



UNIVERSITY OF KWAZULU-NATAL

**THE IMPACT OF LEADERSHIP STYLES ON SCHOOL
PERFORMANCE**

Sibusiso Kenneth Magubane

981208042

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

Master of Business Administration

in the

Graduate School of Business and Leadership

College of Law and Management Studies

University of KwaZulu-Natal, Westville Campus

Supervisor: Professor Ana Martins

December 2017

DECLARATION BY STUDENT

I, **Sibusiso Kenneth Magubane**, hereby declare that:

(i) The research reported in this dissertation, except where otherwise indicated, is my original work.

(ii) This dissertation has not been submitted for any degree or examination at any other university.

(iii) This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other researchers.

(iv) This dissertation does not contain other author's work unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:

a) their words have been rewritten, but the general information attributed to them has been referenced;

b) where their exact words have been used, their writing has been placed in quotation marks and referenced.

(v) Where I have reproduced a publication of which I am an author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.

(vi) This dissertation does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the References sections.

Signed: (Sibusiso Kenneth Magubane)

Date

DECLARATION BY SUPERVISOR

As the candidate's Supervisor I agree/do not agree to the submission of this dissertation.

Signed: (Prof. Ana Martins – Supervisor)

Date

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation and gratitude to the following individuals, without whose assistance this study would not have been possible:

- Firstly, I would like to thank the Almighty God for guiding and giving me strength to finish this project.
- Prof A. Martins, my supervisor, for her encouragement, guidance and invaluable insight throughout the study. I am greatly indebted to her because without her inspiration, I would not have accomplished this momentous task.
- My parents, Dumisani and Ellen Magubane for giving me the best childhood anyone could ever ask for and for instilling in me to always aspire to do more. The support and encouragement you have given me throughout the years has been inspiring. Thank you for loving me like you do. I thank God for you.
- The KwaZulu-Natal Department of Basic Education (UMzinyathi District and Msinga Circuit Management Centre) for giving me the opportunity to conduct this study.
- Mthoko Xulu for inspiration, support and encouragement.
- All the teachers who participated in this study, for their cooperation and understanding, because without them this study would not have been successful.
- Lastly, my family, especially my wife, Nozipho, for her love and affording hours of peace and quiet in our home so that I could work undisturbed. To our children Golide, Lwandle and Snazo for inspiring me by being themselves and understanding throughout my years of study.

ABSTRACT

Leadership is one the most fascinating topics whether it is in business, politics, private or public organisations. The South African government spends a lot of money on education. As a result, a lot is expected from school leadership in terms of school results. In line with the above statements, the aim of this study will explore the leadership styles employed by school leadership and how it impacts on school performance. Matriculation examination results for Msinga Circuit have not been good in the last three years. This research is grounded on the proposition that leadership, along with challenges, is the greatest factor to explain this performance. While there is an enormous amount of international literature on this topic, there is a dire need for local insights. The Distributed Leadership (DL) theory was used as a lens through which school leadership styles impact on school performance was investigated. The study was exploratory and quantitative in nature. The study employed the purposive sampling method. The sample of the research comprised all the school principals and teachers of Msinga Circuit secondary schools in KwaZulu-Natal, South Africa. The Distributed Leadership Readiness Scale (DLRS) instrument was considered suitable for data collection. Forty-five secondary schools were carefully chosen to partake in this research at the end of 2016. The data was collected among all the school principals and some teachers of Msinga Circuit. Forty-three schools (95,5%) and 185 participants (52,9%) completed and returned the survey. SPSS (version 25) was used to analyse data. The findings of the research reveal a significant link between the leadership styles and the organisational performance, as well as challenges and school performance. In addition, the Distributed Leadership style was perceived as the most practised by Msinga Secondary school principals. The most unexpected finding of the study was that both school leadership and school challenges have an impact on school performance, whereas isolation has no impact. The study recommends that policymakers invest most of their resources on addressing school leadership and challenges, especially in rural areas, in order to improve school performance.

Keywords: Leadership, School Performance, Leadership Styles, School Challenges, Distributed Leadership

TABLE OF CONTENTS

Declaration by student.....	ii
Declaration by supervisor	iii
Acknowledgements	iv
Abstract.....	v
List of figures	x
List of tables	xi
List of acronyms and abbreviations	xii
CHAPTER ONE: OVERVIEW OF THE RESEARCH	1
1.1 Introduction.....	1
1.2 Purpose of the study.....	2
1.3 Focus of the study	3
1.4 Problem Statement.....	3
1.5 Research questions.....	4
1.6 Objectives.....	4
1.7 Expected outcome of the study	5
1.8 Delimitations of the study	5
1.9 Limitations	5
1.10 Assumptions.....	6
1.11 Dissertation outline	6
1.12 Summary	6
CHAPTER TWO: LITERATURE REVIEW.....	7
2.1 Introduction.....	7
2.2 Leadership defined	7
2.3 Theories on leadership	9
2.3.1 Introduction.....	9

2.3.2	Great Man and Trait theory of leadership	9
2.3.3	Contingency and situational theories	9
2.3.4	Behavioural theories	10
2.3.5	Transformational leadership	11
2.3.6	Transactional leadership.....	12
2.3.7	Autocratic leadership	12
2.3.8	Laissez-faire leadership.....	13
2.3.9	Democratic leadership	13
2.3.10	Distributed leadership.....	14
2.4	Educational leadership and performance	17
2.5	Challenges in school leadership and school performance.....	21
2.6	Conclusion.....	22
CHAPTER THREE: RESEARCH METHODOLOGY		23
3.1	Introduction.....	23
3.2	Aim of the study.....	23
3.3	Research design and methods.....	23
3.4	Research paradigm	24
3.5	Study setting.....	25
3.6	Population and sample of the study.....	25
3.7	Sampling method.....	25
3.8	Instrumentation.....	26
3.9	Data collection.....	26
3.10	Data analysis	27
3.11	Reliability and validity	28
3.12	Ethical considerations.....	28
CHAPTER FOUR: ANALYSIS AND PRESENTATION OF RESULTS.....		30
4.1	Introduction.....	30

4.2	Respondents response rate.....	30
4.3	Demographic information of the participants	31
4.4	Results for the measurement of Leadership Style	36
4.4.1	Leadership style sub-construct 1	37
4.4.2	Leadership style sub-construct 2	38
4.5	Results for the measurement of Impact of Leadership	40
4.5.1	Exploratory factor analysis of the measurement of Impact of Leadership.....	40
4.5.3	Understanding of the school mission.....	42
4.6	Results for the measurement of impact of Challenges	43
4.6.1	Exploratory factor analysis of the measurement of Challenges	43
4.6.2	School vision and support of mission.....	45
4.6.3	Standards and Performance Improvement	46
4.6.4	Expectations and goals.....	47
4.7	Impact of leadership styles on school performance	48
4.8	Impact of challenges of school performance	48
4.9	Other factors that might affect school performance	49
4.10	Open-ended responses	50
4.11	Summary	51
CHAPTER FIVE: DISCUSSION		52
5.1	Introduction.....	52
5.2	Research objective 1: To explore the leadership styles adopted by school principals in Msinga Circuit Schools	52
5.3	Research objective 2: To investigate the impact of leadership styles on school performance	53
5.4	Research objective 3: To investigate challenges in leadership and school performance.....	54
5.5	Summary	55

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	56
6.1 Introduction.....	56
6.2 Conclusions	56
6.3 Implications of this research	57
6.4 Limitations of the study	57
6.5 Recommendations to solve the research problem.....	57
6.6 Recommendation for future studies.....	58
6.7 Summary	58
REFERENCES.....	60
APPENDICES	65
APPENDIX A: LETTER OF INTRODUCTION	65
APPENDIX B: INFORMED CONSENT	66
APPENDIX C: ETHICAL CLEARANCE	69
APPENDIX D: QUESTIONNAIRE	70
APPENDIX E: PERMISSION TO USE THE DLRS TOOL	88
APPENDIX F: TURNITIN REPORT	90
APPENDIX G: LETTER OF APPROVAL.....	91
APPENDIX H: CERTIFICATE OF EDITING	94

LIST OF FIGURES

Figure 4.1: Gender composition of research respondents.....	31
Figure 4.2: Race composition of research respondents	32
Figure 4.3: Academic qualifications of research respondents	32
Figure 4.4: Participants' experience in the education field in years	33
Figure 4.5: Period spent by participants teaching in the circuit.....	33
Figure 4.6: Years teaching in the current school	34
Figure 4.7: Distribution of management certificate possession	34
Figure 4.8: Distribution of positions of respondents.....	35
Figure 4.9: Opinion by other teachers regarding respondent's leadership qualities	35

LIST OF TABLES

Table 2.1: Leadership styles and impact on school performance.....	20
Table 4.1: Demographic composition of the research sample.....	36
Table 4.2: Results for the measurement of Leadership.....	37
Table 4.3: Results for the measurement of Leadership.....	39
Table 4.4: Factor analysis of the measurement of Impact Leadership	40
Table 4.5: Results for the relations and communication between stakeholders ...	41
Table 4.6: Results for the understanding of the school mission	42
Table 4.7: Factor analysis of the measurement of Challenges.....	44
Table 4.8: Results for school vision and support of mission.....	45
Table 4.9: Results for standards and performance improvement.....	46
Table 4.10: Results for expectations and goals.....	47
Table 4.11: Logistic regression of performance on leadership style.....	48
Table 4.12: Logistic regression of performance on challenges	49
Table 4.13: Logistic regression of performance on other factors.....	50

LIST OF ACRONYMS AND ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
C 2005	Curriculum 2005
DBE	Department of Basic Education
DL	Distributed Leadership
DLRS	Distributed Leadership Readiness Scale
KZN	KwaZulu-Natal
NCS	National Curriculum Statement
NSC	National Senior Certificate
OBE	Outcome Based Education
RNCS	Revised National Curriculum Statement
SGB	School Governing Body
SMT	School Management Team
SPSS	Statistical Package for the Social Sciences

CHAPTER ONE: OVERVIEW OF THE RESEARCH

1.1 Introduction

Leadership can be defined as a process whereby a person inspires and stimulates a number of people to accomplish a shared objective as noted by Northouse (2015). In a school context leadership is about developing common directions for the organisation and doing whatever it takes to support teachers and students in moving towards those directions. Influence, stability and improvement are the main goal (Leithwood and Jantzi, 2006). Since 1994 there has been a lot of focus on school performance in South Africa because the government is trying to address educational imbalances of the past (Grant, 2006).

The process of leading and managing a public secondary school in this country is one of the most challenging tasks. It seems that everyone feels they have a right to have a say in school matters. A lot of pressure to perform has been put on school leadership. The matters have been worsened by a lot of changes which have taken place in the last two decades (Ngcobo and Tikly, 2010). For example, Outcome Based Education (OBE) or C2005 was introduced in 1997, Revised National Curriculum Statement (RNCS) was introduced in 2002, National Curriculum Statement (NCS) was introduced in 2007 and now there is Curriculum and Assessment Policy Statement (CAPS). These changes have huge implications on school leadership. It means that the school leadership is required to develop new leadership styles and management skills as suggested by Joubert and van Rooyen (2008).

One of the main questions that is always raised by politicians, education officials and all those who have an interest in education is: 'Why do schools in the same geographical area perform differently in matriculation examination results?' It is understandable when comparing urban and rural schools, but it is difficult when both schools are in a rural area. The main point of reference on all this is the school leadership. In answering the above question, the study would provide the

background to the study, review literature on the topic, analyse findings and make recommendations. This study sought to shed light on the role played by the leaders on school performance. Distributed Leadership (DL) was used as the basis on which the discussion will emanate.

1.2 Purpose of the study

The aim of the research was to explore the impact of leadership styles on performance of secondary schools in Msinga Circuit in KwaZulu-Natal, South Africa. The study moves from the premise that leadership is crucial (Steyn, 2014). According to Chikoko, Naicker and Mthiyane (2015) effective leadership is that which can successfully blend management and leadership functions. In addition, the study also looked at the impact of challenges on school performance. Day and Sammons (2016), in their review of international literature on school improvement, concluded that effective school leadership is crucial, but on its own it cannot be a determinant of successful schools. This means that school leadership has to be considered along with other factors when looking at its impact on school performance. That is why in this study the impact of challenges on school performance was also included.

Organisational performance of secondary schools in South Africa is largely measured by the quality and quantity of matric pass rate. In turn this is used as a measure for the effectiveness of government's educational policies. The current situation of education in KwaZulu-Natal is that it is in crisis as reflected by Matric results and various research reports. A look at the matriculation examination results of Msinga Circuit for the past three years calls for action to be taken. There are schools, as published on the DBE website, which have never obtained even a 40% pass rate over the past three years (Department of Basic Education, 2016). In the light of this, it is hoped that the study will provide insights to policymakers and school leaders on how to improve leadership in order to have a positive impact on school performance. Also, the study aimed to contribute to the body of literature on leadership and its impact on school performance, especially in rural areas. Finally, teachers' unions may use the study in formulating their strategies on discussing school leadership appraisal system with the employer.

1.3 Focus of the study

The focus of this research is to investigate the link between leadership styles and school performance. The research also emphasises the role played by challenges on school performance.

1.4 Problem Statement

The experience of being a teacher, departmental head and principal and more than twenty years' teaching experience is valuable and provides deep insight, knowledge and understanding of school leadership. In addition to this working in different schools also create a better understanding of the leadership challenges experienced by teachers, especially in rural areas. Leadership is always regarded as a key factor for the success of any organisation (Wang, Chin-Jen and Mei-Ling, 2010). Therefore, school leadership is not an exception. Leadership in South African schools is more complicated than in other countries because of the socio-political history of the country. This is because during the apartheid era educational leadership was characterised by authoritarian and hierarchical relations (Williams, 2011). Since 1994 the school leadership has adopted a democratic or DL style as envisaged by the new political dispensation (Grant, 2006).

In South Africa, NSC or matriculation results are used to measure school performance. These results are viewed as a measurement of school leadership performance. The performance of the majority of Msinga Secondary schools has been very poor for the years 2014 to 2016, despite high importance placed on matriculation results. It is worth mentioning that the above period coincided with a period of strong examination monitoring by DBE. This happened after the discovery of the habit of group-copying in some schools in KZN and other provinces, which was well publicised. Poor performance has put a strain on school leadership. As a result, the school management, especially school principals, have to account for poor performance every year. It is well known that there are many factors that may contribute to underperformance. Despite this, research has proved that although the teacher has direct influence on learner achievement, the

quality of leadership has an impact as it determines the teachers' motivation and the quality of their teaching as found by Cheng (2002). This means that teachers' positive influence on student achievement is dependent on quality leadership. This is corroborated by Lethwood, Harris and Hopkins (2008) who assert that leadership's impact on learner achievement, is second only to classroom teaching. Given the poor performance of the Msinga Circuit schools, this study would contribute significantly to the body of leadership literature. The aim of the study was to explore the impact of leadership styles on school performance. The study also investigated the impact of challenges on school performance. The study intends to encourage more research to be carried out in poor rural schools. This is because the last three years' NSC results have shown that provinces with many rural schools are consistently underperforming. Therefore, the study attempts to show that there is a strong need to conduct more research from the point of view of leadership and school challenges.

1.5 Research questions

The study seeks to answer the following research questions:

- What leadership styles are adopted by secondary school principals in Msinga Circuit?
- What is the relationship between leadership style and school performance?
- What interventions in school leadership are required in order to improve school performance?

1.6 Objectives

The objectives of the study were to:

- explore leadership styles adopted by secondary school principals.
- investigate the impact of leadership styles on school performance.
- investigate challenges in leadership and school performance in Msinga Circuit.

1.7 Expected outcome of the study

The study was expected to show a significant correlation between leadership styles and organisational performance. It is widely accepted that there are challenges facing the schooling system in this country and the study may also reveal a link between these challenges and school performance. The significance of this study will be great, as it will be used as a point of reference for the KwaZulu-Natal Province and South Africa in analysing the role of leadership in schools' performance, especially in rural areas. The researcher hopes that the findings of the research will stimulate the debate on the importance of leadership on school performance. The education authorities may start treating school leadership as a major priority.

1.8 Delimitations of the study

The research is also delimited to:

- Department of Basic Education secondary schools in Msinga Circuit.
- Principals' leadership styles and school performance.
- Public rural schools.

1.9 Limitations

The study was limited to teachers and School Management Teams (SMTs) of secondary schools in Msinga Circuit. The limitation of this study is that it only focuses on two aspects of school performance, that is, styles of leadership and challenges. Due to sensitive nature of this study, the opinions of respondents in the survey may have been influenced by their 'fear' of being victimised. Even with the highest level of ethical considerations being taken into account, each respondent determines the level of openness they are willing to show in their opinions. Lastly, the data of the research was collected through a survey instrument designed for DL Styles. This may have narrowed the responses. However, the use of the DL instrument was purposeful as DL is viewed by many scholars as the most suitable leadership style for the school situation.

1.10 Assumptions

The researcher assumed that the respondents surveyed would answer questions truthfully and honestly, since the issue of confidentiality was explained clearly. It is also assumed that respondents understood the questions and followed instructions.

1.11 Dissertation outline

The outline of this dissertation is as follows: In Chapter 1, the introduction and overview of the research will be provided. Chapter 2 details the literature review relevant to key aspects of the research. Chapter 3 encompasses the research methodology used to acquire empirical evidence. Chapter 4 sets out the analysis and presentation of the primary data results. Chapter 5 is a discussion of the results. Lastly, Chapter 6 provides conclusion and recommendations.

1.12 Summary

The aim of the research is to examine the impact of leadership on organisational performance. The research acknowledges that leadership in isolation may not have a significant impact on school performance. The challenges may also have an impact on school performance. DL was used as the lens through which leadership styles was studied. It is hoped that the results of the study would be used as the basis for future studies. Also, the findings can be used by policymakers and principals to improve school performance and leadership styles. The next chapter will present the literature review to the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In reaction to the problem of the study, this chapter concentrates on looking at the links between leadership and organisational performance according to various types of theories and studies that exist in the domain of school leadership. Despite the hype surrounding the importance of school leadership, not enough research has been carried out on the topic in South Africa. The aim of the review is to focus on theoretical framework, empirical literature on leadership and organisational performance, educational leadership styles and school performance and challenges in leadership and school performance in South Africa.

2.2 Leadership defined

Leadership is a wide and complex subject. There are as many definitions as there are authors on the topic. There are numerous definitions of leadership, each authored from a different perspective as various people have strived to explain it. This is affirmed by Silva (2016) when he argues that there is no agreement on the definition of leadership and the search for a better meaning should continue.

Bass and Stogdill (1990) define leadership as a process that involves two or more people who are constructing or reconstructing the circumstances and the perceptions of the group. Leadership takes place when an individual influences the group to achieve the group task. It must be noted that any group member can display leadership qualities or ability (Bass, 1990). This opinion is also emphasised by Sethuraman and Suresh (2014) who argue that leadership occurs when an individual in a formal leadership position influences and directs the followers to meet the set mission. Northouse (2015) also concurs with this line of thought by defining leadership as a process whereby a person influences one or more people to achieve a shared objective.

The general definition of leadership among many scholars is that it is about influencing the group members or guiding an organisation to achieve the set

mission. The major difference between the 'old school of thought' and the contemporary authors is where the power lies and how it should be carried out. Roberts, Goniwe and Roach (2006) maintain that leadership is not a monolithic behaviour or situational; it occurs in all spheres of an organisation. Additionally, Roberts et al. (2006) grouped leadership definitions into 'domains' and came to the conclusion that they interact with one another and they cannot be separated from each other. For example, early studies of leadership focused on the personality of a leader. Later on, leadership studies stressed behaviours of leaders. Therefore, what is written about leadership is influenced by thinking of the time. Yukl and Van Fleet (1992) in their overview of organisational leadership, argued that leadership has been described in terms of individual qualities, role interactions, follower views, inspiration those who are led, inspiration and stimulation on mission objectives, and inspiration on organisational values. The biggest debate is where or how to locate leadership in institutions. Some researchers argue that leadership is ingrained in socialisation happening among group members, and is a group process distributed among the members. On the other hand, others follow the findings of Yukl et al. (1992), in believing that in an organisation everyone has a job specialisation, and that includes a specialised leadership role where the leader has more responsibility and influence than other members.

For Spillane (2005) leadership involves more than one individual. Leadership is about leadership practice instead of what leaders do. Leadership is about the 'how' rather than 'what'. Ejere and Abasilim (2013, p.31), in their research, define leadership as a group of people who "lead and direct the activities of a group towards a common goal". This definition reinforces the idea that leadership is not only about one person. Silva (2016, p.3) put it aptly when he stated that leadership is "the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve a common goal." The above definitions of leadership, as expressed by leadership scholars, have led the researcher to conclude that leadership is a process that involves those who lead, and the followers. Furthermore, the process of leadership is about the aptitude of the leader to inspire and stimulate others to work together to achieve the organisation's agreed-upon goals.

2.3 Theories on leadership

2.3.1 Introduction

This section will summarise the evolution of leadership theories in order to understand leadership in schools. However, DL will be discussed comprehensively compared to other leadership theories since it is the lens through which the impact of leadership styles is looked at.

2.3.2 Great Man and Trait theory of leadership

The Great Man Theory moved from the premises that a leader was a male who had inherently heroic leadership traits, abilities and influence as noted by Daft (2014). It means that one is either a natural-born leader or not. Historically, in most cases, these men arose during crises.

The trait theory of leadership assumes that personality qualities and inherited traits have an impact on leader emergence and effectiveness Colbert, Judge, Choi and Wang (2012). The main characteristics include: determination, integrity, self-confidence, intelligence and sociability as identified by Northouse (2015). The Great Man and Trait Theory of leadership place emphasis on the actual leader, and very little on the context in which that leader leads or their followers. It assumes that not everyone can be a leader. Leadership skill is something one is born with, as highlighted by Amanchukwu, Stanley and Ololube (2015). This may not be true since many believe that any skill can be nurtured. Leaders may not be born but developed or made. For example, the society in which one grew up may influence one to become a leader. Leadership is a skill and can be learnt, as argued by Di Giulio and Giulio (2014).

2.3.3 Contingency and situational theories

It is the environment and the leadership style that determine the leader's effectiveness. Contingency theory assumes that no leadership approach will succeed in all situations. A certain leadership style may be effective in certain situations and not in others. A leader who was successful in a particular situation may be unsuccessful when the situation changes.

Situational theory is built upon contingency theory. It contends that different leadership styles are dependent on the situation and qualities of the group to be influenced as pointed out by Sethuraman and Suresh (2014). Different leadership styles are applied in different situations based on the maturity of the followers. Situational leadership can be categorised into four behaviour types that a leader must use in relation to the situation: Directing, Coaching, Supporting and Delegating. For example, in a case where followers are experienced and comfortable with the task, the leader may have to delegate duties. On the other hand, where the followers are inexperienced and uncomfortable, a leader may have to direct and micromanage the group. This is the most flexible style. Mukoma (2010) proposed that the situation may require that the leader be autocratic, democratic or sometimes apply a laissez-faire approach. For example Luo and Liu (2014) found a strong need for a leader to be able to adapt to multiple situations in order to remain effective, due to the changing demographic of the Chinese labour force.

2.3.4 Behavioural theories

Behavioural theories contend that leaders are made. Unlike the Trait and Great Man theories, behavioural theory assumes that leadership is a learnable behaviour. Leadership can be learned through observation and teaching (Zhou, 2015). Behavioural theories lay emphasis on what leaders do. Derue, Nahrgang, Wellman and Humphrey (2011) identified four behavioural classifications: task-oriented behaviours, relational-oriented behaviours, change-oriented behaviours and passive leadership. In their research they found that leader behaviours can be encapsulated into these categories. The first three dimensions of leadership behaviour: task, relational and change are associated with effectiveness as indicated by Derue et al. (2011). On the other hand, there is a negative relationship between passive leadership behaviour and effectiveness. The focus is on the actual behaviour and the actions of a leader. The leader has to be a good role model in order to be effective.

2.3.5 Transformational leadership

Transformational leadership is the type of leadership that is concerned with inspiring and stimulating the followers in order to achieve a shared objective. It is an interactive approach and a two-way street between the leader and the follower where both engage to increase motivation and morality towards a common goal (Northouse, 2015).

Transformational leadership has largely been used for purposes of research in school organisations for a number of years as indicated by Marks and Printy (2003). This theory was first conceptualised by Burns in 1978. Northouse (2015) defines leadership as a process whereby a leader interacts with the followers in such a way that both the leader and the followers feel motivated. Transformational leaders motivate followers by making them aware of organisational goals and by inspiring them to forsake their own interests for the sake of organisational interest. In this way the followers can end up doing more than what is expected of them. This theory moves from the premise that leaders in their interaction with followers, exhibit at least one of these four leadership factors: (1) Idealised influence which is an act of being a strong role model to the followers where followers look up to the leader to emulate them; (2) Inspirational motivation which places immense belief on followers to get a job done and expressing that to the followers; (3) Intellectual stimulation is about encouraging followers to think creatively and to challenge their own beliefs and that of their leaders; and (4) Individualised consideration is about providing a platform for individuals to express their opinions (Northouse, 2015).

Deinert, Homan, Boer, Voelpel and Gutermann (2015) argued that personality traits like agreeableness, extraversion, openness to experience and conscientiousness have a significant correlation with transformational leadership. This can be further simplified in that extraversion was found to have a positive relationship with idealised influence and inspirational motivation but insignificant correlation with intellectual stimulation and individualised consideration. Openness to experience was strongly linked to overall leadership factors of transformational leadership. Agreeableness had a positive relationship with most leadership factors, except that it was not significantly correlated to intellectual stimulation.

2.3.6 Transactional leadership

According to Marzano, Waters and McNulty (2005), transactional leadership can be traced back to the work of James Burns. Avolio, Bass and Jung (1999) established that transactional leadership is categorised by two elements, namely: contingent reward and management by exception. In a contingent reward situation there is an agreement between the follower and the leader about the nature of reward. On the other hand in the management by exception situation the leader only intervenes or takes action if there is a serious problem.

Transactional leadership is grounded on the barter of services for different types of incentives that the leader has power over, at least in part Tourish and Pinnington (2002). Transactional leaders should be able to recognise incentives that would inspire their supporters in order to accomplish their objectives. Transactional leadership calls for a give-and-take working relationship. According to Yukl (2013), transactional leadership is mostly about trade-ins between a leader and their followers, such as using both incentives and punishments to manage conduct and ensure compliance with the rules of an organisation. When followers are successful they are rewarded, and when they fail to achieve a shared goal they are punished.

2.3.7 Autocratic leadership

Khan et al. (2015) opined that autocratic leadership is sometimes referred to as authoritarian leadership. It is a type of leadership where the leader controls all decision-making and followers usually make little input. Some of the characteristics of autocratic leadership are:

- Leaders make the decisions
- There is no consultation or delegation
- Little or no inputs from group members

Autocratic leadership is a style which is most suitable when a decision has to be taken quickly and consultation is impossible. It is also beneficial where group members are weak or unable to perform at a higher level. While autocratic leadership may be good in certain situations it has a lot of flaws. Autocratic leaders

are hated because they are considered as bossy or dictatorial. This style of leadership does not promote creativity. Autocratic principals may lead to a succession vacuum. The main reason for this is that the principal is the only person who is knowledgeable. When the principal leaves there may be no capable successor. This explains why school performance drops when an authoritarian leader leaves a school which had performed well under them. Autocratic leadership has been criticised because it leads to high staff turnover and absenteeism as highlighted by Khan et al. (2015)

2.3.8 Laissez-faire leadership

Khan et al. (2015) indicated that Laissez-faire leadership style is sometimes stated as 'hands-off style'. This type of leadership allows followers to make decisions. This does not mean that the leader is not responsible for the decisions that are made. Puni, Ofei and Okoe (2014) pointed out that this theory is based on the premise that trying to control and understand people is a waste of time since they are unpredictable. The laissez-faire leader leaves control to followers. They avoid decision-making as much as possible. In relation to educational leadership, the teachers would take care of themselves. There would be no form of authority. The model may be suitable for a team that is highly trained and self-directed. It is not suitable for a school environment because there is a high need for direction, oversight and feedback as pointed out by Gastil (1994).

2.3.9 Democratic leadership

The democratic leader is one that encourages participation amongst followers, delegates tasks and entrusts followers with task completion (Daft and Lane 2011).

In his review of democratic conceptions, Gastil (1994) identified three roles of democratic leadership, namely allocating tasks within the group, developing the followers and supporting the group in its determinations. In this form of leadership style, the responsibility of leadership is shared and it does not fall on an individual member. In this way members are empowered and the leadership pool is expanded. Democratic leaders spend most of their time and energy supporting and helping the group members in executing the group task.

Nanjundeswaraswamy and Swamy (2014) state that democratic leadership is suitable for complex tasks and where human relations, within the group, are good. It makes employees highly effective as democratic leaders take great care of their members and involve them in decision-making. However, it must be noted that democratic leadership may be dependent on experience and may be time-consuming.

2.3.10 Distributed leadership

The lack of unanimous agreement on what leadership is and how it should be carried out has led to the emergence of DL. Spillane (2012) asserted that DL is about leadership practice and not about functions and titles. In addition, leadership practice is about collaborations, not about heroic deeds of leaders (Spillane, 2012). This means that there is sharing of tasks among the leader and the group members and the consolidation of these tasks. Spillane (2005), one of the founders of distributed leadership, argues that it is often used indistinguishably with terms like, 'shared leadership', 'team leadership' and 'democratic leadership'. The different terms and definitions, used interchangeably, have resulted in conceptual confusion (Harris, 2008). Distributed leadership means different things to different researchers. It has been in use for a reasonably long time so a consensus on the definition and use of distributed leadership should have been reached.

DL implies that there is interdependency rather than over-reliance on a single leader as leadership is distributed among group members. In a way, leadership becomes horizontal, rather than bureaucratic since leadership is shared; so argues Harris (2003). The research done by Kempster, Cope and Parry (2010) corroborates that of Harris, as they argue that it is more desirable to distribute leadership to the whole group rather than to have it performed by a single leader. However, this is disputed by Yukl et al. (1992) who highlighted that delegating leadership duties can have a negative impact in achieving the organisation's mission. This is because not all group members can have same vision and mission. Also, should things go wrong, the issue of accountability will be difficult to shoulder.

Yukl (2002) views distributed leadership as an alternative approach to great man theory, as it encourages the sharing of leadership processes. Leadership functions will no longer be performed by a heroic leader, but will be distributed among group members. Leithwood, Mascall and Strauss (2009) also agree that distributed leadership represents a shift from 'heroic' conceptions of a leader and bureaucratic organisation structures to a 'grounded or unheroic leadership'. However Harris, Leithwood, Day, Sammons and Hopkins (2007) point out that distributed leadership is not new. It was first mentioned by Gibb, an Australian psychologist, in 1954. It is not a completely new leadership theory but it has recently gained prominence.

According to Göksoy (2015), the fundamental principle of Distributed Leadership theory is the maximum use of collective wisdom and sensibleness created among the group members. This will in turn result in maximisation of organisational efficiency and productivity. Distributed leadership moves from the tenet that leadership involves multiple leaders and is about organisational quality, rather than individual traits (Spillane, 2005). Bennet, Wise, Woods and Harvey (2003) corroborated this when they stated that distributed leadership is not something that someone does to others but rather a collective activity that functions through relationships, rather than individual action as proposed by Harris (2008).

While traditional leadership theories stress that influence is from the leader, distributed leadership maintains that there are multiple sources of influence within the group, as asserted by Harris (2013). It is a paradigm shift because early studies define leadership as the responsibility of an elected or formal leader. Göksoy (2015) stated that distributed leadership treats all human resources in an organisation as leaders, especially academic staff. Since leading an organisation is getting more complex, it requires that leadership be distributed. However, Wright (2008) maintains that the belief that only school-based academic leaders are responsible for school performance is flawed. There are various stakeholders that play an important role in school performance. This includes education officials, policymakers, parents and learners.

In DL, roles are blurred as responsibilities are shared within the group. Göksoy (2015) further elucidates that the fundamental principle of this theory is the

maximum use of collective wisdom and sensibleness thereby created among the group members. In turn this will result in the maximisation of organisational efficiency and productivity. In contrast, Wright (2008) postulates that DL poses serious ethical, professional and organisational concerns in ignoring formal leadership. There are legally defined roles and responsibilities under which formal school leadership operates. This raises the issue of accountability. In schools the SMTs are responsible and accountable for school performance. If anything goes wrong in a school the principal is accountable.

Most importantly, distributed leadership stresses that leadership is about practice and not the leaders or their roles, functions, routines, and structures. It is crucial to note that distributed leadership takes into account the contribution to leadership practice made by everyone whether they are officially or officially appointed as leaders (Harris, 2008). Harris (2013) identified two main notions of DL namely, Distributed Leadership as task distribution and Distributed Leadership as distributed influence processes. Bennet et al. (2003) have further established three distinctive components of the notion of distributed leadership: (1) It highlights leadership as an emergent property of a group or network of interacting individuals, rather a product of an individual; (2) Distributed leadership has opened boundaries of leadership. On top of this it has raised questions about the boundaries within which leadership is distributed; (3) Distributed leadership holds the understanding that multiplicities of competency are dispersed among the many, not the few.

Currently there is also tension between theoretical and practical interpretation of distributed leadership. Harris (2008) noted that, theoretically, DL only offered an abstract view of leadership practice. He further asserted that, in practice, distributed leadership is another form of shared leadership. Even under a hierarchical leadership structure, there is some form of leadership distribution. It is still not clear 'how' leadership is distributed, by 'whom' and its impact on school improvement lacks empirical evidence as highlighted by Harris (2008). Despite the above challenges in DL, it has managed to provide an alternative to traditional 'heroic' leadership practices. Spillane and Mertz (2015) maintain that we should avoid focusing on narrow individual actions and behaviours, but rather focus on

interactions among organisational members as dictated by aspects of their situation. DL practice is a broad topic that has to be examined and how it is 'stretched over' SMTs, teachers, students, parents and their situation.

2.4 Educational leadership and performance

Yukl and Van Fleet (1992) note that the leader's efficiency is usually determined by the extent that the leader's group or institution performs its task successfully and achieves its mission. In the same way school leadership will be measured by its academic performance. Davis (2009), in her study, found that there was a strong correlation between DL and school results in Mathematics as well as reading.

School leadership is now generally considered as the focal point in any educational policy. Pont, Nusche and Moorman (2008) pointed out that school leadership can have a positive or negative influence on learner outcomes in the way it treats teachers. For the purposes of this research school leadership will also include management and administration. According to Leithwood et al. (2008) leadership has two core functions i.e. "providing direction" and "exercising influence". He also defines school leaders as people who occupy various roles in the schools, give direction and exercise influence to fulfil school's goals. This is aptly put by Kurland, Peretz and Hertz-Lazarowitz (2010, p.1) in their research on leadership style and learning organisation:

"Fundamentally, the success of schools depends on first-rate school leadership, on leaders reinforcing the teachers' willingness to adhere to the school's vision, creating a sense of purpose, binding them together and encouraging them to engage in continuous learning". There is no doubt there that schools, like any organisation, need quality leadership to achieve their goals. Botha (2014) highlights that principals of schools are faced with a challenge where the decisions they take are getting more complicated. Therefore, sharing or distributing leadership is very important. Furthermore, they have to take multiple decisions at a very fast pace.

The Department of Basic Education of South Africa gazetted the Policy on the South African Standard for Principalship in March 2016. Its aim is to enhance the professionalism and competencies of school principals.

The policy has four elements, namely:

- Understanding the core purpose.
- Subscribing to educational ethics and social values.
- Processing skills and knowledge in the key areas of principalship.
- Having the necessary personal and professional qualities.

There are different views from different scholars, regarding the link between leadership and learner achievement. There are those who argue that the principal play an important in determining the learner outcomes and those who disagree.

Mawdsley, Bipath and Mawdsley (2014) found that the principal played an important role in creating an effective or dysfunctional school. They further asserted that successful school principals were inclined to shoulder the responsibility for the management of teaching and learning whereas those in dysfunctional schools appeared to shift blame for poor management onto others such as the Department of Education. This is supported by Day, Gu and Sammons (2016) who argue that the school's performance relies more on the principal's understanding and diagnosis of the school's needs and applications, than on the principal's leadership style. This implies that the principal's style of leadership only indirectly affects school performance. This claim is also noted by Hallinger and Heck (1998) who came to the conclusion that principal's contribution was indirect. This is done through the creation of conducive environment for quality teaching and learning. Leithwood et al (2008), in a large-scale empirical study, identified 'Seven strong claims about successful school leadership':

1. School leadership is second only to classroom teaching as an influence on pupil learning.
2. Almost all successful leaders draw on the same repertoire of basic leadership practices.

3. The ways in which leaders apply these basic leadership practices – not the practices themselves – demonstrates responsiveness to, rather dictation by, the contexts in which they work.
4. School leaders improve teaching and learning indirectly and most powerfully through their influence on motivation, commitment and working conditions.
5. School leadership has a great influence on schools and students when it is widely distributed.
6. Some patterns of distribution are more effective than others.
7. A small handful of personal traits explain a high proportion of the variation in leadership effectiveness.

The above assertions show the importance of leadership in a school context. They explain why the school leadership has gained so much momentum in the last decade. School leadership is now as important as leading big business organisations.

Table 2.1 below indicates that, like in business organisations, school leadership does have impact on school performance. However, it can be noted that the correlation between distributed leadership and school performance is not as direct as in other leadership styles. It is worth noting that there is progress in this field.

Table 2.1: Leadership styles and impact on school performance

Author	Leadership Style	Title	Type of Industry	Findings
Roberts, J., Goniwe, M. & Roach, J. (2006)	Transactional, Managerial, Moral, Post-Transformational, Instructional & Distributed leadership styles	Leadership styles and practices in effective schools	Education	Leadership has impact on school effectiveness
Akhter, N., Rashid, M. & Salamat, L. (2015)	Autocratic and Democratic leadership styles	Leadership styles and school environment	Education	Democratic style has positive impact on education environment
Mukoma, A M. (2010)	Democratic and Situational leadership styles	The impact of leadership and management styles of the principals of Catholic Secondary schools on school discipline in Limpopo	Education	Effective leadership is a common thread among successful schools
Goksay, S. (2015)	Distributed leadership style	Distributed Leadership in Educational Institutions	Education	Distributed leadership is unavoidable and has to take place
Williams, C.G. (2011)	Distributed leadership style	Distributed Leadership in South Africa	Education	Distributed leadership may not be the only solution. Idealism should be moderated by realism
Harris, A. (2008)	Distributed leadership style	Distributed leadership through the looking glass	Education	Distributed leadership is not the blue print but a way of understanding leadership practice differently.
Wright, L.L. (2008)	Distributed leadership style	Merits and Limitations of Distributed Leadership: Experiences and Understanding	Education	Further investigation is required to explore the impact on school improvement and student learning
Angelle P.S. (2010)	Distributed leadership	An organisational perspective of Distributed Leadership: A portrait of a middle school	Education	There is no direct link between Distributed Leadership and student achievement
Humphreys, E. (2010)	Distribute leadership style	Distributed Leadership and its impact on teaching and learning	Education	Lack of structured approach resulted in a reduced
Singh, S. (2014)	Distributed leadership style	The Impact of Distributed Leadership practices on the functioning of primary schools in Johannesburg South	Education	Distributed leadership encourages teachers to perform their tasks successfully

All the above literature, though sometimes not conclusive, emphasises a link between leadership and school performance. There is also strong belief that DL may be an important leadership style relevant to the education sector, even though most argue that more empirical research is still required in this field.

2.5 Challenges in school leadership and school performance

Despres (2004) argues that education leadership is a complex practice. The education leadership has to deal with various stakeholders, such as children, teachers, parents, education officials, support staff and community members.

The challenges that are encountered by school leadership are poor learner results, conflict with unions, clashes between principals and SGBs and the leadership that is too concerned with administration than with teaching and learning as highlighted by Bush and Glover (2016). There is more emphasis on educator effectiveness than ever before. The significance of the role of educators is regarded as the principal contributor to student academic performance. Barber and Mourshed (2007) in their investigation of the practices of the world's top 25 schools aver that the excellence of the education system will never be better than the excellence of its educators. If the quality of the educators is not up to required standard, the leadership's effectiveness will not make any improvement.

Christie, Sullivan, Duku and Galie (2010, p.17-25) identified the following challenges that beset the South African schooling system:

- There are profound inequalities throughout the system, which has not shed its apartheid legacies. Schools in South Africa still perform according to their apartheid background. The best-performing schools are still former white and Indian, while the poorest performing, are rural and township schools.
- The system as a whole is underperforming, and it is underperforming in comparison with like countries that spend less on education.

It is a fact that when it comes to international standards even the best-performing schools are no more than average on international test scores.

- The education policy terrain is complex.

The South African education system authority is split between the National Department and the provinces. The biggest challenge is the lack of consistency when it comes to implementation. The provinces and district offices are not well capacitated to support the schools as in some cases accountability measures are poor. Policies are suitable for best-performing schools rather than dysfunctional schools which operate in different conditions.

2.6 Conclusion

This chapter presented a literature review relating to leadership styles and school performance. Based on the discussion it is clear that leadership is a complex and vast topic. This also has impact on school leadership. There is no single solution to leadership challenges in schools. The literature review showed that there is great interest in school leadership. The leadership theory evolution highlighted the different trends in different eras. It is clear that heroic leadership was relevant during its time. The traits can only enhance leadership but are not the determinants of effective leadership. Due to the fact that we are living in a fast-changing world, the single leader can no longer have sole leadership responsibility. The schools operate in a very complex system. It is imperative that the leadership be distributed among staff members. The school principal is like a coach of a sport team. The coach is dependent on the players for the team's success, as with the school principal. The review of literature also revealed that being democratic was a common thread among successful leaders. Chapter 3 presents the research design and methodology adopted for the aim of the research.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

Chapter three explains the research methodology used for the study. Research methodology outlines how the research project is going to be undertaken.

The sample and population, study design and geographic area where the study is conducted are also described. The research methodology section also looks at the instruments used to collect data to ensure the validity and reliability of the study. As reflected in the objectives of the study this is an exploratory form of research aimed at answering formal research questions.

3.2 Aim of the study

Saunders, Lewis and Thornhill (2009) categorised the purpose of research into three classifications: exploratory, descriptive and explanatory. This study is exploratory in nature. The following overarching question was investigated:

What is the impact of school leadership styles on school performance in rural schools?

The main purpose for this research study was that research is needed to explore the role of school leadership in learner performance, specifically in rural areas. The results of this research study will assist education authorities to take informed decisions on educational leadership practices and student achievement in socio-economically disadvantaged schools.

3.3 Research design and methods

According to Creswell (2008) a research design is “a strategy that outlines how, when and where the researcher would collect and analyse the data”. Saunders et al. (2009) further identified two main research approaches, namely: deduction and induction. This study uses a deductive research approach which includes theory and

hypotheses development and a research approach constructed to examine the proposition.

This study employed the mixed method as its research design. Rose, Spinks, Reid and Canhoto (2014) refer to mixed method as the combination of qualitative and quantitative methods. The mixed method design was used to ensure that findings and conclusions are complete. The major advantage of using mixed methods is triangulation, where both methods corroborate the findings of each other to validate results.

The data were collected using the survey method focusing on greater insight and understanding of the way school leadership practises distributed leadership in schools in Msinga Circuit, South Africa. The time constraints, lack of funds and the nature of the study supported the questionnaire method as most suitable. For quality purposes questionnaires gave a large amount of data for later analysis.

3.4 Research paradigm

Saunders et al. (2009) argued that there are four research philosophies in management research: Positivism, Realism, Interpretivism and Pragmatism. This study adopted a positivist philosophical orientation. Rose et al. (2014) describe positivism as a philosophical orientation that applies natural sciences methods to the social sciences. Saunders et al. (2009) argue that positivists assume that research takes place in a value-free environment. It means that the researcher is objective and cannot influence the subject of the research. The post-positivists dispute the notion that research can bring about objective and value-neutral theories. Phillips and Burbules (2000) maintain that human knowledge is conjectural. Considering the above, the positivist approach was recognised and carefully chosen as the most suitable paradigm for the research for the resulting motives:

- Epistemologically, the researcher kept a professional distance from the research participants by communicating only with school principals and circuit managers.

- Ontologically, the research looks at leadership practices that exist within schools in Msinga Circuit. It focuses on the role played by school leadership and their impact on school performance.
- Mixed method provides evidence from both angles, namely, quantitative and qualitative.

3.5 Study setting

The study was conducted in the Msinga Circuit of the KwaZulu-Natal province. Msinga is one of the most disadvantaged rural areas in South Africa. All the schools within this circuit are quintile one schools, which means they are no-fee schools. According to Msinga municipality website and Stats SA (2011) most of the people are unemployed, illiterate and rely on social grants. KwaZulu-Natal has the largest number of school-going children and most of them live in rural areas (Department of Basic Education, 2016). In spite of the deprived setting there are schools that are doing relatively well in improving student achievement and yet others are deteriorating. This underprivileged setting is a reflection of the current schooling situation in South Africa. The data and findings from this study may thus be useful to school leadership and officials in many schools in the country.

3.6 Population and sample of the study

The population for this study included all 60 secondary schools with 914 educators and five circuit managers in the Msinga Circuit in the KwaZulu-Natal province of South Africa. The sample of the study comprised: 5 circuit managers, 60 principals, 26 deputy principals, 146 departmental heads and 682 post-level 1 educators. The schools in terms of performance in Grade 12 results have the same economic, social and political condition. The teachers were permanently employed and had at least one year's teaching experience at the time of study.

3.7 Sampling method

There are many statistical ways of deducing the sample size. Rose et al. (2014) identified nine sampling techniques: simple random, systematic, stratified random,

cluster, quota, purposive, snowball, convenience and self-reflection. In this research, purposive sampling was employed to carefully choose the secondary schools. The schools were selected in a circuit where there were well-established contacts who could encourage participation in the research. The reason for choosing secondary schools is because of the reliability and easy accessibility of learner results data at the secondary level. The bias towards secondary schools in Msinga is not inconsistent with the aims of the study. This was minimised as the responses were scientifically analysed and they were not manipulated.

3.8 Instrumentation

Data were collected using one instrument with two parts, namely, a demographic survey and Distributed Leadership Readiness Scale (DLRS). The DLRS was selected because it is a validated instrument grounded on contemporary study on school leadership designed to improve public schools' capacity to enhance learner academic success as argued by Elmore (2000). The DLRS is organised into five key elements of teaching and learning leadership: Mission, Vision and Goals; School Culture; Decision-Making; Evaluation and Professional Development; and Leadership Practices. The DLRS has forty items that evaluate the frequency within a five-point Likert Scale: A = Continually, B = Frequently, C = Sometimes, D = Rarely/Never and E = Insufficient Information. The data was analysed using Statistical Package for the Social Sciences (SPSS) software version 25. The nominal and categorical variables from the research were gathered together.

The study computed the median and mode for the variables, frequency tables and cross tabulations. Bar charts will display these.

3.9 Data collection

The study used two methods to collect data, namely self-administration and interview-administered surveys. Both these instruments use a prepared questionnaire as a tool due to the quantitative nature of data, time limitations and sample size required for the study.

The survey method has the following psychometric properties;

- The sample of teachers covers all the 60 secondary schools in Msinga Circuit.
- The sample of teachers is large enough and representative of the target population.
- The questionnaire constructed has clear, unambiguous questions and response options.
- Uses follow-up procedure as an administration procedure to achieve as large a return rate as possible.

The nominal and categorical variables from the study were gathered together.

The study computed the median and mode for the variables, frequency tables and cross tabulations. Bar charts will display these.

The questionnaire was distributed and collected on different dates. It required two weeks to distribute and collect the questionnaires from the sampled schools. It was expected that each participant would take approximately 20 minutes to complete the questionnaire. Respondents were urged to answer the questionnaire during their spare time to avert using teaching time. The questionnaire consisted of Section A: Demographical details, Section B: Closed-ended questions and Section C: Open-ended questions. Of the 350 questionnaires distributed, 185 were returned. The response rate was 52,9%.

3.10 Data analysis

According to Rose et al. (2014) the purpose of data analysis in research is to convert raw data into knowledge that helps in answering the research question. The main purpose of data analysis is to attain valid and valuable evidence. The analysis, whether the data is qualitative or quantitative, may collectively result in the researcher describing and summarising the data. Data analysis also involves the following:

- Identifying relationships between variables.
- Comparing variables.

The researcher compiled the data from the questionnaires. The data from the forty-item questionnaire were analysed using SPSS software version 25. The results of the data analysis are presented in Chapter 4.

3.11 Reliability and validity

According to Saunders et al. (2009), reliability means the consistency with which data collection techniques or analysis procedures would produce similar results on different occasions. La Follette (2007) defines validity as the extent to which the scientific explanations of phenomena match the realities of the world.

Reliability of the questionnaire is the capability of the tool to generate reproducible findings on every occasion it is utilised, meaning that similar scores should be obtained. A questionnaire is reliable if we can repeatedly get the same or comparable answers. Though it cannot be calculated accurately, it can be computed by approximating relationship coefficients as suggested by Saunders, et al. (2009) when using questionnaires having a checklist or rating scales is very useful. On the other hand validity refers to the 'meaningfulness of the result' as argued by Lankshear and Knobel (2004).

The DLRS was selected and used to conduct the research because it is an already validated primary data collection tool. Triangulation was done by analysing how data answered the research question.

3.12 Ethical considerations

The ethical clearance certificate was obtained from the Humanities and Social Research Ethics Committee of UKZN before data collection. A letter requesting permission to conduct research was sent to the KZN Department of Education. After approval, another letter was sent to the sampled schools requesting permission to distribute questionnaires. In the letter, research participants were informed of the purpose and procedures of the study. Written consent from individual participants was sought before the start of the study (see Appendix B). Confidentiality and anonymity of participants were assured. Before participating in the study, all participants signed consent forms and were informed that they had the right to withdraw from participation at any time they wished without any sanctions. The identity of the respondents will remain anonymous and the questionnaire data will be kept in a safe and confidential place for a period of five years as outlined in University of KwaZulu-Natal's research policy. The participants did not code any

identifying information beyond the demographic information. The field study only commenced once the researcher had obtained ethical clearance.

3.13 Summary

This chapter dealt with the research methodologies used in this study. The study adopted a mixed method approach. The researcher provided the reasons for the choice of quantitative research technique and the strategies used to implement and complete the study. Reliability and validity issues of the instrument used were outlined. Lastly, the data collection, data analysis and ethical considerations were also discussed. The next chapter presents the analysis and interpretation of data elicited from questionnaires.

CHAPTER FOUR:

ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter shares the findings in relation to the overarching objective for this research study. The main aim of this research was to investigate the impact of leadership styles on secondary schools' performance. In this chapter, the analysis of research questions is presented. To achieve this purpose, the following three objectives were examined:

- To explore leadership styles adopted by school principals.
- To investigate the impact of leadership styles on school performance.
- To investigate challenges in leadership and school performance.

The chapter also presents a description of the methods for data analysis employed and the results of the study by means of graphical representation.

4.2 Respondents response rate

The researcher established a sample which comprised 45 secondary schools. There was participation from 43 of the 45 schools. The number of teachers per school ranged from 5 to 35. The targeted secondary schools included 350 teachers. There were 350 surveys disseminated to teachers in the selected secondary schools. From the 350 invitations, a total of 185 (52,9%) teachers completed and returned their surveys. As a result, a total of 185 teacher participant surveys were analysed for this study, $n = 185$. It must be highlighted that not all questions were answered, therefore creating some disparity on sample numbers (n), for instance, some may have 185 while others have 181.

4.3 Demographic information of the participants

This section outlines the general demographic profile of the participants of this research. The results show that there was a gender balance in the composition of the research sample. Figure 4.1 below shows that 51.4% of the participants were male with 48.6% being female.

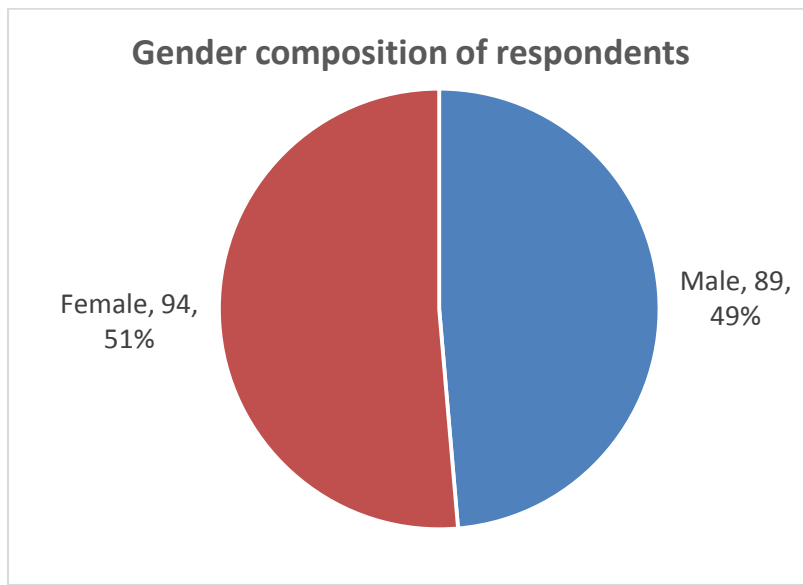


Figure 4.1: Gender composition of research respondents

Figure 4.2 below shows that Africans were the highest represented racial group, (97.8%) with whites and coloureds being represented by 1.1% apiece. The term 'African' is used in the questionnaire which is a validated tool. Therefore, for reasons of consistency, this study uses the same terms.

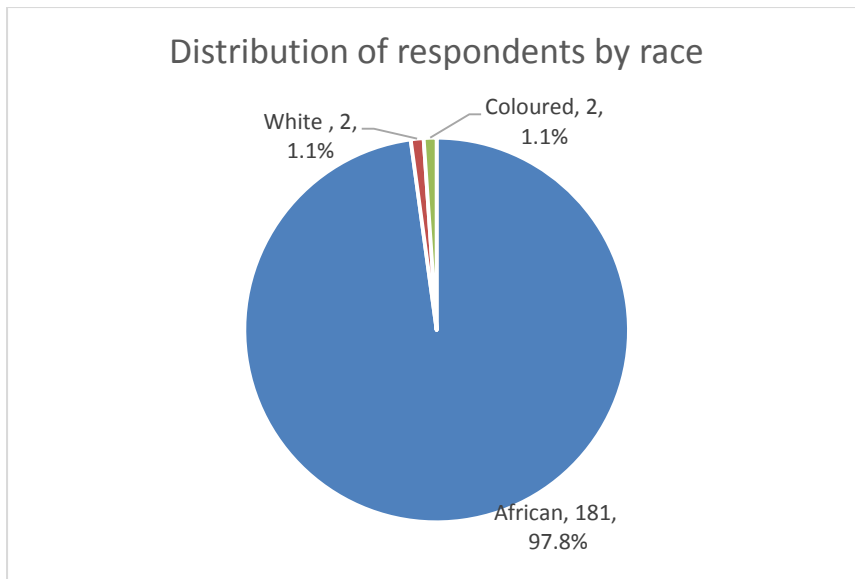


Figure 4.2: Race composition of research respondents

Figure 4.3 shows that in terms of highest academic qualification achieved by the respondents, 34.8% had academic degrees followed by 18.8% who had studied up to an honours degree. Only 1.7% of the respondents pursued their studies up to certificate level.

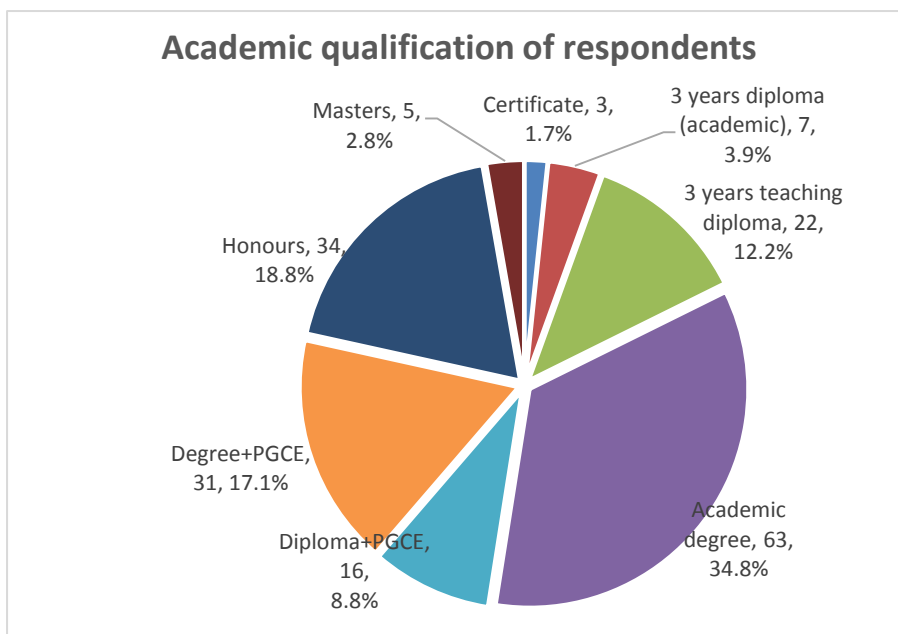


Figure 4.3: Academic qualifications of research respondents

Figure 4.4 shows that most of the participants (62.2%) have been in the education field for at least seven years, with 20.0% having been in the field from 4 to 6 years, 13.0% for 1 to 3 years and only 4.9% have been in the field for less than a year.

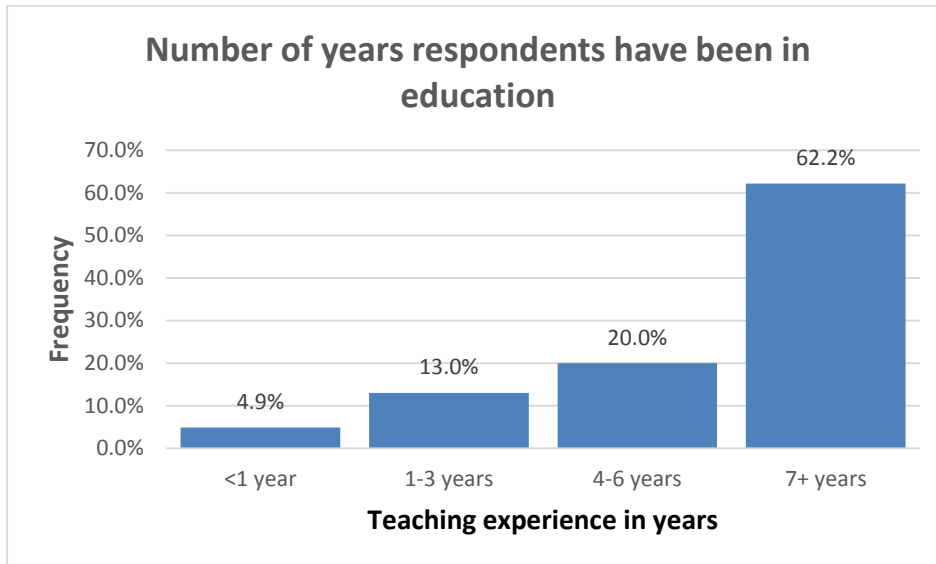


Figure 4.4: Participants' experience in the education field in years

Figure 4.5 shows that the majority of respondents (52.5%) have been in the circuit for seven years or more, with 18.6% having been in the circuit for 4 to 6 years, 20.2% having been in the circuit for 1 to 3 years and only 8.7% having been in the circuit for less than 1 year.

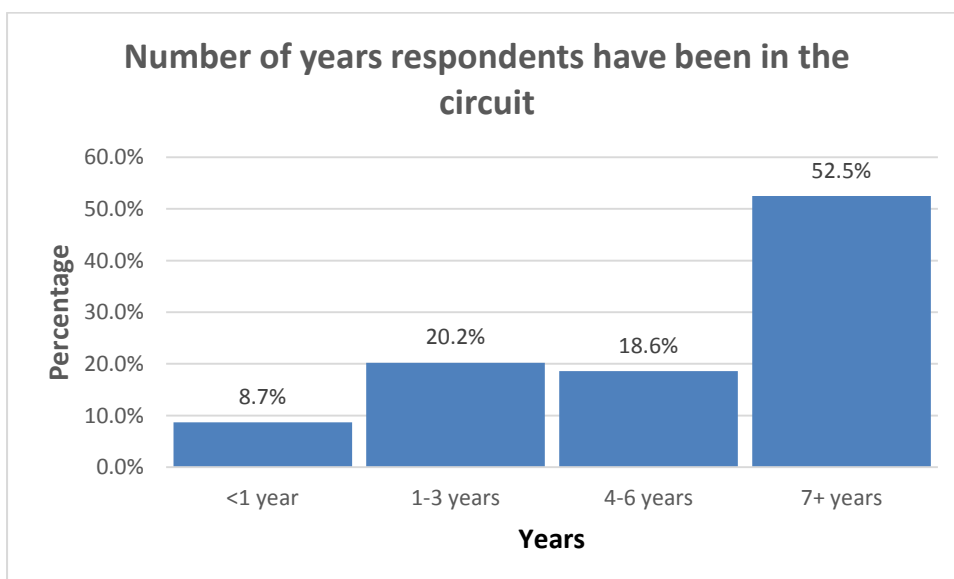


Figure 4.5: Period spent by participants teaching in the circuit

As shown in Figure 4.6, 48.9% of the respondents have been at their schools for at least 7 years, with 16.8% having been at their school for 4 to 6 years, 23.4% for 1 to 3 years and 10.9% have been at their school for less than 1 year.

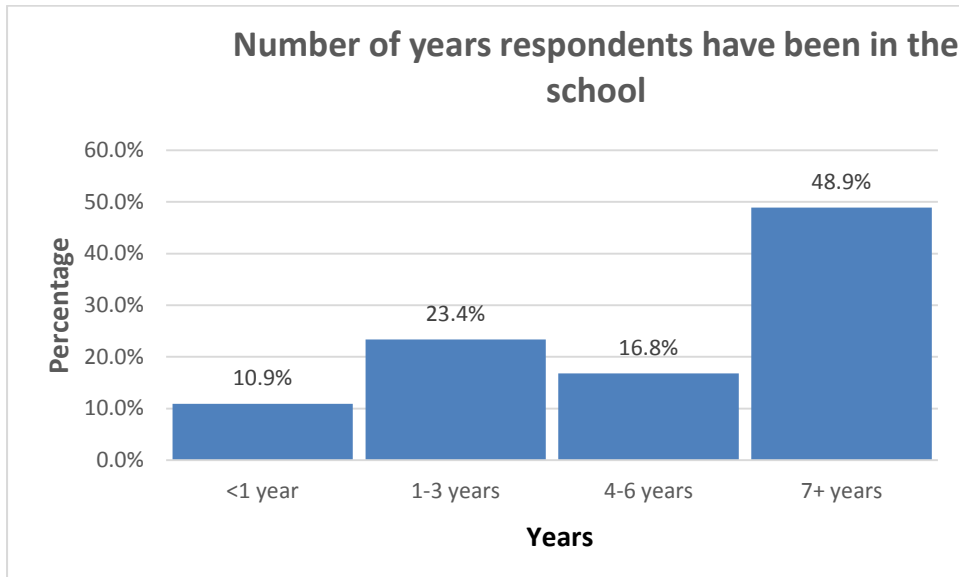


Figure 4.6: Years teaching in the current school

Figure 4.7 below shows that 69.4% were in possession of a management certificate while 30.6% did not possess one.

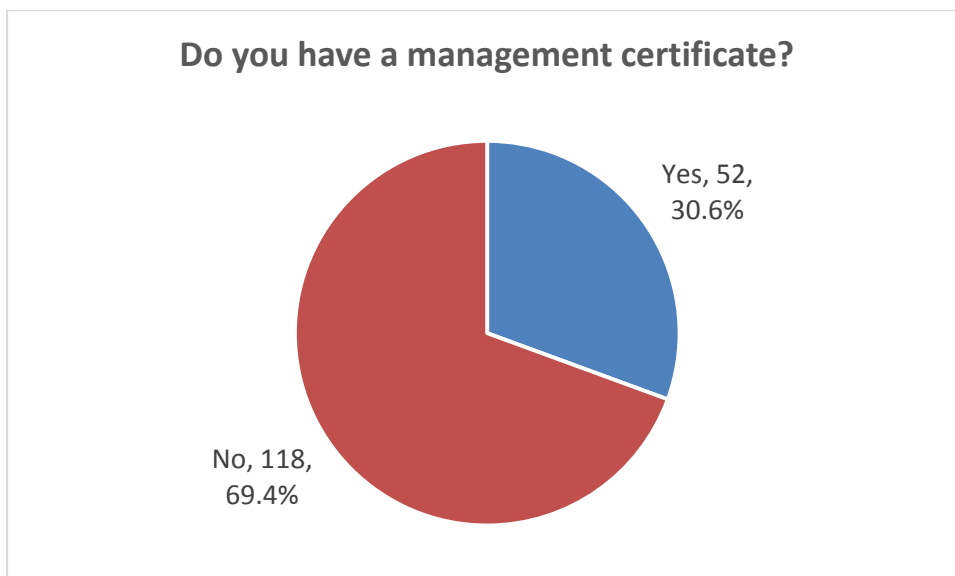


Figure 4.7: Distribution of management certificate possession

Figure 4.8 below shows that most of the respondents (53.8%) were post-level 1 teachers with 25.7% being departmental heads, 5.8% being deputy principals and 14.6% were principals.

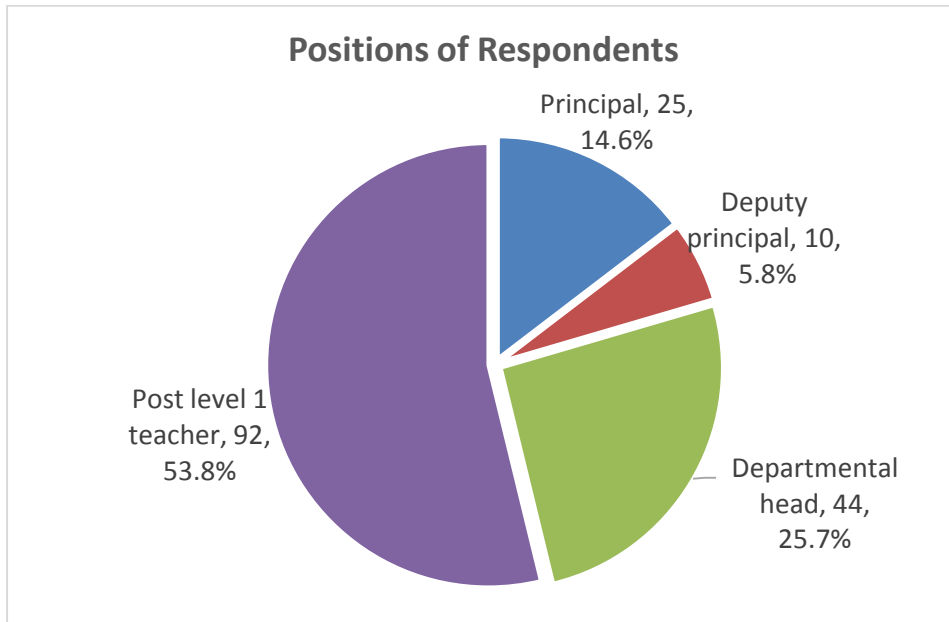


Figure 4.8: Distribution of positions of respondents

Figure 4.9 below shows that most of the respondents (79.3%) claim that their compatriots view them as leaders.

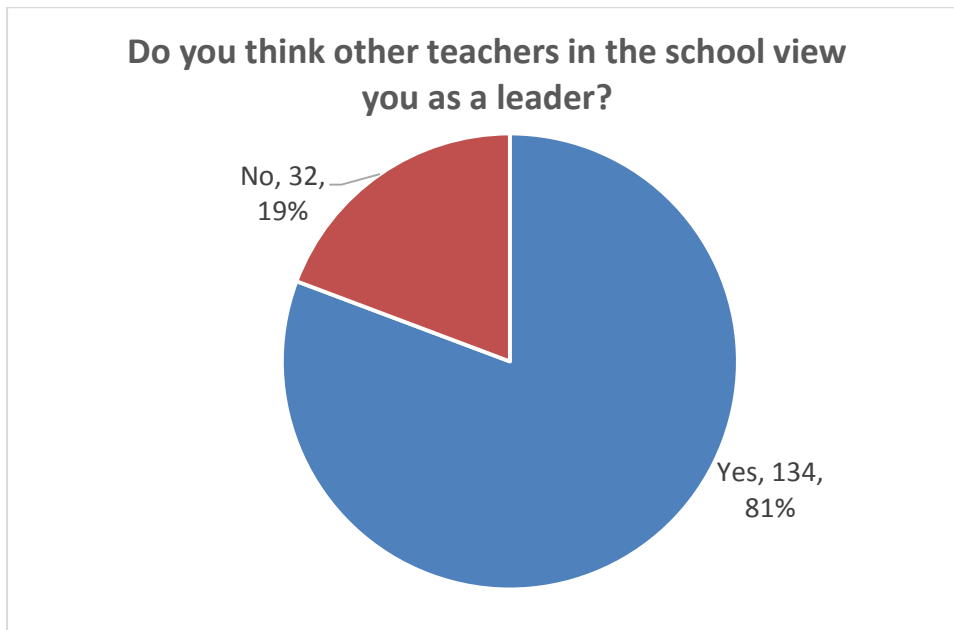


Figure 4.9: Opinion by other teachers regarding respondent's leadership qualities

A summary of all demographic variables follows below in tabular form.

Table 4.1: Demographic composition of the research sample

Personal details	Category	Frequency	Percentage
Q1. Gender	Male	89	48,6
	Female	94	51,4
Q2. Race	African	181	97,8%
	White	2	1,1%
	Coloured	2	1,1%
Q3. Highest academic qualification	Certificate	3	1,7%
	3-year diploma (academic)	7	3,9%
	3-year teaching diploma	22	12,2%
	Academic degree	63	34,8%
	Diploma+PGCE	16	8,8%
	Degree+PGCE	31	17,1%
	Honours	34	18,8%
Q4. Number of years in education	Masters	5	2,8%
	Below 1 year	9	4,9%
	1 to 3 years	24	13,0%
	4 to 6 years	37	20,0%
Q5. Total number of years in this Circuit	7 years and above	115	62,2%
	Below 1 year	16	8,7%
	1 to 3 years	37	20,2%
	4 to 6 years	34	18,6%
Q6. Number of years in school	7 years and above	96	52,5%
	Below 1 year	20	10,9%
	1 to 3 years	43	23,4%
	4 to 6 years	31	16,8%
Q7. Do you have a management certificate	7 years and above	90	48,9%
	Yes	52	30,6%
Q8. Your Position	No	118	69,4%
	Principal	25	14,6%
	Deputy principal	10	5,8%
	Departmental head	44	25,7%
Q9. Do you think other teachers in the school view you as a leader?	Post-level 1 teacher	92	53,8%
	Yes	134	79,3%
	No	32	18,9%

4.4 Results for the measurement of Leadership Style

This section presents the results for the measurement of Leadership Style. Two sets of questions that address measurement of leadership were summarised in the sections that follow. After running an exploratory factor analysis for each set of questions, it was discovered that the questionnaire items that form the two sets of variables under the measurement of leadership could be represented by just one latent variable each.

4.4.1 Leadership style sub-construct 1

The first subscale of the measurement of leadership comprises of the questions summarised in Table 4.2 below. Results in Table 4.2 show that 48.90% of the respondents claim that their school administrator(s) continually welcome professional staff members' input on issues related to curriculum, instruction, and improving student performance, whereas 3.85% claim that their school administrator(s) rarely or never do this.

Table 4.2: Results for the measurement of Leadership

LEADERSHIP STYLE 1		Frequency Distribution				Descriptives		Latent Factor (Principal component) Coefficient
		Rarely/Never	Sometimes	Frequently	Continually	Mean	Standard deviation	
Question 25	Count	7	37	49	89	3,21	0,90	0,72
	%	3,85%	20,33%	26,92%	48,90%			
Question 31	Count	14	43	42	62	2,94	1,00	0,68
	%	8,70%	26,71%	26,09%	38,51%			
Question 35	Count	12	47	48	72	3,01	0,97	0,86
	%	6,70%	26,26%	26,82%	40,22%			
Question 36	Count	13	42	67	55	2,93	0,92	0,79
	%	7,34%	23,73%	37,85%	31,07%			
Question 37	Count	6	31	54	86	3,24	0,86	0,79
	%	3,39%	17,51%	30,51%	48,59%			
Question 38	Count	16	38	61	63	2,96	0,96	0,78
	%	8,99%	21,35%	34,27%	35,39%			
Question 39	Count	7	42	66	64	3,04	0,87	0,79
	%	3,91%	23,46%	36,87%	35,75%			
Question 40	Count	12	50	53	53	2,88	0,94	0,68
	%	7,14%	29,76%	31,55%	31,55%			
Cronbach's Alpha						0,894		

Resolutions to effect changes in curriculum and instructional plans are said by 38.51% of the participants to be continually based on assessment data, with 26.09% deeming them to be frequently based on such. As far as provision of educators with career growth that is in line with the school's mission and goals, 40.22% claim that

this was continually the case and 52.80% (26.71%+26.09%) claiming that this was done frequently or sometimes. Administrators are seen to be working continually together with educators in the schools' professional improvement programs by 31.07% of the participants, whereas 37.85% claimed that this was the case on a frequent basis. However only 6.70% claim that this was rarely/never the case. The majority of the participants claim that they jointly develop their annual professional development plan with their supervisors. This was verified by 35.39% who claimed that this happened continually, followed by 34.27% who believe that they did so frequently. The majority of the participants also claim that teachers actively participate in instructional decision-making frequently or continually (31.55%+31.55%=63.1%). This sub-construct of leadership style has high internal reliability (Cronbach's Alpha=0.894).

4.4.2 Leadership style sub-construct 2

The results in Table 4.3 show that there is a general belief among respondents that head office officials and school leadership work collectively to decide the career improvement programmes (27.95% responded frequently and 33.54% responded continually = 61.69%). The results also show that the majority believe that the school head is conversant with latest educational matters (26.95% said frequently and 50.30% responded continually = 77.25%). Moreover, 72.02% of the respondents are also positive about their school head's behaviour being in harmony with his/her words (28.57% said frequently and 43.45% responded continually). There was also a general agreement that Informal school leadership performs a crucial part in the school in enhancing the way professionals perform and the student academic performance (28.14% responded frequently and 32.93% responded continually). Those who believe that the school has broadened its ability by offering qualified workforce official leadership opportunities, were also in the majority (38.86% responded frequently and 33.71% said continually). Most of the respondents also believe that educators who undertake leadership positions in the school have enough school time to allow them to make significant impact in the school (32.60% responded frequently and 33.70% responded continually). The majority of the respondents also believe that educators who occupy leadership positions in the school have enough means to be able to make significant impact in the school

(30.73% responded frequently and 25.70% said continually). However, there is a worrying 35.75% who indicated that this only happened sometimes. It can be said that veteran teachers fill most leadership roles in the school (36.05% responded frequently and 29.65% responded continually with 25.00% responded sometimes).

Table 4.3: Results for the measurement of Leadership

Leadership Style 2		Frequency Distribution				Descriptives		Latent Factor (Principal component) Coefficient
		Rarely/Never	Sometimes	Frequently	Continually	Mean	Standard deviation	
Question 41	Count	13	49	45	54	2.87	0.98	0.820
	%	8.07%	30.43%	27.95%	33.54%			
Question 42	Count	2	36	45	84	3.26	0.84	0.786
	%	1.20%	21.56%	26.95%	50.30%			
Question 43	Count	4	43	48	73	3.13	0.88	0.781
	%	2.38%	25.60%	28.57%	43.45%			
Question 44	Count	7	58	47	55	2.90	0.92	0.767
	%	4.19%	34.73%	28.14%	32.93%			
Question 45	Count	19	29	68	59	2.95	0.97	0.766
	%	10.86%	16.57%	38.86%	33.71%			
Question 46	Count	9	52	59	61	2.95	0.91	0.759
	%	4.97%	28.73%	32.60%	33.70%			
Question 47	Count	14	64	55	46	2.74	0.93	0.728
	%	7.82%	35.75%	30.73%	25.70%			
Question 48	Count	16	43	62	51	2.86	0.95	0.724
	%	9.30%	25.00%	36.05%	29.65%			
Question 49	Count	19	44	55	61	2.88	1.00	0.587
	%	10.61%	24.58%	30.73%	34.08%			
Question 50	Count	9	47	57	61	2.98	0.91	0.454
	%	5.17%	27.01%	32.76%	35.06%			
Cronbach's Alpha						0.895		

There also seem to be a good support culture with newly employed educators being afforded prospects of assuming some school leadership positions (30.73% responded frequently and 34.08% responded continually). There is also enthusiasm by teachers in participating in school leadership roles (32.76% responded frequently and 35.06% responded continually). This sub-construct of leadership style has high internal reliability (Cronbach's Alpha = 0.895).

4.5 Results for the measurement of Impact of Leadership

This section presents the results for the measurement of Impact of Leadership. First, exploratory factor analysis was used to see if the items of Impact of Leadership can be subdivided into sub-constructs depending on the latent factors that come up.

4.5.1 Exploratory factor analysis of the measurement of Impact of Leadership

After running exploratory factor analysis, the results indicated that the item of Impact of Leadership can be divided into two constructs that are shown in Table 4.4 below. The suggested names for these sub-constructs (factors) are also given as “Relations and communication between stakeholders” and “Understanding of School Mission”. These name suggestions arise from the questions that fall under each sub-construct.

Table 4.4: Factor analysis of the measurement of Impact Leadership

Impact of Leadership	Latent factors extracted	
	Factor 1	Factor 2
Question 23	0.821	
Question 27	0.782	
Question 24	0.689	
Question 30	0.686	
Question 29	0.673	
Question 28	0.565	
Question 14		0.866
Question 13		0.848
Question 15		0.613
Chronbach's Alpha	0.822	0.725
Suggested Construct (factor) name	Relations and communication between stakeholders	School Mission Understanding

4.5.2 Relations and communication between stakeholders

As shown in Table 4.5 most of the participants believe that mutual respect and trust are very high among the educators and other official staff members in the school. This was endorsed by 72.09% (30.23% + 41.86%) of the participants who claimed that this was the case continually or frequently. Most of the participants (76.79%, that is 27.62% frequently and 49.17% continually) also appear to believe that there was frequent or continual shared reverence and confidence between the school leadership and the professional staff.

Table 4.5: Results for the relations and communication between stakeholders

IMPACT OF LEADERSHIP: Relations and communication between stakeholders		Frequency Distribution				Descriptives		Latent Factor (Principal component) Coefficient
		Rarely/ Never	Sometimes	Frequently	Continually	Mean	Standard deviation	
Question 23	Count	7	41	52	72	3,10	0,90	0,80
	%	4,07%	23,84%	30,23%	41,86%			
Question 24	Count	7	35	50	89	3,22	0,89	0,71
	%	3,87%	19,34%	27,62%	49,17%			
Question 27	Count	14	40	60	67	2,99	0,95	0,82
	%	7,73%	22,10%	33,15%	37,02%			
Question 28	Count	16	49	50	68	2,93	0,99	0,71
	%	8,74%	26,78%	27,32%	37,16%			
Question 29	Count	10	55	39	60	2,91	0,97	0,70
	%	6,10%	33,54%	23,78%	36,59%			
Question 30 T	Count	6	38	53	70	3,12	0,88	0,72
	%	3,59%	22,75%	31,74%	41,92%			
Cronbach's Alpha						0,838		

Only 8.74% of respondents are of the opinion that school staff and parents rarely/never agree on the most valuable part parents can perform as partners in their child's schooling, with 26.78% indicating that this happens sometimes, whereas 27.32% and 37.16% indicated that this happened frequently and continually respectively. There is also a generally positive view on the issues around clarity of the 'communication channel' between home and school so that parents know who to

interact with when they have queries and matters that need to be addressed (23.78% answered frequently, 36.59% said continually and 33.54% said sometimes). The majority seems to confirm that their schools make available a variety of data for educators to use to improve student performance (31.74% frequently + 41.92% continually = 73.66%).

4.5.3 Understanding of the school mission

The second sub-construct of impact of leadership was mentioned above as the understanding of the School Mission. The results of this sub-construct are summarised in Table 4.6. The results show that 31.55% of the respondents believe that parents do not know the school’s mission, as most of them would not be able to define it clearly if asked to do so, with 33.33% indicating that they might sometimes be able to describe it clearly. The percentages are skewed in favour of parents not being able to articulate the school mission.

Table 4.6: Results for the understanding of the school mission

IMPACT LEADERSHIP: Understanding of School Mission		Frequency Distribution				Descriptives		(Principal component)
		Rarely/Never	Sometimes	Frequently	Continually	Mean	Standard deviation	
Question 13	Count	53	56	35	24	2.18	1.03	0.87
	%	31.55%	33.33%	20.83%	14.29%			
Question 14	Count	40	58	48	23	2.32	0.98	0.92
	%	23.67%	34.32%	28.40%	13.61%			
Question 15	Count	8	39	45	84	3.16	0.98	0.77
	%	4.55%	22.16%	25.57%	47.73%			
		Cronbach's Alpha				0.815		

This means that the school mission might not be well known to parents. This lack of knowledge about the school mission seems to also extend to students as 23.67% indicated that would rarely or never be able to describe the school mission with 34.32% believing that students would sometimes be able to describe it. Only 13.61% believe that students are able to continually define the school mission. However, the majority of the respondents (25.57% + 47.73% = 73.30%) do believe that their school goals are frequently or continually aligned with their school's mission statements.

4.6 Results for the measurement of impact of Challenges

This section presents the results for the measurement of Challenges. First, exploratory factor analysis was used to see if the items of Challenges can be subdivided into sub-constructs depending on the latent factors that come up.

4.6.1 Exploratory factor analysis of the measurement of Challenges

After running exploratory factor analysis, the results showed that the item of Challenges can be divided into three sub-constructs that are shown in Table 4.7 below. The suggested names for these sub-constructs (factors) are also given as "School Vision and Support of Mission", "Standards and Performance Improvement" and "Expectations and Goals".

Table 4.7: Factor analysis of the measurement of Challenges

Challenges	Latent factors extracted		
	Factor 1	Factor 2	Factor 3
Question 11	0.761		
Question 32	0.720		
Question 12	0.709		
Question 22	0.619		
Question 21	0.596		
Question 20	0.556		
Question 33	0.538		
Question 16		0.822	
Question 26		0.719	
Question 17		0.690	
Question 18		0.652	
Question 19			0.821
Question 34			0.799
Chronbach's Alpha	0.849	0.827	0.553
Suggested Construct (factor) name	School vision and support of mission	Standards and performance improvement	Expectations goals

4.6.2 School vision and support of mission

Results in Table 4.8 show that most of the participants believe that their schools' vision and mission statements are clearly written with only 4.14% disputing that claim. Most of the participants also claim that educators and school leadership comprehend and encourage a shared mission for their school and can define it unambiguously (27.91% indicated that this happens frequently and 33.14% indicated that this happens continually). Only 8.14% believe that this was not the case with 30.81% suggesting that this is sometimes the case.

Table 4.8: Results for school vision and support of mission

CHALLENGES: School vision and support of mission		Frequency Distribution				Descriptives		Latent Factor (Principal component) Coefficient
		Rarely/Never	Sometimes	Frequently	Continually	Mean	Standard deviation	
Question 11	Count	7	41	40	81	3,15	0,93	0,75
	%	4,14%	24,26%	23,67%	47,93%			
Question 12	Count	14	53	48	57	2,86	0,98	0,76
	%	8,14%	30,81%	27,91%	33,14%			
Question 20	Count	4	26	53	87	3,31	0,82	0,73
	%	2,35%	15,29%	31,18%	51,18%			
Question 21	Count	11	55	59	43	2,80	0,90	0,66
	%	6,55%	32,74%	35,12%	25,60%			
Question 22	Count	8	33	73	59	3,06	0,85	0,74
	%	4,62%	19,08%	42,20%	34,10%			
Question 32	Count	19	44	46	59	2,86	1,03	0,80
	%	11,31%	26,19%	27,38%	35,12%			
Question 33	Count	23	21	58	63	2,98	1,04	0,64
	%	13,94%	12,73%	35,15%	38,18%			
Cronbach's Alpha						0,849		

Most of the respondents, as shown in Table 4.8 ($31.18\% + 51.18\% = 82.36\%$), believe that their teachers and administrators frequently or continually share accountability for students' academic performance. In addition, more than 60% (35.12% frequently and 25.60% continually) confirm that their school's and education department resources are frequently or continually used to improve student learning as compared to only 6.55% who claim that this rarely or never happens in their

schools. Most of the participants (76.3% who answered frequently or continually) also claim that their schools are learning communities that continually improve their usefulness, and that they learn from successes and failures in learning. Most of the respondents indicated that there is a formal structure in place in the school (e.g. curriculum committee) to provide teachers and professional staff opportunities to participate in school-level instructional decision-making (27.38% said frequently and 35.12% said continually). Only 13.94% believe that their principal never/rarely actively encourages teachers and other staff members to participate in instructional decision-making with most indicating that the principal actively encourages teachers and other staff members (35.15% frequently and 38.18% continually).

4.6.3 Standards and Performance Improvement

As shown in Table 4.9, most of the participants (83.89%; made up of 30.00% who indicated frequently and 53.89% who indicated continually) confirmed that their respective schools use a school improvement plan frequently or continually as a foundation for assessing the progress it is making in achieving its targets.

Table 4.9: Results for standards and performance improvement

CHALLENGES: Standards and Performance Improvement		Frequency Distribution				Descriptives		Latent Factor (Principal component) coefficient
		Rarely/Never	Sometimes	Frequently	Continually	Mean	Standard deviation	
Question 16	Count	6	23	54	97	3,34	0,83	0,86
	%	3,33%	12,78%	30,00%	53,89%			
Question 17	Count	15	33	64	68	3,03	0,95	0,84
	%	8,33%	18,33%	35,56%	37,78%			
Question 18	Count	10	37	49	85	3,61	0,68	0,73
	%	5,52%	20,44%	27,07%	46,96%			
Question 26	Count	1	16	31	120	3,15	0,94	0,82
	%	0,60%	9,52%	18,45%	71,43%			
Cronbach's Alpha						0,827		

Most of the participants (35.56% + 37.78% = 73.34%) claim that their educators and school leadership jointly determine school goals and revise them every year frequently/continually. Only 5.52% of the participants believe that their schools' curriculum is never/rarely in line with the national department of education academic standards while the majority (27.07% + 46.96% = 74.03%) believes that such an alignment is frequently or continually adhered to. The majority (71.43%) believe that their schools continually support using new instructional ideas and innovations.

4.6.4 Expectations and goals

The results in Table 4.10 shows that 61.80% of the participants believe that educators and school leadership frequently have high ambitions for students' academic achievement with 21.35% indicating that this happens continually. There is however scepticism as far as professional workforce members in their schools having the accountability to take resolutions that impact on achieving school goals. Only 5.68% indicated that this happened continually with only 38.07% indicating that this happens frequently, whilst 46.59% believe it occurs just sometimes.

Table 4.10: Results for expectations and goals

CHALLENGES: Expectations and goals		Frequency Distribution				Descriptives		(Principal component) Coefficient
		Rarely/Never	Sometimes	Frequently	Continually	Mean	Standard deviation	
Question 19	Count	0	30	110	38	3,04	0,62	0,83
	%	0,00%	16,85%	61,80%	21,35%			
Question 34	Count	17	82	67	10	2,40	0,74	0,83
	%	9,66%	46,59%	38,07%	5,68%			
		Cronbach's Alpha				0,553		

4.7 Impact of leadership styles on school performance

School performance was measured as a binary variable with a value of zero indicating a non-performing school (0=non-performing) and a one indicating a performing school (1=performing). In this section we seek to establish which factors affect the performance status of a school by fitting a logistic regression model with performance as the response or dependent variable and the leadership variables developed above as independent variables. The two sub-constructs of leadership style were summed up in Tables 4.2. and 4.3.

The logistic regression results presented in Table 4.11 show that the first sub-construct of leadership style comprising of questions 25, 31, 35, 36, 37, 38, 39 and 40, significantly impact on performance (Wald-statistic=3.962, df=1, p-value=0.047).

Table 4.11: Logistic regression of performance on leadership style

Independent Variable: Performance							
Variables in the Equation	B	S.E.	Wald	df	p-value	Exp(B)	Comment
LeadershipStyle1	-0.646	0.325	3.962	1	0.047	0.524	Significant
LeadershipStyle2	0.498	0.324	2.357	1	0.125	1.645	Not Significant

The second sub-construct comprising of questions 41, 42, 43, 44, 45, 46, 47, 48, 49 and 50 has no significant impact on performance (Wald-statistic=2.357, df=1, p-value=0.125).

4.8 Impact of challenges of school performance

The logistic regression results presented in Table 4.12 show performance is significantly impacted on by dealing with challenges of standards and performance improvement (Wald-statistic=5.883, df=1, p-value=0.015) and addressing expectations goals (Wald-statistic=21.269, df=1, p-value<0.001).

Table 4.12: Logistic regression of performance on challenges

Independent Variable: Performance							
Variables in the Equation	B	S.E.	Wald	df	p-value	Exp(B)	Comment
Challenge1: School vision and support of mission	0.322	0.242	1.772	1	0.183	1.380	Not Significant
Challenge2: Standards and performance improvement	-0.637	0.262	5.883	1	0.015	0.529	Significant
Challenge3: Expectations goals	1.040	0.225	21.269	1	<0.001	2.828	Significant

4.9 Other factors that might affect school performance

The logistic regression results presented in Table 4.13 show performance is not significantly impacted on Relations and communication between stakeholders (Wald-statistic=0.169, df=1, p-value=0.681) and Understanding of School Mission (Wald-statistic=1.741, df=1, p-value=0.187).

Table 4.13: Logistic regression of performance on other factors

Independent Variable: Performance							
Variables in the Equation	B	S.E.	Wald	df	Sig.	Exp(B)	Comment
Relations and communication between stakeholders	-0.071	0.173	0.169	1	0.681	0.932	Not Significant
Understanding of School Mission	0.228	0.173	1.741	1	0.187	1.256	Not Significant

4.10 Open-ended responses

The study mostly utilised closed-ended questions as this is a quantitative study. However, open-ended questions were deemed necessary and crucial by the researcher as they give respondents an opportunity to express their views with minimum guidance from the researcher.

Question 49

About 4,9% were not interested in leadership positions for various reasons. Some said it was because the SMT was undemocratic whereas most were totally uninterested. However, 95,1% either aspired to be leaders or were currently in leadership positions.

Question 50

Noticeably, the bulk of comments was on what must be improved rather than improvement in the previous year. Most respondents mentioned discipline, culture of teaching and learning and matric results as observable improvements. The infrastructure, communication, monitoring, parental involvement and supervision at lower grade should be improved.

Question 51

Most of the comments were on barriers to improvement and very few on changes made. Most changes made were conducting extra classes, teachers' dedication and sacrifice, and discipline. A sizeable number did not see any change made. The barriers were lack of qualified Mathematics and Physical Sciences teachers, lack of motivation from learners, illiteracy in the community, poor infrastructure, lack of parental involvement, lack of English fluency, poor human relations, lack of implementation of improvement plans, poor decision-making and poverty.

Question 52

Formal roles are those of Principal, Deputy Principal, Departmental Head and they are appointed through interviews by the department. Informal leadership roles are those of school committee members who are elected or recommended to their positions by other staff members. However, it must be pointed out that a sizeable number of respondents did not answer the question.

4.11 Summary

The study sought to examine the impact of leadership style on school performance in secondary schools in Msinga Circuit. The study specifically aimed at finding out whether school leadership practised Distributed Leadership, as it is widely accepted that principals can no longer manage schools by themselves.

In this chapter the researcher also presented and discussed the findings in response to the research question: What is the impact of school leadership on student achievement in Msinga Circuit secondary schools? The analysis of results is based on both quantitative and qualitative data. The results were interpreted according to the research objectives and questions. Quantitative data was analysed using SPSS version 25 separately from the qualitative data. The presentation of findings comprised discussions of analysed data. The detailed discussions of the findings are presented in Chapter 5.

CHAPTER FIVE: DISCUSSION

5.1 Introduction

The discussion in this chapter offers a summary of the study and expresses conclusions derived from the data analysis presented in Chapter Four. The study explored the impact of leadership style on school performance in Secondary Schools in Msinga. The results gave answers to the following objectives:

1. To explore the leadership styles adopted by school principals.
2. To investigate the impact of leadership styles on school performance.
3. To investigate challenges in leadership and school performance.

5.2 Research objective 1: To explore the leadership styles adopted by school principals in Msinga Circuit Schools

Research objective 1 focused on the leadership styles employed by the school leadership. The aim was to examine if the school leadership practised Distributed Leadership. Northouse (2015) defined leadership as a process whereby a person influences one or more people to achieve a shared objective. This definition shows that both the leader and the follower share a common vision. It means that there is cooperation between the two parties. This study assumed this line of thought. This study concluded the school leadership practised DL in most schools. Spillane (2005) asserted that Distributed Leadership involves multiple leaders and is about organisational quality, rather than individual traits.

The study reveals that there is cooperation between teachers and school leadership. Most of the respondents (63,1%), maintained that they actively participate in decision-making on teaching and learning. However, the 36,9% of the respondents who felt that teachers' participation in decision-making on teaching and learning issues was either rarely/never or sometimes practised, is significantly high. This is supported by the fact that only 48.90% of the respondents reported that school leadership continually accept their views on instruction and improvement of learner

performance. The reason for highlighting this is because teaching and learning is the core business of the schools and more than 35% of the respondents are not part of the decision-making in a critical role of the schools. Teachers should be part of decision-making processes on instructional matters for them to be effective because this will maximise the school efficiency and productivity as asserted by Göksoy (2015).

Furthermore, it is noteworthy that most respondents believe that school principals were expert in teaching and learning matters and that their actions were consistent with their words. That means they will be able to influence their subordinates to achieve a shared goal.

5.3 Research objective 2: To investigate the impact of leadership styles on school performance

Pont *et al.* (2008) postulate that school leadership can have a positive or negative impact on learner outcomes in the way it treats its teachers. Most of the literature on school leadership and its impact on school performance asserts that the principal does not have direct impact. The principal's impact is indirect as noted by Hallinger and Heck (1998). Leithwood and Jantzi (2006) corroborated that school leadership is second only to classroom teaching as an influence on student achievement.

The data analysis of this study identified two important factors of the impact of school leadership on school performance: "Relations and communication between stakeholders" and "Understanding of School Mission". These two factors are crucial elements of school leadership. The school leadership must provide a conducive environment for all stakeholders to perform their duties effectively. The principal should ensure clear communication channels between the school and the SGB and parents. The results of this study show that relations and communication between stakeholders is good. Most of the respondents reported a high level of mutual respect and trust between school leadership and the academic staff, as well as among the school staff.

However, results on the understanding of school mission are not positive. The results show that most of the parents (31.55% Rarely/Never and 33.33%

Sometimes) cannot define the mission of the school. This is supported by respondents' results on students' understanding of the school's mission (23.67% Rarely/Never and 34.32% Sometimes). The results reveal that parents and students may not know the school's mission. This is contrary to the respondents' response as to whether school goals are in line with the school's mission (25.16% Frequently and 47.73% Continually). The results reveal that only the school mission may be displayed in the school's offices and only teachers and school leadership are aware of it. The fact that parents and students do not understand the school's mission may explain the students' lack of motivation as reported by respondents in open-ended questions.

Msinga Circuit secondary schools, overall, have been performing poorly over the past three years. The reason that the school leadership does not communicate the school mission clearly, may be the main reason for poor performance. Neither students nor parents understand what is expected of them by the school. Suresh *et al.* (2014) define leadership as a process where individuals influence and direct the followers to meet the set mission. Parents and students do not understand what the school is about or what it wants to achieve.

Overall, the results show that leadership style has a significant impact on school performance on matters that involve interaction between school leadership and teachers or those that affect teachers' working conditions. On the other hand, results show that school leadership has an insignificant impact on school matters that are the principal's responsibilities and that affect educators indirectly. For example, whether the principal is an expert in curriculum matters or there is cooperation between school leadership and the district office is insignificant to school performance according to the respondents.

5.4 Research objective 3: To investigate challenges in leadership and school performance

The results show that school performance is significantly impacted by challenges. The major factors are Standards and Performance Improvement, and Expectation Goals. According to the findings the school vision and support mission have

insignificant impact on challenges, however, challenges have significant impact on school performance. The significance of challenges on school performance is also reflected in the responses to open-ended questions. The respondents reported that one of the major barriers to school improvement was the shortage of qualified Mathematics and Physical Sciences teachers. KwaZulu-Natal has the largest number of matriculants who do Mathematics and Physical Sciences in South Africa based on DBE figures between 2013 and 2015. Added to this, students in KZN schools are encouraged to do these two subjects. The lack of qualified teachers in these two critical subjects may be one of the main reasons Msinga Circuit performs so poorly in the National Senior Certificate (NSC) examination.

The respondents also mentioned infrastructure, lack of parental involvement, poor monitoring of work, Language of Learning and Teaching (LOLT), poor decision-making and lack of implementation of improvement plans as other challenges that have an impact on school performance. The open-ended questions encouraged respondents to express their views freely. When asked to comment on what has improved and what needs improvement in their schools, the respondents focused more on the latter than on the former. This shows that the challenges, along with leadership, have a significant impact on school performance Day and Sammons (2016)

5.5 Summary

Chapter 5 discussed the data analysis presented in Chapter 4. The results were discussed according to objectives. The findings of the study have revealed the significance of leadership on school performance. The study results further reveal that school principals practised distributed leadership style. There is also a significant link between school leadership and school performance. It is worth noting that the study supported the perspective that sharing leadership responsibility has an impact on school performance as cited by respondents. The challenges were also found to have a significant impact on school performance. Chapter 6 presents the conclusion and recommendations.

CHAPTER SIX:

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter provides a summary of the information gathered from the research and link it to the objectives of the study. The conclusions, implications of the study, limitations of the study, recommendations and the chapter summary are included.

The purpose of this study was to explore the impact of leadership styles on school performance in Msinga Circuit secondary schools. To achieve this aim, three research questions were addressed by the study:

- What leadership styles are adopted by Secondary School Principals in Msinga Circuit?
- What is the relationship between leadership style and school performance?
- What interventions in school leadership are required to improve school performance?

6.2 Conclusions

Conclusions for this study are grounded on literature review (Chapter 2), research methodology (Chapter 3) and data analysis (Chapter 4). The overarching question that this study explored: “What is the impact of leadership styles on school performance in rural areas? In order to answer this question, DL was used as the base. The findings of this study showed that school principals’ leadership does have moderate impact on school performance. The study also revealed that most of the school principals practised DL to a large extent in Msinga Circuit schools. Furthermore, challenges have significant impact on school performance as cited by respondents.

6.3 Implications of this research

The researcher postulates that school leadership should be given priority in South Africa. KwaZulu-Natal is largely (54%) a rural province according to census 2001 (Stats SA, 2003). Therefore, more research should be carried on why rural schools are not performing like urban schools. This study will contribute towards finding solutions to this question. The policy developers, school principals and departmental officials will benefit greatly through this study as they will have access to this research.

6.4 Limitations of the study

There were few challenges that were encountered during the conduct of this research but they did not have measurable impact on the final results of the study. The questionnaire was conducted during examination time. The timing may have been the reason that only 52,9% of the participants completed and returned their surveys. On the other hand, 43 of 45 targeted schools participated in the survey. The research only focused on rural and quintile 1 (no-fees schools). If the study had also included fee-paying schools, the results would have been more representative of school leadership in South Africa.

6.5 Recommendations to solve the research problem

The study revealed that leadership styles have impact on school performance. In order to improve school performance, South African policymakers should spend more resources in training principals. More research needs to be focused on the impact of challenges on school performance because they also have significant impact. The lack of implementation of Improvement Plans shows a serious lack of monitoring by both principals and departmental officials. The policymakers must make sure there are enough and qualified circuit managers and subject advisors.

It is further recommended that the current appraisal system (IQMS) be improved or replaced with a better one. For any organisation to perform at its maximum, there must be a strong appraisal system. Currently in South Africa, the education system does not have an appraisal system that is accepted by all stakeholders. A strong

appraisal system will help both the teachers and school principals because there will be clear agreed-upon guidelines on performance.

The issue of parental involvement is also important. Rural schools are highly affected by this problem. Most of the participants highlighted that they would like to see parents involved in the education of their children. The policymakers should ensure that there are consequences if parents do not participate actively in the schooling of their children.

Lastly, the principals need also to look closely at themselves and accept that they are partly responsible for underperformance. It is unacceptable that there are two secondary schools in the same area, serving the same community but the one is underperforming and the other is consistently performing. School principals must be change agents and they should always strive to improve their schools. In Msinga there are schools which have not achieved a matric pass rate of 60% for the past 10 years. This is public knowledge because school performance is available on the DBE website. In this case the principals, SGBs and the circuit managers are to blame.

6.6 Recommendation for future studies

The study explored the impact of leadership styles on secondary schools' performance in Msinga Circuit in KwaZulu-Natal. The respondents are all no-fee, public and deep rural schools, therefore, the findings may not be generalised as representative of all South African schools. More comprehensive research can be conducted which may also include urban and fee-paying schools. Furthermore, research is needed to find out why schools experiencing the same conditions and in the same community consistently perform differently. The researcher recommends that DLRS be used with other tools in future.

6.7 Summary

The aim of this study was to investigate the impact of leadership on school performance. The results showed that leadership has an impact on performance. The empirical research offers a platform on which to conduct further research on rural schools. Future research may also use this data to look at the role of primary

school principals on school performance. The study has highlighted the importance of school leadership. It is not only about distributing leadership; the principal must understand and clearly communicate the school vision. The principal should also be able to respond and address challenges. This is because the research revealed that most principals were not able to bring about change when the situation required it.

REFERENCES

- Akhter, N., Rashid, D. M. & Salamat, L. (2015). Leadership styles and school environment. *The Sindh University Journal of Education*, 44(2), 107 – 133.
- Amanchukwu, R.N., Stanley, G.J., & Ololube, N.P. 2015. A review of leadership theories, principles and styles and their relevance to educational management. *Management*, 5(1), 6–14.
- Angelle, P. S. (2010). An organisational perspective of distributed leadership: a portrait of a middle school. *Rmle Online*, 33(5), 1-16.
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organizational Psychology*, 72, 441–462.
- Barber, M. & Mourshed, M. 2007. How the world's best performing schools come out on top. London: McKinsey and Company.
- Bass, B.M., & Stogdill, R.M. 1990. *Handbook of leadership* (Vol. 11): New York: Free Press.
- Botha, R., & Triegaardt, P. 2014. Distributed leadership towards' school improvement: Case study in South African schools. *International Journal of Educational Sciences*, 7(2), 309-317.
- Bush, T., & Glover, D. 2016. School leadership and management in South Africa: Findings from a systematic literature review. *International Journal of Educational Management*, 30(2), 211-231.
- Bennet, N., Wise, C., Woods, P.A. and Harvey, J.A. 2003. Distributed Leadership. Full Report. National College for School Leadership: University of Gloucestershire.
- Chikoko, V., Naicker, I. & Mthiyane, S. (2015). School leadership practices that work in areas of multiple deprivation in South Africa. *Educational Management Administration & Leadership*, 43(3), 452-467.
- Christie, P., Sullivan, P., Duku, N. & Gallie, M. 2010. Researching the Need: School Leadership and Quality of Education in South Africa. Report prepared for Bridge, South Africa and ARK, UK.
- Colbert, A.E., Judge, T. A., Choi, D., & Wang, G. 2012. Assessing the trait theory of leadership using self and observer ratings of personality: The mediating role of contributions to group success. *The Leadership Quarterly*, 23(4), 670–685.
- Creswell, J.W. 2008. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. California: SAGE Publications.
- Daft, R.L. 2014. *The leadership experience*. Stamford: Cengage Learning.

- Daft, R.L., & Lane, P.G. 2011. *The Leadership experience*. Australia; Mason, South-Western Cengage Learning.
- Davis, M.W. 2009. *Distributed leadership and school performance*. The George Washington University.
- Day, C., Gu, Q., & Sammons, P. 2016. The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference. *Educational Administration Quarterly*, 52(2), 221–258. doi:10.1177/0013161x15616863.
- Day, C., & Sammons, P. (2016). Successful School Leadership. *Education Development Trust*.
- Deinert, A., Homan, A.C., Boer, D., Voelpel, S.C., & Gutermann, D. 2015. Transformational leadership sub-dimensions and their link to leaders' personality and performance. *The Leadership Quarterly*, 26(6), 1095–1120.
- Department of Basic Education. 2016. NSC Reports. Pretoria:DoE.
- Derue, D.S., Nahrgang, J.D., Wellman, N., & Humphrey, S.E. 2011. Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity. *Personnel psychology*, 64(1), 7-52.
- Despres, B. R. (2004). Systemic thinking and education leadership: some considerations. *International Electronic Journal for leadership in learning*, 8(7), n7.
- Di Giulio, J.V., & Giulio, D. 2014. *Are leaders born or made?* Available at: https://www.researchgate.net/publication/270684591_Are_leaders_born_or_made
- Ejere, E.I., & Abasilim, U.D. 2013. Impact of transactional and transformational leadership styles on organisational performance: Empirical evidence from Nigeria. *The Journal of Commerce*, 5(1), 30–41.
- Gastil, J. 1994. A definition and illustration of democratic leadership. *Human Relations*, 47(8), 953–975.
- Göksoy, S. 2015. Distributed leadership in educational institutions. *Journal of Education and Training Studies*, 3(4), 110–118.
- Grant, C. (2006). Emerging voices on teacher leadership: Some South African views. *Educational Management Administration & Leadership*, 34(4), 511-532.
- Hallinger, P., & Heck, R.H. 1998. Exploring the Principal's Contribution to School Effectiveness: 1980–1995. *School Effectiveness and School Improvement*, 9(2), 157–191. doi:10.1080/0924345980090203
- Harris, A. 2008. Distributed leadership through the looking glass. *Journal of Educational Administration*, 46(2).
- Harris, A. 2013. Distributed leadership: Friend or foe? *Educational Management Administration & Leadership*, 41(5), 545–554.

- Harris, A., Leithwood, K., Day, C., Sammons, P., & Hopkins, D. 2007. Distributed leadership and organizational change: Reviewing the evidence. *Journal of Educational Change*, 8(4), 337-347. doi:10.1007/s10833-007-9048-4.
- Humphreys, E., (2010). Distributed leadership and its impact on teaching and learning. National University of Ireland Maynooth.
- Kempster, S., Cope, J. & Parry, K. (2010). Dimensions of distributed leadership in the SME context: Citeseer.
- Khan, M.S., Khan, I., Quresh, Q.A., Ishmail, H.M., Rauf, H., Latif, A., & Tahir, M. 2015. The styles of Leadership: A critical Review, *Public Policy and Administration Research*, 5(3), 87–92.
- Kurland, H., Peretz, H., & Hertz-Lazarowitz, R. (2010). Leadership style and organizational learning: The mediate effect of school vision. *Journal of Educational Administration*, 48(1), 7-30.
- La Follette, H. 2007. *Ethics in Practice*. 3rd ed. Blackwell.
- Lankshear, C., & Knobel, M. 2004. *A Handbook For Teacher Research*. New York: McGraw-Hill Education.
- Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, 17(2), 201-227.
- Leithwood, K., Mascal, B., & Strauss, T. 2009. *Distributed leadership according to the evidence*. London: Routledge.
- Leithwood, K., Harris, A. & Hopkins, D., 2008. Seven strong claims about successful school leadership. *School leadership and Management*, 28(1), 27 - 42.
- Luo, H., & Liu, S. 2014. Effect of situational leadership and employee readiness match on organizational citizenship behavior in China. *Social Behavior and Personality: an International Journal*, 42(10), 1725–1732.
- Marks, H.M., & Printy, S.M. 2003. Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership. *Educational Administration Quarterly*, 39(3), 370–397. doi:10.1177/0013161x03253412
- Marzano, R.J., Waters, T. and McNulty, B.A. 2005. *School leadership that works: from research to results*. Alexandria: ASCD
- Mawdsley, R.D., Bipath, K., & Mawdsley, J.L. 2014. Functional Urban Schools Amid Dysfunctional Settings: Lessons From South Africa. *Education and Urban Society*, 46(3), 377–394. doi:10.1177/0013124512449859
- Mukoma, A.M. 2010. The impact of leadership and management styles of the principals of Catholic secondary schools on school discipline in Limpopo province. MEd thesis. UKZN.
- Nanjundeswaraswamy, T., & Swamy, D. 2014. Leadership styles. *Advances in Management*, 7(2), 57.

- Ngcobo, T., & Tikly, L. P. (2010). Key Dimensions of Effective Leadership for Change: A Focus on Township and Rural Schools in South Africa. *Educational Management Administration & Leadership*, 38(2), 202-228. doi:10.1177/1741143209356359
- Northouse, P.G. 2015. *Leadership: Theory and practice*. London: Sage publications.
- Phillips, D.C. & Burbules, N.C. 2000. *Postpositivism and Educational Research*, Rowman & Littlefield Publishers.
- Puni, A., Ofei, S.B., & Okoe, A. 2014. The effect of leadership styles on firm performance in Ghana. *International Journal of Marketing Studies*, 6(1), 177.
- Roberts, J., Goniwe, M., & Roach, J. 2006. *Leadership styles and practices in effective schools*. Melville: MGSLG.
- Rose, S., Spinks, N., Reid, B. & Canhoto, A. 2014. *Management Research: Applying the Principles*. Routledge.
- Saunders, M., Lewis, P. & Thornhill, A. 2009. *Research Methods for Business Students*. London: Prentice Hall.
- Sethuraman, K., & Suresh, J. 2014. Effective leadership styles. *International Business Research*, 7(9), 165.
- Silva, A . 2016, *Journal of Business Studies Quarterly*, 8(1), 1-5.
- Singh, S. (2014). The impact of distributed leadership practices on the functioning of primary schools in Johannesburg South. Doctoral thesis. Pretoria: UNISA
- Spillane, J.P. 2005. Distributed leadership. *The Educational Forum*, 69(2), 143–150. doi.org/10.1080/00131720508984678
- Spillane, J.P. 2012. *Distributed leadership* (Vol. 4). San Francisco: John Wiley & Sons.
- Spillane, J.P., & Mertz, K. (2015). Distributed Leadership. *Leadership*, 28, 317–338.
- Tourish, D., & Pinnington, A. 2002. Transformational Leadership, Corporate Cultism and the Spirituality Paradigm: An Unholy Trinity in the Workplace? *Human Relations*, 55(2), 147–172. doi:10.1177/0018726702055002181.
- Statistics South Africa. 2015. Census 2011. Pretoria: Statistics South Africa.
- Steyn, G. (2014). Exploring Successful Principals in South Africa: A Case Study. *Journal of Asian and African Studies*, 49(3), 347-361. doi:10.1177/0021909613486621
- Wang, F.-J., Chich-Jen, S., & Mei-Ling, T. (2010). Effect of leadership style on organizational performance as viewed from human resource management strategy. *African Journal of Business Management*, 4(18), 3924.
- Williams, C. G. (2011). Distributed leadership in South African schools: possibilities and constraints. *South African Journal of Education*, 31(2), 190-200.

Wright, L.L. (2008). Merits and Limitations of Distributed Leadership: Experiences and Understandings of School Principals. *Canadian Journal of Educational Administration and Policy*, 69, 1–33.

Yukl, G.A. (2002) *Leadership in Organizations*. 5th ed. Prentice Hall, Upper Saddle River.

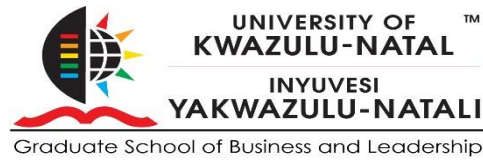
Yukl, G., & Van Fleet, D.D. 1992. Theory and research on leadership in organizations. In: Dunnette, M.D., and Hough, L.M. eds. *Handbook of Industrial and Organizational Psychology, Volume 3*. Palo Alto, California: Consulting Psychologists Press.147–197.

Yukl, G.A. 2013. *Leadership in organizations*. Boston: Pearson.

Zhou, M. & Brown, D. (2014). Educational learning theories. Dalton State College: Creative Commons.

APPENDICES

APPENDIX A: LETTER OF INTRODUCTION



I've invited you to fill out a form:

The Impact of Leadership Styles on School Performance

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP
Dear Participant,

Masters in Business Administration Research Project
Researcher: Sibusiso Kenneth Magubane (082 399 72 58)
Supervisor: Prof A Martins ([031 260 1493](tel:0312601493))
Research Officer: Ms P Ximba ([031 260 3587](tel:0312603587))

I, Sibusiso Kenneth Magubane, am an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled "The Impact of Leadership Styles on School Performance." The aim of this study is to explore leadership styles employed by school leadership in distributing leadership and how it affects school performance. Leadership style will be measured in terms of the Distributed leadership style.

Through your participation I hope to understand the prevalent leadership styles in secondary schools and the impact these may have on schools' performance. The results of the survey are intended to empower school leadership with knowledge and skills which will assist them to distribute leadership duties so as to maximize the potential benefit for learners' education.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about twenty minutes to complete. I hope you will take the time to complete this survey.

Sincerely
Sibusiso Magubane

[FILL OUT FORM](#)

**APPENDIX B:
INFORMED CONSENT**

The Impact of Leadership Styles on School Performance

Consent to Participate in Research

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Masters in Business Administration Research Project
Researcher: Sibusiso Kenneth Magubane (082 399 72 58)
Supervisor: Prof A Martins (031 260 1493)
Research Officer: Ms P Ximba (031 260 3587)

CONSENT

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

I understand that I am at liberty to withdraw from the project at any time, should I so desire. I have been informed about the study entitled "The Impact of Leadership Styles on School Performance"

I understand the purpose and procedures of the study. I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without fear or prejudice affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher on his cel number is +27 (0)823997258 and email is sbusisomagubane77@gmail.com.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, SOUTH AFRICA

Email: HSSREC@ukzn.ac.za

Untitled Title

Do I have your consent

Yes

No

The Impact of Leadership Styles on School Performance

Distributed Leadership Readiness Scale

Distributed Leadership Readiness Scale (DLRS)

The following self-evaluation scale has been designed to provide a profile of your school's readiness engagement in shared leadership practices. The scale is based on current research on school leadership designed to improve public school capacity to increase student academic achievement (i.e., Building a Structure for School Leadership, Richard Elmore [2000]).

The Distributed Leadership Readiness Scale (DLRS) is organized into five key dimensions of instructional leadership: Mission, Vision, and Goals; School Culture; Decision Making; Evaluation and Professional Development; and Leadership Practices.

Who should complete the scale?

Since no one individual possesses complete information into all facets of school leadership roles and responsibilities, this scale may be completed by a variety of individuals:

School administrators (e.g., circuit managers, principals, deputy principals, departmental heads) and teachers.

How will the results of the DLRS Scale be used?

Once results are analyzed, the scale will provide profiles by which the researcher will compare the distributed leadership practices of the school across the five dimensions.

How to use the DLRS Scale:

Participants are encouraged to be as candid as possible when completing the scale. All individual responses will remain strictly confidential. To ensure that the DLRS provides a complete and accurate school profile, do not skip any statements.

Response Options:

A = Continually – the particular practice is well-established as a “standard operating procedure” in the school.

B = Frequently – this practice is often observed in the school.

C = Sometimes – this practice is intermittently observed in the school.

D = Rarely/Never – this practice is rarely or never observed in school.

E = Insufficient Information – insufficient information to respond to the statement.

BACK

NEXT

 Page 3 of 6

APPENDIX C: ETHICAL CLEARANCE



12 October 2017

Mr Sibusiso Kenneth Magubane (981208042)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Magubane,

Protocol reference number: HSS/1888/017M
Project title: The impact of leadership styles on school performance

Approval Notification – Expedited Approval

In response to your application received on 03 October 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.


Any alteration/s to the approved research protocol i.e. Questionnaire/interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


.....
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Professor Ana Martins
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

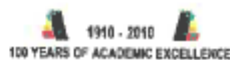
Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 200 3507/63004667 Facsimile: +27 (0) 31 260 4600 Email: xtmbop@ukzn.ac.za / svvman@ukzn.ac.za / sozhuwad@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

APPENDIX D: QUESTIONNAIRE

PART ONE: Demographic Information

DISTRIBUTED LEADERSHIP READINESS SCALE

A: Gender

- 1 = Female
- 2 = Male

B: Race/Ethnicity

- 1 = African
- 2 = White
- 3 = Indian
- 4 = Coloured

C: Highest Qualification

- 1 = Certificate
- 2 = 3 Year Diploma (academic)
- 3 = 3 Year Teaching Diploma
- 4 = Academic degree
- 5 = Diploma + PGCE
- 6 = Degree + PGCE
- 7 = Honours
- 8 = Masters
- 9 = PhD

D: Total years in Education *

- 1 = less than 1
- 2 = 1 - 3
- 3 = 4 - 6
- 4 = 7 or more

E: Total years in this school

- 1 = less than one year
- 2 = 1 - 3
- 3 = 4 - 6
- 4 = 7 or more

Total years in this circuit

- 1 = less than one year
- 2 = 1 - 3
- 3 = 4 - 6
- 4 = 7 or more

G: Hold a management certificate

- Yes
- No

H: Position held

- 1 = Principal
- 2 = Deputy Principal
- 3 = Departmental Head
- 4 = Post Level 1 Teacher

I: Considering that leadership is not always a formal role within a school, do you think other teachers in the school view you as a leader?

- Yes
- No

BACK

NEXT



Page 4 of 6

PART TWO: Response Options

A = Continually - the particular practice is well-established as a 'standard operating procedure' in the school

B = Frequently - this practice is often observed in the school.

C = Sometimes - this practice is intermittently observed in the school.

D = Rarely/Never - this practice has rarely or never been observed in the school.

E = Insufficient Information - insufficient information to respond to the statement.

Directions: Use the five point scale from 'Continually'(A) to 'Rarely/Never' (D) to describe how regularly the following statements apply to you and your school. Select 'Insufficient Information (E) if you do not have sufficient information to respond to the statement.

1. The school has clearly written vision and mission statements.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

2. Teachers and administrators understand and support common mission for the school and can describe it clearly.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

3. If parents are asked to describe the school's mission, most will be able to describe the mission clearly.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

4. If students are asked to describe the school's mission, most will be able to describe it clearly.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

5. School goals are aligned with its mission statement.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

6. The school uses a school improvement plan as a basis for progress.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

7. Teachers and administrators collectively establish school goals and revise goals annually.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

8. The school's curriculum is aligned with the state's academic standards.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

9. Teachers and administrators share accountability for students' academic performance.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

10. School and district resources are directed to those areas in which student learning needs to improve most.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

11. The school is a learning community that continually improves its effectiveness, learning from both successes and failures.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

12. There is a high level of mutual respect and trust among the teachers and professional staff.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

13. There is mutual respect and trust between school administration and the professional staff.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

14. The school administrator(s) welcome professional staff members' input on issues related to curriculum, instruction, and improving student performance.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

15. The school supports using new instructional ideas and innovations.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

16. The school's daily and weekly schedules provide time for teachers to collaborate on instructional issues.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

17. School professionals and parents agree on the most effective roles parents can play as partners in their child's education.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

18. The school clearly communicates the 'chain of contact' between home and school so parents know whom to contact when they have questions and concerns.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

19. The school makes available a variety of data (e.g., school performance) for teachers to use to improve student achievement.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

20. Decisions to change curriculum and instructional programs are based on assessment data.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

21. There is a formal structure in place in the school(curriculum committee) to provide teachers and professional staff opportunities to participate in school level instructional decision making.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

23. The principal actively encourages teachers and other staff members to participate

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

24. Professional staff members in the school have the responsibility to make decisions that affect meeting school goals.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information
- Other: _____

24. The school provides teachers with professional development aligned with the school's mission and goals.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

25. Administrators participate alongside teachers in the school's professional development activities.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

26. The principal actively participates in his or her own professional development activities to improve leadership in the school.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

27. My supervisor and I jointly develop my annual professional development plan.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

28. My professional development plan includes activities that are based on my individual professional needs and school needs.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

30. Teachers actively participate in instructional decision making.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

31. Central office and school administrators work together to determine the professional development activities.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

32. The principal is knowledgeable about current instructional issues.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

33. My principal's practices are consistent with his or her words.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

34. Informal school leaders play an important role in the school in improving the performance of professionals and the achievement of students.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

35. The school has expanded its capacity by providing professional staff formal opportunities to take on leadership roles.

- A = Continually
- B = Frequently
- C = Rarely/Never
- D = Rarely/Never
- E = Insufficient Information

36. Teachers who assume leadership roles in the school have sufficient school time to permit them to make meaningful contributions to school.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

37. Teachers who assume leadership roles in the school have sufficient resources to be able to make meaningful contributions to the school.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

38. Veteran teachers fill most leadership roles in the school.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

39. New teachers are provided opportunities to fill some school leadership roles

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

40. Teachers are interested in participating in school leadership roles.

- A = Continually
- B = Frequently
- C = Sometimes
- D = Rarely/Never
- E = Insufficient Information

BACK

NEXT

 Page 5 of 6

PART THREE: General Purpose Data

The 'General Purpose Data Sheet' has four spaces for responses to open-ended statements or questions. Please respond to each of the following statements or questions briefly in the designated 'WRITE-IN AREAS':

49. WRITE-IN AREA 1: As part of your school responsibilities are you currently in a leadership role? If you are, describe your role. If not, do you aspire to take on leadership roles in the future? Why or why not?

Your answer

50. WRITE-IN AREA 2: Over the last year, what has improved most in your school? What currently needs the most improvement?

Your answer

51. WRITE-IN AREA 3: Consider your current school environment. What changes have been made to address needed improvements? What aspects of your school are the largest barriers to school improvement?

Your answer

52. WRITE-IN AREA 4: Identify the formal and informal leadership roles in your school. How have these roles been assigned?

Your answer

BACK

SUBMIT

 Page 6 of 6

Never submit passwords through Google Forms.

APPENDIX E: PERMISSION TO USE THE DLRS TOOL

RE: REQUEST FOR PERMISSION TO USE DISTRIBUTED READINESS LEADERSHIP SCALE

Frost, Julianne <Julianne.Frost@ct.gov>

Mon 2017-09-11 11:29 PM

To: Sibusiso Magubane (981208042) <981208042@stu.ukzn.ac.za>;

Good afternoon,

I am writing in response to your inquiry about permission to use the Distributed Leadership Readiness Scale (DLRS) for research.

Per our department of legal affairs, you do not need to obtain written permission to use this tool. However, it would be expected that you appropriately cite the CT State Department of Education in your research/writing.

I hope this is helpful.

All the best to you in your research.



Julianne Frost
Education Consultant/Compliance Coordinator
Connecticut State Department of Education
Talent Office
Bureau of Educator Standards and Certification
Office: 860-713-6969
Fax: 860-713-7017

The information contained in this message may be privileged and confidential and is intended only for the use of the recipient listed above. If you are not the intended recipient, please do not read, distribute or take action in reliance upon this message. If you have received this email in error, please notify us immediately by return email and promptly delete this message and its attachments from your computer system. Please note that messages sent to or from the State of Connecticut domain may be subject to the Freedom of Information Act (Conn. Gen. Stat. 1-200 [et seq.](#)). Thank you for your compliance.

From: Sibusiso Magubane (981208042) [mailto:981208042@stu.ukzn.ac.za]
Sent: Sunday, September 10, 2017 4:26 PM
To: SDE, Teacher Certification <Teacher.Cert@ct.gov>
Subject: Fw: REQUEST FOR PERMISSION TO USE DISTRIBUTED READINESS LEADERSHIP SCALE

Dear Madam/Sir

Please allow me to introduce myself. My name is Magubane Sibusiso Kenneth. I am a Masters student at the Graduate School of Business & Leadership, University of KwaZulu Natal. I am currently pursuing research for my dissertation which has the following title: 'The Impact of Leadership Styles in Schools'. My supervisor is

<https://outlook.office365.com/owa/?realm=stu.ukzn.ac.za&exturl=1&cc=1033&modurl=0>

1/2

Scanned by CamScanner

Professor A Martins, I hereby request to use your questionnaire instrument in my research study. I would like to use and print your questionnaire under the following conditions:

- I will use the questionnaire only for my research study and will not sell it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of this study.

I trust my request is met with your candid consideration.

Yours faithfully
Magubane Sibusiso Kenneth
(Masters Student)

APPENDIX F: TURNITIN REPORT

https://ev.turnitin.com/app/carta/en_us/?s=1&student_user=1&o=859262852&u=1056048071&lang=en_us

feedback studio Sibusiso Magubane | MAGUBANE SIBUSISO MBA DISSERTATION 2

Preparing download...

ABSTRACT

Leadership is one the most fascinating topics whether it is in business, politics, private or public organisations. The South African government spends a lot of money on education. As a result, a lot is expected from school leadership in terms of school results. In line with the above statements, the aim of this study will explore the leadership styles employed by school leadership and how it impacts on school performance. Matriculation examination results for Msinga Circuit have not been good in the last three years. This research is grounded on the proposition that leadership, along with challenges, is the greatest factor to explain this performance. While there is an enormous amount of international literature on this topic, there is a dire need for local insights. The Distributed Leadership (DL) theory was used as a lens through which school leadership styles impact on school performance was investigated.

The study was exploratory and quantitative in nature. The study employed the purposive sampling method. The sample of the research comprised all the school principals and teachers of Msinga Circuit secondary schools in KwaZulu-Natal, South Africa. The Distributed Leadership Readiness Scale (DLRS) instrument was considered suitable for data collection. Forty-five secondary schools were carefully chosen to partake in this research at the end of 2016. The data was collected among all the school principals and some teachers of Msinga Circuit. Forty-three schools (95,5%) and 185 participants (52,9%) completed and returned the survey. SPSS (version 25) was used to analyse data. The findings of the research reveal a significant link between the leadership styles and the organisational performance, as well as challenges and school performance. In addition, the Distributed Leadership style was perceived as the most practised by Msinga Secondary schools principals. The most unexpected finding of the study was that school leadership and school challenges, not isolation, have an impact on school performance.

Match Overview

7%

1	www.learnersfirst.net <small>Internet Source</small>	1%
2	media.proquest.com <small>Internet Source</small>	1%
3	eprints.ccsu.edu <small>Internet Source</small>	1%
4	gradworks.umi.com <small>Internet Source</small>	<1%
5	Submitted to Open Uni... <small>Student Paper</small>	<1%
6	Submitted to University... <small>Student Paper</small>	<1%
7	Submitted to Eiffel Cor... <small>Student Paper</small>	<1%
8	www.ecdoe.gov.za <small>Internet Source</small>	<1%
9	dspace.nwu.ac.za <small>Internet Source</small>	<1%
10	Yamamiya, Y., S. Shima... <small>Publication</small>	<1%
11	Submitted to The Unive... <small>Student Paper</small>	<1%
12	*The Palgrave	<1%

2 of 24 - Clipboard
Item not Collected: Delete items
to increase available space

Page: 1 of 54 Word Count: 13513

**APPENDIX G:
LETTER OF APPROVAL**



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

KZN RESEARCH APPROVAL LETTER

Date	04 August 2017
Validity of research Approval:	08 December 2017
Name of researcher:	Magubane SK
Address of researcher:	R33 street GREYTOWN 3250
Telephone number:	0823997258
Email address:	981208042@stu.ukzn.ac.za
Research Topic:	The impact of leadership styles on school performance
Number and type of schools:	(60) Secondary schools
Educational center:	Msinga CMC



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

RE: APPROVAL IN RESPECT OF REQUEST TO CONDUCT RESEARCH

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the school (both Principal and SGB and the Circuit Management Centre confirming that permission has been granted for the research to be conducted.

The following conditions apply to KZN DOE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The circuit /district senior manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has /have been granted permission from the KwaZulu- Natal Department of Education to conduct the research study.
2. The circuit/district senior manager/s must be approached separately, in writing, for permission to involve circuit/district office officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of school Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the KZN Department of Education to conduct the research study.
4. A letter /document that outline the purpose of the research and the anticipated outcomes of such research must be made available to principal SGBs and circuit/district office, senior managers of the schools and district/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the KZN officials, principals and chairpersons of the SGBs, teachers and learners involved persons who offer their co-operation will not receive additional remuneration from the department while those that opt not to participate will not be penalised in any way.

...Championing Quality Education - Creating and Securing a Brighter Future



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

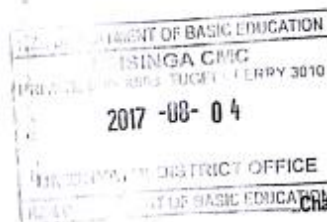
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The principal (if at a school) and/or director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research as the sites that they manage.
7. Research can only commence from the first week of September and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research approval letter may be requested to conduct research in the following year.
8. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
9. The researcher/s is responsible for supplying his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices listed for supplying such resource.
10. The names of KZN DOE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
11. On completion of the study the researcher/s must supply the CES Msinga CMC with one hard cover bound and an electronic copy of the research.
12. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both KZN DOE officials and the schools concerned.
13. Should the researcher have been involved with research at a school and/or a District/head office level, the director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The KwaZulu-Natal Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards


CES Msinga CMC

Date: 04/08/17



APPENDIX H: CERTIFICATE OF EDITING



CERTIFICATE OF EDITING

To whom this may concern

This is to certify that I have copy edited the full dissertation of

SIBUSISO KENNETH MAGUBANE

Student Number: 981208042

**"THE IMPACT OF SCHOOL LEADERSHIP ON SCHOOL
PERFORMANCE"**

submitted in fulfilment of the requirements for the degree

Master of Business Administration

**in the Graduate School of Business and Leadership
College of Law and Management Studies**

at the
University of KwaZulu-Natal

for spelling and grammatical errors.
Any changes made following my submission of the edited document to the student
are not attributable to me.

Date: 21 February 2018



M A Erikson
BA (UKZN), BEd (Wits)
Full Member of Professional Editors' Guild
Member of ASAIB (Association of Southern African Indexers and Bibliographers)

Tel: 072 808 0153
Email: anne.erikson@gmail.com