South Africa. The main aim of the study was on primary school leadership and management reaction in their attempt to deal with current anomalies in schools within the designated area. The study also assessed the validity of public perceptions that school managers are no longer in command implying that they have been reduced to stooges and ball boys of labour organisations. The study employed an interpretivist paradigm. The aim was to draw insights into the lived experience and subjective meanings of research participants in schools at Folweni Circuit. A qualitative approach was adopted to gain an understanding of the underlying circumstances, opinions and viewpoints of participants who were school principals in the district. In-depth interviews, participant observation and document analysis were employed for the purpose of data collect and thematic analysis was employed to analyse data. The study found that communities are key to the development of school schools. The role of unions in the development of leaders and managers in schools was found to be multifaceted. Also, it was established that labour organisations possess a direct and hefty influence on the leadership and management of schools. Nonetheless, the study established that there is no specific plan in place to enhance the development of leadership by labour organisations. The study concludes that the idea that quality is important equates to the effectiveness of labour organisations in that they perform an instrumental role in ensuring that there is quality in the day to day running of the schools. The fact that they are instrumental in the development of leaders and managers could equally imply that the organisations are immensely effective in ensuring the development of leadership and management in schools. The study recommends that officials and policymakers must develop a fundamental responsibility to induct new principals and develop old guards on issues related to management and leadership.

Keywords: Labour organisations, Leadership, Management, Folweni Circuit, Umlazi District

LIST OF ACRONYMS

ACE	Advanced Certificate in Education
ANC	African National Congress
CMC	Circuit Management Centre
COSATU	Congress of South African Trade Unions
DoBE	Department of Basic Education
ECD	Early Childhood Development
ELRC	Educational Labour Relation Council
HRM	Human Resource Management
KZN	KwaZulu-Natal
LTSM	Learning and Teaching Support Materials
NAPTOSA	National Professional Teachers Association of South Africa
NTU	National Teachers Union
NMLC	National Management and Leadership Committee
SACP	South African Communist Party
SADTU	South Africa Democratic Teachers Union
SAOU	Suid-Afrikaanse Onderwysunie
SGB	School Governing Body
SMT	School Management Team

LIST OF FIGURES

Figure 2.1: Key players in the education environment.....	14
Figure 2.2: Ripple effect for principal effectiveness.....	27
Figure 4.1: Gender composition.....	47
Figure 4.2: Age group of participants.....	48

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study explored the effectiveness of labour organisations in leadership and management of schools at Folweni circuit. It investigates the school leadership and management reaction in their attempt to deal with current anomalies in schools within the designated area. Furthermore, it checks the validity of public perceptions that school managers are no longer in command and have been reduced to stooges and ball boys of labour organisations. The initial part of this chapter outlines the research background, problem statement, aim, research objectives and research questions. This part engages with these various scholars that shed light on the discourse of labour organizations in leadership and management of schools. The penultimate part of this chapter provides an overview, significance of the study, as well as the structure of the study. This study adds value to the scholarship of labour organization and the management of schools. It provides deep insights that add value to the limited studies that have been carried out on the similar and/or related topic. Given that education has been declared as a societal matter in South Africa, it is important to enlighten communities and the academia about the role played by labour organizations in leadership and management of schools.

1.2 Research background

Louis, Leithwood, Wahlstrom, Anderson, Michlin, and Mascal (2010) conceptualize leadership as a process of influencing others. In particular, the authors maintain that leadership is the ability of the leader to build relationship and influence people's behaviour as required to execute the organisation's vision. This implies that the outcome of leadership is about changing people's behaviour and align people to the strategic vision (Christie, 2010). In addition, Satope, Akintunde and Olopade (2014) hold that leadership is not necessarily related to the role and therefore can be viewed as a process rather than a position of authority. Leadership is interrelated with management as it involves directing others' behaviour towards the accomplishment of organisational goals (Bush, 2007). Leadership includes elements such as motivating and influencing people.

It is widely recognised that leadership in schools is a significant aspect that is only second to classroom teaching in relation to its impact on student learning (Bush and Glover, 2014). However, many educational experts and renowned writers like Motsphi (2011) claimed that

leadership and management in the education sector across South Africa are grossly poor and ineffective. To corroborate with Motsohi's (2011) claim, at Folweni circuit, for instance, the circuit is regarded as the worst underperforming in the entire district. Consequently, the Folweni circuit is poor in the learners' outcomes and there is a blatant dysfunctionality in the circuit. Leadership qualities are contentious, a situation that has been prevailing for quite some time, it is not a sheer incident that there is a noticeable intercession by district officials in their attempt to remedy the situation (Motsohi, 2011).

Motsohi (2011) argued that the lack of effective leadership and management is the primary reason for the collapse of basic school functionality. To validate this argument, the author cited labour organisations such as the South Africa Democratic Teachers' Union (SADTU) as the contributing factors towards education dysfunctionality. Motsohi (2011) further claimed that education has a huge role to play in the promotion of social justice as envisaged in the South African Constitution, however, the gross lack of educational leadership and management only serves as a hindrance and cancer that collapses quality public education. The tendency among labour organisations generally and SADTU in particular is that they stage their union activities during the teaching and learning times simple because school leaders themselves are not only unions affiliates but office bearers and activists. Effective teaching and learning and effective school leadership take a back seat during such times. The focus of this study is on the effectiveness of labour organisations in the management and leadership of primary schools in the Folweni circuit of Umlazi district. There are 462 schools in Umlazi and these include both primary and secondary as well as public and independent (Snap Survey Report for Ordinary Schools, 2011).

In countless instances, departmental officials and principals, in particular, are easily intimidated and manipulated by labour organisations to the detriment of quality learning and learner_outcomes (Motsohi, 2011). Furthermore, labour unions used their influence and political power to get rid of managers who refuse to toe the line up to the level of Director-General (Dlamini et al., 2014). In a classical case, SADTU, in particular, succeeded in evicting basic education Director-General Bobby Soobrayan from office (Dlamini et al., 2014). In light of the abovementioned predicament, this study is concerned with the invisible literature that explores the relationship between a labour organization and the management of schools in Folweni district. To this effect, this study explored this relationship drawing insights from document analysis, observations, principals' narratives, Trade Unions representatives and the circuit Manager's narratives.

1.3 Problem Statement

Inasmuch as scholars such as Bush (2007), (Motsphi, 2011), Bush and Glover (2014) as well as Dlamini, Smit and Lock (2014) provide a nuanced analysis on the role played by labour unions, none has focused on the relationship between labour organizations and the management of schools in the Folweni circuit in Umlazi district. Nevertheless, studies that triumphed to focus on the role of labour unions dwelt much on universities and other higher learning institutions (Fongwa, 2018; Case, McKenna, Marshall & Mogashana, 2018). Thus, the originality of this study stems from its effectiveness in unpacking the labour organizations and schools in Folweni nexus. The indecisiveness and nonchalance of school leaders to effectively supervise, control and manage schools as per the constitutional mandate, has led to a situation where labour organisations have assumed the leadership and management role with adverse effect. The situation at Folweni circuit is very unpleasant. It is characterised by high failure rate, caused by a lack of quality leadership and the incompetence to manage conflict relations between labour unions and school management. This impacts the performance of learners in that the management does not have strict control of the teaching staff such that some might not effectively fulfil their contractual obligation which has severe effects on the performance of learners. The Higher Management Information Systems [HMIS] (2019) presents a record decline of about 25% pass rate in primary schools between 2016 to 2019. Hence, this study seeks to explore the effectiveness of labour organisations in the leadership and the management of schools at Folweni circuit in Umlazi District. This is a circuit that is characterised by a high failure rate, leadership inefficiency and conflict relationship between school authorities and labour unions. Taking a cue from Bertram and Christiansen (2014) intellectual lenses into the analysis of problems, including the abovementioned, needs to be prioritized in contemporary scholarship.

In addition to the above, Pattillo (2012) postulates that the leadership inefficiencies in schools are a direct consequence of labour unions' interference on leadership matters. This is often referred to as unprofessionalism and baton to achieve labour demands. Letseka et al. (2012) further argued that SADTU, in particular, is cancerous to the entire system of education. Most school leaders are SADTU members, a situation that makes it difficult for principals to produce solutions that are parallel to their political structures. School leaders seem to be sceptical to take decisions that will arise hostility to the majority of teachers because that will mean they are swimming against the tide. From the foregoing, this study aims to explore (in)effectiveness

of labour organisation in leadership and management of schools that has a potential to either develop or collapse the education system of the entire country if it is not attended to appropriately. Labour union leaders often misinterpret their roles and responsibilities of schools' day to day processes by shedding key responsibilities to others.

1.4 Aim of the Study

The aim of this research study is to explore the effectiveness of the labour organisations in leadership and management of schools at Folweni Circuit.

1.5 Research objectives

The research objectives engaged are as follows:

- To evaluate leadership and management of schools at Folweni Circuit.
- To examine the effect of labour organisations in leadership and management of schools at Folweni circuit.
- To recommend measures that could be undertaken to correct and normalise the leadership of schools at Folweni circuit.

1.6 Research Questions

- How to evaluate the leadership and management of schools at Folweni Circuit?
- What is the effect of labour organisations in leadership and management of schools at Folwen Circuit?
- What measures could be undertaken to correct and normalise the leadership and management of schools at Folwen Circuit?

1.7 The Significance of the study

According to Bertram and Christiansen (2014), empirical studies possess a huge potential to fill gaps in a prevailing body of knowledge on particular issues. The studies achieve this daunting task through the collection of empirical data, analysis and interpretation of findings. This study focuses on the effectiveness of labour organisations in the leadership and management of schools. It is critical and very significant since it addresses the underlying causes of leadership and management nonchalance and ineffectiveness. The significance of this study is twofold.

Firstly, this study adds value in overcoming the limited studies that have been carried out on similar and/or related topic. As indicated above, there is no study best known to the researcher

that has unpacked the role of labour organizations in leadership and management of schools in Folweni circuit, Umlazi District. The intellectual contribution of this study does not only assist education authorities provincially but also at the national level since it seeks to provide experiences that ought to be taken into consideration by the national department of education.

Secondly, this study aims to address leadership inefficiency, underperformance and it addresses solutions that create a labour peace between labour organisations and school managers. Addressing leadership (in) competency is important given that it will assist policymakers, school leaders, school governing bodies, department of education and responsible authorities to come up with effective developmental solutions in the designated area of the study. The study was performed in a manner that provides principals of the Folweni Circuit with an opportunity to express their experiences, challenges and the underlying reason for leadership and management of schools.

1.8 Brief Research Methodology

The study employed an interpretivist paradigm because it aims to draw insights into the lived experience and subjective meanings of research participants in schools at Folweni Circuit. Throughout the research process, the researcher was conscious of the interpretive criteria used to assess key findings and how it differs from other paradigms such as positivist. Application of interpretive paradigm in this study was informed by the need to capture the role of labour organisations in leadership and management through a descriptive analysis of informants. Coupled to this paradigm was the qualitative approach which proved to be the most suited for this study given that it provides the principal investigator with a chance to comprehend and understand many issues and challenges facing school leadership at Folweni circuit through participants. In this regard, visiting principals in their respective schools, labour unions representatives and circuit manager of Folweni in their offices, provided the researcher with experiential first-hand information, observation and it created an atmosphere of trust and respect which enhanced the free-flowing conversations related to participants' experiences, all their challenges, frustrations and hindrances that impact on their work performances.

The qualitative approach assisted the researcher to gain an understanding of the underlying circumstances, opinions and viewpoints and it clearly provided an insight into the problem. The researcher was able to unpack the narratives and the lived examples of the research participants that could not be quantified. In this respect, the qualitative method best worked to the benefit of this study given that it assisted in the understanding of the social and cultural

background of these under-achieving schools within Folweni Circuit. Throughout the research process, reflexivity played an important role in understanding the study phenomenon in their natural setting. This study utilized methodological reflexivity, in particular, epistemological reflexivity, to make sure that methodological procedures were effectively followed throughout the research process. Thus, the social constructions were based on the researcher's background in theoretical understanding and knowledge of the study area. In addition, the researcher was able to observe the principles of authenticity and trustworthiness. These principles were established by the researcher to measure the rigour of qualitative study and to ensure the credibility of the result. Data was collected using in-depth interviews, observations and document analysis. Data source triangulation assisted the researcher to eliminate biases that could arise from using a single method. The three data collection tools are discussed in the following paragraphs. Chapter three provides an in-depth analysis of the methodological routes employed by this study.

1.9 Organisation of the study

This study has 6 chapters aimed at exploring the role of labour organizations in leadership and management of schools in Folweni circuit, Umlazi district.

Chapter 1

This chapter focuses mainly on the introduction framework of the study. A synopsis of the research work, special attention on the background of the study, purpose statement, aim, problem statement, objectives, research questions, the significance of the study, a brief summary of literature review and explanation of research design and methodology.

Chapter 2

This chapter mainly focuses on a thorough analysis of the literature on the effectiveness of labour organisations in the leadership of schools. Moreover, the effort is made to ensure that the literature is aligned with the objectives of the study. This chapter also discusses the distributed leadership theoretical framework and provides a rationale for employing the theory.

Chapter 3

Chapter 3 provides the research design and methodology used to conduct the study. Qualitative methodology is employed. Furthermore, it draws attention to research design, research method, population, sampling, location of the study, an instrument for data collection, data analysis, the reliability and validity as well as ethical considerations.

Chapter 4

This chapter presents and interpretations the results generated through in-depth interviews, document analysis and observation. The results are presented in thematic form drawing insights from the abovementioned three data collection tools.

Chapter 5

This chapter provides an analysis of the data presented in chapter 4. The chapter employed thematic analysis drawing insights from the distributed leadership theory and various literature.

Chapter 6

Chapter six offers the study conclusions based on the entire research and recommendations based on the study conclusions.

1.10 Conclusion

This chapter has presented the research background, problem statement, aim, research objectives, research questions, the significance of the study and structure of the study. The chapter has also engaged with various scholars that shed light on the discourse of labour organizations in leadership and management of schools. The main argument herein is to show the originality and the significance of exploring the (in) effectiveness of labour organisations in leadership and management of schools at Folweni circuit. The next chapter presents literature relevant to the study objectives as presented in this chapter. In addition, the following chapter also discusses the theoretical framework of this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter has presented the research background, problem statement, aim, research objectives, research questions, and the significance of the study and structure of the study. This chapter builds on the previous one. It presents the literature review of the study based on the three themes which are as follows: the evaluation of leadership and management in schools, the effect of labour organisations in leadership and management of schools and measures to be undertaken to correct and normalise school leadership. The literature review presented in this chapter was organized in line with the study objectives. This implies that the study does not intend to provide literature which deviates from the study aim and its key objectives. Its first part defines and provides key concepts underpinning the study which include leadership, management and labour organisations. The last part of this chapter discusses the theoretical framework of this study. As shall be discussed in the penultimate part of this chapter, this study is grounded on the distributed leadership theory developed by Gibb (1954).

2.2 Definition of key concepts

Leadership is an activity through which individuals influence others in the purpose of achieving the same or common vision (Day and Leithwood, 2007). According to Leithwood et al. (2008), leadership may be described in terms of power dynamic whereby certain individuals have the ability to influence each other in the attainment of the same goals. Literature provided by Bush and Heystek (2006) as well as Hamid, Bisschoff and Botha, (2016) view management as an organisational thought which is related to the structures by which organisational goal are met. Basically, management is defined as the process of initiating activities by working with people towards the objectives and desired outcomes (Bush, 2007). Bush et al. (2010) described management as organising, planning, controlling and leading people and resources in attainment of the desired mission and objectives of the organisation. Furthermore, it is associated with formal positions rather than to persons. In addition, formal positions are closely linked with command and control of the organisations. However, given the numerous definitions of leadership provided, the aspect of school leadership which is imperative for this study is close to silent. Consequently, Atkinson (2013) asserts that leadership in schools is the most important factor in achieving improvements in school performance. In order to achieve success, schools require trained and committed teachers though in return they require the leadership of a highly effective principal.

Labour organisations are groups of employees formed for the purpose of representing other employees with the employer regarding the employment conditions (Govender, 2015). The employment conditions may include, but not limited to grievances, labour dispute, wages, hours and rates of pay (Satope et al., 2014). Labour organisations or relations are introduced with the aim of regulating the employees' conditions of work and appraisal (Nel et al., 2016). This chapter describes the concept of leadership and management as well as labour relations in schools. The detailed information on these concepts is further discussed hereunder.

2.2.1 Leadership and management in schools

Poor leadership and management of schools are one of the key factors for poor educational achievement. Furthermore, it is apparent in the eight case studies that the development need of principals, school management teams and head of departments have become more effective (Hoadley et al., 2009). This indicates that the majority of principals do not have a strong teaching and learning foundation and support. Principals normally relied on the instructional leadership style which is often limited to monitoring the completion of work instead of making informed decisions (Hoadley et al., 2009, Magwaza, 2017). School management often focuses on uncontrollable factors which are beyond their control such as poverty, parental illiteracy and language competence, instead of focusing on other factors such as safeguarding and preserving satisfactory LTSMs, and observing classroom practice (Hoadley et al., 2009; Sedibe, 2011).

Though much has been documented about leadership is the process of interaction between leaders and followers where the leaders implement shared vision by influencing others in order to achieve it (Goleman, 2017). The research conducted by Louis et al. (2010) viewed leadership as playing a significant role in learning outcomes. According to the authors, evidence can be drawn from a cross-sectional study conducted in the United States (US) primary schools. This research sought to find out how school leadership affect the development of schools. This was done by comparing four models for leadership and learning. These include direct, mediated, reversed and reciprocal effects models.

Rice (2010) maintains that direct effects model refers to leadership as the important driver for improvement in student learning. Direct effects model explored the relationship between principal leadership and student learning (Rice, 2010; Fongwa, 2018). In simple terms, the direct effects model explains student outcomes exclusively due to the leadership of principals. On the other hand, the mediated effects model shows that leadership is an important driver

which changes the capacity and effectiveness of schools (Rice, 2010, Louis et al., 2010). Furthermore, it is referred to as the effects of leadership that are indirect on learning. In addition, indirect effects assist principal leadership to sharpen student learning (Day, 2011). The other model is reversed mediated effects which describes modification in learning outcomes due to leadership and capacity (Hallinger and Heck, 2011). This means that change in school results (i.e positive or negative) may result in school capacity and leadership changes. Lastly, the reciprocal effects model views that leadership, school improvement capacity and student learning are mutually on each other over time (Hallinger and Heck, 2011). This mutual influence on each other creates paths to the improvement of student learning. For example, the growth in learning is influenced by modifications in leadership. Furthermore, the reciprocal effects model suggests view leadership as a property of the organization that can fluctuate over a longer period of time (Fongwa, 2018).

In the review of these models, direct effects model is considered not to produce significant results as there is little information documented about the model. Hence, scholars were then discouraged from pursuing the model. The model hypothesized that transformation in cooperative leadership applies direct effects on development in student learning (Hallinger and Heck, 2011; Bonnie & Walker 2016). Analysis that assessed this relationship model failed to support this hypothesis. Therefore, this indicates that the direct effects model outcomes correlate with that of the review, as it suggests that the model does not yield significant results (Hallinger and Heck, 2011). Secondly, the mediated effects model hypothesised change in cooperative leadership as the catalyst for change in capacity and learning among students in schools. The findings on the analysis appeared to be in unison with studies done by Hallinger and Heck (2011) in a comparable area. Thirdly, reversed mediated effect model hypothesized student learning outcomes act as a catalyst to the improvement in the capacity and collaborative leadership in schools. Nevertheless, student learning outcomes are not the driver for this change. Therefore, the model offered inadequate evidence in understanding the underlying forces of the relationship of the abovementioned factors. This is why the model was discouraged. Lastly, the reciprocal effects model which has hypothesized that reciprocated effect creates routes to development in learning seemed to produce a bona fide confirmation in support of shared effects standpoint on leadership and the improvement of schools.

The findings show that original accomplishment was associated with consequent changes in the school expansion capacity and collaborative leadership. The preliminary level of leadership remained detached from growth in achievement. This implies that the first level of the

expansion capacity is independent to successive growth in achievement. Building on the above suggestions, one can, therefore, conclude that the learning outcomes of schools are improved irrespective of their preliminary accomplishment levels. This is often if important organisational processes for example leadership and school improvement are changed. Additionally, preliminary school achievement capacity certainly affected the changes in leadership and improvement capacity in schools. Hence, this confirms the literature provided by Hallinger and Heck (2011) who postulates that the relationship between school improvement capacity and leadership are inseparable and it enhances growth and positive change. Taking a cue from the reciprocal effects model, modification in collaborative leadership is associated with developmental changes in school improvement capacity and is often correlated to student learning growth in understanding a scientific subject such as mathematics. This model concurs with the mediated effects model also known as the change portion of model 2. This model suggested that there is a positive correlation between modifications in school learning evolution and changes in the improvement capacity which is often associated with collaborative leadership.

Recent literature research has provided a fruitful insight into leadership and management in schools. It has shown advances in elaborating and clarifying on how leadership and management contributed to learning in schools. In a comparison of the four models, the reciprocal effects model was found to be significant as it has provided a healthier and comprehension clarification of the outline of transformation in the relationship over a period of time. Moreover, this research has strengthened an emerging agreement between policy makers, practitioners and researchers that learning in schools depends on the quality of leadership (Hallinger and Heck, 2011).

2.2.2 Labour relations in schools

Globally, labour organisations or unions have lost their significance with the private sector's union membership over the past 30 years (Coulson, 2010). For example, 44 percent of the workforce decrease to 15 percent in Britain and from 33 percent of the workforce decrease to 15 percent in America (Coulson, 2010). Adversely, the public sector's union membership has remained stagnant (Dlamini et al., 2014). Coulson (2010) noted that the majority of workers in developed countries such as Britain are unionized in the public sector. In America, the union membership has increased from 11 percent in the 1960s to reach 36 percent whereas in Canada public-sector unions have increased to more than 70 percent from 12 percent in 1960s (Coulson, 2010). Public-sector unions ensured that there is no dominance of monopolies and

business linked to monopolies (Coulson, 2010). Public-sector unions also work closely with political parties, therefore, politicians are bound to assent to public-sector union demands by granting substantial pensions and dropping proposed reform initiatives (Letseka et al., 2012). Clifford et al. (2012) noted that wages are relatively higher in the state sector and pensions are presumably better and jobs are much secured globally.

Labour organisations in schools are purposeful to regulate teachers work and appraisal conditions (Budd and Brey, 2005, Tucker, 2012). The major reason behind this was to manage contested labour relations in the apartheid era when the system of education was politicized (Zengele, 2013b). As the working conditions of teachers became worse or problematic, teacher aggressiveness increased and that led to the formation of a powerful organisation which is South African Democratic Teachers Union (SADTU) (Zengele, 2013b, Zengele, 2009). As teachers' aggressiveness increased, SADTU was formed to oppose the apartheid structures and officials in their accountability measures including inspection, managing cases to sack principals who were viewed as anti-union (Zengele, 2013b, Zengele, 2009). During the apartheid era, labour relations were also weakened by the strategies rationalization and rightsizing of teachers as employed by the South African government. This strategy came out with measures that could be undertaken to balance the proportion of student and teacher in schools at the same time addressing all racial groups. Subsequent implementation of this strategy raised concerns to the teachers union and 3 countrywide powerful strikes were formed in consecutive years (Zengele, 2013b).

The teaching profession in South Africa is extremely unionized with 4 main teacher unions, namely, South African Democratic Teachers Union (SADTU), the National Professional Teachers Association of South Africa (NAPTOSA), the Suid-Afrikaanse Onderwysunie (SAOU) and the National Teachers Union (Zengele, 2013b). Out of these four unions, SADTU remains the biggest union with over two hundred and forty thousand members (Zengele, 2013b). It is closely linked with the Congress of South African Trade Unions (COSATU). COSATU is a member of the ruling tripartite alliance which includes the African National Congress (ANC) and the South African Communist Party (SACP) (Zengele, 2013b). SADTU is considered to be the most powerful union in South Africa due to its close link to the government.

The main aim of the formation of SADTU was to regulate the working condition of principals and teachers (Zengele, 2013b, Govender, 2015). Those conditions were therefore implemented

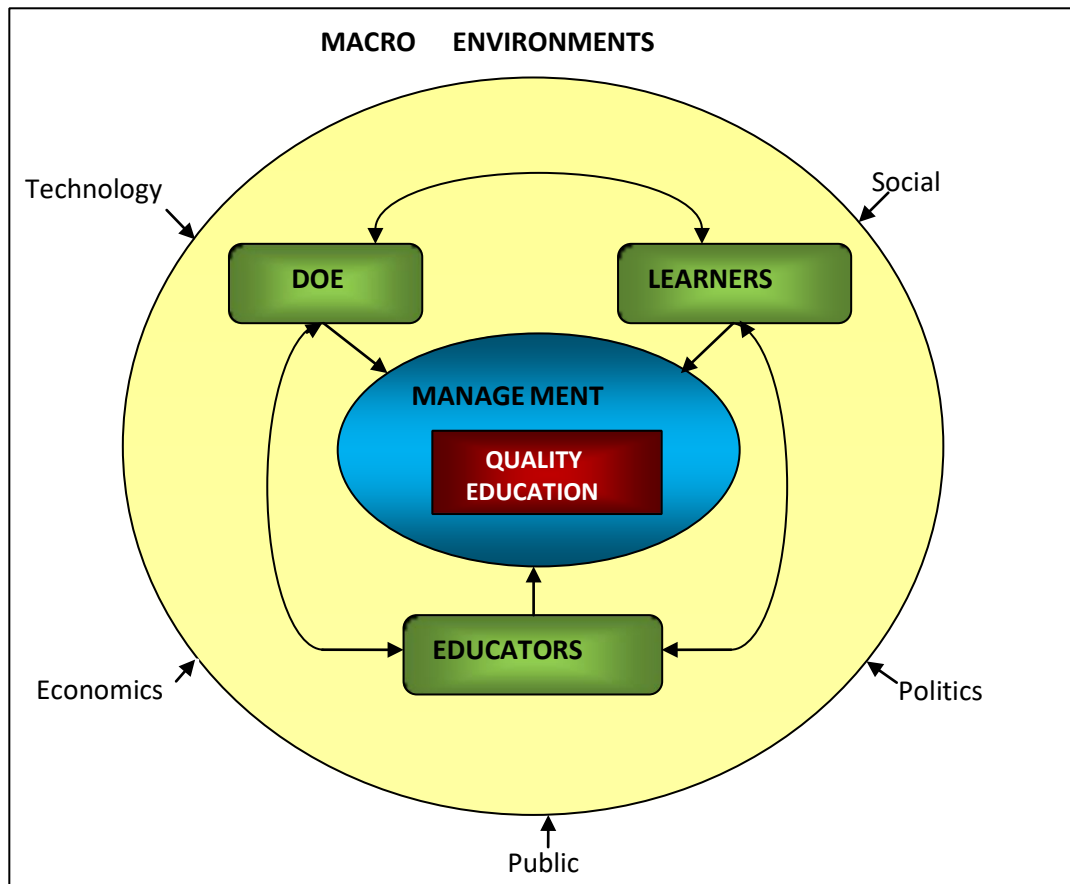
together with their amendments which were Labour Relation Act, the Basic Conditions of Employment Act and the Education Labour Relations Act (Nel et al., 2016). Education Labour Relations Council (ELRC) was formed in 1993 with the purpose of maintaining labour peace by preventing unresolved issues and unnecessary dispute (Zengele, 2013b, Dlamini et al., 2014, Govender, 2015). The ELRC on its reign negotiated agreements based on the duties and responsibilities of teachers and principals (Govender, 2015). Further, these included the working hours, the scale of remuneration as well as other interrelated issues. The agreements revolved around assessment and accountability, however, militant teachers refused to allow education departments and principals to the rightful visit of the classrooms (Govender, 2015).

As SADTU is seen as the powerful union which is closely linked to COSATU and government, embracing over 240 000 members which are mostly black and African. It, therefore, constitutes more than 70 percent of educators in the entire South African teaching sector (Zengele, 2013b, Letseka et al., 2012). SADTU alliance or strategic partnership with the ANC-led government has seen its officials participating in senior government positions after the democratic election in 1994 (Zengele, 2013b). For instance former president of SADTU, Membathisi Mdladlana became the minister of labour after the 1994 election which was won by the ANC. Another SADTU senior official, in 2009 former Secretary General Thulas Nxesi was nominated as a member of parliament and subsequently, deputy minister of rural development and land reform in 2010 (Tucker, 2012). Owing to the cabinet reshuffle, in 2012, he was then promoted to be the Minister of Public Service. From the above context, this depicts that SADTU as the fundamental partner of the tripartite alliance has severe allegations for his influence in main strategic posts in the schools.

2.3 Evaluation of leadership and management in schools

Leadership is required in any field to drive organisational success as it extremely links to the concept of teamwork, interacting with other people, and creating and stimulating a vision that others can easily understand (Bush and Glover, 2014). Likewise, leadership in schools constructs the school environment within which teachers work and the incentives that drive whether or not teachers will be committed to reforming their school (Johnson, 2007; Day, 2011). Furthermore, school leadership teams are the ones that play a vital role in school transformation. To that effect, effective school leadership teams are essential in creating the conditions necessary for high-poverty stricken students to succeed by ensuring that a school environment allows a culture of effective teaching in every classroom in the school (Johnson, 2007; Day, 2011).

2.3.1 Key players in education sector in South Africa



Source: Adapted from Naidoo (2011)

Figure 2.1: Key players in the education environment

The figure 2.1 above represents the key role players in the education sector which are organised in three levels, namely, the macro environment, the enabling environment which includes learners, teachers and the department of education, and the management (Naidoo, 2011). Furthermore, the management is responsible for incorporating the environmental impacts into delivery of high-quality education. It is important to note that there are different levels of management that are namely local level and outside level. The local level constitute of the principal and the outside constitute of other organisations that are associated with the schools such as Unions. Quality education can be described as the ability to satisfy the educational goals of a given community (Naidoo, 2011). The goals of quality education may vary from country to country. According to Harvey and Holland (2011) in South Africa, quality education is designed to achieve the following goals and objectives: to train or develop oneself for the world of work, inspire energetic participation of students in the learning process, encouragement or development of individuals for social cohesion and political participation

for the swiftly changing and dynamic global economy, prepare and train individuals for problem solving technique, and be learner-centred and non-authoritarian.

2.3.2 Internal environment of educational environment

The internal environment consists of the enabling environment which constitutes the Department of Education (DoBE), the learners, educators and the management of the school (Naidoo, 2011). However, the educational environment is specific on four magnitudes which are namely; buildings and physical facilities, human resources, which represent people or human factors in the schools, school culture which refers the values, beliefs, norms and ways of thinking, and administrative and organisational structure of the schools (Adegbemile, 2011). The four factors can determine the school effectiveness to provide high-quality education. In the study conducted by Naidoo (2011) on the educational environment, it was found that the educational environment provides security, motivation to the learners and supports quality education. This is because the educational environment is well coordinated to provide learning needs such as study materials, computers and libraries, provide access to the learning resources to the educators and learners, and offers significant learning (Harvey and Holland, 2011). Consequently, high-quality education is achieved through access to the learning facilities.

2.3.3 Key players in the educational environment

The key role players of educational sector or the environment as indicated in the figure 2.1 above are Department of Basic Education (DoBE), School Management Team (SMT), School Governing Body (SGB), educators and the learners. Below are the primary responsibilities of each player in the educational environment.

2.3.3.2 Department of Basic Education

The DoBE is the government side of the educational environment and it serves as the custodian of education in the country (Sedibe, 2011). The main role of this role-player in the country is to ensure that education runs smooth (Naidoo, 2011). It does that by ensuring that the implementation of several acts within the school is applied, appropriate implementation of budgets, proper employment and selection of educators, monitoring and benchmarking the education process of the country, and responsible for dealing with matters of the schools which include teachers and learners (Cornali, 2012).

2.3.3.3 School Management Team (SMT)

SMT is responsible for the development of human resources by inspiring both learners and educators to share knowledge in creating an enabling environment for high-quality learning

(Bush et al., 2010). The SMT constitutes the aforementioned local level of leadership which constitute the principals and other school based individuals. Their main role includes total improvement of schools such as school performance, learner outcomes or achievement, teaching and learning and improvement of professional practice (Bush et al., 2010). Secondly, SMT is responsible for hiring qualified teachers and training of unqualified teachers within their staff (Bush et al., 2010). Thirdly, it is responsible for guiding the principal which is the agent of change in the education system (Harvey and Holland, 2011; Adegbemile, 2011). For example, the principal serves as the key partner in education, positive schools outcomes are correlated with the school principal (Adegbemile, 2011). Likewise, negative schools are still interrelated with the managing director (the school principal). In addition, school academic performance is linked with principal commitment (Harvey and Holland, 2011). Thirdly, ensuring learning needs are met like distribution of workbooks and textbooks (Day, 2011). This, in turn, ensures that learning runs effectively and efficient and that learners are successfully completing their syllabus (Hallinger and Heck, 2011). Lastly, check the progress of teachers in classrooms by monitoring and evaluate the quality of learning, work in conjunction with the community and the department to eliminate hindrances that may hinder learning, and to communicate with the parents about their children's performance (Hallinger and Heck, 2011).

2.3.3.4 School Governing Body (SGB)

The School Governing Body governs public schools by ensuring that the school practices democracy (Naidoo, 2011). They are guided by legislation and policies set by the government to ensure that the school provides the best quality education (Naidoo, 2011).

2.3.3.5 Educators

The role of educators is to provide guidance and learning support to the learners (Hanushek, 2011). This is achieved through the provision of education instruction in teaching and learning such as numeracy and literacy, life skills, vocational training, arts and religion (Naidoo, 2011). Educators can also supervise and mentor learners for good behavioural practice in the world of work (Naidoo, 2011).

2.3.3.6 Learners

Learners are the major recipients of the process of teaching and learning in education (Naidoo, 2011). They achieve this by working in curricular objectives to become good thinkers and

problem solvers (Naidoo, 2011). Therefore, the good performance of learners is associated with teachers' execution of duty.

2.3.4 Macro Environment

Macro-economic factors displayed in figure 2.1 which are namely public, politics, technology, social and economics play a little role in the administration and management of schools. It has less impact on the management and leadership of schools.

2.3.5 Leadership models

Based on recent studies conducted on school leadership and management, it was found that there are various models used for effective school leadership. Bush and Glover (2014) argued that leadership models are important in two aspects. Firstly, it offers a better way for appreciative and understanding of the activities of leaders. Secondly, it also provides direction to the practice of leadership for principals. These leadership models are managerial, instructional, transformational, distributed, teacher, system, moral, and contingent leadership.

Managerial leadership

This type of leadership model limits the principal role to management of the application of outside developed initiatives (Bush, 2007). Although, it is a significant factor of successful leadership in the process of ensuring that the vision of the school is implemented. Therefore, managerial leadership is strongly associated with the execution of school vision and strategy (Rice, 2010). Management devoid of vision is precisely criticised. At the same time, vision short of operational implementation is equitable to lead to obstruction. Managerial leadership limits the principal's role in implementing external imperatives rather than focusing on local initiatives (Bush, 2007). This was apparent in African countries such as Rwanda and European countries such as Greece (Day and Leithwood, 2007). Effective implementation of initiatives including either internal or external remains an important aspect of managerial leadership. Thus, managerial leadership remains a significant part of the arsenal of any effective principal.

Instructional leadership

Instructional leadership intends to focus on the direction rather than the process of leadership (Hoadley et al., 2009). There is little information about the development of instructional leadership as a process. For that reason, it focuses on the 'what' direction to take on educational leadership rather than on the 'how' of educational management (Magwaza, 2017). Hence, it is restricted and incomplete and requires other leadership models alongside to be effective. It is

also referred to as leadership for learning because its main focus is powerfully on teaching (Hoadley et al., 2009). Second, it is leadership for learning because not only the principals are instructional leaders in schools (Hoadley et al., 2009). Likewise, the teachers who provide instructions in classrooms are also sharing this role as the instructional leaders. The concept was, therefore, revised as the term “instructional leader” is shared to “distributed instructional leadership”(Hoadley et al., 2009, Magwaza, 2017).

Transformational leadership

This type of leadership model continued to be very popular as it concurs thoroughly with the importance of vision as the fundamental element of leadership. Transformational leadership requires school leaders to engage with committed staff and other participants to the attainment of common goals which is closely linked with the vision of the school (Rice, 2010, Goleman, 2017). Though there is some evidence depicting the effectiveness of transformational leadership as being exceptional in improving student outcomes but some of the limitations were observed in the model. The first limitation was that it may be used as a manipulative or tool of control for teachers who are required to support the vision and the aim of the leader (Bush and Glover, 2014). Lastly, Bush and Glover (2014) advocate for the language of revolution to be used to protect the enactment of unwavering policies.

Distributed leadership

Distributed leadership has been a priority in leadership models and has been referred to as the preferred leadership model of the 21st century (Wallace, 2002). On that view, it is important in educational leadership (Botha and Triegaardt, 2014). Moreover, it is different from other leadership models as its focus is on collective leadership rather than outstanding leadership. This sufficiently means that enhancing leadership capacity in a distributed fashion is likely to be more effective rather than relying on a singular leadership.

Teacher leadership

Teacher leadership is likely interlinked with distributed leadership (Hallinger and Heck, 2011). The main difference is that it focuses mostly on teachers’ classroom leadership, which may entail other adults and their wider school role (Bush and Glover, 2014). Thus, encouraging teacher leadership offers a greater leadership capacity and capability in such that when a middle and senior positions become available, it may be taken by a good and deserving teacher (Botha

and Triegaardt, 2014). Teacher leadership is most likely to be successful when it is fostered and nurtured by heads and senior leaders.

Moral Leadership

Moral leadership is similar to authentic leadership as they are value-based leadership theories. Leadership models maintain that leaders have a mandate to develop organizational goals and behave with integrity in the process of maintaining these reinforced goals (Bush and Glover, 2014). The authors add that leadership model is most common in modern schools that are characterized by values that are principally spiritual or traditional. The hindrance in this leadership model is when the staff or different participants negatively respond to the core values of organizational leaders (Bush and Glover, 2014). For this reason, conflicts may arise owing to such a high level of resistance within the school (Bush and Glover, 2014).

System leadership

System leadership is viewed as one of the most important forms of leadership (Goleman, 2017). There are some concerns about its accountability but it may be beneficial in providing different leadership qualities that assist in solving educational predicaments (Goleman, 2017). The author conclusively asserts that there is still a need for more research on this leadership model for precise decision-making about their value system.

Contingent leadership

This type of leadership models approves the different nature of schools with respect to the benefits of employing leadership styles to context-specific circumstances. Conversely, one cannot adopt a single leadership approach as it is too complex for educational leadership. Contingent leadership encourages leaders to be versatile. It encourages leaders to be calculative and be able to be more critical in a complex situation (Bush and Glover, 2014, Goleman, 2017). Contingent leadership signifies a mode of approachability which entails leaders to have an operational diagnosis and be able to apply the apt leadership style (Goleman, 2017). It does not employ a principled approach rather a more a practical approach is relevant for contingent leadership (Goleman, 2017).

2.3.6 School leadership in South Africa

Msila (2014) conducted a study in two provinces of South Africa on the importance of leadership and management in promoting and advancing the outcomes of the learning process.

Hoadley et al. (2009) and Msila (2014) suggested that there are 3 central necessities for developing operational lessons and learning in schools. The 3 necessities are the role of a specialist in classroom practice, sufficient teaching and learning resources as well as comprehensive leadership and management of learning. It is reasonable that handling teaching and learning in schools is one of the most vital activities for principals and schools, claimed by Hoadley et al., (2009). Furthermore, Rice (2010) and Mendels (2012) stipulated that the major role of the principal is to ensure that leadership and management in schools is provided in all aspects. In the South African context, principals shifted their focus to administrative duties such as human resource management (Bipath and Moyo, 2016). Conversely, management of teaching and learning remained unrecognised. This is supported by a survey conducted on principals in Gauteng province which articulates that out of ten leadership activities in schools management and learning was ranked seventh (Bipath and Moyo, 2016). This clearly shows that most of the time of principals focus on administrative undertakings.

After a careful examination of the case study, it was found that most of the schools were highly impoverished with some demonstrating inadequate infra-structure, over-crowding of learners, unfilled educators' and other economic problems (Hoadley et al., 2009, Sedibe, 2011). Out of eight schools, seven were serving poor communities with acute social and economic problems. It was noted that staffing in some of the schools is steady and enabling but lacks innovation. Therefore, learner's outcomes were extremely poor, not because of inhibited innovation but as a result of poor or weak management in most schools (Sedibe, 2011).

Recent literature attributes that under-achievement of schools is due to poor health conditions (ill-health), poverty, lack of resources (study materials, infrastructure, etc), improper usage of English language as the medium of instructions, inappropriate teaching of learners (Sedibe, 2011). The study conducted provided evidence to support the literature as it reveals that some of the schools under study experienced a plethora of health-related problems, poverty and unemployment (Sedibe, 2011). Thus, learners at the studied Gauteng schools are hopeless and disheartened by these problems which inexorably lead to under-performance. In addition to the above, schools in Gauteng also lack resources, for example, insufficient learning materials and a limited number of classrooms (inadequate infrastructure) which ultimately lead to pathetic internal management and disposition of resources. It was also found that English is not the main language of communication/instruction in and outside classrooms (Sedibe, 2011). This implies that there is poor support for learning in these schools. For this reason, it means teachers themselves treat the English language as a foreign language and have partial skills in the

English language. Other findings demonstrated that ineffectual teaching approaches and partial knowledge in the subject knowledge are all contributors to compromised quality teaching and precisely poor education (Sedibe, 2011). Some of the poor-quality education was enhanced by the teachers not attending the classroom due to weak management.

2.3.7 Advanced Certificate in Education (ACE)

According to Bush et al. (2011), the South African Department of Education presented a new qualification for principals which was called Advanced Certificate in Education (ACE). The author adds that this course was designed to improve educational standards and effectiveness of school principals or aspiring principals in order to promote leadership in the school. The programme (ACE) was led in six provinces from 2007-2009 and it was open to all structures of the schools comprising principals. Bush et al. (2011) note that different universities delivered the ACE program via a collectively agreed framework with the National Department of Education and National Management and Leadership Committee (NMLC). The motive behind the ACE programme was to stimulate effective leadership management in schools for better service quality in schools (Bush et al., 2011). Upon engaging in the ACE programme as it was a practice-based programme and proposed to promote leadership and management practice, it was thus found that most participants claimed to have developed their management and leadership practice. This was notable in the role played by participants after engaging in the ACE programme. Improvement of leadership and management practice was seen on their policy implementation, the manner in which they relate with other educators, improved financial management, team management, and conflict management (Bush et al., 2011). On the other hand, some of the candidates that participated in the ACE programme have gone in depth by introducing the classrooms observations in order to improve the teaching and learning process. Hence, this has shown the effectiveness of the ACE programme in stimulating leadership and management practice in schools.

The ACE programme was then again tested against school achievement. Bush et al. (2011) maintain that effective leadership often promote positive outcomes in school and learner. Moreover, the survey report shows that the majority of schools have improved. As an illustration, the study done by Bush et al. (2001) reveals that most secondary schools have improved their matric results. However, literature provided by the previously mentioned authors shows that programmes offered by ACE have failed to provide short-term advantages in matric results in different schools studied. This confirms findings drawn from the national data which reveals that for the period 2006-2008, matric results deteriorated. Though the reason

for the decline in national data matric results has not been yet found the research team assume that the week management is the reason (Bush et al., 2011).

The case study data suggested that candidates put all their attention on preparing their ACE assignments in lieu of managing their schools (Bush et al., 2011). They almost spend their school days in preparing ACE assignments. It is possible that the ACE programme may be beneficial after the completion of the programme by candidates. Hence, the candidates will focus their attention on managing their school and ultimately, enhance students' achievement. Existing confirmation on the relations between school achievement and the ACE does not support each other, hence, it would require a longer-term study (Bush et al., 2011).

Although, ACE programme as part of the leadership course was to set to promote school leadership and management effectiveness for improved student outcomes. However, it is said to play a vital role in stimulating community relationships in marginalised populations that are prone to poverty, high level of unemployment, child-headed households, school teenage pregnancy and *inter alia* (Bush et al., 2011). Most of the survey respondents (84 percent) claimed that there is a significant improvement in the relationship with their communities (Bush et al., 2011). The increase in percentage showed that communication between school leader and surrounding communities was easy. Furthermore, this may have a powerful impact on learner outcomes.

2.4 Effectiveness of labour organisation in management and leadership in schools

As indicated earlier on that the largest teacher union (labour organisation) in SADTU is closely linked to COSATU, at the same time, COSATU is a partner of a tripartite alliance of ANC and SACP. Since SADTU is the biggest labour organisation in South Africa, it possesses the following objectives: 'seek and keep itself as a union, wants education authorities to recognize them and to negotiate to progress their interest by embarking in shared bargaining relationships with the education authorities (Zengele, 2013b).' Motsohi (2011) argued that major stakeholders in education consider SADTU's affiliation with the ANC government as the main reason behind the root of educators' unprofessional conduct and as a disadvantage to education reforms in South Africa. Alternatively, Pattillo (2012) mentioned SADTU as partly deals with the welfare of teachers as workers, with little effort lead to the change in the education system. Mathebe (2016) added that SADTU union leadership is well recognised by the media and

scholars but little is known about the insights of teachers concerning union management in the district.

2.4.1 Teachers perception of union leadership

According to a study conducted by Mathebe (2016) for the purpose of exploring teachers' perceptions and views of SADTU branch leadership in Limpopo South Africa. It was revealed that very few respondents believed that leadership is the interaction between the leaders and followers in the attainment of a common goal (Mathebe, 2016). Respondents felt that the main reason for underperforming of union leadership was the alliance with the ANC. This alliance of union leadership and the governing party has put their (respondents) careers at risk by not promoting union members' interest. This union alliance is seen as a stepping stone of union leadership in progressing their professions to political careers (Pattillo, 2012; Mathebe, 2016). Mathebe (2016) further discovered that the majority of the participants stressed the deep-seated ethos of individualism. An interesting narrative drawn from this study is as follows: *“Union is not the same as before because they have associated themselves with the governing party and the makes it difficult for a union member to oppose the rules ruled by the governing party as this is an alliance. Unions are not solving any problems and nothing is done about because of so-called alliance with them.”* Therefore, the alliance of union leadership with the governing party cause a negative correlation between union leaders and union members. Since this alliance has stimulated adverse effect between the union members and union leaders, it is therefore difficult for an organisation like SADTU to promote the interests of the working class. As it was articulated earlier in this paragraph that union leadership suspected to use their union position to further their political careers (Pattillo, 2012).

Majority of the respondents suggested that unions should withdraw from the alliance with the ANC. Teachers' perception of union leadership was that unions dwelled much on politics than putting their effort on promoting the welfare on members' right. SADTU members in Limpopo proposed that for an effective union to fight for workers' right, it should withdraw from ANC and become independent to allow leadership to represent the interests of union members (Mathebe, 2016).

2.4.2 Role of union leadership in education

In studies conducted by Coulson (2010), Tucker (2012) and Govender (2015) on the role of unions in education, it was found that union leadership concentrated on promoting their political careers and bargaining more on the side of the employer instead of fighting for

teachers' right. The union leadership encounter financial difficulties which of late has made them fail to accomplish the salary increase because they are being controlled by the employer (Govender, 2015).

2.4.4 Filling of the promotional post in schools: Transactional leadership style

The theory of transactional leadership entails an exchange of benefits for positive and cooperative behaviour. In essence of the above, there are two types of transactional leadership behaviour, namely, contingent reward and the contingent punishment (Zengele, 2013a). The contingent reward behaviour theory is obvious when groups support the existing leadership for the reason that they get compensated. In the study by Zengele (2013a), the remuneration for trustworthiness and honesty to the union turns into the advancement which often results in recognition and acknowledgement of high salaries. Budd and Brey (2005) argued that the application of the teachers to a management position is largely motivated by the remuneration attached to it than the desire to serve the institutions. The reward for faithfulness to the union by its strategic associates becomes reprimand for appropriate qualified and dedicated instructive leadership learners that pursue the same posts (Zengele, 2013a).

On the other hand, Naidoo (2011), revealed that School Governing Bodies (SGB) have a significant role in school governance. In most rural and township communities' parents are clueless or with no experience in school governance (Pattillo, 2012). Apparently, this gave the teacher element of the SGB who are mostly SADTU members and union observers to manipulate the selection process in favour of their comrades thus side-lining the well-deserving teachers that are not associated to unions (Pattillo, 2012). Additionally, side-lined suitable qualified teachers have articulated that there is no reason for them not to resign from DOE and look for employment elsewhere (Motsohi, 2011). Zengele (2013a) and Hanushek (2011) contend that such conditions within the South African education system call for redress by all education stakeholders, specifically government.

2.5 Recommendation to improve leadership and management in schools

Students' quality results serve as the measurement tool for school effectiveness. In a school environment, principals or school leaders are fundamental to the school success. Their role and their vision provide professional direction for the entire school population. It was discovered that school leaders employed various models namely collective leadership, distributed leadership and instructional leadership to better students' achievements.

Principals' job requirements need to be redesigned drastically so as to ensure that they take their job seriously. These would mean the creation of a new support personal position to manage important tasks to supplement and to provide support to the principal. The school demands dictate how the principal should spend his time, not what they are being encouraged to do. The structural changes in school leaders' work are a pre-condition for the occurrence of the significant change.

Distribution of leadership can be perceived as an all-inclusive model to enhance and propel quality learner outcomes. Similarly, this model encourages collaborative efforts to attain common vision by different role players and stakeholders such as school management, school governing body, parents, and department officials since education has been declared as a societal matter in South Africa. It is, therefore, critical for education authorities to spread their significant influence on communities where school exist. People need to be aware of their roles and the importance of schools in their respective communities. Extending power influence on all stakeholders will strengthen relations on stakeholders' collaboration on school matters and not distract department officials' influence in schools.

District officials and policymakers have a fundamental responsibility to induct new principals and to upskill and develop old guards on issues related to distributed leadership. Though the concept of distributed leadership seems to disadvantage on the outlook inwardly it eases the leadership burden on school principals. It is therefore imperative to encourage distributed leadership and be clearly clarified so that principals will embrace it and put it into practice. It is neither purported to limit principals' roles and influence aimed at undermining their job description and power. According to the model, the principals' role needs to be re-configured to prevent overlaps and generated confusion.

Proponents of instructional leadership, such as policymakers and practitioners have a narrow view of these leadership concepts and they fail to realise that it excludes classroom instruction and focus most on school management.

Contrary to exclusive instructional leadership style many educational experts advocate for school-level leadership that also involves significant classroom attention operations as well as the general DNA of the school. School leaders have a remarkable influence on teachers and their classroom performance through motivation and incentive to reciprocate good performance. Leaders create a vibrant workplace setting compatible with instructional practices.

Instructional leadership should be modified and be promoted to all school principals irrespective of the size and nature of the school settings. Efforts must be made to develop instructional leadership capacities in the middle-level principals as well as high schools.

Policy makers and education practitioners should make it their responsibility to empower and to improve leadership capacity to members of school management (SMT). A more intense program should be established to;

- (i) Support instructional leadership in secondary schools and
- (ii) Address the specific leadership needs of poverty-stricken schools.

Principals desperately need preparation and professional development programs that will enable them to deal with both emotional and behavioural aspects of leadership.

2.5.1 Educators Employment.

The DOE should enlist the services of employment agencies to handle all HRM processes related to employment from advertising, shortlisting, interviews and recommendations for appointment processes to avoid nepotism and all forms of biases.

This proposal will provide school principals and teachers who are union member's sufficient time to direct their energies and dedicate their time in preserving the culture of teaching and learning. The appointment of employment agencies will invariably eliminate or minimise the grievances related to unprocedural appointments. It's high time that Resolution 6 of 1998 be reviewed with the aim of raising minimum requirements and standards for promotions. For instance, for quality leadership a Master's degree should serve as a minimum requirement for principals, secondly, all management appointments must be secured on renewable 3-year contracts. They should be performance-based, surely that will raise a bar in as far as the school leadership in concern.

Similarly, the filling of senior posts from Director-upwards should be subjected to 5-year renewable terms. Management positions in the education sector starting at a school management positions in the education sector starting at a school level must be reviewed on performance and be renewed or terminated depending on the performance(s).

2.5.2 Principal effectiveness

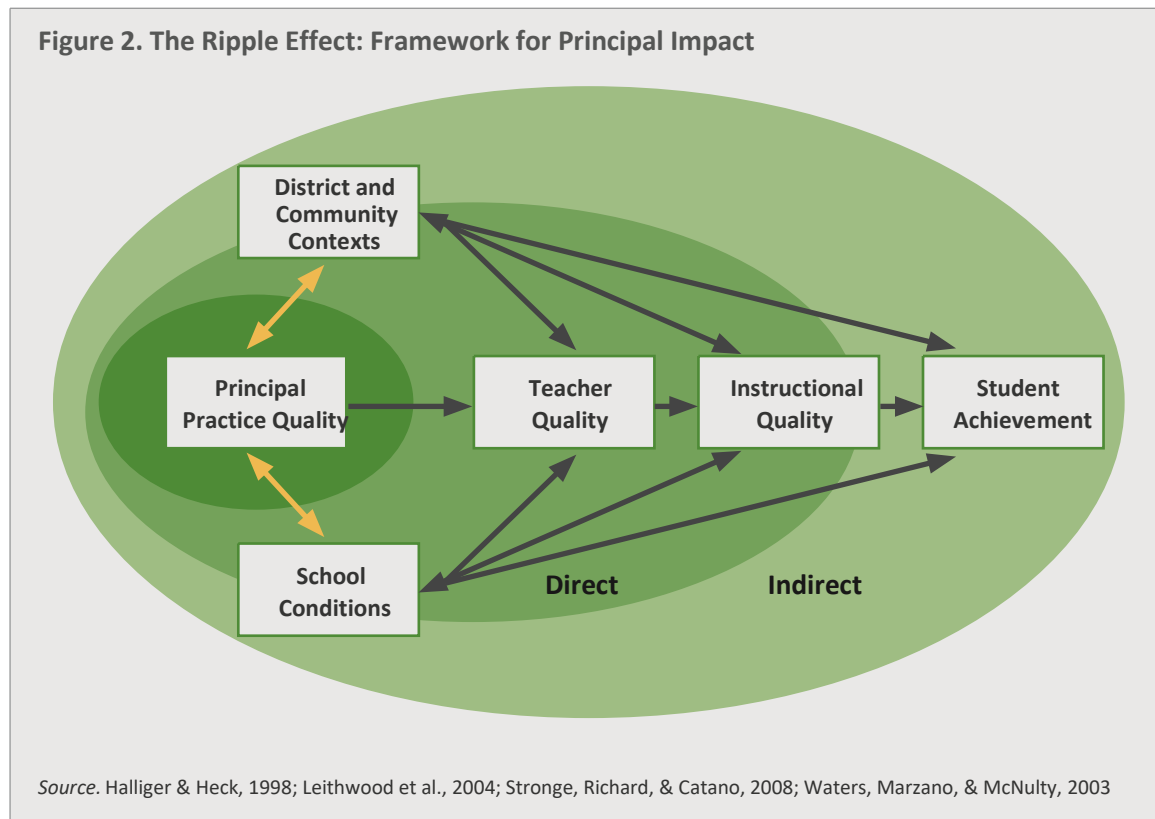


Figure 2.2: Ripple effect for principal effectiveness

The ripple effect model designed for better understanding of principal effectiveness arises from two perspectives which practice perspectives and impact perspectives (Clifford et al., 2012). Practice perspectives main focus is on principal skills, knowledge and practices such as beliefs, values and inspirations of a principal as a leader (Clifford et al., 2012). On the other hand, impact perspectives focus on students' results (Clifford et al., 2012). Furthermore, the ripple effect has a direct and indirect influence on principals. On figure 2.2 above the direct influence on principals embrace principal practice quality, school conditions, teacher quality, and district and community contexts whilst indirect influence includes instructional quality and student achievement.

2.5.2.1 The direct influence of principals on school conditions

The direct influence of principals on school conditions comprise accessibility of resources, school safety, financial management, direction, staff attitude and staff cohesion (Branch et al., 2012). School conditions also embrace the working conditions of the teachers, for example, availability of instructional time and professional support. Principals can forge a sustainable

relationship with community members to help build support among parents, teachers and learners for effective teaching and school improvement (Mendels, 2012; Cornali, 2012).

2.5.2.2 Principals influence on teacher working conditions

Principals have the ability to influence positive teacher working conditions such as enforcing trust, team-based support, caring school culture, encouraging ethical behaviour and creating a strong line of communications amongst teachers (Mendels, 2012; Clifford et al., 2012). Other studies revealed that the instructional climate is best for students' achievement and quality teachers. The instructional climate is the strategy used by principals to create an enabling culture for continual improvement of student achievement and professional learning in the schools (Clifford et al., 2012). Principals can also influence teachers' condition of work by developing them as leaders outside the working environment (Mendels, 2012). Therefore, effective principals can be described as the ones who strengthen the professional community, implement a good working relationship and encourage their teachers in continual learning (Mendels, 2012). In addition, effective principals act quickly and convincingly when there are challenges to improve conditions and achievements at the school (Clifford et al., 2012).

2.5.2.3 Principals influence on teacher quality

Effective principals and leaders have stable encouragement on teacher superiority (Clifford et al., 2012). For example, they are best at employing, retaining and enlightening operative teachers. Hence, this makes them good at what they do. Moreover, effective principals have the power to distribute effective teachers within the school. For example, in a school with a high rate of failure, an effective principal can provide teachers with experience and expertise to successfully reduce the failure rate and increase student performance. This example shows the ability of an effective principal on the distribution of teachers within the school.

2.5.2.4 Indirect influence of principals on instructional quality

Instructional quality is vital for learning because it enables principals to realise its vitality. It provides collective planned time for instructional quality and teachers with scholar information to enlighten their knowledge (Magwaza, 2017). This teaching practice is found to have important unintended effects on how learners perform.

2.5.2.5 Indirect influence of principals on student achievement

Students' achievement determines a high percentage of matric results and student growth in the school (Louis et al., 2010). For example, if the school got a 100 percent pass rate in matric,

this indicates that the school is performing and the principal is effective. Therefore, the number of students who enrolls at that particular school is increasing.

2.6 Theoretical framework

This study utilized the distributed leadership model. The theory mainly focuses on leadership integration with teams, group and organizational characteristics. Literature provided by Oduro (2004) shows that distributed leadership dates back to around 1250 BC. This shows that is it the oldest leadership concept through which people fulfil organizational goals. According to Harris (2009), distributed leadership was first theorized in the mid-20s were Gibb (1954) was cited by Gronn (2000) as the first author of the notion. Gibb (1954) as cited in Gronn (2000) notes that distributed leadership suggests that leadership is determined by a group quality as well as a set of functions that are carried out by the group with the intention to meet specific goals. The definition provided by Gibb (1954) as cited in Gronn (2000) shows that distributed leadership is not only a theoretical approach that sheds light to understanding leadership. The theory encompassed the notion of shared leadership, collective leadership, collaborative leadership and emergent leadership (Bolden, 2011). Central to these interpretations is the idea that leadership is not the accountability of the individual but it should be understood as a social process in which different actors play a role towards the maintenance of a holistic picture. This section, therefore, discussed the distributed leadership and its applicability in this study.

Spillane et al. (2004: 4) maintains that distributed leadership theory provides a way through which a contemporary researcher can better understand the correlation of the environment and the actions of leadership ‘by identifying dimensions of leadership practice and articulating the relations among these dimensions’. The authors add that distributed leadership has grown into being a nuanced way for restructuring leadership practice. In addition to the above, the literature provided by Leithwood et al. (2009) shows that there is a close relationship between distributed leadership and organizational change. What this study retains from the above key submission is that organizational change and outcome is influenced by different patterns. This argument finds complementarity if Leithwood et al. (2009) who proclaim that there are some forms of distribution has optimistic outcomes in relation to organizational development and change. This claim is further substantiated by Harris (2008). The author confidently asserts that distributed leadership often results in positive organizational development especially in cases where the structural and cultural properties are enabling or where barriers are removed. Against this background, this study maintains that distributed leadership has certainly been maintained by associations with predetermined organizational benefits.

According to Leithwood *et al.* (2009), distributed leadership integrate mutual, and other democratic forms of leadership. From a normative standpoint, this implies that distributed leadership enhance effective and hands-on leadership processes which, as this study argues, are the most constructive ways of producing positive learning outcomes. Moreover, Gronn (2000) and Spillane *et al.* (2004) took an unequivocally descriptive approach to the understanding of distributed leadership. The authors confidently assert that distributed leadership is both a theory and an analytical framework through which contemporary scholars and researchers can evaluate pertinent ways in which leadership is or is not disseminated throughout organizations. What is certain in these key submission is that the shared aspect of leadership is not the only requirement that needs to be distributed. The idea of distributed goes beyond to incorporates power dynamics in performing routines. In this respect, the shared aspect of distributed leadership is one of the dimensions that provide convincing solutions to the phenomenon.

Employing distributed leadership in the context of this research, the researcher underscored the significance of teachers and schools in Folweni circuit involvement in the decision making processes. Positive change in schools is possible through collegial interaction which lays the foundation for the emerging shared ideas that stimulate improvement. Given that the study aims to explore the impact of the labour organizations' role in the leadership and management of schools, it is important to understand the notion of power in distributed leadership. The notion of power is one of the salient features of distributed leadership that was used to interpret the study findings. According to Firestone and Martinez (2007), there is often once the dimension of power in distributed leadership. This implies that distributed leadership is an intentional action in which the distribution of power is centralized. To put in plain words, Murphy *et al.* (2009) admit that distributed leadership is shaped by the practice of sporadic agency. On this note, the assertiveness of head teachers and principals play an important role in reshaping structures that develop a pool of leadership. This means that the leadership in schools is controlled by principals and head teachers who have the capacity to anoint teacher as leaders.

Distributed leadership has shown to be appropriate to the needs of the school situation. Inasmuch as distributed leadership was initially introduced to educators as a way to understand leadership, there is no doubt that it has developed into a theory which stimulates an imaginary apolitical domain. Lumby (2003) notes that in this apolitical sphere, power plays a central role in empowering staff to make independent decisions and to have full control of their own

activities. However, in relation to the role played by the labour organization, it is important to note that distributed leadership cannot be done by an individual to other people (Bennett *et al.* 2003). Group of activities works within relationships instead of individual actions. Thus, leadership is best understood as a whole rather than an individual contribution. Applying this philosophical thought into the context of this study it, therefore, seems logical to argue that the role played by labour organizations in leadership and management of schools offer a novel way of analysis through which leadership could best be understood.

As discussed above, the proponents of this theory claim that shared leadership are critical hence educational institutions (schools) are too complex to be managed and supervised by only one individual. Leadership responsibilities are vast and extremely complex in the organization and are distributed among a myriad of individuals with unequal skills and different roles and functions. Distributed leadership advocates the necessity to share leadership roles and it also highlights the fatality of efforts to ascertain a series of single leader characteristics and behaviours. The traditional leadership a single individual influences a group of followers to reach goals that are to say people are affected by a single individual in the realization of aims and organizational goals.

By and large distributed leadership addresses the entirety of human resources in the organization especially educators in schools as leaders. The fundamental principle underlying this theory is the mobilization of shared wisdom and common sense by creating collaboration and synergy among staff members (Harris, 2009; Bolden, 2011). The authors proclaim that distributed leadership subsequently encourages the action of organizational efficiency and productivity that enhances quality outcomes. Therefore, school leadership which is a complex and complicated task can never be left to a single leader. School structures cannot be independently left to a single leader. Distributed leadership can be described as a collaborated, collective and coordinated distribution. The significant component of distributed leadership is found in the distribution of leadership between leaders that are formal and those that are informal. This model does not signify on how an individual performs or undertakes a specific leadership task compared to others but sharing leadership concentrates on what the individual contributes to the knowledge pool.

The main contribution of distributed leadership which make it best it this study is that it is an enabling framework which permits the acknowledgement the dynamic nature of leadership and how leadership is integrated into a systemic routine. The probable capacity of distributed

leadership to achieve the goals of this study is that it speaks directly to the specific contexts of labour organizations and leadership management of schools. This study, therefore, utilizes the distributed leadership theory and link its meaningful ways with the narratives and experiences of the study participants. On this note, the study also recognizing the innate political landscape of leadership within labour organization and schools as well as the disparities in the dissemination of power and influence. Thus, distributed leadership was an optimistic method through which the study was able to excessively simplify and shed light on the role of labour organizations in the management of schools in Folweni. This was accomplished by utilizing the salient features such as power dynamics, shared as well as situational aspects of leadership. Distributed leadership is, therefore, a perspective which offers discursive tools of leadership and the dynamics of power within and outside organizations. It is, therefore, an important perspective which helps understand the (re)constructing of identities at organizational levels.

Building on the above accounts, it can be argued that the difference between distributed leadership and other traditional approaches to leadership is that it suggests a universal standpoint on leadership. To put into perspective, distributed leadership includes competing aspects of leadership practice (Gronn, 2009). What this study retains from this philosophical thought is that the theoretical framework does not only focus on leadership distribution but how leadership in organizations is distributed. To this effect, the hierarchy of leadership needs to be explored in relation to top-down leadership approaches. Bush et al. (2011) provide a more accurate illustration of the ongoing precept. The authors maintain that the most challenge faced by organizations and schools is how the level of standardization which satisfy appointing bodies can be achieved. This implies that a careful and precise equilibrium of ‘top-down and ‘bottom-up’ methods to leadership groundwork needs to be prioritized. In this respect, this study provides an outstanding contribution to the discourse of leadership and management by exploring the extent to which labour organizations play a role in the management of schools in Folweni circuit. Labour organizations in conjunction with the government operate as distinct bodies in the management of school which means that they are part of a wider system which needs to be explored using the distributed leadership framework.

2.7 Conclusion

This chapter was divided into two parts. The first part provided literature review on labour organizations, leadership and management of schools. Different leadership model area discussed in this regards. These models demonstrated how leadership influences the management of schools. This chapter has provided literature which shows how labour unions

have directly influenced the leadership and management of schools. The second part of this chapter discussed the theoretical framework of this study. This study is anchored on the distributed leadership framework which enhances effective and hands-on leadership processes that are the most constructive ways of producing positive learning outcomes. This theoretical framework does not only focus on leadership distribution but how leadership in organizations is distributed. To this effect, the hierarchy of leadership needs to be explored in relation to top-down leadership approaches. The next chapter discusses the methodological routes utilized in this study. The chapter provides an in-depth analysis of the qualitative study and how it was implemented in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter has positioned the study in conceptual, empirical and theoretical literature of labour organisations, leadership and management. This chapter, therefore, builds on the previous. In this respect, the main aim of this chapter is to discuss methodological routes employed to address the study's main aim as outlined in Chapter One (1.3 Aim of the study): To explore the impact of the labour organisations role in leadership and management of schools at Folweni Circuit. In order to effectively address the abovementioned aim, this study employed a qualitative design that is grounded on the interpretivist paradigm. The rationale for employing the said techniques will be unpacked as the chapter unfolds. The initial part of this chapter discussed the research design, paradigm, methods of collecting data and an exploration of the location of the study. This part will also provide a nuanced discussion on the challenges faced during the research process. The penultimate part of this chapter sheds light on the limitations and ethical consideration.

3.2 Locating the study in the Interpretive Paradigm

The study employed an interpretivist paradigm because it aims to draw insights into the lived experience and subjective meanings of research participants in schools at Folweni Circuit. Drawing on literature provided by Perren and Ram (2004) and De Vos et al. (2011), it is essential to position any study within a paradigmatic context and reflect upon its philosophical and epistemological concerns. Moerdyk (2009) opines that interpretive paradigm offers conceptual legitimacy to the study aim(s) given that it acknowledges the social construction of social systems and institutions. In this respect, the principal investigator was able to thoroughly engage with the study participants at Folweni Circuit in order to understand the impact of the labour organisations role in leadership and management of schools from their perspectives.

Throughout the research process, the researcher was conscious of the interpretive criteria used to assess key findings and how it differs from other paradigms such as positivist. Application of interpretive paradigm in this study was informed by the need to capture the role of labour organisations in leadership and management through a descriptive analysis of informants. As an interpretivists, the researcher did not intend to offer an objective analysis to the aim of the study. Instead, the researcher viewed the world from the perspective of the participants and selected those who have their own construal of reality hence quantitative methods did not apply in this regards. In so doing, the researcher did not test any relationship of variables (dependent

and independent) since they could not be replicated in the subjective analysis of the respondents. Thus the characteristic of interpretivist paradigm in terms of its implementation in this qualitative study finds complementarity in Moerdyk (2009) and De Vos et al. (2011). The author asserts that qualitative and interpretive researchers conduct a study of the participants in their natural setting and through dynamic ways.

3.3 Qualitative research design

Newby (2010) conceptualise the research design as a general approach that assimilates different aspects of the study in a systematic and rational way. Research design is the master plan which depicts the vision upon which the study was conducted (Cohen et al., 2013). According to De Vos, et al. (2011), there are two main types of research methodologies namely qualitative and quantitative inquiry. In academic research, the two methodologies are equally important. Depending on the nature of the study, researchers either use one of the two or both (mixed method). Whereas quantitative researchers use deductive reasoning, qualitative utilize inductive (Maxwell, 2012). Inductive reasoning is based on a plethora of realities and analysis is based on a mutual interface between the principal investigator and participants. This study is purely qualitative. The method was used to build an authentic sense of the informants in their natural setting and the researcher underscored descriptive instead of numerical analysis.

The qualitative research approach is an enquiring process of comprehending, where a researcher refines and augment a complex image by carefully and systematically analysing words, issues and reporting details views of information on the research work conducted (Bertram and Christiansen, 2014). The qualitative approach was most suited for this study given that it provides the principal investigator with a chance to comprehend and understand many issues and challenges facing school leadership at Folweni circuit through participants. This line of thought finds complementarity in Dinsin and Lincon (2008) as well as Meer (2010). The authors are of the view that a qualitative approach stresses the significance of meanings, qualities and processes that cannot be examined scientifically. Against this backdrop, the researcher was able to visit the field or workplace where participants live and gather their narratives and literary versions of their experiences. In this regard, visiting principals in their respective schools, labour unions representatives and circuit manager of Folweni in their offices, provided a researcher with experiential first-hand information, observation and it created an atmosphere of trust and respect which enhance the free-flowing conversations related to participants' experiences, all their challenges, frustrations and hindrances that impact on their work performances.

The qualitative approach assisted the researcher to gain an understanding of the underlying circumstances, opinions and viewpoints and it clearly provided an insight into the problem. It covered trends in thoughts and deep insights into the problems and condition that would not have been achieved using a quantitative method. In addition, the inquiry also enabled the researcher to have a deeper understanding of leadership challenges at Folweni schools and labour organisations' effectiveness in the prevailing conditions at Folweni Circuit. For example, interviewing principals and unions leaders in the designated areas, gathering their narratives and experiences was fundamentally necessary and indispensable. A closer analysis into Meer's (2010) shows that the use of quantitative procedures to gather data and test the hypothesis is not possible especially when the researcher intends to engage in the subjective narratives. In this regards, to use a quantitative part might have prevented the researcher to pursue that path. It is only in qualitative approach where the researcher may physically go to the workplace where participants' work, to gather their stories live and get to listen to their experience's and write convincing literary versions (Meer, 2010). This is one of the reasons why this particular study employs the qualitative approach.

Visiting participants in their workplaces was most appropriate for the study hence it created rapport between the researcher and participants. Furthermore, it created a researcher's experiential understanding of each school social situation and prevailing culture. Similarly, it allowed the researcher to interact with union representatives and had to consider their viewpoints and opinions. The qualitative method assisted the researcher to be able to answer the questions and to embrace school leaders, union leaders and departmental official in their respective experiences. The key feature of this approach includes discovering, comprehending a central phenomenon which is the concept explored in a qualitative study (Creswell, 2005).

The qualitative method best worked to the benefit of this study given that it assisted in the understanding of the social and cultural background of these under-achieving schools within Folweni Circuit. This study, therefore, submits that the qualitative provided deeper information on how school leadership can reach the bottom level and degenerate into an ailing and crisis-ridden to a point where schools can be synonymous to failure and be associated with low standards and hopelessness. This was a key finding of this qualitative study.

3.3.1 Methodological reflexivity in qualitative research

Reflexivity plays an important role in qualitative research. In any qualitative inquiry, reflexivity is a plausible method of understanding the study phenomenon in their natural

setting. Warwick and Board (2012) conceptualise reflexivity as the process of engaging and carefully listening to participants' own experience and thought. In so doing, the researcher is able to notice how their practices are affected. This study utilized methodological reflexivity to make sure that methodological procedures were effectively followed throughout the research process in order to avoid bias. This was accomplished through continuously observing the research process and testing research instrument through a pilot study. In so doing, the researcher was able to methodologically achieve the researcher goals and the context of the research approach was clarified thereby reinforcing the research rigour.

This study also utilized epistemological reflexivity thinking in which the production of knowledge was grounded in social constructions. The social constructions were based on the researcher's background in theoretical understanding and knowledge of the study area. Patnaik (2013) argues that epistemological reflexivity enables the researcher sheds lights on the knowledge gap, theoretical framework, methodology and the justification for choosing the research objectives. This implies that the researcher plays an active role in the mean-making and production of knowledge. Thus the researcher utilized this methodological technique in order to deepen the research process as well as its outcomes. The most conceivable means of increasing reflexivity in this study was the adoption of an emic approach in that participant's perspective were used as a point of analytic departure. In this way, the researcher was able to reduce bias and being deceived by own interpretations.

3.3.2 Authenticity and trustworthy in qualitative research

Authenticity is an important aspect that enables qualitative researchers to establish trustworthiness. In order to evaluate rigour and accuracy, quantitative researchers often utilize universally concepts of validity and reliability. However, in an equivalent way, qualitative researchers use concepts authenticity and trustworthy (Shenton, 2004). These concepts are used to eradicate problems of bias in qualitative research. Pandey and Patnaik (2014) note that the notion of trustworthy comprises concepts of confirmability, credibility, dependability and transferability. These concepts should be observed in qualitative research in order to safeguard the accuracy of the findings. The principle of authenticity was established to measure the rigour of the qualitative study. This study observed the abovementioned principles in order to attain depth instead of breath.

The main aim of this study was not to generalize the findings but to classify regular principles and trends associated with the impact of the labour organisations role in leadership and

management of schools at Folweni Circuit. This denotes that the concept of authenticity and trustworthy were observed to reduce to the researcher's bias. Trustworthiness was meticulously created to ensure the credibility of the result. Techniques that include openness, member checks, and thick descriptions were used for this reason. To put in plain words, the principal investigator created an enabling and relaxing environment with the research participants with the intention to soften any hostilities and resentments that might mount in the interview process. What is indisputable in a qualitative study is the significance of authenticity and trustworthy. They assist the researcher to develop a high level of trust with the subjects thereby providing reliable and valid data. These two principles enabled the researcher to maintain good relations with the participants. In so doing, the researcher was able to discover and construct multiple truths. The way in which the two concepts were utilized in this study confirms Johnson and Rasulva's (2016) submissions. The authors proclaim that the core purpose of authenticity and trustworthiness within a constructivist context is the negotiations of values and constructs. To this effect, the principal investigator assimilated the values and constructions of the study participants so as to offer an authentic research report.

3.4 Sampling

A sample is a representation of the larger population under study. This study used purposive non-probability sampling. Bryman and Bell (2015) describe purposive sampling as simply means that participants are selected based on some define features/characteristics that make them the holders of data required for the study. The purposive sampling was more suitable for the study as it allows the researcher to select in a hard-to-find target population. The researcher used the inclusion and exclusion criteria. Only participants with detailed information on the effectiveness of labour organisation in the leadership and management of schools were purposively selected in this study. A total of 13 participants were selected in this regards. This typifies Cohen et al's (2008) presumption that purposive sampling is undertaken in order to access knowledgeable people' relevant and willing to share their experiences and their rich information about a particular issue. In this regard, the study selected school principals as knowledgeable people in the school authority and leadership at Unions level as well as circuit manager, the departmental citizen number one in the circuit. All selected to share with the research their day-to-day experiences and relevant leadership challenges.

There are many different ways why the purposive sampling was used. The researcher utilized this sampling technique given that the main focus of the study was on specific characteristics of a population. For this reason, purposive sampling was the best technique that would allow

the researcher to get a suitable participant to answer the research questions. In so doing, the researcher was able to produce a sample that would be a representative of the larger population. However, given the nature of the study, generalizability was not possible. Generalizability is a statistical format which is not ideal for qualitative research (Merriam, 2009). This implies that non-probability was the best method for this study.

3.4.1 Target Population

A population is a group of individuals with at least one shared feature, which distinguishes them from other groups (Best and Kahn, 2006). The authors maintain that the qualitative researcher must ensure a precise selection of the study population in order to avoid biases. In this respect, this study identified the Folweni circuit from Umulazi district as the target population. Folweni circuit has 32 schools and it served as a target population. In 32 schools only 10 schools served as a sample size, where specific participants whom findings of the research study will be generalised were selected purposely. The 10 schools were selected within Folweni Circuit the reason for the selection of ten schools was to allow the researcher to efficiently assess a manageable number of schools vis-à-vis data saturation. Also, it was the belief of the researcher that the 10 schools were representative of the overall 32 schools. In addition, to the selected schools' participants 10 principals, 2 Trade Unions representatives from each dominant Unions in the area of the study, that is, South African Democratic Teachers Union (SADTU), National Professional Teacher's Organisation of South Africa (NAPTOSA) and lastly 1 circuit Manager of Folweni Circuit, to make a total of 13 participants.

3.4.2 Sampling Size

This study selected 10 schools' principals, 2 labour organisation representatives from dominant Unions i.e. (NAPTOSA and SADTU) and ultimately, it includes one circuit manager of the Folweni circuit. The sampling size was selected from the target population on purpose based on the researcher's judgment. The selected participants' viewpoint resembles the target population characteristics/posture, therefore, findings are justifiable.

3.4.3 Pilot study

According to Kim (2010), a pilot study is a procedural experiment conducted in preparation for the main research. The reason for the pilot study is to confirm if the anticipated data collection tools would preferably work. This means that results drawn from the pilot study are only used to test the research protocol and to ensure the credibility and feasibility of the research process. In this study, piloting was done to verify the feasibility and credibility of in-

depth interviews with the participants. In addition, a pilot study was also done for self-evaluation and to test if the researcher was able to probe further and expand the knowledge base. Piloting started a week after the ethical clearance was obtained. Initially, the researcher wanted to use in-depth interviews alone.

However, after the pilot study, the researcher saw the need to triangulate data collection tools because in order to produce credible data. Three in-depth interviews were conducted during the pilot study. Member checking was also done during the pilot study in order to establish authenticity and trustworthiness. Subsequent to Kim (2011), the pilot study was a valuable process which assisted the researcher to identify ambiguous items in the interview guide. The researcher observed non-verbal behaviour of the study participants which shows the discomfort probably in respect to the wording of the interview guide. After the pilot study, the researcher went through the process of rephrasing some of the questions asked in order to put respondents at ease and to avoid possible embarrassment.

3.5 Data collection tools

The following section discusses the qualitative research methods that were used to collect data. This study employed in-depth interviews in order to assess the impact of the labour organisations role in leadership and management of schools at Folweni Circuit. The fieldwork process stretched over five rigorous months and the long period gave the researcher to do member checking. This assisted the researcher to enhance retrospective reflections to data obtained from the fieldwork.

3.5.1 In-depth structured interviews

Kumar (2011) conceptualize an in-depth interview as a continuous interaction between the principal investigator and research participants in a naturalistic setting. According to Willing (2008), in-depth interviews can generate more insightful data especially when the researcher establish rapport with the study participants. The author adds that probing and circle back of questions provides a nuanced understanding of the study topic. The researcher utilized in-depth interview in order to capture the three study objectives namely to evaluate leadership and management of schools, to examine the effect of labour organisations in leadership and management of schools as well as to recommend measures that could be undertaken to correct and normalise the leadership of schools. Data acquired through this method was not open to any form of statistical analysis. As informed by Willing (2008), the researcher engaged with the study participants in a more flexible and conversational way. The flexibility made the

research participants enjoy the interview process. Probing and open-ended questions that were asked during the interview process created an enabling environment for research participants and it proved to be an effective technique of producing innovative ideas. All interviews were done at a place convenient for the research participants.

The researcher conducted thirteen interviews and they were all recorded, transcribed and analysed. An IsiZulu and translated English version of the interview guide was prepared by the researcher. Most of the participants were men and only a few women with age ranged between 40 and 60 but the majority most of them in the late 50s. This participant had at least 7 years of experience working with either labour organisations or schools. The researcher found that most of the participants were Zulu speaking nationals. This is the reason why most of the interviews were done in IsiZulu. The status of the researcher as a South African Zulu speaking citizen had contributing effects to this study. The shared status made the participants to openly share their narratives in a native language hence they felt relaxed during the interview process. During the interview process, the principal investigator was very careful about the shaman effect. Literature provided by Fusch and Ness (2015) shows that the shaman effect occurs when certain information is intentionally and/or unintentionally overshadowed especially with a knowledgeable being.

In order to enhance consistency to research findings, open-ended questions were prepared in this regards. The majority of in-depth interviews were done in IsiZulu with only a handful done in English. The interviews took an average of 45 minutes. Agreement for recording was done before the interview process in order to make respondents aware of the recording. These techniques assisted the researcher to gain insights of participants' views on labour organisations in leadership and management of schools at Folweni Circuit. Note taking was also done throughout the interview process. It assisted the researcher to recall of key information, increased accuracy and demonstrated some sense of concentration in the interviewees. The researcher was able to see recurring themes even before finishing the fieldwork and transcription work. To this effect, the procedures followed in in-depth interviews and the dialectical relationship between the participants and the researcher played a pivotal role in the construction of knowledge. The construction of knowledge demonstrates a convincing production of accounts of multiple truths and different opinions.

3.6 Location of the study

As stated earlier, this qualitative research study was conducted at the Folweni circuit and 9 schools in this area were selected as a sample. It is within the Folweni Circuit that labour organisations and school principals are in power contestation which subsequently causes a detriment to the school effectiveness and ultimately learner outcomes. Folweni circuit is under Umlazi District and operating under Umbumbulu circuit Management Centre (CMC). The circuit is approximately located 20km south of the city of Durban. It encompasses five (5) sections namely 100, 97, 96, 95, and 67. The area is encircled by settlements such as Folweni, Adams Mission, Enkanyisweni, KwaHlongwa, Mkhazini, EmaSomini, Golokodo, Ensimbini, Mphushini, Dodoza, and Emsahweni.

3.7 Data analysis

According to Bryman and Bell (2015), data analysis is the process of methodically applying rational techniques to illustrate, evaluate and in some instances discuss data. This study used a thematic analysis. The main reason for using this type of analysis is its theoretical flexibility. Thematic analysis suits questions associated with the narratives and people's experiences, views and perceptions, such as dynamic opinions on the labour organisations' role in leadership and management of schools at Folweni Circuit. The study employed a constructionist view which emphasises on how social reality is created by the qualitative data. Literature provided by Cohen et al. (2008) demonstrates that data analysis involves organising information and meaning-making of data from the perspective of the research participants. The authors, however, acknowledge that there is no one way of presenting and analysing data. What is common is the fact that every data should be analysed once the fieldwork process is complete. In the context of this study, data analysis focused on material collected from in-depth interviews.

The initial step in data analysis is the review of transcriptions and fieldwork notes. In this study, coding commenced during the second time of reading the transcriptions and fieldwork notes. The researcher refrained from electronic coding. Instead, manual coding was used. In this respect, the researcher manually classified data based on recurring themes that emerged during the fieldwork process. Data was repeatedly analysed so as to find emergent patterns, that is, main themes and sub-themes. In fact, the researcher was incited by Marvasti (2004) who proclaims that focused or selective coding is essential in qualitative analysis. This presumption assisted this study to effectively categorize the most recurring codes from the amounts of data obtained. What is undisputable in qualitative data analysis is the fact that focused or selective

coding expands the level of abstraction thereby increasing the meaningful ways of understanding data.

3.8 Limitations of the study

Marshall and Rossman (2006) note that the majority of research projects have limitations which cannot be perfectly executed. Limitations are influences that the research cannot control. In this regard, the entire process of conducting research was not smooth. Serious challenges were encountered, especially during the interviewing process. Firstly, appointments were postponed and there were late withdrawals by participants. The reason could point to that fact that the research was done during the festive season in which people are already engaged in other social activities. Late withdrawals impacted unfavourably in the progress of the study. The second limitation of this qualitative study is that it cannot be generalized nationally owing to nature and sample that was used. Finding drawn from this study are only based on the labour organisations' role in leadership and management of schools at Folweni Circuit and therefore cannot be generalized across the country. The last limitation is grounded on the fact that members from labour organizations and schools at Folweni Circuit might have provided bias information. They could be biased in trying to protect their identities and reputation.

3.8.1 Elimination of bias

This study employed the non-probability, purposive research approach. This sampling technique addresses the non-bias element by including individuals, groups or communities that might be inappropriately excluded on the basis of gender, culture, language, race, ethnicity, age, belief and disability. Furthermore, the study included different leaders and officials across all sections and levels of leadership in the department of education at Umbumbulu Circuit Management Centre (CMC), Folweni Circuit in particular. The participation and the involvement of school principals, Union leaders (some are mere PL1 educators), and circuit management prove as a testimony that any element of biases was eliminated through all the inclusive participation of individuals/groups across leadership structures.

3.9 Ethical considerations

Research ethics are very important in any given research given that they assist prevent abuse and exploitation of participants. According to Bless et al. (2013), research ethics underscore on the humanitarian treatment of participants who might be exposed to various levels of risk by the research process. Ethical consideration, therefore, becomes a prerequisite in research and researcher are bound to protect the right and the welfare of those participating in the study.

Therefore, this study observed the key principles of ethics throughout the research process. The three research ethic viz anonymity, non-maleficence, and autonomy were observed in this regards. Prior to that, the researcher gets ethical clearance approval from University ethics committee. This permits the researcher to conduct a research study in the public domain. It is now regulated that a researcher is bound to uphold good ethical practices when conducting a research project. A possible ethical conundrum may arise wherein the participants may have a discomfort sharing certain information, fearing that the information may, in turn, prejudice them, hence it is critical for the researcher to reassure the participants that their identities will not be revealed (Crawford, 1997). In this respect, the researcher used pseudonyms (fake names) with the intention of protecting the identity of the participants. This implies that the identities ascribed to the narratives in chapter four are not the real names.

The principle of anonymity (confidentiality) advocates it is the duty of the researcher to ensure that participants and data produced should remain anonymous (Bless et al., 2013). This study ensured that data produced would remain safe by storing it in a password protected file that can only be accessed by the researcher and the supervisor. After a certain period agreed by the researcher and the supervisor, data stored will be disposed of. In addition, the researcher was also supportive of participants in order to escape being judgmental. The researcher avoided any form of negative attitudes that may harm the participants. Probing was done in a way that is not offensive. For the ethical reason, consent was obtained from the participants before each interview. The participants were requested to sign a consent form before the interview session.

3.10 Conclusion

This chapter discussed the methodology of the research study. The chapter provides insights into the research methods, paradigm, data analysis, the research process as well as ethical consideration. The qualitative study is grounded in an interpretivist paradigm and it employed data source triangulation utilizing in-depth interviews, observations and documentary analysis. The chapter highlights that data source triangulation assisted the researcher to eliminate biases that may arise from using a single method. Triangulation was therefore used to test the trustworthy and credibility of data. This study used thematic analysis and coding was done manually. As stated above, the study used non-probability purposive sampling and a total of 13 participants were selected. The penultimate part of this chapter discussed the limitations and ethical consideration of this study. On this note, the study holds that the three research ethic viz anonymity, non-maleficence, and autonomy were observed in this regards. The above-mentioned research ethics assisted the study to prevent abuse and exploitation of participants.

The next chapter presents that data gathered through in-depth interviews, observations and document analysis. Data is presented in themes.

CHAPTER 4

PRESENTATION OF FINDINGS

4.1 Introduction

The previous chapter presented the methodology of the study and it was indicated that the interview method was the key source of data collection. In total, 13 in-depth interviews were conducted with principals from the Folweni circuit. Based on the in-depth interviews, this chapter presents the findings of the study. The chapter begins with biographical information of the participants including gender, age, experience and occupation. It further moves on to present the themes that emerged from the study which are namely; leadership and management of schools, the effect of labour organisation in leadership and management of schools, and measuring management and leadership performance.

4.2 Biographical information

This section focuses on the biographical information which includes gender, age group, work experience and occupation of participants.

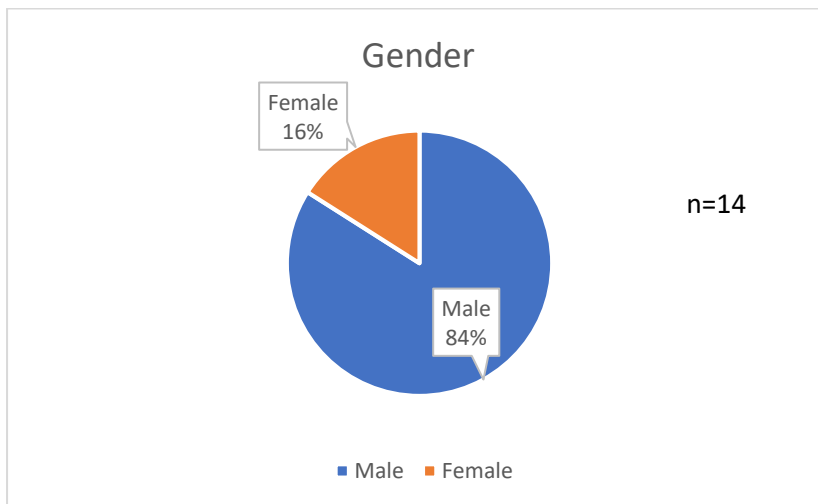


Figure 4.1: Gender composition

Figure 4.1 suggests that there were 84 percent males and 16 percent females who participated in the study. This portrays that males immensely dominate leadership positions in the education sector particularly in schools and this is a distinct feature that certainly needs redress.

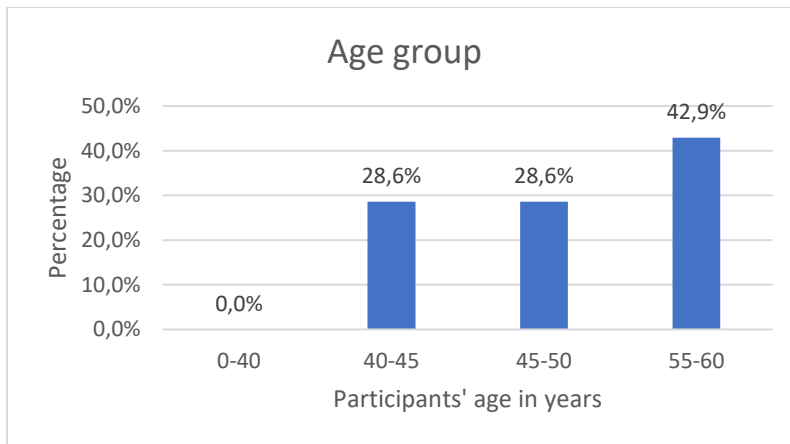


Figure 4.2: Age group of participants

Figure 4.2 indicates the age group range of school leaders, departmental official and union leaders. This figure depicts that the majority of principals who participated in the study are nearly their retirement age. This is a circumstance that may be interpreted as if the education department does not invest in young people when it comes to a leadership position.

4.3 Leadership and management of schools

4.3.1 Measures put in place to retain quality by principals

The current study has revealed that principals in the Folweni circuit put extra effort to retain quality in their roles as leaders and managers. It has been confirmed that the major focus among principals lies on commitment, having a vision and direction on their work. The idea was that if one lacks commitment, vision and direction will also lack. This is also in line with the theoretical model for this study the Distributed Leadership Model which mainly focuses on leadership integration with teams, group and organisational characteristics. The model emphasises that a leader is concerned more with tasks, not positions. As a result, if school leaders and managers are concerned about quality their output will also seriously impact everyday planning and the school's reputation to the parents and the community at large will also be seriously affected. One of the participants had this to say:

“Being committed, having a vision and direction is what makes me as a principal retain quality on my work. Because if you are not committed, you won't have a vision and you won't have direction and planning everything in your levels as a principal, more importantly, respecting the community, respect the community because when I'm chatting with the teachers, I say, parents as the community they are the owners of this firm that I oversee. I oversee the firm of the parents so the product that we make here I have to make sure that the parents

are happy because the moment they are not happy about the product they will come and take out their children. As such I won't be the principal of the walls, I'm the principal because these children are here I communicate with the Authorities and tell them that I need teachers who will teach these children. These are the things I put in front once I know how to respect the parents who gave me the job they will also respect me." [Tera, 15/10/2018]

Apparently, from the extract, one can denote that respect for the community is key to the development of the school. It is important to note that the participant likened the school to a firm and the students to products they manufacture. This implies that if the parents and the community at large are not happy with the products they make it means as a school they have failed in delivering their service. In essence, the success of a principal and a school lies in the ability to provide quality service to the community since they are the ones who provide them with students. As such, it can be ascertained that the measures put in place to ensure that quality is retained are largely concentrated in ensuring that students and parents get the service that they are happy with.

4.4 The role labour organisations play in the development of leaders and managers

One of the objectives of this study was to unearth the role played by labour unions in the development of leaders and managers in schools. The findings of the current study show that labour union are perceived as of paramount importance in representing the needs of leaders in schools vis-à-vis their developmental concerns. Some participants emphasised that if principals get satisfactory remuneration package, they will be motivated to work to the best of their abilities in order to deliver the services they are expected to deliver. As such, trade unions frequently advocate for better remuneration for their members and quite often their grievances are considered. In support of this, one participant indicated that;

"I think maybe the issue of looking into labour relations and fighting for the teachers rights as their challenges being addressed let's say in ECD they need to earn better so that they also look after the environment that we work in because the environment as they want positive results and for the results to improve all the time so environment. As we still have a gap between the Model C schools and us but even if they fight it all depends on the budget since it is what stops them from promoting a healthy and safe environment because they also talk about safety, for example, we don't have non-teaching staff here that's

another issue. So, they need to balance all the schools because it's not all the schools that have these benefits but as much as the unions have things that they need to do, the government is always talking about the budget.” [Sam, 15/10/2018]

Inasmuch as the issue of remuneration was considered to be key, the participant also mentioned the issue of budget. This implies that, no matter how much the unions fight for the rights of the principals, if the budget is minimal then the issue of remuneration should not be considered to be an issue. The participant then further articulated that regardless of the fact that remuneration is significant, one needs to also consider the fact that as schools they need good teachers especially in the field of science and maths in order for them to produce students with better results at the end of the day. The participant proclaimed that;

“we have a problem at the moment and there is a need to address issues relating to\ employment and that we have a personal challenge as principals for instance in primary schools they are expecting good results from us but the department is not hearing us as we say we need more maths and science teachers they tell us there is no staff so anyone can teach maths and science yet they are forgetting that maths and science are at another level so that's the other challenge we have. But even in the union, they do address this issue as there are principals but we are not the human resource people we have to consider primaries. I have never heard unions addressing this but you as a principal when you need someone you do interviews or whatever but sometimes you as a principal you can add someone that you see but you find out that there are too many interests and then you find that it doesn't go your way sometimes or it goes your way, it depends.” [Melly, 15/10/2018]

Another participant strongly supported the importance of remuneration as one of the ways in which the unions develop leaders and managers in schools. He further added that there is a challenge in distinguishing the roles of the teachers and principals since in most cases they are regarded to be the same whereas in actual school settings they are not the same since teachers do not consider principals to be at the same level as them. This is what the participant had to say;

“Maybe I will say the good role that unions play is to make sure that welfare and wellbeing of the teachers are taken care of in terms of salaries and in terms of

sometimes working hours and other things that are the same as these. So it helps too much there. Maybe in terms of curriculum delivery of the schools they help in other things and some they don't because what I usually see when it comes to working hours at schools, the working hours that are there they are seven and they are not enough but when it comes to saying we stick to 7 hours and we don't donate over and above that's when you do it there are labour issues. Then it becomes a problem because it defeats the purpose that we want children to learn to be independent when they are adults. I would say there is a role they play in terms of principles but it's little because when the union looks at the staff the principal also becomes a member of the staff but the principal at the staff room is always looked like someone who is not part of the staff. So there is always a fight between principals and the teachers. The union need to play a role to fix the relationship between the teachers and the principals". [Ralf, 20/10/2018]

Furthermore, some participants cherished the role played by the unions in protecting the workers as well as the provision of knowledge pertaining to labour issues. Some participants emphasised that the union organise workshops for them where they educate them on various issues pertaining to the code of conduct and their rights as workers. In support of this, another participant hinted that;

"The time we entered the union, we entered so that the union will protect the workers and it's doing that very good. The union is protecting the teachers it's workshopping us around the issues of labour it is also workshopping us on how to behave as teachers who are parents so the role the union is playing is big, it makes us proud going forward. It's also our security, the wall that we lean on when there are difficulties, we lean on the union for it to look into the situation and we report to it and then it takes its leading role. Without the union, things will not be going so smoothly." [Docus, 19/10/2018]

Regardless of the fact that the union plays a significant role in upholding the rights of the workers with regards to labour issues, it has also been established that the role of unions become more effective if members belong to the same union. This implies that if they are divided on the basis of membership then the issues that they fight for also bear little weight because there will be a divided voice. In support of this, another participant proclaimed that;

“The role played by unions is good and bad in that, if you work hand in hand with it, it’s good. If you are one union from one union it’s good, but, if you are different in terms of your unions that’s where the problem start of not understanding each other. The union is more helpful if you belong to it if you are a member. How does it help you? It assists you if there are grievances at school, they sharpen you as a principal, they go an extra mile in financial cases, they assist you, they bring people who are relevant who workshop you around financial issues and the overseeing of the school, that is the goodness of the union if you belong to one body but if you don’t belong to one body they let you down purposely, they say No! vice-versa” [Siya, 17/10/2018]

From the extract, it has emerged that unity of purpose strengthens the role of unions in various ways. One most important way is that if you are represented by one union you speak with the same voice and your issues are addressed quickly. Further, it has also emerged that issues of unity and belonging to a common union significantly helps if there are grievances at schools. Grievances come in different ways such as financial issues, conflicts among teachers or teachers and pupils to mention a few. Hence, through the workshops that the unions organise principals are equipped with fundamental skills on how to manage different issues at different levels. Furthermore, it has also emerged that unions play an important role in providing solutions to certain problems that are faced by their members. One participant who subscribes to this assertion confirmed that:

“The role of the unions is to motivate and encourage members in order to do their jobs effectively and also they are responsible for making sure that they are solving their problems whenever they are and also help them to face their challenges. Usually the unions they should have a program and place in order to check the performances of all other schools if they find that other schools are not performing well, they should have their program in order to assist those schools but so far, I have not heard of any program especially this year. I don’t know whether they also have identified or had a meeting where they identify those schools who didn’t do well in order to assist those schools, but the role of the union is to have a programme in order to assists those schools who are not performing well and award those who are doing well. There is no programme that we have as unions that assists primary schools so that high schools won’t have a problem in teaching children.” [Tera, 15/10/2018]

The role of unions in the development of leaders and managers in schools is multifaceted. It ranges from the provision of guidance on numerous areas. To put into perspective, in this study, unions' roles in the development of managers and leaders in schools are categorised into three dimensions. These are namely; representation on remuneration, provision of guidance on basic labour issues such as workers' rights and provision of skills on how to run schools with excellence as leaders.

4.4.1 Labour organisations' influence on leadership and management of schools?

This section presents the extent to which labour organisations exert influence on the leadership and management of schools. It is of paramount importance to note that leadership and management form an integral part of the development and general state of affairs in schools. This implies that the nature of leadership provided by principals determines the nature of services the school provides and the general development of the school in terms of facilities and infrastructure. As such the second objective of the current study was to investigate whether labour unions have an influence on leadership and management of schools. As such, a plethora of participants confirmed that unions have got influence on the management and leadership of schools due to the fact that they determine the pace at which their members execute their duties. One participant had this to say:

“I have never participated in any of the union developmental skills, but they say the focus is still more into improving the results. So you as a manager you need some support so that the results in your school become effective. I wish I have ever attended, or I was invited to attend. So, I think more focus was based on matric, not on the primary. We don't know whether they worked through the department or through the leaders but we do attend leadership skills that are provided by the department but sometimes you never know whether these were the things that were addressed with the unions.” [Ralf, 20/10/2018]

The political factor and argued that most of the unions are aligned to political parties such that their operations have some political connotations. In essence, the political leaders pursue different political agenda whose traits may be visible in the unions' code of conduct and set of regulations in place to manage activity. The participant had this to say;

“Well, the influence they have it's political too much in the sense that the unions are the children of politics. When the principal is making decisions they need to think deep. Because sometimes there is a decision that you need to take but you don't because you know the politics of that place. Yes, they do have a huge influence because they have got on influence on the Interviewing Committee (IC), they have knowledge of the procedure that has to be followed when they are employing particularly the promotion posts. They have that influence, and the people who sit on the ICs it's the SGBs even if they are educated but they have more knowledge with the laws that are in place. The Interviewing Committee is easily manipulated by them that at the end of the day the people that are employed will be the people who are preferences of the union”. [Marry, 22/10/2018]

It has also emerged that the unions do have an influence in determining what happens and what you benefit from as a school. This kind of influence is often considered segregation and unitary in some cases insofar as to which union one is aligned to. The one participant confirmed that the unions often determines the fate of the schools in a way due to factors relating to membership. This implies that, if one is aligned to a particular union they might not be considered on specific aspects facilitated by a different union. The participant had this to say;

“Yes they do have the influence either positive or negative as I have said if you belong to one union they always support you positively, if you not in the same union they always betray, let you down but they do have the support in terms of running the school.” [Sophie, 19/10/2018]

Another important aspect that was brought about by participants is that unions conduct closer monitoring of the procedures in schools in order to establish whether or not the management is properly executing their duties. This is considered to be important because school leaders and managers would not want to disappoint as such they will always execute to the best of their ability in order to be on point the next time unions come to assess them. The participant had this to say;

“They usually have an influence on schools for example at the beginning of the year they sometimes visit schools to check its functionality and then they also serve their members in schools but what I'm not sure of is that are they visiting

all the schools or maybe they end up visiting those schools that they see are performing well.” [Dixon, 12/10/2018]

In support of the above sentiments, another participant confirmed that unions have got interests in the running of schools and also another factor that should not be ignored is that they form part of the society which makes them automatically part of the system. As such, they use their influence to shape the direction through which the schools are run and the functionality of the schools will be at the epitome of their overall cause for existence. The participant reviled that;

“Yeah, since they are part of the broader picture since unions have interest in the running of the schools and also there are members of the society who want them to have influence in the running of the schools.” [Tera, 15/10/2018]

It can be ascertained that unions possess a direct and hefty influence on the leadership and management of schools. The manner in which schools are run is of paramount importance to the schools based on numerous factors that were determined by the participants. These factors include among others things, the fact that unions are aligned to political establishments that represent particular political points of view and they intend to direct the manner in which the objectives of schools are achieved. Also, it has been established that unions claim a sense of entitlement in the running of the schools since generally they are members of the wider community and they also have direct interests in the management and leadership of the schools. Hence, over and above, the current study has established that unions are possessed a direct and hefty influence on the management and leadership of the schools.

4.4.2 Labour organisations’ effects on Leadership and management of schools

One of the objectives of this study aimed at scrutinizing the effect of labour organisations in leadership and management of schools at a Folweni circuit. Under this objective, three questions were asked in order to elucidate the particular effects of labour organisations in the leadership of schools. The questions were as follows; one, what effects do labour unions have on the effectiveness of leadership and management of schools. Two, do labour organisations have a leadership and management development plan for school managers. Three which was the last, to what extent do labour unions play their roles in the leadership and management of schools.

A plethora of participants revealed the same sentiments on the general effect of Labour organisations in the leadership and management of schools. To clarify their perspective,

majority of them highlighted that one of the labour organisations called South African Democratic Teachers Union (SADTU) ensures that principals are empowered and capacitated through specific programs that are designed specifically for them in order to determine their development. It has emerged that through these programs, principals are empowered and capacitated. There is also a facility for the provision of induction programs for the newly appointed principals. In line with this, one participant emphasised that,

“Some unions are immensely effective inasmuch as the positive development of schools is concerned. This is so considering the fact that they initiate programs that are specifically designed for principals as managers in schools. These programs capacitate principals by giving them the energy that they in order to execute their day to day activities and largely the development of the schools”.

[Mash, 26/10/2018]

It has also been indicated that unions play a significant role in fighting for teachers’ rights in terms of labour relations. For example, they fight ECD for teachers’ salary to be incremented or elevated based on budget availability. Further, one of their priorities is checking the working conditions whether or not they are suitable for the commencement of teaching. It has also been established that the effectiveness of unions has to do with ensuring that the conditions of schools are excellent and acceptable in order to improve the overall performance of the schools. Participants also established that one of the important factors that determines the effectiveness of unions in schools is their ability to secure resources and facilities such as learning materials and infrastructure.

Furthermore, promotion of a healthy and safe environment by partnering with Department of Environment Affairs is considered as one of the requirements of the unions and hence it can be established that the unions exert positive effects on the leadership and management of schools. It has also been established that unions make the welfare and wellbeing of teachers their priority. In so doing, they also ensure that their members also take their work seriously. Hence, in order for this to work, they develop programs through which they closely check the performance of schools.

The findings of the current study have established that unions play a pivotal role in crafting a vision which is well communicated to all stakeholders. However, it was established that their existence has little effect on the teaching and learning and generally on curriculum delivery. This, however, is despite the fact that they are able to put pressure on the department of

education on the things they usually overlook such as the provision of enough and sufficient textbooks for the learners. In essence, unions play a huge role in ensuring that learners receive quality service and the learners that are considered to be underperforming benefit from the programmes that are designed for them.

In addition, the findings of the current study have established that unions are helpful in addressing employment issues, particularly in high schools though they are less helpful on primary schools where it is difficult to yield a positive outcome. To better elucidate this, one participant clarified that;

“If a primary principal is requesting for Maths and Science teacher, labour unions find it difficult to get the teacher because they are interested in high schools. This makes it difficult for primary schools to produce positive results. Their assumption is that anyone can teach Maths and Science at the primary school level. Hence, this, in turn, minimizes the quality of teaching.” [Siya, 17/10/2018]

In light of this, it has been established that labour unions find it difficult to get Maths and science teachers because they are interested in high school. This makes it difficult for primary schools to produce positive results due to an insufficiently qualified teacher.

4.4.3 Labour organisations’ leadership and management development plan for school managers

This section presents the leadership and management plans that labour organisations have for schools. This stems from the objective that strived to understand the plans that are put in place by labour organisations in order to ensure sufficient leadership and management development in schools. When asked if they know about any plans initiated by labour organisations to ensure effective leadership and management development, a majority of participants revealed that they were not sure of any but they provided programs that they knew about that could be labelled as plans to ensure effective leadership and management development in schools. In Support of this, one participant had this to say;

“Not that I know of maybe they have a plan that they will unpack but maybe through the department as they are on each other’s throat maybe that’s the plan that they have in the department of monitoring as they say now they want a year plan but you can see that even that year plan focuses more on high school

activities to say actually what are your plans, what are your intervention plans so that you can get good results or improve, things like that but the plan is important for everyone for activities you must know everything in time". [Ralf, 17/10/2018]

Workshops that the principals engage in regularly with labour organizations can be considered to be plans effected to enhance management and leadership development in schools. This is largely because during the workshops principals acquire skills that they readily need for the day to day running of the schools. In that regard, one can argue that plans cannot always be a specific set of events that prescribe what is supposed to be done but rather they can be anything that strengthens the overall objective of an organization. To clearly put this, one of the participants proclaimed that:

"I don't know now but during our leadership time, there was, we did have a workshop which was called.... There is nothing touchable now but before that, there was a workshop I remember we went twice to the city hall and also to SATU house in Durban principals where we were called to be workshopped. Yes, there are workshops which are designed for principals but currently, I'm not sure whether that is still happening. I think we are what we are its because we were developed and workshopped at a later stage three times if it's not 4 times by SATU provincial level. It allowed us to reveal our problems in that workshop and then they gave us solutions to go back" [Docus, 25/10/2018]

Another participant concurred with the previous that there is no particular plan or meeting that they have engaged in where a specific plan or a set of plans have been put in place in order to set the pace inasmuch as leadership is concerned. This participant emphasized that the emphasis of the unions is on welfare issues rather than on issues that have to do with leadership and specifically plans to enhance the development of leadership in schools. The participant spelt that;

"There is no program that I found that tells me how we are going to develop in 2018 and in 2017, I never heard such except attending meetings but not going to a workshop where they tell us what is going to happen for principals of a particular union or principals of the school not unless I don't know of but I should know by now if there is a program of my union this year. Their concentration is more on welfare issues, labour related issues that are where

they are concentrating more but even there it like the labour issue is more serious if it, not the principal, most of the time they turn to value teachers more than principals”. [Siya, 15/10/2018]

One participant mentioned that even though there is no clear plan in place to manage activity and develop leadership and management, unions do communicate with their members on good leadership. The participant articulated that the union sends documents which contain details about leadership and there are times when they even get visits by officials to inquire if they do have the documents and if they are properly following the dictates of the documents. The participant had this to say;

“Yes, they do send documents which have all the details about leading and sometimes they send officials from inside to check if the schools have the documents” [Marry, 22/10/2018]

Apparently, it has emerged that there is no specific plan in place to enhance the development of leadership by labour organisations. What actually exists is mere assumptions by the principals based on programs that they usually engage on. The idea among a plethora of participants was that even though there is no specific plan in place there are numerous plans that are delivered to them indirectly through workshops and other meetings that they engage on with the unions. It has been indicated that these plans give orientation to the leadership on how to enhance their leadership and management skills. In essence, despite the fact that the workshops and meetings are not dubbed ‘labour organisational plans to enhance leadership and management’, they certainly provide useful skills that leaders use in their effort to enhance their daily activities as leaders.

4.5 Measuring the performance of school managers

Measuring the performance of school managers and principals is one of the important duties and tasks that labour organisations have. It has emerged that in order to measure the performance of school managers the union can organize a group of a provincial team of expert performance to conduct workshops at schools in order to come up with a better understanding of the general and overall performance of principals and school managers. One participant who shared the same narrative had this to say;

“It depends on how sharpened the leadership it is. The leadership of the branch which schools are under the branch now if the leadership of the branch is sharp

enough in terms of looking of the performance of the school it is easy for them to take your matter if the matter is bigger than you as a principal they take the matter to the upper structure which is the region. Now the region has got the powers to organize any expertise to assist that branch, so this is how schools are gaining from the sharp leadership of the union. The region can organize a group of provincial team expertise performance to workshop the school. Hence, people can easily identify the schools that are not performing well because the branch is localized, they are school-based” [Ralf, 17/10/2018]

Another participant came in to suggest that it is not actually the role of the labour unions to measure the performance of the leaders. Rather, the participant revealed that it is the duty of the department of education. This clearly suggests that if some unions do measure performance it will actually be outside the scope of their actual job. The participant further confirmed that after the measurement, the best teacher is awarded, this is what he had to say;

“The person who measure our performance as principals it becomes the department I have never seen them measuring but what they do good is what they’ve started that teachers are awarded when they perform well in a particular subject. I will say no when it comes to that”. [Dixon, 12/10/2018]

In that regard, labour organisations can be considered to have a minimal role in measuring the performance of managers and leaders. This is despite the fact that some labour organisations might have programs in place to measure the performance of their members. Nonetheless, whether it is labour organisations or the department that plays the role of measuring the performance of leaders, the most important thing is the measuring of performance which usually results in the rewarding of the leaders.

4.5.1 Participant recommendations on measures to be undertaken to correct and normalise the leadership of schools.

The study sought to provide recommendations provided by participants on measures to be undertaken to correct and normalise the leadership of schools. Numerous recommendations were suggested, these include among other things, having ward managers to sit in the meetings and engage with the schools. One participant had this to say;

“You know what the first thing that needs to be done is to have a ward manager to sit in the meetings and engage with the schools. What I’ve learnt is that if you are a principal you are on your own, you don’t get help from anyone. A white manager must have at least one day a term in a school where they come to take you and ask where you seek help when you have problems and sit down and discuss it will be better because you report some other things when they are out of your control but you know you are not going to get an answer. Firstly, they have to be close with the school as ward managers and work with the principals of the school because I can tell you there are many problems with the school but those problems, they end with us they don’t go anywhere, that’s the first thing, the rest will fall to place. Another thing the unions have to make principals closer to the policy and the department policy. They have to align it and work together because that is what is destroying the schools.” [Chally, 15/10/2018]

Some participants recommended that there is a need for motivation among leaders. The suggestion was that labour organisations or any other responsible authorities must regularly invite people who motivate leaders in schools. Further, the importance of education was emphasized to the effect that every part of society was advised to take a leading role in encouraging learners to cherish education. Also, it was suggested that unions must develop a program where they assess the performance of schools. One participant had this to say;

“Schools need to be motivated, there has to be a program where they invite motivators to come and motivate the children at the beginning of the year. The parents need to check children’s work. When there is a parent meeting leader of the community need to be there, for example councilors if they meet up with parents in the community meetings there must be an item where they talk about education each and every time, to motivate parents to have love for school, for the parent to know whether his or her child went to school and check their work and if they did their homework. Every time when there are meetings, they must talk about the importance of education even in churches. Unions must have programs where they check the performance of schools in previous years, how can they improve the performance, what programs they can implement and the in contact with the site stewards of the schools. I think that style they once had of visiting schools was good if they can do that again the schools will wake up.” [Tera, 15/10/2018]

Over and above numerous recommendations were thrown in but the most emphasized one was the fact that unions must come up with programs that measure the performance of leaders. Interestingly, one of the in-depth interview questions for the study investigated if unions had programs that measure the performance of unions. Unfortunately, it was established that there are no specific programs in place thus far. Hence, despite not having plans to measure the performance of leaders and managers, a plethora of principals believe that there should be such programs executed by the labour organisation.

Participants in this study have suggested their recommendations to improve leadership in schools. These recommendations are also strikingly similar to recommendations suggested by a handful of scholars such as Motsohi (2011); Zengele (2013) and Hanushek (2011) who enumerated that students' quality results serve as the measurement tool for a school effectiveness, as such there is need for labour organisations to improve leadership and management in schools. Their role and their vision provide professional direction for the entire school population as such if they are well decorated in terms of leadership development it means that they will be able to achieve exceedingly their ultimate goals. It has also emerged that for principals to devote more time and attention to the improvement of their institutions, job requirements need to be redesigned drastically. These would mean the creation of a new support personal position to manage important tasks to supplement and to provide support to the principal. The school demands dictate how the principal should spend his time, not what they are being encouraged to do. The structural changes in the work of school leaders are a pre-condition for the emergence of the significant change. Cajoling, demanding, advocating, explaining and wishfully think typical strategies used but failing to yield desired outcomes.

4.6 Conclusion

This chapter presented the presentation of findings. Major themes that emerged from the findings were presented and discussed accordingly. Generally, the chapter resolved that labour organisations play a significant role in the development of leadership in schools. It has been established that labour unions are influential and they determine the governance of schools through shaping the development of leadership and management. The next chapter will provide a discussion of the findings.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

The previous chapter presented the findings of the study. Hence, the current chapter discusses the findings. The discussion is partitioned into different sections namely; measures considered in the retention of quality, labour organisations and the development of leaders and managers, labour organisations' influence, labour organisations' effects, labour organisations' leadership and management development plan, measuring the performance of school managers and participant recommendations. Relevant literature was employed to necessitate the discussion of the findings.

5.2 Key Findings

5.2.1 Measures considered in the retention of quality

The current study has established that the community is key to the development of the school. It is of paramount importance to note that the participant emphasised the importance of the community in their effort to retain quality. The idea was that quality is retained because the principals should always be appealing to the community. In that regard, one of the participants likened the school to a firm and the students to products manufactured by the firms. This implies that if the parents and the community at large are not happy with the products they make it means as a school they have failed in delivering their service. In support of this finding, Louis et al. (2010) are of the opinion that leadership is all about making a difference. This implies that a leader should be an individual who is self-motivated and make an effort to ensure that there is the maximum quality of learning in schools.

To put into perspective, Louis's et al. (2010) research focused on the principal effectiveness and case studies of school improvement in the United States (US) primary schools. The emphasis of the study was to establish the manner in which school leadership contributes to school improvement. In that regard, the current study also strived to establish measures put in place to retain quality among principals and the overall idea is that issues pertaining to quality among principals are of paramount importance in ensuring the smooth running of schools and achievements of the overall objectives of the labour organisations. In essence, the success of a principal and a school lies in the ability to provide quality service to the community since they are the ones who provide them with students. As such, it can be ascertained that the measures

put in place to ensure that quality is retained are largely concentrated in ensuring that students and parents get the service that they are happy with.

5.2.2 Labour organisations and the development of leaders and managers

The current study has established that the role of unions in the development of leaders and managers in schools is multifaceted. It ranges from the provision of guidance on numerous areas. Many scholars have documented the role of labour organisations as either progressive or regressive. Some of these scholars are Budd and Brey (2005) and Tucker (2012) who assert that labour organisations in schools are purposeful in the regulation of teachers work and appraisal of working conditions. The finding of this study emphasised that labour organisations play a critical role in the representation of leaders in many ways that are largely related to labour issues. Correspondingly, Zengele (2013) asserts that the major reason behind this kind of representation is to manage conflictual labour relations that resulted from the apartheid era when the education system was the place of political contestation. To put into perspective, in this study, unions' roles in the development of managers and leaders in schools are categorised into three dimensions. These are namely; representation on remuneration, provision of guidance on basic labour issues such as workers' rights and provision of skills on how to run schools with excellence as leaders.

5.2.2.1 Labour organisations' influence

This study has found that labour organisations possess a direct and hefty influence on the leadership and management of schools. The manner in which schools are run is of paramount importance to the schools based on a plethora of factors that were determined by the participants. These factors include among others things, the fact that unions are aligned to political establishments that represent particular political points of view and they intend to direct the manner in which the objectives of schools are achieved. Also, it has been established that labour organisations claim a sense of entitlement in the running of the schools since generally they are members of the wider community and they also have direct interests in the management and leadership of the schools. The influence of labour organisations has been widely documented by a handful of scholars. Some of them are Zengele (2013) and Letseka (2012) who present the political hand labour organisations have in executing their roles. Interestingly, the findings of this study highlight that there is a strong political sway that is exerted by unions in the execution of their representation duties. Letseka et al. (2012) are of the opinion that many labour organisations are politically connected and this brings about the

issue of political influence that many participants of this study mentioned. To put into perspective, Letseka et al. (2012) insinuate that SADTU, for example, is believed to be a very powerful union which is closely linked with COSATU and government and it embraces over 240 000 members which are mostly black and African. As such, it can be argued that the agenda that the labour organisation pursues is constantly aligned to the overall agenda of the ANC government and COSATU. Hence, over and above, the current study has established that unions are possessed a direct and hefty influence on the management and leadership of the schools.

5.2.2.2 Labour organisations' effects

The current study has established that labour organisations find it difficult to get Maths and science teachers due to the fact that they are interested in high schools. This makes it difficult for primary schools to produce positive results because of an insufficient qualified teacher. The numerous effects of labour organisations in the leadership of schools as enumerated in this study have been also widely documented by a plethora of scholars. To elucidate this narrative, scholars like Msila (2014) and Hoadley et al. (2009) reverberate the importance of leadership and management in classroom practice promotion and in the process of improving learner outcomes. The authors are of the opinion that there are three essential requirements for developing effective teaching and learning in schools. These are comprehensive classroom practice from specialist educators, sufficient and suitable learning materials, and sound and proactive leadership and management of learning. These requirements are only met if there is a conducive and effective labour organisation that consistently support the activities of the schools.

As such, it is pragmatic that managing teaching and learning in schools is one of the most vital activities for principals and schools (Hoadley et al. 2009). Corresponding with the findings of the current study, Mendels (2012) expounds that the major role of the principal is to ensure that leadership and management in school is provided in all aspects in an effort to enable and facilitate support conditions whereby high-quality teaching and learning is conducted and where there is promotion of the highest possible standards of learner achievement. It has also been established that in the South African system, principals have shifted focus to administration duties which include financial management, human resource management and policy issues (Bipath & Moyo, 2016). This then echoes the emphasis accentuated in the findings of the current study that labour organisations are expected to enhance leadership and

management in schools. This is largely executed through the roles that they play in representing their members. A firm understanding of the roles played by principals in schools as leaders and managers make it crystal clear that they require guidance from labour organisations on how to provide effective and sustainable leadership and management skills.

5.2.2.3 Labour organisations' leadership and management development plan

It has emerged from the findings of the current study that there is no specific plan in place to enhance the development of leadership by labour organisations. What actually exists is mere assumptions by the principals based on programs that they usually engage on. Many participants argued that even though there is no specific plan in place there are numerous plans that are delivered to them indirectly through workshops and other meetings that they engage on with the unions. It has been indicated that these plans give orientation to the leadership on how to enhance their leadership and management skills. In essence, despite the fact that the workshops and meetings are not dubbed 'labour organisational plans to enhance leadership and management', they certainly provide useful skills that leaders use in their effort to enhance their daily activities as leaders.

Despite the fact that from the findings of the current study there is no specific plan that labour organisations have in place for leadership and management development, some scholars have enumerated the general role labour organisations play in leadership and management development. Scholars like Coulson, (2010); Toker, (2012); Govender, (2015) emphasised the role of labour organisations in leadership and management development which can be established to be the plan that the current study sought to establish. The idea here is that labour organisations have got numerous objectives some of which cannot be as specific as anticipated. Alas, they can be dealt with as part of the overall objectives that the union has. Govender (2015) is of the opinion that on the role of unions on leadership and management development, union leadership concentrate on the promotion their political careers and to bargain more on the side of the employer instead of fighting for their rights. The idea in that regard is that, inasmuch as labour organisations might have plans for the development of leadership and management, the plans are not effectively executed due to the fact that their focus is often diverted towards the above-mentioned aspects.

5.2.3 Measuring the performance of school managers

From the findings of the current study, labour organisations can be considered to have a minimal role in measuring the performance of managers and leaders. This is despite the fact

that some labour organisations might have programs in place to measure the performance of their members. Nevertheless, whether it is labour organisations or the department that plays the role of measuring the performance of leaders, the most important thing is the measuring of performance which usually results in the rewarding of the leaders. The current study has established that labour organisations have little influence on the measuring of performance among leaders. Despite the fact that some participants from the current study have established that labour organisations do not measure performance but it is the role of the department of an organization, a handful of scholars bring about a unique narrative.

Further, Pattillo (2012) and Letseka et al. (2012) are of the opinion that to some extent unions measure the performance of leaders and they are also involved in the appointment and promotions processes. In essence, it cannot be possible to promote if you are not in a position to measure performance. Nevertheless, it can be established that the role of labour organisations in measuring performance is minimal. To this end, it was noted that that role is actually wholly played by the Department of Basic Education (DoBE) as a means of promoting the member's interests.

5.2.4 Participant recommendations

Numerous recommendations were thrown in by participants, however, the most emphasized one was the fact that unions must come up with programs that measure the performance of leaders. Interestingly, one of the in-depth interview questions for the study investigated if unions had programs that measure the performance of unions. Unfortunately, it was established that there are no specific programs in place thus far. Hence, despite not having plans to measure the performance of leaders and managers, a plethora of principals believe that there should be such programs executed by the labour organisation.

Participants in this study have suggested their recommendations to improve leadership in schools. These recommendations are also strikingly similar to recommendations suggested by a handful of scholars such as Motsohi (2011); Zengele (2013) and Hanushek (2011) who enumerated that students' quality results serve as the measurement tool for a school effectiveness, as such there is need for labour organisations to improve leadership and management in schools. Their role and their vision provide professional direction for the entire school population as such if they are well decorated in terms of leadership development it means that they will be able to achieve exceedingly their ultimate goals. It has also emerged that for principals to devote more time and attention to the improvement of their institutions,

job requirements need to be redesigned drastically. These would mean the creation of a new support personal position to manage important tasks to supplement and to provide support to the principal. The school demands dictate how the principal should spend his time, not what they are being encouraged to do. The structural changes in the work of school leaders are a pre-condition for the development of the major change.

5.3 Conclusion

This chapter discussed the findings of the study. The discussion was laid out in partitioned sectioned namely; measures considered in the retention of quality, labour organisations and the development of leaders and managers, labour organisations' influence, labour organisations' effects, labour organisations' leadership and management development plan and recommendations suggested by participants. The next chapter presents the summary, conclusion and recommendations of the study.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The previous chapter presented the discussion of the study findings. This chapter provides a summary of the major findings of the study, concluding remarks and recommendations. The summary of the major findings was structured in the form of themes and the themes were briefly explained. Conclusions were made from which recommendations were suggested.

6.2 Summary of Key findings

6.2.1 Quality Retention Measures

The study has stressed the significance of quality retention. This is imperative inasmuch as the development of schools is concerned. Hence, for management and leadership in schools to be efficient, there would be a need for leaders who possess excellent leadership qualities. As such, one of the major focus among principals was a commitment, having a vision and having direction in their work. It was then established that if one lacks commitment, vision and direction will also lack. Consequently, the scenario seriously impacts everyday planning and the school's reputation to the parents and the community at large will also be seriously affected. The study also strongly brought about the issue of the community as a significant player in the development of the school. Hence, for parents to have confidence in the school, the principal, who is the leader of the school should be professional and should possess excellent leadership skills.

6.3 Development of leaders and managers by labour organisations

Another major finding of the study was the development of leaders and managers by labour organisations. In essence, the study triumphed to establish the role that is played by labour organisations in the development of leaders and managers in schools. It was then reviewed through the findings that labour union are perceived as of paramount importance in representing the needs of leaders in schools. The major role of labour organisations was established as representation on socio-economic and political issues among many other issues.

6.3.1 Labour organisations influence

The current study established that labour organisations are exceptionally influential in the leadership and management of Schools. It was established that leadership and management form an integral part of the development and general state of affairs in schools. Hence, the nature of leadership provided by principals determines the nature of services the school

provides as well as the general development of the school in terms of facilities and infrastructure. It has also been confirmed that unions have an influence on the management and leadership of schools due to the fact that they determine the pace at which their members execute their duties. Another important finding was that unions are aligned to political parties such that their operations have some political connotations.

6.3.2 Labour organisations' effects on Leadership and management of schools

It has been established that the effect of labour organisations on the management and leadership of schools is innumerable. The study found that one of the labour organisations called South African Democratic Teachers Union (SADTU) ensures that principals are empowered and capacitated through specific programs that are designed specifically for them in order to determine their development. It has emerged that through these programs, principals are empowered and capacitated. In essence, the direct hand that SADTU has on its members is a clear indication that labour organisation have got excessive influence on the running of schools. The other forms of influence that were established include labour organisations role in fighting for teachers' rights in terms of labour relations as well as the promotion of a healthy and safe environment in schools. Overly, it was established that unions play a pivotal role in crafting a vision on leadership and management and it is well communicated to all stakeholders.

6.3.3 Leadership and management development plan for school managers

The study has established that labour organisations do not have a specific plan that is aimed at leadership and management development. Nevertheless, despite not having a plan the study found that there are numerous activities that labour organisations engage on with their members and those activities equate to a plan or a set of plans. Hence, the study concluded that labour organisations have numerous plans that are aimed at the development of leadership and management in schools even though the plans cannot be described as a plan.

6.4 Measuring the performance of school managers

Measuring the performance of school managers and principals was found to be one of the important duties and tasks that labour organisations have. The study established that it is not actually the sole role of the labour organisations to measure the performance of the leaders. Rather, it is also the duty of the department of education. Nevertheless, it was also established that when labour organisations measure performance it is usually outside the scope of their actual job. In that regard, labour organisations can be considered to have a minimal role in

measuring the performance of managers and leaders. This is despite the fact that they might have programs in place to measure the performance of their members.

6.4.1 Participants' recommendations on measures to normalise leadership in schools.

Numerous recommendations were suggested by the study participants. These include among other things, having ward managers to sit in the meetings and engage with the schools. Some participants recommended that there is a need for motivation among leaders. The suggestion was that labour organisations or any other responsible authorities must regularly invite people who motivate leaders in schools in order to ensure the development of leadership and management in schools. Also, a huge emphasis was weighed on the fact that unions should establish clear programs that measure the performance of leaders.

6.5 Conclusions

The current study assessed the effectiveness of labour organisation in leadership and management of schools at a Folweni circuit. In order to establish the effectiveness of these organisations, a number of questions were designed and participants of the study successfully contributed. Therefore, this section provides various conclusions to the effect that regardless of the success in establishing the effectiveness of labour organisations in leadership and management of schools, the findings of the study also brought about a further understanding of the role of and factors around the operation of labour organisations. It is also important to note that ascertaining the difference between trade unions, labour unions or labour organisations was immensely instrumental in establishing the role of the organisations. This implies that the name resonates the meaning and objectives attached to the concept. The understanding of the researcher was that these terms may differ but they essentially refer to the same thing. Also, a conceptualisation of the terms could not establish a reasonable differentiation. As such, the researcher, preferred the use of labour organisations because it is aligned to the title of the study and it answered was key in establishing the research objectives of the study.

The study cherished the importance of quality retention which is considered to be of paramount importance inasmuch as the overall development of leadership and management is concerned. The idea that quality is important equates to the effectiveness of the labour organisations in that they perfume an instrumental role in ensuring that there is quality in the day to day running of the schools. They pay numerous roles which participants lamented and it is that impact which one can regard as the reason for quality.

Labour organisations in this study are considered to be instrumental in the development of leaders and managers. The fact that they are instrumental in the development of leaders and managers could equally imply that the organisations are immensely effective in ensuring the development of leadership and management in schools. Inasmuch as the extent is difficult to establish one can conclude that the fact that a majority of the participants in this study asserted that labour organisations are instrumental it then stands to suggest that their role is of paramount importance. To substantiate this assertion, the works of scholars like Zengele (2013) and Hanushek (2011) provide a strong argument to the effect that labour organisations are instrumental in the development of leadership in schools. This is largely because the scholars give contemporary examples of the roles of South African labour organisations and how they exert influence in the development of leadership and management in schools.

Furthermore, the study has established that labour organisations are highly connected to political parties such that quite often they represent the views and objectives of the parties that they represent. To that effect, the alignment of political parties by labour organisations is two-faced. One needs to consider the fact that members of labour organisations belong to different political parties such that if a labour organisation is openly aligned a specific political part then its effectiveness is questionable in executing its duties.

Further, despite the fact that labour organisations do not have a specific plan that is aimed at leadership and management development. It can be concluded that since there are numerous activities that labour organisations engage on with their members, those activities equate to a plan or a set of plans. Also, measuring the performance of school managers and principals was found to be one of the important duties and tasks that labour organisations have.

6.6 Recommendations

The researcher suggested recommendations believed to be necessary in order to ensure the effectiveness of labour organisations in ensuring leadership and management development in schools. The recommendations were fetched out of the findings and conclusions are drawn from the study. The major recommendation that addresses the main objective of the study is that district officials and policymakers must develop a fundamental responsibility to induct new principals and develop old guards on issues related to management and leadership. Other recommendations are as follows;

- a. Unions must form structures that closely observe the development of leadership in schools. This calls for the enhancement and prioritisation of leadership related programs so as to enhance the effectiveness of labour organisations in leadership and management in schools.
- b. The department of basic education must render maximum support to unions and work hand in glove with them in order to resolve the numerous challenges that principals as leaders are facing.
- c. Labour organisations need to develop a plan that is consistently followed by schools and this plan must align the work of unions to the expectations of the union
- d. Since education has been declared as a societal matter in South Africa. It is, therefore, critical for education authorities to spread their significant influence on communities where schools exist. People need to be aware of their roles and the importance of schools in their respective communities.
- e. Proponents of instructional leadership, such as policymakers and practitioners have a narrow view of these leadership concepts and they fail to realise that it excludes classroom instruction and focus most on school management. Hence, Instructional leadership should be modified and be promoted to all school principals irrespective of the size and nature of the school settings. Efforts must be made to develop instructional leadership capacities in the middle-level principals as well as high schools.
- f. A more intense program should be established to support instructional leadership in secondary schools and to address specific leadership needs of poverty-stricken schools.
- g. Principals desperately need preparation and professional development programs that will enable them to deal with both emotional and behavioural aspects of leadership.

6.7 Areas for future research

The aim of this study was to assess the effectiveness of labour organisations in the management and leadership of schools at Folweni circuit. The main objective of the study was established though there are some areas the researcher believes could be targeted for future research drawing from the standpoint of this study. One of the most interesting area that ought to be adopted for future research is assessing how the department of basic education rendering support to unions in order to resolve the numerous challenges that principals as leaders are facing. This is an area of importance because the department is more connected with the principals compared to the unions. Also another loophole identified in this study is the lack of specific plans by labour organisations, hence it will be interesting to have studies that focus on

the specific plans that the organisations have as well as the circumstances that are hindering them from having specific plans for the management and leadership of schools.

7.8 Conclusion

This chapter presented the summary of key findings, conclusions and recommendations. The chapter has stressed the significance of management and leadership in schools to be efficient in order to improve the performance of learners. The conclusions drawn from the study include the importance of facilitating the development of leaders and managers by labour organisations since labour organisations are exceptionally influential in the leadership and management of Schools. It has been established that the effect of labour organisations on the management and leadership of schools is innumerable. Also, since labour organisations do not have a specific plan that is aimed at leadership and management development, the study concluded that it would be probable for the the department to initiate such plans in order to make the role of the labour organisation efficient. The study posed numerous recommendations and established that if they are taken into consideration, they will enhance the effectiveness of labour organisations in leadership and management of schools at a Folweni circuit.

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