EXPERIENCES OF SCHOOL STAKEHOLDERS REGARDING SECONDARY SCHOOL LEADERSHIP IN SCHOOLS FOUND IN SOUTPANSBERG EAST CIRCUIT, LIMPOPO PROVINCE

By

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DECLARATION

I, Norman Mafemani Makwakwa, student number: 0808-391-6 declare that this dissertation entitled "**Experiences of school stakeholders regarding secondary school leadership in schools found in Soutpansberg East Circuit, Limpopo province**" is my own work and has never been presented in part or whole to any institution or Board for the award of any Degree. I further declare that all the information used and quoted has been duly acknowledged by means of complete reference.

Signature:_____Date:_____

ABSTRACT

This study sought to explore perspectives and experiences of leaders of secondary schools' stakeholders on leadership. The experiences of parents and learners who are not necessarily leaders in schools about secondary schools leadership were also explored. Participants were afforded the opportunity to suggested strategies for leadership improvement in secondary schools. This study is underpinned by academic literature and the shared leadership theoretic framework.

The study espoused a qualitative research methodology and used a case study approach as a research design. The study included secondary school principals, deputy principals, HODs, teachers, parents, SGB chairpersons, RCL presidents and learners. Semi-structured interview questions, focus group interview questions, notebook, a voice recording device and observation sheets were used as data collection tools. The findings showed that there is little-shared leadership in schools; principals do not share their leadership with their deputy principals where deputy principals are overshadowed by principals. SMTs drive their resolutions through teachers' throats during staff meetings where teachers rubberstamp SMT decisions. RCLs are not recognised and in many cases, they are not part of SGBs.

Leaders of stakeholders are encouraged to use the democratic leadership style, autocratic leadership style and laissez-faire leadership style. Principals of secondary schools should involve all stakeholders in decision making. Leaders of stakeholders should be workshopped by the principal and the Department of Education on shared leadership. There should be shared leadership in secondary schools. The following leadership styles should be upheld in secondary schools based on character traits which are; honesty, loyalty, kindness, and forgiveness. Leaders should also uphold democratic principles which are consultation, collective planning, collective accountability, debates and stakeholder involvement.

LIST OF TABLES

TABLE OF CONTENTS

ix

CHAPTER 1

1.1 INTRODUCTION

In their election manifesto in 2009, the Africa National Congress (ANC) had five key priorities wherein of which education was at the core. The ANC indicated that education is the prerequisite for development. Without education, it is not possible to develop and transform the society. It is against this background that schools need leaders who will make schools centres of excellence.

The South African President Mr Jacob G. Zuma, in his State the Nation Address presented to the joint sitting of parliament in Cape Town on 03 June 2009 stated that "Education will be a top priority for the next five years. We want our teachers, learners, and parents to work together with government to turn our schools into thriving centres of excellence" (President Zuma: State of the nation address, 2009).

The researcher agrees with the view alluded above. Principals cannot effectively manage and lead schools in isolation. They need the support of the School Management Teams (SMT), different extramural committees composed of teachers, governing body, Representative Council of learners, district, and provincial and national government officials. In the school where the researcher is employed, there are stakeholders whose tasks seem dormant. There is a leadership crisis in the school which leads to unnecessary conflict thus renders the school dysfunctional.

Leadership goes with responsibilities. President Jacob Zuma further stated in his address that as the government they reiterate non-negotiables (President Zuma: State of the nation address, 2009) Teachers should be in class on time, teaching without neglecting their duty and not abusing pupils. The children should be in class, on time, learning, be respectful to their teachers and each other, and do their homework. In the reseacher's view, District, Provincial and National government officials can pass attractive policies but if the important school role players who are within and around the school do not cooperate towards the realisation of the common goal(s), there will be no improvement. Schools need collective leadership which is geared towards the achievement of the school goals. Jing (2010) argues that it has become impossible for an individual leader to have all the requisite knowledge and skills to maintain a successful team. A new form of leadership, shared leadership, is one idea being put forward to meet socioeconomic development, organisational development, and personal growth in successful schools.

Little evidence shows that a focused, collaborative movement exists in public schools. According to Leech and Fulton (2008) the traditional roles of teachers and principals have changed and improved, and organisational teamwork is fostered by all members of the learning community, assuming decision making roles. Teachers have always been leaders, but there is a designed programme to promote and support widespread teacher leadership in the profession. Teachers' attitudes towards leadership are negative such that, according to the comments made by Masters of Education students, when asked about teacher leadership, they still view themselves as followers. It is not surprising that teachers may resist a renewed call for a mind-set of teacher leadership.

The school as an organisation should also have the principal, School Management Team (SMT) and teachers who serve as leaders in schools. There seems to be a challenge of getting this vast team to work efficiently like a well-oiled machine. Representative Council of Learners (RCL), School Governing Bodies (SGBs), SMTs and teachers seem to work in contrast to each other in critical decision-making processes, living schools in a leadership crisis. This study sought to establish the real cause of this leadership crisis.

 Naidu, Harris, Mestry, Mosoge and Ngcobo (2008:131) state that "the stakeholder participation model for organisational (school) effectiveness derives its tenets from group-interest theory. This theory supports that the relationships between the different groups and formations within and outside the school are defined in terms of their interest in education and their involvement in the school. Each group attempts to protect and advance its interests".

1.2. LITERATURE REVIEW

Literature review covers the meaning, origin, and application of leadership. It also covers types of leadership styles as presented by different authors. The theoretical framework of shared leadership which underpins this study will also be highlighted..

1.2.1 Overview of the concept leadership (in schools)

The situation in schools is bad as the quality of teaching and learning seems to have declined. There is a leadership crisis, and things appear to be falling apart. Harris, Leithwood, Day,

Sammons and Hopkins (2007) complain of the lack of exceptional leadership in today's schools and thus declared that the hope of transforming schools through the actions of individual leaders is quickly fading.

1.3. BACKGROUND/RATIONALE

The researcher witnessed the decline of leadership roles of stakeholders in schools. This leadership crisis has rendered many schools dysfunctional. Principals seem to have lost control. Teachers do as they wish. Schools fail to meet submissions of quarterly reports deadlines. Principals have run out of ideas and teacher unions demand a lot. Further, the department makes its own demands as well. These contradictions frustrate school principals, thus they are afraid to call staff meetings.

Teachers shy away from their responsibilities. Every little problem in their classes is referred to the principal. Teachers are reluctant to lead claiming that they are not in promotional posts. Some teachers boast that they earn better salaries than some of the members of the SMT. Teachers no longer submit their lesson plans to the SMT. Sporting activities are fading away year after year because teachers no longer want to work beyond the stipulated seven hours.

SMTs are failing to manage the curriculum. They can hardly hold SMT meetings. Schools seem to be at the mercy of senior teachers who are committed and dedicated to their work. SGBs fail to convene parents meetings. They operate in isolation. Governing bodies, instead of supporting the principal, are always at loggerhead with school principals. Most schools have RCLs which are not functional. They can hardly convene student body mass meetings. In the school the where the researcher works, the RCL members do not even attend SGB meetings.

In South Africa, there are new legislations that require schools to function differently from the period before 1994. Section 11 of the Schools Act stipulates that every public school that enrols learners in grade 8 and higher grades must establish an RCL. The Education Laws Amendment Act 57 of 2001 provides that the RCL is an official body representing all learners who are democratically elected from each class. The chairperson and the secretary of the RCL automatically become members of the School Governing Body (SGB) without voting rights.

Section 16 of the Schools Act provides for the governance and professional management of schools. Section 23 (1) of the Schools Act stipulates that elected members of the governing body should be drawn from the parents of learners, members of teaching staff and one non-teaching staff member, learners in Grade 8 or higher at the school and the principal who is an ex-offio member.

The school as an organisation should have a principal, School Management Team (SMT) and teachers who serve as leaders. There seems to be a problem of getting this team to work effectively. RCL, SGBs, SMTs and teachers appear to work apart from one another in critical decision-making processes, living schools in a leadership crisis. This study aimed to establish the real cause of this leadership crisis.

The reseacher, therefore, decided to conduct a study on shared-leadership in secondary schools to try and uncover the truth behind this state of affairs wherein schools are in a serious leadership crisis. The government has sought principals, SGBs, SMTs, teachers, and learners, committed to a code of conduct and Quality Learning and Teaching Council to no avail. It is imperative to get to the bottom of the matter so that government, teachers, SGBs, RCLs, SMTs and school principals may resolve this crisis.

1.4. PROBLEM STATEMENT

The researcher is a deputy principal who worked in four secondary schools as a post level 1 and HOD in Mopani and Vhembe districts in Limpopo province. The reseacher has also served as a member of School Governing Bodies. The researcher also served as a member of School Governing Body as a chairperson, deputy chairperson in some schools in Vhembe District of Limpopo Province. School principals would in most instances elect to impose school year plans, school budget, curriculum development and other programmes.

There would be little consultations where SGB's, SMT's and the teaching staff would be compelled to rubber stamp school plans made by one person based on the technical manipulation of time constraints. This practice is not only old fashioned but also regarded as malpractice in South Africa. If this is a general practice in Soutpansberg circuit, then it needs to be addressed by the department of education to allay the malpractice. It appears that many school principals still adhere to the old notion that the principal is the alpha and omega of the school. This vertical

leadership practice undermines democratic values which the South African government advocates for; inclusivity in leadership where all stakeholders are included in the school's decision-making process. Decisions are no longer supposed to fall from the top to the bottom. Schools are expected to uphold shared leadership which calls for all stakeholders to be accountable to the school. Indeed education is a societal matter, it is no longer an issue of the principal or the teachers, but it is an issue that concerns all parents, SGBs, the business community, department of education, politicians, civic movements and traditional leaders.

1.5. RESEARCH QUESTIONS

Research questions will be used by the researcher during interviews with participants when collecting data. There is the main research question and six sub-questions.

1.5.1. The main research question:

What are the experiences of schools' stakeholders regarding leadership in secondary schools that are found in Soutpansberg East circuit?

1.5.2. The sub-questions:

1.5.2.1. What are the types of leadership styles that are practised by stakeholders in secondary schools found in Soutpansberg East circuit?

1.5.2.2. To what extent are stakeholders in secondary schools found in Soutpansberg discharging their leadership roles?

1.5.2.3. Can you identify best practices of leadership in your school?

1.5.2.4. What are the challenges faced by principals and other leaders in the schools?

1.5.2.5. What are the challenges faced by other stakeholders when discharging their leadership roles?

1.5.2.6. What should be done to improve leadership in schools?

1.6. MAIN AIM AND OBJECTIVES OF THE STUDY

The main aim and objectives of the study exposes the intentions of the researcher for doing this study and they are as follows:

1.6.1. Main aim

To explore the experiences of schools 'stakeholders regarding leadership in secondary schin Soutpansberg East Circuit.

1.6.2. Objectives of the study

1.6.2.1. To investigate the types of leadership styles that are practised in secondary schools found in Soutpansberg East circuit?

1.6.2.2. To examine the extent to which stakeholders are discharging their leadership roles in the schools?

1.6.2.3. To identify the best practices of leadership in those schools.

1.6.2.4. To identify challenges faced by school principals as leaders of the rest of the stakeholders.

1.6.2.5. To identify challenges faced by other stakeholders in their leadership role.

1.6.2.6. To provide ways that can be used to improve leadership in schools.

1.7. SIGNIFICANCE AND CONTRIBUTIONS OF THE STUDY

This study will assist the Department of Education to understand why schools are dysfunctional and strengthen and empower secondary schools' stakeholders', leadership and provide guidance on how schools can improve shared leadership. The study will aid scholars to build on its findings for future research. Leaders across the working environment and organisational settings may benefit from the literature study and the findings of the study.

The study will contribute enormously to the education management and school management in general where every stakeholder may rediscover their roles and begin to contribute towards the development of children. It is the researcher's purpose that the study also adds value to the development of public and private management.

South African Minister of Basic Education Angie Motshekga (2008) during the launch of the Health and Education Campaign alluded that in an attempt to address poor quality education, government launched the Quality Learning and Teaching Campaign (QLTC). This is towards the realisation of Schooling 2025 where all stakeholders will be galvanized to support and monitor quality education in schools. The researcher is convinced that this government initiating is after realising that schools' stakeholders alone cannot deliver the commitments made in the Delivery Agreement due to the lack of effective leadership in schools.

Further, this study may add value to government's initiative of improving the quality of education in South Africa.

1.8. LITERATURE REVIEW

Leadership is one of the most crucial qualities every organisation needs to realise its vision and mission. It is against this background that the researcher made attempts to conduct a scholarly literature study to try and discover what has been uncovered by different authors and researchers on the subject of leadership. Different leadership styles are discussed and analysed to ascertain their effectiveness in the delivery of educational outcomes in schools.

1.8.1. Leadership

Bass (2008) argues that successful leaders need to understand people and organisations, tasks, processes, self and others. Kocolowski (2010) adds that leadership affects the success and failure of every type of organisation, and the complexity of today's business environment makes leadership increasingly more challenging.

In his overview of the leadership construct, Veldsman (2012) uses the words of Nahavandi (2009) when he describes leadership as the ability to influence individuals and groups, elicit goal- orientated behaviour, and relate the visions and strategies of the organisation in an understandable manner. Veldsman (2012) further brings forth the categories of leadership as

stated by Nahavandi (2009). He indicates that there are three types according to eras over the past century. Thesse are the art era (1800s-1940s) that perceived leaders to be born as opposed to molded and created through experience; the behaviouristic era (Mid 1940s-1970s), which focused on the behaviours that define a leader; and the contingency era (the 1960s to present), which states that the effectiveness, behaviour, and style of the leader depends on what the situation demands of the leader. Dessler and Starke (2004); Kruger, Du Plessis and Maseko (2002) agree that there are three school leadership styles which are democratic, autocratic and laissez fair. Dessler and Starke (ibid) point out that democratic leaders are those leaders who take a very relaxed yet in-control approach to leading a group. They consult when faced with an issue, yet the leader retains the final decision. Laissez fair is the idea that participants should be able to work problems out without too much extra guidance. On the contrary, an autocrat solves an issue and makes decisions for the group using observations and what participants feel is needed or most important for the majority of the team members to benefit at that particular time.

All schools are led according to the above leadership styles, yet most of them still get more and more dysfunctional. The researcher is of the view that there should be an alternative leadership approach which can either support the leadership styles or replace them. There is a need for a paradigm shift in the manner in which schools are managed. Education is a societal issue; therefore shared leadership is essential in schools. Hierarchal structured leadership seems to have lost its value. Principals alone cannot be masters of all subjects, individual decision makers, custodians of school policies and the overall doer of everything in schools. Leadership responsibilities need to be distributed among stakeholders who will, at the end of the day, account for whatever happens. Van Deventer (2013) posits that leadership relates to mission, direction and inspiration. According to Prinsloo (2013), leadership is defined as one or other form of dominance where the subordinates more or less have to accept the commands and control of another person.

1.8.2. The role of the principal as a leader

Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008:131) suggest that the principal's role is an act of balancing the interests of the various stakeholders for the benefit of the school. The principal should familiarise himself or herself with the benefit of each stakeholder to strike a balance in the school. The school principal should be kept abreast with the legal matters

23

pertaining school management as a whole. The school principal should adapt to new emerging leadership practices which are summarised by Roberts and Roach (2006:5) as follows;

- site-based;
- innovation encouraged;
- the power of the principal drawn from operation; and
- collaborationCollaboration with management.

Schools are a focal point of the community. School Governing Bodies (SGBs) are established to allow stakeholder participation in the leadership of schools. The school principal should create space for collegial models of shared leadership to operate. According to Van de Venter and Kruger (2013) the vital role of the school principal and school management is the creation and maintenance of the sound culture of learning and teaching. Van Der Merwe (2013) assert that the principal is an internal agent of change who is expected to initiate, facilitate and implement change by means of determining the outcomes of the proposed change. Further by determining the procedures and methods for implementing change, scrutinising literature relevant to the proposed change and contacting other school principals who have already had an experience of the proposed change.

1.8.3. The role of school management teams as leaders

According to Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008:10), "education management literature increasingly refers to: 'distributed leadership', 'shared leadership', 'shared management', 'team management' and 'collective managemen". It is of great importance that role players in team management develop the principles of teamwork. The South African School management teams are composed of the principal as the team leader. In some schools where there are 15 teachers but less than 30 teachers, there is one deputy principal or and in schools where there are more than 30 teachers there are two deputy principals. The first deputy principal will be in post level 15 and the second deputy principal will be in post level 30There are senior teachers and master teachers whose role is mentoring and heading subjects and grades. Ntuzela (2008) states that the School Management Teams (SMT) in South Africa hold formal positions of leadership within the school's organisational structure. Because of this, the SMTs carry the

responsibility of ensuring that leadership is distributed to other colleagues irrespective of status or authority in the hierarchy.

This team of educators is responsible for the general management and administration of the school. They are in charge of curriculum management and extracurricular activities. In schools, they draft the year plan together with the other members of the staff which is then ratified by the school SGB and implemented by both the SMT and the SGB.

1.8.4. The role of teachers as leaders

According to Van Deventer and Kruger (2013) educators are responsible for drafting classroom policies regarding matters to be managed in classrooms which include time, discipline, parents, homework, teaching and learning, teaching aids, finances and learner behaviour. Leadership, and curriculum management, in particular, is no longer the prerogative of the principal and the SMT but is increasingly about individual responsibility. Leadership can occur at a variety of levels in response to various situations. It is no longer necessarily tied to a post level, position, or formal organisational role. Teachers manage the curriculum, lead one another in extramural activities' subcommittees, are members of the SGB and lead learners in classes, sports, and cultural activities as coaches. Teachers are coaches and mentors; they are role models, pastors, life- long learners, researchers, moderators, mediators, curriculum managers, counsellors, class managers, team leaders, motivators, parents, subject specialists, assessors, examiners and are general administrators.

Carl (2010) claims that teacher participation in school management and leadership can bring positive results. Quality teacher involvement is essential for nurturing the personal and professional growth of the teacher.

1.8.5. The role of School Governing Bodies (SGBs) as leaders

Section 16 of the Schools Act provides for the governance and professional management of schools. Section 23(1) of the Schools Act stipulates that elected members of the governing body should be sought from the parents of learners, members of teaching staff and one non-teaching staff member, learners in Grade 8 or higher at the school and the principal who is an ex-officio member. SGBs play a pivotal role in schools. They are responsible for the development of

policies. These policies are the Constitution of the SGB, code of conduct for SGB members, a mission statement for the school, language policy, religious observance, a code of conduct for learners, a financial policy for the school, HIV policy, Safety and security policy and more. These responsibilities need thorough training for the SGBs to be effective.

Hughes and Pickerel (2010) argue that when teachers, staff, parents, students and principals collaborate to solve problems, there is shared leadership. Where shared leadership exists with the youth and adults working collaboratively, there is student-focused school. Shared leadership means a shift from the leader to a shared leadership model resulting in shared power and decision-making.

1.8.6. The role of the Representative Council of Learners (RCL) as leaders in secondary schools.

In South Africa, there are new legislations that require schools to function differently from the period before 1994. Section 11 of the Schools Act stipulates that every public school that enrols learners in grade 8 and higher grades (9 to 12) must establish an RCL. The Education Laws Amendment Act 57 of 2001 provides that the RCL is an official body representing all learners who are democratically elected from each class. The chairperson and secretary of the RCL automatically become members of the School Governing Body (SGB) without voting rights.

RCLs replace prefect councils which existed during the apartheid era. Prefects were appointed whereas class representatives are elected democratically by learners. SASA of 1996 provides that learners shall elect members of the RCL composed of class representatives. The elected RCL shall represent learners in the SGB. The two learners will, however, not have voting rights in the SGB. The RCL helps in the development of school policies and their maintenance. They assist in the maintenance of discipline, order and cleanliness in the school. They also assist in the interpretation of policies to other learners.

1.8.7. Theoretical framework: Shared leadership

The shared leadership theory underpins this study. The researcher has chosen shared leadership as the appropriate leadership style to employ in this study because it improves student efficacy and student performance. Leithwood and Mascall (2008) argue that several recent, large-scale studies provide evidence that shared leadership positively impacts student achievement. In support of the above claim, Louis, Leithwood, Wahlstrom and Anderson (2010) add that a six-year study commissioned by the Wallace Foundation found that a collective or shared approach to leadership had a moderate but significant impact on student achievement. Hallinger and Heck (2010) in their longitudinal study involving 198 U.S primary schools, found that collaborative leadership had a significant impact on student learning and demonstrated the mutually reinforced relationship between collaborative leadership, school improvement capacity, and student learning. Louis, Leithwood and Anderson (2010) further add that the study commissioned by the Wallace Foundation investigated the school and district leadership practices that lead to improved educational outcomes and found that collective leadership practices –collaborative leadership involving principals, teachers, and parents, had the most modest but significant indirect effect on student achievement.

In addition, Worley and Lawler (2006) suggest that shared leadership is advantageous in that it: (a) "effectively substitutes for hierarchy" by spreading knowledge and power throughout the organisation, allowing for quick response to information;

(b) "builds a deep cadre of leadership talent; and

(c) enables multiple leaders at all levels of the organisation who are continually detecting significant trends to call for change before senior management does.

Avolio, Walumbwa and Weber (2009) define shared leadership as an emergent state where team members collectively lead each other. Also, Pearce, Manz and Sims Jr (2009) define shared leadership as a dynamic, unfolding, interactive influence process among individuals, where the objective is to lead one another towards the achievement of collective goals.

According to Gerzon (2003), leadership originated from the ancient root word "Leith", which means "to go forth and die", as in the battle. By this definition, those who lead Group A to use power over Group B are leaders. Even if "power" is removed from the equation, and even if the

"leader" represents some higher cause or value, the word still means the act of mobilising one group to dominate or vanquish another.

O'Toole, Galbraith and Lawler (2002) reveal that leadership dates back to 400BC to the time of Plato. Plato wrote that leadership is a rare trait, typically possessed by only one person in society. This is called the "single leader" theory. Later Aristotle, Plato's student, disagreed with his teacher and argued that wisdom is never the sole province of one person. In other words, Aristotle maintains that no man can claim to know everything; he/she needs the expertise and skills of other people to lead effectively. These authors further stated that Aristotle's idea could not be practised which made Plato' single ruler or leader theory stand the test of time.

Sally (2002) argues that although Plato's leadership framework prevailed, a more detailed examination of history revealed that Aristotle's leadership framework found a place in history. There is a good reason to review the history of the Roman Republic, prior the rule of the Roman Empire. Sally reveals that the Roman Republic, for more than 400 years, was governed using a much disciplined shared leadership framework. Pearce (2007) describes shared leadership as an approach to leadership where formal leaders and non-formal leaders temporarily become the team leaders if and when an individual's expertise matches the situation. As such, shared-leadership is more of an activity rather than a trait.

Parslely (2011) argues that since the 1990s, literature has shown an increased attention to the idea of shifting leadership from a more traditional, hierarchical approach to one that involves multiple stakeholders, including principals and teachers working together, to influence change. Pearce, Manz and Sims Jr. (2009) argue that leadership involves roles and activities that can, and should, be shared among members of a team or organisation. Pearce and Conger (2003) define shared-leadership as a process by which strategic decisions are made in an inclusive environment. Each member of the group participates in choosing what is best for the greater good of the whole, rather than having decisions handed down by a single individual as a means to influence or constraint the group.

Louis, Leithwood and Wahlstroom (2010) argue that shared leadership is crucial in schools as it improves students' academic performance. For example, a six-year study commissioned by the

Wallace Foundation found that a collective or shared approach to leadership had a significant impact on students' lead to improvement in academic achievement.

Walker, Smither and Waldman (2008), on the other hand, identify the following leadership indicators:

- the work team resolves differences to reach an agreement;
- work is distributed properly to take advantage of members' unique skills;
- information about the company and its strategy is shared;
- teamwork is promoted with the team itself; and
- the team works together to identify opportunities to improve productivity and efficiency.

Lindahl (2008) mentions that teachers should be involved in the formulation of the school vision and planning. Lindahl (2008) further argues that that planning without the involvement of teachers greatly threatens both implementation and institutionalisation of the desired changes. Naidu et al. (2008:186) add that before aims and outcomes can be formulated to guide the actions of educators and learners, the senior management team and the school governing body need to agree on the school's mission. Landahl (2008) asserts that in schools, leadership can be shared among people, not only the selected few who might be formally designated as administrators or teacher leaders.

1.8.8. Necessary character traits for leaders who believe in shared leadership

Tough (2012) posit that leaders need the following character traits to make shared leadership work in schools: Resilience, perseverance, optimism, moral and performance character, self-control and grit. Shared leadership gives youths and adults the strength, leadership skills and belief in collaboration to handle adversity.

1.8.9. Strategies to navigate effective shared leadership

Hughes and Pickerel (2013) have put together the following strategies to guide effective shared leadership:

- Shared leadership is a partnership where teachers, staff, parents and students are equal partners;

- Much can be accomplished when education stakeholders work together toward a shared purpose rather than working on their agenda;

- Each person in the partnership must take an active role and be accountable for effectively completing their individual responsibilities;

- Shared leadership means respect and accountability to consider different and new ideas and strategies; and

- Principals, teachers, parents and students need grit, especially those who believe in shared leadership.

1.9. RESEARCH DESIGN AND METHODOLOGY

This study followed a qualitative research approach. "Qualitative research approach is based on a naturalistic-phenomenological philosophy that views reality as multi-layered, interactive and a shared experience explained by individuals" (McMillan & Schumacher, 2006:315).The approach is a complex field of inquiry that draws on assumptions but embraces a few common characteristics and perspectives. Researchers using this approach gather data about sensory experience: what people see, feel, hear, taste and smell. Researchers go to people; they do not extricate people from their everyday worlds. The main reason for this is to explore the leadership experiences of female principals. They maintain that qualitative researchers work in the field, face to face with real people. They try to understand people through multiple- methods which are interactive and humanistic, for example they talk with people, watch and listen to them, read documents and records and then observe the physical space and cues. The researcher used Rallis's (1998) advice by employing multiple methods. These are conducting interviews, analysing documents and observing the selected sites.

1.9.1. Qualitative Case Study Approach

For the purpose of this study, the researcher used a qualitative case study approach with descriptive statistics aimed at identifying the leadership roles secondary schools' stakeholders play in Soutpansberg East circuit. This method assisted the researcher in exposing the weaknesses and strengths of secondary schools' stakeholders.

For the purpose of this study, the researcher used a case study method to capture data. Case study dates back to the 19th century when Sigmund Freud (1856-193) conducted an intensive case

study on an individual basis by psychoanalytically inclined researchers to generate ideas about human ideas by using the free association method; the subject spoke of whatever passed through his or her mind. Salkind (2012) defines a case study as a descriptive research method used to investigate an individual in a unique setting or situation in an extraordinary manner. Creswell (2008:476) defines case study as an in-depth exploration of a limited system; an activity, event, process, or individuals based on extensive data collection. The researcher used an instrumental case study which provides an insight into a specific theme or issue. Creswell further states that a case study is used to elucidate that entity, issue, or theme (ibid). The researcher selected this method because he needed detailed information about leadership challenges in schools. Salkind (2012) holds the views that case studies take a long time to complete but can yield lots of detail and insight.

The reseacher chose a case study because Salkind (2012) argues that it has three advantages. The first one is that case studies focus on only one individual or one thing, secondly case studies encourage the use of several different techniques to get the necessary information ranging from personal observations, to interviews with others who might know the focus of the case study. Thirdly, it is the only way to get a richer account of what is happening in a particular setting.

The reseacher used a case study so as to get a firsthand account of the real situation where he experienced the emotional information of participants. The reseacher identified two secondary schools in Soutpansberg East circuit where the study was conducted.

According to Schumacher and McMillan (2010:489), "qualitative research method is a type of research that refers to an in-depth study using face to face or observation techniques to collect data from people in their natural settings".

In addition to the two definitions, Salkind (2012:213) defines "qualitative research as a social or behavioural science research that explores the problems that underlie human behaviour using such explanatory techniques, surveys, case studies, and other relatively personal techniques".

1.9.2. Population and Sampling

The researcher used purposive or purposeful sampling. Schumacher and McMillan (2010:489) define purposive sampling a type of sampling that allows choosing small groups or individuals

who are likely to be knowledgeable and informative about the phenomenon of interest; selecting cases without needing or desiring to generalise to all such situations. This allowed the researcher to choose principals of two functional and two dysfunctional schools, two deputy principals, school governing body chairpersons of each school of the four schools, four Representative Council of Learners' presidents from each school and Heads of Departments. A group of twenty teachers who were not necessarily school management team members from each secondary school, a group of twenty parents who were not in the SGB and a group of twenty learners who were not members of the RCL were sampled.

The researcher also used convenience sampling. Schumacher and McMillan (2010:137) call convenient sampling a possible sampling. The researcher, therefore, selected HODs, 4 Principal, 2 Deputy Principals, 4 SGD Chairpersons, 4 RCL Presidents, 20 teachers, 20 learners and 20 parents from each of the three secondary schools in Soutpansberg circuit. They further define convenience as a method where a group of subjects are selected by being accessible or expedient (ibid). These two sampling methods; purposive and convenience sampling complement each other so well that they are used together. Schumacher and McMillan (2010:137) claim that convenience sampling makes it easier to conduct research, is less costly and time-consuming. They further argue that purposeful sampling is less expensive and time-consuming, and assures a high participation rate.

1.9.3. Research setting/Research sites

The research was conducted in six functional and dysfunctional secondary schools in Soutpansberg East circuit, Vhembe district of Limpopo Province. The study focused on the experiences of stakeholders regarding leadership in secondary schools. Leaders gave their experiences as leaders operating in individual teams where the researcher uncovered how these stakeholders share their responsibilities in the development of schools.

1.9.4. Entry and researcher's role

The reseacher is part of the teams or stakeholders in a school where there is a lack of shared leadership responsibilities. The researcher wanted to explore experiences of other stakeholders in

other schools so that he may draw wisdom from participants to help stakeholders in his school to improve their key responsibilities as leaders. The reseacher collected and analysed data obtained from participants. The researcher further explored experiences of leaders and had a deeper and clear understanding of their experiences.

1.9.5. Data collection tools

The investigator triangulated the collection of data where interviews, focus groups, observations and document analysis were used. This was done to validate and ensure the validity of the data. Yeasmin and Rahman in BUP Journal (2012) define triangulation as a process of verification that increases validity by incorporating several viewpoints and methods. In the social sciences, it refers to the combination of two or more theories, data sources, methods, or investors in one study of a single phenomenon to converge on a single construct and can be employed in both quantitative (validation) and qualitative (inquiry) studies. (Yeasmin and Rahman, 2012)

1.9.5.1. Interviews

Salkind (2012: 394) defines interview as a method of collecting data that is similar to an oral questionnaire. An interview, according to Salkind (2012), can be formal and flexible or structured and focused. The researcher used semi-structured questions because they gave both the individual interviewee and interviewer a chance to explore the phenomenon deeply and widely and because they gave the researcher latitude in asking broad questions in whatever order seemed appropriate. Schumacher and McMillan (2010) point out those semi-structured questions have no choices from which the respondent selects an answer. Rather, the question is phrased to allow for individual responses. It is an open-ended question but is fairly specific in its intent. The investigator interviewed four Principals, two Deputy Principals, four Chairpersons of SGBs, nine HODs and four Presidents of RCL from the three secondary schools. Two schools were functional whereas the other one was dysfunctional.

1.9.5.2. Focus groups

In each of the three schools, there were three focus groups, the first one was of five teachers, the second one was of five parents and the last one was of five learners. This was to ensure that the

data was reliable. The researcher used a tape recorder to collect and capture data. The researcher took notes while participants were participating to note their facial expressions and other relevant observations.

1.9.5.3. Observations

The reseacher used direct observation method which Salkind (2012) states that it happens when the researcher is in or directly adjacent to the studied environment yet he is not a participant in the environment itself. The researcher had interactions with the participants to collect data. The researcher did not interrupt in the environment. An observation schedule was developed to guide the researcher. The researcher took notes and observations to keep in touch with the participants where he was able to observe their emotional changes which included interest, pain, and frustration.

1.9.5.4. Field notes

The researcher used field notes to collect data. These tools are useful because they serve as evidence that indeed research was conducted. The researcher can even store the tools to be used for future references.

1.9.6. Data analysis

To analyse qualitative data, the thematic approach was used. Themes generated from the interviews were categorised into sub-themes (Creswell, 2008). Interviews were transcribed immediately after every interview session. The researcher had to listen to tapes several times and write down any impressions he came across before the formal analysis.

1.9.6.1. Triangulation

The researcher used triangulation to make the study more reliable and validated. According to Schumacher and McMillan (2010: 478) a system of cross-validation among the data sources, data collection strategies, period and theoretical schemes is applied to the research study to ensure reliability and validity of the research design. The researcher searched for sources that gave provision for new knowledge to the study and contrasted participants' views on the role of stakeholders in schools. The researcher used available journals, books, members of schools

stakeholders who are principals, deputy principals, HODs, senior teachers who are not necessarily SMT members, chairpersons of both SGB and RCL to collect data. The rearcher used focus groups and individual interviews to gather data.

After data was collected and recorded, it was analysed by the researcher. Schumacher and McMillan (2010:367) indicate that qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns and relations among the categories. In qualitative studies, there is usually an enormous amount of data to be analysed, summarised, and interpreted.

According to Schumacher and McMillan (2010:367) in qualitative data analysis, there is a process of qualitative analysis which is a movement from specific data to general categories and patterns. There are four phases in qualitative data analysis. In the first phase, the researcher recorded data in writing or and also used a tape recorder. He then coded the data identifying patterns (themes or concepts). In the fourth phase, he split the patterns into narrative structures and visual representations.

1.9.6.2. Reliability and validity of the study

Salkind (2010:115) states that reliability occurs when a test measures the same thing more than once and results in the same outcomes. Salkind (ibid) further states that reliability consists of both an observed score and a true score component.

Salkind (2012) adds that validity refers to the results of a test. Reliability and validity were enhanced because the researcher used a variety of data collection instruments. Instruments that were employed included a literature study, observations made during meetings and in classrooms and individual interviews.

1.10. PILOT STUDY

Arain.et al. (2010) define a pilot study as a version of the main study that is run in miniature to test whether the components of the main study can all work collaboratively. A pilot study provides information to enable sample size calculation in a subsequent main study. The pilot study is a dress rehearsal for the actual research proposal. The researcher conducted a pilot study with members of SMT, SGB, teachers each from the school they were working. This was done to

test and evaluate and improve the study's effectiveness. Observations were done in meetings held by the SGB, SMT and subject committees. The selected participants were interviewed while the researcher recorded the interview with a tape recorder. Observations were made and conducted interviews were discussed with the chosen participants where amendments were informed by their comments. A pilot study gave the researcher an opportunity to test the relevance of proposed questions so that corrections were made in time.

1.11. ETHICAL CONSIDERATIONS WITH REGARD TO THE RESEARCH

The researcher adhered to the following ethical considerations as outlined by Salkind (2012:85-89).

1.11.1. Protection from harm

Participants were protected from any form of harm; be it physical or psychological. Participants were treated with respect. The reseacher protected their dignity at all times. This was done so that the researcher might not find himself having violated their human rights of which one of them is the right to human dignity.

1.11.2. Maintenance of privacy

The researcher at all times maintained the anonymity of participants. A single master sheet which contains both the names of the participants and their participant number was used. The researcher placed only the number on the scoring sheets, code sheets, or other testing materials.

1. 11.3. Coercion

The researcher did not force the participants to take part in the study. When the participants felt they were no longer interested, in the middle of the study, he did not force them to complete the interview.

1.11.4. Informed consent

The researcher prepared a consent form or letter for participants to read and sign that they were participating in the study where all ethical requirements, the purpose of the study, who the researcher is, what he was doing, and his contact numbers and point of contact were included.

1.11.5. Informed consent with children

The researcher included in the study children as participants. The researcher confirmed if there would be children under 18 years. If there are children who are under 18 years, the researcher will first get consent from their parents. , If children who are under 18 are orphans, the researcher will get consent from foster parents or guardians. School children who were above 18 years were treated like adults where their wishes were highly respected. If they did not want to participate, they were not forced. The researcher gave them informed consent forms to read and sign at their schools. Children under 18 years were requested to take the forms home for their parents or foster parents or guardians to read and sign to consent. See how consent forms are drawn above.

1.11.6. Confidentiality

The researcher guaranteed confidentiality in whatever the participants said and did. Information was distinguished by anonymity which is included in the informed consent form or letter read and signed by the participant. This was to protect the participants from being victimised for the information they shared with the researcher. All data collected were stored in a safe and limited place to ensure confidentiality of research participants.

1.11.7. Debriefing

The researcher, at the end of the study, informed participants of the findings of the study and left out specifics such participants' names. At the end of the research, the researcher prepared letters that were sent to the schools informing the participants of the intention of the focus groups and individual interviews conducted in their schools. Findings of the research were outlined which are of importance in the strengthening of shared leadership in their schools. This was to protect the participants from all harm that may be caused. All data collected were stored in a safe and limited place to ensure confidentiality of research participants.

1.11.8. Permission to conduct research

The researcher first obtained permission to conduct this research from the university ethics committee before it was performed. Further permission was sought from the Department Of Basic Education to conduct research in the selected schools. Before the investigator entered the schools to conduct research, permission was obtained from the schools principals. The reseacher also obtained authorisation to enter the field of research from the Department of Basic Education and schools selected as research sites.

1.12. CONCLUSIONS

The researcher drew conclusions from the literature study and findings of the explored topics. The study further explored the leadership roles schools' stakeholders should play in ensuring shared leadership in schools which leads to the attainment of the schools' vision. Schools should be functional and deliver quality education that South Africa aims to achieve.

1.13. LIMITATIONS AND DELIMITATIONS OF RESEARCH

The study was limited to secondary schools in Soutpansberg circuit in Vhembe district, Limpopo Province. It focused on principals, deputy principals, HODs, (SMT members), teachers, RCL members, and School Governing Body members. Particular attention was paid to the experience of the above-mentioned schools' stakeholders in their leadership roles. The investigation also focused on whether these stakeholders can have shared leadership in the realisation of the schools' objectives and aims.

There were limited books on leadership in the researcher's area. Sources were mostly found in cities which are far away from the researcher's place of residence. Financial resources were a significant barrier for the researcher because he only managed to travel once to Tshwane city.

Due to limited time and resources, the study only focused on schools that are in rural villages only covering Black schools. Unfortunately, the study did not cover White and Indian schools located in Makhado town.

Findings, conclusions, and recommendations were developed from the participants on a confidentiality basis.

1.14. EXPOSITION OF THE STUDY/CHAPTER OUTLINE

1.14.1. Chapter 1: This chapter contains the introduction, motivation, background to the study, problem formulation, research questions, aim, objectives and significance of the study.

1.14.2. Chapter 2: It provides the theoretical background of the study where leadership is discussed. This chapter clarifies what shared leadership is. The chapter further discusses the advantages and disadvantages of shared leadership theory. It provides the literature review which gives the role played by all stakeholders in school leadership.

1.14.3. Chapter 3: This chapter includes the research design and a short explanation of shared leadership underpinning the methodology. It serves as a roadmap which guided the researcher on how the research was conducted. The researcher also explains how data were collected and analysed.

1.14.4. Chapter 4: Sets out the results of the research.

1.14.5. Chapter 5: This chapter includes the summary, conclusion and or recommendations of this study.

1.15. DEFINITIONS AND CLARIFICATION OF CONCEPTS

The following are concepts which need clarification or definition to make the study easy to follow.

1.15.1. Stakeholder

The National Education Policy Act 27 of 1996 defines a stakeholder as an organisation or body with a direct and continuing interest in the education institution, programme, phase or sector in question.

1.15.2. School principal

According to Kruger, Du Plessis and Maseko, (2002), a school principal is a leader who shows well-developed qualities in an education environment and can influence colleagues to achieve organisational objectives.

1.15.3. Leadership

Kouzes (2008) defines leadership as teamwork.

1.15.4. Teacher

A teacher is one who teaches learners in the school.

CHAPTER 2

2. LITERATURE REVIEW

Leadership is one of the best qualities every organisation needs to realise its vision and the mission. It is against this background that the researcher is conducting a scholarly literature study to try and find the findings other authors got in the different researches they conducted and how they understand the concept of leadership. Different leadership styles are discussed and analysed to ascertain their effectiveness in the delivery of educational outcomes in schools.

2.1. LEADERSHIP

Tailor (2008) defines leadership as setting a direction and getting others to head in that direction. Bass (2008) argues that successful leaders need to understand people and organisations, tasks, processes, self and others. Kocolowski (2010) advances that leadership affects the success and failure of every type of organisation, and the complexity of today's business environment makes leadership increasingly more challenging.

In his overview of the leadership construct, Veldsman (2012) uses the words of Nahavandi (2009) when he describes leadership as the ability to influence individuals and groups, elicit goal-orientated behaviour, and relate the visions and strategies of the organisation in an understandable manner. Veldsman (2012) further brings forth the categories of leadership as stated by Nahavandi (2009) that there are three categories according to eras. These are; the art era (1800s-1940s) that perceived leaders to be born as opposed to moulded and created through experience; the behaviouristic era (Mid 1940s-1970s), which focused on the behaviours that define a leader; and the contingency era (the 1960s to present), which states that the effectiveness, behaviour, and style of the leader depend on what the situation demands of the leader**.**

Prinsloo (2013) introduces three leadership styles used in schools. These are democratic leadership style, autocratic leadership style and laissez-faire. Prinsloo (ibid) further posts that the leadership style that is adopted by a leader can have a positive or adverse effect on, for example, effective aim achievement, performance, staff development and job satisfaction in an organisation such as a school. Burke (2014) defines a leadership style as the manner and

approach the project leader uses to direct, influence, inspire and motivate the team members and other participants to achieve the project objectives.

According to Prinsloo (2013), it is right for principals and all leaders of stakeholders to use some aspects of autocratic leadership style where necessary.

Democratic leaders consult when approaching an issue and consider suggestions, yet the leader retains the final say. Democratic leadership style is used in schools to enhance leadership practices (Prinsloo, 2013). Laissez fair is the idea that participants should be able to work problems out without too much extra guidance and finally, an autocrat solves an issue and makes decisions for the group using observations of what the team needs at that particular time. According to Prinsloo (ibid) laissez fair is the idea that participants should be able to work problems out without too much extra guidance.

All schools are led according to the above leadership styles, yet most of them are getting more and more dysfunctional. In the researcher's view, there should be an alternative leadership approach which can either support the leadership styles or replace them. There is a need for a paradigm shift in the manner in which schools are led. Education is a societal issue; therefore shared leadership is required in schools. Hierarchal structured leadership seems to have lost its value. Principals alone cannot be masters of all subjects, individual decision makers, custodians of school policies and the overall doer of everything in schools. Leadership responsibilities need to be distributed among stakeholders who will, at the end of the day, account on whatever happens.

Ogawa and Bossert (2011) assert that leadership flows through the networks of roles that comprise organisations. The medium of leadership and the currency of leadership lie in the personal resources of people. Leadership shapes the systems that produce patterns of interaction and the meaning that other participants attach to organisational events. It is important for principals to use all leadership styles where necessary (Prinsloo 2013). Wood (2005) proposes four leadership dimensions which are; joint completion of tasks, mutual skills development, decentralised interaction among personnel and emotional support.

2.2. THE ROLE OF THE PRINCIPAL AS A LEADER

Van der Merwe (2015) posits that school principals need to be firmly in charge of their schools. Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008:131) suggest that the principal's role is seen as an act of balancing the interests of the various stakeholders for the benefit of the school. The principal should familiarise himself or herself with the benefit of each stakeholder to strike a balance in the school. The principal is responsible for organising a school as a structural organisation and coordinating all activities happening in the school. Zengele (2015) advances that organising involves the formation of the organisational structure in the form of an organogram that defines the levels of protocol within the school establishment. Coordination of all educational activities that include learner management and involvement is encapsulated in the organising function. Gichohi (2015) argues that funding is required for the enhancement of participatory activities that improve the learning environment and that participatory management in most schools contributes positively to academic achievement, to a larger extent.

The school principal should be kept abreast with the legal matters pertaining school management as a whole. The school principal should adapt to new emerging leadership practices which are summarised by Roberts and Roach (2006:5) as follows; site-based, innovation encouraged, the power of principal drawn from operation and collaboration with management. Lastly, schools are seen as a focal point of the community. School Governing Bodies (SGBs) are established to allow stakeholder participation in the leadership of schools. Marishane (2015) posits that like other members of the SGB, the principal is accountable to a constituency. Unlike other members such as parents, educators and learners who are accountable to their respective constituencies, the principal is responsible to the employer who constitutes such a constituency.

The school principal should create space for collegial models of shared leadership to operate. According to Van de Venter and Kruger (2013), the principal is an internal agent of change. The principal is expected to lead in change management. He or she should be the first to familiarise him or herself with change and implement it. Botha (2015) posits that the school principal, together with the SGB and the SMT has a crucial role to play in achieving effectiveness and efficiency. The school principal cannot influence the nature and success of the school as an organisation on his or her own; the involvement of other stakeholders remains crucial as astute leadership qualities are essential. Zengele (2015) asserts that the principal is responsible for

setting up communication structures within the school. The school principal directs the school towards the achievement of the school goals. Principals motivate staff members and learners. Zengele (2015) further argues that principals should promote a friendly climate by being warm and approachable when engaging with employees and learners alike. Zengele (ibid) posits that for the staff to believe in the honest intentions of the Principal, there must be high levels of trust. He further points out that the principal should demonstrate personal integrity, honesty and commitment to the achievement of educational goals to gain the teachers' trust. Zengele (ibid) asserts that in creating a healthy school climate, principals should avoid negative behaviour such as unnecessarily taking sides and blaming groups instead of the person responsible for an incident. The formation of cliques and treating staff like irresponsible individuals should be avoided at all costs.

2.3. THE ROLE OF SCHOOL MANAGEMENT TEAMS AS LEADERS

Botha (2015) in explaining strong educational leadership as characteristics of educational leadership, argues that it is imperative if a school wants to achieve its objectives that school principals, SGB and SMT have a crucial role to play in achieving effectiveness and efficiency in the school.

According to Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008:10), "education management literature increasingly refers to: 'distributed leadership', 'shared leadership', 'shared management', 'team management' and 'collective management'". It is of great importance that role players in team management be developed on the principles of teamwork. South African School Management Teams are composed of the principal as the team leader. In some schools where there are 15 educators and less than 30 teachers, there is one deputy principal or and in schools where there more than 30 teachers there are two deputy principals, the first deputy principal is in post number 15 and the second deputy principal is in post number 30.HODs are allocated numbers 6, 13, 20, 27, 37 and so on depending on the number of teachers in a particularly given school, Some schools have senior and master teachers whose role is to mentor novice teachers and head subjects and grades. Ntuzela (2008) states that the School Management Teams in South Africa hold formal positions of leadership within the school's organisational structure. Because of this, the SMTs carry the responsibility of ensuring that leadership is distributed to other colleagues irrespective of status or authority in the hierarchy.

This team of educators is responsible for the general management and administration of the school. They are in charge of curriculum management and extracurricular activities. In schools, they draft the year plan together with the other members of staff which is ratified by the school SGB and implemented by both the SMT and the SGB.

Van Deventer (2013) asserts that the principal is responsible for everything that happens in his school. Deputy principals should have a specific interest in the staff, especially beginner educators and HODs are expected to act professionally and should always keep abreast of the latest schools of thought on approach, methodology, techniques, evaluation and aid. School Management Team members should ensure that all programmes in the schools are implemented. Van der Merwe (2015) argues that implementation is the arranging of a proper balance between the use of power to ensure compliance. Botha (2015) posits that managers should monitor activities that are carried out in the course of the implementation of organisational plans. It involves engaging in a sustained focus on work in progress to ensure that the plans stay on course and deadlines are met.

2.4. THE ROLE OF TEACHERS AS LEADERS

Zengele (2015) argues that when learners realise that both teachers and the principal are interested and committed to their welfare and safety, they will be better able to excel in their learning activities.

Leadership and curriculum management, in particular is no longer the prerogative of the principal and the SMT, but is increasingly about individual responsibility. Leadership can occur at a variety of levels in response to various situations and is not necessarily tied to a post level, position, or formal organisational role. Teachers manage the curriculum, lead one another in subcommittees of extramural activities, are members of SGB, and lead learners in classes, sporting and cultural activities as coaches. Teachers are coaches and mentors; they are role models, pastors, life-long learners, researchers, moderators, mediators, curriculum managers, counsellors, class managers, team leaders, motivators, parents, subject specialists, assessors, examiners and are general administrators.

Carl (2010) claims that teacher participation in school management and leadership can bring positive results. Quality teacher involvement is essential for nurturing the personal and

professional growth of the teacher. Teachers should also be involved in the evaluation of their programmes. Botha (2015) holds the view that reviewing or evaluation involves taking stock of all functions to make an informed decision on all matters of the school. Botha (2015) maintains that research and assessment skills are needed to question the success of instructional programmes critically. According to Zengele (2015); Marishane and Botha (2011: 33), teachers attend workshops on the implementation of CAPS and return to show principals how it is done in classrooms. The increased professionalism of teachers through the attendance of workshops conducted by the education department and teachers' unions has made them take ownership of proceedings in their classrooms.

2.5. THE ROLE OF SCHOOL GOVERNING BODIES (SGBS) AS LEADERS

Section 16 of the Schools Act provides for the governance and professional management of schools. Section 23(1) of the Schools Act stipulates that elected members of the governing body should be drawn from the parents of learners, members of teaching staff and one non-teaching staff member, learners in Grade 8 or higher at the school and the principal who is an ex-officio member. SGBs play a pivotal role in schools. They are responsible for the development of policies which include, among others, the Constitution of the SGB, code of conduct for SGB members, a mission statement for the school, language policy, religious observance, a code of conduct for learners, a financial policy for the school, HIV policy, Safety and security policy. These responsibilities need thorough training for the SGBs to be effective.

Hughes and Pickerel (2010) argue that there is shared leadership when teachers, staff, parents, students and principals collaborate to solve problems. Carl (2010) claims that teacher participation in school management and leadership can bring positive results. Quality teacher involvement is essential for nurturing the personal and professional growth of the teacher. In addition to this assertion, Botha (2015) posits that the main goal of the school is the provision of quality education to all learners. To achieve this goal, various stakeholders such as teachers, parents, and members participate in the financial management processes. Thus, it is important to involve them.

Van Zyl (2015) says that the South African government wants parents to be counted in the formal education of their children since it supports the premise that effective parent involvement

results in improved learner performance. Van Zyl (ibid) says parents are involved in decision-making at various levels at schools, for example, in school committees and school governing bodies decisions and policy formulation and implementation. Where shared leadership exists with youth and adults working collaboratively, there is a student-focused school. Shared leadership means a shift from the leader to a shared leadership model resulting in shared power and decision-making.

Botha (2015) posits that the school principal, together with the school governing body and the school management team has a crucial role to play in achieving effectiveness and efficiency. The school principal cannot influence the nature and success of the school as an organisation on his or her own. The involvement of other stakeholders remains crucial and astute leadership qualities are essential.

2.6. THE ROLE OF REPRESENTATIVE COUNCIL OF LEARNERS (RCL) AS LEADERS IN SECONDARY SCHOOLS

In South Africa, there are new legislations that require schools to function differently from the period before 1994. Section 11 of the Schools Act stipulates that every public school that enrols learners in grade 8 and higher grades (9 to 12) must establish an (RCL). The Education Laws Amendment Act 57 of 2001 provides that the RCL is an official body representing all democratically elected learners from each class. The chairperson and the secretary of the RCL automatically become members of the School Governing body without voting rights. Learner participation in various school activities is a condition for school improvement (Zengele 2015).

RCLs replace prefect councils which existed during the apartheid era. Prefects were appointed whereas class representatives are elected democratically by learners. SASA of 1996 provides that learners shall elect members of the RCL composed of class representatives. The elected RCL shall represent learners in the SGB. The two learners will however not have voting rights in the SGB. The RCL helps in the development of school policies and their maintenance. They assist in the maintenance of discipline, order and cleanliness at school. They also assist in the interpretation of policies to other learners. Zengele (2015) posits that learners who serve in school leadership positions may set a good example to other learners and such learner leaders may provide direction, set the pace and motivate others within the school.

2.7. THEORETICAL FRAMEWORK

The shared leadership theory underpins this study. The researcher chose shared leadership as the appropriate leadership style to employ in this study because it improves student efficacy and student performance. Leithwood and Mascall (2008) argue that several recent, large-scale studies have provided evidence that shared leadership does positively impact student achievement. In support of the above claim, Louis, Leithwood, Wahlstroom and Anderson (2010) add that a six-year study commissioned by the Wallace Foundation found that a collective or shared approach to leadership had a moderate but significant impact on student achievement. Hallinger and Heck (2010) in their longitudinal study involving 198 U.S primary schools found that collaborative leadership had a significant impact on student learning and demonstrated the mutually reinforcing relationship between collaborative leadership, school improvement capacity, and student learning. Louis, Leithwood and Anderson (2010) further added that the study commissioned by the Wallace Foundation investigated the school and district leadership practices that lead to improved educational outcomes and found that collective leadership practices –collaborative leadership involving principals, teachers, and parents; had the most modest but significant indirect effect on student achievement.

 In addition, Worley and Lawler (2006) suggest that shared leadership is advantageous in that it: (a) "effectively substitutes for hierarchy" by spreading knowledge and power throughout the organisation, allowing for quick response to information;

(b) "builds a deep cadre of leadership talent; and

(c) enables multiple leaders at all levels of the organisation who are continually detecting significant trends to call for change before senior management does.

2.7.1. Shared leadership

Barrere-Osorio, Fasih, Patrinos and Santibanez (2009) old the view that the move towards decentralisation is motivated by the belief that teachers, parents and principals should have more power, authority and accountability. Avolio, Walumbwa and Weber (2009) define shared leadership as an emergent state where team members collectively lead each other. Also, Pearce,

Manz and Sims Jr (2009) define shared leadership as a dynamic, unfolding, interactive influence process among individuals, where the objective is to lead one anther towards the achievement of collective goals.

According to Gerzon (2003), leadership originated in the ancient root word "Leith", which means "to go forth and die", as in the battle. By this definition, those who lead use power over others. Even if "power" is removed from the equation, and even if the "leader" represents some higher cause or value, the word still means the act of mobilising one group to dominate or vanquish another.

O'Toole, Galbraith and Lawler (2002) reveal that leadership dates back to 400BC to the time of Plato. Plato wrote that leadership is a rare trait, typically possessed by only one person in society. This is called "single leader" theory. Later Aristotle, Plato's student, disagreed with his teacher and argued that wisdom is never the sole province of one person. In other words, Aristotle maintains that no man can claim to know everything; he/she needs the expertise and skills of other people to lead effectively. They further stated that Aristotle's idea could not be practised which made Plato' single ruler or leader theory stand the test of time.

Sally (2002) argues that although Plato's leadership framework prevailed, a more detailed examination of history revealed that Aristotle's leadership framework found a place in history. There is a good reason to review the history of the Roman Republic, prior the rule of the Roman Empire. Sally revealed that the Roman Republic, for more than 400 years, was governed using a much disciplined shared leadership framework. Pearce (2007) describes shared leadership as an approach to leadership where formal leaders and non-formal leaders temporarily become the team leaders if and when an individual's expertise matches the situation. As such shared, leadership is more of an activity than a trait.

Parslely (2011) argues that since the 1990s, literature has shown an increased attention to the idea of shifting leadership from a more traditional, hierarchical approach to one that involves multiple stakeholders, including principals and teachers working together, to influence change. Pearce, Manz and Sims Jr. (2009) argue that leadership involves roles and activities that can, and should, be shared among members of a team or organisation. Pearce and Conger (2003) define shared-leadership as a process by which strategic decisions are made in an inclusive environmen.

Each member of the group participates in choosing what is best for the greater good of the whole, rather than having decisions handed down by a single individual as a means of influence or constraint over the group.

Small (2007) holds the view that trust is considered a necessary antecedent of the development of shared leadership in teams. In support of Small (2007), Louis, Leithwood and Wahlstroom (2010) argue, after being supported by evidence, that shared leadership is crucial in schools as it improves students' achievement. For example, a six-year study commissioned by the Wallace Foundation found that a collective or shared approach to leadership had a moderate but significant impact on students' achievement. Carson, Tesluk and Marrone (2007) argue that shared leadership definitions often include the term team, coupled with the concept of a process, property, or phenomenon

Carson et al. (2007) propose three constructs of shared leadership which are: shared purpose, social support, and voice. Walker, Smither and Waldman (2008) on the other hand identify the following leadership indicators:

- the work team resolves differences to reach agreement;
- work is distributed properly to take advantage of members' unique skills;
- information about the company and its strategy is shared;,
- teamwork is promoted with the team itself; and
- the team works together to identify opportunities to improve productivity and efficiency.

Lindahl (2008) mentions that teachers should be involved in the formulation of the school vision and planning. Lindahl (ibid) further argues that that planning without the involvement of teachers greatly threatens both implementation and institutionalisation of the changes desired. Naidu et al. (2008:186) add that before aims and outcomes can be formulated to guide the actions of educators and learners, the senior management team, and the school governing body need to agree on the school's mission. Landahl (2008) asserts that in schools, leadership can be shared among people, not only the selected few who may be formally designated as administrators or teacher leaders. Shared leadership thrives well where there is communication. McClain and Romaine (2007) describe communication as a craft which needs to be learnt. They define communication as the ability of a person, the sender of the message, to express him or herself so

that the other person (the receiver) understands both the words and intentions. Steyn and Van Niekerk (2013) say that at a school, formal channels of communication are upward, downward and horizontal. This channel of communication has been created to ensure that information immediately reaches the people concerned. Such channels must exist not only within the organisational structure of the school but also between the school and the department.

Steyn and Van Niekerk (2013) posit that communication depends not only on the ability to listen effectively but also on the ability to receive it. Steyn and Van Niekerk (ibid) postulate that there is formal and informal communication. They suggest that formal communication can be oral which includes meetings, interviews, telephone conversations, and written which includes reports, memoranda, documents and letters or nonverbal which includes gestures, demonstrations, signals, silence and can be controlled. Informal communication is also called grapevine. This kind of communication should be conducted horizontally, vertically (top to down or down to top) or lateral. Van Zyl (2015) suggests that two-way communication between the school and parents should be established as there is a need to keep parents informed of educational matters using clear and unambiguous messages.

2.7.2. Necessary character traits for leaders who believe in shared leadership

Tough (2012) posit that leaders need the following character traits to make shared leadership work in schools: Resilience, perseverance, optimism, moral and performance character, self-control and grit. Shared leadership gives youths and adults the strength, leadership skills and belief in collaboration to handle adversity.

2.7.3. Strategies to guide effective shared leadership

Hughes and Pickerel (2013) have put together the following strategies to guide effective shared leadership:

- Shared leadership is a partnership where teachers, staff, parents and students are equal partners;
- Much can be accomplished when education stakeholders work together toward a shared purpose rather than working on their agenda;

- Each person in the partnership must take an active role and be accountable for effectively completing their individual responsibilities;

- Shared leadership means respect and accountability to consider different and new ideas and strategies; and

- Principals, teachers, parents and students need grit, especially those who believe in shared leadership.

Effective shared leadership requires planning. Planning is one of the managerial tasks. Zengele (2015) posits that this task has to do with organising a strategic planning session for the staff where the vision and, scanning of the environment and setting up of the organisational goals of the school are shaped and shared by all stakeholders. Van Zyl (2015) argues that without planning, it would be difficult to lead and manage organisations such as schools. Principals of schools should then prioritise planning as early as the last term of the year or very early in the year during the first term. According to van Zyl (2015), the main function and characteristics are to provide educational directives for the school. It relates to vision, mission, policy and non-academic matters.

Literature (Lindal, 2008; Wood, 2005) encourages leaders of stakeholders to work together on issues of planning and completion of tasks. This opens a space for shared skills and ideas. Principals, in particular, should ensure that all stakeholders are involved in planning.

Lindal (2008) argues that planning without the involvement of teachers greatly threatens both implementation and institutionalisation of the desired changes.

CHAPTER 3

3. RESEARCH DESIGN AND METHODOLOGY

This chapter provides a description of the research methodology and design, which include the sampling method, data collection method, data analysis procedures, ethics consideration and issues of validity and reliability. The chapter starts by discussing the theoretical basis of qualitative research. The data collection methods, the sampling techniques and ethics consideration will then follow. In addition, an account of the procedures utilised to analyse and interpret data are highlighted. Finally, measures to ensure validity and reliability are comprehensively discussed in this chapter.

3.1. QUALITATIVE CASE STUDY APPROACH

For the purpose of this study, the researcher used a qualitative case study approach with descriptive statistics aimed at identifying the leadership roles secondary schools' stakeholders play in Soutpansberg East circuit. This method was able to assist the researcher in exposing the weaknesses and strengths of secondary schools' stakeholders.

For the purpose of this study, the researcher used a case study method to capture data. Case study dates back to the 19th century when Sigmund Freud (1856-193) conducted an intensive case study on an individual basis by psychoanalytically inclined researchers to generate concepts about human ideas by using the free association method wherein the subject says whatever goes through his or her mind. Salkind (2012) defines a case study as a descriptive research method used to examine an individual in a unique setting or situation in an extraordinary manner. Nieuwenhuis (2011) argues that the term "case study" has multiple meanings. It can be used to describe a unit of analysis; a case study of a particular organisation or to describe a research method. He further argues that the unit of analysis is a critical factor in case study research. It focuses on a system of action rather than an individual or group of people. However, case studies can also be selective, focusing on one or two issues that are fundamental to understanding the examined system. Nieuwenhuis (2011) posits that the typical characteristics of case studies are that they strive towards a comprehensive (holistic) understanding of how participants relate and interact with each other in a given situation and how they make meaning of a phenomenon under study. Cresswell (2008:476) defines case study as an in-depth exploration of a limited system

such as an activity, event, process, or individuals based on extensive data collection. The researcher used an instrumental case study which provides an insight into a specific theme or issue. Creswell further states that a case study is used to elucidate that entity, issue, or theme. The researcher selected this method because he needed detailed information about leadership challenges in schools. Salkind (2012) holds the view that case studies take a long time to complete yet can yield lots of detail and insight.

The researcher chose a case study because Salkind (2012) argues that it has three advantages. The first one is that case studies focus on only one individual or one thing, secondly case studies encourage the use of several different techniques to get the necessary information ranging from personal observations, to interviews with others who might know the focus of the case study. Thirdly it is the only way to get a richer account of the phenomenon under study.

The researcher used a case study because firsthand account of the real situation where he also experienced the first-hand emotional information of participants. The researcher identified four secondary schools in Soutpansberg East circuit where the study was conducted.

According to Schumacher and McMillan (2010:489), qualitative research method is a type of investigation that refers to an in-depth study using face to face or observation techniques to collect data from people in their natural settings.

In addition to the two definitions, Salkind (2012:213) defines qualitative research as a social or behavioural science research that explores the problems that underlie human behaviour using such explanatory techniques, surveys, case studies, and other relatively personal techniques.

3.2. POPULATION AND SAMPLING

Schumacher and McMillan (2010:489) define purposive sampling as a type of sampling that allows the researcher to choose small groups or individuals who are likely to be knowledgeable and informative about the phenomenon of interest; selecting cases without needing or desiring to generalise to all such situations. In addition to this definition, this assisted and allowed the researcher to choose one principal per school from the schools, two deputy principals, four school governing body chairpersons of each school, four Representative Council of Learners' presidents from all schools and three Heads of Departments from each school. Additionally, a

group of five teachers who were not necessarily school management team members from each secondary school, a group of five parents who were not in the SGB and a group of 10 learners who were not members of the RCL were sampled. Nieuwenhuis (2011) argues that purposive sampling is most successful when data review and analysis are conducted in conjunction with data collection.

The researcher also used convenience sampling. Schumacher and McMillan (2010:137) call convenience sampling as available sampling. The investigator, therefore, selected 12 HODs, four principals, two deputy principal, four SGD chairpersons, four RCL presidents, 20 teachers, 20 learners and 20 parents from all four secondary schools in Soutpansberg circuit. They further define convenience as a method where a group of subjects are selected by being accessible or expedient. These two sampling methods; purposive and convenience sampling, complement each other so well that they were used together. Schumacher and McMillan (2010:137) claim that convenience sampling makes it easier to conduct research, is less costly and time-consuming. They further argue that purposeful sampling is less expensive and time-consuming, and assures a high participation rate.

3.3. RESEARCH SETTING/RESEARCH SITES

The research was conducted in four secondary schools in Soutpansberg East circuit, Vhembe district of Limpopo Province. The study focused on the experiences of stakeholders regarding leadership in secondary schools. Leaders revealed their experiences as leaders operating in individual teams where the researcher sought to uncover how these stakeholders share their responsibilities in the development of schools.

3.4. ENTRY AND RESEARCHER'S ROLE

The investigator was part of the teams or stakeholders in a school where there is a lack of shared leadership responsibilities. The researcher wanted to explore experiences of other stakeholders in other schools so that he may draw wisdom from participants to help stakeholders in his school to improve their key responsibilities as leaders. The researcher collected and analysed data obtained from participants. He further explored experiences of leaders and had a deeper and clear understanding of their experiences.

3.5. DATA COLLECTION TOOLS

The researcher triangulated the collection of data where interviews, focus groups, observations and document analysis were used. This was to authenticate and ensure the validity of the data.

3.5.1. Interviews

Salkind (2012: 394) defines interview as a method of collecting data that is similar to an oral questionnaire. An interview, according to Salkind (2012), can be formal and flexible or structured and focused. Harries (2008: 36) argues that events cannot be understood unless one understands how these events are perceived and interpreted by people who participate in them. School principals, deputy principals, HODs, teachers, parents, learners, RCL presidents, and SGB chairpersons were interviewed as they are people who share an understanding of the phenomenon under study. In support of Harries, Schalock (2008:67) states that one way to find out about a phenomenon is to ask questions from the people who are involved in it one way or the other.

Nieuwenhuis (2011) defines an interview as a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the participants' ideas, beliefs, views, opinions and behaviours. He further states that the aim of qualitative interviews is to see the world through the eyes of the participant. Further, interviews, and they can be a valuable source of information, provided they are used correctly. Nieuwenhuis (2011) further postulates that the aim is always to obtain rich descriptive data that will help the researcher to understand the participants' construction of knowledge and social reality. If the persons being interviewed thinks that the topic is important and they trust the investigator, they will give them information that they would not have been able to collect in any other way. Nieuwenhuis identifies three types of interviews; structured interviews, semi-structured interviews and open-ended interviews.

The researcher used semi-structured questions because they give both the individual interviewee and interviewer a chance to explore the phenomenon deeply and widely and because they give the researcher latitude in asking broad questions in whatever order seems appropriate. Before the interviews commenced, a pilot interview was conducted with participants from one secondary school. This was not included in the sample. This was done in order evaluate and improve the effectiveness of the questions to be used in the interviews and where necessary alterations

needed were effected. The pilot interview was also conducted to validate the interview schedule and to assist the researcher to think about what to expect from the respondents.

Participants were interviewed on how they perceive shared leadership in their respective schools. Semi-structured questions were conducted with secondary school principals, deputy principals, HODs, SGB chairpersons and RCL chairpersons. The interviews lasted about 20 minutes. Schumacher and McMillan (2010) point out that semi-structured questions have no options from which the responded selects an answer. Rather, the question is phrased to allow for individual responses. It is an open-ended question but is fairly specific in its intent. Nieuwenhuis (2011) argues that semi-structured interviews seldom spans an extended period and usually requires the participant to answer a set of predetermined questions. It does not allow for probing and clarification of answers. Semi-structured interview schedules define the line of inquiry.

Trochim (2009:67) maintains that interviews enable participants to discuss their interpretations of the world in which they live, and how they regard situations from their point of view. Participants were given ample time to discuss their perceptions, views, experiences, skills and knowledge about shared leadership in their schools.

The researcher interviewed four principals, two deputy principals, four chairpersons of SGBs, four HODs and four presidents of RCL from the four secondary schools who were interviewed individually. Two schools were managed by male principals whereas female principals managed the other two secondary schools.

Before interviews commenced, permission to record the interviews was requested from the participants. After the approval of the recording, a short introduction was given by the researcher to the participants (interviewees) where aims of the research were unveiled. Participants were also assured of the confidentiality and privacy of the information they would provide. Participants were also requested to be free during the interview. A tape recorder was used to collect information from the participants which has kept the information realistic, original and safe. A tape recorder reduces bias that is present when taking notes as the interviewer may overlook important information. A tape recorder is used to verify the notes taken down during the interview without having to ask the respondent to repeat lost information.

3.5.2. Focus groups

Salkind (2012) defines a focus group as a group of participants who are asked to make a judgment about a particular event or object. In each of the three schools, there were three focus groups, the first one had five teachers in each school, the second one was for five parents in each school and the last one was for five learners in each school. This was done in order to ensure that the data was reliable. The researcher was using a tape recorder to collect and capture data. He took notes while participants were participating to record their facial expressions and other relevant observations.

3.5.3. Observations

The researcher used direct observation method which Salkind (2012) states happens when the researcher is in or directly adjacent to the environment being studied yet he is not actually a participant in the environment itself. The researcher had interactions with the participants in order to collect data. He avoided interrupting in the environment. An observation schedule that guided the researcher was developed. Notes and observations were done in order to keep in touch with the participants where the researcher was able to observe their emotional changes which included interest, pain, frustration, and the environment.

3.5.4. Field notes

The researcher used field notes collect data. These tools are useful because they serve as evidence that indeed research was conducted. The researcher has stored these tools for possible future references.

3.5.5. Tape recorder

The researcher used a tape recorder to collect data from the respondents.

3.6. DATA ANALYSIS

Saldana (2009:122) perceives data analysis as a process that requires the analyst to capture an understanding of the data in writing. Phalane (2011:57) states that data analysis is the process of bringing order, structure and meaning to the mass of time consuming and fascinating process. Data analysis has taken the form of reviewing the interview data, identifying issues, and reporting these as main themes in terms of the research questions. Mouton (2006: 111) views that

we analyse data through the identification of patterns and themes in the data and drawing conclusions from them.

3.6.1. Triangulation

The researcher used triangulation to make the study more reliable and validated. According to Schumacher and McMillan (2010: 478) "a system of cross-validation among the data sources, data collection strategies, time period and theoretical schemes is applied to the research study in order to ensure reliability and validity of the research design". The researcher searched for sources that provided new knowledge to the study, contrasting participants' views on the role of stakeholders in schools. The researcher used members of schools stakeholders who are principals, deputy principals, HODs, senior teachers who are not necessarily SMT members, chairpersons of both SGB and RCL to collect data. He used focus groups and interviews to gather data. Smith and Biley (2007) state that establishing truth can be attained using three types of triangulation; namely;

- Triangulation by means of constant comparative method. Mixed method of data collection was used to collect data and same themes appeared.
- Triangulation regarding the variety of data collection methods. Interviews, observation, field notes, tape recorder and focus groups were used to collect data and both produced same results.
- Triangulation regarding the variety of participants. Data were collected from principals, deputy principals, HODs, SGB Chairpersons, RCL presidents, parents, teachers and learners.

After data was collected and recorded, it was analysed by the reseacher. Schumacher and McMillan (2010:367) indicate that "qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns and relations among the categories". In qualitative studies, there is usually a considerable amount of data to be analysed, summarised, and interpreted.

According to Schumacher and McMillan (2010:367) "in qualitative data analysis, there is a process of qualitative analysis which is a movement from specific data to general categories and patterns". There are four phases in qualitative data analysis. In the first phase, the researcher

records data in writing or by using a tape recorder. He or she then codes data identifying patterns (themes or concepts), and in the fourth phase, he or she splits the patterns into narrative structures and visual representations.

3.6.2. Reliability and validity of the study

Salkind (2010:115) states that "reliability occurs when a test measures the same thing more than once and results in the same outcomes". Salkind (ibid) further states that reliability consists of both an observed score and a true score component. Also, reliability is defined by Foster (2008) as the extent to which independent researchers could discover the same phenomena and to which there is agreement on the description of the phenomena between the researcher and the participant.

Salkind (2012) adds that validity refers to the results of a test. Foster (3008: 87) defines validity as "a judgment of the appropriateness of a measure for specific inference or decisions that result from scores that are generated". According to La Follett (2007: 78), "validity means the degree to which scientific explanations of phenomena match the realities of the world". It refers to the truth or falsity of propositions generated by research. The explanation of observed phenomena approximate what reality or truth is, and the degree to which the explanations are accurate comprises the validity of the research. Consequently, validity depends on the purpose, population and a situational factor in which measurement takes place.

Reliability and validity was enhanced because the researcher used a variety of data collection instruments. Instruments that were utilised included a literature study, observations made during meetings and classrooms, focus group interviews and individual interviews. To augment this, one pilot interview was conducted in a secondary school which was not part of this study. Discussions of interview questions were done between the researcher and his supervisor before and after the interviews. A standardised form of questioning was used during interviews with the aim of minimising the effect of research bias. The researcher also used verbatim accounts where direct quotes and transcripts of the participants, responses during interviews were presented. Low-inference descriptors were also used. Abstract language was avoided to enable participants to understand   every term and lastly, a tape recorder was used to record all interviews.

An audit trail was also left so that the pathway of the decision made in the data analysis can be confirmed by other researchers. Birks et al., (2008) posit that 'memoing' serves to assist the researcher in making conceptual leaps from raw data to those abstractions that explain research phenomena in the context in which it is examined. Given (2008) defines memoing as the act of recording reflective notes about what the fieldworker, data coder, and or analyst is learning from the data. Memos accumulate as written ideas or records about concepts and their relationships. Glaser and Strauss (2007) advocate the process of "memoing". In memoing, the researcher made a note of the main thoughts, haunches and lines of enquiry during data collection to serve as a form of audit trail. Items were juxtaposed against one another repeatedly and compared and contrasted again to provide a check on their representativeness. By so doing, distortions, inaccuracies and misinterpretations were gradually discovered and resolved.

3.7. PILOT STUDY

Arain et al., (2010) define a pilot study as a variant of the version of the main study that is run in miniature to test whether the components of the of the main study can all work together. A pilot study provides information to enable sample size calculation in the subsequent main study**.** The pilot study is a dress rehearsal for the actual research proposal. The researcher conducted a pilot study with members of SMT, SGB, teachers each from the school where they were working. This was done in order test, evaluate and improve the study's effectiveness. Observations were done in meetings held by the SGB, SMT and subject committees. The selected people were interviewed while the researcher recorded the interview using a tape recorder. Observations made and interviews conducted were discussed with the selected participants where amendments were made informed by the participants' comments. A pilot study gave the researcher an opportunity to test the relevance of proposed questions asked so that corrections could be made in time.

3.8. ETHICAL CONSIDERATIONS WITH REGARD TO THE RESEARCH

The researcher adhered to the following ethical considerations as outlined by Salkind (2012:85-89):

3.9. PROTECTION FROM HARM

Participants were protected from any form of harm; be it physical or psychological. Participants were treated with respect. Their dignity was protected by the researcher at all times. This is done so that the researcher may not find himself having violated their human rights wherein one of them is the right to human dignity.

3.10. MAINTENANCE OF PRIVACY

The researcher had, at all times, maintained the anonymity of participants. A single master sheet which contained both the names of the participants and their participant numbers were used. The researcher placed only the number on the scoring sheets, code sheets, or other testing materials.

3.11. COERCION

The researcher did not force participants to take part in the study. When the participants felt like they no longer were interested in the study, the researcher did not force them to finish.

3.12. INFORMED CONSENT

The researcher prepared a consent form or letter for participants to read and sign that they were participating in the study where all ethical requirements, purpose of the study, researcher's names, what he was doing, and his contact numbers and his point of contact were included.

3.13. INFORMED CONSENT WITH CHILDREN

Children were part of this study as participants. The researcher confirmed if there were children under the age of 18 and indeed there were present. The researcher then obtained consent from their parents, foster parents or guardians in a situation where some did not have biological parents. School children who were above 18 years were treated like adults, where their wishes were highly respected. If they did not want to participate, they were not forced. The researcher gave them informed consent forms to read and sign. See how consent forms are drawn on the attachments below on the appendices.

3.14. CONFIDENTIALITY

The researcher guaranteed confidentiality in whatever the participants said and did. Information was disguised on the basis of anonymity which was included in the informed consent form or

letter read and signed by the participant. This was done in order to protect the participants from victimisation. All data collected were stored in a safe and limited place with a view to ensure confidentiality of research participants.

3.15 DEBRIEFING

At the end of the study, the researcher informed the participants about the findings, however specific information such as participants' names was left out. At the end of the research, the researcher prepared letters to be sent to the schools informing the participants of the intention of the focus groups and individual interviews conducted in their schools. Findings of the research were outlined which were of importance in the strengthening of shared leadership in their schools. This is done in order to make participants understand the role they played in identifying gaps in the school management system which needs to be addressed.

3.16. PERMISSION TO CONDUCT THE RESEARCH

The researcher first obtained permission to conduct this research from the university ethics committee before it was conducted. A further permission was sought from the Limpopo Department Of Basic Education to conduct this research in the selected schools. Before entering the schools to conduct the research, permission was requested and granted from the school principal. The researcher also obtained the authorisation to enter the field of research from the Department of Basic Education and schools selected to be used as research sites.

3.17. CONCLUSIONS

The researcher drew conclusions from the literature study and findings of the explored topics. The study further explored the leadership roles that the leaders of schools' stakeholders should play in ensuring shared leadership in schools which leads to the attainment of the schools'. Schools should be functional and deliver quality education in South Africa.

3.18. LIMITATIONS AND DELIMITATIONS OF THE RESEARCH

The study was limited to secondary schools in Soutpansberg circuit in Vhembe district, Limpopo Province. It focused on principals, deputy principals, HODs, SMT members, teachers, RCL members, and School Governing Body members. Particular attention was paid to the experience

of the above mentioned schools' stakeholders in their leadership roles. The investigation also focused on whether these stakeholders are able to have shared leadership in the realisation of the schools' objectives and aims.

There were limited books on leadership in the researcher's area. Sources were found mostly in cities which are far away from the researcher's place of residence. Financial resources were a significant barrier for the researcher because he only managed to travel to the Tshwane city once.

Due to limited time and resources, the study only focused on schools in rural villages and Makhado municipal R293 towns which only covered Black schools. Unfortunately, the study did not cover White and Indian schools located in Louis Trichardt town. Findings, conclusions, and recommendations were developed from the participants on a confidentiality basis.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1. INTRODUCTION

Chapter three presented data as captured in the field. In this chapter, the researcher presents the data, data analysis and interpretation. Findings are presented in the order of the research questions.

4.2. CONTEXTUALISING THE INTERACTIONS

Contextualisation of the study will focus on the description of the sites, participants and the documents that were reviewed.

4.2.1 Description of sites

Site A

The first day to enter this site was in the morning around 8 O'clock. The gate was locked. The researcher was welcomed by a learner who identified himself as someone who opens and closes the gate every time a visitor arrives and leaves. Teachers were not organised and ready for the interviews. The researcher was asked to meet teachers in their staff room to arrange for a special day and time for interviews. Teachers were very cooperative and offered to participate in interviews sometime when they were free. There is a communication problem between the principal and the teachers. Learners were in their classes learning and teachers in classes teaching. The yard did not have flowers; it was weedy. Toilets were dirty, but classrooms were tidy. Classrooms were congested, and there was insufficient furniture (chairs and tables) for learners. The school did not have an administration block. The SGB divided one classroom into minuscule offices occupied by the principal, two HODs (sharing one office) and the school administration clerk. The other room was used for photocopying.

Site B

The researcher arrived at the site after break. Some learners were going home, and when he asked as to why they were leaving so early, they told him that they did not want to participate in the extra-mural activities. There was a security guard at the gate who seemed indifferent. There was up and down movement of learners; some were learning, some were outside their classrooms while others were studying. The school has the administration block with ablution facilities inside. Learners have both flushing toilets and pit latrine toilets. There were enough classrooms for learners. The school had both flowers and vegetable gardens. The school was under renovation, and new classrooms and pit toilets were under construction. There was water in the school yard. Teachers raised serious concerns regarding leadership, starting from the principal to the SMT. Teachers' main challenge was the dictatorship leadership style of the principal and the laissez-faire leadership style of the SMT.

Site C

The researcher arrived early in the morning to meet the principal and the SGB chairperson. There was order in the school. Learners were in their classrooms learning and teachers in their classrooms teaching. The school yard was clean with some few flowers next to the SMT offices. There was no administration block. The SGB demarcated a classroom into offices. The principal uses one office, three HODs use the second office and the third one is used for photocopying. There is no space for HODs and educators to interact in their daily business. Classrooms were congested. There was an unfinished hall erected in the centre of the schoolyard used for morning devotions, learners' meetings and parents meetings. There were flushing toilets. There was a borehole which provides water to the school. There was a playground. Educators were using one classroom and a small library as their staff room.

Site D

The researcher arrived at the site early in the morning. There was a security guard who welcomed the researcher. He gave him a visitors' book to write this particulars. Some learners were late. There was no teacher at the gate to control late comers. It took some time for learners and educators to get into their respective classrooms. The school had an administrative block with ablution facilities. Learners have their flushing toilets which were dirty. Some toilets were blocked and out of order. There were few flowers with no lawns.

4.2.2. Description of each participant and focus group

The reseacher now describes the participants of the study. There were four principals, two deputy principals, four HODs, four teachers, four chairpersons of SGBs, four parents', and four presidents of RCL and four learners'.

4.2.2.1 Principals

(a) Principal A

The principal is a male. He is in his late 40s. He was wearing a suit. The researcher went to the principal's office who welcomed him and referred him to the HOD who took him to the teachers in the staff room. The principal holds an Honours degree in Education Management. He is brave, confident, eloquent, and presentable. Learners and teachers highly respect him. When he walks around the school, the researcher saw learners who were outside running to their classrooms. After break, learners and teachers rushed back to their classrooms when they saw the principal standing outside his office. He is results oriented. He said Grade 12 learners attend weekend and holiday classes to prepare themselves for the examination.

(b) Principal B

This woman principal welcomed the researcherme and wherein they started with the scheduled interview. She holds a Master's degree in Education Management and currently working on her PhD in Education Management. She is old enough that she may retire anytime. She was wearing a suit and looked very presentable. She is confident and in charge of the school. Learners and teachers were in classes learning and teaching. She answered interview questions with great confidence.

(c) Principal C

This principal is a woman too, and she also welcomed the investigator very well. She holds an Honours degree in Education Management. She is young and full of energy. She was always up on her feet managing the school by walking around. Learners and parents respect her. After break, teachers and learners rush to the classrooms. Learners, parents and teachers seem to love her. This was evident when parents expressed that they love her because she loves their children.

She is confident. She is a disciplinarian. Learners arrived in time, and this was confirmed by what one learner said in the interview: "When we arrive late at school, she instructs us to do frog jump". She is orderly, highly professional and strategises her actions.

(d) Principal D

This principal was a presentable and confident orator. He seemed to be focusing more on learners' results. He often walked around the school monitoring the learners and the teachers. When he is in the school yard, there was a learning and teaching atmosphere. He holds an Honours degree in Education Management.

4.2.2.2 Deputy Principals

(a) Deputy Principal A

This deputy principal is a dear and reserved leader who is liked by learners and teachers. She holds an Honours degree in Education Management. During the research visit, she displayed qualities of good leadership such as accountability, responsibility, and team spirit. These qualities were more evident when she helped her subordinates in the compilation of mark schedules. She said she always wants to meet due dates.

(b) Deputy Principal B

He holds an Honours degree in Physical Science. This deputy principal appeared to be very strict and feared by learners. He was always punctual. He taught in the morning before normal lessons commenced. Teachers love him. He is a very wise leader. He always went an extra mile in whatever he did and as such he had volunteered to manage Physical Sciences in an attempt to support the HOD responsible for Natural Sciences. He has a reputation of producing good matric results in Physical Sciences.

4.2.2.3 HODs' focus groups

(a) HODs' focus groups A

HODs were not cooperative. It took the researcher several days to get them for the interviews. They were always away from school. It was not easy to find them at school. They were suitably qualified to manage the departments they are heading.

(b) HODs' focus groups B

The researcher also managed to interview some of the two of the HODs as the third HOD said he would be very busy the whole month and as such would not have time for interviews. The reseacher could clearly see that he was not ready for interviews. The researcher did not coerce him to be interviewed. They were suitably qualified to head their departments.

(c) HODs' focus groups C

When the researcher arrived at the site, all three HODs were ready for the interviews. They were very cooperative and professional. They stuck to their schedule. They were punctual and supportive to the principal. They were suitably qualified to head their departments. Some of them hold Advanced Certificates in School Management and B. Ed (Hons) in Education Management. They hold meetings with their subject committees. They showed commitment to their work. There appeared to be unity amongst these HODs.

(d) HODs' focus groups D

The researcher managed to interview two HODs out of the three HODs. The third one was not cooperative. He did not want to be interviewed. He would always give excuses until the researcher eventually concluded that he did not want to participate in the interviews. The other two HODs were very cooperative and supportive. They were both suitably qualified to head their departments. One of them is currently doing an Honours degree in Education Management. The other one has an Advanced Certificate in Education Management.

4.2.2.4 Teachers' focus groups

(a) Teachers' focus group A

Teachers on this site were excellent. They cooperated very well. Some of them hold Honours degrees, and some had Advanced Certificates in Education Management in addition to their

minimum teachers' qualifications. They were still young. They looked demotivated. In the researcher's interviews with them, it was discovered that the cause of demotivation came as a result of their dissatisfaction on being excluded in the decision-making processes of the school. They accused the principal of excluding them as meetings were held between himself and the SGB where decisions were taken without their involvement.

(b) Teachers' focus group B

Teachers in site B were young men and women who were a little uncooperative. It took the researcher three days to get them to be interviewed. Their problem was communicating with the researcher in English as the majority of them preferred to respond in their native language. Their participation improved when the researcher told them they were free to participate in the language of their choice. They were bitter with the school management because they were not happy with the manner in which the school is managed. They accused the principal of excluding them in the running of the school. It was alleged that the principal did not take their views into account, he only recognised the opinions of his friends and this led to their low morale. Their attitude towards self-development was good as some of them were furthering or improving their qualifications. Some of them hold Honours degrees in Education Management.

(c) Teachers' focus group C

Teachers on this site were very helpful and cooperative. The majority of them were still young except one man who looked old. They were both females and males. They demonstrated their professionalism pre, during and post interviews. They assembled in the interview room at the agreed time. They responded well to questions. They were free to talk to the researcher. They were highly motivated to perform their duties. They enjoyed the leadership and management of the school and as such their morale was high. They were involved in the affairs of the school where they formed part of the decision-making stakeholders. All of them met the minimum requirement of their posts. Some of them have improved their qualifications where they have Advanced Certificates in Education Management and Honours degrees in Education Management.

(d) Teachers' focus group D

These teachers were very difficult to get for interviews. They were young men and women. They were not willing to be interviewed because they had serious issues with the management of the school. They seemed bitter and highly divided. They have improved and bettered their qualifications where some hold Advanced Certificates in Education Management and Honours degrees in Education Management.

4.2.2.4 RCL Presidents

(a) RCL President A

The president was in Grade 12 and was presentable and well mannered. He was a young man dressed in school uniform. He was persuasive and influential. This was evident when learners said that "Our president influenced us to have Saturday classes and to behave well at school".

He was not happy as a leader of students because he said he was not given a room to exercise his powers as the president of the RCL by the school principal who did not believe that students could take part in the leadership of the school. The principal had informed the researcher during the interviews that the space for learners is in the classroom, that they must take instructions and that is all, which meant that they did not have a say in the management of the school. The president was highly motivated with his studies because he said all he wanted to do was to study hard and leave the school in order to further his studies.

(b) RCL President B

The president in this school was very influential. He led by example. He attended studies regularly. He seemed to be a disciplined leader who was in charge of the affairs of learners. To this effect, he had also initiated Saturday classes in his school. He was a young man in school uniform.

(c) RCL President C

This Grade 12 president was good in leadership. His principal commended him on how he leads learners. His leadership influence was prevalent when he managed to influence the learners to have afternoon studies without much supervision from teachers. He is a visionary and

innovative, resultantly, he initiated Saturday enrichment classes in the school. He had good command of English. He also organised study books for the school library.

(d) RCL President D

The president was brave and courageous. This was evident when he mentioned that when teachers do not attend to learners, he confronts them politely and with respect and as such learner-teacher contact is decreased effectively. His principal confessed that there are many healthy changes at school which were initiated by him such as morning classes and period registers which helps him to monitor learner-teacher interactions in classrooms. He worked alone and as such he was not liked by other members of the RCL and some educators because of his egocentric tendencies. In the interviews with learners and teachers, this is what was said about the president: "He works alone with the principal and takes decisions with the principal before he informs us". Some teachers also echoed the same sentiments about him by saying, "He thinks he is Zuma, who is he to tell us to go to classes".

4.2.2.5 SGB Chairpersons

(a) SGB Chairperson A

The SGB chairperson appeared to be a visionary. She shared what she would like her school to be. She wanted her school to have enough classrooms as there was a shortage of classrooms. She was always available and visited the school every week. She appeared to be an initiative leader. She was developing the school by fixing broken doors and furniture. She is educated with Grade 12 and a certificate in Early Childhood Development

(b) SGB Chairperson B

The SGB chairperson is a leader with multiple skills. He is an educator by profession and a political leader. He is a revolutionary leader whose skills assist the school. He holds a B.A degree. He knows his terrain, understands school policies and was also a clear and eloquent speaker.

(c) SGB Chairperson C

The chairperson was a retired teacher and as such he had enough time to spend at school. He was supportive of the staff and the principal. He was always at the school coming to share school challenges with the principal. He is a motivational speaker who motivated learners and teachers when he met them.

(d) SGB Chairperson D

The chairperson was a community leader and a politician. She was a visionary leader who is multi-skilled. She wanted her school to develop in the area of sports and she, therefore, applied for sponsors to build a multi-purpose sports field. She succeeded and the South Africa lottery board had started building them this sports facility. She supported the principal by visiting the school regularly. She holds a matric certificate.

4.2.2.6 Parents' Focus groups

(a) Parents' Focus group A

Parents are clear about school leadership and management systems. Their morale was low. They complained about issues on general school management. They complained about how learners' disciplinary problems are handled at school where they alleged that learners fight at school and the management does not report to them. They get this information from other learners. They complained that the principal does not care about the welfare of learners and quoted an example where one parent visited the school about infighting amongst learners and the principal referred the parent to the teacher who failed to account for this matter.

(b) Parents' Focus group B

Parents were upbeat about the management of the school. They loved the school principal and one HOD who was a resident in their town. They were appreciative of teachers' good work. They attended parents' meetings. Some parents were professionals, and some had passed Grade 12.

(c) Parents' Focus group C

Parents on this site were not educated, only one of them had matric. They were self-employed. Their attitude towards education was very good because they wanted to see their children progressing from one grade to another. They attend parents' meetings and they supported the principal and teachers.

(d) Parents' Focus group D

Like the parents focus group C the parents on this site were uneducated. They were also self-employed. They were not happy about the general leadership and management of the school, as some of the school managers sell food to learners during break time. These parents expressed their unhappiness about the divisions which exist amongst teachers at the school.

4.3. BACKGROUND OF DOCUMENTS ANALYSED

4.3.1. Minutes of meetings

The researcher analysed the minutes of the following structures or stakeholders; SMT, Staff, SGB, and RCL. In school A, the researcher did not find old records. In school A, minutes were neatly typed and stored in plastic packets which were filed in a specified file designated for minutes only. Minutes were signed by the principal and the SMT and staff secretary respectively. SGB minutes of meetings were also tabled in SGB minutes file which were signed by the school principal, SGB chairperson and SGB secretary. In the other three schools, minutes were written in minute books using the free hand. Where minutes were found, they were not signed. Minutes reflected issues discussed and resolutions. All minutes had dates on which meetings were held. Attendees of meetings were given a chance to go back to minutes of previous meetings which allowed them an opportunity to cross-check if there was progress on agreed issues. The SMT took collective decisions which were taken to the staff for further discussions and ratification. Minutes of previous meetings were read and matters arising from the read minutes were discussed and decisions were taken. The minutes were not signed.

4.3.2. Attendance registers

Attendance registers were attached to the minutes of SMT and staff meetings. The evidence was that the SMT members attend meetings regularly. On the contrary, not all teachers attended staff

meetings. Attendance registers were less than three months. Attendance registers were signed by all who participated in the meetings.

4.3.3. Information books

All schools had information books which passed information from the principal to teachers. Meetings invitations were sent through the information book. One of the meetings convened in the information book was three years old. The second one was one year and five months old. The third one was three months old and the last one was two years two months old. There were other SMT members such as the deputy principals and HODs who also sent information to educators. All these schools had separate information books for SMT members only, the contents of which were mainly notices of meetings.

4.4. DATA ANALYSIS AND INTERPRETATION

4.4.1 Introduction of themes to be analysed

The table below presents themes and sub-themes which were analysed.

Table 1.1

THEMES	SUB-THEMES
1. Leadership styles	(i) Autocratic leadership style
	(ii) Democratic leadership style
	(iii)Laissez-faire
2. How leaders of stakeholders charge their leadership roles	(i) Shared planning
	(ii).Organising
	(iii) Implementation
	(iv) Reviews
	(v) Communication
3, Best practices of leadership at schools	(i) Involvement of stakeholders
	(ii) Communication
	(iii) Planning

	(iv) Implementation
	(v) Review
	(vi) Walking around
	(vii) Consultation
	(viii) Punctuality
	(ix) Honesty
4. Challenges principals face in secondary schools when discharging their leadership roles	(i) Teacher classroom attendance
	(ii) Ensuring learner classroom attendance
	(iii) Demotivated staff members
	(iv) Lack of support from teachers and SMT
5. Challenges faced by other stakeholders in secondary schools in Soutpansberg East circuit	(1) Side-lining of some stakeholders
	(ii) Learners drop out of school
	(iii) Poor application of leadership styles
	(iv) Collapse of relationships amongst stakeholders
6. Leadership improvement strategies	(i) Sharing of ideas
	(ii)Training workshops
	(iii) Openness and transparency
	(iv) Collective leadership

4.4.2. Presentation, analysis and interpretation of data

The following are themes that were discussed and analysed:

- Leadership styles;
- how leaders of stakeholders charge their leadership roles;
- best practices of leadership at schools;
- challenges principals face in secondary schools when discharging their leadership roles;
- challenges faced by other stakeholders in secondary schools in Soutpansberg East circuit; and
- leadership improvement strategies.

4.4.2.1. Theme 1: Leadership Styles

Burke (2014) defines a leadership style as the manner and approach the project leader uses to direct, influence, inspire and motivate team members and other participants to achieve the project objectives

(i) Autocratic leadership style

Autocratic leadership style is one of the principal leadership styles in school leadership. The leader uses this style to stamp authority on issues of policy. Sometimes even in a participatory environment where there is a meeting to solicit others' views, the leader uses autocratic leadership style in taking progressive decisions which may not be popular. In the four schools where the reseacher conducted interviews, principals used the autocratic leadership style differently. One of the principals said that: "I use Autocratic leadership style for compliance".

Enforcing compliance and being firm about it is good because in schools there are reports which have to be submitted within specific timeframes. For the principal to meet deadlines, adopting some aspects of autocratic leadership style may lead to positive results. Teachers are expected to complete their syllabi in time, educators and learners must arrive at school in time. This is not negotiated, and if it is not adhered to, schools will be dysfunctional. Most participants echoed the very same sentiments about their principals showing autocratic tendencies. The words in italics are verbatim quotes.

My principal is an autocrat. What he says goes, no matter what. (Deputy Principal: school B*)*

My principal is an Autocrat. (RCL president: school D)

Our principal is a dictator when our principal says no, nobody will say two. (Focus group C)

Our SGB chairperson is very autocratic such that he needs a workshop. (Principal: school D)

Deputy principals, teachers and learners expressed their dislike for the autocratic leadership style. The researcher observed that when they talked about their autocratic principals, they were emotional and showed some discomfort about the situation. It was also fascinating to note that learner leaders were also aware of their principals' leadership styles.

During an observation on sites, those principals appeared to be autocrats when it came to working which is right. Principals compelled teachers and learners together to go to classes to teach learners and learners to learn.

The literature also supports that principals should apply the autocratic leadership style when it is necessary. According to Prinsloo (2013), it is right for principals and all leaders of stakeholders to use some aspects of autocratic leadership style where necessary.

It seems teachers confuse autocratic leadership style with responsibilities of principals. It rests with the principal to see to it that learners and educators comply with the rules and policies of the Department of Education. In some instances, principals of schools in Schools A, C and D were said to be taking decisions without involving other stakeholders such as deputy principals, teachers and learners. All interested parties should be involved in matters of the school.

(ii) Democratic leadership style

Data generated from interviews and observations showed that the democratic leadership style was used at all levels of leadership in the visited schools. This is in agreement with literature which indicates that democratic leadership style should be utilised in schools to enhance leadership practices (Prinsloo, 2013).

This notion was expressed by principals, deputy principals, HODs, teachers from school B and parents during interviews in this manner:

> *I use Democratic leadership style when planning and reviewing matters pertaining to governance with SGB, parents and teachers.*(Principal: school B)

Democratic leadership style requires the leaders to consult with their staff. Principals should indeed consult schools' stakeholders when they plan. Stakeholders should own up to the school plan and understand the plan because they are the ones to implement it. It is important that after implementation, stakeholders gather and review the planned programmes to check if they

succeeded or failed. This enhances collective responsibility and accountability. Other participants also agreed that principals practice the democratic leadership style:

Our principal is sometimes democratic. (Teacher school B).

Our HODs are all democratic (Teacher: school B).

This notion concurs with the reviewed literature. Leadership styles have to be used interchangeably as all leadership styles are important. It is important for principals to use all leadership styles where necessary (Prinsloo, 2013). One of the principals had this to say:

My deputy principal is too democratic when working with HODs and teachers which make her leadership found wanting. My deputy principal is too democratic.

(Principal: School D)

Too much democracy or the use of one leadership style compromises the work. The principal from school D is complained about the extent of the application of democratic leadership style that the deputy principal is using. Too much democracy breeds laissez-faire where everybody does as he or she wishes. The deputy principal seemed to be using the laissez -faire leadership style which is confused with democratic leadership style. Going back to the comment of the principal from school D …*my deputy principal is too democratic when working with HODs and teachers found her wanting.* This suggests that the deputy principal is not hands on, she believes work will be done because everyone knows what to do which is typically laissez-faire. Leaders need to use all three leadership styles depending on the situation.

Participants alluded that leaders of stakeholders use the democratic leadership style. The researcher was interested in one statement from the principal from school D when she said, "*My deputy principal is too democratic*". This statement was encumbered.

Leaders of stakeholders more especially principals, deputy principals and HODs use the democratic leadership style. Stakeholders enjoy the democratic leadership style in that they participate in the programmes of the school and own them and as such they share leadership roles, failures and successes. The leader retains the final say and is accountable for decisions

made. It appears that the participants were implying that the deputy principal's democratic leadership style was excessively done such that she might not be hands on or have a word on many things. The principal could be confusing laissez faire with excessive democracy.

Democratic practices were also observed in staff meetings where staff members were given the opportunity to air their views on curriculum delivery matters and extra-curricular issues. Decisions were arrived at on consensus. This practice was also observed in parents meetings, SGB meetings and subject meetings. Minutes of meetings also bear records of meetings where stakeholders engaged on issues of education.

Prinsloo (2013) posits that democratic leaders consult when approaching an issue where they consider suggestions, but the leader retains the final say.

(iii) Laissez faire leadership style

Dessler and Starke (2004) define laissez-faire as the idea that participants should be able to work problems out without excessive extra guidance. This style encourages maturity, self-management, responsibility and accountability. However, the laissez-faire style can lead to chaos in an organisation if the principals are not decisive. In this study, it emerged that laissez-faire leadership style was also practiced in some schools. This is what the participants said:

> *HODs in my school use laissez faire approach.* (Principal: school B)

> *My HODs and Deputy Principal use laissez-faire leadership styles which compromises their responsibilities. Teachers and learners do as they wish. This is what principals said during the interviews.* (Principal: school C)

> *Deputy Principals and HODs use democratic and laissez-faire leadership styles only.* (Principal: school A)

Elements of laissez faire were also observed more specially during parents meetings. SGB chairpersons did not stand their ground and as such parents made uninformed decisions. The 'I don't care' attitude was observed in some schools where some SMT members, more especially HODs, were not hands on in the discipline of both learners and teachers. When principals were not at school, the researcher observed that learners and teachers, and to a larger extent teachers,

bunked classes which compromised the culture of learning and teaching. However, according to Prinsloo (2013), laissez fair is the idea that participants should be able to work problems out without too much extra guidance.

Leaders of stakeholders in schools should use all three leadership styles depending on the situation. If the situation demands that they use the autocratic leadership style or democratic style or laissez fair leadership style, then they should. This notion of leadership was expressed by some participants during focus group interviews:

4.4.2.2. Theme 2: How leaders of secondary schools stakeholders discharge their leadership roles.

In this theme, the researcher categorised leaders of school stakeholders in order to deal with each leader separate from others.

Category 1: How principals discharge their leadership roles.

The researcher separated leaders of stakeholders so that he could hear from the participants how each leader of stakeholder category discharges the role of leadership. The researcher started with principals and this is how participants perceive principals discharging their leadership roles. Van der Merwe (2015) posits that school principals need to be firmly in charge of their schools. Principals should therefore emphasise the sharing of leadership and management roles and responsibilities. Teacher focus group from school A shared its experiences with their principals' weaknesses.

> *Our principals' laissez faire leadership style and lack of follow ups on their observations encourages laziness amongst teachers.* (Teacher: school A)

Principals need to make follow-ups on resolutions of meetings, policies made at school, circuit, district provincial and national levels. Tasks assigned to various stakeholders who amongst others include and not limited to deputy principals, HODs, sports leaders, SGB , learners and teachers need to be followed up to ensure implementation and good results. Botha (2015) in explaining strong educational leadership as a characteristics of educational leadership, argues

that it is imperative if a school wants to achieve its objectives that school principals, SGB and SMT have a crucial role to play in achieving effectiveness and efficiency in the school.

Principals and deputy principals keep order in schools. Some of them maintain discipline. They care for children and love them. This kind of relationship improves trust in schools.

Zengele (2015) posits that for the staff to believe in the honest intentions of the principal there must be high levels of trust. He further points out that the principal should demonstrate personal integrity, honesty and commitment to the achievement of educational goals in order to gain the teachers' trust (ibid).

Three parents' focus groups were in support of HODs focus groups regarding the leadership of principals where they said they commend the good job principals are doing:

> *Our school principal is good at keeping order.* (Parent: School A)

> *She disciplines our children. "Va maak" (which means they are cultivated).* (Parent: School B)

> *She takes care of our children.* (Parent :School D)

> *He is open, punctual and accessible.* (Parent: School B)

The parent focus group was not happy with the leadership of their school principal. The relationship between the principal and learners was worrisome. The data from interviews suggested that the principal did not seem to care about learners as it was mentioned by one learner and a parent:

> *The principal only focuses on the classes he teaches. The principal they said: He cares less about the welfare of our children.* (Parent: school A)

> *Sometimes you hear from other children that children fought at school, he does not involve us when there are conflicts between our children, he is only results oriented.* (Parent: School A.)

Zengele (2015) argues when learners realise that both teachers and the principal are interested and committed to their welfare and safety, they will be better able to excel in their learning activities.

Principals of secondary schools should ensure school cleanliness, motivate learners and foster discipline. Van Zyl (2013) asserts that motivation is essential in establishing and maintaining the main task of the school, namely, effective teaching and learning. It is the role of a principal to ensure that there is discipline and order in school. In this study, the utterances of the interviewees confirmed that indeed principals were fulfilling that role, as one learner lamented:

> *Our principals maintain discipline, ensure that their schools are clean, they are always in uniform, motivate them, they are strict, ensure that learners and teachers are in classes learning and teaching.* (Learner: school A)

Some principals are strict, however if they are not supported by teachers, they easily burn out and get frustrated. Some principals are controlled by cliques of teachers, a situation which compromises their leadership. This is how one other learner expressed it:

> *Our principal is controlled by teachers, teachers do not support them, he has given up, and he tries to discipline us*. (Learner: school C)

SGB chairpersons also mentioned what learners in focus group from school C said about principals.

> *Our principal is strict, he is available, results-oriented, and is in charge".* (SGB chairperson: school A)

> *The school principal is strict, walks around the school and in control. ... You will hear him say, Mr Smang Mang (Mr so and so), go to the class, it is your period."*(SGB chairperson: school B)

> *The principal in in charge*. (SGB chairperson: school C)

Botha (2015) argues that through monitoring, the principal ensures that the right people do the right things in the right way as they head in the right direction. It simply means keeping a vigilant eye on the functionality of structures.

The role of the leader is to influence followers. Followers need to follow what leaders do. Thus principals are supposed to be punctual.

Four RCL presidents from school A, B, C and D support and add to experiences and observations they have made with their principals' leadership. Participants unravelled the extent to which principals display their leadership roles in schools. What they said suggested that the principals were punctual:

> *Our principal is always punctual, he monitors studies, leaves the school late when everyone else has left, and encourages us to study, and wants teachers and learners to be class learning and teaching.* (RCL president: school A)

> *Our Principal is always punctual, he is strict, he teaches in the morning before normal lessons start and in the afternoon after normal learning and teaching hours, on Saturdays and holidays.* (RCL President: school B)

> *Our principal is strict, supports us, ensures that all learners and teachers are in classes learning and teaching.* (RCL President: school C)

> *My principal loves his job, he is punctual, he is in charge, and he discipline in the school yard.* (RCL President: school D)

Data form other learners' focus groups confirmed the extent to which secondary school principals discharge their leadership. This is what the learners said:

> *Principals are strict in that they always want to see both learners and teachers in classes learning and teaching.* (Learner: school A)

> *Principals are results focused where they ensure that leaners do morning and afternoon studies.* (Learner: school B)

> *Our principal is strict*. (Learner: school C)

> *…our principal is a no nonsense leader.* (Learner: school D)

This revelation was also made by parents:

The principal is very strict; he conducts morning and afternoon studies". (Parent : school B

The principal is doing well in terms of both learner and teacher discipline.(Parent ; school B)

The principal is punctual and strict. (Parent ; school A)

Further, data also revealed the vulnerability of principals in certain instances where they are not supported by teachers and HODs.

Data form observation also confirmed that principals were in charge of schools. They were either in their offices doing administrative work or outside monitoring. Learners were running to their classes when principals were in schools. Teachers also go to classes when the school principal is in the school yard. Available minutes of meetings in all sites indicated that principals convene meetings though in some schools there was little evidence of regular meetings.

Principals of secondary schools in Soutpansberg are strict, they maintain order, they keep schools clean, they lead by example through ensuring that they arrive at work early and leave last. For principals to be effective in their leadership, they need the support of all stakeholders.

Category 2: How other stakeholders discharge their leadership roles.
All school stakeholders as leaders in their own rights have a particular role to play in schools. Leaders, regardless of the structure they lead, should have vision to accomplish. They have to guide, lead, direct, correct, pioneer, influence, motivate and lead by example.

The researcher asked participants about their perspectives on the leadership roles played by other leaders of stakeholders. Participants raised a number of issues around this question. Some of the leaders did their work very well as leaders. Others have serious leadership weaknesses. Some schools were running just because there were committed teachers who, regardless of challenges, performed their professional duties. In some schools or departments in schools, one could hear that people were not being led, they were leading themselves.

There is a need for the education department to create space to monitor school leadership and management. Leadership perspectives involve leaders' cognitive and affective framework of

85

values, principles, beliefs, moral convictions and attitudes, knowledge and skills. This is how they shared their experiences where they categorised their principals as strict and powerful, results focused, weak and vulnerable. They shared some of their experiences with the researcher. The researcher has been a teacher for 27 years where he worked with six principals whose leadership was not different to participants' experiences. He worked as a post level 1 teacher, an HOD, and now as a deputy principal. Perceptibly, the researcher has once been a learner where he also made similar and different observations and shared similar experiences with learners. He has experience as a student and an SGB member and chairperson where experiences of other parents and SGB chairpersons were both similar and different to his.

Teachers and HODs do not give the principal the necessary support. The principal is the only teacher who deals with learner discipline. This tendency creates a situation where learners only respect the principals. This results in the collapse of learner discipline in schools. The collected following observations made by participants during interviews were:

> *Teachers and HODs do not support the principal in the general discipline of learners.* (Learners: school C)

> Additionally, a parent from school C said:

> *HODs do not support the principal in learner and teacher discipline.*

Another observation made is that indeed deputy principals are only active when the principal is away. Deputy principals need to be active at all times in schools. Deputy principals will only be visible and active when the school principal is away and leave the rest to the principal when he is present.

> Learner from focus group B said*: Deputy Principals support principals more especially when they are not at school.*

> *The role of the deputy principal during the presence of the principal is overshadowed by the principal.* (Teachers: School C)

The relationship between HODs and teachers compromises professionalism and work ethics. There is no gap between HODs and teachers which makes it difficult for HODs to demand work

from teachers. Support which other leaders give to the principal is not sufficient. A school cannot function effectively in a situation where the principal functions alone without or with less support from other leaders. The principal from school A said: *I am worried about the extent of the relationship between HODs and teachers because it compromises their responsibilities.*

> *HODs support the principal by driving learners into classrooms.* (Parent: school C)

> *HODs only support the principal when she is away.* (Parent: school C)

> *Only one HOD is helping the principal, the other HODs are always in their offices. .* (Learner: school D)

In terms of their general leadership at school, they are punctual, they monitor studies, and they teach learners. Their leadership traits are friendly; they have good human relations, caring and are loved by teachers and parents.

Their strengths are availability when the principals are away. They work like their principals, leading by example; one principal was feared by both leaners and teachers because of his strictness. Their weaknesses are that they are seen to be working only when the principal is away. One deputy principal was said to be abusing his powers.

> *Our Deputy Principal is a monster, we are afraid of him; he is threatening learners of expelling them from school which makes him a monster to learners.* (Learner: school C)

Participants viewed HODs' leadership according to the following categories: Their support to other stakeholders, leadership traits, strengths and weaknesses.

Participants who were learners and teachers focus groups from schools A, C and D revealed that in three secondary schools, HODs did not support the principal, teachers and learners. They did not convene departmental meetings in order to support teachers. Learners were not supported in that their books were not controlled and teachers were told to go to classes.

> *HODs are not supporting the principal. They just sit in their offices. They only come out when it is their time to teach. They do not control our books like our HODs would in primary schools.* (Learner: School A)

Marishane (2015) argues that there is a need for managers to be visible in order to ensure goal achievement. In terms of their general leadership, HODs are punctual and they attend to their classes. They mark and submit their work to the principal in time. Their strengths lie in their commitment to their class responsibilities, their participation in SMT and staff meetings and punctuality. Their common weakness is fear of teachers. Their unprofessional friendship and collaboration with post level 1 teachers.

> *HODs do their work in time, they are punctual but they are afraid of teachers. They cannot correct teachers when teachers are at fault of any kind.* (Principal: school A)

In terms of how participants shared their experiences regarding the manner in which SGB chairpersons discharge their responsibilities, this is how their experiences have been categorised: their leadership role, strengths and weaknesses.

In terms of their leadership role, participants revealed that SGB convene SGB and parents meetings, they encourage learners to study; they encourage parents to attend both SGB meetings if they are SGB members and parents meetings.

> *The SGB chairperson encourages us to get involved in the education of our children. They support the school because they always visit the schools.* (Parent: School B).

> *Our SGB chairperson is available when he is needed.* (Principal: school B).

The Principal from two school A revealed that his SGB chairperson was innovative and development oriented and she brought changes.

In addition to this, a learner from school A said referring to the SGB chairperson: *She repairs window panes, chairs and tables and doors.* Moreover the teacher from school A indicated that: *This time we have an SGB chairperson.* Again the principal from school A said: *She knows her terrain*.

SGB chairpersons are the custodians of school finances whereas principals are accounting officers of school finances. Before purchases are made in schools, the SGB chairpersons and school principals are supposed to authorise payments. If schools spend according to approved budgets, there would be no fruitless expenditure.

...principals and SGB members are not responsible accountable to public funds as some projects are not worked to finish. (Teacher: school A)

School principals and SGB chairpersons are expected to manage school finances according to policies set out in SASA and PFMA. Schools whose financial audits do not meet the requirements should be put on the spotlight and should account to the school community and the Department of Education. The researcher is of the opinion that Financial Management Qualification should be made a requirement for principalship posts in order to avoid situations where there is improper finance management.

One parent revealed that all SGB chairpersons convene meetings and parents are afforded an opportunity to approve budgets and this is what he said:

The school invites us annually to approve budget. (Parent: School C)

Participants made the following observations regarding the leadership role HODs play in schools. HODs are part of school management. They are leaders of teachers and learners. If the SMT (School Management Team) in schools function as a team, then we should be able to see mutual support coming from all SMT members. Participants made the following observations regarding the leadership roles played by HODs. One parent from school B said:

Our HODs are always available.

Availability at school should not only mean presence, it should also mean to be available for tasks at hand, it should also mean visibility in the school yard where HODs help the principal to monitor learning and teaching.

Participants revealed HODs' weaknesses. One learners' focus group and one teachers' focus group said:

HODs weaknesses are to allow themselves to be controlled by teachers who are their friends. (Teacher: School C)

HODs are not visible. They are always in their offices. (Learner: School C)

Regarding SGB chairpersons, participants complained that they do not know their SGB chairpersons. School principals should introduce SGB members to teachers, parents and learners. Stakeholders should know one another as well as their responsibilities to avoid a situation where there are clashes of responsibilities. Participants claim that they do not know their SGB chairpersons and other members.

> *SGB chairpersons, to particular extent SGB members are not introduced to us.* (Deputy Principal: School D)

> *We do not know the SGB chairperson because no one bothered to introduce them SGB to us.* (Teacher: School B)

In relation to RCL presidents, these are learner leaders who are supposed to assist in the leadership of the schools. They come from classes where they are mostly class representatives and sports captains. Learner participation in various school activities is a condition for school improvement (Zengele, 2015). These are participants' experiences regarding the manner in which they discharge their leadership:

Learner participation in various school activities is a condition for school improvement (Zengele, 2015). These are participants' experiences regarding the manner in which they discharge their leadership:

> *..we do not have an RCL president because he is not recognised by anyone at school. (Learner: school A)*

> *He is hated by learners and teachers. (Teacher: school A)*

It is clear that some schools undermine RCL presidents. SASA promulgates that each secondary school should have RCL whose leader is the RCL president. It is not encouraged that principals deprive learners to lead. This is their right which is protected by the constitution of the Republic of South Africa. One learner in a focus group of school B said:

> *Our RCL presidents encourage them to study in the morning and afternoon; they also encourage other learners to attend Saturday classes.*

Zengele (2015) posits that learners who serve in school leadership positions may set a good example to other learners and such learner leaders may provide direction, set the pace and motivate other learners within the school.

It was also revealed that RCL presidents help their fellow learners with the acquisitions of books.

In schools where RCLs are afforded the opportunity to function, RCL presidents help. They encourage their fellow learners to study, they ensure that the right to learn is not infringed by teachers. They ensure that learner's grievances are addressed by the SGB and SMT.

Leaders are able to assess one another's' roles as individual leaders of stakeholders. Some leaders such as principals play a pivotal role in the execution of their duties. Deputy principals only play their leadership role in the absence of principals. This is due to the fact that some deputy principals are not given space to operate as they are overshadowed by principals. This suggests that some principals still view themselves as only leaders in schools where they are supposed to be leading with others. This situation burns principals out as they exhaust themselves in the process. This situation creates a situation where learners only view the school principal as the only person with authority. This element undermines the shared leadership in schools. Some deputy principals do not just do their work. They leave all on the shoulders of principals. HODs on the other hand fail to control and lead teachers, leading to the collapse of secondary schools curriculum delivery which adversely affects examination results.

SGB chairpersons and RCL presidents' roles are also not effective. Clearly, there is a need for coordinated leadership roles that leaders of stakeholders have to play. Essentially, it is crystal clear that there is no shared leadership in secondary schools.

These findings do not confirm the literature study in this research. However, these findings may assist principals to understand and balance the interests of the various stakeholders in schools. Naidu, Mestry, Mosoge and Ngcobo (2008:131) argue that "the principal's role is seen as an act of balancing the interests of the various stakeholders for the benefit of the school".

Category 3: Aspects of leadership charactering the schools' leadership styles

(i) Shared planning

Collective planning is a recipe for shared leadership, shared responsibilities and shared accountability (Landahl, 2008). School stakeholders need to plan together informed and compassed by the school's vision and mission. Without shared planning, the organisation is doomed to fail. Planning helps schools to have short term objectives and long term objectives which guide schools on how they should perform and achieve the desired goals. Moreover, Pearce, Manz and Sims Jr. (2009) argue that leadership involves roles and activities that can, and should, be shared among members of a team or organisation. Pearce and Conger (2003) define shared-leadership as a process by which strategic decisions are made in an inclusive environment. Each member of the group participates in choosing what is best for the greater good of the whole; rather than having decisions handed down by a single individual as a means of influence or constraint over the group. Secondary schools in Soutpansberg plan together which promotes shared leadership and collective responsibility and accountability.

In the interviews conducted with parents' focus groups, their perspectives and observations were as follows:

> *The principal calls us to the meeting where we approve the school budget.* (Parent: school B)

> *We hold subject meetings where we plan for the term and sometime the whole year.* (Teacher: school B)

Of all participants, parents' focus groups were the only stakeholders involved in the budget processes. Parents were given space to plan the finances or financial expenditure of schools. All these other stakeholders were not involved in the schools' budget processes.

Minutes of meetings of the SMTs and school teaching staff did not have evidence of shared planning. Meetings were mainly about information sharing and implementation of the Department of Education programmes. Schools did not have evidence of RCL meetings and SGB meetings. There was no evidence of shared planning in secondary schools.

However, some teachers and learners indicated that they were not involved in real planning. Their role was just to rubber stamp plans which were done by the SMT and SGB.

We are least considered in real planning sessions, we are only called to be part of the process when the SMT and SGB have completed the planning consultative process. (Teacher: School C)

Lindahl (2008) mentions that teachers should be involved in the formulation of the school vision and planning. Planning relates to school vision, mission, policy and other precise measurable objectives. Planning in schools should involve SGB, SMT, and senior teachers.

Lindahl (2008) argues that planning without the involvement of teachers greatly threatens both implementation and institutionalisation of the changes desired. To add to this, Wood (2005) proposes four leadership dimensions which are;

- joint completion of tasks;
- mutual skill development,;
- decentralised interaction among personnel; and
- emotional support.

Landahl (2008) further asserts that in schools, leadership can be shared among people, not only the selected few who might be formally designated as administrators or managers. Lindahl (ibid) mentions that teachers should be involved in the formulation of the school vision and planning. Lindahl (ibid) further argues that that planning without the involvement of teachers greatly threatens both implementation and institutionalisation of the desired changes.

Literature encourages leaders of stakeholders to work together on issues of planning and completion of tasks. Lindahl (2008) mentions that teachers should be involved in the formulation of the school vision and planning. This opens a space for shared skills and ideas. Principals, in particular, should ensure that all stakeholders are involved in planning. It emerged that some parents in some schools were involved in the planning processes, especially in budgeting. However, some principals seemed not to involve other stakeholders in the planning stage. This creates problems in schools as teachers feel side-lined on critical issues.

(ii) Organising

Organising is a skill which needs to be developed amongst leaders, more especially principals. Schools need to be organised as organisations. There should be a clear organogram which gives a reflection of all stakeholders. It is the responsibility of principals to ensure that stakeholders are functional in schools. Zengele (2015) advances that organising involves the formation of the organisational structure in the form of an organogram that defines the levels of protocol within the school establishment. Coordination of all educational activities, that include learner management and involvement, is encapsulated in the organising function.

Financial resources should be well organised in such a manner that they address the needs of schools. All stakeholders should account to the principal and the principal should account to the Department of Education. Marishane (2015) posits that like other members of the SGB, the principal is accountable to a constituency. Unlike other members such as parents, educators and learners who are accountable to their respective constituencies, the principal is accountable to the employer who constitutes such a constituency.

Deputy Principals A and B complained about how principals operate. Their complaints included; working alone, not consulting her as the second in charge in the school. This is what they uttered:

> *The principal is running the school alone and, as such no space for growth for me is created.* (Deputy Principal: school A)

> *The principal directs us as teachers and ensured that there is learning and teaching.* (Deputy Principal: school B)

Principals also have weaknesses. Some principals were said to work alone. This tendency was perceived by participants as alienating the principal from the team. Some of the principals were stuck in autocratic leadership and it seemed to cause unnecessary divisions and resentment amongst staff members. Teacher focus groups supported one deputy principal who indicated their experiences with the leadership of the principals regarding such tensions:

> *Our principals work alone, yet they have very little time to execute all these tasks.* (Teacher: school D)

Although participants did not comment on organising, the researcher's observation was that schools were not organised. This was evident by the poor filing or lack of records. RCLs did not have any records, SGBs did not have records, and there was no evidence of SMT and staff meetings in some schools. Minutes which were there were old that it was evident that stakeholders were not meeting. If they were meeting, it means they did not write minutes during meetings. Attendance registers were also not available.

(iii) Implementation

Schools led by principals should implement policies they develop. Schools should also implement policies as directed by the Department of Education. Implementation should be done by all stakeholders. There should be a clear system of monitoring implementation in schools. Van der Merwe (2015) argues that implementation is the arranging of a proper balance between the use of power to ensure compliance. In the interviews with participants, one teacher focus group said:

> *The SMT convenes staff meetings where they want us to carry out programmes of the Department of Education and implement them.*

One deputy principal of school C said:

> *Creation of an environment where decisions of the people are implemented is required.*

Decisions taken, plans made, policies made and available, programmes initiated and projects initiated should be implemented. Schools may have beautiful plans and policies, but if they are not implemented, it is as good as them not being there. Schools need to develop an implementation monitoring system which will ensure that there is implementation of decisions, resolutions and policies of the Department of Education.

(iv) Reviews

In between the implementation phase and set dates for the completion or implementation of projects, there should be space for reviews where schools take stock of progress on implementation of projects, resolutions and plans. Botha (2015) holds the view that reviewing or evaluation involves taking stock of all functions in order to make an informed decision on all

matters of school. Reviewing programmes affords schools the opportunity to go back to the drawing board to plan again where they have failed or found it difficult to implement and trace those aspects which are not yet implemented for future implementation.

During the interviews, two parents in focus groups said:

> *At the end of each year, principals call us to schools to be given reports on expenditure and review the budget for the following year.* (School: A)

> *The principal updates us on the status of the budget and finances.* (School B)

> *At the end of each term we are convened to staff meetings to receive term results and review our results improvement strategies.(teacher: school B)*

Implementation will then be reviewed by all stakeholders collectively to see where they failed or succeeded in their schools. Review of implantation of decision opens a space for self-criticism which exposes weaknesses and strengths and brings about necessary adjustments. Secondary schools that were involved in this study hold review and report back meetings.

The exceprts above bear evidence that meetings comes from parents' focus groups. Schools need to have review meetings where they will take stock of successes and failures, checking if objectives were attained and coming up with turn around strategies for improvement. Botha (2015) maintains that research and evaluation skills are needed to critically question the success of instructional programmes.

(v) Communication

Communication forms the basis of every organisation. There should be two-way communication amongst stakeholders in schools. Steyn and Van Niekerk (2013) posit that communication depends not only on the ability to listen effectively, but also on the ability to receive. There should be communication between the principal, teachers and parents. Communication could be in the form of face to face discussions, emails, letters and short message services (sms). Principals and their colleagues (deputy principals, HODs and teachers) should communicate through meetings, information book, one-on-one discussions, emails and sms.

Steyn and Van Niekerk (2013) posit that there is formal and informal communication and suggest that formal communication can be oral which includes meetings, interviews, telephone conversations, and written texts which includes reports, memoranda, documents and letters or nonverbal which includes gestures, demonstrations, signals, silence and can be controlled. Informal communication is also called grapevine. This kind of communication should be done horizontally, vertically (top to down or down to top) or lateral.

Communication should also happen amongst departments within the school, amongst schools and school principals, amongst Deputy Principals and HODs from other schools, amongst learners during mass meetings, between the principal and the Department of Education and between the teachers via the principal and the Department of Education. In this study, there is evidence of communication between the principal from school A and his HODs:

HODs report directly to me. (Principal school A)

The RCL president communicates with learners.(Teacher: school B)

Additional evidence is seen in school B where the president communicates with fellow learners. Minutes of meetings and notices of meetings and instructions and reminders contained in the information books from schools A, B and C serve as evidence of communication in schools amongst teachers and parents. However, the researcher did not get the information book and minutes in school D.

Communication forms the basis of shared leadership in the sense that it ushers a space for interaction between people within a particular stakeholder and amongst stakeholders. There is a space for engagement, clarity seeking questions and common understanding of issues as they develop. Communication in in Soutpansberg secondary schools focus on verbal and written techniques only. There was nothing about how they use, for example, internet, sms, and telephone conversations for communication. They expressed that there is communication in schools yet there was no evidence of communication, except in one school where there were invitations to meetings contained in the communication book and minutes of meetings (for SMT and staff members) in three schools.

Communication between the school and parents should be an ongoing process to ensure full participation of parents in the education of their children. Van Zyl (215) suggests that two-way communication between the school and parents should be established as there is a need to keep parents informed of educational matters by means of clear and unambiguous messages.

4.4.2.3. Theme 3: Best leadership practices in schools

(i) Involvement of stakeholders

In a democratic dispensation, it is important for school principals to include and involve all schools' stakeholders in planning, implementation and reviewing of plans and projects. In this study, it was evident from the participants' utterances that where stakeholders were involved in decision-making, there seemed to be an element of satisfaction. This is what participants had to say:

> *HODs consult me for ratification before decisions are taken in their different departments. Extra-curricular committees also consult him before decisions are finalized for his attention and ratification.* (Principal: school A)

The deputy principals had to say this with regard to their involvement in the decision making of the school:

> *I am involved in different decision making processes like the budget, policy formulation and allocation of work to teachers.* (Deputy Principal: School D)

However, the second deputy principal said:

> *I am not involved in anything; the principal takes decisions with the SGB.* (Deputy Principal: School C)

HODs indicated that they were involved in decision making which included budget, subject allocation and policy formulation. The participants indicated the following:

> *We are involved in decision making of the school in SMT and staff meetings.* (HOD: school B)

> *We are involved in budget, subject allocation and policy formulation.* (Teacher: school B)

98

However, there is a teacher who indicated that they were not involved in decision making in the school. This is how he expressed it:

> *We are not involved in decision making of the school; we are just used as rubber stamps as decisions are taken in SMT and SGB meetings.* (Teacher: School A)

Of the four schools, only one learners' focus group was involved in decision making where they were only given a chance to elect the RCL members and class representatives and to formulate class policies. Learners in this school seemed to be happy with being part of the decision making as expressed by this leaner:

> *We are involved in electing our class representatives and RCL members.* (Learner: School B)

Parents said they were involved in decision making in their school. They were involved in the approval of the budget, appointment of teachers, and policy formulation. This is what they said:

> *We are called to school to be told how they spent money asked us to tell them how they should use it and they also invite us to school when our children have done something wrong.* (Parent: School A)

Van Zyl (2015) says that the South African government wants parents to be counted in the formal education of their children since it supports the premise that effective parent involvement results in improved learner performance. SGB chairpersons seemed to be happy that they were involved in decision making. All four chairpersons of SGB were involved in decision making. They authorise expenditure or purchases, they draft and approve the budget, they recommend for the appointment of teachers and they are also involved in policy formulation and review. They are leaders of SGB where decisions are taken. They are consulted by principals when there are changes to be made or new initiatives to be implemented. This is what was said by one SGB chairperson during the interview:

> *I am the chairperson of the SGB, there is no way the principal cannot involve me because I chair SGB meetings and approves expenditure.* (SGB Chairperson: School D)

Principals, deputy principals, except one case of the deputy principal in another school, HODs, SGB chairpersons, parents were involved in the decision-making of the school. Interestingly, teachers and learners were not involved in the decision-making of the school.

When stakeholders are not involved, there is dissatisfaction amongst stakeholders. Teachers from school A, school C and school D complained about being excluded in the decision-making processes of their schools. Learners in school C also complained when their RCL president meets the principal alone to make decisions. The RCL President in school A complained of not being given the opportunity to work as RCL by the principal. There was evidence of non-involvement of learner leaders in the data collected. This was mentioned by one principal:

> *I can't involve learners in the decision-making of the school. They are children. They are here to learn and nothing else. I tell them what to do and they must do it. That is why I don't recognise their RCL They can't sit in SGB meetings. That is a stakeholder for adults.* (Principal: School A)

Literature clarifies why teachers and learners should be involved in decision-making in schools. Carl (2010) claims that teacher participation in school management and leadership can bring positive results. Quality teacher involvement is essential for nurturing the personal and professional growth of the teacher. In addition to this assertion, Botha (2015) posits that the main goal of the school is provision of quality education to all learners, and to achieve this goal various stakeholders such as teachers, parents, and members participate in the financial management processes. Thus, it is important to involve them.

When analysing the minutes and attendance registers, it was evident that parents were involved in the decision-making of the school in financial issues only. There was no evidence of the involvement of teachers, RCL presidents and learners.

(ii) Communication

Communication forms the basis of shared leadership in the sense that it ushers a space for interaction between people within a particular stakeholder and amongst stakeholders. There is a space for engagement, clarity seeking questions and common understanding of issues as they develop. Two way communications is the catalytic agent that compounds people together in

leadership. There seems to be evidence of communication in secondary schools that were visited. McClain and Romaine (2007) describe communication as a craft which needs to be learnt. They define communication as the ability of a person, the sender of the message, to express him or herself so that the other person (the receiver) understands both the words and intentions. Steyn and Van Niekerk (2013) say that at a school, formal channels of communication are upward, downward and horizontal. This channel of communication has been created to ensure that information reaches the people concerned immediately. Such channels must exist not only within the organisational structure of the school, but also between the school and the department. From the interviews conducted, this is what was said:

> *HODs report directly to me.* (Principal: School A)

> *The RCL president communicates with learners.* (Teachers' focus group: School B)

Communication in secondary schools that were part of this study, focused on verbal and written techniques only. There was nothing about how they use, for example, the internet, sms and telephone conversations for communication. There is communication in schools yet there was no evidence of traces of communication, except in one school where there were invitations to meetings invited by the principal contained in the information book.

Visual communication also plays a pivotal role in a school set up. The researcher did not see visions and missions of schools in public places within the schools. Schools, therefore, need to use all forms of communication to put their messages across to stakeholders. However, the researcher is satisfied because there was evidence of debates for clarification and reaching consensus. There is no literature supporting this finding in this study.

All four HODs' focus groups shared a common perspective on their principals' leadership. Principals convene and chair staff meetings, they do not chair meetings alone, they sometimes delegate. Principals of the four schools communicate with the staff members through staff meetings and information books. Here are the common utterances of the HODs:

> *...the principal convenes and chairs both teaching staff and SMT meetings at school.* (HOD: school A)

> *...our principal calls and chairs SMT and staff meetings.* (HOD: school B)

The principal invites SMT and staff meetings which she either chairs of delegates an SMT member to chair. (HOD: school C)

Our school principal is responsible for inviting and chairing the meeting. (HOD: school D)

They communicate, delegate, run schools well, they communicate in a transparent manner, consult, manage by walking around, they motivate, attend their classes on time, they are strict, love those that are around them and involve HODs and teachers. One of the HODs said: *our principal is strict, communicates, delegates, consults, walks around the school monitoring, first to be in class teaching, punctual and always leaves the school yard late.*

Learners from three schools viewed the leadership of their principals like the HODs did. In agreement with HODs, they said that their principals communicate, consult, they are strict, and they relate with all of them. Further, they attend classes on time.

A review of the information books showed that they were used to give notices of invitations to meetings, latest updates, reminders and instructions. There was evidence of recordings of morning devotions where the principals and teachers communicate with learners. There was evidence of communication in secondary schools between the principals and teachers, learners, SGB and parents.

(iii) Planning

Planning is one of the most important managerial tasks. Zengele (2015) posits that this task has to do with organising a strategic planning session for the staff where the vision of the school is communicated and, scanning of the environment and setting up of the organisational goals of the school are shaped and shared by all stakeholders. Van Zyl (2015) argues that without planning, it would be difficult to lead and manage organisations such as schools. Principals of schools should then prioritise planning as early as the last term of the year or very early in the year during the first term. According to van Zyl (2015), the main function and characteristic of the principal is to provide educational directives for schools. It relates to vision, mission, policy and non-academic matters.

In the interviews conducted, these were the perspectives and observations mentioned by the participants. Parents in focus groups said:

> *The principal calls us to the meeting where we approve the school budget of the school.* (Parent: school A)

> *We hold subject meetings where we plan for the term and sometime the whole year.* (Parent: school C)

Data suggests that parents are the only stakeholders involved in the budgeting processes. Parents are given a space to plan the finances or financial expenditure of schools. Other stakeholders are not involved in budget processes of schools.

Minutes of meetings of the SMTs, school teaching staff meetings did not have evidence of shared planning. Meetings were mainly about information sharing and implementation of the Department of Education programmes. Schools did not have evidence of RCL meetings and SGB meetings. There was no evidence of shared planning between RCL and SGB in these secondary schools.

Literature (Lindal, 2008; Wood, 2005) encourages leaders of stakeholders to work together on issues of planning and completion of tasks. This opens a space for shared skills and ideas. Principals, in particular, should ensure that all stakeholders are involved in planning.
Lindal (2008) argues that planning without the involvement of teachers greatly threatens both implementation and institutionalisation of the changes desired. Further, Wood (2005) proposes four leadership dimensions which are:

- joint completion of tasks;
- mutual skill development;
- decentralized interaction among personnel; and
- emotional support.

Lindahl (2008) asserts that in schools, leadership can be shared among people, not only the selected few who might be formally designated as managers. Lindahl (2008) mentions that teachers should be involved in the formulation of their schools' vision. Lindahl (ibid) further

argues that planning without the involvement of teachers greatly threatens both implementation and institutionalisation of the changes.

A review of the minutes books showed that there was evidence of curriculum planning in schools. There were teaching and learning timetables and year plans. What, however, was missing was the evidence of shared planning.

There is a need for shared planning in schools. When stakeholders plan together, they all own the plans and they are likely to try hard to attain their objectives.

(iv) Implementation of policies

Regarding implementation of policies, the following emerged from the interviews with teachers focus group said:

> *The SMT convenes staff meetings where they want us to carry out programmes of the Department of Education and implement them.*

One deputy principal added by saying:

> *Creation of an environment where decisions of the people are implemented is required.*

Van Zyl (2015) says parents are involved in decision-making at various levels at schools. For example in school committees and school governing bodies, decisions and policies are made and implemented. Decisions taken, plans made, policies made and available, programmes initiated and projects initiated should be implemented. Schools may have beautiful plans and policies, but if they are not implemented it becomes futile.

Analysis of documents indicates that those secondary schools implement programmes from the Department of Basic Education. Instructions and reminders that are in information books are in line with the circulars coming from the circuit managers, district senior manager and Limpopo Provincial Department of Basic Education.

(v) Reviews

During the interviews, all parents groups said:

At the end of each year, principals call us to schools to be given reports on expenditure and review the budget for the following year.

Implementation will then be reviewed by all stakeholders collectively to see where they failed or succeeded in their schools. Review of decision opens a space for self-criticism which exposes weaknesses and strengths and brings about necessary adjustments. Secondary schools in Soutpansberg East circuit hold reviews and report back meetings. Regarding this, parents said:

> *At the end of each term we are convened to parents meetings by the SGB chairperson and the school principal to receive term results and review our results improvement strategies where we are given the opportunity by the principal to suggest ways and means of improving results..*   (Parent: school B)

> *At the end of each year, principals call us to schools to be given reports on expenditure and review the budget for the following year.* (Parent: School C)

> *At the end of each term we are invited to staff meetings to receive term results and review our results improvement strategies.* (Teacher: school B)

Data referring to review meetings came from parents' focus groups. Teachers and learners were silent about review meetings. This silence could possibly mean that they were not part of the review meetings. Schools need to have review meetings where they will take stock of successes and failures, checking if objectives were attained and coming up with turn around strategies for improvement. Botha (2015) maintains that research and evaluation skills are needed to critically question the success of instructional programmes.

(vi) Managing by walking around monitoring

Principals have to walk their talk; they must lead from behind ensuring that there is learning and teaching in class rooms. Deputy Principals and HODs are also expected to monitor classroom activities. If SMTs are not working like as a team, it will always be difficult for teachers to see the unity which is expected from SMTs. Shared leadership requires a particular pattern of leadership where leaders do same if not similar things. Teachers and learners had this to say:

The principal walks around the school yard ensuring that there is learning and teaching happening in schools. (Teacher: school B)

*Our principal walks from class to class on the v*erandah checking if teachers are teaching and learners are in classes. (Learner: School B)

Observation data confirmed that principals manage by walking around the school premises. The researcher observed principals always walking around checking as to whether there was learning and teaching happening in classrooms. They were calling teachers to honour their classes and forcing learners to go to their classes. Where principals were managing by walking around the school premises, there was effective learning and teaching.

Principals in secondary schools force learners to go into classes. Generally, all schools had similar experiences on this aspect. This raises questions as to why principals are expected to drive leaners into classrooms. Moreover, learner leaders and teachers are also expected to ensure classroom attendance by leaners. The point here is that learners and teachers should know that when the bell rings it is time for them to go classes to learn and teach. This is what the participants said:

...some of us work here as hawkers, we always see the principal driving learners and teachers back to their classes after break…(Parent: school B)

....our principal is always driving us back to our classes. (Learner: school A)

Clearly, there is lack of shared leadership in schools when it comes to issues of discipline. Principals are left alone in this regard. Participants were silent about the role played by other members of SMTs when it comes to driving learners into class rooms. A critical question that arises is whether the other SMT members and the teaching staff in general are doing their part if principals in all schools are said to be the only ones to ensure learner classroom attendance after break. Analysis of data suggests that teachers and other SMT members do not go to classes on time when the bell rings.

Botha (2015) posits that managers should monitor activities that are being carried out in the course of the implementation of organisational plans. It involves engaging in a sustained focus on work in progress to ensure that the plans stay on course and deadlines are met.

Observation data confirms the findings from interview data which suggests that principals ensure learner classroom attendance. This practice was observed mainly in the morning before lessons started, after break and sometimes during lessons more especially in a situation where teachers had bunked classes, a situation which left learners unattended. This practice is toxic to teaching and learning. Teachers need to be professional to realise that bunking classes is not right.

(vii) Consultation

Consultation is an important aspect of shared leadership. Democratic leaders consult when approaching an issue that needs suggestions, yet the leader retains the final say (Prinsloo, 2013). Data in this study suggested that there was consultation taking place in the schools visited. When teachers were consulted, they felt as part of the school. Teachers appeared motivated when speaking about being consulted on school issues before decisions are taken. Prinsloo (ibid) posits that democratic leaders sometimes consult, yet retain the final say.

This is what the participants said:

> *The principal consults us on issues of the school by convening us to staff meetings.* (Teacher: School B)

Consultation on all matters is very important as it leaves all stakeholders feeling important. In order to promote shared leadership, there should be a clear vision and mission, social interdependent support and exchange of ideas. Carson et al. (2007) propose three constructs of shared leadership which are: shared purpose, social support, and voice. Consultation serves as a precursor in schools for shared leadership. Stakeholders are able to engage on matters before implementation. Principals of the four secondary schools used in this study were said to consult other stakeholders on issues before decisions are taken. Only one school was an exception and participants expressed that the principal rarely consulted his deputy principals, while other stakeholders are consulted.

Data from observations and from document review confirmed that principals consult SMTs and SGBs mainly on issues of the school. Teachers and learners are not consulted.

(viii) Punctuality

Punctuality was emphasised by most participants. What the participants said suggested that principals of the school visited are punctual. Teachers and learners indicated that they were the first to arrive at school and the last to leave the school premises, for example:

Deputy Principal B and Deputy Principal D said:

> *My principal is always on time and leave the school late.* (Deputy Principal: school B)

> *Our principal is the last one to leave the school.* (Deputy Principal: school D)

> *Our principal is always the first to arrive at school.* (HOD: school D)

> *Our principal always arrive at work in time, he leads by example.* (Teacher: school A)

> *Our deputy principal is very punctual.* (Teacher: school C)

In support of one teacher, a learner shared the same observation with other participants by saying, *our principal is always at school before we arrive, and he conducts morning studies.*

> *Principals are the first to arrive at work and last to leave the school.* (LRC: school A)

> *Classification for next year must be done this year. ... budgeting should be done in the 4th term of the year.* (Principal: school A)

This is what participants had to say:

> *We cannot separate leadership and responsibility… principals and deputy principals are punctual*. (Teacher: school A)

The South African President Jacob G. Zuma in his State the Nation Address presented to the joint sitting of parliament in Cape Town on 03 June 2009 stated that... 'Education will be a key priority for the next five years. We want our teachers, learners, and parents to work together with the government to turn our schools into thriving centres of excellence' (President Zuma: State of the Nation Address, 2009).

The statement above suggests that shared leadership is twinned with responsibility. Moreover, schools are expected to beat deadlines set by the department of Basic Education. In this case, punctuality should also refer to meeting due dates for submission of reports to the department.

Observation data confirms that punctuality was not a challenge in many schools. Deputy Principals, HODs and teachers were punctual. When reviewing the information books, there was evidence of principals' instructions which emphasised punctuality and meeting deadlines. It was interesting to find that there was corroboration between interview data and the documents reviewed.

(v) Honesty

One of the issues that emerged in the interviews is honesty. It was interesting that participants associated honesty with good leadership. Participants had this to say regarding honesty:

> *Our principal is honest:* (Deputy Principal D)

> *Our principal is very honest. He does not play his cards facing his chest.* (HOD: School A)

> *Our principal is an honest leader who plays above board.* (Deputy Principal: school D)

> *...he (principal) shows honesty all the time.* (Deputy Principal: school D)

Principals of schools are honest. Honesty is one of the core and fundamental values in the South African education system. An honest leader can be trusted. Zengele (2015) posits that there should be high level of trust for the staff to believe in the honest intentions of the principal. Where there is honesty, there is always trust. An honest leader influences followers to be honest. If principals are honest to teachers and SMT, teachers and learners are likely to be honest. This practice may result in a strong culture of teaching and learning.

Honesty is one of the qualities which underpin collaboration. Steyn and Van Niekerk (2013) assert that where there is honesty, there is promotion of learning and teaching. The statements said by the participants suggest that principals in those schools are honest leaders. However the data was silent about the honesty of the HODs, teachers, SGB members and RCL members. The silence could mean that these other leaders are not honest in their interaction with their followers.

Roberts and Roach (2006:5) gave the following school leadership practices; "site-based, innovation, encouragement, and collaboration". This study ushered in an addition to the school

leadership practices. There is a huge difference between the school leadership practices listed by Roberts and Roach (ibid). These findings add to the other studies on school leadership practices.

4.4.2.4. Challenges faced by principals when discharging their leadership roles

Data suggests that parents do not attend parents meetings. Participation of teachers in staff meetings was minimal as the majority of female teachers did not participate in discussions. There was evidence of ill-discipline amongst learners and to a greater extent some teachers regarding class attendance.

(i)   Teacher classroom attendance.

The problem of poor classroom attendance by teachers was echoed by the principals:

> *Male teachers bunk classes on Mondays and female teachers have a tendency of bunking classes during the first period and after break. Some teachers would go to classes and return to their staffrooms before the period ends.* (Principal: school B)

> *Some teachers go to classes, but they do not give learners exercises and homework. Some teachers go to classes late; they expect me to follow them from their staffrooms.* (Principal: school C)

> *My teachers are not followed up or pushed to go to their classes. They are highly professional.* (Principal: school D)

The utterances above suggest poor leadership in the schools which clearly needs to change if teaching and learning is to take place effectively. The South African President Jacob G. Zuma in his State the Nation Address presented to the joint sitting of parliament in Cape Town on 03 June 2009 stated that... "Education will be a key priority for the next five years. We want our teachers, learners, and parents to work together with government to turn our schools into thriving centres of excellence" (President Jacob Zuma: State of The Nation Address, 2009).

Observation data confirmed what the principal said. Teachers were seen to be neglecting classes. Moreover principals in some of the schools were running around the staffroom calling teachers to go to their classes. It is important to mention that not all teachers were forced to attend classes by their principals; some teachers even had to wait waiting for other teachers to come out of classes.

(ii) Ensuring learner classroom attendance.

Ensuring classroom attendance is one of the aspects associated with good leadership. There were some comments from the participants which showed that there was a problem of poor classroom attendance by learners:

> *Some of us work here as hawkers, we always see the principal driving learners and teachers back to their classes after break, and all learners' focus groups said their principal is always driving them back to their classes.* (Parent: school C)

> *Learners are always outside which is aggravated by teachers who do not honour their classes.* (Principal: school D)

Observation data shows that principals were always chasing learners all around the school yard into their classrooms. Learners were always outside because of teachers who do not honour their classes. Principals appeared very demotivated and stressed when they were driving learners into classrooms. Further, observation data revealed that principals complained about learners who bunk classes during morning devotions. Data from interviews is in agreement with the observation data.

(iii) Demotivated staff members

Leaders must be able to inculcate good manners in learners. Moreover they must make sure that teachers are motivated to do their work. Participants lamented the high levels of motivation amongst the staff:

> *Our teachers do not want to teach us because of learners who disrespect them. Some of these learners assault teachers. One of these bully learners has just assaulted the principal and because of that learners no longer respect teachers and the principal.* (Learner: school C)

According to observation data, different leader stakeholders seemed to lack enthusiasm in their work, and they appeared demotivated. It was an environment of "everybody for himself" which could signal deep-rooted leadership problems in those secondary schools. Principals were maintaining order and discipline alone without the assistance of staff and SMT members. As Carson et al. (2007) propose, the three constructs of shared leadership are: shared purpose, social

111

support, and voice. Wood (2005) proposes four dimensions which are; joint completion of tasks, mutual skills development, decentralised interaction among personnel, and emotional support. What the authors above argue can only happen when there is interaction. Leaders in these schools need to practice shared leadership. The literature in this study encourages shared leadership which serves as a solution to this challenge.

(iv) Lack of support from teachers and SMT

As advocated by Wood (2005), support is one of the most important aspects of shared leadership. Learners made mention of the lack of support to principals by other stakeholders in the school.

> *HODs do not help the principal to maintain order and discipline in our school. When our principal is absent, there will be no school. Teachers do as they wish; they do not go to classes. Learners are also outside.* (Learner: school A)

Observation data confirmed this lack of support to principals. During the researcher's visit to one of the schools (school: A) the principal was attending a meeting at the circuit office. Surprisingly, learners were outside playing and teachers were in their staffroom not teaching the learners. When the researcher visited school D, the situation was different. The principal was not at school, but the deputy principal was in charge of the school. There were lessons going on as if the principal was there. This clearly shows that there are some stakeholders in the schools who are practicing shared leadership while there are those in other schools who do not.

Kocolowski (2010) adds that leadership affects the success and failure of every type of organisation. If teachers are not supported by leaders, schools do not function well. This study reveals challenges which are brought about by leadership which supports the views of the two authors above.

4.4.2.5. Challenges faced by other leaders of secondary school stakeholders when discharging their leadership roles

Challenges of leadership faced by other leader stakeholders also surfaced in this study. It must be noted that "if leadership is not good, the school will fail in its teaching and learning duties" (Kocolowski, 2010). This study revealed challenges which are brought about by leadership which supports the views of Kocolowski (2010).

(i) Side-lining of some stakeholders

It emerged that the learners were side-lined by the principal in some of the schools. Meetings were held without the learner leaders. Teachers and deputy principals also revealed how they were side-lined by the principal. The irony though is that the observation and interview data suggested that the principal did not get support from other leader stakeholders when managing learner classroom attendance. It might then be correct to attribute that lack of support to the principal's failure to involve them in decision making processes. These were the utterances of the participants:

> *Our principal holds meetings with the president of the RCL and resolve issues without involving us.* (Learner: school C)

> *We are being side-lined as teachers in schools. (Teacher: School A)*

> *SMT have a tendency of driving their resolutions and plans through us.* (Teacher: school A)

> *Nothing about us is done without us. We are tired of being implementers of decisions. He does not take our views.* (Teacher: school C)

> *The principal side-lines me. He does not involve me. I am frustrated. I don't know why he is doing this because as far as I know myself, I co-operate; I help him to manage the school. He does not take our views, if resolutions have been taken, he implements the opposite. If I had my way I would leave him with his school.* (Learner: school A)

> *Principals run schools with leaders of stakeholders and ignore members of stakeholders. This inclination seems to be prevalent in schools where principals side-line certain leaders.* (Deputy Principal: school C)

Observation data presents a different view from that of teachers and the deputy principal. There were meetings of the SMT where the deputy principal was always present and where all were given a chance to air their views. When examining consistency of the discussions and resolutions of the SMT meetings, it was apparent that what was agreed upon in the SMT meetings was what generally went to teachers for their consumption. Teachers were also taken on board. Zengele

113

(2015) asserts that formation of cliques by the principal should be avoided at all costs. In terms of other resolutions of other meetings, the researcher's observation was that it may have happened that minutes were not taken as there were few records of meetings.

(ii) Learners drop out

Over-strictness and heavy punishment on learners who break school rules compel learners to leave school. This behaviour by principals is associated with the autocratic leadership style (Harber and Mncube, 2012). In these schools, some principals imposed heavy physical punishment on learners which encouraged bunking of classes and absenteeism. Learners were also verbally abused by deputy principals which instilled fear in learners. Some of the learners were said to have dropped out of school because of heavy forms of punishment meted on them for breaking school rules as expressed by a learner from school A:

> *...some learners drop out school or hide in the bushes or toilet for fear of frog jumping as a form of punishment when they are late for school.*

In the same vein, deputy principals from school B complained about the autocratic leadership style of some principals when it comes to decision making. Deputy principals felt undermined and side-lined which compromised their role as supporting personnel in the office of the principal:

> *The principals undermine us, they make decisions without us. As a result we feel reluctant to support them.*

However, in schools where learners were punished by doing frog-jumping, the researcher observed a high level of discipline**.**

(iii) Poor application of leadership styles

Schools malfunction because of the laissez faire leadership style among leaders of stakeholders. One principal raised concerns around the deputy principal's excessive democracy and some element of laissez faire in their leadership.

One principal said:

She is too democratic that she sometimes has problems of judgment of issues and as a result teachers tend to undermine deputy principals and as such teachers do not go to classes and learners stay outside. (Principal: school B)

Teachers and learners complained about some principals and HODs' laissez leadership style which compromises the culture of learning and teaching. This situation causes many learners to fail in secondary schools.

...we don't have HODs here. (Teacher: school C)

I am happy to have HODs like these because they do not supervise me, I do as I wish. (Teacher: school A)

Principals also raised the unprofessional extent of friendships between teachers and HODs which affects their function as heads of departments:

I am worried about the extent of relationships HODs have with teachers, their friendship overshadows HODs responsibilities of monitoring teachers and this tendency compromises learning and teaching and the quality of curriculum delivery and quality assessment. (Principal: school D)

Observation data confirmed that there was too much freedom in schools where teachers do as they wish. Teachers did not go to classes, learners were always outside and they did not have respect for their teachers and principals. HODs were not hands on. Bass and Avio (1997) conceptualised laissez-faire leadership style as a style where the leader avoids making decisions and abdicates responsibilities. They leave teachers to do as they wish. An investigation needs to be conducted by researchers on this challenge. This falls as a recommendation for future research.

(iv) Collapse of relationships amongst stakeholders

Zengele (2015) asserts that in creating a healthy school climate, principals should avoid negative behaviour such as unnecessarily taking sides and blaming groups instead of the person responsible for an incident. This type of behaviour has a tendency of dividing the staff and breaking down relationships. The findings of the study suggest that the relationship between

stakeholders has collapsed. Teachers complained about the manner in which some RCL presidents undermine teachers:

> *...he thinks he is President Zuma, he will not pass because he is always after teachers.* (Teacher: school C)

> *He is always helping learners and forget his studies; he will fail at the end of the year.* (Parent: school C)

> *He (HOD) works alone, he does not involve us, and he takes decisions with the principal in the office.* (Learner: school D)

> *Learners are quarrelling and fighting with teachers.* (SGB Chairperson: school C)

> *The RCL chairperson is challenged by fellow learners on what is happening to them and they do not want to listen to him.* (SGB Chairperson: school B)

> *I have been assaulted by a learner.* (Principal: school C)

> *Learners do not respect teachers and principals. One learner has just assaulted the school principal and this incident has caused learners to disrespect teachers and the principal.* (Learner: school D)

> *I hate my deputy principal. He thinks he is the principal of this school. He intimidates us. (Learner: school A)*

Observation data confirmed the existence of this challenge of bad relations amongst leader stakeholders. Moreover, teachers' conduct and learners' behaviour showed signs of collapse of relationships amongst stakeholders in schools. The researcher's observation concurs with the interview data in this study.

It may be correct to attribute this state of affairs to the lack of shared leadership in these schools. Leaders should shift from old hierarchal forms of leadership to horizontal forms of leadership where there is interaction between leaders and followers on all matters. These engagements become a force multiplier in school climate. If all education stakeholders are to effectively lead

together, then there must be a substantial change made in the ways people think and feel about their personal and shared leadership responsibilities in schools.

4.4.2.6. Leadership improvement strategies

Analysis of meeting minutes and information books revealed that some schools did not hold meetings as required. In one school, the last meeting held was in September 2015 which means that there was insufficient consultation on many issues such as examination management as examinations were very near by then. This state of affairs may suggest that principals and participants also mentioned the following leadership improvement strategies in order to address leadership challenges in secondary schools. Interestingly, their suggestions were in line with the requirements for shared leadership.

(i) Sharing of ideas and experiences

Sharing of ideas with colleagues and stakeholders within and from other schools was suggested as one of the strategies that can be adopted to improve leadership in schools. Marishane (2015) asserts that the principal, as an active agent of information in school transformation, should keep fellow members of the SGB, particularly parents, on board with new internal and external developments and changes affecting the school and ensure that all these changes are directed towards the realisation of the collective school vision. Information is a very important empowerment resource needed for effective school management. People who know what goes on, in and out of the school, and people who know how things are done, feel a sense of power and control over their affairs (Marishane, 2015). This was suggested in the following statements uttered by the participants:

One SGB chairperson indicated that sharing of ideas can be done:

> *...by visiting other schools to copy best leadership practices from the best schools.* (SGB: school B)

> *We should improve stakeholder interaction to hear their opinions.* (Principal: school B)

Thus, it is advisable for schools to have time to share ideas through meetings, short briefings, information book, WhatsApp groups, internet and notice boards. Information is power. Another principal from school D said:

There should be an improvement on interaction with various stakeholders to hear their opinions. Principals and other leaders of stakeholders should create a space for engagement amongst stakeholders in order to empower one another. There should be parents meetings organised to allow all stakeholders to air their views and seek common understanding on school leadership. Stakeholders should interface and find ways to respond to the challenges schools are facing today.

The minutes of meetings served as proof that stakeholders, more especially between the SMT and teachers, share ideas. There was no evidence of sharing of ideas among learners' leadersas per the following statements:

.... our leaders should share experiences with those who were there before. (SGB: school A)

Sharing of experiences with the best leaders in other schools can help improve leadership in schools. (Teacher: school B)

Teachers think that a space should be created for a mentoring programme designed to empower leaders. Schools should be twinned in order to cross pollinate their experiences and skills. Newly appointed leaders should have mentors who will guide, develop and empower them.

(ii) Training workshops

Most participants were of the idea that regular training workshops would improve leadership in schools. This is what they said:

Regular workshops of all stakeholders on leadership by the department of education or someone from outside the department would improve school leadership. (Teacher: school B)

Workshops for all leaders of stakeholders is necessary to improve leadership. (Principal: school B)

Workshops should be done to empower leadership in our schools. (Principal: school A)

The Department of Education should introduce a one or two year leadership course for all stakeholders. (Principal: school A)

Annual workshops on leadership of the school should be organised by the Department of Education. (HOD: school B)

It is recommended that SGB members are trained more regularly than what is done currently. Moreover some of them are illiterate and they would need rigorous training in order for them to be competent. (SGB: school C)

The Department of Education should establish a centre of excellence in order to develop leaders. (SGB: school B)

Principals need series workshops on general school leadership. HODs and some deputy principals need serious workshops as they did not seem to understand their role as members of SMT. Leadership would be enhanced if a school management diploma could be a requirement for the appointment of principals.

According to Zengele (2015), Marishane and Botha (2011: 33), teachers attend workshops on the implementation of CAPS and return to show principals how it is done in classrooms. The increased professionalism of teachers through the attendance of workshops conducted by the education department and teachers' unions has made them take ownership of proceedings in their classrooms.

Literature written by (Zengele, 2015; Marishane and Botha, 2011: 33) gives evidence that there were workshops for teachers on the implementation of Curriculum Assessment Policy Statement. However, there is also a dire need for organised workshops on professionalism and shared leadership.

(iv) Openness and transparency

The stakeholders also mentioned that openness, transparency and sincerity are virtues that enhance leadership in schools. For example, a principal from school A said:

One aspect of leadership is openness.

Added to the principal's assertion, one deputy principal from school D also said:

Openness when dealing with school matters is required to improve leadership in schools.

In addition, a teacher from school B saw openness as a policy imperative as per the South African government requirement regarding services rendered to its clients(who are its citizens) of "Batho Pele" initiative.

Schools should operate above board. There should be transparency and openness in schools. Openness is one of the key pillars of "Batho Pele". This means South African government clients/People first.

Leaders are expected to be open on all matters pertaining to learning and teaching. When leaders are open to their staff, staff will be open to their leaders which paves a way for constructive criticism and development.

Transparency was evident in the minutes of meetings, information books where it was indicated that circulars were read by all educators.

(xi) Collective leadership

Shared leadership means that stakeholders should lead collectively. They need to consult with each other, share ideas, as expressed by the participants:

There is shared leadership in this school. (HOD: school B)

...we should improve stakeholder interaction to hear their opinions. (Principal: school A)

...if we could have collective leadership in our school, leadership could improve. (HOD: school C)

The researcher observed some elements of collective leadership in practice in Soutpansberg East circuit schools. There were planning meetings which involved some stakeholders such as parents, SMTs and SGBs. SMT members view collective leadership as a vehicle for leadership improvement in schools. This is supported by Hughes and Pickerel (2010) who argue that there is shared leadership when teachers, parents, students and principals collaborate to solve problems. Hughes and Pickerel (2013) said that shared leadership is partnership where teachers,

staff, parents and students are equal partners. Shared partnership means respect and responsibility to consider different and new ideas and strategies.

Collective planning and review is part of Collective leadership. Participants also mentioned the importance of Collective planning and review.

> *Decisions should be decentralised, they should not be taken in SMT meetings and imposed on educators as alluded by the participants of this study.* (Teacher: school A)

In this study, the data suggested that some of the secondary schools in Soutpansberg East circuit have collective planning and review meetings. They ensure that they implement what they have planned. Although this practice does not cover all stakeholders as it only covers SGBs and parents. Observation data has revealed that the only stakeholders who were involved in planning and review were parents and the SGB.

Lindal (2008) argues that planning without the involvement of teachers greatly threatens both implementation and institutionalisation of changes. To add to this, Wood (2005) proposes four leadership dimensions which are:

- joint completion of tasks;
- mutual skill development;
- decentralized interaction among personnel; and
- emotional support.

There is corroboration between this finding the researcher's observation and literature.

Stakeholder involvement was particularly mentioned by the participants. While the principal in school A said that there is stakeholder involvement in his school, the accounts of LRC members in schools C and D suggested the absence of other stakeholder's involvement . This is what principal in school A said:

> *There is stakeholder involvement in this school; we ensure that all stakeholders are involved in whatever happens here.* (Principal: school A)

In contradiction, learner participant said:

RCL should be recognised and involved in the decision making bodies of the school such as the SGB. (RCL: school D)

Other learners further said:

Learners should be involved in the election of the RCL and making of school policies. (RCL: school D)

RCL should be involved in SGB meetings. (RCL: school C)

What comes out of the participants' utterances above suggests that there is sufficient stakeholder participation in secondary schools in Soutpansberg East circuit, especially the involvement of LRC members.

Pearce and Conger (2003) define shared-leadership as a process by which strategic decisions are made in an inclusive environment; each member of the group participates in choosing what is best for the greater good of the global whole; rather than having decisions handed down by a single individual as a means of influence or constraint over the group. This finding is supported by observations and literature in this study.

Parents are some of the stakeholders that should be involved in school leadership. Section 16 of the Schools Act provides for the governance and professional management of schools. Section 23(1) of the Schools Act provides that elected members of the governing body should be drawn from the parents of learners, members of staff and non-teaching staff members, learners in Grade 8 or higher at the school and the principal who is an ex-officio member. Participants, in all four secondary schools mentioned that parental involvement was high. Parents, who are members of SGBs, are involved in recommendations for appointment of teachers, and they were involved in budgeting. One HOD from school D said:

The principal encourages parents to attend parents meetings. Messages for parents are passed to learners from the assembly point by the principal and this enhances parents' involvement.

Another HOD from school D said that:

If we could involve parents in the education of their children there would be improvement on the leadership capacity of our school.

As mentioned in the previous section, findings suggested that SGB members were involved in school activities.

Another important aspect of collective leadership is consultation. The school principals showed a need for improvement on consultation:

The president of the RCL cannot do anything before he consults. (Principal: school C)

There should be an improvement on interaction with various stakeholders to hear their opinions. (Principal: school C)

Shared leadership is also about consultation. A leader is not an island, a leader does not know all things and a leader can make misjudgements, miscalculations, misrepresentations and misunderstanding of matters, hence there is a need for every leader to consult other people before major decisions are taken and communicated.

The researcher's observation is in line with this finding. It was observed that principals consult parents, teachers, SMT and SGB on matters of the school. Learners, however, were not consulted except in some cases where three RCL presidents were consulted by way of informing them. Dessler and Starke (2004) point out that democratic leaders are those leaders who consult when approaching an issue to consider suggestions. Leaders need to consult one another before a decision is reached. There is corroboration between literature, the researcher's observation and the study's findings.

4.5. CONCLUSION

This chapter gave an analysis data from individual and focus group interviews, observations, and documents. Themes were identified in the interviews. Themes included leadership styles, stakeholder involvement, leadership roles of leaders of stakeholders, challenges faced by stakeholders regarding leaders' styles of leadership, best leadership practices and school leadership improvement strategies.

The study has addressed the main research question. In some instances, "shared leadership" was not practiced while in other instances shared leadership was partially practiced. It seems that leadership was neither shared nor distributed adequately.

This calls for researchers to investigate how these two stakeholders (learners and teachers) could be involved in the leadership and decision making processes of the schools. Parents are only involved in the budgeting processes. The researcher hardly obtained evidence where parents were involved in other leadership roles in the school. HODs are said to be least involved in the real leadership of schools. They seemed to only participate in SMT meetings. There was little evidence of their leadership role in the leadership of the school.

Leaders of stakeholders use three leadership skills which are; democratic, laissez-faire and autocracy. The experience of stakeholders revealed that in schools where laissez-faire was practiced, the culture of learning and teaching deteriorated.

CHAPTER 5

5. SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

Chapter four presented the essence of the participants' leadership experiences, and how they made sense of them. Chapter five consists of an overview of the study which provides answers to the research questions. It also presents the key findings as well as provides recommendations for improvement and direction for future research.

5.1. INTRODUCTION

Chapter four presented an analysis and interpretation of data obtained from individual interviews, focus groups, observations, and document analysis. This chapter gives a brief summary on the study. Recommendations are given in line with the findings. These recommendations are likely to help leaders of school stakeholders, learners, teachers, SMTs, SGBs and parents regarding school leadership.

5.2. SUMMARY

The purpose of the study was to get leaders of stakeholders in Soutpansberg East circuit secondary schools to share their experiences regarding leadership. The empirical investigation was spawned by conflicts amongst leaders of school stakeholders and stakeholders themselves. The changes that were brought about by the South African government in school leadership where there are SGBs, RCLs and SMTs with their responsibly given to them by the South African constitution 1996a and the South African Schools Act 84 (RSA, 1996b) form part of the conflict in school leadership. Education is a societal issue and a shared responsibility of the principal, parents, teachers, managers and learners.

The study was limited to four secondary schools found in Soutpansberg East circuit. To collect data, one-on-one interviews with four principals, two deputy principals, four SGB chairpersons and four RCL presidents were conducted. Focus group interviews were conducted with 20 teachers, nine HODs, 20 parents and 20 learners.

Chapter one dealt with the purpose of the study which aimed at exploring the experiences of schools' stakeholders regarding leadership in secondary schools in Soutpansberg East Circuit. The main concepts were clarified as they are applicable to the study. The design methods were also explained in detail.

Chapter two focused on the literature review on school leadership. The literature study revealed that collective leadership is critical in schools and that here should be shared leadership in schools.

Chapter three described the research methodology and design. The chapter further described how sampling and population were used to collect data. The researcher chose to use the purposive mode or method to sample the population. One-on-one interviews, focus groups and observations were also used to collect empirical data.

Chapter four presented the analysis and interpretation of the results which led to the findings and recommendations. The preceding section presents findings from the research study.

5.3. KEY FINDINGS

This section will present findings the key findings of the study.

5.3.1. Leadership styles used in Soutpansberg East circuit

Principals, deputy principals and teachers are familiar with three leadership styles in schools. Some of them use the autocratic leadership style which makes learners and teachers to be afraid and scared of them. Those who use the democratic leadership style are the favourites and those who use laissez faire leadership style are perceived as weak leaders, which results in the collapse of learning and teaching.

5.3.2. Decision making in secondary schools

Teachers in some schools were not involved in decision making. Decisions were made by principals which makes teachers unhappy. In some schools, however, teachers were involved and teachers were very happy. HODs in all schools were involved in decision making through SMT, subject committee, extra-curricular committee and staff meetings. They were involved in policy formulation, budgeting and subject allocation. Deputy Principals said that they were not involved in decision making as the principal decides either alone or with the SGB where deputy principals are not sitting. Parents were involved in budgeting and policy formulation including SGB chairpersons. Learners were not involved in huge decision making, they were only given the opportunity to elect RCL members, class representatives and formulating class policies. In some schools, there were no RCLs and where there were RCLs, RCL presidents and secretaries were not part of the SGB.

5.3.3. Discharging of leadership by leaders of stakeholders

Participants revealed that principals lead well. They were punctual, they ensured that teachers went to classes and learners were in classes. They were strict and authoritative. They always wanted to see learners in uniform. They ensured that the school yards were clean. They maintained order and discipline. However, some principals were said to be weak in the sense that they did not do follow-ups and as such no one took whatever they observed as serious. Some of the principals were always away which compromised learning and teaching.

Some principals were very strict such that they were feared by learners and teachers. They ensured that learners were in their classes learning and teachers in classes teaching. Some deputy principals were too democratic that they had the wrong judgment.

HODs were said to be to be reluctant to work with post level 1 teachers because of their unprofessional friendship with them such that they cannot give them instructions or monitor their work. HODs perceive themselves as not managers or supervisors when they are with teachers and they hold the view they are equals with teachers in terms of authority. Some did not control learners' books. In some cases where the principal was away, they left teachers in their staff rooms and learners outside their class rooms. The majority of them sat in their offices.

The study further revealed that SGB members and SGB chairpersons visit the schools frequently to support the school. They convened and chaired meetings. Some had initiated big school projects. Some repaired broken windows, doors and furniture.

The study exposed that RCL presidents were not working with other members of the RCL. They were called to the principals' offices and told what was decided for implementation. Some RCL presidents were not part of the SGB. Some of them were not given space to function. Some were hated by teachers for requesting them to attend classes or reporting them to the principal for bunking their classes.

5.3.4. Challenges stakeholders face due to the leadership styles of leaders of stakeholders

The study revealed that only a few parents attended parents' meetings. Participation of teachers in staff meetings was minimal. The majority of teachers, mostly female teachers, did not participate in discussions when in meetings. There was evidence of indiscipline amongst learners and to a greater extent some teachers when it comes to class attendance.
Parents did not have challenges with leadership styles of the principals, deputy principals, HODs and SGB chairpersons and RCL presidents, except in one case where parents were complaining about the principal who did not care about the welfare of their children.

Learners, however, complained about harsh punishment imposed on them when they had contravened school rules which made some of them drop out of school. Teachers complained of the deterioration of the culture of learning and teaching due to the laissez faire leadership style of principals and HODs. The authoritarian leadership of principals made teachers unhappy.

Some deputy principals were so strict and intimidating that they were feared by both learners and teachers. SGB chairpersons were controlled by secretaries and to a particular extent by principals

for the lack of capacity to lead which leads to incomplete projects. RCL presidents' laissez faire approach and lack of capacity and failure to convene RCL meetings and student mass meetings creates a communication gap between learners and teachers.

5.3.5. Best leadership practices in secondary schools

Consultation was prevalent amongst all practices. Stakeholders consulted one another on issues. There was communication amongst stakeholders except in isolated cases where learners were least consulted. Decision making processes involved all stakeholders except, to a greater extent, learners. Minutes revealed that teachers were involved in major decision making such as budgeting. There was accountability from the side of principals where there was evidence of accountability meetings held at circuit level, at SMT level, SGB level and in staff meetings. Collective planning was prevalent in secondary schools.

Further, there was evidence of several leadership practices in secondary schools. They ranged from; Involvement of stakeholders, communication, collective planning, implementation, review, walking around, driving learners and teachers into classes, punctuality and honesty.

5.3.6. Meetings

Other stakeholders such as SGB and SMT attended meetings. Not all RCL members attended SGB meetings. Neither was there evidence to show that RCL members held regular meetings.

5.4. RECOMMENDATIONS

The following recommendations were made to assist secondary schools in Soutpansberg East circuit to improve leadership of stakeholders.

5.4.1. Recommendation 1: Balancing the use of leadership styles

Data analysis revealed that three leadership styles are used in schools. However, as there was evidence that some principals did not religiously apply these styles, it is recommended that principals, deputy principals and HODs should use all three leadership styles which are democratic, autocratic and laissez faire. They should be trained on how to and when to use laissez faire leadership style as it was revealed by participants that as these leaders use laissez faire leadership style, they neglect their responsibilities of being hands on in leading their

subordinates. They should use laissez faire and maintain their authority by making sure that there is discipline.

When principals use top-down leadership style, they should only do it to ensure that there is compliance and to ensure that all subordinates operate within the ambit of the school policies.

Leaders should not use a particular leadership style excessively as it compromises their leadership; too much democracy. Meetings should not be too long as it consumes a lot of time.

5.4.2. Recommendation 2: Dedicated leadership training of all stakeholders

Analysis of interviews and observations revealed that teachers, learners and RCL members were not involved in decision making processes of the school. Moreover, findings suggest the existence of autocratic tendencies which create fear of principals in teachers and learners.

It is, therefore, recommended that HODs should receive training on how to function as members of the SMTs. HODs should not allow their friendships to overshadow their responsibilities as leaders. HODs should not mix pleasure or friendship with their responsibilities as leaders of schools. HODs should ensure that teachers go to classes and learners are in classes whether their principals are there or not. Principals of schools should not avoid or neglect their responsibilities of correcting where things go wrong or give credit where it is due. They should make follow-ups on the weaknesses they observe in teachers to improve the culture of learning and teaching.

There is a dire need for in-house and external workshops organised by schools and the Department of Education. Workshops keep staff members up-to-date with latest developments and skills. School principals should have a school development plan ready to be implemented at school, circuit, district and provincial level, to a large extent at national level. There should be in-house workshops organised by SMT to develop staff members, RCL, SGB as well as members of the school management team.

According to Van Niekerk (2015), the focus of mentoring is on helping beginners to ensure that they acquire the necessary knowledge and skills for their practice. Literature also supports that mentoring new beginners helps them to acquire knowledge and experience. As a result, the education department should partner with schools and beginner principals with old principals or experienced principals.

5.4.4. Recommendation 4: The use of shared leadership style

There should be collective leadership of secondary schools by all leaders of stakeholders. RCL presidents should work with other members of the RCL. Principals of secondary schools should unite staff members by organising outings or social gatherings and small birthday parties at school so as to get more acquainted with each other.

Principals of secondary schools should therefore involve all stakeholders in decision making processes. It was revealed that teachers and learners were involved to a lesser extent in decision making. SGB teacher component should consult teachers on issues to be discussed in SGB meetings, ask for items to be discussed and views of the staff members. After the SGB meetings, teacher component should report to teachers on the resolutions of the SGB.

RCL presidents and secretaries should form part of the SGB and participate as legitimate members. RCL should meet and also call student mass meetings in order to afford learners to raise issues of concern that can be attended to by the SGB and SMT.

There should be exchange programmes between average performing schools and best performing schools within the circuit as clusters and across the district. Teachers sharing responsibilities, SMTs, RCLs and SGBs should meet and share their leadership experiences. Sharing of experiences should also occur at school level where senior teachers and junior teachers, SMT members share their leadership experiences.

5.4.5. Recommendation 5: Upholding democratic principles of leadership

Secondary schools in Soutpansberg East circuit should therefore learn from the four schools regarding best leadership practices. It is recommended that leaders should uphold their great leadership traits such as honesty, loyalty, kindness and forgiveness. Leaders should also uphold democratic principles which includes amongst others; consultation, collective planning, collective accountability, debates, stakeholder involvement and others.

5.4.6. Recommendation 6: Participants' suggestions

The interviewees suggested the leadership improvement strategies which were found useful and they include the following:

Sharing of ideas, Team building, Openness, Transparency, Honesty, Sincerity, Consultation, Debates, Collective planning and review, Collective re-planning, Accountability, Availability,, Motivation, Stakeholder involvement, Communication, Democratic practices, Good human relation, Respect, Being considerate, Apathy, Collective problem solving, Delegation, Supporting one another, Taking responsibility, Cooperation, Control, Monitoring, High morals, Collective leadership, Parents involvement, Inter-dependency, Mutual respect, Less or no interference with activities of stakeholders, Motivation, Silence, Diplomacy, Human resource development, Love and care, Forgiveness, Organising, Punctuality, Unity, Dedication, Approachability, Collective development of improvement strategies, Ownership of decisions, Order, Control, Good leadership, Strictness, Supervision, Guidance, Instilling of discipline and Involvement of officials from other government departments.

5.5. CONCLUSION

This chapter contains the summary of the study. Findings are presented from the study and recommendations on the leadership experiences of leaders of secondary school stakeholders are also presented.

It is important for secondary schools to have effective and efficient school leadership. The study was premised on the theory of shared leadership which emphasises communication and collectivism of school stakeholders. It is, therefore, important that schools should ensure that all stakeholders are functional and are given a chance to play their role efficiently.

The objectives of the study were met. Aims of the study were identified and they correlate with the revelations made by the participants in Soutpansberg East circuit in Vhembe District, Limpopo Province of the Republic of South Africa.

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APPENDIX A:

PERMISSION TO CONDUCT RESEARCH IN SECONDARY SCHOOLS FOUND IN SOUTPANSBERG EAST CIRCUIT

Title: Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province

Contact person: Prof Netshitangani T

Contact person's building no: 268, Solomon Mahlangu Building, C/O Van Der Walt & Skinner Streets, Pretoria

Contact Person's Department: Department of Educational Leadership and Management

Contact Person's telephone number: 012 352 4165

Dear Dr Rambiyana NG

I, Makwakwa Mafemani Norman am doing research with Dr Netshitangani T, a Senior lecturer in the Department of Education Management towards an M.Ed at the University of South Africa. We are inviting your schools which are Lemana High School and Waterval High School to participate in a study entitled "Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province" where we I shall also conduct observations.

The aim of the study is identify experiences of school stakeholders on secondary school leadership which will involve the principals of school, School Management Teams, educators, parents, learners, Representative Council for Learners and School Governing Bodies.

The benefits of this study are that the department of Education in Limpopo 'school holders and the entire body of Education Management will harvest the hidden theory behind shared leadership in schools.

I shall treat the information I will find in the minutes confidentially and copies of minutes will be stored in a safe place under lock and key.

Yours sincerely

Signature of researcher:………………………………

Makwakwa Mafemani Norman

Deputy Principal

APPENDIX B:

PERMISSION LETTER FROM LIMPOPO DEPARTMENT OF EDUCATION

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

REF: 14/7/R
ENQ: MATIBE M.S
TEL: 015 962 1029

DEPARTMENT OF
SOUTH AFRIC...
2015 -08- 1
PO BOX 1292 MAN...
LIMPOPO P...

DEPARTMENT OF EDUCATION
VHEMBE DISTRICT
2015 -08- 1 1
PRIVATE BAG X2250 SIBASA 0970
LIMPOPO PROVINCE

MR MAKWAKWA M.N
P.O BOX 1617
ELIM HOSPITAL
0960
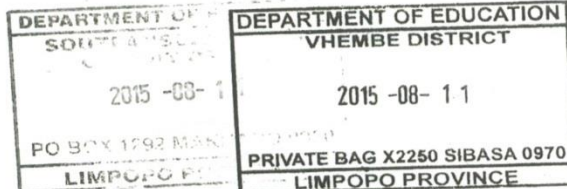
REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN SECONDARY
SHOOLS IN SOUTPANSBERG EAST CIRCUIT.

1. The above matter refers.

2. This serves to inform you that your request to conduct research on the topic
"*LEADERSHIP EXPERIENCES OF SCHOOL STAKEHOLDERS ON
SECONDARY SCHOOL LEADERSHIP IN SOUTPANSBERG EAST CIRCUIT,
LIMPOPO PROVINCE,*" has been granted.

3. You are expected to adhere to research ethical considerations, particularly those
relating to confidentiality, anonymity and informed consent of your research
subjects.

4. Please ensure that your visits do not disrupt the normal teaching and learning
activities.

5. Kindly inform the Circuit Manager and Principals of selected schools prior to your
visits.

6. Wishing you success in your intellectual journey.

DISTRICT SENIOR MANAGER

2015-08-11
DATE

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288

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141

A LETTER REQUESTING PARENTAL CONSENT FOR PARTICIPATION OF MINORS IN A RESEARCH PROJECT

Dear parent

Your child is invited to participate in a study entitled Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province. I have selected your child because he/she is a student leader at the school he is enrolled where he is exposed to leadership first as a learner leader and secondly having the opportunity to share leadership with other stakeholders in the SGB and RCL. I am undertaking this study as part of my master's research at the University of South Africa. The purpose of the study is to explore the experiences of school stakeholders on secondary schools in Soutpansberg East Circuit.

If you allow your child to participate, I shall request him to:

- Take part in group interview.

Any information that is obtainable in connection with this study can be identified with your child will remain confidential and will only be disclosed with your permission. His responses will not be linked to his name or the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are no foreseeable risks to your child by participating in the study. Your child will receive no direct benefit from participating in the study. Neither will your child receive any type of payment for participating in this study. Your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. Withdrawal or refusal to participate will not affect him in any way. Similarly you can agree to allow your child to be in the study now and change your mind later without any penalty.

The study will take place during break with the prior approval of the school and your child's teacher. However, if you do not want your child to participate, an alternative activity will be available. In addition to your permission, your child must agree to participate in the study and you and your child will also be asked to sign the assent form which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child's participation in the study will be stored securely on a password locked computer in my locked office for five years after the study. Thereafter, records will be erased.

If you have questions about this study please ask me or my study supervisor, Dr Netshitangani T, Department of educational leadership and Management, University of South Africa. My contact number is 071 879 7445 and my email address is normanmakwakwa@gmail.com. The email address of my

supervisor is netsh1@unisa.ac.za > Permission for the study has been given by CEDU REC and the Ethics Committee of the College of Education, UNISA.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child:……………………….

Sincerely

_____ _____ _____

Parent/Guardian's name(print)   Parent/Guardian's signature   Date:

_____ _____ _____

Researcher's name(print)   Researcher's signature   Date:

APPENDIX D

A LETTER REQUESTING ASSENT FROM LEARNERS IN A SECONDARY SCHOOL TO PARTICIPATE IN A RESEARCH PROJECT

Title of study: Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province.

Dear learner

I am doing a study on Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province as part of my studies at the University of South Africa. Your principal has given me permission to do this study in your school. I would like to invite you to be a very special part of my study. I am doing this study so that I can find ways that your teachers can use the findings to better your education. This will help you and many other learners of your age in different schools.

This letter is to explain to you what I would like you to do. There may be some words you do not know in this letter. You may ask me or any other adult to explain any of these words that you do not know or understand. You may take a copy of this letter home to think about my invitation and talk to your parents about this before you decide if you want to be in this study.

I will be interviewing you with your school mates on your experiences on school leadership of your school. Your name shall not appear anywhere. Your contributions will never be shared with anybody including your teachers, classmates and your parents.

I will write a report on the study but I will not use your name in the report or say anything that will let other people know who you are. You do not have to be part of this study if you don't want to take part. If you choose to be in the study, you may stop taking part at any time. You may tell me if you do not wish to answer any of my questions. No one will blame or criticise you. When I am finished with my study, I shall return to your school to give a short talk about some of the helpful and interesting things I found out in my study. I shall invite you to come and listen to my talk.

If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your parent or another adult call me at: 071 879 7445. Do not sign the form until you have all your questions answered and understand what I would like you to do.

Researcher: Makwakwa Mafemani Norman, phone number: 071 879 7445

Do not sign written assent form if you have any questions. Ask your questions first and ensure that someone answers those questions.

****

WRITTEN ASSENT

I have read this letter which asks me to be part of a study at my school. I have understood the information about my study and I know what I will be asked to do. I am willing to be in the study.

_____   _____   _____

Learner's name (print)   Signature of learner   Date:

_____   _____   _____

Witness's name (print)   Signature of witness   Date:

(The witness is over 18 years old and present when signed.)

_____   _____   _____

Parent/guardian's name (print)   Parent/guardian's signature: Date:

_____   _____   _____

Researcher's name (print)   Researcher's signature: Date:

A LETTER REQUESTING ASSENT FROM LEARNERS IN A SECONDARY SCHOOL TO PARTICIPATE IN A FOCUS GROUP INTERVIEW

Title of study: Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province.

Dear learner

I am doing a study on Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province as part of my studies at the University of South Africa. Your principal has given me permission to do this study in your school. I would like to invite you to be a very special part of my study. I am doing this study so that I can find ways that your teachers can use the findings to better your education. This will help you and many other learners of your age in different schools.

This letter is to explain to you what I would like you to do. There may be some words you do not know in this letter. You may ask me or any other adult to explain any of these words that you do not know or understand. You may take a copy of this letter home to think about my invitation and talk to your parents about this before you decide if you want to be in this study.

I will be interviewing you and your school mates as a group on your experiences on school leadership of your school. Your name shall not appear anywhere. Your contributions will never be shared with anybody including your teachers, classmates and your parents.

I will write a report on the study but I will not use your name in the report or say anything that will let other people know who you are. You do not have to be part of this study if you don't want to take part. If you choose to be in the study, you may stop taking part at any time. You may tell me if you do not wish to answer any of my questions. No one will blame or criticise you. When I am finished with my study, I shall return to your school to give a short talk about some of the helpful and interesting things I found out in my study. I shall invite you to come and listen to my talk.

If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your parent or another adult call me at: 071 879 7445. Do not sign the form until you have all your questions answered and understand what I would like you to do.

Researcher: Makwakwa Mafemani Norman, phone number: 071 879 7445

Do not sign written assent form if you have any questions. Ask your questions first and ensure that someone answers those questions.

****

WRITTEN ASSENT

I have read this letter which asks me to be part of a study at my school. I have understood the information about my study and I know what I will be asked to do. I am willing to be in the study.

_____   _____   _____

Learner's name (print)   signature of learner   Date:

_____   _____   _____

Witness's name (print)   Signature of witness   Date:

(The witness is over 18 years old and present when signed.)

_____   _____   _____

Parent/guardian's name (print)   Parent/guardian's signature: Date:

_____   _____   _____

Researcher's name (print)   Researcher's signature: Date:

APPENDIX F

A LETTER REQUESTING AN EDUCATOR TO PARTICIPATE IN AN INTERVIEW

Dear Educator

This letter is an invitation to consider participating in a study I, Makwakwa Mafemani Norman, am conducting as part of my research as a master's student entitled "Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province" at the University of South Africa. Permission for the study has been given by the Limpopo Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of the study in education is substantial and well documented. The study seeks to explore the experiences of school stakeholders on secondary school leadership in Soutpansberg east circuit. This study will assist school stakeholders in sharing their experiences and thinking on how to improve shared leadership in schools. In this interview I would like to have your views and opinions on this topic. This information can be used to improve the quality of education and school Leadership.

Your participation in this study is voluntary. It will involve an interview of approximately 30 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information

will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 12 months in my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 071 879 7445 or by e-mail at normanmakwakwa@gmail.com

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows below.

Yours sincerely

Makwakwa Mafemani Norman

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CONSENT FORM

I have read the information presented in the information letter about the study you you are conducting in M.Ed. degree on "Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province." I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Please print):

APPENDIX G

 A LETTER REQUESTING AN HOD TO PARTICIPATE IN AN INTERVIEW

Dear Head of department

This letter is an invitation to consider participating in a study I, Makwakwa Mafemani Norman, am conducting as part of my research as a master's student entitled "Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province" at the University of South Africa. Permission for the study has been given by the Limpopo Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

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Your participation in this study is voluntary. It will involve an interview of approximately 30 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used.

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Yours sincerely

Makwakwa Mafemani Norman

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CONSENT FORM

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Participant's Name (Please print):

_____

Participant Signature:

_____

Researcher Name: (Please print)

_____

Researcher Signature:

Date:_____

APPENDIX H

A LETTER REQUESTING A DEPUTY PRINCIPAL TO PARTICIPATE IN AN INTERVIEW

Dear Deputy Principal

This letter is an invitation to consider participating in a study I, Makwakwa Mafemani Norman, am conducting as part of my research as a master's student entitled "Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province" at the University of South Africa. Permission for the study has been given by the Limpopo Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of the study in education is substantial and well documented. The study seeks to explore the experiences of school stakeholders on secondary school leadership in Soutpansberg east circuit. This study will assist school stakeholders in sharing their experiences and thinking on how to improve shared leadership in schools. In this interview I would like to have your views and opinions on this topic. This information can be used to improve the quality of education and school leadership.

Your participation in this study is voluntary. It will involve an interview of approximately 30 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used.

Data collected during this study will be retained on a password protected computer for 12 months in my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 071 879 7445 or by e-mail at normanmakwakwa@gmail.com

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows below.

Yours sincerely

Makwakwa Mafemani Norman

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CONSENT FORM

I have read the information presented in the information letter about the study you are conducting in your M.Ed. on "Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province." I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Please print):

_____

Participant Signature:

_____

Researcher Name: (Please print)

_____

Researcher Signature:

Date:_____

APPENDIX I

 A LETTER REQUESTING A PRINCIPAL TO PARTICIPATE IN AN INTERVIEW

Dear principal

This letter is an invitation to consider participating in a study I, Makwakwa Mafemani Norman, am conducting as part of my research as a master's student entitled "Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province" at the University of South Africa. Permission for the study has been given by the Limpopo Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

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If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 071 879 7445 or by e-mail at normanmakwakwa@gmail.com

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows below:

Yours sincerely

Makwakwa Mafemani Norman

****

CONSENT FORM

I have read the information presented in the information letter about the study you are conducting in your M.Ed. on "Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province." I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Please print):

_____

Participant Signature:

_____

Researcher Name: (Please print)

_____

Researcher Signature:

Date:_____

APPENDIX J

 A LETTER REQUESTING A PARENT TO PARTICIPATE IN AN INTERVIEW

Dear parent

This letter is an invitation to consider participating in a study I, Makwakwa Mafemani Norman, am conducting as part of my research as a master's student entitled "Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province" at the University of South Africa. Permission for the study has been given by the Limpopo Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of the study in education is substantial and well documented. The study seeks to explore the experiences of school stakeholders on secondary school leadership in Soutpansberg east circuit. This study will assist school stakeholders in sharing their experiences and thinking on how to improve shared leadership in schools. In this interview I would like to have your views and opinions on this topic. This information can be used to improve the quality of education and school leadership.

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will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 12 months in my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 071 879 7445 or by e-mail at normanmakwakwa@gmail.com

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows below:

Yours sincerely

Makwakwa Mafemani Norman

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CONSENT FORM

 I have read the information presented in the information letter about the study you are conducting in your M.Ed. on "Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province." I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Please print):

_____

Participant Signature:

_____

Researcher Name: (Please print)

_____

Researcher Signature:

Date:_____

APPENDIX K

A LETTER REQUESTING AN SGB CHAIRPERSON TO PARTICIPATE IN AN INTERVIEW

Dear SGB Chairperson

This letter is an invitation to consider participating in a study I, Makwakwa Mafemani Norman, am conducting as part of my research as a master's student entitled "Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province" at the University of South Africa. Permission for the study has been given by the Limpopo Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of the study in education is substantial and well documented. The study seeks to explore the experiences of school stakeholders on secondary school leadership in Soutpansberg east circuit. This study will assist school stakeholders in sharing their experiences and thinking on how to improve shared leadership in schools. In this interview I would like to have your views and opinions on this topic. This information can be used to improve the quality of education and school leadership.

Your participation in this study is voluntary. It will involve an interview of approximately 30 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information

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If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 071 879 7445 or by e-mail at normanmakwakwa@gmail.com

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows below.

Yours sincerely

Makwakwa Mafemani Norman

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CONSENT FORM

I have read the information presented in the information letter about the study you are conducting in your M.Ed. on "Experiences of school stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province." I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Please print):

_____

Participant Signature:

_____

Researcher Name: (Please print)

_____

Researcher Signature:

Date:_____

APPENDIX L

FOCUS GROUP/INTERVIEW CONFIDENTIALITY AGREEMENT

I_____ grant consent/assent that the information I share during the group discussions (focus group interviews) may be used by the researcher, [name of researcher], for research purposes. I am aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print):_____

Participant Signature: _____

Researcher's Name: (Please print):_____

Researcher's Signature: _____

Date:_____

APPENDIX M: INTERVIEW SCHEDULE FOR PRINCIPALS

1. What leadership styles are you familiar with and which leadership style do you prefer and why?

2. In your observation, do the Deputy Principals, HODs, teachers, SGB chairperson, and RCL president practice the leadership style you do and how do they do it?

3. How does your school Deputy Principals, HODs, SGB chairperson, RCL President discharge their responsibilities?

4. What are your challenges regarding leadership styles practiced by Deputy principals, HODs, SGB chairperson, RCL President?

5. Briefly share the leadership best practices you have observed among Deputy Principals, HODs, teachers, SGB chairperson, and RCL president

6. In your opinion, what do you think should be done to improve leadership in your school?

APPENDIX N: INTERVIEW SCHEDULE FOR DEPUTY PRINCIPALS

1. What are leadership styles are you familiar with and which leadership style do you prefer and why?

2. In your observation, do the Principals HODs, SGB chairperson, RCL President practice the leadership style you do and how do they do it?

3. How do your Deputy Principals, HODs, SGB chairperson, RCL President discharge their responsibilities?

4. What are your challenges regarding leadership styles practiced by leaders of your school stakeholders?

5. Briefly share the leadership best practices you have observed in your school?

6. In your opinion, what do you think should be done to improve leadership in your school?

APPENDIX O. INTERVIEW SCHEDULE FOR HODs (FOCUS GROUP)

1. What are leadership styles are you familiar with and which leadership style do you prefer and why?

2. In your observation, do your principal, Deputy Principals, SGB chairperson, RCL President your school stakeholders practice the leadership style you do and how do they do it?

3. How do your principal, Deputy Principal(s), SGB chairperson, RCL President your school stakeholders discharge their responsibilities?

4. What are your challenges regarding leadership styles practiced by leaders of your school stakeholders?

5. Briefly share the leadership best practices you have observed in your school?

6. In your opinion, what do you think should be done to improve leadership in your school?

APPENDIX P: INTERVIEW SCHEDULE FOR TEACHERS-FOCUS GROUP

1. What are leadership styles are you familiar with and which leadership style do you prefer and why?

2. In your observation, do your Deputy Principals, HODs, SGB chairperson, RCL President your school stakeholders practice the leadership style you do and how do they do it?

3. How do your Principal, Deputy Principals, HODs, SGB chairperson, RCL President your discharge their responsibilities?

4. What are your challenges regarding leadership styles practiced by your Deputy Principals, HODs, SGB chairperson, RCL President Leaders of your school stakeholders?

5. Briefly share the leadership best practices you have observed from the principal, Deputy Principals, HODs, SGB chairperson, RCL President in your school?

6. In your opinion, what do you think should be done to improve leadership in your school?

APPENDIX Q: INTERVIEW SCHEDULE FOR PARENTS-FOCUS GROUP

1. In our observation, do your school Principal, Deputy Principals, HODs, SGB chairperson, RCL President your school stakeholders practice the leadership style you do and how do they do it?

2. How do your school Principal, Deputy Principals, HODs, SGB chairperson, RCL President discharge their responsibilities?

3. What are your challenges regarding the manner in which your school Principal, Deputy Principals, HODs, SGB chairperson, RCL President discharge their leadership responsibilities?

4. Which role do you play in the leadership of the school?

5. In your opinion, what do you think should be done to improve leadership in your school?

APPENDIX R: INTERVIEW SCHEDULE FOR SGB CHAIRPERSONS

1. What is your leadership role in your school as a chairperson of the School Governing Body?

2. In your observation, do your school Principal Deputy principals, HODs, SGB chairperson, RCL President your school practice the leadership style you do and how do they do it?

3. How do your school Principal, Deputy Principals, HODs, SGB chairperson, RCL President in your school discharge their responsibilities?

4. What are your challenges regarding leadership styles practiced by leaders of your school stakeholders?

5. In your opinion, what do you think should be done to improve leadership in your school?

APPENDIX S: INTERVIEW SCHEDULE FOR RCL PRESIDENTS

1. Briefly explain how you contribute in the leadership of your school.

2. In your observation, how do different school your Deputy principals, HODs, SGB chairperson, RCL President practice their leadership role?

3. How do your school Principal, Deputy Principals, HODs, SGB chairperson, RCL President your school discharge their responsibilities?

4. What are your challenges regarding leadership styles practiced your school Principal, Deputy Principals, HODs, SGB chairperson, RCL President?

5. In your opinion, what do you think should be done to improve leadership in your school?

APPENDIX T: INTERVIEW SCHEDULE FOR LEARNERS –FOCUS GROUP

1. How do you as learners participating in the leadership of your school?

2. In your observation, do your school Principal, Deputy Principals, HODs, SGB chairperson, RCL President?

practice the leadership style you practice? If yes, how do they do it? If not, what do they do?

3. How do your Deputy Principals, HODs, SGB chairperson, RCL President discharge their responsibilities?

4. What are your challenges regarding leadership discharged by the school Principal, Deputy Principals, HODs, SGB chairperson, RCL President?5. In your opinion, what do you think should be done to improve leadership in your school?

APPENDIX U:

ETHICAL CLEARANCE CERTIFICATE

UNISA | university of south africa

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

17 June 2015

Ref #:2015/05/13/08083916/42/MC
Student #: Mr MN Makwakwa
Student Number #: 08083916

Dear Mr Makwakwa

Decision: Ethics Approval

Researcher
Mr MN Makwakwa
Tel: +2771 879 7445
normanmakwakwa@gmail.com

Supervisor
Dr T Netshitangani
College of Education
Department of Education Management
Tel: +2712 352 4165
Netsh1@unisa.ac.za

Proposal: Experiences of stakeholders on secondary school leadership in Soutpansberg East Circuit, Limpopo Province

Qualification: M Ed in Education Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for 2 years.

For full approval: *The application/ resubmitted documentation was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 17 June 2015.*

The proposed research may now commence with the proviso that:
  1) *The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
  2) *Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.*

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

> An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.
>
> 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.
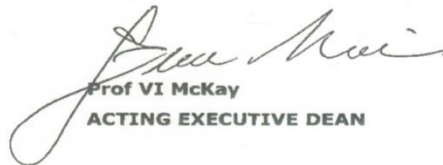>
> Note:
>
> The reference number **2015/05/13/08083916/42/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,

Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za

Prof VI McKay
ACTING EXECUTIVE DEAN

Approval template 2014