

**THE EFFECTS OF PRINCIPALS' MANAGEMENT STYLES ON THE  
FUNCTIONALITY OF SCHOOLS IN OSHANA REGION, NAMIBIA**

by

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## SUMMARY

This study explored the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. A qualitative case study research design was used to collect and analyse data. The human relations and human resources models were utilised. A criterion purposeful sampling technique was used to select ten principals and ten teachers from ten schools with at least seven years' experience and above in the management of schools and other managerial activities. The interview schedule, field notes and open-ended questionnaire were primary data collection instruments used. Secondary data included journal articles, internet sources, theses and dissertations. Typological analysis and content analysis were used to analyse qualitative data from the interviews. A computer software programme namely Atlas.ti was used to accommodate multiple overlapping coding of the data. The relationship between management styles and measures of school functionality were explored and established. The study established the effects of management styles on the functionality of schools and what needs to be done to mitigate adverse effects which would help principals to cope with extreme and cutthroat competing schools. The study also established challenges experienced by principals when applying different management styles and what needs to be done to mitigate them, which may help principals to cope with demanding and ever-changing schools. Findings from this study provide more in-depth insight into factors that determine the choice of the management styles, the effects on the life of the school and what needs to be done to mitigate them. This would help principals to improve management, leadership and administration of the schools. The study established the prevailing management styles that help principals to improve and enhance performance, the life of the school, learners' performance, and to allow teachers to take responsibility for their work. The study recommends an urgent need for the principals to study and learn the application of the four management styles and their impact on teaching and learning, which result in student outcomes. It further recommends the use of a combination of two management styles to strike a balance and avoid manipulation of one particular management style against the other. **Key terms:** management styles, leadership styles, school functionality, school management, school leadership, school administration, school governance, school effectiveness, school performance, management models.

## **ACKNOWLEDGEMENTS**

“Walk worthy of the calling with which you were called (Psalm 50: 15).” “And call on me in the day of trouble; I will deliver you, and you will honour me (Ephesians 4: 1).” I wish to thank the Almighty God for the wisdom and strength to pursue this study with vigour and dedication. I am very grateful for an opportunity to work under the supervision of Prof PR Machaisa. Without her genuine encouragement, insightful discussions, comments and kind help, I do not think completing my thesis would have been such a pleasant journey. Lastly, I would like to extend my appreciation to the principals and teachers in the Oshana Region who participated in this study and made it a success.

## **DEDICATION**

I dedicate this thesis to my late father Josef Shapaka and my mother Ester Iyambo, who sent me to school during my childhood and paved the way for me to become the person I am today. I also dedicate this thesis to my dearest wife Hilma and our greatest treasures: Ester, Mateus and Gabriel for their loving, caring, understanding and encouraging spirit. They shared all my sorrows and happiness during this journey.

## DECLARATION

**Name:** Rehabeam Shapaka

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**Degree:** Doctor of Philosophy in Education

I declare that this study on **the effects of principals' management styles on the functionality of schools in Oshana Region in Namibia** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.

Signature: Rshapaka Date: 14/09/2020

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## ACRONYMS

|               |   |
|---------------|---|
| <b>ACE:</b>   | Advanced Certificate in Education                   |
| <b>ALI:</b>   | African Leadership Institute                        |
| <b>ARC:</b>   | Australian Research Council                         |
| <b>BETD:</b>  | Basic Education Teacher Diploma                     |
| <b>CEO:</b>   | Chief Education Officer                             |
| <b>CMI:</b>   | Chartered Management Institute                      |
| <b>CPD:</b>   | Continuous Professional Development                 |
| <b>CSR:</b>   | Corporate Social Responsibility                     |
| <b>DD:</b>    | Discipline with European Dignity                    |
| <b>DNEA:</b>  | Directorate of National Examinations and Assessment |
| <b>EFA:</b>   | Education for all                                   |
| <b>HoD:</b>   | Head of Department                                  |
| <b>HPC:</b>   | Hifikepunye Pohamba Campus                          |
| <b>HR:</b>    | Human Resource                                      |
| <b>HRM:</b>   | Human Resource Management                           |
| <b>HRP:</b>   | Human Resource Planning                             |
| <b>ICT:</b>   | Information, Communication and Technology           |
| <b>IoE:</b>   | Inspector of Education                              |
| <b>KCPE:</b>  | Kenya Certificate of Primary Education              |
| <b>KCSE:</b>  | Kenya Certificate of Secondary Education            |
| <b>KM:</b>    | Knowledge Management                                |
| <b>LRC:</b>   | Learners' Representative Council                    |
| <b>MCA:</b>   | Millennium Challenge Account                        |
| <b>MLQ:</b>   | Multifactor Leadership Questionnaire                |
| <b>MoEAC:</b> | Ministry of Education, Arts and Culture             |
| <b>NIED:</b>  | National Institute for Educational Development      |
| <b>NSSCH:</b> | Namibia Secondary School Certificate-Higher         |
| <b>NSSCO:</b> | Namibia Secondary School Certificate-Ordinary       |
| <b>OVC:</b>   | Orphan and Vulnerable Children                      |
| <b>PTA:</b>   | Parent-Teacher Association                          |



|                   |  |
|-------------------|--|
| <b>RT:</b>        | Reality Therapy  |
| <b>SHRM:</b>      | Strategic Human Resource Management  |
| <b>SIP:</b>       | School In-service Provider   |
| <b>SME:</b>       | Small and medium enterprise  |
| <b>UIS:</b>       | UNESCO Institute for Statistics  |
| <b>UNAM:</b>      | University of Namibia  |
| <b>UNESCO UIS</b> | United Nations Educational, Scientific and Cultural Organisation<br>Institute for Statistics |
| <b>UNICEF:</b>    | United Nations Children's Fund   |

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# **CHAPTER 1**

## **INTRODUCTION AND OVERVIEW**

This chapter gives an introduction, provides the orientation and observed problem of the study. Based on the problem statement, the chapter provides the formulated main research question with supportive sub-questions; outlines the aim of the study with supportive objectives and provides the significance of the study. Finally, the chapter then defines the study's key terms.

### **1.1 ORIENTATION OF THE STUDY**

Although literature in education management aptly spells out the merits and demerits of each management style (Abbas, Nawaz, Javed & Shahzad 2015: 429; Brennan 2013: 1-3; Iqbal, Anwar & Haider 2015: 1; Khan, Khan & Qureshi 2015: 87-92; Lopez 2014: 105), what remains to be investigated is what effect such a management style has on the functionality of schools. Many researchers and scholars argue that the management style is the most prevalent factor that influences employees' attitudes and behaviours including school commitment (Alkahtani 2016: 23; Iqbal et al. 2015: 5; Okon & Isong 2016: 58; Vahedi & Asadi 2013: 2975). In recent times, education stakeholders have expressed their concern over the poor management of schools, poor morale and performance of teachers in some schools (Apolline 2015) that result in poor student performance because school management has an impact on student achievement. This is through the development of positive school climate and high levels of employee engagement (Hansen 2016: 53).

Since 1997 to date, the Oshana Regional Directorate of Education, Arts and Culture through the Ministry of Education, Arts and Culture (MoEAC), introduced training sessions, seminars, consultative meetings and other stakeholder conferences to enhance the principals' management skills with no tangible improvement in schools. Neither African Leadership Training offered by the African Leadership Institute (ALI) under the mouthpiece of the Millennium Challenge Account (MCA), nor the recent enhancement of Continuous

Professional Development (CPD) offered by the region, under the mouthpiece of the University of Namibia (UNAM), helped principals to sharpen their administrative skills; more particularly leadership and management styles.

Management styles are very much contingent on the school environment, rendering none of the management styles superior to the other. Schools make a difference in students' achievement because principals' suitable management style is one of the factors that contribute to students' academic success (Nyongesa 2014: 4). However, the different management styles are vague in the management world, although they are employed by principals with the intention to enhance individuals and the collective efficiency of employees (Nadeem 2012: 8). This state of affairs needs to be interrogated as a matter of urgency. Being left unattended has many implications on the daily functionality of schools such as dysfunctional schools that may lead to low morale, underperformance or tension (Makuwa 2010; Shikongeni & Nakafingo 2016: 38-39; Villet 2012: 1). I observed that teachers with low morale usually have poor relationships with colleagues and their principal. However, the social relationship of groups at work is the main factor that determines and shapes group behaviour. This culminates into the effective management of schools. The human relations and human resources models adopted in this study put more emphasis on the sound relationship between the principal and staff members for the effective and smooth running of the school.

The principal has been the subject; the critical factor at play and the driving agent of any education change (Hahn 2017: 90; Hansen 2016: 53; Vaillant 2015: 9-11; Villet 2012: 4-5). Taken collectively, these studies suggest that direct responsibility for improving leadership, management, instruction and learning rests in the hands of the principal (Mwape 2013). The lack of inadequacy of managerial skills may affect teacher morale and in turn, learners' performance (Hansen 2016: 53). If left unattended, this may have many implications on the daily functionality of schools that may lead to turbulence (Richtnér & Löfsten 2014), school uncertainty or tension (Bogers, Boyd & Hollensen 2015; Karim, Carroll & Long 2016). Note that it is highly risky in today's business world to assume certainty because nothing is certain about the future and forecasts except uncertainty (Rajasekar 2014: 175). Coupled



with this, there is also a need to understand what challenges principals experience in employing a management style that leads to dysfunctional schools (Chuang 2013: 7-8; Fleisch 2008; Modisaotsile 2012; van der Berg, Taylor, Gustafsson, Spaul & Armstrong 2011).

Today's world is full of complexities that propel schools to face numerous challenges in the process of growth and perfection (Gholami 2016: 42). Some of these challenges include building complex educational professional skills needed for the twenty-first century; the assumption that principals are overburdened administratively; principals' lack of focus on organisational learning in schools; how to cope with the ever-growing number of tasks; support mechanisms; levels of independence and decentralisation and their relation to leadership and accountability. Furthermore and most importantly, the effective leadership and management of schools is a major area of concern in many educational reforms (Andende 2016:1-4; Hahn 2017: 1-4; Hansen 2016: 1-3; Vaillant 2015: 2-3). These challenges need to be mitigated as a matter of urgency. Particular attention ought to be placed on the role of leadership in teaching and learning. There is a need for current debates to focus on the "how" of practice and function, and learning-centred leadership. In addition, more attention needs to be afforded to close the wide gap between leadership and learning, redefinition of lifelong learning schemes to be based on pupil and learner-centred approach, professional development and learning achievement (Pomuti & Weber 2012: 1-8; Villet 2012: 4-5). Particular emphasis ought to be placed on organisational learning in schools with the sole aim of attaining the goals sought by the school. Without this, the school will fail in default.

The current debate trend stresses that the success of school leadership lies in its influence on student learning and achievement through action taken by principals and teachers (Chaka 2018: 86). They should do this while addressing issues and myriad challenges that are relatively new, complex in nature and scope, paradoxical and dilemma filled, and until now unknown to schools (Gholami 2016: 42). School leadership is what principals, team members, and the community can do to dynamist schools to achieve good learning for all students.

Principals as planners and organisers of humanity are faced with various difficulties and hardships (Richardson, Millage, Millage & Lane 2014) which need to be interrogated as a matter of urgency. Principals in today's globalised business environment, who are characterised by the rapid change, should be equipped with emotional intelligence abilities so that they can effectively exercise management roles while adopting various management styles when they lead others in schools (Alkahtani 2016: 23). My observation is that principals with high emotional intelligence can scan the school environment, weigh possible consequences of action and select the most appropriate management style acceptable to followers. However, schools are subjected to global and economic competitiveness, technological changes and advancement, migration and brain drain, imbalance, import and export expenditure, poverty, illiteracy, and inadequate health within the continuous changing environment (Caesar 2013: 110). Total interactions of elements at the micro and macro levels, frequent change of government, government policies and priorities, public's expectations of schools, internal and external influences create a unique challenge for schools where in the Oshana Region is no exception. There is a need to establish what needs to be done to mitigate these challenges. Having been principal for 13 years, this severe and atypical concern brought a lot of personal interest and intellectual curiosity to me in which my career path is also increased.

Debates on the place of management in schools have been ongoing for decades. Experts in the field observed that the basic principles and practices of management have not changed significantly over the years (Dike, Odiwe & Ehujor 2015: 153-156). Put differently, the *raison d'être* for any going concern is to create utility (Nwadukwe & Timinepere 2012: 204). A relatively large body of research exists that relates to school management and school climate of which management styles and school functionality are part (Boucher 2013: 80-86). In light of the above, should the principal use a more task-oriented style which forces him/her to apply the autocratic style or should he/she use the people-oriented style that forces him/her to apply the democratic style. Should the principal try to be hands-off since he/she knows that he/she supervises well-educated teachers or should he/she act in *loco parentis* since he/she wants to use rules and regulations to defend himself/herself. The

bigger question is ‘What effects do these choices have on the principals’ management style and the functionality of schools’?

Interesting recent examples include the re-examination case and legitimacy of school functionality (Bridgman, Cumming & McLaughlin 2016), integrating sustainability issues and studying abroad, experiences in the curriculum to develop global awareness and responsible principals (Sroufe, Sivasubramaniam, Ramos & Saiia 2015). In addition, it is developing threshold concepts (Burch, Burch, Brandly & Heller 2014; Wright & Gilmore 2012; Yip & Raelin 2012), and employing critical approaches that challenge the *status quo* (Kark, Preser & Zion-Waldoks 2016).

Recent studies that characterise and address challenges include, among others, work that is focused on turbulence and challenges in school functionality (Karim et al. 2016), and school uncertainty and responses to it based on resource dependency (Bogers et al. 2015). The exploration of how inter- and intra-school networks provide resilience and basis for school innovation in crisis circumstances although resilience takes many forms since school and personal resilience are related and rely on soft skills as well as adequate resources to enable change (Kark et al. 2016). There needs to be a concern of how resilience feeds into collective decision-making if responses to challenges are not to explore management styles and its effect on school functionality.

There is a need to understand what factors determine the choice of management styles (Amanchukwu, Stanley & Ololube 2015: 10-11; Chuang 2013: 3-6; Taucean, Tamasila & Negru-Strauti 2016: 66-70). Focusing these insights more clearly on management styles may require the development of critical pedagogies and multidisciplinary approaches, especially if we expect principals to be adaptive and creative in the face of complex challenges and perhaps agents of positive social change (Dehler 2009; Welsh & Dehler 2013). If we take into account management styles, which are a significant concern area in educational delivery, (Boampong, Obeng-Denteh, Ibrahim & Mensah 2016: 2; Gallup Inc. 2014: 35; Lane 2016: 2), match them to proper school context, cultivate and nurture them, most principals may learn to become efficient, effective, innovative and proactive education

practitioners (Boonla & Treputtharat 2013: 991-995; Farah 2013: 13-15; Heissenberger & Heilbronner 2017: 98-99).

In light of the above, this study was restricted to the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. This study was then delimited to the claim that decisions in schools depend on four management styles. These are autocratic, paternalistic, democratic, and *laissez-faire* management styles. These fall at the top, middle and bottom in terms of exerting authority by the principals. Naturally, it is stimulating to study these styles. For the purpose of this study, these four management styles were selected for their distinct qualities that identify decision-making patterns, problem-solving and individual relations in schools.

In a rapidly changing world, there is a compelling need to meet the educational challenges of twenty-first-century centres on the principals' management styles and their ability to nurture management in others. Management styles are differentiated by decision-making pattern, skills and ability to empower others to develop individual talents and strengths. Various studies reveal little about how variations in context relate to variations in management practices. This is the kind of evidence needed if we want to become clear about antecedents of principals' management styles and school functionality and their effect on the life of schools and the attainment of the schools' goals (Lopez 2014: 105; Teresa 2013: 62-66; Waters 2013).

Studies on the effect of principals' management styles on the functionality of schools seem to be in their infancy, and the importance of focusing research on this category of construct seems yet to be fully appreciated. Management decision-making factors reference how principals employ management styles. This is one of the critical factors, although the management style of each principal is determined by personal experience and choice. Despite this fact, very little, if any, empirical research can be found on the effect of principals' management style on the functionality of schools in the Oshana Region. Of particular interest is that the success of schools in terms of school management seems not to be thoroughly explored mainly when relating to the kind of effect of principals' management

styles on the functionality of schools in Oshana Region in Namibia. Of particular importance is the extent to which centralised control of school sectors and jurisdictions may be limiting the capacity of principals to exercise school management. Important to note as well are the effects these limitations have on the principals' time and ability to improve the overall quality of schooling. This is a notion that is emphasised in human relations and human resources models that are adopted in this study.

Of fundamental interest is the nature and style of management currently practised by principals and the relations they have on school functionality. Autocratic, paternalistic, democratic, and *laissez-faire* styles of management were selected for this study. Findings from this study had practical and theoretical implications for the implementation, development and the overall improvement of management and leadership autonomy and school functionality. The conclusion from various studies confirmed that schools are safe places, and the school management is the key to schools' safety (Boucher 2013: 80-86; Henderson 2014; Waters 2013). Extensive research on school management practice reveals that there is much potential research on this area, particularly in Namibia (Shikongeni & Nakafingo 2016: 38-39; United Nations Children's Fund [UNICEF] 2015: 1-12).

## **1.2 PROBLEM STATEMENT**

While the management roles of principals seem widely acknowledged (Amanchukwu et al. 2015: 6; Auala 2012: 162; Boonla & Treputtharat 2013: 993; Boucher 2013: 80-86; Farah 2013: 13-15; Villet 2012: 6-7), there is less certainty on what effects principals' management styles have on the functionality of schools. What has been and still is a concern to the Directorate of Education, Arts and Culture in Oshana Region is how most schools are mismanaged (Shikongeni & Nakafingo 2016: 38-39; UNICEF 2015: 1-12). A majority of principals get into a situation in which they are not satisfied with the activities of employees and are forced to avail themselves to being critiqued (Dedina 2013: 122). Some crucial activities that are supposed to take place in schools under the span of control and management of principals are neglected, leading to dysfunctional schools. It is with this mind that one wonders why the Oshana Region is regarded as one of the regions with most schools with few learners. These schools have an enrolment of fewer than 35 learners from

six schools ranging from grade zero to four. The other 15 schools have had less than 100 learners since 2015, 2016, 2017, 2018 up to 2019, ranging from grade zero to seven. This state of affairs needs to be interrogated as a matter of urgency. Another concern is that for the past four consecutive years, that is, 2014, 2015, 2016 and 2017, the Oshana Region is ranked number 13 and ten in the Namibia Secondary School Certificate-Ordinary level (NSSCO) and the Namibia Secondary School Certificate-Higher level (NSSCH) examination results (Directorate of National Examinations and Assessment [DNEA] 2014, 2015, 2016, 2017). With a fluctuating economy and uncertain times, it is more important than ever for students to receive proper education and training that will allow them to acquire a good job and produce the means by which to live (Lane 2016: 1).

Despite measures taken to capacity build principals in leadership and management (Andende 2016: 4) the Oshana Regional Directorate of Education, Arts and Culture is still dissatisfied with the delivery of such management styles by principals. The question stands as to what effect do principals' management styles have on the functionality of schools. Despite government's commitment to expanding access to education, student performance reveals low achievement over the past four years (Caesar 2013: 110). However, the government policy to deliver quality education that translates into high academic performance remains unachieved (Boampong et al. 2016: 2). Stakeholders resolved to halt the trend of poor academic performance through research, deploying quality teachers, remuneration, motivation and improved discipline and provision of instructional materials but without much success (Nsubuga 2009).

In light of the above, management styles have much impact on teaching and learning processes (Okoroji, Anyanwu & Ukpere 2014: 180), but different principals require different styles of management to lead followers effectively. Having a good understanding of human nature is essential and the principal must know his/her employees, he/she must have an honest understanding of who his/her employees are, what they know, and what they can do. They should lead through two-way communication, and they should use their judgement to decide the best course of action and management style needed for each situation. Unfortunately, this is not always the case. I observed that some principals rely heavily on

practice wisdom from experiences while ignoring scientific knowledge discovered by research to manage schools.

The impetus of this study is also embedded on practical defects that I observed such as dysfunctional schools that continuously produce unnecessary tension and stress to teachers and stakeholders alike. The pressure from politicians and the public at large motivated me to isolate the effect of principals' management style on the functionality of schools in Oshana Region in Namibia. My interest in management builds after being a teacher for 17 years, led by different principals with different management styles. Recent studies such as Mushaandja (2010: 33-34) focused on a model of in-service professional development for school principals in Namibia, while Pomuti and Weber (2012: 1-2) focused on decentralisation and school management in Namibia. Additionally, Tshabangu (2013: 78) focused on distributive leadership in Namibia. None of these studies addressed the effects that principals' management styles have on the functionality of schools which is the prime concern of this study. This makes this thesis a part of a contribution to literature for a local setting and a means for generating new knowledge.

Once again, this study was restricted to the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. This study was then delimited to the claim that decisions in schools depend on four management styles that are autocratic, paternalistic, democratic, and *laissez-faire* because they fall at the top, middle and bottom in terms of exerting authority by the principals. For the purpose of this study, these four management styles were selected for their distinct qualities that identifying decision-making patterns, problem-solving and individual relations in schools. These preceding statements give an important synopsis in which the roots of the problem statement of this study are based and emanated. Therefore, to extend our knowledge in this area, the purpose of this study was to explore the effect of principals' management styles on the functionality of schools in the Oshana Region in Namibia. In this study, the effects of principals' management styles on the functionality of schools were defined as a set of factors that have effects on principals, school population and school functionality on the daily operation of the schools.

### **1.3 RESEARCH QUESTIONS OF THE STUDY**

Emanating from the above discussion of the problem statement, the study was guided by the following main research question:

- What effects do principals' management styles have on the functionality of schools?

In order to answer the main research question, several sub-questions were addressed. They were:

- How do principals interrogate and mitigate identified negative effects?
- What challenges do principals experience in employing such management styles?
- How do principals interrogate and mitigate these identified challenges?
- Which factors determine the choice of management styles that have an effect on school functionality?

### **1.4 AIM AND OBJECTIVES OF THE STUDY**

This study aimed to explore the effect of principals' management styles on the functionality of schools in the Oshana Region in Namibia.

In order to achieve the aim of this study, the following five objectives were set out:

- To investigate the effects of principals' management styles on the life of schools.
- To interrogate and mitigate identified negative effects.
- To understand the challenges principals experience in employing such management styles.
- To interrogate and mitigate these identified challenges.
- To explore the factors that determine the choice of management styles that also have an effect on school functionality.

### **1.5 SIGNIFICANCE OF THE STUDY**

This study is relevant for several reasons that are highlighted below:

Firstly, this study is unique as it is the first of its kind to focus primarily on the effects of principals' management styles concerning school functionality as perceived by principals and teachers in the Oshana Region. At present, the number of principals in the Oshana Region has increased proportionally. At this given time, a review of management practices carried out by principals is timely. This study is significant as it only focused primarily on



the views and perceptions of principals and teachers on the effects of principals' management styles on the functionality of schools in the Oshana Region. This represents an important step towards exploring and identifying principals' management styles and their effects on the functionality of the school in the Oshana Region in Namibia. This direct link adds the dimension of emerging themes pertaining to a link between principals' management styles and the life of schools that had not been considered previously. These emerging themes add value, greater depth and meaning to the overall understanding of principals' management styles concerning the functionality of the school.

Secondly, the conceptual framework used in this study is unique with no such configuration of construct used in the study of the effect of principals' management styles on the functionality of schools in Oshana Region in Namibia. The conceptual framework that guided this study consisted of a combination of principals' management styles and school functionality as well as the human resources and human relations models. This provides a new scope for the development of fresh insights into the principals' management styles, school functionality and the life of the school in general. In other words, the theoretical framework used in this study provides a platform for greater exploration pertaining to characteristics of school management that have not yet been fully explored.

Thirdly, this study is the first of its kind to utilise an interview schedule on the effects of principals' management styles on the functionality of the schools in Oshana educational setting. This constitutes a new approach to the study of the effects of principals' management styles concerning the functionality of schools in Oshana Region in Namibia.

Fourthly, the relationship between management styles and measures of school functionality were explored and established. This link attributed to how the school operates and is managed and the approaches and methods used by principals to manage and lead the school. This link closed the wide gap between leadership and learning, which contributes new knowledge to the existing literature on school management, leadership and administration. Results from this study are vital to schools principals, and they add new insights to the dearth of literature related to this topic.

Fifthly, principals would also learn the effects that each management style has on the functionality of schools and what needs to be done to mitigate the adverse effects that would help them to cope with the extreme and ever competing cutthroat schools.

Sixthly, principals should be able to understand and point out challenges experienced by them when employing different management styles and what needs to be done to mitigate them. This would help them to cope with demanding and ever-changing schools.

Seventhly, results from this study may provide more in-depth insight into specific factors of management styles and their effects on school functionality that influence the choice of management styles. In a volatile and uncertain school environment, in time when trends change, and when decisions are made collectively and effectively, principals need to be fully aware of various factors that determine the choice of different management styles. This is so that they can be flexible and apply them in different situations in which they find themselves, their schools and employees. Flexibility in decision-making, taking a different view of the situation and a willingness to take risks with innovation, and new ideas are all excellent signs of effective principals who can create a well-positioned school.

Eighthly, this study contributes to previous research of scholars such as Henderson (2014), Marcinkevičiūtė and Žukovskis (2016) who previously established factors that influence the choice of management styles.

Ninthly, this study has great value to principals because it points out prevailing management styles that help principals to enhance and improve the management of schools. Management styles that are enacted by principals play an integral role in the functioning of all aspects of schools. In other words, if the prevailing management style is well utilised, it may improve school life and learners' performance while staff members take responsibility for their work. With an ever-changing educational landscape, principals should incorporate a wide range of management styles to direct schools towards common goals and a well-directed vision.

Tenthly, the study offers principals the opportunity to identify their management styles while providing new insight into management practices that support their roles during the decision-making process and how to prepare and manage schools efficiently and effectively. Most importantly, attention was given to teaching and learning and decentralisation of power and decision-making, which was highly emphasised in a democratic management style.

Eleventh, the current study is relevant because responsible, skilled, professional principals' management practice in our schools are the first level of defence against any threat that has potential to harm the life of the school. In other words, principals should ensure that work is planned in a manner that staff members' health will not be at stake.

Twelfth, this study's results may establish a need to examine principal professional development needs, provide information and relevant skills for preparedness and intervention strategies.

Thirteenth, the study adds new insight into the field of education management and provides opportunities for future research in areas of management styles and the functionality of schools. As such, the study contributes to the functions of knowledge to present and future scholars.

Fourteenth, the study has practical implications for principals. Principals are in the best position to change school cultures and management styles that create a positive culture of the school. The study provides a new scope to examine and compare aspects of school culture, as well as reshape existing management frameworks. This study may assist principals to improve policies and practices, to respond to problems related to school functionality and improve existing management styles and current behaviours, thereby becoming more effective managers. The results of this study provide insights into aspects of workplace culture in school functionality and their effect on principals' management styles. Insights gained from this study may add a new dimension to current literature about workplace culture.

Finally, I am hopeful that the study would add new insights into the diverse and dynamic field of management and leadership and enhance principals' knowledge and skills to manage and thrive in the knowledge-driven and highly competitive 21<sup>st</sup>-century schools.

## **1.6 DEFINITION OF TERMS**

The study adapted and defined the following terms as demarcated by various authors:

**School management:** The first concept that concerned this study was school management. In the context of this study, school management deals with the operation of the school, routine maintenance of existing operations and maintaining efficiently and effectively current school arrangements. In other words, school management means to do things right no matter how tough they are. It is about coping with complexity (Dike et al. 2015; Parsons 2015). Bush (2011) warns that school management should be concerned with the purpose or aims of education that provide a crucial sense of direction to underpin the management of schools.

**School leadership:** The second concept that concerned this study was school leadership. School leadership involves higher-order tasks designed to improve teachers, students and school performance. Alfahad, Alhajri and Alqahtani (2013) add that school leadership involves influencing teachers' actions to achieve a desirable end. In this study, school leadership is defined as the art of exerting significant influence and considerable power to influence teachers to perform assigned tasks willingly, efficiently and effectively (Dike et al. 2015). In other words, school leadership means doing the right things; it is about coping with change.

**School administration:** The third concept concerning this study was school administration. Bush, Bell and Middlewood (2009) argue that school administration concerns lower-order duties. In this study, school administration refers to implementing the Ministry of Education's and internal policies, rules, regulations, procedures, and strategies (Ministry of Education 2012).

**Management styles:** The fourth concept that concerned this study was management styles. Management styles are a framework of managing both human and material resources of the school through directing, influencing and coordinating affairs of the school using interaction and communication to achieve overall objectives of the school (Okon & Isong 2016: 51).

**School functionality:** The fifth concept that concerned this study was school functionality. School functionality is influenced by various factors that determine the choice of management styles (Nanjundeswaras Wammy & Swamy 2014: 57-58) that also affect the daily functionality of schools and its population because it determines approach and methods used by the principal to direct teachers to perform duties effectively.

## **1.7 CONCLUSION**

In conclusion, this chapter introduced the study and highlighted the problem that instigated an interest in this study being carried out. The following chapter reviews literature related to this study and presents its theoretical framework.

## **CHAPTER 2**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

The preceding chapter gave an introduction, provided an orientation and observed the problem of the study. This chapter reviews literature related to the research topic of the study. In a nutshell, the chapter gives a critical discussion of four management styles, followed by a critical discussion of principals' management styles and functionality of schools. Furthermore, this chapter explores challenges principals experience in using the four management styles followed by factors that determine the choice of the four management styles. Lastly, the chapter concludes with a theoretical framework on which the study was based.

#### **2.1 AUTOCRATIC MANAGEMENT STYLE**

The autocratic management style is based on the assumption of Theory X proposed by Douglas McGregor in 1960 in his book, *The Human side of enterprise* which relies on coercion, implicit threats, close supervision and tight controls (Aydin 2012; Cheloti, Obae & Kanori 2014: 29; Mohamed & Nor 2013: 715). The three underlying assumptions of this theory are that average human beings have an inherent dislike of work and will avoid it. Further, most people must be coerced, controlled, directed, and threatened with punishment, and the average human being prefers to be directed if they are to achieve objectives, or if they wish to avoid responsibility, they have relatively little ambition, or they want security (Chartered Management Institute [CMI] 2015; Northouse 2013; Pierre Casse Training Journal 2011). The average human being tries to avoid work, and because humans dislike work, they must be controlled and threatened to get work done. Humans also desire security and direction, and hate responsibility. These assumptions lead to the autocratic management style.

This theory was designed to attempt to enhance principals' management ability to predict and control the behaviour of teachers by considering only the task/production function of communication while ignoring the relational and maintenance functions of communication.

This is done to maintain predictability and control, to leave decision-making power at the hands of the principal, to minimise input from teachers, to rely on science and rules to guide behaviour, and to regulate communication to increase predictability and decrease misunderstandings (Cheloti et al. 2014: 29). As a result, teachers feel they have no control over their work situation; management does not care about their ideas and feelings and that their ideas are not important. However, this theory neither explains nor describes human nature (Iqbal et al. 2015: 3; Vahedi & Asadi 2013: 2979).

Although literature in education management gives the pros and cons of this style (Alfahad et al. 2013; Aydin 2012), it appears that few literature look at what effects this style has on the functionality of the school. This means that although this style allows principals to retain power and decision-making authority, it can also, at the same time, lead to teacher resistance as a result of teachers' manipulation by the principal. The principal can indeed use the style to force teachers to obey orders, bribe them with rewards or to an extreme punish them. However, the style forces teachers to rely on threats and punishment, which can lead to low teacher morale or turnover. It is worthwhile to note that the style is effective when controlling novice teachers or when work needs to be coordinated. However, teachers become tense, fearful or resentful as they expect their opinions to be heard. In other words, the style may lead to teachers' dependency on the principal to make all decisions. A good example related to this practice is by putting talented teachers into a confusing system that wastes their energy, undermines their effectiveness and inhibits the smooth running of the school (Ali 2011; Bolman & Deal 2010).

The core function of the school is to make sure that effective teaching and learning take place, which results in student achievement. However, the practice mentioned above may lead to low morale, high turnover or even absenteeism and work stoppage. Prominent and traumatic among threats to teachers' engagement and students' academic achievement are some of the effects of such a management style on the functionality of the school. This is a violation of individuals' fundamental right to education (Fuller 2013: 1; Teresa 2013: 62-66).

A recent study conducted by Shikongeni and Nakafingo (2016), which is also confirmed by a deviant study of UNICEF (2015) in Namibia, confirmed that some essential activities that are supposed to take place in the school under management and span of control of the principal are neglected; which leads to dysfunctional schools. One point to ponder is that according to the DNEA (2017) in reference to performance in Grade 12, only one school in the Oshana Region ranked among the top ten in the country whereas the next school in the same region only appears at position 70, followed by another school at position 99. The remaining 11 schools are not included in the top 100 good senior secondary schools in Namibia. Worse enough, five of the secondary schools are ranked among the least performing ten secondary schools in the country (DNEA 2017). These results suggest that paying attention to administrative work while ignoring or putting teaching and learning at the hands of teachers has a negative effect on teacher performance. Consequently, this results in poor student academic achievement.

I observed that there is evidence of poor management and organisation of academic and social atmosphere in schools in which principals tend to use their positional power to compete with teachers' expertise in the curriculum in order to protect themselves. A practical consequence of this is that much time and efforts go into completing documents required by regional and national offices. This then leaves teachers and principals alike with little time to focus on teaching and learning, which is their core responsibility.

A recent comparative study conducted by Shibo in Kenya revealed that most private primary school principals used the autocratic style as opposed to public primary school principals. The public primary school principals used the democratic style (Shibo 2016). The study further revealed that private primary schools performed better than public primary schools in the Kenya Certificate of Primary Education (KCPE) in Nakuru municipality. However, most teachers in both private and public primary schools were not comfortable with the current management style standards (ibid.).

In light of the above, the autocratic management style is determined by the principal's power (Bosiok 2013: 65) where in the principal has absolute power in the school. The principal



makes decisions alone and takes responsibility for the conduct and engagement of teaching and learning. This then influences the results and achievement of students. The teachers are required to exclusively follow the principal's instructions and directives, to respect and implement his/her decisions and orders while communicating formally and in written form, leading to one-way communication.

There are, however, specific vital skills and traits that make an autocratic principal capable of governing employees. Being able to take charge, motivate others, and bring out the best in all members of a group comes naturally for an autocratic principal (Aydin 2012). To be a competent autocratic principal, he/she must trust himself/herself and his/her skills, and feel worthy of his/her position. With a strong sense of self-assuredness, he/she should display outward confidence that inspire trust and respect from employees. An autocratic principal needs to be comfortable in his/her skin because he/she needs to take charge and make tough, but necessary decisions daily. The position of authority comes with a great deal of responsibility that is not always pleasant. Principals should perform evaluations, offer criticism, assign and delegate work, and both reprimand and fire unproductive employees. Staying organised and on top of things both in terms of daily and long term tasks probably will not be too difficult for an autocratic principal (Dike et al. 2015; Parsons 2015).

Conscientiousness is an often unsung characteristic that is so important for success. Principals who possess this trait are generally focused, meticulous and responsible (Engelen 2018). They can juggle multiple tasks the position requires, and are committed to completing their work well and achieving set goals. This makes running a school and leading employees much more orderly and efficient. Principals with this orientation place a great deal of importance on developing quality products (Bridgman et al. 2016). These principals are constantly on the lookout for ways to improve production methods, efficiency, organisation, and output.

Although many employees dislike ambiguity, they also dislike being told precisely how they ought to do their job. Everyone, no matter how perfect they may seem, has shortcomings from time to time (Dworkin 2017). This is how we learn, such as the process of children

learning to walk. If we do not stumble, we do not learn how to keep our balance. Principals should keep this in mind as they venture out into the world and try to be gentle with themselves and strive to achieve a balance in their roles. Principals should try to be gentle giants. They should try to be strict and professional, but at the same time, they should try to be aware of their employees' feelings and welcome them when they need advice and help. Principals should rule and treat employees fairly and equitably, but they do not need to be completely inflexible and uncompromising; otherwise, employees will only resent them (Bush 2011).

The principal is the one who decides who needs to do what, and when. However, being autocratic does not necessarily mean that the principal should be non-communicative or bossy. The principal can choose to be a different kind of leader as long as he/she is in control of the situation. Some successful leaders lead by example and rarely tell their employees what to do. In addition, some feel the need to be more involved in the decision-making process (Coons & Weber 2018).

Principals need to be comfortable with both praising and criticising employees. They should instil respect not fear in employees by demonstrating the excellent work ethic and their qualification for the position. Employees usually want to please principals if they win their respect in this way. Principals ought to recognise that for the good of the schools, they need to feel comfortable with authority. If they feel that they are not capable of this essential duty of management, they should instead consider getting professional coaching to teach them how to handle it (Richardson et al. 2014). Principals who tend to micro-manage prefer to run a tight ship to an excessive degree. They believe that in order for their institution to be successful, they must control everything that goes on in it. They are often reluctant to delegate and trust their employees, ending up overwhelmed with work. Their lack of trust towards employees' skills, combined with their overly controlling behaviour, can significantly undermine employee morale and commitment.

The autocratic management style can be applied for tasks that need to be completed urgently with dependent followers in unstable working groups (Okon & Isong 2016: 52).

Nevertheless, if applied for the long term without considering the level of human resources and the need for independence of followers, it becomes a limiting factor in the development of the school. I observed that this style of management, which is characterised by unidirectional communication channels with manipulation of power in decision-making, confirms that an autocratic principal is not interested in feedback and employees do not have influence and control over decision-making. The autocratic management style can be illustrated in the structure of a pyramid where on top of the hierarchy stands the principal while employees are below (Tshabangu 2012: 78-82). If there is a need to make a decision quickly and take urgent action, the principal should use the autocratic management style. If the group is ill-disciplined and poorly organised, the autocratic management style is more efficient and effective. However, employees under the autocratic management style experience higher job-related tension than employees under a paternalistic management style.

## **2.2 PATERNALISTIC MANAGEMENT STYLE**

Paternalism refers to the interference of one person with another person. For instance, the principal and the teacher against his/her will. The principal often defends or motivates this management style by claiming that the person interfered with will be better off or protected from harm if they are controlled (Dworkin 2017). Paternalism is usually linked to a wide variety of topics including, among others, self-sovereignty, autonomy, moral, psychological, the Hart-Rawls principle of fairness, voluntary enslavement, and school choice issues (Coons & Weber 2013; Cornell 2015; Engelen 2018). The paternalistic management style is also associated with principals who are addicted to *quid pro quo*, meaning if you scratch my back, I will scratch yours (Bass & Bass 2008). Most if not all of the moral arguments for or against paternalism depend on an appeal to the author's intuitions on what seems to be so or what looks plausible. However, there seems to be a large gap between (Coons & Weber 2018: 1-4). Arguments that look impressive may collapse when intuitions fail to provide required support, which may be the case all the time (Coons & Weber 2013). More reflection is needed when discussing paternalism-presupposed theories of welfare. There has been an attempt in recent years to inject into paternalism a debate that is an appeal to

empirical studies (Dworkin 2017). The above assumptions lead to a paternalistic management style.

While the paternalistic management style allows the principal to shield his/her decisions within a framework of rules, regulations, procedures and policies, in turn, the style forces teachers to lose interest in their work and only confine themselves to what is expected of them with little initiative from them. These rules, policies, and actions are only made for various reasons, and they may be justified for various reasons and considerations (Dworkin 2017). When they are justified solely on the grounds that the person affected would be better off or would be less harmed, as result of the rule, and policy, the person in question would prefer not to be treated that way, and this constitutes paternalism (Coons & Weber 2013). I observed that enforcing rules may lead to teacher resentfulness and anger as teachers wish to be treated with due respect. This again raises questions about proper ways in which teachers should relate to one another. How should we think about teachers' autonomy and its limits? What is it to respect the personhood of others and what is the trade-off, if any, between the regard for the welfare of another and respect for the right to make their own decisions?

My observation is that avoiding communication and resorting to the policy manual can lead to dysfunctional schools. Excellent communication, which is open, supportive, and effective, requires ongoing effort and focus, even among people who respect one another and share the same vision (Hoerr 2017). We all pay the price when we take excellent communication for granted. A typical example is that some principals led themselves to becoming save-oriented principals of grants provided by the Government, instead of spending money to buy resources for the school. Shibo (2016: 24-26) recommends that the Ministry of Education, school governing bodies and concerned stakeholders should consider mobilising and allocating resources geared towards mitigating impediments to the effectiveness of the school.

Like the autocratic principal, the paternalistic principal sets areas of employees' performance that needs to be worked on and ensures that the employee knows that there is a performance problem and that he/she needs to improve and ensure that he/she is willing to

put in the effort to change the situation. The principal sets clear, quantifiable and verifiable objectives and evaluation criteria; clarifies what excellent performance entails and provides examples of work that fits their standards so that employees know what they need to strive for (Hoerr 2017). The principal provides all resources the employees need for improvement and ensures access to information, educational resources, and support mechanism. The principal makes sure that employees have enough time to fulfil the task, be available in case they have questions, watch how they speak to employees and give suggestions, but not orders (Nanjundeswaras Wammy & Swamy 2014: 57-58).

Principals should maintain open lines of communication, especially in times of distress. They should ask employees what they need to get the job done. Knowing that the principal wants to make them feel comfortable will help motivate the employees to do well. They should know the difference between performance problems (Cannot do it) versus conduct problems (Will not do it). Principals should document problems in either case, as the employee's performance will invariably suffer, and action may need to be taken if the improvement is not forthcoming. Even if the problem is a conduct issue, the employee should always be informed that there is a problem and they may have to consider taking action. This gives the employee a chance to improve. They realise that rules and ethical standards are in place for a reason. Even breaking the most innocent of rules can hurt someone (or harm their career) down the line. Before they act, they ought to think about all the potential consequences of their actions (Sroufe et al. 2015).

For the past four years, that is, 2014, 2015, 2016 and 2017, the Oshana Region gradually skidded from position eight to ten in the NSSCH examinations (DNEA 2014, 2015, 2016 & 2017). As mentioned already, some of the principals purposefully distance themselves from the classroom environment and leave pedagogical issues to teachers while others tend to use positional power to compete with teachers' expertise in the curriculum to protect themselves. There is evidence of poor management and organisation of academic and social atmosphere in most schools. These are notions associated with the paternalistic management style. Successful principals do not always rely on the policy manual. Too many rules, policies, regulations prevent healthy keen competition and stop progress (Ladenburg 2007).

While the Namibian government expanded its education system by building more schools, deploying more teachers, abolishing school fees to ensure that all children complete primary education (United Nations Educational, Scientific and Cultural Organisation [UNESCO] Institute for Statistics [UIS] 2015), the number of adolescents out of school skyrocketed to 63 million worldwide in 2012. This advocates for universal secondary education drawn and built from lessons learned since 2000, on universal primary education (UNESCO 2014a; 2014b). Post 2015, discussions highlighted every country's need for universal secondary education, which is vital for national economic prosperity and social wellbeing. Education represents hopes, dreams and aspirations of children, the most reliable route out of poverty and a critical pathway towards healthier, more productive citizens and stronger societies. In order to achieve this, Namibia needs a policy framework that will combine top priorities including, among others, the broad investment to strengthen and expand the education system as well as a sharp focus on inclusion and quality of education on offer, and target interventions for children who are hardest to reach (UNESCO UIS 2015). Most importantly, attention ought to be given to teaching and learning and decentralisation of power and decision-making which are highly emphasised in the democratic management style.

### **2.3 DEMOCRATIC MANAGEMENT STYLE**

The democratic management style is based on the assumption of Theory Y proposed by Douglas McGregor in 1960 in his book, *The Human side of enterprise*. This theory relies on decentralisation and delegation, job enlargement and participative management in which teachers' higher-level needs of self-esteem and self-actualisation can be best continuously motivated (Aydin 2012; Cheloti et al. 2014: 29; Mohamed & Nor 2013: 718). The underlying assumptions of this theory are that physical and mental effort in work are similar to play or rest, external control and the threat of punishment are not the only strategies, but the commitment to objectives is a function of rewards associated with their achievement. The average human being learns under proper conditions not only to accept but to seek responsibility, they exercise a high degree of imagination, ingenuity, and creativity to solve problems and the intellectual potentiality of the average human being underutilised (CMI 2015; Northouse 2013; Pierre Casse Training Journal 2011). Work is regarded as natural such as play or rest. Therefore, teachers work hard if they are committed to the schools'

aims, and if work is satisfying, teachers will be committed to their schoolwork. Teachers can learn to accept responsibility; they can use imagination, creativity, and ingenuity to solve problems and this is when the intellectual potential of an average human being is only partially utilised.

This theory was developed to promote the concerns of individuals in an atmosphere that was too focused on productivity, relational and maintenance function. This management practice leads to a positive perspective of human nature, consultative and participative or democratic style of management that is committed to meeting the school's objectives. These assumptions lead to a democratic management style characterised by coordination, cooperation and collaboration (Nyongesa 2014: 2).

Literature in education management puts a heavy emphasis in support of the democratic management style (Andende 2016: 44; Jiang 2014: 51; Okoroji et al. 2014: 180; Smith 2016: 65). From these studies, the democratic management style is found to be effective at enabling and improving teachers' performance which results in student performance. The style also allows principals to encourage teachers to be part of decision-making, keeping them informed about everything that affects their work, sharing decision-making and problem-solving responsibilities (Ejimabo 2015: 1-3). This, in turn, leads to an open school climate (Henderson 2014: 22), where teachers enjoy extremely high *esprit de corps* (Shamaki 2015). To me, this move is commendable because it motivates and encourages teachers' morale, which in turn motivates them to produce high quality and high quantity work for long periods. Productivity is the hallmark of growth and development of nations all over the world. Additionally, it is the efficient and effective way and ratio of measures to get things done (Alhajri 2013). In schools, teachers' productivity can be measured in terms of their performance.

Teachers value being trusted and respond with cooperation, team spirit and high morale (Amushigamo 2012). Teachers encourage developing attainable goals in which they are recognised and encouraged to achieve more goals while at the same time, they get encouraged to grow on the job and possibly be promoted. Once again, a recent comparative

study conducted by Shibo (2016: 24-26) in Kenya revealed that most public primary school principals used the democratic style as opposed to private primary school principals who used the autocratic style. The study further revealed that the private primary schools performed better than public primary schools in KCPE in Nakuru municipality; most teachers in both private and public primary schools were uncomfortable with the current management style standards.

In practice, I learnt that the democratic style is only useful when used with highly skilled, highly experienced teachers or when implementing operational changes or resolving individual or group problems. Good as it is, a concern expressed by Dike et al. (2015) and Omar (2016) is that it consumes and wastes more time due to endless meetings and may lead to confusion and lack of direction. By implication, the style seems ineffective when there is not enough time to get everyone's input. It is more cost-effective for principals to make a decision or when teachers' safety is a critical concern.

The democratic management style is defined by Bosiok (2013: 65) as a type of management style that involves employees in decision-making and management activities. The principal encourages employees to participate in setting goals, determine methods, and provide ideas and suggestions to solve problems as well as to participate in decision-making. This not only increases job satisfaction by involving employees in what is going on, but it also helps to develop employees' skills (Bhatti, Maitlo, Shaikh, Hashmi & Shaikh 2012: 193). Employees feel in control of their destiny, such as the promotion they deserve and therefore get motivated to work hard.

In the democratic style, delegation is essential. By handing work over to junior employees, the principal empowers them to learn more about their position and send a clear message that he/she has faith in their abilities (Jiang 2014: 51). This builds a sense of trust and allows for a much more flexible and versatile staff, not to mention the fact that it frees up some of their time to take on more pressing tasks. Principals with people orientation skills place a great deal of importance on building strong employee relations, as they consider employees as their most valuable resource (Shamaki 2015). These principals strive to bring out their



employee's strengths; they are flexible, outgoing, and make it a point to involve everyone in the decision-making process and the development and implementation of the institution's vision.

However, there are always some risks involved in delegation. At first, employees may not do the job as well or as fast as they should. They may make some mistakes. Principals should recognise that errors are part of the learning experience, and are a necessary step in the development of employees' potential (Alhajri 2013). However, the task should fit the person, meaning that he/she should be qualified, have room in his/her schedule, and have some say as to whether it is possible to get work done on time without being overloaded. Principals should start delegating more of their work so that they have time for managerial duties. Otherwise, the motivation aspects will suffer if employees perceive that principals are unavailable (Kark et al. 2016).

Villet (2012: 4-5) clarifies that the democratic principal sets the tone and assumes responsibility for instruction and allocation of resources to reach the school's goals. If teachers receive significantly more support from principals, there is an atmosphere that is conducive to learning. Furthermore, if there is a regular monitoring process for learners' progress, then there is an emphasis on achievement. In the democratic management style, the principal neither gives detailed instructions nor controls employees. He/she gives them the freedom to plan activities which often are characterised as encouraging while practising participative decision-making and teamwork. While the autocratic management style allows the principal to achieve objectives of the school *through* employees, the democratic management style allows the principal to achieve objectives of the school *with* employees. The democratic management style emphasises the role of principals in encouraging employees to achieve the goals of the schools. It is characterised by two-way channels of communication, including the exchange of feedback with employees as well as a delegation of work and authority to staff members (Bosiok 2013: 65).

A study conducted by Nadeem (2012: 8) revealed that the democratic management style is mostly practised by private school principals. They practise this style to attain effective

outputs and to achieve various academic and administrative benefits as compared to public school principals who appear to be reluctant to practise the democratic management style. This practised approach manifests that they like to remain dominant in administrative affairs. Attention should be given to the situation, needs and personalities of employees and culture of the school. The school's restructuring and accompanied cultural change causes the different management styles to be used at any given time. These findings contradict the findings from Shibo (2016) discussed earlier in this study.

Most advocates in education management and policymakers aptly ascertain that the democratic management style can assist principals to address emergent demands of the school (Bosiok 2013: 65; Nadeem 2012: 8). Andende (2016), Henderson (2014) and Lane (2016), among others, suggest that the democratic management style can contribute to a range of positive school outcomes and assist principals on their endeavours to improve school policies and practices aiming at becoming more effective principals of schools' communities. These reviews of literature pertaining to the democratic management style conclude that teachers feel satisfied when principals are positive and supportive, when they are involved in decision-making, when their ideas are valued and when they feel a sense of worth in the establishment in which they work. Building relationships is significant for the general welfare of students and teachers. People-oriented principals who attend to moral values of the group can foster an awareness of ethical concerns and establish a culture of care and compassion for the children they serve and for each other.

In light of the above discussion, the democratic management style is characterised by cooperation, coordination and collaboration. At the same time, the autocratic management style allows no participation in decision-making and *laissez-faire*, which is also known as free rein management style, empowers employees to work with freedom and freewill. In accordance with the above discussions, Namibians are expected to be democratic because Namibia is a democratic country. To test this dictum on participants, the democratic management style was included in this study. This style matches with a well organised and well stable group. The democratic management style, which gives employees certain freedom while involving them in decision-making, appears to be more productive. This

approach is most suitable, where teamwork is essential and where the quality of work is more important than school productivity. Employees under the democratic management style show improvement in the quality of work while they share power and authority in decision-making, which is decentralised to them to some extent, but not to a great extent than employees under the *laissez-faire* management style.

#### **2.4 LAISSEZ-FAIRE MANAGEMENT STYLE**

*Laissez-faire* management style is defined by Fuller (2013: 13) as a style of avoidance of responsibilities and failure to make decisions. Principals who use this style are usually absent when needed or fail to follow-up on requests. The measurement of this style is based on the practice of passive management-by-exception in which principals are unaware of performance problems until they are brought to their attention. In light of the above description, it is plausible to anticipate that *laissez-faire* principals usually associate with dysfunctional schools. This is conceivable in the case of the Multifactor Leadership Questionnaire (MLQ) rater surveys (Fuller 2013: 88). When teachers perceive *laissez-faire* management style in practice, they are usually less likely to work towards school goals and improvements, both academically and behaviourally. However, the opposite can also be proven correct.

Giving freedom to teachers can afford them a choice of being part of the decision-making process. This is a predominantly *laissez-faire* management style trait. This trait explains why the *laissez-faire* management style was represented more strongly than the autocratic management style and why participants displayed satisfaction, rather than dissatisfaction in their work. The *Laissez-faire* management style is characterised by the absence of formal management and complete freedom to make decisions, whether informed or not. This management style can be effective in situations where group members are highly skilled, highly motivated and capable of working independently. Principals who practise the *laissez-faire* management style minimise involvement in decision-making although they remain available for consultation, and they are responsible for the school's outcome (Ampaire & Namusonge 2015; Australian Research Council [ARC] 2015).

The phrase *laissez-faire* is an abbreviation of a phrase which originally read, '*laissez-faire passer le mundane de lui meme,*' which means 'do not interfere, the world will take care of itself (Gale 2008).' The advice of *laissez-faire* was first directed at the French government well over 200 years ago in which at that time, laws were dealing with nearly every aspect of business (Ladenburg 2007). Those who broke these rules could be prevented from staying in business, and if they continued to break them, they could have their finger, hand, or even an arm amputated (Chaudhry & Javed 2012: 259-260; Gale 2008; Luthra & Dahiya 2015: 45; Ogunola, Kalejaiye & Abrifor 2013: 3).

It was a Scotchman by the name Adam Smith who made the idea of *laissez-faire* famous. In his book, *The Wealth of Nations*, Adam Smith argues that all restrictions on business should be removed. Some of the essential ideas in Adam Smith's book were concepts of 'invisible hand' and 'self-interest'. There were two intellectual moves in the *laissez-faire* argument: first the invisible hand and second the comparative analysis on nonmarket decision-making (Chaudhry & Javed 2012: 259-260; Gale 2008; Luthra & Dahiya 2015: 45; Ogunola et al. 2013: 3).

*Laissez-faire* management style is based on the assumptions that successful people are often better equipped to survive than those who fail, and that people who get ahead in life are usually those with both ability and willingness to work hard (Ladenburg 2007). Those who fail either do not have what it takes or just do not work hard enough to get to the top. Proponents of this theory believe that life is a jungle in which the rules of the game are to compete as hard as you can, take care of yourself and not to worry about others (Gale 2008). If you lose, you have nobody to blame but yourself. The above assumptions lead to the *laissez-faire* management style. To date, there has been an ongoing argument about the essence of *laissez-faire* for three centuries, and it does not appear to be resolved in a clear-cut empirical manner (ibid.). Instead, the debate turns into analytical arguments, empirical evidence, and counterevidence, explicit or implicit moral judgements (Coons & Weber 2018).

In the lens of the above discussion, *laissez-faire* allows principals to provide little or no direction to teachers while giving them as much authority and freedom as possible to make decisions and resolve problems on their own. However, not everyone values liberty and autonomy to the same degree or benefits equally from it (Coons & Weber 2018). For some, given their desires, benefits of liberty and autonomy are minimal compared to the benefits of being taken care of. Desire satisfaction theories that imply certain intrinsic goods, including liberty and autonomy, may be of minimal benefit; these may be wrong to some people yet they need to be considered.

In a *laissez-faire* style, mentoring is essential. Influential mentors are inspiring and supportive of employees. Not only do they set an excellent example for those they manage, but they are also skilled at understanding and anticipating employees' needs. They allow employees to own the process because having a say in how they do their job motivates them. Employees may also know of alternatives that the principals would not have thought of on their own. Principals should give employees instructions and advice so that they solve the problem on their own. They should trust that employees can handle things if they assign more tasks to them. Ensuring that their workload is the right size and is suitable for everyone because they will have more time for managerial duties such as giving feedback and overseeing the big picture (Ali 2011; Kark et al. 2016).

Principals should use coaching to assist employees who are not performing duties well. Discipline should be reserved when an employee has an attitude problem or engages in improper conduct. The work performance issue is often a matter of poor skills, lack of knowledge, or other matters that stem from insufficient training. Therefore, coaching can be used for succession training with promising employees, or as part of career development to bring employees up to where they want and need them to be (Karim et al. 2016). *Laissez-faire* principals conclude that they would instead follow than lead. Not everyone wants to be a leader, and every member of a team plays a unique and essential role. Without followers, work cannot be accomplished, and this can propel disorder in the school.

In a *laissez-faire* management style, teachers feel insecure at the unavailability of the principal since there is no way the principal provides regular feedback to teachers on how well they are doing. In other words, there is no room to thank teachers for their excellent work, which may lead to teachers' low morale (Makuwa 2010; Shikongeni & Nakafingo 2016). In most cases, this is done because the principal fails to understand his/her responsibilities towards teachers only hoping they cover for him/her when hard times come.

Hoerr (2017) observes that it is lonely at the top of hierarchy although we knew that when we applied to become principals, we certainly knew that management has rewards in the form of an enormous sense of satisfaction that stems from helping teachers to grow and leading team to success. However, that reward comes with a price in which management involves making decisions, and if everyone is happy, the principal is not doing his/her job well. Good principals provide direction while offering lots of feedback, although if they give more positive than negative feedback, the negatives take a toll. Friends come and go, but enemies accrue. These costs of management have always been present, but technology has exacerbated them (Turkle 2011).

Nevertheless, how much of loneliness and the feeling of being misunderstood do principals endure? Too often, we are active participants in patterns that isolate us. Some principals rely on a quick pace and email while the quality of personal connection is diminished. Hoerr (2017) appeals principals to ask for classroom invitations from teachers and not to surprise them but give them positive and negative feedback. As clearly noted above, the notion of loneliness is associated with the *laissez-faire* management style. This style is suitable when working with highly skilled, highly experienced; trustworthy and well-educated teachers who are mostly scarce to find in the majority of our schools (Chaudhry & Javed 2012: 259-260; Luthra & Dahiya 2015: 45; Ogunola et al. 2013: 3). By implication, the *laissez-faire* management style can lead to failure when teachers are deceptive, unreliable and untrustworthy (Omar 2016).

My observation is that only a few teachers have pride in their work or drive to do their work successfully on their own. I also observed that poor school management and organisation is

evident in most schools, which lead to dysfunctional schools. I observed that at the school level, rules, regulations, policies, guidelines and systems of committees and meetings are well written on paper without implementation. How can the principal ensure that teachers plan, teach and assess learners as their core responsibility if they leave everything to teachers? Spaul (2011) also warned that learners could not learn if teachers are not present at school and are not teaching. This practice inhibits the smooth running of the school and the achievement of the school's goal.

Parsons (2015) posits that the principal espouses that the *laissez-faire* management style is likely to defer daily decision-making to teachers and teachers are expected to adapt existing policies and rules on their own without questioning. In agreement with Parsons (2015), Aldoshan (2016) argues that such principals lack management skills and tend to practice a hands-off approach. A *Laissez-faire* principal always tries to avoid the responsibility of setting goals, making expectations clear, and he/she usually does not offer direction. As it has been observed in many cases, the downside is that teachers who work under such principals are said to be less productive with low levels of job satisfaction (Dike et al. 2015). As noted above, this management style does not seem to be effective in situations where teachers lack knowledge and experience to perform tasks and make decisions on their own. Put differently, the principal who boasts of his/her hand-offs style or puts his/her faith in empowerment is not dealing with issues of the day (Omar 2016). By implication, this type of management can lead to a higher chance of anarchy and chaos since the principal does not coordinate and guide teachers' activities.

The *Laissez-faire* management style entails a non-interference policy being practised at school while allowing complete freedom to employees, and it has no practical way to attain the goals of the school. This style allows people to work in a free and relaxed atmosphere where they can share and exchange their views on the goals the school seeks to achieve. *Laissez-faire* management style works best when people are capable and motivated in making their own decisions and having their own opinions as well as when they are self-confident and if there is no requirement for central coordination (Alkahtani 2016: 25). The *Laissez-faire* involves the postponement of decisions and capitulation of responsibility

typically. It offers no feedback or support to followers; it is a “hands-off” approach to management (Northouse 2015).

The management style known as *laissez-faire* is associated with principals who provide the necessary information, obtain materials, manage technical resources and oversee working conditions (Bosiok 2013: 65-66) while allowing employees to make decisions with minimal supervision. This management style can provide positive results if there are well-established group of professional individuals who are highly experts with developed self-control and who need the freedom to express their creativity and intellectual potential. However, the principal ought to have adequate power so that he/she can influence employees in the right direction and shape their action and behaviour derived from proper sources while focusing on achieving the school’s goals.

Management styles are presumed to be one of the core factors in the smooth running of the school because they allow proper teaching and learning to take place. Teaching and learning is a fundamental human right that is crucial to sustainable development. It is the key to peace and stability within and among the nation, an indispensable means for effective participation in societies and economies of the twenty-first century (Shibo 2016).

Management and leadership roles of school principals are of great significance in building a winning school, ensuring quality education and improving teacher and learner performance. School principals should regularly monitor how well teachers are teaching and how well learners are learning and performing. In other words, they ought to observe how teachers are teaching and give guidance and assistance where needed.

Although principals use different management styles in different situations and contexts with different teachers and tasks, what remains to be explored is the effect each management style has on the functionality of schools. Each school has its traditions, values, philosophy and concerns that influence how the principal acts (Iqbal et al. 2015). It is insufficient for the principal to only think what works best, but how his/her actions affect teachers, students and the whole functionality of the school. It is also insufficient for teachers to choose which



management styles they best respond to but what effect such management styles have on them and the whole functionality of the school. Should the principal focus on tasks that force him/her to apply the autocratic style or should he/she focus on staff who force him/her to apply the democratic style? Should the principal try to be hands-off since he/she knows that he/she supervises well-educated teachers or should he/she acts *in loco parentis* since he/she wants to use rules and regulations to defend himself/herself. What effect do all these choices have on the principals' management styles and the functionality of schools?

## **2.5 PRINCIPALS' MANAGEMENT STYLES AND THE FUNCTIONALITY OF SCHOOLS**

Management styles are a framework for managing both human and material resources of the school through directing, influencing and coordinating affairs of the school using interaction and communication in order to achieve the overall objectives of the school (Okon & Isong 2016: 51). Management styles can be fundamental for employees' acceptance of change and in motivating them to achieve stated goals and high-quality care (Saeed, Azizollah, Zahra, Zaman, Abdolghayoum & Peyman 2011: 127). School functionality is influenced by factors that determine the choice of the management style (Nanjundeswaras Wammy & Swamy 2014: 57-58). The choice of the management style has effects on the daily functionality of the school and its population because it determines the approach used by principals to direct teachers in performing their duties effectively.

At the helm of each school is the principal with official power, who is also the heartbeat of the school (Vahedi & Asadi 2013: 2975). Providing principals with position and certain rights in school is no guarantee that they will perform (Amanchukwu et al. 2015: 7; Brennan 2013: 39-42). In addition, it is no guarantee that knowing different types of management will make them effective in maintaining a stable school (Farah 2013: 13-15; Sirisookslip, Ariratana & Ngang 2015: 1031).

The task of identifying who is a good principal is admittedly complex, yet the consequences of hiring or retaining a mediocre principal are too grave to be taken lightly (Aji 2014). The principal is pivotal in the institution's success. There is certainly more than one type of

principal for different times, situations, and organisations (Turkle 2011). Tough times may call for an autocratic principal or a product orientation principal who can take charge and make firm decisions. During employee shortages, a democratic principal or people-oriented principal may be needed. Management skills, after all, tend to evolve and can be improved by making an effort, seeking training, and gaining more experience. The people and product orientation each have their advantages (Alfahad et al. 2013). In general, however, it is believed that possessing both orientations would be the ideal balance (Bello et al. 2016). Principals are expected to use different management styles with a different situation, different staff with different needs and abilities. The role of the principal in managing the school is a complex one (Nadeem 2012: 8).

In light of the above, this study explored the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. Particular emphasis was placed on factors that determine the choice of management styles. Recent researchers argue that the principal should consider various factors such as the task to be completed, teachers to be supervised, current situation and tradition of the school (Algahtani 2014: 74-75; Lunenburg 2011: 2; Saeed et al. 2011: 127; Sirisookslip et al. 2015: 1031; Vahedi & Asadi 2013: 2976-2981). In other words, the principal should ask whether the situation at hand is critical or whether the decision should be made immediately about the task at hand. The principal should also ask whether teachers have the right skills and resources to complete the task or whether they should be involved in decision-making or what has been the norm in the past in reference to tradition. Should the principal employ the "I tell" philosophy which associates with the autocratic management style or should he/she use the "I share" philosophy which associates with the democratic management style (Iqbal et al. 2015: 5-6). What effect do these have on principals, teachers and the school functionality? I observed that if the principal makes all decisions, unrealistic demands, employ excessive discipline and punishment, as is the case with the autocratic management style, the situation and performance criteria are jeopardized. Teachers' performance is affected due to the lack of proper direction and application of the autocratic management style to manage daily duties.

Should the principal not make suggestions, but ask for teachers' opinions or should he/she let teachers make decisions democratically, which are then rubber-stamped by the principal? What effect do these have on the principals' accountability and transparency of schools they serve as expected by authorities (Kowalski 2009)?

A survey conducted by Nwadukwe and Timinepere (2012: 198) in Nigeria established that the effectiveness of private schools principals was well above average in comparison to public schools principals. Moreover, a study conducted by Obama, Eunice and Orodho (2015: 51) in the Kenya Certificate of Secondary Education (KCSE) revealed that principals in the study used management styles that were not conducive to teacher-student interactive learner-centred learning that enhances student academic performance. Schools that embraced democratic management styles that encourage group work and team spirit performed better than those that used the autocratic management style that is mostly dictatorial.

In light of the above discussions, it can be concluded that the principal subscribed to two approaches that are poles apart, namely the task-oriented approach and people-oriented approach (Boonla & Treputtharat 2013: 992). While focusing on the autocratic management style as is the case with most private schools, the school will not achieve its goals if teachers are neglected. Focus on teachers by employing a democratic management style may help achieve the goals of the school.

The current global trend towards the acquisition of quality education created a hot debate on the types of management styles that principals adopt (Ibrahim & Orodho 2014). This accelerated quest for quality education received priority not only in most sub-Saharan African countries but also in Namibia (Auala 2012: 162; Oketch & Ngware 2012; Orodho 2014; Shikongeni & Nakafingo 2016: 38-39). The effect of principals' management styles on the functionality of schools cannot be overemphasised (Shamaki 2015: 200-201). It could be claimed that the importance of studying management styles has a significant role in school success.

The management style of the principal is demonstrated in his/her activities that make him/her to be recognised as the manager of the school (Algahtani 2014: 74-75). I observed that when there are excellent education plans with a proper school programme, and adequate teachers with enough resources, what lacks is good administrative and management functions of the principal to coordinate activities for progress and achievement of the school's goals. The suitable approach to any effective school management is the ability to manage effectively, coordinate complex situations and to show concern for human and material resources available (Abbas et al. 2015: 429; Algahtani 2014: 74-75; Lunenburg 2011: 1-3).

Ajayi in Shamaki (2015: 200) categorised different management styles as follows: autocratic-self-defence for the principal who insists things to be done his/her way without attaining the goal sought by the school or without laid out recourses to the school versus the autocratic-nomothetic style for the principal who stresses the attainment of the goal of the school to the expense of the individual needs of teachers. The democratic-nomothetic style stresses the goals of the school more, accepts the views of teachers and makes best from them for the attainment of the goals of the school. Whereas, the democratic-ideographic management style is the type of the principal who emphasises individual needs of teachers while meeting few school demands. The principal in this category seeks a personal relationship with teachers and is highly concerned with their convenience and their general wellbeing, at times to the detrimental of the school's goals. The democratic transactional style emphasises on both the school and teachers' needs in which the system maintains dynamic equilibrium and momentum. *Laissez-faire* refers to the principal who does not have a clear school goal while giving teachers no professional management. This principal has no pattern of work, supervision or initiate notion which predisposes him/her to unproductive activities very often and can be detrimental to the welfare of the school. In practice, I observed that such practice leads to anarchy and muddled school management, leadership and administration.

Cheloti et al. (2014: 29-30) discussed four basic management styles such as dictatorial style, autocratic style, democratic style and *laissez-faire* styles of management. The dictatorial

style, which is also known as the paternalistic management style uses fear in which teachers obey out of fear and not respect. The autocratic management style, also known as the authoritative style, allows principals to direct and expect compliance from teachers. The style allows forceful and dogmatic approach while principals exert power by giving rewards and punishment. Teachers confronted by this style resort to violence and protests. The democratic management style, also known as the consultative management style, is such a style in which the principal consults, encourages participation and uses power *with* rather than power *over* teachers. The *laissez-faire* management style is such a management style in which the principal allows a high amount of teachers' independence. Such a principal tends to avoid power and authority and depends mostly on the devolution of power and authority to teachers to establish goals and means for achieving progress and success (ibid.). I observed that such a management style could lead the principal to compromise accountability and authority, which can take a dramatic turn for the worst. The tone, ambience or atmosphere of the school is the reciprocal effect of teachers' behaviour pattern as a group and the principal's behaviour pattern as manager. The autocratic management style breeds hatred between principal and teachers, which may cause unrest while the democratic management style allows free participation in decision-making and helps diffuse conflicts in the school.

A recent study conducted by Bello, Ibi and Bukar (2016) established the relationship between the initiative structure of management style, consideration structure of management style and participatory structure of management style which affect students' academic performance. The initiative structure of management, which is also known as the autocratic management style, is the extent to which the principal defines his/her role and teachers' roles, initiates actions, organises group activities and defines how tasks should be accomplished by teachers. The principal decides everything and tries to manipulate teachers to approve his/her ideas on how the school should function. I observed that in many cases, the initiative structure of management style often results in teachers reacting aggressively and apathetically to authority. Such action often results in unending industrial disputes in school, hence affecting the overall achievement of the goals and objectives of the school.

Consideration structure of management, also known as a *laissez-faire* management style is the extent to which the principal exhibits concerns for the welfare of teachers. This management style orients towards interpersonal relationships, mutual trust and friendship. This is a type of people-oriented, friendly, approachable, treat teachers as equal, look out for personal welfare of teachers and make self accessible to teachers kind of management (Bello et al. 2016). I observed that in many cases, consideration structure of management leads to indiscipline due to the non-enforcement of rules and regulations in the school leading to a dysfunctional school.

Participatory structure of management, which is also known as the democratic management style, emphasises that not only does the designated principal have inputs and influence over decisions that affect the school, but also teachers are affected by decisions actively sought to provide observations, analysis, suggestions and recommendations in the executive decision-making process. However, the principal still has the final responsibility to make a decision, and he/she should be answerable and accountable to them, although teachers are also involved in the process.

It is important to note that while the focus of the initiative management style is on productivity, the participatory management style focuses on teacher contributions. The consideration management style is more people-oriented, which is the least productive of all three groups of management styles. Aji (2014) opines that school management is a dynamic process where principals are not only responsible for teachers' tasks, but also actively seek the collaboration and commitment of teachers to achieve the school's goals and objectives. The old form of management that gives power and titles to principals, become dysfunctional and jettison.

The MoEAC vacancy list of 2019 stipulated that the minimum experience to apply for principalship posts was five years of experience with a minimum requirement of three years of a teaching qualification (MoEAC 2019). Nothing is mentioned about a management qualification. There are, however, cases in deep remote areas in which teachers can progress from teacher to principal without any management qualification or without being Head of

Department (HoD) first. In some of these schools, the mismanagement of schools was observed.

Currently, there is a growing trend to believe that principals need to find a management style that is authentic for them. In addition, that they need to adjust the management style according to the context which is the culture of the school where they work, nature of tasks to be completed and characteristics and expectations of teachers (CMI 2015; Northouse 2013; Pierre Casse Training Journal 2011).

The management style is the process in which the principal exercises his/her authority at the workplace and ensures that his/her objectives are achieved. The principal who takes over and manages to rejuvenate the school and improve it might be referred to as an effective principal (Omar 2016). The principal who provides education to learners from low socioeconomic status and manages to provide them with proper education (holistic education) against all the odds with meagre resources so that they qualify for the next level, may be referred to as an efficient principal (Omar 2016). Put differently, should the concern and attention of the principal focus on teachers or production? In most cases, the whole process of school management takes into consideration how the principal plans and organises work in his/her area of responsibility and how he/she relates to and deals with his/her colleagues.

The critical components of the management style include attitudes and behaviours such as what the principal says, how he/she says it, the examples he/she sets, his/her body language, and his/her conduct and demeanour. The pertinent question remains as to what effect these practices have on the principal, teachers and the functionality of schools?

A study conducted by Teresa (2013: 62-66) investigated how the autocratic, *laissez-faire* and democratic management styles influence access to teachers' rights to education. Under the autocratic management style, the highest response is in the agreement to facilitate access to the rights of teachers to a safe work environment. This finding can be attributed to the fact that there are certain requirements of safety in schools from the Ministry of Education, and

therefore the principal has no choice but to adhere. The democratic management style had over 60% of teachers indicating that they access the right to non-discrimination and working environment. In comparison, the *laissez-faire* management style had over 60% of teachers indicating that they had no problem in accessing the right to non-discrimination, safe and healthy working environment. This finding implies that different management styles also influence teachers' access to the rights to non-discrimination, working in a safe and healthy environment. In Namibia, there is a policy that regulates equal opportunity for all and healthy working environment. Therefore, the principal has no choice but to comply.

Bukar, Ibi and Abdullahi (2015) emphasise that principals should be involved in influence activities of the school towards goal setting and attainment. Should the principal then adapt their management style in tandem with the achievement of set goals and school peculiarities as there is no one best management style or should the principal employ management styles that are teacher-oriented, goal-oriented and task-oriented to create and foster *esprit de corps* in teachers (Nwadukwe & Timinepere 2012: 204)? In light of the above, this study explored the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia.

Even from the alphabet letters of word "principal," one can derive, among others, the following nine critical management roles of the principal. These are that the principal ought to *plan* school activities and provide guidelines, *respect* wishes of the school population, *reply* to their requirements and listen, *indicate* and command the school population and never dictate to orders. Then there is the *networking* to the school population and make timely contacts, *consult* with the school population and conduct constructive changes, *instruct* the school population and accept new ideas. As well as *participate* in school activities and encourage teamwork, *attract* school population and motivate them to learn and teach hard, and *lead* the school population in the right direction and learn from them (Farah 2013: 13-14). It can be claimed from this finding that principals' management role is no longer straightforward, and subsequently, the expectations of teachers have become more complex and paradoxical. The paradox roles of *plan*, *respects*, *indicate*, *networking*, *consults*, *instructs*, *participates*, *attracts* and *leads* is a mammoth one. It is clear from the



finding that managerial responsibilities, resultant accountabilities, increased workload and day-to-day role of the principal become increasingly multifaceted. In light of the above discussion, the principal promotes cooperation among staff members and assists them to work together towards common goals. Staff members feel more positive about the school environment when the principal values them as partners in the school programme and not just as staff members.

Principals who provide professional development opportunities and a supportive school climate influence the school climate factors of the environment and collaboration. When staff members believe that the principal supports the new initiatives and helps them to work through problems, they are more willing to try something new. The context in which principals work in is of paramount importance. This determines what they do. Keeping schools safe is a responsibility primarily assumed by the school's principal. The principal is charged with the decision on how to create a safe, yet amicable environment without undue sacrifice.

The challenge to keep school and everybody safe is a demanding task. Everyone is responsible for keeping the school and its people safe. Nevertheless, principals are responsible for the overall safety of the school. On a daily basis, principals assume the responsibility of establishing a safe environment for all and maintaining a setting that is conducive for students to grow academically, socially, and physically. Further, this environment ought to be free from extreme cases within escalated, infiltrated, severe bullying and harassment (Essex 2011: 110). When a school crisis occurs, responsible, skilled, professional leadership is and will always be the first level of defence against any threat that has the potential to harm schoolchildren. Every school day, the principal provides parents with a sense of security and reasonable assurance that their children are safe under the supervision of responsible professional educators (ibid.).

The effective school management, which includes trust, faith and confidence, communication, caring, compassion and common practice, usually create a culture where safety is a dominant theme. In contrast, principals' actions usually result in a climate where

the respect for authority is a dominant theme. Principals' stated sense of purpose to ensure safety at school is established by their professional and personal commitment to providing a safe learning environment free from fear. The weight of accountability to meet, among others, the school, region and state's mandates, to provide opportunities for students' social and physical growth and to always be held responsible for health and welfare of everyone in the school are expectations that all principals should have to embrace wholly. As I have mentioned earlier on, when school crisis occurs, responsible, skilled, professional leadership in our schools is and will always be the first level of defence against any threat that has potential to harm the schoolchildren. School principals have the responsibility to protect and defend people's lives at school. Principals should reflect on their actions because the welfare of the school is in the hands of those who are willing to manage with proper care, clear direction and common purpose. Given what is known about principals' management styles and the functionality of schools, it is conceivable to go a step further to discuss challenges experienced by principals in using the four management styles.

## **2.6 CHALLENGES EXPERIENCED BY PRINCIPALS IN USING THE FOUR MANAGEMENT STYLES**

School principals manage the whole school system, and the success of the school depends on the ability of the principal who is responsible for the academic and administrative functions of the school. Most schools in the Oshana Region are faced with many constraints and lack adequate facilities in most cases, and at a time, it is the principal who has to function effectively in the absence of facilities along with several other constraints. The efficiency and effectiveness of the principal in managing schools in such a situation exposes the capacity of the skilled principal (Preetika & Priti 2013: 39-40). The principal also deals with learners, parents and staff, and he/she has to work for the school supervision, inspection and fulfil responsibilities assigned from time to time (Gitaka 2014).

Talking about the Oshana Region, the majority of principals still retain some teaching responsibilities besides their managerial and pastoral duties. The principal is expected to be visible all the time, meeting students, parents, and teachers, solving and dealing with various situations personally and representing the school (MoEAC 2016: 53-54). The principal is not

only responsible for facilitating the interaction with parents, but he/she is also responsible for issues such as discipline among students, academic performance and so on (MoEAC 2012). The principal is held accountable not only for the achievement of students but also for staff achievement. Challenges the principal faces while managing a school are multifaceted and often remain unnoticed, though the lacunae of an effective leader in a school setting lies on how the principal goes about meeting those challenges. Principals face challenges each day in improving student achievement at the school. Every principal faces the biggest frustrations to control student behaviour, recruiting teachers and nonteaching staff, promoting personalised learning; improving teaching effectiveness, student retention, parent support, and more.

Paperwork and forms are one of the biggest frustrations faced by principals, while principals' decisions and strategies are critical to school performance (Chaka 2018: 86). The principal is accountable for the high levels of student achievement, classroom teachers, staff, and students report scheduling problems while recruiting competent teachers who are capable of teaching. Teachers are vulnerable individuals who struggle to align instruction and assessments to learning contexts of a diverse student population. Therefore, principals perceive student absenteeism and misconduct as a significant concern. Principals are also faced with the critical task of teaching a curriculum that is comprehensive and more encompassing. One of the biggest challenges that stood out is related to student achievement (Villet 2012: 4-5). Principals want to promote learning and see better student outcomes, but one of the biggest frustrations faced by principals is that parental involvement is lacking in supporting the school's efforts towards improving student achievement (Iqbal & Hamdan 2013: 121-122). Parents also have to take joint responsibility for the poor grade of their children. Principals and staff spend so much energy on building relationships with students, teachers, and staff with no tangible results (Olowoselu & Bello 2015: 4). These frustrations manifest themselves at the school level.

Another issue is the frequency at which principals are changed. It is the newly appointed principal who deals with the previous model of functioning and has to carry forward the work. The change also leads to a disruption in the function of the system. Many a time,

principals were transferred from one school to another. They had to carry on with the practices from the earlier school head and at the same time had to implement innovations gradually (Moo & Rashad 2015: 1). This is the issue of dealing with the legacy, practice and style of the previous principal. One of the significant tasks for the principal is to get work done by staff, which is especially difficult in the government schools as a secure job makes them indifferent. This is the issue of dealing with an ineffective staff member and problem-related to teachers. Maintaining a balance between personal needs and professional responsibilities is problematic for many educational leaders (Wieczorek & Manard 2018: 16-17). This is maintaining a balance between personal and professional life. I observed that these typical issues manifested themselves in most schools in the Oshana Region.

Effective principals have a significant impact on student learning in their school by shaping its culture and creating a shared vision (Chaka 2018: 83-88). This is the ultimate reward of leadership. Newly appointed principals, who have usually been highly successful teachers, encounter some common challenges when they take on the role. It can be confronting to come to grips with the extent and nature of demands that the principal experiences. Feelings of isolation and loneliness are consistently reported as challenges for newly appointed principals. Novice principals lack sufficient preparation for the technical requirements of administration and management in their new role (Spillane & Lee 2013). Principals are often surprised by the nature of tasks and the time needed for administrative matters. They must also adjust to competing priorities such as shaping teaching practice while dealing with pressing community, administrative and political demands. Coping with heavy workloads is a common cause of stress in the principal's workplace (Darmody & Smyth 2016). If work-related stress is not managed, it can raise the risk of burnout (Riley 2016). Successful school principals improve teaching and learning by motivating staff members and developing their teachers professionally.

Incoming principals are often enthusiastic about the prospect of creating new and positive relationships with staff. Engaging with the school community plays a significant part in how principals develop their professional identity and reputation. The traditional pathway to principalship is from teaching. However, this professional experience alone may not develop

the required skills and knowledge needed to be effective principals (Raj 2017b: 1). Research consistently finds that school principalship is a significant element in improving student learning (Olowoselu & Bello 2015: 4; Raj 2017a: 1). Principals often cite this positive impact as an essential factor in their job satisfaction, which is found to be higher than that of other professions. I firmly believe that the main reason why principals are appointed is to facilitate effective teaching and learning that result in student outcome.

However, the challenges faced by principals vary from those relating to disciplining of students to academic output, to getting work done by staff, especially in government schools. In schools with frequently changing principals, it was the newly appointed principal who had to deal with the previous model of functioning and iron out inherited difficulties and problems. Parental involvement was considered necessary by all principals but how they could help was perhaps not realised. That was the reason why collaborations between parents and schools were limited to parent-teacher meetings only (Preetika & Priti 2013: 39-40).

Olowoselu and Bello (2015: 4) examined challenges faced by secondary school principals' leadership in the northern region of Nigeria. Their study investigated leadership challenges of the principal in line with raising concerns of students' academic failures in secondary schools. The study established that principals lost focus on instructional supervision of teaching and learning in their schools. The study also revealed that principals and teachers need seminars and workshops for capacity building at least once in an academic year. This finding goes hand in hand with what I observed in practice that the majority of principals prefer to please the Directorate of Education by focusing on administrative work to beat the deadline while ignoring teaching and learning, which is the core function of the school.

Most principals have a tough job because so many responsibilities fall on their shoulders. Newly appointed principals, specifically, face challenges as they assume managerial duties and focus on instructional issues, although they can still learn valuable tips about how to be more successful from erstwhile principals. The challenges facing the principal fall into two broad categories. First, educational duties involve overseeing the general educational

demands of the school and staying aware of the changing laws and best practices governing students. Second, principals must also address the growing mental health issues affecting students while developing and maintaining a safe and positive school culture where students can thrive (Ndaita 2015: 13-14).

Principals should manage people, a task that is difficult for some administrators. Recruiting and retaining good teachers is an essential part of the process and one that demands time and commitment to building positive relationships. Dealing with frustrated or unhappy teachers and other employees who may try to undermine the principal leadership is another big issue that consumes time and energy. Amid all this, principals need to maintain their sanity by creating a positive work-life balance; otherwise, burn out will set in. Some of the challenges principals experience include addressing toxic employees, supporting special education services, being creative in retaining teachers and openly communicating about safety and security protocols (Moo & Rashad 2015: 1).

Most ineffective principals are overwhelmed by special education requirements because they are not armed with both legal knowledge and empathy to deal with them. They also do not realise that they have the power and creativity to retain their best teachers and they do not know how to communicate openly about school safety protocols so that students, parents and staff members feel safe (Styron & Styron 2011: 6-7). These principals find it challenging to influence school achievement by creating situations that help in improving the process of teaching and learning (Wieczorek & Manard 2018: 1).

A study conducted by Moo and Rashad (2015: 1), which is also supported by Heissenberger and Heilbronner (2017: 86-99), explored effective leadership and how it brings positive change that helps schools to improve and be innovative in the current business environment. In addition, how leadership affects aspects such as trust, culture and clear vision in the schools as they facilitate the change. The study discovered that leadership is one of the main challenges in bringing positive change in the school. If there is no leadership in the school, the school will not be able to change amicably in the direction that everyone desires and everyone could experience negative change instead.

However, a study conducted by Styron and Styron (2011: 6-7) discovered that principals faced challenges such as issues dealing with accountability as the most critical issue, a disturbing trend regarding attention given by principals to school safety and issues dealing with funding. However, issues dealing with funding were seen as the second most critical ones ranked only behind accountability. This ranking may reflect current severe economic conditions. I believe that principals should be held accountable for any discussion and actions taken at schools, and they should explain to them when asked to do so without any hesitation.

In researching challenges that have an effect on the management style of the principal, Evans, Bosire and Ajowi (2016: 41-43) discovered that secondary school support staff are dissatisfied with their posts in general, contracts and conditions of employment, working arrangement for their post, training and development opportunities available which were demoralising. Other challenges faced by the principal include late coming, laziness, lack of teamwork, absenteeism, insubordination, lack of proper skills and knowledge, mismanagement of school facilities under their care, laxity at work and incitement by support staff.

A recent study conducted by Wiczorek and Manard (2018: 1) explored the leadership experience of novice rural public school principals. The study revealed that principals worked hard to balance their professional and private lives and were challenged to meet their community expectations to be visible and fully engaged. In order to meet the district has constrained budgetary circumstances, principals also maintained overlapping district- and building-level responsibilities. Principals only focused heavily on developing relationships and trust among their teachers, students, and parents and ignored other important aspects of schools such as teaching and learning, which is the core function of the school. I believe that the main reason why principals are appointed is to facilitate effective teaching and learning process that results in student outcomes; otherwise, they fail in default.

Besides multiple parameters of exploring the effects of principals' management styles on the functionality of schools (Abbas et al. 2015), this section focuses on the challenges experienced by principals in managing schools. Olowoselu, Fauzi and Muhamad (2016: 61-66) explored principals' leadership styles in the management of unity in schools. Findings from this study suggested that principals' leadership styles should be all-encompassing to give recognition to the roles of parents, staff and students, while the government should increase funding to schools in view of their national importance to the unity and stability in schools (Ndaita 2015: 13-14). The study discovered that the attitudes of the staff are a fragment of the principal leadership challenge. Several arguments are adduced to challenges of leadership styles. One of the emerged reasons was on the management of the relationship between the principal and Parent-Teacher Association (PTA). The need for improvement in school leadership has become a priority for any school reform. This becomes necessary in view of the challenges and complaints trailing the management of schools in the last decade. It was further discovered that there is a need for principals to restore unity in schools and to embrace partnership with parents in their style of supervision (Olowoselu et al. 2016: 61-66).

A recent study conducted by Chaka (2018: 83-88) revealed that learner academic achievement depends on school leadership. However, evidence from the study has shown that identifying the effects of principals on learner academic achievement is challenging. The study discovered that principals' approachability, interactive classroom observation and visitation, collective teacher collegiality and efficacy were the main leadership behaviours that may have strong effects on learner achievements. The study identified strong administrative leadership as a critical attribute of schools with high learner achievement. In practice, I learnt that it is infrequent to find a principal who strikes a balance between administrative work and leadership role of focusing on teaching and learning. Most school principals choose only one between the two approaches, although it is imperative to strike a balance between the two.

One of the typical problems experienced by principals is student discipline. A study conducted by Ofeimu, Zeniatu and Oluwatoyin (2018: 45) investigated challenges principals



encountered in enforcing student discipline in secondary schools. The study discovered that principals in secondary schools encountered different challenges in enforcing student discipline. These challenges include school owners' interference and students' fear of assault which were ranked the highest, while restriction by law was ranked the least. Principals of public secondary schools encountered more challenges in enforcing student discipline than their counterparts in private secondary schools, but both public and private secondary schools' principals encountered challenges in enforcing student discipline. These challenges include political interference, inappropriate knowledge of disciplinary actions by staff members and drug abuse by students (Spillane & Lee 2013). It was discovered that both male and female principals had similar challenges, although less experienced principals encountered more challenges than experienced principals. The study concluded that challenges faced by principals in enforcing student discipline need urgent attention by all stakeholders in the education sector for the realisation of the educational goals and the building of good-spirited and morally conscious citizens who will contribute to national development (Ofeimu et al. 2018: 45). I learnt that much valuable time is spent on issues pertaining to disciplinary cases that left little time to focus on teaching and learning, which is the core function of the school.

Utilisation and management of the school financial resources are one of the challenges many principals experienced. Mgandi, Mathuva and Egondi (2017: 21) explored issues influencing the capability of principals in financial management in public secondary schools. The study discovered that principals' financial literacy, government and school financial policies and financial control practices influence principals' capability in financial management in public secondary schools. The study also discovered that issues of principals' financial literacy such as financial management seminars and workshops, financial guidelines manual, number of consultations, business studies as a teaching subject and proper record keeping influence principals capability in financial management in public secondary schools. It was also discovered that school finance policy such as fees structure guidelines, banking policy, financial statement preparation deadline, retaining students with huge fees balances and free secondary education funds disbursements, and timing influence financial management capability of the principal (Olowoselu et al. 2016: 61-66). Issues of financial control

practices such as cash purchases' restrictions, petty cash limits, budget restrictions, expenditure authorisation; financial management, and committees were found to influence the capability of principals' financial management in public secondary schools (Mgandi et al. 2017: 21). In Namibia, the government always disburses education grants during the third term and leave schools to be stranded during the first and the second terms, which are critical terms for schooling.

Globally, education systems have been affected by social, political and economic changes. Although principals play a pivotal role in improving student learning and attaining educational outcomes, they work under strenuous conditions to deal with multifaceted transformational issues (Raj 2017a: 1). Principals experience great difficulty in coping with numerous changes, partly because they are inadequately prepared for their leadership position, or simply lack the necessary skills, knowledge and attitudes to lead and manage schools effectively and efficiently. Findings from the study conducted by Raj (2017b: 1) discovered that there is no formal preparation of aspiring practising principals taking on leadership and management positions and very few in-service professional development programmes are available. In Namibia, different professional development programmes are practised with a different mode of delivery. However, there is no formal policy guideline that regulates how the programme should be implemented.

The principal is the bridge between the community and the school. However, the principal's role in parental participation in education is neglected in most schools. This has affected the quality of education. A study conducted by Iqbal and Hamdan (2013: 121-122) analysed the role of the principal in parental participation in education at secondary schools. The study discovered that principals do not play an active role in promoting parental participation. According to the study, parental participation means sending their children to schools only. Parents are not encouraged to participate in the education process of their children. Principals do not know ways and means of involving parents in the education process. They lack motivation and management skills to engage parents in the education process (Olowoselu et al. 2016: 61-66). The study also discovered that principals consider parental involvement in education as interference in school affairs. Ironically, principals accept that

parental participation is essential for education. However, the study revealed that principals consider parents ill-equipped in terms of knowledge and skills to understand the process of education. According to the study, parental involvement in education will create more management issues for schools rather than finding solutions to management issues (Iqbal & Hamdan 2013: 121-122). Most secondary schools in Namibia, if not all, experience challenges with parental involvement in education. Many of them, if not all, resolve to PTA meetings that are usually held once per term.

The principal's role is very significant in determining the overall quality and effectiveness of many schools worldwide. However, the full realisation of the principals' role is often than not constrained. A study conducted by Ndaita (2015: 13-14) examined constraints to principals instructional quality assurance role in public secondary schools. The study revealed that critical constraints to principals' quality assurance role were the lack of adequate finances, inadequacy, instructional resources, high teacher-student ratio, overloaded curriculum, lack of adequate government support and lack of cooperation from the school community. There are also significant challenges facing the principals in instructional quality assurance role in public secondary schools that range from ensuring effective application of pedagogical skills, curriculum implementation, providing teaching and learning resources to meeting teacher training and development needs. All these significant challenges, which face principals, are linked to financial constraints. Principals are unlikely to be effective in their instructional quality assurance role without putting in place sound financial empowerment frameworks in schools (Ndaita 2015: 13-14).

Many schools in Namibia are still using traditional methods of teaching with the old curriculum that lacks Information, Communication and Technology (ICT) content despite the government's desire to have all schools in the country ICT compliant. These schools are still manually operated from classrooms to offices; work is manually done as classrooms still contain black chalkboards, and teachers prepare lessons manually. Lesson plans, timetables, notes and any teaching materials are manually developed from essential textbooks following a large syllabus that is non-ICT content-based.

It is on this backdrop that a study conducted by Lambaino, Koross and Kimani (2016: 49) investigated challenges encountered by principals in the implementation of ICT-based curriculum and instruction in secondary schools. The study revealed that school leadership has a crucial role in ICT implementation in teaching and learning. However, the level of ICT implementation is at its fundamental levels/stages. The study concluded that a lack of technological, transformational, school curriculum and instructional leadership and role models as custodians of school ICT implementation programmes in secondary schools was inadequate. The study also concluded that curriculum leadership is a significant factor that challenges the ICT implementation process. If applied, then there would be improved and successful implementation of ICT in schools. It was also concluded that principals' leadership was applied poorly resulting in failure to adequately provide the guide towards curriculum design and development for ICT related content (Lambaino et al. 2016: 49). In the Oshana Region, the Directorate of Education has resolved to have one ICT symposium per year to encourage ICT implementation in all schools. However, there is no formal policy guideline that stipulates how ICT should be implemented.

A strategic plan is a management tool that charts the course of direction a school intends to take to enhance productivity and increase efficiency. However, some researchers have noted that schools fail to implement up to 70% of their strategic plans, and this is due to several challenges that have to be addressed. The study conducted by Kirimu, Kathuri and Thuba (2017: 240-241) sought to investigate the challenges faced by principals in the implementation of strategic plans in public secondary schools. The variables examined were the school's structure, the school's culture, availability of resources, and the principal's management skills. The study established that top-level managers did most of the implementation process. Based on these findings, it was concluded that structure, culture, availability of resources and principals' management skills affect the implementation of strategic plans (Kirimu et al. 2017: 240-241).

The school structure has clear lines of authority, and it does not hinder the free flow of information. It has clear procedures, rules and responsibilities that guide the implementation process. School structure, however, poses a challenge to principals in the implementation of

strategic plans because often, it does not have the right people for critical positions (Moo & Rashad 2015: 1). The school structure is not flexible, and it does not give employees the required independence during the strategic plan implementation. This too poses a challenge to principals in their endeavour to implement the strategic plans. Lack of personnel with appropriate skills is a significant challenge to the implementation process. Besides, most of the human resources are not trained in strategic planning. Lack of finances is another hindrance to the implementation (Ndaita 2015: 13-14). Due to these challenges, the implementation process is not completed at the scheduled time.

The study revealed that the school culture affects the implementation of strategic plans. Schools do not operate in a value-free vacuum (Bush 2011). Their operations are governed and directed by the school culture. The implementation of strategic plans triggers a cultural change and whether the implementation process will be successful or not depends on how well stakeholders are prepared for change. Most of the schools do not have a well-entrenched culture and this poses a challenge to effective implementation of a strategic plan. The management and control of the implementation process are mostly done by top-level managers, and this enhances the implementation process. However, the strategic objectives are not achieved within the set time plan, and this is attributed to management skills related challenges (Kirimu et al. 2017: 240-241).

School principals are faced with new demands, more complex decisions and more additional responsibilities than ever before. Their day is usually filled with diverse administrative and management functions such as procuring resources, managing learner discipline, resolving conflicts with parents, dealing with the unexpected teacher and learner crises. Principals must accentuate their role as instructional leaders by emphasising the best teaching practices and keeping schools focused on the curriculum, teaching and assessment to meet learners' needs and enhance learner achievement.

A study conducted by Raj (2017a: 8) revealed that many school principals repudiated claims that their primary function was to manage teaching and learning. One of the primary reasons for poor academic standards of learners in public schools is the ineffective instructional

leadership role of principals. This study has shown that many principals place more emphasis on their managerial and administrative duties rather than focusing on teaching and learning (Villet 2012: 4-5). Although principals are accountable for a plethora of administrative and managerial tasks, there is a dire need for them to take an active role in the instructional leadership role, which is pivotal to enhancing learner performance. The principal should be conversant with innovative teaching theories and practices and encourage teachers to model them in classrooms. The principal has the power to influence learner-learning outcomes by setting the school's goals and promoting effective instructional practices (Raj 2017a: 8).

However, principals need to make lists of things to be done. They should write down everything that they have to do, including regular tasks, occasional tasks and future tasks whether the item is personal or professional. They should prioritise them and put them into a calendar, spreading them evenly over days, weeks, and months and assign days for doing certain regular tasks. For example, they should plan to do some evaluations on the 28th of each month, and plan to finish the necessary paperwork on the 5th of each month. They should break down demanding tasks. Sometimes, there may be several large and emotionally demanding tasks on a high priority list. They should break them down into sizeable chunks so that they get a lot done, but not so much that they become entirely exhausted (Aji 2014). Unfortunately, this is not always the case. I observed that some principals rely heavily on practice wisdom from experience while ignoring scientific knowledge discovered by research in managing schools.

In order to get things done efficiently and to manage time wisely, principals must have essential things such as a desk, filing cabinet, and address book organised because clutter makes them waste time and drains their energy. Principals should establish a filing system for papers; arrange these things by subject, keeping in mind that those papers that need to be readily accessible should be easy to get to, use obvious and intuitive labels. To test their logic, they should see if someone else can find something in their system. Regularly, they should go through their files to throw things out. They will find valuable stuff that they can use or deal with, and they will not end up keeping reams of useless paper.

It is challenging to keep important dates and deadlines in the head and remember each one on time. Principals should try to leave themselves a reminder by writing a note and post it on bulletin board. They should use a day planner or agenda and place visual cues in their environment. For example, they should leave a prescription next to their telephone in order to remind them to call and have it refilled. Although efficiency is a very commendable and highly sought-after trait, it can be taken to the extreme. A person may feel like he/she is in a constant race against himself/herself and against time. While efficiency can be of excellent quality, principals should try to give themselves a break. The world will not end if they leave a bit of paperwork for the following day.

All in all, these contrasting findings underscore what many scholars and researchers perceive about challenges experienced by the principal in applying the four management styles to direct teachers to engage effectively in their work that results in student performance (Lane 2016: 64). In the next section, factors that determine the choice of the four management styles are discussed.

## **2.7 FACTORS THAT DETERMINE THE CHOICE OF THE FOUR MANAGEMENT STYLES**

Schools have been concerned and battle with identifying factors that determine the choice of management styles that also have effects on school functionality. Schools often examine various management styles and factors that play a substantial role in the life of the school (Abbas et al. 2015: 429; Alkahtani 2016: 23; Rajasekar 2014: 170; Tuytens & Devos 2013: 15). The primary concern of the school is the success and effectiveness of teaching and learning to ensure academic excellence (Nyongesa 2014: 1). Experiences and records have shown that principals' management styles have a direct bearing on the overall effectiveness of the school (Fuller 2013: 17) because both teachers and students perform different tasks under the management of the principal to attain and sustain academic excellence. The principal needs to adopt management styles that nurture, inspire and sustain an enabling environment for academic excellence (Hahn 2017: 90). The purpose of this study was to explore the effects of principals' management styles on the functionality of schools and to consider factors that determine the choice of the management style.

School management refers to the process of exercising the direction of the school in which its responsibilities are usually task-oriented to provide services to the community efficiently and sustainably (Algahtani 2014: 74). School leadership is a process of developing a vision for the school and effectively influencing a group of individuals to achieve the common goal of the school in which its responsibilities are usually people-oriented (Algahtani 2014: 75; Dedina 2013: 117). However, this form of leadership and management only focuses on people and tasks and ignores the complexity of processes, interactions and tensions within the school, disregard external environment, societal changes and cultural context surrounding their existence (Caesar 2013: 117). Attention should be given to management styles in our schools as part of factors that affect the functionality of schools. Nevertheless, the pertinent question remains “which style in what specific situation?”

One way of approaching management styles is by taking into account the critical points on management continuum namely organisational power of the principal, perception of employees on organisational power and factors that determine the choice of management style (Taucean et al. 2016: 66). The organisational power of the principal is derived from position power such as legitimate, reward, and coercive power, and personal power such as expert and referent power. Perceptions of employees on organisational power are highly essential for the degree of success or lack of it in the school while relationships between principal and employees, and the situation at hand determine the choice of the management style.

Another way of approaching the management styles is by looking at the impact of management styles and their effects on principal’s school commitment, job satisfaction, communication and managerial effectiveness vis-a-vis schools structure such as the type of branch and the principal’s individual traits such as age and level of education (Ekaterini 2010: 3). A spectrum of the four management styles contains essential characteristics such as type of branches, age and educational level, which interrelate with communication, commitment, satisfaction and effectiveness. In other words, an organisational structure such as the type of branches, age and educational level are related to the aforementioned characteristics and are affected by the principals’ traits such as age and education level. A



study conducted by Kotur and Anbazhagan (2014: 30) revealed that age and gender have their influence on principals' actions. The study revealed that with increase in age, there is relatively lesser authority exhibited by principals and gender is found to influence employees. This finding is further confirmed by the study conducted by Okoroji et al. (2014: 185) which revealed that gender influences management styles used by principals. For example, males scored slightly higher on comfort with authority and confidence, while females scored a little higher on interpersonal skills and integrity. Factors such as situation, staff and education of the principal determine the choice of the management style.

In light of the above, I observed that with growing knowledge, people usually adjust to their surroundings, capable of understanding others better. At the same time, with increasing age, they acquire more knowledge, and naturally, they tend to be more flexible and exhibit lesser authority on other people. With growing age physically, people start to depend on others for some help, and this too might affect their psychology and their management styles (Kotur & Anbazhagan 2014: 35). The style that the principal uses as his/her dominant style and for coordinating the affairs in performing activities of the school and the way he/she performs his/her tasks have the highest level of effect on the execution process of tasks as well as the cooperation level their colleagues provide (Vahedi & Asadi 2013: 2976).

However, a study conducted by Nyongesa (2014: 110) indicated that gender has no impact on an individual's ability to manage the school, whereas academic qualifications and age greatly influence individual's management ability. Effective principals are knowledgeable with high academic, professional qualifications and experience and heavily invest in school instructional programmes, spending working time on the instructional programme and being personally involved with colleagues in crafting, implementing, and monitoring the assessment systems at the classroom and school level. This, in turn, yields positive school culture and instructional improvement that is aligned to the goals and objectives consistent with the mission and vision of the school. For instance, the principal who holds a Master's degree has a higher leader performance score than those who hold a diploma or bachelor's degree (Nyongesa 2014: 110).

Perhaps this seems an indication that the more education one has, the more the tendency to become relations-oriented than task-oriented. I also observed that females usually produce considerably better outcomes than males on the entire three outcome measures that MLQ usually tests such as extra effort from the staff, satisfaction that people express about their management, and their overall effectiveness in leading.

Adegbesan (2013: 14) explored why some principals prefer to embrace certain management styles and the effect of such styles on teachers' attitude to work. The study discovered that administrative styles adopted by principals were found to be inadequate for effective school administration. The study further discovered that personality traits exhibited by principals appeared somewhat harsh to employees and teachers were not adequately motivated and encouraged to carry out duties. It is essential to know that the management style is likely to vary from one principal to the other and in part due to the situation. In this regard, Ajayi in Adegbesan (2013: 16) states that what is true about one situational environment cannot be true about another and what may be a wise action in one situation may be unwise in another. Understanding of existence of a great variety of patterns, conditions and responses is the beginning of the wisdom of approaching problems related to management styles. The need for effective interaction between teachers and the principal in the school's functionality cannot be overemphasised when one considers the fact that no school problem can be treated effectively without the involvement of all concerned.

Besides multiple parameters of exploring the effects of principals' management styles on the functionality of schools (Abbas et al. 2015: 428), this section focuses on factors that determine the choice of management styles. Bernaldez and Gempes (2016: 743-748) conducted a study on the partial mediating effect of conflict management styles of principals on the relationship between ethical climate and the school commitment of teachers. The identified factors such as the task to be completed, current situation, school structure, as well as employees' career path and school determine the choice of the management styles. Other factors include the principal's personal qualities, reasons for the principal's emergence and his/her education (Kotur & Anbazhagan 2014: 31). In contrast, Dedina (2013: 117) emphasizes the effect of trust and reputation of schools as intangible assets of schools while

a study conducted by Lane (2016: 54) identified the school setting, employment role, principals, teachers, student and tenure as factors that determine the choice of the management style.

Jiang (2014: 51-55) studied management styles, project success and the match between management type and project type and found out that although the principal is rarely included in project success factors, his/her role influences performance of the project through the collaboration of teamwork, management of sources, communication with both followers and clients. In Oshana Region, it is common practice in most schools to start a school day with a 15-minute staff meeting or debriefing to inform teachers about the latest developments at school before classes resume. Factors that affect strategic implementation can be categorised as management type, information availability and accuracy, uncertainty, human resources and technology (Rajasekar 2014: 170).

Other researchers emphasised the role of culture and school structure (Ekaterini 2010: 3; Taucean et al. 2016: 66-69) as most pertinent factors that determine the choice of management style. Rajasekar (2014: 174) emphasizes the information system. Rajasekar (2014: 174) argues that management styles affect the implementation process by driving strategy of implementation, maintaining focus and act as a driver for change management necessitated by the new strategy. School structures clarify roles and responsibilities, allocate human resources, ensure the level of flexibility to respond to unexpected circumstances and explain the decision-making process. Culture provides information about internal environment and mentality, which is reflected in the level of openness, customer orientation, quality of work and the speed to accomplish tasks and respond to change. As Fuller (2013: 89) put it, “a school with an unhealthy or negative culture becomes a breeding ground for many problem behaviours.” This statement by Fuller reminds us about the importance of the school culture in the life of the school. Information systems support the decision-making through quality and quantity of information available for the executive to use in decision-making. Schools need employees who are committed to their work so that they contribute to the survival of the school in marketplace competition (Aldoshan 2016; Alkahtani 2016: 23).

The principal should assess existing knowledge, skills and attitude of employees before selecting a programme or resources.

School commitment is divided into three components namely normative, affective and continuance commitment. Affective commitment involves employee emotional attachment to, identification with and involvement in the school. Affective commitment involves the three aspects such as the formation of emotional connection to the school, identification with the school and the desire to maintain and become loyal to the school membership (Alkahtani 2016: 23; Omar 2016). Affective commitment exists when employees identify with the school and its goals, while employees retain being members of the school and try to increase productivity. Continuance commitment refers to employees' assessment of whether the costs of leaving the school are greater than the costs of staying. Employees who perceive that the costs of leaving the school are more considerable than the costs of staying will remain with the school.

In contrast to the other two components of school commitment, continuance commitment does not relate to emotion. It mostly relates to investments employees make in the school such as job effort, the time and the development of work friendships, skills and political deals. Normative commitment refers to employees' feelings of responsibility to the school. Employees with high levels of normative commitment stay with the school because they feel that they have to (Ekaterini 2010: 3; Rajasekar 2014: 174; Tauccean et al. 2016: 66-69). I experienced that it is very much beneficial to principals to hire, empower, train and develop staff for sustainability and continuity of the school.

Other factors that influence employee commitment are the school factors, individual factors, job factors and environmental factors. While school factors include culture, structure and processes, individual factors include personality traits, emotional quotients, intellectual quotient and spiritual quotient. While job factors include job characteristics and remuneration systems, environment factors include social relations and the physical environment (Adegbesan 2013: 14).

While Dedina (2013: 117) emphasizes time consumption, cost and staff development, Bernaldez and Gempes (2016: 743) emphasize the partial mediating effect of conflict, management styles of the principal on the relationship between ethical climate and school commitment of teachers. A study by Bernaldez and Gempes (ibid.) found that the mediating role played by conflict management styles of principals partially assisted in clarifying the process that was responsible for the relationship between ethical climate and the school commitment of teachers. Ethical climate increases the likelihood of staff to behave ethically while increasing their commitment (Hairunnisa, Ros & Nurhazirah 2012; Meyer, Kuenzi, Greenbaum, Bardes & Salvador 2009).

In researching factors that shape the management style of the principal, Marcinkevičiūtė and Žukovskis (2016: 120-122) note that scientific literature does not contain any single classification of the management style. They argue that when dividing management styles into the classic and the new, the changes towards the nature of the principal's exposure to employees are taken into account. When analysing the structure of the principal's management style, it is necessary to take into consideration key factors such as the conditions that shape the management style, and opportunities for the principal to change and improve purposefully. The efficiency of the principal's behaviour, together with the choice of management style results in the objective and subjective factors. Objective factors include factors that cannot be affected by the environment such as specifics of the managed school, specifics of the addressed issues, level of management, peculiarities of the managed staff, career path and school of the principal. Subjective factors depend only on personal qualities that can be developed and improved like the principal's personal quality; the reason for his/her emergence and his/her education (Kotur & Anbazhagan 2014: 31). The study further discovered three situational factors that play a vital role in the selection of the management style such as the needs and personal qualities of employees, nature of task and requirements (Marcinkevičiūtė & Žukovskis 2016: 120-122).

A recent study conducted by Heissenberger and Heilbronner (2017: 86-99) investigated the influence that principals' management styles have on innovative practices. Particular emphasis was placed on requirements for innovation and results of innovation that can lead

to the improvement in collegial collaboration and relationship. The study revealed that innovative principals possess emotional energy and commitment, exhibit a sense of social responsibility and courage to think and act afresh. It is important to consider implications of management styles on school innovation because innovative practices are spreading and one reason for this is that technology enables us to communicate in powerful ways as never before. In schools, we see the evidence of large-scale innovative projects that may disrupt teachers' expectations and lead to a sense of frustration in the school (Gholami 2016: 41; Heissenberger & Heilbronner 2017: 88). It is imperative to understand the influence of management styles on innovative practices at schools with the purpose to gain insight on how we can promote management styles that encourage innovative practices aligned with the context of the school we manage.

A study conducted by Gholami (2016: 41-52) examined the impact of relationship-oriented management style associated with democratic management styles and task-oriented associated with autocratic management styles on the school climate. The study found relations between relationship-oriented and task-oriented management styles on school climate. Attention was placed on factors such as hindrance, disengagement, intimacy, consideration, aloofness, thrust, production emphasis, and group spirit (Ebrahimi 2012). While group spirit refers to a situation where in teachers enjoy group work and feel committed to co-workers and students, hindrance refers to teachers and principals feeling a certain climate where in principals assign heavy loads of unnecessary work to teachers in which these heavy loads are obstacles to the main activity; teaching and learning (Gholami 2016: 43-44). Disengagement refers to teachers' intention to not participate in scholastic activities, which also refers to a lack of commitment. Teachers waste time and negatively criticise their co-workers. Intimacy refers to warm, friendly, social, and family relationships between the principal and the teachers. While consideration refers to principals' friendly and warm behaviour, aloofness refers to principal's impersonal and formal behaviour. Principals distance themselves from employees while imposing regulations to rule the schools. These principals behave according to rules, they are norm oriented, and they emphasise on structural dimensions. While thrust refers to the principal's dynamic behaviour in which the principal tries to motivate the employees by showing themselves as proper work partners.

Lastly, production emphasis refers to the principal's close supervision and autocratic behaviour in schools (Ebrahimi 2012).

A study conducted by Boampong et al. (2016: 1-11) which is also supported by Smith (2016: 66-76) maintains that management styles of principals influence the students' academic performance. Attention was given to management issues such as 'model the way', 'inspire a shared vision', 'challenge the process', 'encourage others to act' and 'encourage their hearts'. The conclusion and recommendations from this study were that principals should be equipped with knowledge and skills in management and teacher training institutions should incorporate into their curriculum training in the art and science of management to groom them right from the institutes.

Hahn (2017: 90) identifies his focus on students, building relationships, communicating and collaborating with others, developing leadership capacity in staff, and reflecting on practice as factors that have a direct positive impact on the school climate. Principals' practice such as setting the vision, developing leadership in others, managing data, people and processes, create a favourable climate, and improving instruction are usually identified in the research literature as factors that impact on student performance (The Wallace Foundation 2013). Communication and collaboration are becoming more complicated, complex and pervasive as communication and interaction among school-age children increase via technology and social media (Fuller 2013: 96).

In contrast to The Wallace Foundation, Hansen (2016: 49-53) identified providing feedback to teachers, developing trust relationships, identifying and communicating priorities, being visible within the school, and engaging in a variety of activities throughout the school as some of the critical factors that have a direct positive impact on the climate of the school. While feedback takes the form of developmental discussions during providing evaluation feedback (Tuytens & Devos 2013: 15) and evaluation cycle (Kraft & Gilmour 2016: 5) to teachers, trust is usually exercised concerning supervision and evaluation of teachers (Tschannen-Moran 2013: 46) with the focus of building long-lasting relationships (Kouzes & Posner 2013: 80). Priorities take the form of focusing on students and creating a safe,

orderly long-lasting environment for effective teaching and learning to take place. While the communication of priority takes the form of communicating what is expected by authority, visibility is practised by being visible and actively participating and being involved in various facets of the schools (Hansen 2016: 52). These contrasting findings underscore what many scholars and researchers perceive about factors that determine the choice of an appropriate and suitable management style that helps principals to direct teachers to engage effectively in their work, resulting in student performance (Luthra & Dahiya 2015: 45).

Other literature in education management emphasised on the principal's background, teachers being supervised and schools as factors that determine the choice of the management style (Apolline 2015; Auala, 2012; Dike et al. 2015). Principal's background encompasses his/her personality, knowledge, values, ethics and experiences the principal has while teachers have their personalities and background too. The person's action is considered "more important than knowledge" (Ng in Mushaandja 2010: 36) the most complex, the most worrisome and often the most exhilarating." "It is not difficult to know but difficult to act," while action and knowledge are inseparable as "knowledge is the direction for action and the action the effort of knowledge and that knowledge is the beginning of the action and action the completion of knowledge." This means that it is not enough for principals, for instance, to know different types of management styles but to know how to use them to organise and inspire teachers to contribute fully to the smooth running of the schools. There should be a correspondence between knowledge and action. This link is very critical to those principals who wish to improve their schools.

I observed that, in most cases, poor background knowledge, inadequate monitoring, unequal distribution of resources, individual perception of school and teacher/learner indiscipline usually tarnish the public image and reputation of the school. A suggestion to maintain high discipline means that there are indiscipline cases that have an effect on teachers, principals and school functionality (Shibo 2016).

It is possible, after all, to learn more of the techniques that go into leadership and put them into practice until they become second nature. While some people naturally become the head



of the pack, others emerge as great leaders after years of hard work and dedication. As Eleanor Roosevelt in *Queendom* (2020) correctly put it "to handle yourself, use your head; to handle others, use your heart." The research revealed that effective leaders possess a specific personality profile. Leaders who emerge naturally set clear guidelines for behaviour, reward excellent performance, provide feedback, and take a management role in assigning tasks to employees (Kark et al. 2016). They also possess, among others, high emotional stability; excellent motivational and mentoring skills, a strong vision for success, and can share this vision in a way that inspires employees (Osborne-Lampkin & Folsom 2017). Unfortunately, leaders whose personalities differ significantly from this ideal will feel unnatural leading employees and end up struggling should they find themselves in a leadership position. To be an effective leader takes hard work. Those who have the desire and the determination to sharpen their wits, hone their skills and accentuate their virtues can pull away and deftly lead others to success (Bridgman et al. 2016).

The school community is subjected to many conflicting findings of factors that determine appropriate and suitable management styles that can be adapted, applied and implemented successfully with the focus on student achievement. Many of these findings have been driven by recent changes in educational policy and the resulting legislation that has affected the school community. It is not entirely clear as to what style of management or factors are commonly indicated to address these issues. We do not know what particular combination of experience and knowledge most benefits principals wishing to improve their school. In the next section, the theoretical framework on which the study was based is discussed.

## **2.8 THEORETICAL FRAMEWORK**

Different models evolved to suit societal changes, educational reforms, current demands and perceptions of researchers. Some models viewed schools based on cooperative organisation models but exhibited greater complex and dynamism (Caesar 2013: 109). Other models viewed schools as a community with a network of interconnecting people and relationships with varying degrees of commitments and conflicting expectations, creating a unique environment in each school. Appreciation about the degree of applicability of these models concerning outcomes and quality of schooling that students require in this challenging era

led to the development of new models. These new models suggest that the principal should be driven by a noble and moral purpose (Iqbal et al. 2015: 5). Adaption and application of these models depend on prevailing circumstances and environment. In light of the above, this study informed and was based on human relations and human resources models adapted by Ndikuyuda, Simiyu and Achoka (2009: 392-393) which are closely associated with the conceptual framework. These management models provide valuable insight into what happens on the ground. According to these models, principals subscribe to two management models, namely the human relations model and the human resources model.

The human relations model grows out of reaction to the classical model, which overemphasises on elements of coordination and control in schools' life. The model focuses on the needs of individuals who make up the schools. The assumptions, commonly associated with the human relations model, are that employee satisfaction is the key to productivity. Additionally, quality, open, supportive communication enhances satisfaction, meeting the individual needs of employees and is a crucial goal of management. Furthermore, principals need to pay close attention to building good relationships on the job and employees will be motivated to do good work if the work environment permits (Lapipa, Maurāne, & Starineca 2014: 578-585). These assumptions lead to the human relations model.

The human relations model gives attention to social and egoistic needs of teachers associated with the paternalistic management style. It recognises the fact that fair treatment and payment are not enough. Principals should emphasise controlling, although preventive steps are taken into consideration to obtain the desired contribution of teachers to the wellbeing of the school positively. The critical element to the human relations model concerning participation in the democratic management style is that teachers are made to feel that they are allowed to participate in school activities, which is not always the case. Another critical element to the human relations model is compliance with managerial authority which is associated with the paternalistic management style in which teachers are told that they are essential but not treated as such (Green 2013; Razik & Swanson 2010: 103-104; VanDoom & Eklund 2013).

The human relations model emphasises that principals should first consider teachers' social needs to enable them to participate in various functions at school. Teachers' social needs should be fulfilled first to reinforce them to partake in important activities at school fully. Sound relations between principals and teachers, as emphasised in the democratic management style, are essential in creating trust and bonding them together to enable them to contribute to the positive climate of the school (Amushigamo 2012; Hoerr 2017). Teachers perform better when they feel safe, when they are free to ask for or offer assistance to colleagues and when their contributions are recognised and appreciated by authorities, a notion that is also supported by the democratic management style.

Much has been debated and written in literature regarding the field of human resources model, its contents, practices and applications and its extents and limitations. The focus of the human resources model is to manage staff members and to take care of their welfare. Guest in Osibanjo and Adeniji (2012: 5-15) proposes four primary policy goals that distinguish the new concept of human resources model as follows: firstly, principals should encourage the commitment of staff members to increase their performance and to be loyal to schools. Secondly, principals should emphasize the quality of staff members engaged in school that goes a long way with producing quality goods and services, which is of great benefit to both the customers and the school. Thirdly, principals should ensure that flexibility plays an essential part in the way staff members are organised; this makes them adaptive and receptive to all forms of changes in all aspects of their jobs such as work hours, and working methods. Lastly, principals should integrate school goals into strategic planning in order to make these policies cut across ranks and files of schools and ensure that they are gladly accepted and implemented on daily routine tasks (Moo & Rashad 2015: 1). These assumptions lead to the human resources model.

The human resources model sees the principal as a developer and facilitator to help teachers achieve performance aims. There is a great deal of participation in goal setting. If a problem occurs, several factors rather than a single cause are advanced as potential reasons for difficulties. The critical element to the human resources model is that increased satisfaction is related to improved decision-making and self-control that occurs due to the participation

that is genuinely solicited and heard (Green 2013; Razik & Swanson 2010: 103-104; VanDoom & Eklund 2013).

The human resources model sees principals as facilitators, as emphasised in the *laissez-faire* management style to help teachers build and sustain a conducive and positive school environment. In other words, the human resources model emphasises that principals should develop teachers and inspire them to contribute to the wellbeing of the school positively. Teachers' active participation helps them to take responsibility for their work. According to the human resources model, teachers are self-motivated to contribute fully to the function of the school, whether their social needs are fulfilled or not.

In light of the above discussions, a conclusion can be drawn that principals subscribe to two models when choosing which management style they should use. That is, one for teachers that is associated with the democratic management style/people-oriented and the other one for themselves which is associated with the autocratic management style/task-oriented, hence the adaption of the human relations and human resources models in this study. Special emphasis is placed on attitudes towards teachers, kind and amount of participation and teachers' expectations. Ndikuyuda et al. (2009: 392-393) gave guidance to principals to focus on teachers in the decision-making process. Empowerment of teachers is crucial because they are the ones who mostly implement plans and activities as requested by the school authorities (Auala 2012). Active participation results in teachers taking full responsibility and ownership of the school. Satisfying teachers' needs would improve faculty morale and reduce tensions and resistance to authority. Satisfying teachers' needs creates a bond between teachers and the principal, which in return contribute to the wellbeing of the school.

Muronga (2011) and Pomuti and Weber (2012) urge principals to allow teachers to participate fully in school activities because these are expectations of teachers. Ignoring teachers may lead to low morale, underperformance, resistance or tension that may lead to a dysfunctional school (Modisaotsile 2012; van der Berg et al. 2011). Teachers should be prepared to take responsibility, bring initiative and creativity to building a winning school.

Principals' basic task in reference to teachers is to create a conducive working environment in which teachers can contribute their full range of talents towards the accomplishment of the school work, as articulated in the democratic management style. This means that teachers should be given enough opportunities to use their expertise, talents and innovation to contribute fully to the functionality of the school. Principals should allow and at the same time, encourage teachers to participate in important decisions to exercise self-direction and self-control as these aspects develop and demonstrate greater insight and ability in them (Hull 2012). Teachers should share information with principals and principals should involve them in decision-making to help them satisfy their basic needs for belonging and individual recognition. This means that principals should create a conducive professional dialogue to allow teachers to share their needs while actively involving them in the decision-making process. Satisfying teachers' needs would improve faculty morale and as a result, reduce resistance to authority. This is very important for the smooth running of the school and the achievement of the goals of the school. I observed that teachers are likely to increase their commitment and work hard if their needs are satisfied. However, they are likely to resist authority if their needs are not satisfied. A typical example from this notion is the manipulation of teachers by principals for whatever ethical or power-hungry reason, which is unacceptable and very much exasperating to many educationists (Ibrahim & AL-Taneiji 2012).

Boateng (2012) argues that decision-making is a bargaining and negotiation process in which distribution of power and influence to a teacher is vital to promoting and sustaining the school image. There should be a balance between the authority of teachers' expertise of the curriculum and positional authority of the principal. It makes sense to understand that the principal should be a fully-fledged participant in an inevitable give and take at all times to promote and build the school's public image. In return, the principal requires teachers to do the same. Teachers should explain their decisions and discuss their objections to decisions and plans. On routine matters, the principal should encourage teachers in planning and decision-making, while members of the department should be allowed to exercise self-direction and self-control in carrying out decisions and plans (Ministry of Education 2012). The MoEAC has well-meaning mission and vision statements on learners' performance,

management of schools and overall functions of the school that should be fulfilled by all stakeholders, including principals. Therefore, principals should delegate power and authority to HoDs in carrying out a plan to create a positive school environment.

I observed that some principals focus on how to keep the system for which they are running by reacting to problems generated by observed deviances and looking to modify conditions as needed. Ibrahim and AL-Taneiji (2012) warn that in most cases, principals do not dedicate much time to developing their teachers. Instead, they offer rewards or inducements to teachers rather than seek to improve their commitment or motivate them.

Teachers' expectations imply that the overall qualities of decision-making improve when principals make use of the full range of teachers' experience, insight and creative ability which exist in them. Teachers expect principals to use their experience, insight and creativity to help them to contribute to a conducive and positive school environment. Teachers should exercise self-direction and self-control to accomplish worthwhile school activities that they understand. In addition, teachers ought to help and accomplish the achievement of goals sought by the school. Teachers are satisfied because of improved performance, and the opportunity to contribute creatively to routine school work is also increased. Teachers play a very significant role in the achievement of schoolwork. Their contribution should be respected and valued by authority. I learnt that the most essential reason why principals are appointed in schools is to organise, inspire and influence teachers to contribute to the wellbeing of the school positively. Without these, principals will fail in default and routine schoolwork will not be carried out as expected by authorities. These states of affairs may lead to teachers' negative attitudes towards principals, school, or even themselves, which may lead to resistance, work stoppage, and a dysfunctional school.

Today, in the third millennium, advancement in schools is rooted in the optimal use of human resources (Boampong et al. 2016: 2; Gholami 2016: 42). Nsubuga (2009) observed that human resources determine the pace of economic and social development through the principal mechanism of formal education of imparting values, ideas, attitudes and aspirations that are important to natural development. States place a great deal of emphasis

on education with the expectation that education can provide economic, social, political and cultural leverage out of poverty (Caesar 2013: 109). The principles of human resources model attempt to integrate teachers into the human relations model.

In light of the above, this study explored the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. The study was guided by the human relations model and human resources model on the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. The behavioural school came up with the human relations and human resources models during the 1970s. The proponent of these models was Miles. His work in 1975 illustrated that if principals took an interest in teachers and cared for them, it had a positive effect on their schoolwork. These models generally describe how principals interact with teachers. When principals stimulate more and better work, the school will have effective human relations. When efficiency deteriorates, its human relations are said to be ineffective, which leads to a dysfunctional school. These models focus on management as a web of interpersonal relationships (Green 2013; Razik & Swanson 2010: 103-104; VanDoom & Eklund 2013).

The advocates of these models argue that since school management involves group effort and more collective endeavours of people, it centres on an individual as a social-psychological being (Green 2013). The underlying assumption of these models is on the solution of the problem and motivation, which is done by non-economic rewards. These models guided the researcher in data collection and data analysis in exploring the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. These models also displayed the importance of interpersonal relationships in school for effective improvement of principals' management styles on school functionality. The researcher, being committed and determined to discover a pattern of meaning through experience, systemic thinking, assessment and creative analysis, used the human relations and human resources models that underpin approaches of management styles, These are autocratic, paternalistic, democratic and *laissez-faire* methods of the management decision-making process in the context of this study. This was with the intention to discover main

factors rather than specific variables and outcomes affecting decision-making processes among the participants in this study.

It was observed world over that principals who lack confidence, integrity, conscientiousness, mentoring ability, and interpersonal skills are more likely to receive negative feedback from employees. Excellent interpersonal skills, on the part of principals, have been linked to improved teacher morale and productivity (Okon & Isong 2016: 51). While principals must possess all necessary technical and business skills to run the school, it is their interpersonal abilities that are crucial to effective management/leadership. Principals are unlikely to feel comfortable assigning important tasks to employees if they do not trust that they are going to get them done excellently (Bukar et al. 2015). They should practice active listening, and they should listen to what employees are trying to say to them, and confirm with them that they have interpreted the message correctly. Employees who feel that they are not treated as they should, are more likely to become dissatisfied with the school, behave dishonestly, and have higher turnover rates. While it may not be advisable to become best friends with employees, principals should develop an excellent professional relationship (Northouse 2013). Principals should not forget that employees have their own lives. Flexibility is the key to employee satisfaction. If possible, principals should allow employees to telecommute, use other flexitime options as long as productivity remains the same or improves.

These models showed that the principal has relations with more people than any person because the principal has relations with parents, teachers, students and non-teaching staff, education authorities and peer teachers (Farah 2013: 14-15). The principal also solves school-related issues, manages school programmes, helps teachers, students, and other clients while setting a roadmap for school activities. At school, there is a relation between principal and teacher, principal and parents, principal and student, principal and education authorities and principal and nonteaching staff. At school, there is also a relation between teacher and parents, teacher and student, student and student and students on their own, hence the adaption of human relations and human resources models of management in this study.



## **2.9 CONCLUSION**

This chapter reviewed this study's literature and presented the theoretical framework on which this study was based. The next chapter discusses the methodology followed in carrying out this study.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

The previous chapter reviewed the literature related to this study's research topic. This chapter provides a brief outline of the methodology followed in carrying out this study. The chapter specifies the research design, population, sample and sampling procedure; as well as the research instrument, data collection procedures, data analysis and related ethical considerations adhered to in conducting this research study.

#### **3.1 RESEARCH DESIGN**

A qualitative case study research design emanating from a constructivist worldview was employed to explore the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. I chose to use the term worldview meaning "a basic set of beliefs that guide action" as adapted by Creswell (2014: 6). It constitutes the abstract beliefs and principles that shape how a researcher sees the world and how he/she interprets and acts within that world (Kivunja & Kuyini 2017: 26). The idea of constructivist came from Mannheim, in which recent writers such as Leedy and Ormrod (2015: 26), Lincoln, Lynham and Guba (2011) and Mertens (2010), among others, clearly summarise the position of the constructivist worldview.

The emerging nature of this study is best suited to constructivist research design that can yield a rich understanding of key issues by minimising the distance between the researcher and participants who are decision-makers, to develop practical and theoretical understanding and generate new and alternative understanding into concepts and issues under study. The dominant positivist research design has adversely affected the relevance of the resulting research because the researcher need not only consider the technical aspects but also the social aspects and their continuous interaction concerning the study (Lee 2004), an approach to which the constructivist worldview is ideally suited.

When a researcher is interested in immediate responses to a particular situation such as this study, it may require that the researcher uses subjective data since it is unlikely that objective data would have been collected at precisely the right times or instances. This is not to devalue positivist research but to suggest that alternative approaches can supplement and strengthen this study since quantitative approaches cannot reveal this study's completely detailed story. Further corroborating the chosen research approach for this study is the fact that other studies on the effect of principals' management styles on the life of schools used a similar research approach (Fink & Disterer 2006; Hill & Scott 2004; Mushaandja 2010: 33-34; Pomuti & Weber 2012: 1-8; Tshabangu 2013: 78; Villet 2012: 4-5). These publications do not, however, extensively motivate or document the justification for selecting their respective research designs and methods nor the research process.

This study was a qualitative case study, meaning the kind of information that was collected was presented in words expressed as feelings, perceptions and attitudes of participants that narrated an account about the study in detail. This study utilised a qualitative case study approach (Yin 2014) to provide insight into the role participants played in the study. Qualitative information collection during the research study provides in-depth information and a variety of perspectives; it describes many facets and clarifies the perceptions around the problem being explored. The qualitative method also emphasizes understanding through observation, careful documentation and thoughtful analysis of participants' words, actions and records (Meyer & Willis 2016; Ponelis 2015: 537). This methodology was also based on the experiences of the researcher and selected participants to explore the problem in an interpretive view and investigation using the case study research design.

Recent studies point out that case study allows the researcher to focus on a unit of study known as a bounded system, in this case individual principals and teachers for an in-depth exploration of the actual case (Creswell 2014: 8; de Vos, Strydom, Fouché & Delport 2011; Gay, Mills & Airasian 2011: 444; Leedy & Ormrod 2010: 137; 2015: 271). A case study is a design of inquiry found in many fields, including education, in which the researcher develops an in-depth analysis of a case (Yin 2014). Since the researcher was primarily interested in the meaning principals and teachers gave to their life experiences, he employed

a case study to immerse himself in the activities of a small number of principals and teachers. This was to obtain an intimate familiarity with their social worlds and to look for patterns in the principals' and teachers' words and actions in the context of the case as a whole (Gay et al. 2011). A qualitative case study was, therefore, used in order to gain in-depth knowledge and authentic understanding of issues, problems and challenges associated with the effect of principals' management styles on the functionality of schools in the Oshana Region in Namibia. This was done to provide great insight and understanding of an idea and issues in a natural setting (Suter 2012) to a particular situation (Yin 2014). To illustrate case study type of research, Creswell (2012: 16) guides the researcher when he notes: "qualitative research is best suited to address a research problem in which you do not know the variable and need to explore a phenomenon (Creswell 2012: 16)." The purpose of employing this method was to describe the nature of a situation as it exists at the time of the study and to explore the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia.

The effects of principals' management styles on the functionality of schools in Oshana Region in Namibia cannot be studied outside of its natural setting with its focus on this contemporary issue. The issue is that the control or manipulations of subjects, in this instance the principals' management styles and their effect on school functionality, is not possible. The theoretical knowledge on the issue under investigation is limited and not yet mature. A case study method was thus a suitable method for this study. Using a case study supports the relevance of the study since the case study is considered more persuasive to principals and teachers than theoretical discussions (Levy & Powell 2005). A study without a qualitative component cannot be used as a basis to recommend actions to principals and teachers nor to inform policy (Merriam 2009; Rozyn 2007). This is a contribution that research into the effect of principals' management styles and their effect on school functionality often seeks to deduce.

### **3.2 POPULATION**

Using the Oshana Directorate of Education's latest statistics of 2019, a population of ten principals and ten teachers from ten schools in junior/senior primary, junior and senior

secondary schools in the Oshana Region was utilised. Based on the Oshana Regional Directorate, many schools are poorly managed, which may lead to many dysfunctional schools. Principals were chosen for this study because they are the main pillars of school optimisation (Gholami 2016: 44) who are directly involved in organising and managing schools and are mostly held responsible (Boampong et al. 2016: 2) for the smooth running of schools. Principals appear to play an integral and pivotal role that influences the delivery of quality education (Caesar 2013: 111; Smith 2016: 65). Those who are charged with school management have a significant responsibility for promoting quality education by ensuring that teaching and learning, which is the primary task of schooling, takes place in the classroom. As the central decision-maker, the principal's strategic position serves as the focal point, around which all school activities are centralised. The researcher focused on processes such as the use of principals who make the most decisions in schools and predominant decision-makers in schools. One of the units of analysis in this study was principals with the emphasis that the principals are the critical decision makers and the consumer of information for decision-making in schools comprising the population of this study. By implication, the success of any school depends on the quality, skills, knowledge and commitment of the principal of that school (Omar 2016). Since principals may not be the best judges of their management styles, this study also considered to interview teachers as well as supervisees of principals' management styles.

According to Creswell (2012), a population is a group of individuals who possess one characteristic that distinguishes them from other groups. In this study, the population consisted of principals who occupied principalship positions in the Oshana Region in addition to teachers as supervisees of principals' management styles.

This study was confined to principals and teachers with at least seven years' experience and above in the management of schools and other managerial activities (Andende 2016: 25; Hahn 2017: 57-59). With this process, the researcher was able to gather, not only useful and meaningful information, but also more importantly, the ability to employ distinct and analytical techniques in his effort of discovering the effect of principals' management styles on the functionality of schools in the Oshana Region in Namibia. All these made

interpretation and understanding of the phenomenon in its context and even beyond more viable (Meyer & Willis 2016; Ponelis 2015: 541-543).

### **3.3 SAMPLE**

For this study, a criterion purposeful sampling technique was used to get a representative sample of ten principals and ten teachers in ten schools in the Oshana Region. With principals and teachers as the units of analysis, access to them was an essential consideration in the selection of cases. Following the advice of Ponelis (2015) that contacts from individuals and friendships can be helpful in establishing a list from which cases can be selected, an approach also used by Chibelushi and Costello (2009), potential cases were obtained using a criterion purposeful sampling technique.

According to the Oshana Directorate of Education's latest statistics of 2019, there are five Circuits in Oshana Region, namely Eheke, Oluno, Ompundja, Onamutai, and Oshakati circuits. The researcher selected two principals and two teachers per Circuit.

The most common form of sampling in the case study is purposeful sampling “based on the assumption that the researcher wants to discover, understand and gain insight and therefore must select a sample from which the most can be learned” (Gay et al. 2011: 448). The benefit of this approach for case study research is the purposeful selection of cases that are “information-rich” (Leedy & Ormrod 2010: 137, 2015: 280) or those from which the researcher can learn a great deal about the research problem. As Creswell (2012: 206) puts it, it is a technique used by a researcher to select participants who can best help us understand our phenomenon. It is also to develop a detailed understanding that might provide useful information that can help us learn about the phenomenon and give a voice to the selected people. As I mentioned earlier on, this study was confined to principals and teachers with at least seven years' experience and above in the management of schools and other managerial activities (Boampong et al. 2016: 2; Hahn 2017: 57-59). The researcher thus intentionally selected individuals who were cognizant with and understood the central phenomenon.

In this study, the researcher was charged with selecting principals and teachers in the Oshana Region who were information-rich and who helped the researcher to learn a great deal about the research problem. Based on the researcher's judgement and the purpose of the research and looking for those who "had experiences relating to the phenomenon to be researched" (Taucean et al. 2016: 70-71), key participants were limited to the perceptions, experiences and views of ten principals and ten teachers. These participants had at least seven years' experience and above in management and other managerial activities in the Oshana Region in Namibia. Principals were carefully selected with the assumption that they had undergone various management positions hence had enough experience on principals' management styles and their effect on school functionality.

### **3.4 RESEARCH INSTRUMENTS**

To carry out a case study, data were collected using an interview schedule in which the same interview schedule was used to find out the principals' and teachers' views on the effect of principals' management styles on the functionality of schools in the Oshana Region in Namibia. The study used an interview schedule with a written list of questions that were covered during interview sessions and administered to principals and teachers. The same interview schedule was used for principals and teachers. However, the indication showed whether the answers were given by a principal/teacher in junior/senior primary, junior and senior secondary schools to give another dimension to research and possible findings and recommendations. For this purpose, an open-ended demographic questionnaire pertaining to participants' background information was presented in this regard. The more open-ended the question, the better, as the researcher listened carefully to what people said or did in their life settings (Creswell 2014: 8; Lincoln et al. 2011; Mertens 2010).

The methodology literature pointed out that the interview schedule can produce concentrated amounts of data on precisely the topic of interest at low cost in a minimum amount of time while the researcher and participants interact to produce data (Creswell 2012; de Vos et al. 2011; Leedy & Ormrod 2015: 282). The comparisons participants make between one another's experiences and opinions are a valuable source of insight into the complex and best information. In this study, the interview session allowed the researcher to decide what

he needed to hear from participants while creating a conversation among participants around the topic. This allowed the researcher to summarise what he learned from participants. The researcher introduced the issues that were discussed and kept participants focused on the topic (Creswell 2013; Newman 2011). In addition, field notes were taken during the interview sessions. To achieve the research objectives, the researcher also used an open-ended demographic questionnaire that was developed from the questions and discussions from the interview session. The data were collected only as a response to the open-ended demographic questionnaire and were only used to support the qualitative data in the study. A voice recorder was used to record the interview sessions. The secondary source included previous research reports, journal articles, theses, dissertations and existing knowledge on books were integrated into the study to provide adequate discussions for the different constructs in this study.

In this study, the objectives of data collection were to explore the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. The researcher opted for an interview schedule, a demographic open-ended questionnaire and field notes to keep interviews focused, to facilitate cross-case analysis, and to provide room to explore new and relevant issues that emerged during the interview sessions. These field notes, interview schedule and open-ended demographic questionnaire, were designed to capture the context, content, and process with regard to the use of information on the effect of principals' management styles on the functionality of schools in the Oshana Region in Namibia. Background information on principals and teachers was gathered through the use of an open-ended demographic questionnaire completed by ten principals and ten teachers before the beginning of the interview sessions.

The face-to-face interview sessions were conducted over an eight-week period in which each interview lasted for one hour and 20 minutes. They were conducted face-to-face to establish rapport, build trust, and to identify any nonverbal cues that warranted further questioning. All interviews were conducted in English; the only official language in Namibia based on the preference of the participants. Interviews were conducted at Hifikepunye Pohamba Campus (HPC), a quiet place for interviewing and recording the



interviews. Before commencing with the interviews, it was assumed that most participants were interested to know why they had been chosen to participate in the research. The first five to 10 minutes of the interview were spent on discussing the researcher's background, the reasons for conducting the research, and what the researcher hoped to achieve. This kind of discussion allowed the researcher to explain the purpose of the study and to discuss informed consent including, among others, confidentiality, anonymity, voluntary participation, the option to withdraw at any point and detailed information on the university's approval of this study. At this point, I also requested permission to record the conversation for transcription; that an account of the interview will be provided to verify accuracy and that notes will be taken. These notes were taken as a backup in case of equipment failure where the voice recorder was permitted and as an additional backup to the interview schedule and open-ended demographic questionnaire. The research instruments were pilot tested on three principals and three teachers that did not participate in the main study. This pilot was to determine their reliability and appropriateness. Only slight changes were made in a few parts of the instruments.

### **3.5 PROCEDURE**

De Vos et al. (2011) argue that small groups of four to six are preferable when participants have a great deal to share about the topic or have lengthy experiences related to the topic of discussion. Equally important is that the amount that each participant contributes to the study is a significant factor in deciding the number of participants. In light of the above, participants were interviewed in person individually because they are from different schools, and every participant is different where in the researcher administered the interview using the same interview schedule. Participants answered questions as part of the interview because "interaction among interviewer and the interviewees will likely yield the best information" (Creswell 2012: 218). Individual participants were assigned a participant number, which was carried over into the transcribed interviews. Since the researcher recorded the interview session, he asked participants to identify themselves by name at the beginning of the session; having them do so helped the researcher identify different speakers when he transcribed the interview sessions later on (Creswell 2014; Leedy & Ormrod 2015: 286; Newman 2011). The interview sessions were recorded on a digital voice recorder and

deleted once transcribed. There was one interview session per participant for up to one hour and 20 minutes, depending on the amount of responses to the research questions. The researcher chose the role as active listener and collaborator (Hansen 2016: 24) to tell the story from the participants' view rather than an expert who passes judgement on the participants (Hahn 2017: 57-61). The researcher made notes during the discussions and recorded the audio of the interviews, which was then transcribed. The interviews were conducted at HPC in Ongwediva.

In this study, the researcher planned to select ten principals and ten teachers. Since not all principals and teachers contacted for inclusion agreed to participate in the research or proved to be suitable participants, ten principals and ten teachers were initially contacted. The initial request for participation was sent by email to principals and teachers and included a brief overview of the purpose of research, the reason why their participation is essential, and involvement that would be required if they chose to participate.

While every effort was made by the researcher to ensure that participants were not connected to the information that they shared during the interviews, the researcher did not guarantee that other participants in the interviews treated information confidentially. The researcher, however, encouraged all participants to do so. For this reason, the researcher advised participants not to disclose sensitive personal information during the interview sessions.

### **3.6 DATA ANALYSIS**

Based on the study's objectives and questions, typological analysis and content analysis were used to analyse qualitative data from interviews. Categories pertaining to the effect of principals' management styles on the functionality of schools in the Oshana Region in Namibia were used to create patterned and thematic meaning out of qualitative data (Heissenberger & Heilbronner 2017: 86; Miles, Huberman & Saldaña 2014: 314-315). Major themes were derived from the objectives of the study, and description of each theme was done, analysed and interpreted critically and objectively (Meyer & Willis 2016; Ponelis 2015: 541-543). The analysis of qualitative information led to the discovery of questions and

categories that emerged and were developed as the inquiry proceeded. The researcher then carefully examined the data to ensure uniformity, accuracy and completeness. The researcher intended to make sense of or interpret the meanings others had about their world. The interpretation was conducted which was qualitative. The researcher recognised that his background shaped his interpretation and he positioned himself in the research to acknowledge how his interpretation flew from his personal, cultural and historical experiences (Creswell 2014: 8; Lincoln et al. 2011; Mertens 2010). As recommended by Leedy and Ormrod (2015: 318, 372), the researcher also used a computer software programme namely Atlas.ti in order to accommodate multiple, possibly overlapping coding of the data.

Following the advice of Cope (2005), Ponelis (2015: 541-544), Ponelis and Britz (2012) and Powell and Renner (2003: 2-5), among others, qualitative interview data were analysed using five levels of analysis (Levels 1 through 5) with an additional level that considers the data collection and recording process itself as the first level of analysis (Level 0) as discussed explicitly below. From the onset, it is imperative to note that data collection and analysis are iterative processes and that the researcher iterated between the different levels of analysis throughout the data collection process even though they were discussed consecutively.

Firstly, the researcher reviewed all his notes immediately after each interview and added additional notes for clarity and detail. He then transcribed the interviews in the same order that they were conducted as soon as he returned from fieldwork at HPC using a de-naturalistic transcription style where “idiosyncratic elements of speech (stutters, pauses, nonverbal, involuntary vocalisations) were removed” (Oliver, Serovich & Mason 2005: 1273-1274; Ponelis & Britz 2012).

Secondly, in this study, the case study narrative was both thematic and chronological because the narrative explains the use of data, systems, and information in relation to the effect of principals’ management styles on the functionality of schools in the Oshana Region in Namibia. The following are the primary themes that were established as the key focal

points for case narratives based on the interview schedule, notes that were taken and the open-ended demographic questionnaire:

- The effects of principals' management styles on the functionality of schools;
- Strategies to interrogate and mitigate identified negative effects;
- Challenges experienced by principals in using the four management styles;
- Strategies to interrogate and mitigate identified negative effects;
- Factors that determine the choice of the four management styles;
- Strategies to interrogate and mitigate identified negative factors; and
- Management styles principals use in the Oshana Region.

The researcher then shared the case narratives with the participants and asked that if there were any inaccuracies, misunderstanding, or content they were unhappy with for any reason that they kindly let him know within two weeks, after which he would assume that they agreed with the write-up of the interview.

Thirdly, an *a priori* approach was used with themes established before the analysis based upon descriptors in the effect of principals' management styles on the functionality of schools in the Oshana Region in Namibia.

Fourthly, the researcher compared findings from the previous level to what has been reported in the extant literature.

Lastly, the researcher used identified themes and connections to explain his findings by considering what it all meant and what was necessary. The researcher developed a list of key points or important findings while thinking about what he had learnt, what were the major lessons, what new things he learnt, or what was the possible application to another setting. In addition, the researcher studied what those who use the results of the evaluation would be most interested in knowing. In other words, the researcher interpreted data by attaching meaning and significance to the analysis through developing a list of critical points or essential findings that he discovered as a result of categorising and sorting data. The

researcher then used tables, direct quotations and descriptive examples to illustrate his points, bringing the data to life.

Finally, the researcher opted to present case narratives from Level 1 of analysis as stories, compare cases in as much detail as possible in Level 2 of analysis, and formalise his cross-case analysis findings in Level 3 of analysis. Furthermore, the researcher compared findings to the extant literature in Level 4 of analysis, included his description; commented and protected the participants' anonymity by assigning numbers to cases; changed names and omitted to identify details to the fullest extent possible without sacrificing rich description. He then opted to present implications of the findings for the effect of principals' management styles on the functionality of schools in the Oshana Region in Namibia.

### **3.7 TRUSTWORTHINESS**

In positivist research, the standards of judging research quality are reliability, validity and generalisability. Some of the qualitative researchers are still comfortable in using the same terminology as in quantitative research, whereas others prefer to use alternative terminology to reflect the different nature of qualitative research better. In this study, dependability, credibility, conformability and transferability were used to establish the trustworthiness of this qualitative research (Koonin 2014: 258-259; Nieuwenhuis 2016: 123-125). Credibility refers to how well researcher's portrayal of participants matches the participants' perceptions (Koonin 2014: 258-259; Nieuwenhuis 2016: 123-125) while dependability rests on the quality of the data collection and analysis and is shown by explaining that the research systematically studied what it claimed to study. In other words, the criterion of credibility is used in research to refer to the extent to which data and data analysis are believable, trustworthy or authentic (Guba as quoted by Kivunja & Kuyini 2017: 34). Guba in Kivunja and Kuyini (2017: 34) suggests that the criterion of dependability should be used in research to refer to the ability to observe the same outcome or finding under similar circumstances. Transferability is about the degree to which the study has made it possible for the reader to apply the findings to other similar situations (Koonin 2014: 258-259; Nieuwenhuis 2016: 123-125). The criterion of transferability is used in research to represent the researcher's efforts in ensuring that they provide enough contextual data about their

research so that readers of their findings can relate those findings to their contexts (Guba as quoted by Kivunja & Kuyini 2017: 34). It is also imperative to systematically report all evidence in order for the reader to confirm whether the findings flow from the data and experiences rather than from bias and subjectivity of the researcher. The criterion of conformability is used in research to refer to the extent to which the findings of the research can be confirmed by others in the field. The overriding goal of this criterion is to ensure that the researcher's biases are minimised, and eliminated from contaminating the results of the data analysed (Guba in Kivunja & Kuyini 2017: 34). By paying attention to trustworthiness when planning, conducting, and documenting research is vital to convincing readers that the research is of a high quality (Koonin 2014: 258-259; Nieuwenhuis 2016: 123-125).

In light of the above, the researcher used member checking to determine the accuracy of the qualitative findings through taking themes back to participants and determining whether participants felt that they were accurate (Creswell 2014: 201-202). This research was interpretive, and the researcher was self-effective about his role in the research; how he interpreted the findings and how his background shaped the interpretation of data (Miles et al. 2014: 314-315). The researcher triangulated different data sources of information from the interview schedule, open-ended demographic questionnaire and field notes. This study used triangulation to strengthen the depth of its results as data from one source supported by data from another source. The researcher examined each information source and found evidence to support a theme. This ensured that the study was accurate. The researcher checked transcripts to ensure that they did not contain apparent mistakes made during transcriptions, compared data with the codes as well as wrote memos about the codes and their definitions.

### **3.8 ETHICAL CONSIDERATIONS**

The study was carried out within the ethical considerations of the research ethics committee of the University of South Africa, and the conditions stipulated by the Regional Director in the Directorate of Education, Arts and Culture in the Oshana Region. To adhere to ethical considerations, the researcher completed the required research ethics application form and obtained an ethics clearance certificate from the research ethics committee of the University

of South Africa. The researcher then obtained permission from the Regional Director in the Directorate of Education, Arts and Culture in the Oshana Region. Upon receiving permission from the Regional Director in the Directorate of Education, Arts and Culture in the Oshana Region, participants were given an information sheet to decide whether to participate in the study or not. The researcher then adhered to ethical issues by obtaining letters of consent and permission from participants who interviewed and undertook to erase the recordings from the voice recorder once transcribed (Maree 2016: 44). All participants signed an informed consent form and an interview session consent and confidentiality agreement before participating in the interview sessions. The researcher also notified participants about the purpose of the study. Participants who were interviewed knew the nature of the study and were willing to participate (Leedy & Ormrod 2015: 278).

The researcher took precautions to make sure that participants only participated voluntarily (ARC 2015). Participants were free to participate or withdraw from the study at any time and stage. The researcher assigned a participant number per participant and used that number during data collection. In other words, the ethical consideration of confidentiality was adhered to by using a number in place of the actual participants' names. Data will be kept for five years on a password-protected hard drive. Electronic files will be saved on a flash drive in which a USB drive will be used as storage along with the hard copies of all documents in a locked file in the researcher's office. Only the researcher will have access to the files.

### **3.9 CONCLUSION**

This chapter discussed aspects regarding the methodology used to collect data from participants. The next chapter presents the results of the study collected from ten principals and ten teachers in the Oshana Region.

## **CHAPTER 4**

### **PRESENTATION OF THE RESULTS**

The previous chapter dealt with the methodology and the research techniques that were used in this study. This chapter presents results that were obtained and gleaned from principals and teachers. Results are presented against specific research questions that attempt to elucidate the problem statement of this study. The chapter presents results on the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. The chapter comprises the views of principals and teachers that were collected from the interview schedule, notes taken during fieldwork and from an open-ended demographic questionnaire. The contents of the research instruments were analysed so that comprehensive meanings from data would be obtained. The results are portioned according to the diverse categories from principals and teachers who participated in the study. For this reason, the chapter unveils the results of this study with regard to issues expressed by ten principals and ten teachers who participated in the study. The presentation of results, therefore, is guided by headings as presented next in this chapter. Tables, detailed descriptions and direct quotations presented in italics represent the views of ten principals and ten teachers in the Oshana Region in Namibia. In order to establish the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia, ten principals and ten teachers were subjected to questions during the interview sessions. The demographic open-ended questionnaires and responses obtained are shown in tables, detailed descriptions and direct quotations as presented in this chapter. Based on various categories given in this chapter, themes identified in the research data are presented in various sections.

#### **4.1 PRINCIPALS' DEMOGRAPHIC CHARACTERISTICS WHICH ENHANCE MANAGEMENT OF SCHOOLS**

##### **4.1.1 Principals responses to gender**

The first and second section of the open-ended demographic questionnaire was posed to principals to fill in information such as gender, school level, teaching experience, the total



number of years at current school, the total number of principalship experience and principals' qualification. The aim was to solicit from principals the effect of each of the above-mentioned demographic characteristics on the life of the school. Principals were asked to fill in their gender. Responses are shown in Table 4.1 below.

**Table 4. 1: Gender distribution of principal participants (N=10)**

| <b>Gender</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------|------------------|-------------------|
| Males         | 7                | 70%               |
| Females       | 3                | 30%               |

*Source: Fieldwork 2019*

According to principals in the study, gender demonstrates knowledge and understanding of the quality of a genuinely professional principal. The principal understands the demand for professionalism and the support to be provided to the school. It was observed that female teachers use much of the time-sharing nonteaching matters and as such, waste teaching and learning time. Female teachers struggle with cooperation and teamwork, whereas male teachers encourage proper school discipline. One principal at senior secondary phase said:

*“Male principals feared by children, which in many cases results in their schools being most disciplined compared to female counterparts...women are motherly...they are more understanding than men.”*

The disengagement means that teachers have the intention not to participate in scholastic activities (Gholami 2016: 43-44). Teachers waste time and negatively criticise their co-workers. A good relationship with peers at school is significant. An environment at school that is gender-sensitive promotes healthy interpersonal relations through socialisation. Gender roles are observed at school through differentiated punishment techniques. Gender issues severely affect the schools; most of the teaching staff are female and often complain of ageing. Other principals pointed to the problem of communication due to ill health and not willing to go into early retirement. Another principal at senior primary phase said:

*“Female domination on gender has an effect on implementation of extracurricular activities like soccer, basketball and other sport codes.”*

Female principals understand the needs of teachers and learners better, and in many cases, they act as counsellors. One principal at senior secondary phase said:

*“Social interaction should be balance...each gender needs the other gender.”*

Based on these findings, it can be claimed that male and female principals perceive school management differently in terms of enforcing discipline and building a sound relationship at school.

#### **4.1.2 Principals’ responses to school level**

After the establishment of gender, principals were asked to indicate the school level they were working in. This was done to see if the school level has an effect on the management of the school. Their responses are presented in Table 4.2 below.

**Table 4. 2: Participants’ types of schools (N=10)**

| <b>Types of school</b>               | <b>Frequency</b> | <b>Percentage</b> |
|--------------------------------------|------------------|-------------------|
| Junior primary phase (Grades 0-3)    | 1                | 10%               |
| Senior primary phase (Grades 4-7)    | 2                | 20%               |
| Junior secondary phase (Grades 8-9)  | 4                | 40%               |
| Senior secondary phase (Grade 10-12) | 3                | 30%               |

*Source: Fieldwork 2019*

According to principals in the study, school level has an effect on the life of the school; the higher the level of the school, the higher the degree of its complexities. The school level determines the types of teachers that the school gets. One principal at junior secondary phase said:

*“School level tells the culture of the school and the resources it get.”*

In most cases, the majority of women are the ones that specialise in lower primary. One principal at senior primary phase said:

*“You may find that you staffed with women at junior phase and men at upper phase.”*

Another principal at junior primary phase said:

*“Management and leadership are the keys aspects in driving the school... principals should have a focus on the vision and mission of the school to be accomplished.”*

Senior learners have many needs to be addressed and junior learners behave well compared to senior learners. However, another principal at senior secondary phase said:

*“Boys and girls need each other to boost school performance and learners’ natural demands need to be satisfied at school level.”*

Based on these findings, it can be claimed that the school level determines the allocation of both human and material resources to the school at different phases.

#### **4.1.3 Principals responses to teaching experience**

After the establishment of participants’ types of school, principals were asked to indicate their years of teaching experience which possibly help them to manage the school. Responses are presented in Table 4.3 below.

**Table 4. 3: Distribution of principals’ years of teaching experiences (N=10)**

| <b>Years of teaching experiences</b> | <b>Frequency</b> | <b>percentage</b> |
|--------------------------------------|------------------|-------------------|
| 0-5 years                            | 0                | 0%                |
| 6-10 years                           | 1                | 10%               |
| 11-15 years                          | 0                | 0%                |
| 16 years or more                     | 9                | 90%               |

*Source: Fieldwork 2019*

According to principals in the study, professional educators endeavour to maintain the dignity of the profession by respecting and obeying laws and by demonstrating personal integrity. One principal at senior primary phase said:

*“The principal assumes responsibility and accountability for his/her performance and continually strives to demonstrate competence.”*

The other principal at junior secondary phase stated:

*“Anyway, years of experience strengthen one to deliver quality services through compliance of policies and regulations within the legal framework.”*

Principals' years of experience implies that the longer the experience, the more the skills, knowledge, wisdom, enthusiasm and diligence in carrying out tasks and shaping the school culture. Nevertheless, another principal at senior primary phase said:

*“Experience has positive effect on implementation and monitoring of education programmes and action plans.”*

One principal at senior secondary phase said:

*“Experience has an effect on what the principal want to do, how the principal achieve it, how he/she do it and when and how to apply policies and determine shortcoming.”*

These findings reveal that the more years of experience principals have, the better they can lead schools (MoEAC 2019). Teaching experience is considered as one of the useful mechanisms for effective teaching and learning that enhances student outcomes (Shigwedha, Nakashole, Amakutuwa & Ailonga 2017: 42-56).

#### **4.1.4 Principals responses to the total number of years at current school**

Principals were asked to give information on the total number of years at their current school. This was done to solicit whether principals' most extended stay at a particular school has an effect on the management of the school. Results on this are presented in Table 4.4 below.

**Table 4. 4: Distribution of principals' total number of years at current school (N=10)**

| <b>Years at current school</b> | <b>Frequency</b> | <b>percentage</b> |
|--------------------------------|------------------|-------------------|
| 0-5 years                      | 0                | 0%                |
| 6-10 years                     | 8                | 80%               |
| 11-15 years                    | 1                | 10%               |
| 16 years or more               | 1                | 10%               |

*Source: Fieldwork 2019*

According to principals in the study, their most prolonged stay at a particular school can make them get bored, have an unwanted comfort zone and be ineffective. However, it was also observed that if the principal is effective in his/her management and leadership, the school will benefit, develop and survive for many years. Leading a school for a long time

also has advantages as it enables the principal to master his/her school; he/she would be able to attend to most of its needs. One principal at junior primary phase observed:

*“Some principal stay at school for a long time and they learn and study the needs of that particular school and improve the school. But some principals if they stay too long they might start relax and do nothing.”*

The other principal at junior secondary phase said:

*“Sometimes one can get bored to face the same challenges years after years and not gaining anything.”*

Based on these findings, it can be claimed that effective principals learn the school situation, take action and improve the life of the school while ineffective principals ignore the school situation and do not take any initiatives. These two practices lead to either school reputation or tarnishing the school image to worse.

#### **4.1.5 Principals responses to the total number of years in principalship**

Principals were also asked to give information on their years of experience in principalship, which may enhance the management of schools. The results are presented in Table 4.5 below.

**Table 4. 5: Distribution of principals’ total number of years in principalship (N=10)**

| <b>Number of years in principalship</b> | <b>Frequency</b> | <b>percentage</b> |
|---|------------------|-------------------|
| 0-5 years                               | 0                | 0%                |
| 6-10 years                              | 4                | 40%               |
| 11-15 years                             | 5                | 50%               |
| 16 years or more                        | 1                | 10%               |

*Source: Fieldwork 2019*

These findings tell us that experience exposes principals to more diverse ways of managing the school, the more the years, the better the experience. The principal acquires knowledge and skills in management aspects that influence the life of the school. The more years of experience the principal has, the better he/she can lead the school (MoEAC 2019).

#### 4.1.6 Principals responses to highest academic qualification

Principals were asked to indicate their highest academic qualifications. Results are presented in Table 4.6 below.

**Table 4. 6: Principals' highest academic qualification (N=10)**

| Highest academic qualifications | Frequency | Percentage |
|---------------------------------|-----------|------------|
| Grade 10/Standard 8             | 0         | 0%         |
| Grade 12/Standard 10            | 8         | 80%        |
| Degree                          | 2         | 20%        |

*Source: Fieldwork 2019*

#### 4.1.7 Principals responses to the highest professional qualifications

Principals were also asked to indicate their highest professional qualifications and results are presented in Table 4.7 below.

**Table 4. 7: Principals' highest professional qualifications (N=10)**

| Highest professional qualifications | Frequency | Percentage |
|-------------------------------------|-----------|------------|
| Certificate                         | 0         | 0%         |
| Diploma                             | 5         | 50%        |
| Bachelor of Education (Honours)     | 4         | 40%        |
| Master of Education                 | 1         | 10%        |

*Source: Fieldwork 2019*

Based on these findings, it is plausible to learn that principals in the study recognise the value of attaining postgraduate qualifications. However, postgraduate qualifications mean little when it comes to the entry requirements for a principalship post.

#### 4.1.8 Principals responses to management qualification

Principals were then asked to indicate the management qualifications that they have which enhance the management of the school. Results are presented in Table 4.8 below.

**Table 4. 8: Principals’ management qualifications (N=10)**

| Management qualifications       | Frequency | Percentage |
|---------------------------------|-----------|------------|
| None                            | 0         | 0%         |
| Diploma                         | 3         | 30%        |
| Bachelor of Education (Honours) | 4         | 40%        |
| Master of Education             | 3         | 30%        |

*Source: Fieldwork 2019*

According to principals in the study, their qualifications influence the direction to which the principal leads the school, because when a principal is exposed to different theories of management and leadership, he/she can implement the suitable theory for the specific school situation. Principals’ qualifications matter the most as they have a positive impact on the progress and performance of schools. Through qualifications, principals apply pedagogical and management skills learnt in the administration of the school. The qualification allows principals to positively motivate and influence teachers to improve the productivity and performance of the school. One principal at junior secondary phase said:

*“The qualification that I possess has given me the necessary skills to lead the school.”*

Another principal at a senior primary phase said:

*“Principals with management qualification are able to plan, lead and manage the school effectively and efficiently.”*

Based on these findings, it is conceivable to learn that principals in the study recognise the value of management qualifications. However, the MoEAC vacancy list of 2019 stipulates that the entry requirements to apply for principalship posts are five years of experiences with a minimum of three years of a teaching qualification (MoEAC 2019). The applicant should be HoD, and his/her probation should also be confirmed at the level of HoD in order for him/her to apply for a principalship post. Notably, nothing is mentioned about a management qualification.

#### **4.1.9 Principals responses to the type of training they have received**

The third and last section of the open-ended demographic questionnaire asked principals to mention the type of professional development training they received that enhances the management of schools. According to principals in the study, they received several training platforms. These include leadership training, curriculum management and implementation, financial management, ICT integration, school board training on school management and library management, Orphan and Vulnerable Children (OVC) policy orientation, textbooks policy and subject management training. One principal at senior primary phase said:

*“I received training on leadership and management of schools.”*

Another principal at senior secondary phase said:

*“I attended the training on financial management, integrating ICT in school management, leadership and in project management.”*

These findings reveal that principals in the study received relevant and up-to-date training on essential aspects of school management, leadership, administration, and how to facilitate effective teaching and learning, as the core function of the school.

#### **4.1.10 Principals responses to the usefulness of the training they have received**

After professional development training of principals was established, principals were asked to state how useful the training was pertaining to the management of the school. According to principals in the study, training gave them direction on how to manage the school, increased their ability and skills to implement policies and regulations, handle internal conflicts and how to train and coach staff members to perform better, and awakened them to put more effort on monitoring and evaluating performed activities. One principal at junior primary phase said:

*“These trainings were very useful and up-to-date...they equipped me with needed skills and knowledge on how to manage the school.”*

The other principal at senior primary phase said:

*“I acquired skills needed to manage day-to-day school activities...I manage to acquire most of the skills that a principal requires to manage the organisation...the training was indeed a learning experience.”*



Based on these findings, it is credible to learn that principals in the study received essential and most helpful training. However, it is important to note that knowledge without action and practice is useless and a waste of time (Mushaandja 2010: 33-34).

After how useful principals’ training was established, they were then asked to mention how long the training was. According to principals in the study, they received training ranging from two days to six months. One principal at junior primary phase said:

*“The training was for two days.”*

Another principal at senior primary phase said:

*“The training was for six months.”*

These findings tell us that principals in the study received different trainings with a different timeframe. This implies that there was no uniformity on the type and length of training received.

## **4.2 TEACHERS DEMOGRAPHIC CHARACTERISTICS WHICH ENHANCE MANAGEMENT OF SCHOOLS**

### **4.2.1 Teachers responses to gender**

The first and second section of the open-ended demographic questionnaire asked teachers to fill in information such as gender, school level, teaching experience, the total number of years at current school and teachers’ qualifications. The aim was to solicit from teachers the effects of each of the abovementioned demographic characteristics on the life of the school. Teachers were asked to fill in their gender. Responses are shown in Table 4.9 below.

**Table 4. 9: Gender distribution of teacher participants (N=10)**

| <b>Gender</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------|------------------|-------------------|
| Males         | 5                | 50%               |
| Females       | 5                | 50%               |

*Source: Fieldwork 2019*

According to teachers in the study, gender influences the life of the school in that schools led by a male are different from the ones led by females in terms of discipline. One teacher at senior primary phase said:

*“Male led schools are more disciplined than the one led by female.”*

In some schools, gender has a negative effect such as gender-based violence. Another teacher at junior primary phase said:

*“The school that is dominated by one gender there will be no gender balance...gender roles will not be observed effectively.”*

A gender-balanced school promotes equal opportunities for all, although it has no effect on performance. Another teacher at junior secondary phase said:

*“Different genders prefer different subject.”*

All Learners’ Representative Council (LRC) guardian teachers are females. Consequently, the male LRC members feel unrepresented. Another teacher at senior secondary phase said:

*“Eighty percent of the hostel matrons are females which is a toss-off for gender balance.”*

Namibia has an equal opportunity for both boys and girls to attend school (MoEAC 2012). This helps schools to have a balanced gender distribution. If schools have balanced gender distribution, it helps them to maintain discipline and promote equal opportunities for all.

#### **4.2.2 Teachers responses to school level**

After the establishment of gender, teachers were asked to indicate the school level they were working at. This was done to see if the school level has an effect on the management of the school. Their responses are presented in Table 4.10 below.

**Table 4. 10: Participants’ types of schools (N=10)**

| <b>Types of school</b>                | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------------------|------------------|-------------------|
| Junior primary phase (Grades 0-3)     | 1                | 10%               |
| Senior primary phase (Grades 4-7)     | 2                | 20%               |
| Junior secondary phase (Grades 8-9)   | 4                | 40%               |
| Senior secondary phase (Grades 10-12) | 3                | 30%               |

*Source: Fieldwork 2019*

According to teachers in the study, if a school is a junior or senior primary, such a school is easy to manage, and disciplining learners is easier than at junior or senior secondary school.

One teacher at senior primary phase observed:

*“Learners in primary school listen and adhere to school rules than bigger one and their problems are not the same.”*

Another teacher at senior secondary phase said:

*“If the school is small with few grades it is easy to manage and control but schools with many grades require more control and better way of disciplining learners.”*

Schools that are gender-balanced attract more learners; hence the school will survive and exist longer. Another teacher at junior primary phase said:

*“Highly effective schools pay attention to entry level such as grade 1 at junior primary phase and grade 8 at junior secondary phase.”*

According to teachers in the study, highly skilled teachers are deployed at this level and other staff members support them. One teacher at junior secondary phase said:

*“School level determines the type of teachers to be provided, the provision of resources and the curriculum implementation process.”*

#### **4.2.3 Teachers responses to teaching experience**

After the establishment of the school level, teachers were asked to indicate the years of teaching experience they have that enhance the management of the school. Responses are presented in Table 4.11 below.

**Table 4. 11: Distribution of teachers’ years of teaching experiences (N=10)**

| <b>Years of teaching experiences</b> | <b>Frequency</b> | <b>percentage</b> |
|--------------------------------------|------------------|-------------------|
| 0-5 years                            | 0                | 0%                |
| 6-10 years                           | 3                | 30%               |
| 11-15 years                          | 3                | 30%               |
| 16 years or more                     | 4                | 40%               |

*Source: Fieldwork 2019*

According to teachers in the study, as time goes principals will grow and learn how to move the school to the next level. One teacher at junior primary phase stated:

*“Principals’ years of experience help the school to improve.”*

The experience exposes principals to more diverse ways of managing the school. The more the years, the better the experience. Another teacher at junior secondary phase said:

*“The more experience, the better effective they are in implementing government policies and regulations.”*

Yet another teacher at junior secondary phase said:

*“Principals’ years of experience are important to overcome most of challenges experienced in managing the school.”*

Another teacher at senior secondary phase said:

*“If the principal is new at school, he/she may not know how to handle certain problems.”*

The other teacher at junior primary phase said:

*“With experience comes expertise.”*

The more years of experience the principal has, the better he/she can lead the school. One teacher at senior secondary phase said:

*“Effective leadership requires mastering certain set of skills and knowledge that can be gained through experience.”*

Teaching experience is considered as one of the useful mechanisms for effective teaching and learning that enhances student outcomes (Shigwedha et al. 2017: 42-56). However, the average number of years of experience relating to school principals remained consistent between 2007 and 2013 at between 22 and 23 years (MoEAC 2016: 53-54). It is plausible that school principals should be experienced to provide the necessary management and leadership skills. Nonetheless, veteran principals with only primary education might struggle to cope with the new dynamics and demands of the education system. Such human resources ought to be gradually phased out.

#### **4.2.4 Teachers responses to the total number of years at current school**

Teachers were asked to give information on the total number of years at current school. This was done to solicit from teachers whether principals’ longest stay at a certain school has an effect on the management of the school. Results are presented in Table 4.12 below.

**Table 4. 12: Distribution of teachers’ total number of years at current school (N=10)**

| <b>Years at current school</b> | <b>Frequency</b> | <b>percentage</b> |
|--------------------------------|------------------|-------------------|
| 0-5 years                      | 0                | 0%                |
| 6-10 years                     | 4                | 40%               |
| 11-15 years                    | 2                | 20%               |
| 16 years or more               | 4                | 40%               |

*Source: Fieldwork 2019*

Teachers said that principals’ longest stay at a certain school has an effect on the life of the school because they tend to know their colleagues and community better. One teacher at junior secondary phase commented:

*“They become one big family that work together to improve the school.”*

If there is no change happening at school, the longer the principal stays the same the school remains. The principal then turns out to be in a comfort zone. This allows the strong hold pillars of the school to become weak. Nevertheless, the principal’s longest stay at a certain school helps the school to exist longer because the principal knows the school better together with its strengths and weaknesses. Another teacher at senior primary phase said:

*“The principal will obtain skills and knowledge over specific period of time.”*

According to teachers in the study, the principal who stays longer at school finds it easy to run the school. He/she becomes well acquainted with the school programmes, activities, staff members and the immediate community. One teacher at senior secondary phase said:

*“Principals’ longest stay at a certain school helps them to interact with the community.”*

Another teacher at senior primary phase said:

*“The principal learn every aspect of the school.”*

However, principals who stay too long at a school may feel too comfortable to such an extent that they feel as if they own the school and start treating others inhumanely. This practice may lead to maintaining the *status quo*, which may limit improvement and new changes at the school. The human relations model adopted in this study, stresses the camaraderie needed to motivate staff members to achieve and produce. Principals need to focus on team building in order to foster an atmosphere of cooperation.

#### 4.2.5 Teachers responses to highest academic qualifications

Teachers were asked to indicate their highest academic qualifications. Results are presented in Table 4.13 below.

**Table 4. 13: Teachers’ highest academic qualification (N=10)**

| Highest academic qualifications | Frequency | Percentage |
|---------------------------------|-----------|------------|
| Grade 10/Standard 8             | 0         | 0%         |
| Grade 12/Standard 10            | 8         | 80%        |
| Degree                          | 2         | 20%        |

*Source: Fieldwork 2019*

#### 4.2.6 Teachers responses to highest professional qualifications

Teachers were asked to indicate highest professional qualifications. Results are presented in Table 4.14 below.

**Table 4. 14: Teachers’ highest professional qualifications (N=10)**

| Highest professional qualifications | Frequency | Percentage |
|-------------------------------------|-----------|------------|
| Certificate                         | 0         | 0%         |
| Diploma                             | 7         | 70%        |
| Bachelor of Education (Honours)     | 2         | 20%        |
| Master of Education                 | 1         | 10%        |

*Source: Fieldwork 2019*

The quality of teaching and learning depends on the quantity and quality of teacher training. The MoEAC set minimum teachers’ qualification requirements of Grade 12 to a Basic Education Teachers’ Diploma (BETD). Some teachers have BETD but with an academic qualification which is less than Grade 12. This is detrimental because these teachers teach subjects in grades higher than their academic qualifications; they may have a limited understanding of the subject content that they have to teach (Shigwedha et al. 2017: 42-56).

#### 4.2.7 Teachers responses to management qualifications

Teachers were then asked to indicate their management qualifications that they have which may enhance the management of the school. Results are presented in Table 4.15 below.

**Table 4. 15: Teachers’ management qualifications (N=10)**

| Management qualifications       | Frequency | Percentage |
|---------------------------------|-----------|------------|
| None                            | 9         | 90%        |
| Diploma                         | 1         | 10%        |
| Bachelor of Education (Honours) | 0         | 0%         |
| Master of Education             | 0         | 0%         |

*Source: Fieldwork 2019*

According to teachers in the study, qualified principals have knowledge and skills to manage the school effectively. They know different management strategies to improve the school. One teacher at senior primary phase observed:

*“When the principal is highly qualified it makes management and leadership of the school very smoothly because of greater knowledge and understanding the principal have.”*

A principal with higher qualifications is more advanced; he/she can assist staff members and learners. Another teacher at senior secondary phase said:

*“When the principal is qualified his/her management style would be super.”*

The other teacher at senior primary phase said:

*“Well qualified principal has better chance to lead school effectively.”*

A better qualified principal possesses better knowledge of rules, regulations, procedures, policies and directives. He/she can relate to them throughout his/her work. The school that is led by a qualified principal is likely to be a school of excellence. In Namibia, the minimum requirement for appointment as school principal is a three-year tertiary qualification in addition to five years of experience (MoEAC 2019). The applicant should be HoD and his/her probation should also be confirmed at the level of HoD for him/her to apply for a principalship post. As I mentioned earlier on, nothing is mentioned about a management qualification.

## **4.3 THE EFFECTS OF PRINCIPALS' MANAGEMENT STYLES ON THE FUNCTIONALITY OF SCHOOLS**

### **4.3.1 Principals responses to the effects of management styles**

The first question of the interview schedule asked principals to indicate the effects of principals' management styles on the functionality of schools. The aim was to solicit from principals the effects of principals' management style on the life of the school. According to principals in the study, if the principal comes late to school, he/she should not expect teachers to be punctual. The principal has to give good examples to fellow staff members.

One principal at junior primary phase said:

*“The principal has major role to play in school management.”*

According to principals in the study, principals should study management styles and choose the right management style that fits the working environment. Another principal at senior primary phase said:

*“Principals should know and familiarise themselves with different management styles.”*

The reputation of any school lays in the hands of the principal and the type of management style he/she utilises. These management styles have an effect on the performance of staff members, school's academic performance and the effectiveness of the school. The other principal at senior secondary phase said:

*“The way principal manage the school influence its performance.”*

Some of the effects of principals' management styles include employees' resistance, poor workmanship, poor communication, low labour turnover, staff members' withdrawal, poor staff participation and staff members' conflicts of interest. Nevertheless, another principal at senior primary phase said:

*“School performance depends on principal's flexibility, his/her application and the use of different management styles.”*

Many studies are in agreement with these findings (Okon & Isong 2016: 51; Smith 2016). Based on these findings, it can be claimed that there is an urgent need for principals to study and learn the application of the four management styles, how they influence teaching and learning which results in student outcomes.



#### 4.3.2 Teachers responses to the effects of management styles

The first question of the interview schedule asked teachers to indicate the effects of principals' management styles on the functionality of schools. The aim was to solicit from teachers the effects of principals' management styles on the life of the schools. Teachers said that the principals' management styles could build or destroy the school. The manners in which the school operated and managed determine how it affects the school. One teacher at junior secondary phase said:

*“Principals’ management styles can improve or destroy the school.”*

The politics used to run the school, financial utilisation, recruitment of staff members, and school academic performance affect the whole development of the school. The approaches and methods used by the principal to lead the school have many effects on the life of the school. If teachers, learners, and parents work together, with visible teamwork, the school will develop harmoniously. These findings are supported by the human relations and human resources models and are adopted in this study. Principals prefer different styles of management to manage teachers and other staff members. These styles yield different outcomes. Not all teachers and other members of staff welcome the styles used by principals. These styles work differently to different situations or tasks being performed. If the management committee is very weak, the life of the school will be severely affected; this can lead to poor management. Another teacher at junior secondary phase said:

*“Management styles can have negative or positive effect.”*

One teacher at senior secondary phase noted:

*“This refers to how the four major types of management styles, among others, autocratic, democratic, laissez-faire and paternalistic management styles affect the management of the school either positively or negatively...all management styles have their advantages and disadvantages in the life of the school.”*

There are many studies on the effects of the four management styles on the life of the schools (Alkahtani 2016: 23; Rajasekar 2014: 170; Smith 2016: 66; Tuytens & Devos 2013: 15). For example, in the autocratic management style, the principal does most of the work which makes staff relaxed, and uninvolved in decision-making (Ejimabo 2015: 1-3). The democratic management style encourages team spirit, which has a positive effect on the life of the school. The *laissez-faire* management style, however, leads to less progress, everyone

does what he/she wants and many staff members may not come to work or come as they please. Based on these findings, it is acceptable to learn that there is a direct link between principals' management styles and the functionality of the school. This link is attributed to how the school operates, is managed and the approaches and methods used by principals to manage and lead the school.

#### **4.4 STRATEGIES TO INTERROGATE AND MITIGATE IDENTIFIED NEGATIVE EFFECTS**

##### **4.4.1 Principals responses to strategies that interrogate and mitigate the negative effects**

During the second question of the interview schedule, the researcher attempted to find strategies to interrogate and mitigate identified negative effects. Principals indicated that principals should write down the strengths and possible weaknesses of these styles. They should digest how to tackle issues that need serious attention and immediate intervention and take an amicable solution that less affects staff members. They should involve teachers in decision-making. One principal at junior primary phase said:

*“Principals should re-evaluate their management approaches and adjust to what can benefit learners and the process of teaching and learning.”*

Many studies showed the direct link between principals' management styles and the process of teaching and learning (Chaka 2018: 86; Evans et al. 2016: 49). One principal at senior primary phase said:

*“Principals should identify proper channel of communication which they should use most of the time.”*

Another principal at senior primary phase said:

*“Principal should ask views from staff members and their take on the styles used to improve their management.”*

If a certain staff member is not working according to staff's norms and ethics, principals should call the staff member and discuss the issue. If they do not find a solution, they should involve management members and discuss the matter. They should do some consultations and involve other team members in decision-making. Principals should delegate duties to

staff members while organising team-building activities. They should share the mission and vision of schools with stakeholders.

Another principal at senior secondary phase said:

*“Principal should critically look at identified negative effects, align them to personalities of staffs, the work they do, the situation and circumstances in which they find themselves.”*

Many studies concur with these findings (MoEAC 2017; Shigwedha et al. 2017: 57-67). These findings tell us that an effective channel of communication is vital for effective communication, delegation, effective teambuilding, and effective teaching and learning at school.

#### **4.4.2 Teachers responses to strategies that interrogate and mitigate the negative effects**

During the second question of the interview schedule, the researcher attempted to find strategies to interrogate and mitigate identified negative effects. Teachers in the study indicated that these strategies depend on the reaction from staff members. One teacher at junior primary phase said:

*“The principal can held staff members accountable and inform their immediate supervisor where necessary.”*

The principal should deal with the situation fairly and take decisions that have a less detrimental effect in the workplace. They should take decisions that best suit the working environment. Principals should also hold staff members responsible, while solving problems on their own. This can also be done by completing the school self-evaluation every year (MoEAC 2016: 53-54). The principal should call a meeting so that all stakeholders come together and tackle issues concerning the management of the school. Another teacher at senior primary phase said:

*“This can be done by asking individual teachers opinion during personal interview with colleagues and by using suggestion boxes at schools.”*

Principals ought to engage staff members and ask for their contributions on how the task should be performed. They should predetermine the outcomes and effects of such styles. Principals should re-evaluate their style of authority on tasks if better work performance is to be achieved. Yet another teacher at senior secondary phase said:

*“Poor teachers’ attendance should be mitigated by putting a system in place that makes sure all staff members are present at work.”*

Based on these findings, it can be claimed that practical, workable disciplinary procedures, decision-making, bargaining system and sound professional dialogue systems are essential if one is to turn Namibian schools into schools of excellence.

## **4.5 CHALLENGES EXPERIENCED BY PRINCIPALS IN USING THE FOUR MANAGEMENT STYLES**

### **4.5.1 Principals responses to challenges they experience in managing schools**

The third question of the interview schedule asked principals to give views on challenges they have experienced which inhibit the management of schools. Principals said that they mostly experienced challenges in solving school related problems. They experienced challenges on creating an atmosphere of acceptance by staff members. Principals experienced challenges on how to balance management styles and how to assess the effectiveness of management styles. One principal at junior secondary phase said:

*“Resistance to change by staff members is based on certain development at school.”*

Another principal at junior primary phase said:

*“Teachers who tried to be divisive and display unprofessional conduct give challenges to principals.”*

Yet another principal at senior primary phase said:

*“Some staff members lack ethics...they turned the business issue into personal issue which create negative attitude.”*

Some teachers took critical decisions and implemented them without consulting principals. Colleagues need special attention to cope with the current education setup. Another principal at senior secondary phase said:

*“These challenges include time constraints, financial constraints and lack of principal’s expertise in some school aspects.”*

There are many studies on challenges experienced by principals that inhibit the management of schools. Authors such as Lapipa et al. (2014: 578-585); Osibanjo and Adeniji (2012: 5-15) elucidate on these challenges. Therefore, another principal at senior secondary phase observed:

*“Autocratic and laissez faire management styles can be applied in few circumstances...with autocratic principal may end up alone and with laissez faire it creates chaos at school.”*

Based on these findings, it is very sad to learn that the lack of knowledge and skills leads to poor direction which results in anarchy and chaotic situations at school. These practices further result in resistance to change, division among staff members and lack of ethics.

#### **4.5.2 Teachers responses to challenges principals experience in managing schools**

The third question of the interview schedule asked teachers to give their views on challenges principals experienced which inhibit the management of schools. Teachers indicated that the use of a dominant management style inhibits effective management of schools. One teacher at junior primary phase said:

*“One cannot apply only one management style.”*

Another teacher at junior secondary phase said:

*“Staff members afraid of new changes...”*

Other challenges mentioned by teachers include lack of resources, unacceptable behaviours, and staff resistance to change. Studies also showed that these challenges experienced by principals inhibit the management of schools (Bogers et al. 2015; MoEAC 2017). One teacher at senior primary phase said:

*“One of the challenges is timeframe...there is a challenge of meeting the quorum.”*

Teachers need freedom to make choices; this sometimes makes it difficult for the principal to maintain his/her style. Working with different people from different backgrounds might also be challenging to principals in practicing their preferred management style effectively. Another challenge is frustration encountered by staff members; some staff members are reluctant to do assigned tasks. Staff members who are not used to such a style resist it. A teacher at junior secondary phase said:

*“Convincing staff members to accept management style is always a challenge...management styles are taken with mixed feeling.”*

Some staff members use these challenges as vengeance. When the principal applies the autocratic management style, it makes staff members feel that they are not needed to partake in decision-making. Consequently, they will never be committed because everything is forced on them. These findings suggest that the lack of knowledge and skills can result to

poor communication, poor delegation, poor time management and unnecessary manipulation and abuse of both human and material resources of the school.

#### **4.6 STRATEGIES TO INTERROGATE AND MITIGATE IDENTIFIED NEGATIVE EFFECTS**

##### **4.6.1 Principals responses to strategies that interrogate and mitigate negative effects**

During the fourth question of interview schedule, the researcher attempted to find strategies to interrogate and mitigate identified negative effects. Principals said that principals should clarify and provide valid reasons with full information on certain issues. One principal at senior secondary phase said:

*“The principal should create transparency platform...they should involve stakeholders in decision-making while developing tendency of ownership.”*

Principals ought to employ teambuilding exercises. They should talk to individual teachers while involving board members. They should involve staff members in management processes and explain reasons of using such management styles. Many studies parallel these findings (Lambaino et al. 2016: 50; Raj 2017b: 8-9). One principal at junior secondary phase said:

*“The Ministry of Education should change ways they deal with disciplinary issues at school. Disciplinary procedures need to be revised...they need to spell out the long awaited outcome of disciplinary hearing.”*

Principals ought to plan, prioritise and draw up a schedule of activity and communicate to staff members. Principals should conduct fundraising with staff members. They should link with other stakeholders in education. These findings suggest that the lack of proper planning results in the lack of coordination, which results in the lack of stakeholders' involvement in school affairs.

##### **4.6.2 Teachers responses to strategies that interrogate and mitigate negative effects**

During the fourth question of the interview schedule, the researcher attempted to find strategies to interrogate and mitigate identified negative effects. Teachers said that these strategies include observing how staff react to tasks they are delegated to do and employ one-on-one professional dialogue. One teacher at junior primary phase said:

*“Principals should always approach teachers in a professional manner.”*

Principals should use different management styles in different situations. They should study the situation well and then apply a management style that fits. Many studies parallel these findings (Ampaire & Namusonge 2015; Saeed et al. 2011: 127). Another teacher at senior primary phase observed:

*“Principals should talk and convince staff members the necessity of using such management styles.”*

Principals should make sure that the system at school embraces diversity. One teacher at junior secondary phase said:

*“Principals should be people oriented.”*

Principals should give clear explanations and instructions; they should delegate tasks while giving proper feedback on tasks performed. One teacher at junior secondary phase said:

*“Principals should involve staff members in decision-making and help them to understand policies and their duties.”*

One teacher at senior secondary phase said:

*“Principals should engage teachers, learners and make them feel part of the school...they should seek advice and opinion and acknowledge every suggestion brought forward.”*

Studies show that stakeholders’ involvement is very important in the smooth running of the school (Evans et al. 2016: 49; Kocchar 2011). These findings were highly emphasised in the human relations and human resources models adopted in this study.

## **4.7 FACTORS THAT DETERMINE THE CHOICE OF THE FOUR MANAGEMENT STYLES**

### **4.7.1 Principals responses to factors that determine the choice of management styles**

The fifth question of the interview schedule asked principals to mention factors that determine the choice of the management styles. Principals indicated that these factors include school culture, school climate, availability of resources, whether staff members qualified or not, dissemination of information, teachers’ behaviours, attitudes towards work and staff members’ personalities and characteristics. One principal at senior primary phase said:

*“These factors include principals’ attitudes and personality, types of tasks to be completed and school diversity.”*

Many studies parallel these findings (Iqbal & Hamdan 2013: 122; Olowoselu & Bello 2015: 4). Another principal at senior secondary phase noted:

*“These factors include teacher level of education, enrolment of teachers and learners, level of school performance and school vision.”*

Based on these findings, it can be claimed that the choice of principals’ management styles attributes to both human and material resources, school culture, school environment and the situation at hand. These factors play a vital role in the school survival and reputation.

#### **4.7.2 Teachers responses to factors that determine the choice of management styles**

The fifth question of the interview schedule asked teachers to mention factors that determine the choice of the management styles. Teachers indicated that these factors include staff members and the situation the principals find themselves. They also include personal, cultural, psychological and social factors. One teacher at junior secondary phase said:

*“These factors include human and material resources, economic factors, employees’ roles, environmental factor; lack of consultations to stakeholders, greediness and selfishness.”*

Many studies have been conducted on factors that determine the choice of management styles (Fuller 2013: 17; Nyongesa 2014: 1). One teacher at junior primary phase observed:

*“These factors include personal preferences, previous experiences, staff members’ attitudes towards the nature of task to be performed, principals’ relationship with staff members and the length of principals stay at school.”*

Many studies show that these factors determine the choice of management style (Snell & Bohlander 2011; Sumi 2011). According to the human relations model, sound relations between principals and teachers are essential in creating trust and bonding them together to enable them to contribute to a positive school climate (Amushigamo 2012; Henderson 2014: 12-14). Teachers perform better when they feel safe, when they are free to ask for or offer assistance to colleagues and when their contributions are recognised and appreciated by authority.



## **4.8 STRATEGIES TO INTERROGATE AND MITIGATE IDENTIFIED NEGATIVE FACTORS**

### **4.8.1 Principals' responses to strategies that interrogate and mitigate negative factors**

During the sixth question of interview schedule, the researcher attempted to identify strategies to interrogate and mitigate identified negative factors. Principals said that principals should say NO directly and calmly without any hesitation and they should give short explanations. They should make requests assertively, state the need, ask for action and give a reason for request. Principals should try to be firm, direct, clear, tactful and be compassionate. They have their own opinion about what is right and what is wrong in the school setup. Nevertheless, they should respect teachers' ideas and contributions. One principal at junior primary phase said:

*“Principals should be aware that they have right to listen to what other staff members have to say although they should continue to make their own decisions.”*

Principals should encourage active participation. One principal at junior secondary phase said:

*“Principals should promote teamwork.”*

Many studies concur with these findings (Osborne-Lampkin & Folsom 2017; Wiczorek & Manard 2018: 16-17). A supportive environment enables the school to perform, encourage both learners and staff members to achieve higher outcomes (Sumi 2011). These findings tell us that principals should learn to be patient, humble, to show respect and empathy to human dignity in their daily contact with staff members.

### **4.8.2 Teachers' responses to strategies that interrogate and mitigate negative factors**

During the sixth question of the interview schedule, the researcher attempted to identify strategies that interrogate and mitigate negative factors. Teachers indicated that these strategies depend on the staff members whom the principal works with and how they perceive the situation they find themselves. One teacher at junior secondary phase said:

*“Principals should determine interpersonal relations between school management and the entire staff.”*

The principal should consider cultural differences and cater to them. They should identify and satisfy individual differences. One teacher at senior primary phase said:

*“Personality and the way individual think should be taken in to consideration.”*

The other teacher at junior secondary phase said:

*“Staff members need effective communication.”*

Principals should be involved during the implementation stage of educational programmes; they should focus on school performance (Chaka 2018: 86; Evans et al. 2016: 49). Collaboration with stakeholders leads to better performance among learners. Principals should influence school effectiveness. However, another teacher at junior secondary phase said:

*“Building team encourages cooperation and coordination of responsibility while flexibility helps staff members to adjust to changing environment but communication helps to transmit index not efficiently.”*

Many studies concur with this finding (Karori, Mulewa, Ombuki & Migosi 2013; Prasad, Satyanarayana & Pardhasaradhi 2010). These findings tell us that communication is vital for coordination, collaboration and cooperation at school.

## **4.9 MANAGEMENT STYLES PRINCIPALS USE IN OSHANA REGION**

### **4.9.1 Principals responses to the prevailing management styles**

The last question of the interview schedule asked principals to indicate the most prevailing management style they used, which enhances the management of schools. Principals indicated that the majority of principals use the democratic management style whereby staff members take part in decision-making, collaborate effectively, and are consulted in most issues. However, some principals prefer the autocratic style while other principals utilised the paternalistic management style. In addition, other principals used the *laissez-faire* management style. However, the commonly used management style is democratic, yet some teachers tend to take the style for granted and go beyond its limits. One principal at senior secondary phase said:

*“Many principals prefer democratic management style.”*

Many studies support the use of the democratic management styles (Bernaldez & Gempes 2016: 743-748; Lane 2016: 54). Another principal at senior secondary phase observed:

*“Majority of principals use democratic management style...other principals use autocratic management style at the most appropriate time.”*

Most advocates in education management and policymakers aptly ascertain that the democratic management style can assist principals to address emergent demands of the school (Bosiok 2013: 65; Nadeem 2012: 8; Waters 2013).

#### **4.9.2 Teachers responses to prevailing management styles**

The last question of the interview schedule asked teachers to indicate the commonly used management style by their principals which enhances the management of schools. Teachers indicated that the most used management style is the democratic management style followed by the autocratic management style. One teacher at junior primary phase said:

*“Principals used democratic management style in which staff members encouraged to be team players.”*

The democratic management style encourages teachers to participate in all tasks that benefit the school. Other principals used the paternalistic and *laissez-faire* management styles. One teacher at junior secondary phase said:

*“Some principals dominate teachers using autocratic management style they make decisions without consulting staff members.”*

One teacher at senior primary phase said:

*“The principal used autocratic management style in which the principal decides everything without involving staff members.”*

The principal used the democratic management style in which a collection of relevant information is gathered, and later on analysis is made to find the last and suitable decision to be followed. One teacher at senior secondary phase said:

*“Majority of principals used democratic management style which allow staff members to be fully involved but at a certain time the principal should allow teachers to work on their own once he/she is certain that they know their work and don't need to be supervised.”*

Another teacher at senior secondary phase said:

*“The commonly used management style is democratic management style which encourages team spirit.”*

Many studies parallel these findings (Gitaka 2014; Hardman 2011). The principal delegates more activities to staff members to ensure that everyone is involved in the functions of the school while ensuring that everyone is involved in the decision-making process. Andende

(2016), Henderson (2014) and Lane (2016) suggest that the democratic management style contributes to positive school outcomes and assists principals on their endeavours to improve school policies and practices. These reviews of literature pertaining to the democratic management style conclude that teachers feel satisfied when principals are positive and supportive when they are involved in decision-making. Furthermore, they feel valued when their ideas are considered and when they feel a sense of worth and belonging in the establishment in which they work. Building relationships is significant for the general welfare of students and teachers. People-oriented principals who attend to moral values of the group can foster awareness of ethical concerns and establish a culture of care and compassion for the children they serve and for each other (Gitaka 2014; Hardman 2011).

#### **4.10 CONCLUSION**

This chapter presented findings of the study on the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. The presentation of results was conducted under themes derived from the objectives and questions of the study. The themes showed and represented views and perceptions of principals and teachers according to their responses by using tables, direct quotations and detailed descriptions. The next chapter, which is directly linked to this chapter, discusses in detail the results of the study as presented in this chapter.

## CHAPTER 5

### DISCUSSION OF THE RESULTS

The previous chapter presented the research results of the study in relation to the research objectives and questions of the study. This chapter is linked to the previous chapter as it mainly looks at the literature used to support the findings and the data that were collected. Verbatim quotes from participants were indicated in the previous chapter and not in this chapter. For a straightforward logical flow, the researcher separated the two chapters, that is, the previous chapter and this chapter. Although it might be good practice to collapse the two chapters to allow the researcher to talk to the data presented, combining the two chapters could have compromised the key findings, hence the separation of the two chapters in this study. This chapter discusses the research results that were obtained and gleaned from principals and teachers. These findings are on the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. The research results will be discussed according to themes derived from objectives and questions of the study.

#### 5.1 DISCUSSION OF FINDINGS ON PRINCIPALS' DEMOGRAPHIC CHARACTERISTICS WHICH ENHANCE THE MANAGEMENT OF SCHOOLS

##### 5.1.1 Discussion of findings on principals' responses to gender

The open-ended demographic questionnaire was included in determining if management styles of principals depend on gender. Findings from the principals indicated that gender affects an individual's ability to administer a school. In other words, management styles are significantly related to an individual's management ability. There are many studies on the influence of gender on management styles of individuals (Ekaterini 2010: 3; Kotur & Anbazhagan 2014: 30). Even due to gender differences, too, there are notable differences in management styles of individuals (Nyongesa 2014: 110). For example, female principals are perceived to be more autocratic than male principals (Dedina 2013; Farah 2013). Individuals may start with autocratic management style and then move to the democratic in middle-ages and then at a later stage, turn towards the *laissez-faire* management style. There are significant differences between male and female individuals, according to psychology and

management theories. These theories prove that emotional intelligence has an impact on management styles (Kotur & Anbazhagan 2014: 30). My observation at grassroots indicated that female principals understand the needs of teachers and learners better, and in many cases, they act as counsellors. The majority of teaching staff comprises of females, and they often complain of ageing, yet they are not willing to go on early retirement.

### **5.1.2 Discussion of findings on principals' responses to school level**

School level has an effect on the life of the school; the higher the level of the school, the higher the degree of its complexities. According to principals in the study, the school level determines the type of teachers that the school gets. In most cases, the majority of females specialise in lower primary, and most schools are staffed with females at junior primary and males at senior primary (Ministry of Education 2012). Stakeholders' involvement in school depends on the school level. I also observed that most stakeholders pay more attention to the secondary phase than primary phase.

### **5.1.3 Discussion of findings on principals' responses to teaching experience**

Experienced principals endeavour to maintain the dignity of the profession by respecting and obeying the law and by demonstrating personal integrity. According to principals in the study, principals' years of experience imply that the longer the experience, the more the skills, knowledge, wisdom, enthusiasm and diligence in carrying out tasks and shaping the school. Experienced principals have the knowhow on matters such as policies, directives, laws, regulations, and they ensure effective implementation and effective school governance (Snell & Bohlander 2011). I also observed that the principals' experience has a direct effect on the way the school is run.

### **5.1.4 Discussion of findings on principals' responses to the total number of years at the current school**

According to principals in the study, principals' most prolonged stay at a particular school has both positive and negative effects. On the negative side, it creates boredom or an unwanted comfort zone. It can also lead to laziness and ineffectiveness in work performance. However, leading a school for a long time has advantages because it enables

the principal to master his/her school; thus he/she can attend to most of its needs (Snell & Bohlander 2011). My observation is that if the principal is very effective, the school will benefit, develop and exist for a very long time.

#### **5.1.5 Discussion of findings on principals' responses to their qualifications**

Principals' qualifications influence the direction to which the principal leads the school. Such a principal is exposed to different theories of management and leadership. He/she can implement a suitable management style in a specific school situation. According to principals in the study, principals' qualifications matter the most as they have a positive effect on the progress and performance of the school. For instance, principals apply pedagogically, and management skills learnt in the administration of the school. Qualifications allow the principals to motivate and influence staff members to improve the productivity and performance of the school (Ishak, Eze & Ling 2010). They can provide staff members with a professional development programme. These enable staff members to solve the problem, make informed decisions and inspire team members. This also enables the principal to switch to various management styles based on the situation at the school. My observation in practice is that principals' qualifications matter in terms of sharpening principals' knowledge and skills to manage the school better. Perhaps, it should be made mandatory for newly appointed principals to take a structured leadership course such as an Advanced Certificate in Education (ACE): Leadership and Management, offered at different tertiary institutions of higher learning.

#### **5.1.6 Discussion of findings on principals' responses to the type of training they have received**

Principals received useful training on various areas of management. According to principals in the study, several training platforms were received. This training includes leadership training, curriculum management, curriculum implementation, financial management, ICT integration, school board training on school management, library management, OVC policy orientation, textbooks policy and subject management. This training is perceived to help principals to manage and transform the school. However, in Namibia, there is no policy stipulating the number or type of training that the principal should attend within a prescribed

period. My observation at grassroots is that there is an urgent need to have a unifying compulsory training for principals in all 14 regions. The National Institute for Educational Development (NIED) should consider providing policy guidelines on the type and frequency of training to all principals in all regions. Information on the time spent on training and length of training can be used to evaluate whether principals are performing better (Lapipa et al. 2014: 578-585). The MoEAC should also provide a policy guideline and ICT training materials stipulating conditional mandatory practice of ICT reforms in schools without which principals would be held responsible. Professional development activities can be undertaken through active participation of UNAM Faculty of Education to allow practising principals and prospective principals to engage in study groups. Principals should also be innovative in creating more professional development and training opportunities. These should form the nucleus of the CPD programme that can be offered to them (Raj 2017b: 8-9).

## **5.2 DISCUSSION OF FINDINGS ON TEACHERS' DEMOGRAPHIC CHARACTERISTICS THAT ENHANCE THE MANAGEMENT OF SCHOOLS**

### **5.2.1 Discussion of findings on teachers' responses to gender**

The study established that male-led schools are more disciplined than the ones led by a female. In some schools, gender has effects such as gender-based violence. However, Namibia has an equal opportunity for both boys and girls to attend school (MoEAC 2016: 53-54). This helps the school to have a balanced gender in the school. My observation in practice shows that if a school has a balanced distribution of gender, it will help the school with discipline. A gender-balanced school promotes equal opportunities for all. Schools that are gender-balanced attract more learners; hence the school will survive and exist longer.

### **5.2.2 Discussion of findings on teachers' responses to school level**

The study established that if a school is a junior or senior primary, such a school is easy to manage and discipline than a junior or senior secondary school. In other words, junior and senior primary phases are easy to lead, and learners are easy to guide. According to the study, highly skilled teachers are deployed at the junior primary phase, and other staff members support them. However, it requires more teachers, educational facilities and other



resources to boost effective teaching and learning (Sumi 2011). I observed that offering classes from the senior secondary phase only gives the school a less opportunity to groom learners from the junior secondary phase, which boosts performance.

### **5.2.3 Discussion of findings on teachers' responses to teaching experience**

The study established that as time goes on, the principal will grow and learn to move the school to the next level. The experience exposes the principal to more diverse ways of managing the school. This is because the principal would have acquired knowledge and skills in management aspects that influence the life of the school. The more years of experience the principal has, the better he/she can lead the school (MoEAC 2019). Teaching experience considered one of the useful mechanisms to boost effective teaching and learning, which enhance student outcomes (Shigwedha et al. 2017: 42-56).

### **5.2.4 Discussion of findings on teachers' responses to the total number of years at current school**

The study established that principals' most prolonged stay at a particular school has an effect on the life of the school. Such a principal helps the school to live longer because the principal knows the school's strengths and weaknesses. However, some principals turned out to be in comfort zones. This situation can be resolved by transferring them to other schools or sections on a rotational basis. For example, they can be transferred to Chief Education Officer (CEO) or Inspector of Education (IoE) since these posts are in the same band or rank as principalship (MoEAC 2016: 12). I observed that principals who stay too long at school feel too comfortable to such an extent that they feel as if they own the school and start mistreating others.

### **5.2.5 Discussion of findings on teachers' responses to principals' qualifications**

The study established that qualified principals have knowledge and skills that help them to manage schools. They possess different management strategies that help them to improve the school. Qualifications enable them to acquire knowledge and skills that help them to work effectively with other team members (Lapiņa, Maurāne & Starineca 2013). A principal with a higher qualification is more advanced; he/she can assist other teachers and learners. I

also observed that principals with higher qualifications possess better knowledge in rules, regulations, procedures, policies and directives. They can relate to them throughout their work.

### **5.3 DISCUSSION OF FINDINGS ON THE EFFECTS OF PRINCIPALS' MANAGEMENT STYLES ON THE FUNCTIONALITY OF SCHOOLS**

**5.3.1 Discussion of findings on principals' responses to the effects of management styles**  
Management styles are very much crucial in the effective running of the schools despite them having the effects on the life of the schools. Management styles vary depending on the character of principals, and each character has its style of management. Principals' styles of management can be described as a kind of behaviour and ability which the principal has which enables him/her to interact with staff members to achieve desired goals (Okon & Isong 2016: 51; Saeed et al. 2011: 127). Understanding the effects of principals' management styles on the life of the schools is very important because school management is viewed as one of the factors that are perceived to be the driving force for improving school performance. Since schools compose of intelligent individuals whose ideas are crucial in the day-to-day running of the schools. Therefore, intelligent individuals can advise on academic affairs in the school. Their ideas and contributions cannot be ignored. The study discovered that most principals used the democratic management style. When democratic tenets are embraced in the running of the school, good relationships are fostered. Everyone becomes a member of the school and works towards the success of the school. As was discovered in this study, principals are perceived to be responsible for forging good relationships with staff members. Where this kind of relationship exists, the life and performance of the school are assured and sustained. This implies that principals should create a conducive democratic environment that enables staff members to perform better. This link between the principal, teachers and school environment is essential for effective teaching and learning to take place.

These findings parallel those of Ampaire and Namusonge (2015), who found out that most secondary school principals in Meru district adopted the democratic management style more than any other style. They argued that the democratic management style works better where

staff members are skilled and eager to share knowledge and ideas when there is enough time. The implication is that the democratic management style can spur staff members' performance. I observed that the use of the democratic management style is very time consuming and it sometimes becomes challenging to reach a quorum.

Kitavi (2014) observed that some principals only apply the democratic management style and it came second to academic performance while most of the schools indicated that their principals applied the autocratic management style and had dismal academic performance. The human relations model is for the notion that principal's attitude towards human nature has a tremendous influence on how that principal behaves and how it affects staff members under that principal (Osibanjo & Adeniji 2012: 5-15). Principals need a new mix of competencies to shape and develop their staff members properly. Kasinga (2010) indicated that the democratic management style was the most applied in secondary schools in Nairobi province. The democratic dimension of management is a better predictor of school achievement. Increased school achievement will make everyone happy and more productive, while higher productivity will lead to higher performance. This link is important because it enhances staff members' retention and ultimately leads to profitability in school.

The management style is observed as a relatively consistent pattern of behaviour that characterises principals' way of managing a school. The study indicated that principals practised various management styles in schools depending on the situation. The study also revealed that besides the two management styles used in the study, the *laissez-faire* type of management style was less implemented in schools. It was, however, revealed with concern that each principal practised at least two management styles of which one was more dominant than the other. Nevertheless, it was evident from the study that the democratic management style was the most favoured management style. Although the autocratic management style was perceived to bulldoze staff members, its use was still recommended to speed up the implementation of plans in schools and to force staff members to do their work within a stipulated time.

The study discovered that if the principal arrives late at school, he/she should not expect teachers to be punctual. The principal has to give good examples to fellow staff members. The reputation of any school lies in the hands of the principal and the type of management style he/she uses. The clarion call is that principals should study different management styles and choose the management styles that fit their working environment better. These management styles have an effect on the performance of staff members and the effectiveness of the school. This link is very important for effective teaching and learning to take place that results in student outcomes. Some styles are effective, while others are not depending on the situation at hand. Adverse effects include staff member resistance, poor workmanship, poor communication and low labour turnover. They also include staff withdrawal, poor staff participation and staff members' conflicts of interest. The use of the four management styles, which include, autocratic, paternalistic, democratic, and *laissez-faire* were perceived to be used in schools, as shown in the study.

### **5.3.2 Discussion of findings on teachers' responses to the effects of management styles**

The study discovered that principals' management styles could build or destroy the school. If learners, teachers and parents work together, with visible teamwork, the school will develop amicably. It is crucial to learn that such a link between different stakeholders in schools is vital for school effectiveness and student outcomes. The politics used to run the school, financial utilisation, recruitment of staff members, and school academic performance affect the whole development of the school. Approaches and methods used by the principal to lead the school have many effects on the life of the school.

Effective leadership promotes democracy and improves performance. Principals prefer different management styles to manage teachers and other support staff. These styles yield different outcomes. Not all teachers and other support staff welcome the styles used by principals. These styles work differently in different situations or tasks being performed. If the management committee is very weak, the life of the school is severely affected which can lead to poor management (Evans et al. 2016: 49).

There is a clarion call to say effective management is how to administer school affairs within the legal framework of the Ministry of Education. However, the school management has to do with coordinating various functions of the school to get the job done. In other words, it refers to the effect each management style has on the school. The study discovered that in the autocratic management style, the principal does most of the work which makes staff members very relaxed, and uninvolved in decision-making. Whereas in the democratic management style, the principal encourages team spirit which has a positive effect on the life of the school. The *Laissez-faire* management style, however, leads to no progress; everyone does what he/she wants, and many staff members may not come to work as expected. Autocratically dominated principals never utilise staff members unless they are their favourites and they never delegate effectively. They are also perceived not to be good listeners and they do not want help from staff members because they fear being undermined. Principals are further perceived not to be confident in themselves and they are usually suspicious about others while avoiding to be criticised. These findings are supported by Ejimabo (2015: 1-3), who states that the autocratic principals typically appear to be self-centred and allow minimum participation of staff members in decision-making.

The autocratic environment negatively shapes the personality development of staff members in the school. The study showed that the behaviours of staff members were fake to please the principals, which is evidenced in the type of communication happening in schools. Principals are projected to be bad at communication. The study revealed that principals sometimes experienced essential decisions made by staff members, and they did not like it because they felt that their authority was being undermined. This observation is in contrast to the human relations model and human resources model on motivators as also supported by Prasad et al. (2010). According to Prasad et al. (ibid.), responsibility should be entrusted to staff members with full accountability for specific tasks, other staff members' performance and for having control over deciding how and when tasks should be done.

The motivating aspect of management is an essential skill (Khan et al. 2015: 87-92). Principals should possess the necessary skills, knowledge and experience needed to help employees reach their full potential. Good principals know how to envisage employees'

strengths (Alfahad et al. 2013). They usually seek out and value employees' input, find different ways to motivate and inspire them and make it a point to reward hard work (Osborne-Lampkin & Folsom 2017). They are well aware that in order to bring out the best in employees, they must be the ones to set the right example (Nanjundeswaras Wammy & Swamy 2014: 57-58).

The human relations model emphasized the recognition of staff members as one of the essential factor that improves the life of the school (Lapiņa et al. 2013). This model emphasises that positive acknowledgement of tasks completed by staff members should be encouraged rather than generalised. The study revealed that principals are character builders who are directly in charge of staff members. This makes principals to have more power on the staff members and find it easy to control them. Principals are expected to lead by example to allow staff members to follow suit. A sound relationship with staff members mostly depends on functional management styles practised at schools. Principals are expected to delegate responsibilities to staff members in order to train them for future endeavours.

Management styles affect staff members in determining whether they come closer to school activities or distance themselves. The study indicated that principals tried to bring staff members closer to school activities. I observed that some schools have a deliberate policy to ensure that every staff member belongs to a committee so that he/she is responsible for at least one activity in the school. The positions in these committees are on a rotational basis to allow each staff member to assume different responsibilities.

It is the role of principals to ensure that appropriate management styles are implemented to motivate staff members to do work. Ampaire and Namusonge (2015) argue that the democratic management style could lead to delays in decision-making due to the long process of consensus. This can result in the wastage of time and sometimes it is difficult to reach consensus. Some staff members may also take advantage of the process and fail to meet their obligations. Principals should be firm on staff members and show that they are in charge of decisions at the school. They are managers of both human and material resources

in schools and they have the responsibility to manage these resources if schools are to attain the set goals. In the execution of their duty, principals should have to consider inputs from staff members. They ought to accept that which is helpful to staff members as long as they are given the freedom to advance their ideas and initiatives in the smooth running of the school.

The study established that the autocratic principal does not mind to empower staff members with knowledge and skills. Some staff members end up showing low turnover to school activities. In reference to this, Smith (2016) warns that school management should be developed in relation to the interpersonal relationship, teamwork, self-motivation to perform, emotional strength and maturity to handle situations, personal integrity and general management skills. However, in the autocratic management style, there are selective staff members' motivations on those who are usually close to principals. Staff members usually complain if they find out that they are neglected by principals. Consequently, when they find out that principals are not interested in their welfare, they become offended. These findings are contrary to the human resources model, which advocates that staff members' welfare is paramount in the smooth running of schools. However, the positive aspect of the autocratic management style discovered by this study was that it made work to be completed very fast within a minimal time.

## **5.4 DISCUSSION OF FINDINGS ON STRATEGIES TO INTERROGATE AND MITIGATE IDENTIFIED NEGATIVE EFFECTS**

### **5.4.1 Discussion of findings on principals' responses to strategies that interrogate and mitigate the negative effects**

Some strategies discovered by the study are that principals should write down the strengths and weaknesses of these management styles. They should take note that they should make the final decision, although they should involve teachers in decision-making. They should do some consultations, and they should involve other team members in decision-making. Principals should decide on how to tackle issues that need serious attention and immediate intervention, and they should take an amicable solution that will less affect staff members. They should delegate duties to staff members while organising teambuilding activities.

Principals should share the mission and vision of schools with stakeholders. If the time comes that a certain staff member is not working according to the staff norms and ethics, principals should call such a staff member and discuss the issue. If they are not getting to the solution, they should involve management members and discuss the matter.

Principals' firm emotional control is an essential skill. Principals should have strong emotional control in order to monitor and regulate their emotional responses and behaviours and to be able to function in a leadership position, since the stress levels encountered are often very high (Karim et al. 2016). When they feel stress or a negative emotions arising, they should take a moment to put the situation into perspective, consider whether their response is not overblown or inappropriate. Lack of emotional control negatively impacts principals' relationship with employees and lead to a tense, uneasy atmosphere. The effort principals put into improving their skill is of great value (Bush 2011), not only does it improve their suitability for a management position, but also impact their general wellbeing.

Principals should envisage a clear direction for the school and communicate plans in a way that excites employees (Kark et al. 2016). They should have a level of charisma needed to convince employees that their ideas are worthwhile. This is an essential skill because employees are more willing to achieve a goal if they are passionate about it (Khan et al. 2015: 87-92). How they communicate the vision is essential. For instance, if they present their ideas to employees in a confident manner, they are likely to win staff members over. Principals who excel in this area are innovative visionaries who are confident in their ability to persuade and convince employees (Bridgman et al. 2016; Sroufe et al. 2015). They consider it essential to make employees aware of their vision. Principals should learn more about their leadership potential because it takes leadership to effectively lead in the right direction (Osborne-Lampkin & Folsom 2017).

A two-way communication channel is an essential process in the school. In the autocratic management style, the principal explains what needs to be done and he/she does not care whether staff members understand or not. Principals are expected to keep staff members well informed. What emerged in the study was that not much was done by principals to



update staff members. Instead, HoDs received important information through staff members who were not kind to them. I observed that such a practice could lead to an unhealthy relationship between the principal and the HoD.

Staff members usually feel intimidated by the presence of principals if the interest of principals is only to improve school performance without taking into consideration staff members' welfare. The human relations model emphasizes staff members' welfare in carrying out their duties. Staff members sometimes do not have the freedom to see the principal, an attitude that makes them shy away from the principal. The study revealed that shying away from the principal resulted in low staff member participation in school activities such as sports activities. Co-curricular activities are perceived to be very useful to learners because they help them in curriculum improvement (MoEAC 2016: 53-54). I also observed that co-curricular activities help learners to develop holistically.

Obiwuru, Okwu and Akpa (2011) argue that principals using the autocratic management style rarely seek inputs from staff members when making decisions. This kind of management style is only advantageous in a situation where principals need to make decisions for routine tasks. Principals should establish confidence in staff members that they can make accurate and productive decisions. Staff members become comfortable with the principal's knowledge, school's process and inspirational drive and ability to keep the school focused on achieving its goals.

The study discovered that staff members are able to perform in both democratic and autocratic environments. However, the concern is on the level of performance under each environment. The study revealed that delegation was not done in good faith under the autocratic environment. There is a need for principals to practice proper delegation to train future management cadres in schools. However, one should quickly allude to the fact that principals are the critical role players in the smooth running of the schools because they are the vision carriers and role models in schools. Most staff members look forward to becoming the principal one day. If any principal does not inspire them, then he/she becomes

a bad example. If staff members are delegated adequately, they take responsibility and become effective agents in schools (Hardman 2011).

The study established that the democratic management style enables staff members to increase performance because it provides opportunities for staff members to exercise management skills. Principals work together with staff members as a team. However, the democratic principal makes the final decision, but they include staff members in decision-making which encourages creativity and high productivity. This *esprit de corps* is significant for the achievement of the goals of the school. The democratic principal builds consensus through participation, which gives staff members the “what do you think part (Nwadukwe & Timinepere 2012: 204).”

School management is a moral value of principals with unifying efforts of staff members to achieve goals that exceed personal interests. The study indicated that the most effective principals were those who were knowledgeable about individual personalities that made up the team. This leads to meeting the challenge of developing management styles that have effects on building a solid team to motivate higher quality of staff members’ production. I observed that teamwork allows the inflow of ideas to help the work to be completed effectively and efficiently. The strengths and weaknesses of each staff member are embraced. Teamwork creates momentum, wins contests, and it saves lives. These findings are in line with the human resources model, which advances the growth of staff members. Prasad et al. (2010) state that the advancement to a higher order of tasks is a sense of possibility for growth and advancement. Principals should involve staff members in the smooth running of the school. They should give enough time to staff members to carry their duties, recognise achievements and think about lasting solutions.

#### **5.4.2 Discussion of findings on teachers’ responses to strategies that interrogate and mitigate the negative effects**

Some strategies discovered by the study are that principals should deal with situations fairly and take decisions that have a less detrimental effect in the workplace. They should hold staff members responsible while solving the problem on their own. Principals should call

meetings so that stakeholders come together and tackle issues concerning the management of the school. They should engage staff members and ask for their contributions on how the task should be performed. Principals should re-evaluate their style of authority on tasks if better work performance is to be achieved.

Principals should know that some staff members desire that things should be changed; once there is resistance to change, other staff members induce the change themselves. This is in line with Kocchar (2011) who states that principals must have a dispassionate approach and must not allow their prejudices, likes and dislikes to cloud their decision and judgement. I observed that this practice manifested itself at the grassroots level.

Principals should enlist the active cooperation of both staff members and learners if they want to succeed in democratising management and involve them in taking decisions. However, the study established an adverse effect of the democratic management style, such as the delay of decision-making through the long process of the channel of communication. The feedback can be delayed due to consultations in trying to get everybody's views about the decision to be made. This is in contrast to Ejimabo (2015: 1-3) who states that principals should allow staff members to be involved in decision-making, and they should not try to make significant decisions without consulting staff members. The inspirational tactic used by the democratic principal is inclusion. Staff members take an interest in the school because they help to design the school policies and processes.

Obiwuru et al. (2011) identify management styles and staff members' attitude to work as some of the aspects that exert adverse effects on the life of the school. The effect of principals' management styles on decision-making is one of the aspects to be considered in this regard.

The lack of involvement of staff members in decision-making and school activities negatively impacts the life of the school. If staff members are fully involved in decision-making, it will help them to be accountable and responsible. This is in line with the human relations model, which is concerned about the feelings or wellbeing of staff members in the

workplace. Low performance may lead to reduced concentration, which in turn causes poor teaching and learning that may result in poor student outcomes.

The study established that co-curricular activities develop the school spirit, which applies to both staff members and learners. Staff members should take part in co-curricular activities to enhance the school spirit through interscholastic activities. This link is crucial to developing learners holistically. The lack of participation in co-curricular activities may lead to low morale and underperformance of both staff members and learners in academic performance (Kocchar 2011). Principals should employ management styles that involve staff members to obtain an opportunity to contribute to co-curricular activities. Principals have a duty to create opportunities to make this happen. For example, in Windhoek and the surrounding areas, staff members should use some school days for their extra activities such as cultural and sports tournaments as many learners are day scholars and may not be available over weekends.

The study established that communication has both positive and negative effects on the life of the school. The positive effect of communication includes the effective delivery of information to staff members by providing timely feedback. This can be done by holding meetings to convey proper and adequate information pertaining to any change or the latest development in the school. Principals need to improve their mode of communication to ensure that every staff member has access to information pertaining to any change or latest development at the school. Principals, as the mouthpiece of the school, have to represent the school. They should communicate with staff members any change or the latest development at the school. When communication in school is enhanced, staff members' performance is increased. Principals should understand that staff members depend on them for any latest development in the region and the Ministry of Education at large. This information needs to be communicated timely. However, the negative aspect of communication includes the lack of explanation of the importance of the message to staff members by principals due to the mode of conveying particular information. Sometimes the principals do not attach seriousness to communicated messages leading to staff members not taking the message

seriously (Andende 2016). I observed that the two-way communication channel is the best practice to boost communication patterns at schools.

## **5.5 DISCUSSION OF FINDINGS ON CHALLENGES EXPERIENCED BY PRINCIPALS IN USING THE FOUR MANAGEMENT STYLES**

### **5.5.1 Discussion of findings on principals' responses to challenges they experience in managing schools**

The study established that principals usually experienced challenges on how to solve school-related problems. They experienced challenges on how to create an atmosphere of acceptance from staff members. They also experienced challenges on how to balance management styles and on how to assess their effectiveness. These challenges are attributed to barriers such as cognitive hurdle, resource hurdle, motivational hurdle and political hurdle (Osibanjo & Adeniji 2012: 5-15). The cognitive hurdle is when principals cannot see that radical change is required. Resource hurdle means insufficient resources available to implement the practice successfully, and motivational hurdle discourages and demoralises staff members. Political hurdle brings internal and external resistance to change. Most of these challenges manifested themselves at the grassroots level, and principals need to take note of them.

However, in Namibia, the average number of years of experience relating to school principals remained constant between 2007 and 2013 at between 22 and 23 years (Shigwedha et al. 2017: 57-67). School principals should be experienced to provide the necessary management and leadership skills. Unfortunately, the average time school principals had been serving in this capacity at their current schools remains constant standing at 9.9 years in 2007 and 9.5 years in 2013 respectively. Perhaps this is a sign that once people become principals, there are few other higher posts they go to as promotion posts such as Deputy Director and remain at the same position for up to 10 years. A school principal needs special attention to cope with the current education setup. The percentage of female school principals has remained the same with a slight decrease of 1% between 2007 and 2013 (Shigwedha et al. 2017: 57-67). This implies that gender disparity is not

significantly large, which means many females are up for the challenge of running schools as principals.

In Namibia, school principals are expected to have a teaching load of at least 25% of school hours per week. The remaining time is supposed to be spent on administrative activities, class visits and providing support for staff members. This suggests that principals are relieved from teaching time to focus on teaching and learning and school administration issues. The time taught by principals differs from school to school and across regions as schools use different choices of timetable cycles. There are still several possible reasons for the significant variations in principals' teaching hours (MoEAC 2016: 53-54).

Firstly, in schools where there were more class groups and a shortage of teachers, principals were compelled to teach more periods per week. Secondly, promotional subjects usually have more periods per week than some non-promotional subjects. A principal who teaches one of the promotional subjects will have more teaching periods than a principal who teaches a non-promotional subject. Schools with low enrolment rates may not qualify for additional teachers; the principal may have more teaching periods to compensate for a low administrative workload. These differences in teaching load pose challenges to principals.

The time allocated to subjects depends on curriculum content, practical work required by learners, grade level, age of learners as younger learners have shorter attention spans than the older ones (MoEAC 2017). Numbers of lessons also depend on school phases. For example, in the junior primary phase, principals are expected to teach all subjects while at senior primary phase, principals are expected to teach specific subjects related to their area of specialisation. Some schools make amendments to the prescribed teaching schedule in order to attend to special circumstances at schools. For example, some schools adopted a seven-day cycle instead of the typical five-day cycle.

The primary goal of schools is to remain relevant in business. To achieve this goal, schools should be effective and efficient in their operations within the limitations of their resources. Management strategy, which is referred to as a set of coordinated and monitored choices and

actions within the framework of the schools, is required. A strategy is regarded to be more than decisions that puts choices into practice (Price 2011). Regarding staff management in school, there are two basic types of strategies such as competitive business strategy, which involves choice making and how to serve customers better. The human resource strategy involves choice making regarding the management of staff members within the school. This suggests that there is a need to harmonise the two strategies in order to ensure high school performance.

In recent times, significant attention has been given to staff members becoming strategic partners. This concept has led to the formation of the Strategic Human Resource Management (SHRM), which is the integration of strategic management and Human Resource Management (HRM). The SHRM points to the contribution of staff members to school performance. Schools adopting a particular strategy require staff member practices that may differ from those required by schools adopting alternative strategies, meaning that there is an essential link between schools strategy and staff member practices that are implemented in that schools (Davoudi & Kaur 2012). According to Davoudi and Kaur (ibid.), staff members' activities are faced with some challenges in practice. These challenges include occupational shifts, quality workforce, casual workers, technological shifts, gender diversity, racial/ethnic diversity, age limit, globalisation and school restructuring.

Challenges facing staff members that were identified in this study are classified into two categories; internal and external challenges. These challenges could be further classified into three categories that are school challenges, environmental challenges and individual challenges (Davoudi & Kaur 2012). These three categories form the basis and the core pillar to which effective teaching and learning should be based to influence positive student outcomes. School challenges are internal, and they often result from environmental forces that are external by nature. Some of these challenges emanate from school and include school culture, restructuring, outsourcing, downsizing, and decentralisation. Environmental challenges are issues emanating from the external context where the school operates, which has a great influence on the performance of the schools. These challenges include

legislation, globalisation, labour demand and supply, and workplace diversity. Individual challenges refer to issues regarding staff members, how they are treated, matching individuals with schools, staff members' development, insecurity, and reward systems that affect school performance. I also observed that these challenges manifested themselves at grassroots, and principals need to take note of them.

### **5.5.2 Discussion of findings on teachers' responses to challenges principals experience in managing schools**

The study discovered that the use of one dominant management style inhibits the management of schools. Other challenges include lack of resources, unacceptable behaviours/staff members' resistance to change, frustrations encountered by staff members when assigned tasks and principals' inability to work with different people from different backgrounds. Staff members who are not used to such a style resist it. Some staff members use challenges as acts of vengeance.

These challenges are attributed to the lack of Human Resource Planning (HRP). The HRP plays a vital role in securing school competitive advantage (Davoudi & Kaur 2012). This is done by ensuring the right people with necessary and adequate skills are rightly placed at the right time. This is also done by retaining staff members through strategic policies such as career path planning, pay or benefits, engaging in operational strategies like retraining, redeployment or relocation to make sure staff members move in the right perspective by putting in place the standards, sound reward systems and staff members and principals' relationships. This is also done by studying the functions of staff members. Job analysis tends to gather information on each job and subsequently organise and compile a job description that would be used during recruiting qualified job candidates from which selection can be made to occupy vacancies.

The overriding distinguishing feature of an institution that achieved significant performance improvement was change in leadership. Principals should be flexible. They should not micromanage but provide employees with autonomy (Sroufe et al. 2015). Principals should always be comfortable delegating tasks to employees and place complete trust in employees'



competence. This practice makes it very easy to foster a strong sense of empowerment and pride in those they lead. To effectively guide employees and institutions to success, principals should not only develop a solid vision and plan of action, but they should also set appropriate goals in order to attain these future objectives (Sroufe et al. 2015). They should be aware of the need to plan for the long-term and take the necessary steps required to accomplish them. Without a concrete long-term plan and the goals needed to bring it to fruition, the success of the institution and employees that they lead would be a struggle (Khan et al. 2015: 87-92). Employees need to know, with absolute clarity, where the institution is headed and what goals they should be aiming for in order to feel genuinely motivated by what they are doing (Dike et al. 2015; Parsons 2015).

Management and development of staff members include varieties of training such as induction or orientation of new staff members and development of all categories of staff members without exemption, in order to prepare for future school challenges (Lapiņa et al. 2013). Managing a career helps staff members in pursuing their career path as they grow with the school. As staff members develop, there is a need to assess how they perform on their jobs using the Performance Appraisal system. Compensation management is developed in order to reward staff members for rendering services to the school. This could be in the form of wages and salaries, incentives and benefits. Principals need to design a definite pay system. Incentives programmes should be included to reward performance handsomely. I observed that these incentives programmes boost staff members' performance in rendering quality service to the school.

Occupational safety, security and health are essential to schools (Henderson 2014). There is a need to provide a safe and secure work environment in order to reduce accidents and injuries. Principals should ensure that work is planned in the manner in which staff members' health will not be at stake.

The study established that staff members' relations entail the relationship between staff members and management, which stem directly or indirectly from staff members-principals relationship. There is a need to manage this relationship effectively in order to achieve

school goals and staff members' goals. This win-win situation is critical in harmonising and sustaining the school environment, which enhances effective teaching and learning to take place that results in positive student outcomes. Such a link is very critical to the school's survival and its reputation. Staff members should not be denied of their rights (Teresa 2013). It is essential to develop strategies and communicate with both the principals and the staff members' terms of reference. Staff member activities associated with staff members' relations are grievances, handling disciplinary action, trade unions, industrial relations, collective bargaining, staff members' participation in management, quality of work-life and quality circles (Lapiņa et al. 2013). These barriers manifested themselves at the grassroots level.

The primary objective of HRM in schools is to fast track the achievement of school performance (Osibanjo & Adeniji 2012: 5-15). The principals should look for evidence to prove that staff members are the most crucial assets in school. Effective management of staff members is seen as more critical and essential than others such as quality, technology and competitive strategy in terms of influence on the school performance. Staff members' commitment is, therefore, encouraged by aligning a reward system with school performance, which could be in the form of profit sharing, staff members' stock options, payment of the 13<sup>th</sup> cheque or gain sharing. It is imperative to state that principals have a unique opportunity to increase productivity, which has a direct link with school performance (Ishak et al. 2010). This link is very critical to principals, the school's reputation and its sustainability.

Learner home environment is fundamental to teaching and learning and parent participation in school activities is highly encouraged. The Namibian Education amendment Act 16 of 2001 prescribes that schools boards may constitute of parents in the majority (MoEAC 2017). Although no act prescribes regular parent-teacher meetings, the MoEAC encourages schools to arrange parent-teacher meetings at least once every trimester. At the school level, I observed that meetings are used to approve the financial statement, to discuss learners' general discipline and to approve the budget for the school.

Parents are essential stakeholders in education, especially in improving learning (Iqbal & Hamdan 2013: 122). This is one of the reasons why human and financial resources are made available to improve adult education, as parents must be able to assist with their children's homework. Signing homework demonstrates that parents are committed to their children's progress while it helps in making sure that learners do their part, knowing that parents are checking their work. Parental participation can be encouraged by teachers asking parents to sign their children's completed homework. In this way, teachers can assess which learners need extra help at school because they are not receiving any help at home.

A large proportion of the population in Namibia is rural, and learners from these areas are often expected to participate in household chores fully. Many families struggle to make ends meet and parents may often not help with or check homework because they do not have time to do so. The unavailability of electricity and other sources of light may hamper efforts to check homework, while some parents may not be able to read and write especially uneducated parents from the deep remote areas.

The study established that effective teaching and learning can be enhanced through the availability of adequate teaching and learning materials and physical resources. There must be adequate furniture and equipment, a reading corner and adequate teaching aids in every class. The good news is that the state of furniture in Namibia has improved in all regions (Shigwedha et al. 2017: 57-67). This improvement indicates that attention has been given to this issue and that the increase in furniture and the rate at which broken furniture has been repaired and replaced has matched the growth in the number of learners. Nationwide, there is still a need to provide sitting places to 1.9% of the Grade 6 learners (MoEAC 2012). My observation in practice is that there is a severe shortage of teaching and learning materials coupled with dilapidated physical facilities and lack of resources that hamper effective teaching and learning.

## **5.6 DISCUSSION OF FINDINGS ON STRATEGIES TO INTERROGATE AND MITIGATE IDENTIFIED NEGATIVE EFFECTS**

### **5.6.1 Discussion of findings on principals' responses to strategies that interrogate and mitigate the negative effects**

Principals said that principals should clarify and provide reasons with detailed information on issues affecting schools. Principals should employ teambuilding exercises. They should talk to individual teachers while involving school board members. Principals should involve staff members in the management process and explain the reasons for using the chosen management styles. They should plan while prioritising, draw up a schedule of activity, and communicate to staff members. The principal should also do some fundraising together with staff members. They should link with other stakeholders in education in this regard. Principals need to develop more reliable sources of funding that would not interfere with the primary purpose of a learning institution. These funds, if well managed, will help address the identified significant challenges in ensuring effective application of pedagogical skills, curriculum implementation, providing teaching and learning resources and meeting teacher training and development needs. Availability of funds should be supported by the principal's effective management skills and maximum cooperation from teachers, parents, students and other stakeholders in education. This will help principals to effectively overcome significant challenges facing them in schools (Ndaita 2015: 14). My observation is that the MoEAC always releases funds during the third and last term of the year, which leaves schools stranded and on their own during the first and second terms. This provides much inconvenience to the school finance committee.

School management is a process of exercising direction of the school in which its responsibilities are usually task-oriented to provide a service to the community, efficiently and sustainably (Algahtani 2014: 74). School leadership is a process of developing the vision of the school and effectively influencing a group of individuals to achieve the common goal of the school in which its responsibilities are usually people-oriented (Algahtani 2014: 75; Dedina 2013: 117). This form of leadership and management only focuses on people and tasks and ignores the complexity of processes, interactions and

tensions within the school. Furthermore, it disregards the external environment, societal changes and cultural contexts surrounding their existence (Caesar 2013: 117). This practice is attributed to strategies identified in the study.

One way of approaching management styles is by taking into account critical points on management continuum such as organisational power of principals and perceptions of staff members on the organisational power of the principal (Taucean et al. 2016: 66). The organisational power of the principal derives from position power such as legitimate, reward, and coercive power, and personal power such as expert and referent power. Perceptions of staff members on organisational power is highly essential for the degree of success or lack of it in the school while relationships between the principal and staff members and the situation at hand determine the suitability of the management style.

Another way of approaching management styles is by looking at the impact of management styles and their effects on principal's school commitment, job satisfaction, communication and managerial effectiveness vis-a-vis schools' structure such as the type of branch and the principal's individual traits such as age and level of education (Ekaterini 2010: 3). The spectrum of the four management styles contains basic characteristics such as type of branches, age and educational level, which interrelate with communication, commitment, satisfaction and effectiveness. In other words, an organisational structure such as the type of branches, age and educational level relate to the characteristics mentioned above which are affected by the principal's traits such as age and education level (Davoudi & Kaur 2012).

Other barriers discussed earlier can be interrogated by pointing out the number of insufficient resources. Principals also need to face the problems of dissatisfied staff members. Principals should reduce resources that are not adding value (cold spots) and transfer them to those practices that have a high potential of performance gain (hot spots). They should work on the significant influences that are champions of change. Principals should state problems and ensure that everybody follows the improving storyline. They should identify and silence internal opponents by building alliances with natural allies and

isolate external opponents (Osibanjo & Adeniji 2012: 5-15). I observed that the principals' level of education plays a critical role in the management and leadership of the school.

Principals could be provided with comprehensive training on parental participation in education (Olowoselu & Bello 2015: 4). The PTA should be formed and monitored. Principals may ensure that teachers are trained in keeping a close relationship with parents whose children are in the school. Parents could be invited to schools through conferences, meetings and other national and international events. This will strengthen the relationship between the school and home and improve the quality of education in the process. Parents could be encouraged to participate in school activities at different levels, such as meetings, seminars, events, conferences, committees and more. This will enhance their confidence and build up feelings of trust and care. This will also help parents to own the school, which is the first step towards quality in education. Principals may ensure that teachers keep a close relationship with parents. This will pave the way for the development of the feeling of togetherness between the home and school. Principals may invite some of the active parents individually to volunteer their services to the school. These parents could be used as change agents in the community to get the support of other members of the community. Principals may improve the image of the school in the broader community by acknowledging the service provided by parents in different levels of school life. This will set precedents for other parents and the broader community that the school belongs to them. The modern concept of schooling is that the school is a community in miniature. The principal may share with parents the aims and goals of the school. This will deeply strengthen the bonds of coordination and cooperation between the school and parents (Iqbal & Hamdan 2013: 122). This bond symbolises that education delivery is a sharing and caring responsibility for all stakeholders in education. I observed that the majority of principals usually find it difficult to interrogate and mitigate some of these challenges. However, these are good strategies to use to interrogate some of these negative effects.

### **5.6.2 Discussion of findings on teachers' responses to strategies that interrogate and mitigate the negative effects**

Some of the strategies mentioned by teachers include observing how staff members react to tasks delegated to them and employing one-on-one professional dialogues. Principals should use different management styles in different situations. They should study the situation and apply the management style that fits. Principals should make sure that the system at school embraces diversity. They should give explanations and instructions, and they should delegate tasks while giving feedback on tasks performed. The importance school principals attach to various activities depends on the judgement of their relevance, the quality and the obligation of such activities. For example, most principals indicated administrative tasks as the most essential activity followed by monitoring pupils' progress. I observed that such principals' preference in itself is a setback to effective teaching and learning.

Principals out to also eliminate paperwork and automate data collection processes through online forms and applications for admission, course evaluations, and more to reach out to more students in a positive manner are another alternative to curb the situation. In order to accomplish the high expectations, principals have to analyse data through dashboards and reports to identify factors related to student enrolment, retention and success. There is clear evidence through insightful reports that the attributes of the school, such as admission, enrolment, attendance, discipline, grades, fees collections, determine those outcomes.

A schedule with an automated timetable system enables the principal to manage class schedules across multiple subjects, classes and rooms for different periods. Innovative scheduling can help alleviate conflicts in manual scheduling and place substitutes for teachers in order to maintain continuity of the instruction. In successful schools, creating an advanced student admission system with real-time application tracking, online assessments and the automated ranking system always identifies the talented and sensitive principals who demonstrate competency, will and commitment to implement innovative and high-quality education programmes and deliver excellence for all learners (Davoudi & Kaur 2012).

With cutting edge academic planning tools, principals can create a personalised learning plan with goals and tasks linked to lessons to meet the precise requirements of students,

which can improve learning outcomes and ensure student success. Using online assessments, including assignments, tests, quizzes, and surveys, will be of great help to students and teachers alike. Using online and mobile devices, teachers can measure student's progress in real-time and share the results with parents through instant notifications via email and SMS alerts. Using real-time status notifications for events, meetings, grades, fee collection, attendance, and discipline through web and mobile devices can improve interactions between teachers and parents and close the achievement gap. Powerful communication tools such as discussion forums, chats, messaging, and social media have a positive impact on the school community and promote collaborative learning (Lapiņa et al. 2013).

The study established that the key to excellent human relations in schools is communication. Principals should create communication patterns to help staff members express their needs, emotions and feelings. Emotions and feelings of staff members are recognised in the human relations model. Principals and staff members should practice concentration to one another's words by repeating what was said. Active listening facilitates the process.

The communication process is not one-sided, but it involves varying expressions, comprehension and feedback. Focusing on attention to detail, minimisation of distraction and body language while conversing to acknowledge each other and show personal appreciation is vital (Sumi 2011). The human relations model stresses the camaraderie needed to motivate staff members to achieve and produce excellent results. Principals need to focus on team building to foster an atmosphere of cooperation. A starting point is not only to adopt a principal's open-door policy but also being a frequent presence at work. This encourages staff members who witness the sharing of responsibilities and showing interest in daily processes. Principals should use the time to build relationships and encourage staff members' collaboration. Nevertheless, this type of amity will not come quickly. There will be issues, but principals must put positive conflict resolution processes in place.

Human beings possess the desire to progress in their skills and learning. Human relations cantered principals can nurture these yearnings by assisting each staff member to map out a plan to reach long-term goals. The principal should know each staff member well enough to



make valuable suggestions. When principals recognise that a staff member enjoys working with others and is helping to resolve personal issues, principals should encourage such a staff member to become a human resources professional. Staff members might “outgrow” their particular role in the school, but principals should embrace the fact that they are bettering themselves, marking a path for new staff members who can be useful to the school in future consulting and networking.

Producing content and fulfilled staff members is among the goals of the human relations model. Principals should think about ways they can increase job satisfaction at school. They should consider staff members’ initiatives. Principals should make flexibility a priority by working with staff members’ work hours and schedules to the best possible extent. Principals should create a pleasant environment. They should allow staff members to bring in items to make their workspaces representative. Principals should reward staff members’ efforts and not just the ones that have the highest results (Lapiņa et al. 2013). I observed that a sound relationship between principals and teachers is significant in creating trust and bonding them to enable them to contribute fully to a positive climate of the school.

## **5.7 DISCUSSION OF FINDINGS ON FACTORS THAT DETERMINE THE CHOICE OF THE FOUR MANAGEMENT STYLES**

### **5.7.1 Discussion of findings on principals’ responses to factors that determine the choice of management styles**

The study discovered that these factors include staff members’ characteristics and their level of understanding. These factors also include staff members’ request, principals’ responses to criticism, availability of resources, school culture, school climate, whether staff members qualified or not, capacity building and dissemination of information. My observation from grassroots is that the school culture determines how things are done at school. This sometimes creates a conflict of interests and rejection. Other factors established in the study include principals’ attitudes, principals’ personalities, types of tasks to be completed, staff members’ personalities and school diversity. Principals’ personalities determine the style he/she chooses, whether good or bad for staff members. The study also discovered that these factors include teachers’ behaviours, teachers’ attitudes towards work and school

performance. I observed that the school setting and the environment also determine the choice of management styles. These factors include staff members' level of education, enrolment of teachers and learners, the level of school performance and the school vision.

These factors imply that school management is one of the most critical aspects of education and the most vital in the smooth running of the school (Farah 2013). The principal is the driving force behind a successful school. The principal should possess great qualities to be able to utilise human, financial and material resources of the school. In Namibia, the minimum requirements for appointment as a school principal are a three-year tertiary qualification plus six years of teaching experience (MoEAC 2019). The applicant should also be HoD, and his/her probation should also be confirmed at the level of HoD in order for him/her to apply for principalship post. Principals received training and qualifications in different education systems, resulting in a variety of skills that may result in different management styles. Nevertheless, these may be harmonised by CPD. Therefore, CPD should be developed and intensified with the help of the School In-service Provider (SIP) to improve both teachers and student performance.

Schools have been concerned and battle with identifying factors that determine the choice of management styles that also have an effect on the life of the school. Schools in improvement processes often examine various management styles and factors that play a substantial role in the life of the school (Alkahtani 2016: 23; Hahn 2017: 82; Rajasekar 2014: 170; Tuytens & Devos 2013: 15). The primary concern of the school is the success and effectiveness of teaching and learning to ensure academic excellence (Nyongesa 2014: 1). Experiences and records have shown that principals' management styles have a direct bearing on the overall effectiveness of the school (Teresa 2013: 62-66) because both teachers and students perform different tasks under the management of the principal to attain and sustain academic excellence. The principal needs to adopt management styles that nurture, inspire and sustain an enabling environment for academic excellence (Boucher 2013: 80-86).

Besides multiple parameters of exploring the effects of principals' management styles on the functionality of schools (Abbas et al. 2015: 428), this section focuses on factors that

determine the choice of management styles. Bernaldez and Gempes (2016: 743-748) conducted a study on the partial mediating effect of conflict management styles of principals on the relationship between ethical climate and school commitment of teachers. They identified factors such as task to be completed, current situation, school structure, as well as staff members' career path and school of the manager as factors contributing to the choice of management style. Other factors to consider are the principal's personal qualities, reasons for the principal's emergence and his/her education (Kotur & Anbazhagan 2014: 31). These factors manifested themselves at the grassroots level, and principals need to take note of them.

### **5.7.2 Discussion of findings on teachers' responses to factors that determine the choice of management styles**

The study discovered that these factors include school culture and the situation the principals find themselves. These factors also include personal factor, psychological factor and social factor. Other factors discovered include human and material resources, economic factors, staff members' roles, environmental factor and personality factor. The study also discovered that these factors include personal preferences, previous experiences, staff members' attitudes, nature of the task to be carried out, principals' relationship with staff members and the length of principals at school. Other factors discovered by the study include accountability, building teamwork, flexibility, agility and communication.

The quality of teaching and learning depends on the quantity and quality of teacher training. The MoEAC set minimum teachers' qualification requirements of Grade 12 with BETD. Some teachers may have BETD but with an academic qualification which is less than Grade 12. This is undesirable because these teachers teach subjects in grades higher than their academic qualification as they may have limited understanding of the subject content that they have to teach (Shigwedha et al. 2017: 42-56). Formal teacher training is essential for preparing teachers for the classroom. In-service training is also crucial for progressing teachers' skills and qualifications. In-service training has been formulated in Namibia to assist education professionals in this regard and to upgrade the quality of education in the

country. Current observation at grassroots is that this in-service training was discontinued and replaced by a CPD programme which is not mandatory to all 14 regions.

Over time, changes in schools have affected staff members' attitudes, knowledge and intellectual capital, as well as social values and social responsibility. Particular focus is placed on aspects of Knowledge Management (KM), Corporate Social Responsibility (CSR) and their development in different HRM models (Sumi 2011). While researching the issue of HRM influence on the school performance, the researcher analysed this HRM model that shows the relationship between HRM practices, the factors influencing their choice, and the school outcomes. The model differs from the unitary approach, which purports that staff members and principals share the same interests, or with the pluralistic approach, which admits that different groups may have different interests. The early 21st century has become a century of the knowledge society, where knowledge is a significant resource of manufacturing and an essential factor of individual wellbeing. One of the components of the knowledge society is KM. The KM attributed well to some of the factors discovered in this study.

In the 21st century, knowledge has emerged as an asset to be valued, developed and managed. Several authors argue that knowledge has become a direct competitive advantage for institutions, or that it is undoubtedly the best resource and the only sustainable competitive advantage (Ishak et al. 2010; Mushaandja 2010: 33-34; Sumi 2011). Knowledge is defined as the ability to sustain the coordinated deployment of assets and capabilities in a way that helps the school to achieve its goals. To the school, knowledge is defined as what staff members know about products, processes, mistakes and successes. The KM deals as much with staff members, how they acquire, exchange and disseminate knowledge, as with information technology (Ishak et al. 2010). I observed that KM had become an essential area for principals who are in a strong position to exert influence in this aspect of staff members' management.

The KM is about getting knowledge from those who have it to those who need it to improve school effectiveness. In the information age, knowledge rather than physical assets or

financial resources is the key to competitiveness (Price 2011). Principals should actively create, communicate and exploit knowledge as a resource for the school. By utilising KM, better performance can be achieved through the interaction between individuals or groups. To be efficient, KM requires storage for information and knowledge, which is open to staff members for searching critical information, knowledge or the best practices. The KM is the learned method for knowledge sharing and interaction. It clarifies which way to operate (Snell & Bohlander 2011). It ought to be considered as a school process, which is used to achieve better performance due to effective knowledge sharing and organisational learning, recognising and developing competencies while gaining from individual different skills and knowledge. If HRM is about managing staff members effectively, and, if staff members' most valuable resource is knowledge, then HRM and KM are closely interrelated (Snell & Bohlander 2011). This connection is very critical for the effective management of schools. I observed that the abovementioned practice is essential to boosting teaching and learning that could result in student outcomes.

## **5.8 DISCUSSION OF FINDINGS ON STRATEGIES TO INTERROGATE AND MITIGATE IDENTIFIED NEGATIVE FACTORS**

### **5.8.1 Discussion of findings on principals' responses to strategies that interrogate and mitigate negative factors**

The study discovered that to mitigate identified factors, principals should learn to say NO directly and calmly without any hesitation, and they should give explanations concerning issues. They should make requests, assertively, state the need, ask for action and give the reason for the requests. Principals should try to be firm, direct, and clear; as well as tactful and be compassionate. The study also discovered that staff members help the school to move from one stage to the next. All stakeholders have a role to play at the school. A supportive environment enables the school to perform and encourage learners and teachers to achieve better results. Well educated teachers understand issues better; they are likely to provide solutions to problems experienced by learners and other stakeholders.

These strategies are attributed to the four critical dimensions to HRM. The four critical dimensions to HRM as postulated by Guest in Osibanjo and Adeniji (2012: 5-15) include

commitment, flexibility, quality and integration. In commitment, staff members are expected to identify the interests and goals of the school and be aligned and committed to achieving these goals. In flexibility, staff members are expected to adapt willingly to change within the school structure without any strife or prejudice. Quality implies that high levels of performance attainment of the school depend on the quality of staff members and the management of such a school. Integration involves the matching of human resources strategies to the needs of the school's strategy.

It is worth noting that human capital is one of the four types of assets managed in the school besides physical assets, financial assets, human assets and intangible assets. Physical assets include land, buildings, equipment while financial assets include stocks and securities. Human assets are competent individuals with the capacity to render services to the school, and intangible assets include patents and design. These assets are essential and vital at varying degrees in the operations of any school. However, human assets operate at the pivot of the operations. It is, therefore, worth noting that human assets control, guide, and manage the use of other assets to achieve school goals. It should be what they have to contribute to achieving school goals (Lapiņa et al. 2013).

For principals to influence high learner achievement, they should maintain an orderly school environment, focus on goals that promote high levels of learner-learning, take responsibility of school improvement, persevere and maintain visibility and accessibility to learners and teachers (Chaka 2018: 86). To achieve high learner achievement, principals should also provide a supportive school climate, communicate, interact and offer interpersonal support to teachers, including cultivating shared leadership and staff members' empowerment. For principals to influence learner achievement, they should undertake classroom observations, give feedback to teachers, promote staff professional development opportunities and secure resources required for teaching and learning to take place (ibid.). These findings suggest that the principal plays a critical role that enables effective teaching and learning to take place.

Leadership means getting employees to follow a leader towards a common goal, bringing out the best from them and helping them find a higher meaning in the everyday tasks they

are asked to perform (Dike et al. 2015; Parsons 2015). A person who possesses the ability to lead is an excellent asset to any institution, group or department. Principals should have leadership potential if their goal is to become exemplary. Leadership involves many diverse skills and characteristics in which principals should be acquainted or talented and master overall requirements (Alfahad et al. 2013). As John Quincy Adams in *Queendom* (2020) correctly puts it “If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

As Eleanor Roosevelt in *Queendom* (2020) correctly put it "to handle yourself, use your head; to handle others, use your heart." It is possible, after all, to learn more of the techniques that go into leadership and put them into practice until they become second nature (Alfahad et al. 2013). While some people naturally become the head of the pack, others emerge as great leaders after years of hard work and dedication. The research revealed that effective leaders possess a specific personality profile. Leaders who emerge naturally set clear guidelines for behaviour, reward excellent performance, provide feedback, and take a management role in assigning tasks to employees (Kark et al. 2016). They also possess high emotional stability; excellent motivational and mentoring skills, a strong vision for success, and can share this vision in a way that inspires employees (Osborne-Lampkin & Folsom 2017). Unfortunately, leaders whose personalities differ from this ideal will feel unnatural leading employees, and often end up struggling should they find themselves in a leadership position. To be an effective leader takes hard work. Those who have the desire and the determination to sharpen their wits, hone their skills and accentuate their virtues can pull away and deftly lead others to success (Bridgman et al. 2016).

Principals’ leadership styles should be all encompassing to give recognition to the roles of students’ parents, staff members and students. Due to the complexity of schools, the government should involve principals in some vital policy implementation, such as staff recruitment and student admission (Olowoselu et al. 2016: 66-67).

There is a need to develop newly appointed principals’ understanding of school community expectations, to develop the skills to fulfil expanding job responsibilities, and to supplement

leadership preparation, mentoring as well as professional development programmes pertaining to specialised needs of principals (Wieczorek & Manard 2018: 16-17). For novice principals who arrive from other contexts, or who were not provided with an opportunity to develop skills as part of an internship or extended field experience in a rural setting as part of their leadership programme, the scope and expectations of the position could prove to be difficult for them to persist long-term (Osborne-Lampkin & Folsom 2017). The principal preparation programmes should consider how curriculum and field experience internships meet newly appointed principals' needs concerning a system-level approach to school leadership. Leadership preparation should integrate additional study and fieldwork that includes more considerable attention to a variety of managerial and leadership functions that principals will be required to fulfil. Leadership programmes should carefully attend to developmental readings and the study of the school communities and leadership demands.

There are implications for school superintendents, school boards, and state policymakers to recruit matched candidates for leadership positions, as well as to thoroughly vet and develop candidates' skills and commitment as part of the school mentorship or professional development programme within or across the region. Assuming current fiscal realities persist into the near future in rural areas across the Oshana Region, schools, circuits and leadership programmes should consider a long-term paradigm shift in the preparation, recruitment, and development of principals. If schools continue to require principals to fulfil multiple job responsibilities, a more coherent preparation pipeline may be required to ensure that principals are fit and prepared for school leadership in terms of knowledge, skills and affective dispositions (Wieczorek & Manard 2018: 16-17).

The structure of the schools should be made flexible, and the school culture should be aligned with the implementation of strategic plans. The government should also channel more funds to schools and offer capacity building courses for education managers, and all managers should be involved in the implementation process (Kirimu et al. 2017: 241). Adequate provision of resources for the implementation of strategic plans should be availed, as the implementation process is an expensive exercise that should be budgeted for. All stakeholders should be involved in the formulation and implementation of strategic plans.



Encouraging people to participate in and involving them in the formulation and implementation of strategic plans will make them own the process and reduce resistance to change. This requires persistent mutual trust. Schools should invest time and money in capacity building of all employees involved in the implementation of the strategic plans in order to expand their skills (ibid.).

There should be effective change management to reduce resistance to change triggered by the implementation of strategic plans. For schools to improve in strategic plan implementation, there is a need to align the school culture to the strategic plan. Principals need to look for ways to encourage employees to adjust their values and beliefs towards the school. It is also upon the principal to come up with ways of addressing issues of culture that hinder the implementation process, as most schools do not have a culture of embracing new ideas. Schools also do not have a culture of risk-taking (ibid.).

Modelling can also be applied to help schools to cover several specific aspects of the school (Ishak et al. 2010; Snell & Bohlander 2011). Modelling is essentially a system image which shows how, by whom and in what direction to take steps in order to achieve the desired results. In HRM, modelling is particularly important. Schools can apply modelling to develop new, more efficient and more effective ways of working. The school, which builds for itself a proper human resource management system, gains a competitive advantage. Such a school can be socially responsible, develop its activities to the value that would be helpful and mutually beneficial to both the school and its stakeholders. In order to gain a competitive edge and maintain competitive advantage, schools should use new business management strategies and a HRM model that creates a new culture in the school and include both KM and social responsibility aspects. The KM and the culture of social responsibility change human resource thinking, perceptions and allow the school to operate on a new and different sphere of school life. At the school level, I observed that this link between school culture and strategic plan is crucial for effective school management and leadership.

One of the typical problems experienced by principals is student discipline. Principals should develop coping strategies towards addressing issues encountered in the enforcement of students' discipline. These could be the Reality Therapy (RT) (involves teachers helping students make a positive choice by making clear connections between students behaviour and the consequences) and Discipline with European Dignity (DD) (students should be treated in a calm, serious way even in difficult situations with honest and light moral standards (Ofeimu et al. 2018: 45-46). School owners should not interfere with the principals' line of duty as these relate to enforcement of students' discipline. Communities should ensure that they protect principals and teachers in such areas from the molestation or attacks from any individual or group in that community or outside the community. This will help to encourage principals and teachers to devote attention to teaching the students. Principals should continue to think about necessary avenues to upgrade themselves in school leadership and equip themselves with the relevant sections of laws, especially as they relate to discipline in schools. This will help them to do the right thing at the right time and avoid any court problems emanating from infringement on students' rights (Ofeimu et al. 2018: 45-46).

### **5.8.2 Discussion of findings on teachers' responses to strategies that interrogate and mitigate negative factors**

The study discovered that to mitigate identified factors, principals should consider cultural differences and cater to them. They should identify and satisfy individual differences. Principals should be involved during the implementation stage of educational programmes, and they should focus on school performance. Collaboration with stakeholders will lead to better performance. Principals should influence school effectiveness. They should determine interpersonal relations between the school management and the entire staff. They should create a school culture, and they should shape the school. Principals should allow staff members to share their opinions and feelings. Staff members need effective communication.

These strategies are attributed to KM and CSR. The researcher analysed and assessed aspects of KM and CSR and their development in different HRM models. Initially, the CSR was understood to consider the needs and interests of staff members who may be affected by

business actions of the school (Lapiņa et al. 2014: 578-585) while social responsibility refers to a person's obligation to consider the effects of his/her decisions and actions on the whole social system. In so doing, they look beyond their firm's narrow economic and technical interests. For the development and implementation of the social responsibility strategy to ensure successful and sustainable operations of the school, it is necessary to identify key school stakeholders. The next step is to build quality relationships with stakeholders, namely, to identify each stakeholder's interests and needs, as well as the associated challenges and choose the most suitable strategy of cooperation with each of the parties involved. Such a strategy and subsequent activities will ensure the loyalty of the parties and the effective operation of the school, which, in turn, will contribute to business sustainability and competitiveness (Lapiņa et al. 2013).

The implementation of the socially responsible business principles depends on management expectations of the school (Snell & Bohlander 2011). However, the CSR programme implementers are people employed by the school, namely, human resources. Therefore, HRM, as one of the components of management, should play a significant role in the implementation of the CSR policy. I observed that this link is vital for effective teaching and learning to take place that result in student outcomes.

There are three criteria for comparison, namely the development of the environment, development of relationships with stakeholders and business ethics (Sumi 2011). The most important criteria are the development of the environment; the second essential criteria are developing relationships with stakeholders and the least essential criteria; in this case, are business Ethics. The first most important HRM practices are those from the soft HRM approach, namely managing work environment, safety and health, rewards and compensating staff members (Lapiņa et al. 2013).

Nowadays, it is clear that aspects of CSR are increasingly affecting HRM and business operations strategy as a whole. It is imperative to understand and estimate what the HRM model is suitable for modern school and how it fits into the KM aspects. There is a need to

incorporate KM and CSR in organisation's HRM models. These findings are in line with the human resources model applied in this study.

Concerning the implementation of scientific advances and new technologies, the nature of labour has changed in which staff members also need a higher level of education, different skills and abilities and their willingness to participate in decision-making has increased. From the school perspective, human resources encompass the people in the school, which are its staff members and the human potential available to the school (Price 2011).

Some authors support the unitary approach to HRM when principals and staff members are viewed as having common interests, and the critical function of HRM is how people can best be managed in the interests of the school. The HRM is defined as a strategic and coherent approach to the management of the school's most valued asset. These are the people or the human talent working at school who individually and collectively contribute to the achievement of its objectives (Snell & Bohlander 2011).

Other authors use more realistic pluralist views. These say that all schools contain several interest groups and interests of principals and staff members do not necessarily coincide (Lapipa et al. 2014). The HRM is defined as the attraction, selection, retention, development and use of human resources to achieve both individual and school's objectives. The yardstick of human resource outcomes is not just economic rationality, but also that stakeholder perspective is required to develop and maintain sustainable relationships with all relevant stakeholders, not just customers and shareholders.

From the above discussion, it is apparent that there are two broad approaches to HRM, that is, hard and soft approaches. Under the hard approach, staff members are considered one of the resources and thus are managed in the same way as any other resources in the school. This approach measures the HRM effectiveness by monetary criteria, including among others, cost accounting, utility analysis, economic value-added and returns on investment of human resource activities. Some organisations develop sophisticated models of how human

resource practices affect the satisfaction of customers as the most essential stakeholders without whose capital it would be impossible to continue business and reach satisfaction.

The soft approach acknowledges the importance of taking into consideration stakeholders' interests. According to this approach, staff members are an essential group of stakeholders and a distinct resource that cannot be managed like any other resource and whose interests and needs have to be taken into account. A complete evaluation of the effectiveness of HRM involves satisfaction of the concerns of multiple stakeholder groups. Soft indicators such as commitment, satisfaction, engagement, and knowledge development are also used. The soft approach is in tune with the concept of CSR, which provides the satisfaction of all stakeholders of the school, not just the owner interests.

These new HRM roles are human capital steward, knowledge facilitator, relationship builder and rapid deployment specialist. The strongest factor supporting the activities related to applications of KM initiatives are qualifications and school culture. The motivation of principals and staff members was less effectively supporting. Sumi (2011) posits that the KM model shows support for the implementation of the HRM activities such as training and development, performance management system, compensation, selection and payroll administration, providing feedback, communication and flow of information. This support will contribute to schools' objectives (Farah 2013: 14-15). I propose that such a practice should manifest itself at the school level to enhance effective teaching and learning to take place that results in student outcomes.

Human Resource (HR) plays critical role in knowledge creation, retention, sharing and innovation in school. The influence of KM on HRM attempts to facilitate the implementation of HR practices by applying information technology and KM in the school. The KM provides a medium for HR to perform human resource programmes and human resource practices in a better way and with higher quality (Davoudi & Kaur 2012). Previous studies have shown that appropriate human resource practices influence school performance positively (Lapiņa et al. 2013). Similarly, some studies argue about the positive influence of KM on school outcomes (Lapipa et al. 2014). Davoudi and Kaur (2012) emphasised on the

integration of KM and HRM, which gives a synergistic effect. Integrating HRM with KM in the school leads to school superior performance, efficiency, effectiveness, productivity and survival in today's competitive advantages that can be named as the ultimate goal of all schools.

Having analysed the HRM model described above, the researcher concluded that CSR and HRM models ensure achieving the school and staff member individual goals, taking into account the school's impact on the external and internal environments. Social responsibility and KM should be the foundation for the sustainable school culture. Schools operating in a socially responsible manner may have a different understanding of human resources and apply different HRM models. To be most effective, the school should be able to adapt to different circumstances and changes in the external and internal environments and consider the change and the KM thereby creating the HRM model best suited to any situation and environment.

Leadership comes with a wide range of responsibilities, pressures and much weight to carry on principals' shoulders. Principals should possess leadership qualities needed to be a great leader (Alfahad et al. 2013). Whether they worked hard to develop leadership qualities, or they are one of the lucky ones to be born that way, they should be in a high position to lead employees towards success. Leadership abilities are in high demand; and principals should get what it takes (Osborne-Lampkin & Folsom 2017). Principals should be competent and know how to handle employees with finesse.

## **5.9 DISCUSSION OF FINDINGS ON MANAGEMENT STYLES THE PRINCIPALS USE IN OSHANA REGION**

### **5.9.1 Discussion of findings on principals' responses to prevailing management styles**

The study discovered that the majority of principals used the democratic management style whereby staff members take part in decision-making, collaborating effectively and being consulted in most issues. The commonly used management style is democratic, but some teachers tend to take the style for granted and go beyond its limits. The majority of principals used the democratic management style, but others used the autocratic

management style at the most appropriate time. Literature in education management puts heavyweight to support the democratic style (Andende 2016: 44; Hardman 2011; Jiang 2014: 51; Okoroji et al. 2014: 180). From these studies, the democratic management style is effective at enabling and improving teachers' performance which results in student performance.

The study discovered that perceptions towards management styles have four ways of effects on the life of the school. In any school, principals are perceived to be either autocratic, paternalistic, democratic or *laissez-faire*. Each of the management styles has two ways of effects which are either positive or negative. Principals who are perceived to be autocratic have little freedom to share their views with staff members while those who are perceived to be democratic have the freedom to share their views with staff members. Principals who use the democratic management style are perceived to be those with a vision for the development of the school and those who aimed at developing and shaping staff members to be accountable and responsible staff members (Cheloti et al. 2014: 29).

Principals who use the democratic management style are also perceived to be those with excellent communication skills. When staff members view a management style positively as was the case for principals in this study, staff members become part of the decisions that the principal makes. Studies showed that the involvement of staff members in decision-making yields high productivity in terms of work outputs (Ejimabo 2015: 1-3; Waters 2013). In line with this thought, Nsubuga (2009) observed that the principal who uses the democratic management style to build trust, respect and commitment allows staff members to have a say in decisions that affect their goals and how they do their work.

Principals are perceived to be those who delegate tasks within the scope of staff members' job description to maximise their ability and full potential. Ali (2011) opines that principals should take the school to the position that all stakeholders expect it to be while inspiring staff members to be successful in their work. For example, staff members from a school who are involved in coming up with the site for construction of a classroom in the school might

feel much honoured if their opinions are considered, and this could make them have a responsibility to ensure that the building is ever kept clean.

The principal's presence to staff members encourages them to improve their performance because it gives them a chance to express themselves freely. Principals can build staff members' personalities through guidance and counselling. The relationship established between schools, staff members and learners is essential for school success. Bernaldez and Gempes (2016: 743-748) and Lane (2016: 54) add that staff members' commitment implies that they feel valued for their contribution to achieving school goals. Principals should be concerned with staff members' welfare so that staff members should feel a sense of belonging while developing a desire to go to work. This relationship is very critical for the school's survival. I also observed that principals need to manage and motivate staff members because they are the cornerstone of school performance.

The study discovered that the autocratic management style is best known for maintaining order and discipline in the school. However, if not well utilised, it can lead to conflicts within the school due to imposed decisions by the principal on staff members. Although the autocratic management style is considered to be an appropriate style to maintain discipline, to prevent power struggle, to give clear directions and to make quick decisions, it can also lead to a dependency syndrome which blocks innovative and creative thinking, resulting in the lack of personal development in staff members. Principals who use the autocratic management style have poor communication skills and lack empathy. They are usually perceived to be challenging individuals because they usually do not delegate activities to staff members.

Acceptance of criticism from staff members is not welcomed in the autocratic management style unless if it is from the principal's favourites. These principals are perceived to be those who are after fulfilling their own desires in the expense of making staff members feel comfortable at school. The human resources model emphasised the involvement of staff members in the smooth running of the schools. In line with this argument, Hardman (2011) adds that staff members who are abandoned experience negative perceptions towards their



principals. Staff members' lack of involvement in decision-making usually has a negative impact on their performance. I observed that such practice leads to a high level of unsolved complaints, strike actions, and disputes.

The study discovered that principals who use the autocratic management style are perceived to be those who do not allow staff members to be involved in decision-making because they fear criticism. They are always perceived to be right, and their decisions are always right. In line with these perceptions, unrealistic time demands on work done by staff members who accept collective responsibilities from management may usually lead to negative perceptions of management and negative self-efficacy. Poor behaviour such as late coming, absenteeism and laziness usually compromise the quality of teaching and learning outcomes. Henderson (2014) adds that poor management of staff members and lack of a sense of responsibility and accountability means that staff members often get away with underperformance while at times result into gross misconduct behaviours from staff members. The high rate of staff members' absenteeism has been consistently reported in surveys in Africa, Asia and South America (Gitaka 2014). These behaviours can be attributed to low levels of staff member commitment and accountability.

In light of the above discussions, it can be concluded that the principals subscribe to two approaches that are poles apart, namely the task-oriented approach and people-oriented approach (Boonla & Treputtharat 2013: 992). While focusing on the task by employing the autocratic management style, as is the case with most private schools, the school will not achieve its goals while teachers are neglected. Focus on teachers by employing the democratic management style, as is the case with most public schools, renders the school's goal being achieved while teachers are taken care of.

### **5.9.2 Discussion of findings on teachers' responses to prevailing management styles**

The study discovered that the prevailing management style used by principals is a democratic management style followed by the autocratic management style. The principal uses the democratic management style in which staff members are encouraged to be team players creating a team spirit. Staff members are encouraged to participate in all tasks that

benefit the school. The principal uses the democratic management style whereby a collection of relevant information is collected, and later on, analysis is made to find the last and suitable decision to be followed. A majority of the principals use the democratic management style which allows staff members to be fully involved, but at a specific time, the principal allows teachers to work on their own once he/she is confident that they know their work and they do not need supervision. This practice is associated with the application of the *laissez-faire* management style.

The principal delegated more activities to staff members to ensure that everyone was involved in the functions of the school while ensuring that everyone was involved in the decision-making process. Principals are perceived to be flexible and understanding. This does not mean that principals should undermine their principalship. They should create a conducive environment for staff members to interact freely. This is in line with the human relations model, which emphasizes interaction. Principals are also perceived to be those who believe in consultation, discussion and those who seek advice from staff members for the betterment of the school. This is in line with Hardman (2011) who adds that staff members in productive schools have principals who insist that decisions have an educational meaning and involvement of staff members has a very positive effect on the life of the school.

The study established that principals develop skills and competencies of staff members to improve their performance. They are perceived to be mentors of staff members because they remind them of their roles and responsibilities. These findings are in line with Karori et al. (2013) who state that the democratic management style leads to the essence of goal ownership since all players in the group perceive policies and goals they set as theirs hence they work hard to achieve them. However, Smith (2016) argues that staff motivation depends on effective school management, particularly at the school level. If systems and structures set up to manage and support staff members are dysfunctional, staff members are likely lose a sense of responsibility and commitment. I observed that the management of staff members is most crucial at school level where the importance of staff members' work and their competence in performing their tasks is influenced by the quality of both internal and external supervision.

In the democratic management style, principals are perceived to be good listeners who can handle conflicts and who usually involve staff members in the school. Principals are perceived as those who observe punctuality and inspire staff members to do the same. They are perceived to be trustworthy and exhibit confidence while considering the needs and feelings of staff members. Principals are perceived to be those who use their influence to inspire staff members while developing and following the action plan for the school. These findings are in agreement with Gitaka (2014), who states that principals who use the democratic management style influence staff members' level of satisfaction. It was further discovered that if the democratic management style is well utilised, it may improve school life and learners' performance while staff members take responsibility for their work. Such practice is critical for the development, achievement, sustainability and survival of the school and its reputation.

Principals should show some desire to strive for improvement and development of the school. While they may not be willing to adopt all the latest business ideas (why mess with what works?), they do seem to be open to change and innovation. They should take calculated-risks, and continuously keep their eyes on the horizon for the latest happenings in the business world. This forward-thinking approach keeps the school competitive and staff well trained. However, principals face many complicated and sensitive tasks daily, from taking a business risk to firing an unproductive and troublesome employee. They should make sure to keep the school culture and values in mind when managing schools. They should ensure that they are not pushing the school in a direction that is contrary to the established culture and values, otherwise the majority will feel uncomfortable with this, and their leadership will very likely be rejected (Omar 2016). In other words, what seems utterly unreasonable in their point of view might make perfect sense in someone else's point of view. Perhaps the ideal solution lies in the middle of the continuum. Principals should try to keep some distance from the issue and be objective.

They should recognise that employees look to them as examples. Many people are influenced to act deceitfully when they are in an environment beset with dishonesty. Others

observe every action the principal makes, and they model after that behaviour. When making a decision, principals should consider whether they will be proud of it down the line. Rather than acting now, principals should take a more long-term perspective. Making an illegal or unethical choice to save money, time, or effort will likely come back to haunt them later on. The management and leadership roles of school principals are of great significance in building a winning school; ensuring quality education and improving teacher and learner performance. School principals ought to regularly monitor how well teachers are teaching and how well learners are learning and performing. Principals ought to observe how teachers are teaching and give guidance and assistance where necessary (Essex 2011: 110).

### **5.10 CONCLUSION**

This chapter presented the discussion of this study's research results on the effects of principals' management styles on the functionality of schools in the Oshana Region in Namibia. A discussion of research results was presented according to themes derived from the study's objectives and questions. Themes that emerged in between objectives and questions of the study were clearly stated. Inferences were made in support of other studies in line with the topic and necessary arguments were put forward. The next chapter presents the conclusion of the study and tables the recommendations to policymakers and other academics.

## **CHAPTER 6**

### **CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY**

The preceding chapter discussed the results of this study. This chapter concludes the study and makes recommendations based on the discussion and findings of the study. The chapter then presents limitations and suggestions for further studies.

#### **6.1 CONCLUSIONS**

This study explored the effects of principals' management styles on the functionality of the schools in the Oshana Region in Namibia. The study yielded findings to enable the researcher to conclude that the principals' management styles depend on gender, school level, teaching experience, the total number of years at current school, the total number of principalship experience and principals' qualification. Based on these findings, it can be concluded that there is a direct link between principals' demographic characteristics and principal management styles that also have direct effects on the life of the school and its people. Findings from the study concluded that gender has a direct effect on principals' ability to manage the school. The study also concluded that male-led schools are more disciplined than the ones led by females.

Evidence from the study concluded that school level determines the types of teachers the school gets. The study also concluded that if a school is a junior or senior primary, such school is easy to manage and discipline than junior or senior secondary school. In other words, junior and senior primary phases are easy to manage, and learners are easy to guide.

Evidence from the study concluded that experienced principals endeavour to maintain the dignity of the profession by respecting and obeying the law and by demonstrating personal integrity. The study concluded that principals' years of experience implies that the longer the experience, the more skills, knowledge, wisdom, enthusiasm and diligence in carrying out tasks and shaping the school culture. Based on these findings, it can be concluded that

experience exposes principal to more diverse ways of managing the school because the more the years, the better the experience.

Findings from the study concluded that principals' most prolonged stay at a particular school has an effect on the life of the school. The principal tends to know colleagues and community better. The principal who stays longer at school finds it easy to run the school. Based on these findings, it can be concluded that principals become well acquainted with school programmes, activities, staff members and the immediate community.

Findings from the study determined that principals' qualifications influence the direction to which the principal leads the school. Principals' qualification has a positive effect on the progress and performance of the school. The study concluded that qualified principals have knowledge and skills to manage the school effectively. They know different management strategies to improve the school. Based on these findings, it can be concluded that principals' qualifications enable them to acquire knowledge and skills that help them to work effectively with other team members.

Evidence from the study concluded that principals received training in various areas of management. In other words, several training platforms were received. This training is perceived to help principals to manage and transform the school. However, the study concluded that principals received different training with different timeframes; this implies that there was no uniformity on the type and length of training received.

Findings from the study concluded that the MoEAC should provide policy guidelines stipulating conditional mandatory practice of ICT reforms in schools without which school principals would be held responsible. In other words, the MoEAC should provide mandatory policy guides and ICT training materials to all principals to facilitate the ICT implementation process in the schools' curriculums and instructions.

This study has yielded findings to enable the researcher to conclude that there is a direct link between principals' management styles and the life of the school that have direct effects on

the functionality of the school and its people. This link is attributed to how the school operates, is managed and the approaches and methods used by principals to manage and lead the school.

Evidence from the study concluded that principals practised various management styles in schools depending on the situation at school. It was, however, concluded that each principal practised at least two management styles of which one was more dominant than the other. Nevertheless, it was evident from the study that a democratic management style was the most favoured management style. Although the autocratic management style was perceived to bulldoze staff members, its use was still recommended to speed up implementation of plans and to force staff members to do their work within the stipulated time. Findings from the study concluded that these management styles have direct effects on the performance of the principal, staff members and the effectiveness of the school, which results in student outcomes.

Findings from the study established that the approaches and methods used by the principal to lead the school have many effects on the life of the school. How the principal influences or changes the life of the school has an effect on the functionality of the school. Findings from the study concluded that effective leadership promotes democracy and improves performance. Findings from the study also concluded that principals are character builders who are directly in charge of staff members. This makes them have more power on staff members and find it easy to control them. This study also concluded that principals tried to bring staff members closer to school activities. Based on these findings, it can be concluded that principals' management style has much effect on the life of schools that positively or negatively affect the livelihood of the school, principals and teachers' performance in many ways.

Evidence from the study concluded that staff members were able to perform under the four management styles. However, the concern was on the level of the performance under each management style. The use of management styles include autocratic, paternalistic; democratic and *laissez-faire* perceived to be used in schools.

Findings from the study concluded that many strategies could be used to mitigate the identified adverse effects of each management style. These strategies imply that principals should write down the strengths and weaknesses of the four management styles. They should take note and make the final decision. However, they should involve staff members in decision-making. Principals should decide on how to tackle issues that need serious attention and immediate intervention and take an amicable solution that will less affect staff members. Principals should delegate different tasks, duties to staff members while organising teambuilding activities. They should share the mission and vision of schools with stakeholders. The study concluded that staying away from the principal resulted in low staff member participation in school activities. It was concluded that a two-way communication channel is an essential process in the school.

Findings from the study concluded that the most effective principals were those who were knowledgeable about individual personalities that made up the team. This led to meeting the challenge of developing management styles that had effects on building a reliable team and that motivate higher quality of staff members' production. Principals should take decisions that best suit the working environment. They should also hold staff members responsible while solving problems on their own. They ought to engage staff members and ask for their contributions on how specific tasks should be performed. Principals should predetermine the outcomes and effects of the four management styles. They should re-evaluate their style of authority on tasks if better work performance is to be achieved. Principals should enlist the active cooperation of both staff members and learners, and they should involve them in taking decisions. Staff members should take part in co-curricular activities to enhance the school spirit through interscholastic activities. In other words, principals should allow staff members the opportunity to contribute to co-curricular activities. They have a duty to create opportunities to make this happen.

Evidence from the study concluded that principals need to improve the mode of communication to ensure that every staff member has access to information pertaining to any change or latest development at school. When communication in school is enhanced, staff members' performance is increased. Principals should understand that staff members



depend on them for any latest development in the region and the ministry at large. This information needs to be communicated timely. Based on these findings, principals are the mouthpiece of the school that has to represent the school.

This study has yielded findings to enable the researcher to conclude that there are many challenges experienced by principals in employing the four management styles. Principals experienced challenges in solving school-related problems and in creating an atmosphere of acceptance by staff members. Staff members prefer different management styles, but there is a challenge on how to balance these management styles and how to assess their effectiveness. Based on these findings, principals must hold qualifications appropriate to their positions. It is also advisable that principals should be experienced and well trained to provide the necessary management and leadership skills to staff members.

Evidence from the study concluded that the time taught by principals differs from school to school and across regions as schools use different choices of timetable cycles. Findings from the study concluded that time allocated to subjects depends on curriculum content, practical work, grade level, age of learners as younger learners have shorter attention spans than older ones. The numbers of lessons also depends on school phases.

Findings from the study concluded that learner home environment is fundamental to teaching and learning and parental participation in school activities is highly encouraged. Parents are critical stakeholders in education, especially in improving learning. This is one of the reasons why human and financial resources are made available to improve adult education, as parents must be able to assist their children with understanding homework.

Evidence from the study concluded that a large proportion of the population in Namibia live in rural areas, and learners from these areas are often expected to participate in household chores fully. At the same time, many families struggle to make ends meet and parents may often not help with or check homework because they do not have time to do so. The unavailability of electricity may also hamper efforts to check homework, while some parents may not be able to read and write especially parents from deep remote areas.

Findings from the study concluded that challenges experienced by principals in employing the four management styles attributed to barriers such as cognitive hurdles, resource hurdles, motivational hurdles and political hurdles. The cognitive hurdle is when principals cannot see that radical change is required while resource hurdle means insufficient resources are available to implement the practice successfully and motivational hurdle discourages and demoralises staff members. Political hurdle brings internal and external resistance to change.

Evidence from the study concluded that significant attention should be given to staff members to become strategic partners. This concept leads to the formation of SHRM, which is an integration of strategic management and HRM. The SHRM points to the contribution of staff members to school performance. In other words, there is a link between schools strategy and staff members' practices that are implemented in the school. Staff member activities face some challenges in practice. The use of a dominant management style inhibits the management of schools and staff members' performance and practice.

Findings from the study concluded that HRP play a vital role in securing school competitive advantage. This is done by ensuring the right people with necessary and adequate skills are rightly placed at the right time. This is also done by retaining staff members through strategic policies and engaging in operational strategies in order to make sure that staff members move in the right perspective by putting in place standards, sound reward systems and staff members and principals' relationships. It can also be done by studying the functions of staff members, job analysis, gathering information on each job and organising and compiling job descriptions which could be used during recruiting qualified candidates from which the selection can be made.

Evidence from the study concluded that occupational safety, security and health are important to schools. Based on these findings, it can be concluded that there is a need to provide a safe and secure working environment to reduce accidents and injuries. Principals should ensure that work is planned in a manner that staff members' health will not be at stake.

Findings from the study concluded that it is essential for principals to develop strategies and communicate principals' and staff members' terms of reference. Staff member activities associated with staff members' relations should be addressed as a matter of urgency. Staff members' commitment should be encouraged. Based on these findings, it can be concluded that principals are faced with many challenges where in unique opportunities to increase productivity have a direct link with school performance and staff members' performance and practice.

Findings from the study concluded that many strategies could be used to mitigate the negative effects of these identified challenges. Principals should clarify and provide valid reasons with detailed information on specific issues affecting the school. They should employ teambuilding exercises. Principals should talk to individual staff members while involving school board members. They should involve staff members in the management process and explain the reasons for using chosen management styles. Principals should also raise funds together with staff members. They should also link with other stakeholders in education. Based on these findings, it can be concluded that principals should prioritise, plan and draw up the schedule of activity and communicate the schedule to staff members.

Evidence from the study concluded that one way of mitigating some of these challenges is by taking into account critical points on management continuum such as organisational power of the principal and the perceptions of staff members on organisational power. Another way of mitigating some of the challenges is by looking at the impact of each management style and its current effects on the principal, school commitment, job satisfaction, communication and managerial effectiveness vis-a-vis school structure such as the type of branch and principal's individual traits such as age and level of education.

Findings from the study concluded that the barriers identified in this study could be mitigated by pointing out the number of insufficient resources. Principals should reduce resources that are not adding value (cold spots) and transfer them to those practices that have a high potential performance gain (hot spots). They need to sort out the problems of unsatisfied staff members. Principals should bring problems to dialogue and ensure that

everybody follows the improving storyline. They should identify and silence internal opponents by building alliances with natural allies while isolating external opponents. Principals should work on the major influences, the champions of change.

Evidence from the study also concluded that other strategies include observing how staff members react to tasks delegated to them whilst employing a one-on-one professional dialogue. Principals should also use different management styles in different situations. They should study a situation and apply the management style that best suits such a situation. Principals should make sure that the system used embraces diversity. They should give clear explanations and instructions, delegate tasks while giving proper feedback on tasks performed. They should create communication patterns to help staff members to express their needs, emotions and feelings. They should focus on teambuilding in order to foster an atmosphere of cooperation. Based on these findings, it can be concluded that principals should build relationships and encourage staff members' collaboration. They should know each staff member well enough to make valuable suggestions.

Findings from the study concluded that principals should re-evaluate ways they can increase job satisfaction. They should consider staff member initiatives. Principals should make flexibility a priority by working with staff members, work hours and schedules largely as possible. They should create a pleasant environment, and they should allow staff members to bring in items for discussion to make staff members' workspace representative. Principals should also reward all staff members' efforts.

This study has yielded findings to enable the researcher to conclude that many factors determine the choice of management styles. These factors include staff members' characteristics and their level of understanding. They also include staff members' request, principals' responses to criticism, school culture, school climate, availability of resources, whether staff members are qualified or not, capacity building and dissemination of information. Other factors include principals' attitudes, principals' personality, types of tasks to be completed, staff members' personalities and school diversity. The study concluded that these factors include teachers' behaviours and teachers' attitudes towards

work. The school setting and the school's environment determine the choice of management style. These factors include staff members' level of education, enrolment of teachers and learners, the level of school performance and the school vision. These factors include school structure as well as staff members' career path and the school of the manager. Other factors to consider include the principal's personal qualities, reasons for principal's emergence and his/her education.

Findings from the study concluded that these factors include cultural factors, staff members, and the situation the principals find themselves. They include personal factors, psychological factors and social factors. These factors include human and material resources, economic factors, staff members' roles, environmental factors and personality factors. They also include personal preferences, previous experiences, staff members' attitudes, principals' relationship with staff and the length the principals stay at school. Other factors include accountability, building teamwork, flexibility, agility and communication.

Findings from the study concluded that many strategies could be used to mitigate the negative effects of these identified factors. Principals should learn to say NO directly, calmly without any hesitation, and they should give explanations to concerning issues. They should request assertively, state the need, ask for action and give reasons for the request. Principals should try to be firm, direct, clear, tactful and be compassionate. They should encourage active participation. A supportive environment enables the school to perform, encourages learners and staff members to achieve excellent results. Findings from the study concluded that the key dimensions to HRM include commitment, flexibility, quality and integration.

Evidence from the study concluded that human capital is one of the four types of assets managed in the school besides physical assets, financial assets, human assets and intangible assets. Human assets operate at the pivot of the operations. Based on these findings, it can be concluded that human assets control, guide, and manage the use of other assets in order to achieve school goals.

Findings from the study concluded that the quality of teaching and learning depends on the quality of teacher training. Particular focus ought to be placed on aspects of KM, CSR and their development in different HRM. Evidence from the study concluded that knowledge has emerged as an asset to be valued, developed and managed. If HRM is about managing staff members effectively and if staff members' most valuable resource is knowledge, then HRM and KM are closely interrelated.

Evidence from the study concluded that principals should consider cultural differences and cater to them. They should create a school culture and shape the school. They ought to identify and satisfy individual differences. Principals should influence school effectiveness. They should be involved during the implementation stage of any educational programmes, and they should focus on school performance. Such focus will result in a better decision-making process, and it will lead to more effective operations of the school. Collaboration with stakeholders will lead to better performance. Principals should determine interpersonal relationships between school management and the entire staff. Staff members need effective communication.

The study concluded that there are two broad approaches to HRM, that is, hard and soft approaches. Under the hard approach, staff members are considered one of the resources and thus are managed in the same way as any other resource in the school. The soft approach acknowledges the importance of taking into consideration stakeholders' interests. According to this approach, staff members are an important group of stakeholders and a distinct resource that cannot be managed like any other resource and whose interests and needs have to be taken into account. Human resource plays a critical role in knowledge creation, retention, sharing and innovation in the school. To be most effective, the school should consider change and KM, thereby creating the HRM best suited to any situation and environment.

This study has yielded findings to enable the researcher to conclude that a majority of principals use the democratic management style in which staff members take part in decision-making, collaborate effectively and are consulted in most issues. The study

concluded that involvement of staff members in decision-making yields high productivity in terms' work output. The study also concluded that the commonly used management style is democratic, but some teachers tend to take the style for granted and go beyond its limits. The majority of principals used the democratic management style, but some principals used the autocratic management style at the most appropriate time. The study concluded that in any school, principals are perceived to be either autocratic, paternalistic, democratic or *laissez-faire*. Each of these management styles has a two-way effect, which is either positive or negative.

Findings from the study concluded that the democratic management style was effective in improving principals' performance. Although principals appreciated the democratic management style, they also gave a genuine concern that if it was not well utilised, it was likely to lead to a *laissez-faire* management style. Based on these findings, it can be concluded that effective principals were those who were knowledgeable about individual personalities that made up the team. This helped them to take an interest in school success and its policy development.

Evidence from the study concluded that principals used the democratic management style in which staff members are encouraged to be team players, which encourages team spirit. The study also concluded that staff members are encouraged to participate in all tasks that benefit the school, but at a specific time the principal allowed teachers to work on their own once he/she was confident that they know their work and they do not need to be supervised. Principals are perceived to be mentors of staff members because they reminded them of their roles and responsibilities. They are perceived to be good listeners who able to handle conflicts and who usually involve staff members in the school. Based on these findings, it can be concluded that if a democratic style of management is well utilised, it may improve school life and learners' performance while staff members take responsibility for their work.

## **6.2 RECOMMENDATIONS**

In light of the findings of this study, the following recommendations were made:

- The democratic management style should be used by principals to improve and enhance their performance, life of the school, learner performance and allowing staff members to take responsibility for their work.
- Principals should use both the democratic and autocratic management styles to strike a balance between the two and to avoid manipulation of one particular management style against the other one.
- The study recommends an urgent need for principals to study and learn the application of four management styles and their impact on teaching and learning, which result in student outcomes.
- The MoEAC should empower school principals with education leadership and management qualifications in addition to a teaching qualification and experience to enable them to promote and enhance service delivery within the ministry.
- Principals should stay at school for the stipulated number of years to give them time to improve the school and to train and groom future leaders and administrators.
- The MoEAC should mobilise workshops to capacity build newly appointed principals on how to manage, lead and administer schools.
- The CPD should be developed and intensified with the help of SIP to improve both teachers and student performance.
- The NIED should consider providing policy guidelines on the type and frequency of training to all principals in all 14 regions.
- The MoEAC should provide mandatory policy guidelines and ICT training materials to all principals that facilitate the ICT implementation process in schools' curriculums and instructions.

### **6.3 LIMITATIONS OF THE STUDY**

This study had several limitations that should be taken into consideration.

Only ten principals and ten teachers were selected for the interview sessions and open-ended questionnaire in which the effect of principals' management styles on the life of the school was a feature of interest. The researcher utilised a criterion purposeful sampling technique, and only principals and teachers with seven years of experience or above in principalship and other managerial activities were selected. This selection may have influenced responses.



Numerous principals and teachers responded that they were inundated with requests to participate and contribute to various research projects and that they were inundated with work. Therefore, for these reasons they were unwilling to participate in this study. As a result, it took more than two months to accumulate an acceptable response rate. Factors such as these should be taken into consideration when interpreting results.

Parents and students' inputs were not incorporated into this study. The inclusion of perceptions of parents and students can be considered in future studies.

The researcher attempted to explore the effects of principals' management styles on the life of the school in which principals were influential individuals in the school. Their responses might be affected by this.

The researcher also attempted to explore the effects of principals' management styles on the life of the school in which teachers were selected from the same schools as principals. Their responses might also be affected by this.

While 20 participants was an acceptable number for this case study, the results of this study cannot be generalised beyond 20 participants or the Oshana Region from which the sample was taken.

The sample size included only public school principals and teachers who volunteered to participate in this study with the exclusion of private school principals and teachers. The question of generalisability to private school principals and teachers is a limit.

#### **6.4 FURTHER STUDIES**

The results of this study proposed several potential directions for future research.

Firstly, a recommendation is made that a qualitative study similar to the current study should be undertaken across a broader range of schools settings in the Oshana Region to determine whether results from this study can be replicated. Alternatively, a quantitative study can be

undertaken which may include more extensive educational settings such as all 14 Regions in Namibia in order to determine whether results from this study can be generalised.

Secondly, this study adds the dimension of emerging themes pertaining to the link between principals' management styles and the life of schools that had not been considered previously. These emerging themes add value, greater depth and meaning to the overall understanding of principals' management styles concerning the functionality of the school. This suggests a need for more considerable and potential research in these areas.

Thirdly, future research can be undertaken to include perceptions and inputs from parents and students since their perceptions and input were not included in this study.

Fourthly, the theoretical framework used in this study provides a platform for greater exploration pertaining to the characteristics of school management that have not yet been fully explored. These are the development of the environment, development of relationships with stakeholders and business ethics. Research on these characteristics holds potential benefits for educators who work in various management positions in schools.

Lastly, this study did not exhaust all the challenges experienced by principals in employing management styles in the Oshana Region. Other issues emanated from the study that require further investigation are parental involvement, inadequate teacher supply, insufficient funds, delays in release of funds by the MoEAC, shortage of physical facilities and learning materials. A study can be carried out in the Oshana Region to investigate these challenges. This study is necessary because these challenges may have compromised quality teaching and learning, which is regarded as the core function of the school.

## **6.5 CONCLUSION**

In conclusion, this chapter made recommendations that emanated from the findings of this study. The chapter then gave limitations of the study and proposed several potential directions for future research.

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# LIST OF APPENDIXES

## Appendix 1: Ethical clearance certificate from the Research and Publication Unit



### UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/06/12

Ref: **2019/06/12/35913398/12/MC**

Dear Mr Shapaka

Name: Mr R Shapaka

Student: 35913398

**Decision:** Ethics Approval from  
2019/06/12 to 2024/06/12

**Researcher(s):** Name: Mr R Shapaka  
E-mail address: rehashapaka@gmail.com  
Telephone: +26 46 523 0461

**Supervisor(s):** Name: Prof PR Machaisa  
E-mail address: machapr@unisa.ac.za  
Telephone: +27 12 429 4560

**Title of research:**

**Effects of principal's management styles on functionality of schools in Oshana  
Region in Namibia**

**Qualification:** D. Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/06/12 to 2024/06/12.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/06/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions 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.



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

## Appendix 2: Letter of approval from the Director of Education



REPUBLIC OF NAMIBIA



OSHANA REGIONAL COUNCIL  
DIRECTORATE OF EDUCATION, ARTS AND CULTURE  
*Aspiring to excellence in Education for All*

Tel: 065 229800 Fax: 065 229833  
Enquiries: Gerhard S. Ndafenongo  
E-mail: [ndafenongogs@gmail.com](mailto:ndafenongogs@gmail.com)  
Ref no: 13/2/9/1

906 Sam Nujoma Road  
Private Bag 5518  
Oshakati, Namibia

Mr Rehabeam Shapaka  
[rehashapaka@gmail.com](mailto:rehashapaka@gmail.com)  
+264 65 230461

Dear Mr Shapaka

**RE: PERMISSION TO CONDUCT AN ACADEMIC RESEARCH IN 10 SCHOOLS IN OSHANA REGION, REPUBLIC OF NAMIBIA**

1. With reference to the caption in the subject line, your letter is hereby acknowledged;
2. Kindly be informed that permission is hereby granted to conduct the study entitled: **Effects of principal's management styles on functionality of Schools in Oshana Region in Namibia**. The selected sites are Ekamba JPS, Okatana SS, Oshihenge CS, Iviyongo CS, Eheke SS, Omagongati CS, Kandjengedi PS, Shapwa PS, Hashiyana PS and Gabriel Taapopi SS. You are hereby requested to represent this letter of approval to the principals of selected schools to illustrate that the research is authorised, authentic and procedures are adhered to.
3. This permission is subject to the following strict conditions; (i) There should be minimal or no interruption on normal teaching and learning, during a class or scheduled afternoon session, (ii) Ethical issues of confidentiality and anonymity should be respected and retained throughout this activity i.e. voluntary participation, and consent from participants, and (iii) the permission is valid for the entire academic year 2019.
4. Both parties should understand that this permission could be revoked without explanation at any time.
5. Furthermore, we humbly request you to share with us your research findings with the Directorate of Education, Arts and Culture, Oshana Region. You may contact Mr GS Ndafenongo, the Deputy Director: Programs and Quality Assurance (PQA) for the provision of summary of your research findings.
6. I wish you the best in conducting your study.

Yours Sincerely

  
HILENI M. AMUKANA  
REGIONAL DIRECTOR

*All correspondence should be addressed to the Chief Regional Officer*

### **Appendix 3: Request for permission to conduct research at Oshana Region**

**Title of the study:** The effects of principals' management styles on the functionality of schools in Oshana Region, Namibia

19 July 2019

The Regional Director  
Directorate of Education, Arts and Culture  
Oshana Regional Council  
Private Bag 5518  
Oshakati  
+26465229825

Dear Mrs Amukana

I, Rehabeam Shapaka am doing research under supervision of Pertunia Rebotile Machaisa, a professor in the Department of educational leadership and management towards a PhD at the University of South Africa. I have funding from Namibia Students Financial Assistance Fund for tuition and non-tuition fees. I am inviting your Directorate to participate in a study entitled the effect of principals' management styles on the functionality of schools in Oshana Region in Namibia. The aim of the study is to explore the effects of principals' management styles on the functionality of schools in Oshana Region in Namibia. Your Directorate has been selected because the study will employ a population of ten principals and ten teachers in ten schools in junior/senior primary, junior and senior secondary schools in Oshana Region in Namibia.

The study will entail principals and teachers who will be interviewed in person individually in which the researcher will administer the interview using interview schedule. Individual principals and teachers will be assigned participant number which will be carried over into the transcribed interviews. Since the researcher will record the interview session, he will ask principals and teachers to identify themselves by name at the beginning of the session; having them do so will help the researcher identify different speakers when he transcribe the session later on. The researcher is hopeful that the study would add new insights into the

diverse and dynamic field of management while enhancing principals' knowledge and skills to manage and thrive in the knowledge-driven and highly competitive 21<sup>st</sup> century schools.

Participants' answers will be given a code number and they will be referred to in this way in data, any publications, or other research reporting methods such as conference proceedings. There will be no reimbursement or incentives for participation in the research. If you would like to be informed of the final research findings, please contact Rehabeam Shapaka on +26465230461 or [rehashapaka@gmail.com](mailto:rehashapaka@gmail.com) The findings are accessible for the period of one year after the completion of the study.

Yours sincerely

.....

Rehabeam Shapaka

Student researcher



## **Appendix 4: Participant information sheet**

### **Participant information sheet**

16 September 2019

**Title of the study:** The effects of principals' management styles on the functionality of schools in Oshana Region, Namibia

Dear prospective participant

My name is Rehabeam Shapaka and I am doing research under the supervision of Pertunia Rebotile Machaisa, a professor in Department of educational leadership and management towards a PhD at the University of South Africa. I have funding from Namibia Students Financial Assistance Fund for tuition and non-tuition fees. I am inviting you to participate in a study entitled the effects of principals' management styles on the functionality of schools in Oshana Region in Namibia. This study is expected to collect important information that could lead to findings of the study that would result in a thesis for a PhD that could further be processed into a research report, journal publications and conference proceedings, but that your participation will be kept confidential unless otherwise specified. You are invited for this study because you are the main pillars of school optimisation who are directly involved in organising and managing schools and are mostly held responsible for the smooth running of the school. By implication, the success of any school depends on the quality, skills, knowledge and commitment of the principal and teachers of that school.

The study involves principals and teachers who will be interviewed in person individually in which the researcher will administer the interview using interview schedule. In other words, principals and teachers will answer questions as part of interview session because interaction among the interviewees will likely yield the best information. Individual participants will be assigned participant number which will be carried over into the transcribed interviews. Interview session will be recorded on a digital voice recorder and deleted once transcribed. Since the researcher will record the interview session, he will ask participants to identify themselves by name at the beginning of the session; having them do so will help the researcher identify different speakers when he transcribe the session later on. The interview session will meet one time per session for up to one hour and 20 minutes depending on the amount of discussion. I

obtained your contact details from the Directorate of Education, Arts and Culture in Oshana Region where all contact details of participants are listed. Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form.

The aim of this study will be to explore the effects of principals' management styles on the functionality of schools in Oshana Region in Namibia. This study will be of great value to principals and teachers because it will point out the prevailing management styles which help principals and teachers to enhance and improve management of the school. Principals and teachers will also be able to understand and point out challenges experienced in employing different management styles and what need to be done to mitigate these challenges which will help them to cope with the demanding and ever-changing school. Principals and teachers will also learn various effects each management style has on functionality of the school and what need to be done to mitigate negative effects which will help them to cope with the extreme and ever cutthroat competing schools. The researcher is hopeful that the study will add new insights into the diverse and dynamic field of management and enhance principals' knowledge and skills to manage and thrive in the knowledge-driven and highly competitive 21<sup>st</sup> century schools.

Your answers will be given a code number and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the interview session, I cannot guarantee that other participants will treat information confidentially. I shall, however, encourage all participants to do so. For this reason I advise you not to disclose personally sensitive information in the interview session. Electronic information will be stored on a password protected computer. Electronic copies will be permanently deleted from the hard drive of the computer through the use of relevant software programme. There are no payments or reward offered as a result of participating in this study. This study has received written approval from Research Ethics Review Committee of the University of South Africa. A copy of the approval letter can be

obtained from the researcher if you so wish. If you would like to be informed of the final research findings, please contact Rehabeam Shapaka on +26465230461 or [rehashapaka@gmail.com](mailto:rehashapaka@gmail.com) Alternatively, the findings of this study will be disseminated to participants through their contact details such as participants' personal emails, their circuit correspondences or their personal addresses. The findings are accessible for the period of one year after the completion of the study. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Rehabeam Shapaka on +26465230461 or [rehashapaka@gmail.com](mailto:rehashapaka@gmail.com) Should you have concerns about the way in which the research has been conducted, you may contact Prof. R. P. Machaisa at 0124294560 or [machapr@unisa.ac.za](mailto:machapr@unisa.ac.za)

Thank you for taking time to read this information sheet and for participating in this study.  
Thank you.

.....  
Rehabeam Shapaka

**Appendix 5: Consent to participate in the study**

**Consent to participate in the study**

I,.....(participant name) confirm that the person asking my consent to take part in this study research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation. I have read and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I am aware that the findings of this study will be processed into a research report, journal publications and conference proceedings, but that my participation will be kept confidential unless otherwise specified. I agree to the recording of the interview session. I have received a signed copy of the informed consent agreement.

Participant name and surname (please print).....

.....

Participant signature Date

Researcher's name and surname (please print).....

.....

Researcher's signature Date

**Appendix 6: Interview session consent and confidentiality agreement**

**Interview session consent and confidentiality agreement**

I.....grant consent that the information I share during the interview session may be used by Rehabeam Shapaka for research purpose. I am aware that the interview session will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the interview session to any person outside the study in order to maintain confidentiality.

Participant name and surname (please print).....

Participant signature.....

Date.....

Researcher name and surname (please print).....

Researcher's signature.....

Date.....

## **Appendix 7: Interview schedule**

**Title of the study:** The effects of principals' management styles on the functionality of schools in Oshana Region, Namibia. For the purpose of this study, these management styles are autocratic, paternalistic, democratic and *laissez faire* management styles.

The interview session was guided by the following main research question:

- In recent years we have often heard the words the effects of management styles on the life of the school. When you hear this, what comes to minds?

### Sub-questions

In order to answer the main research question a number of sub-questions were addressed.

They were:

- How do principals interrogate and mitigate identified negative effects of these management styles?
- What challenges do you experience in employing these management styles?
- How do principals interrogate and mitigate these identified challenges?
- Which factors determine the choice of principals' management styles?
- How do principals interrogate and mitigate these identified factors?
- What prevailing management style do individual principals use?
- Is there anything you would like to share that I did not ask about?

Thank you for taking time to avail yourself and for participating in this study.

Thank you.

## Appendix 8: A demographic open-ended questionnaire

### Demographic open-ended questionnaire

**Title of the study:** The effects of principals' management styles on the functionality of schools in Oshana Region, Namibia. For the purpose of this study, these management styles are autocratic, paternalistic, democratic and *laissez faire* management styles.

Dear participants

This open-ended questionnaire is intended to explore the effects of principals' management styles on the functionality of schools in Oshana Region in Namibia. The information that will be collected from this questionnaire will only be used for the purpose of this study and your identity will not be revealed in this study.

### Instructions to participants

- Please read the instructions very carefully.
- Kindly answer all the questions as honestly and truthfully as you can to facilitate accurate findings for this study.
- Kindly feel free to respond to all questions in the questionnaire to the best level of your ability.
- Kindly note that there are no right or wrong answers to questions contained in this questionnaire.
- Please note that your personal opinion and suggestions are highly valued in this study.
- This open-ended questionnaire consists of **four (4)** printed pages including the cover page.

### Section A: Demographic information

Please fill in the demographic information below:

1. Gender                      Male.....                      Female.....

#### 2. School Level

Junior Primary phase (grades 0-3).....

Senior Primary phase (4-7).....

Junior Secondary phase (8-9).....

Senior Secondary phase (10-12).....

**3. Teaching experience**

Total number of teaching experience.....

Total number of years at current school.....

Total number of principalship experience (*for principals only*).....

**4. Participants' qualifications**

Highest academic qualification.....

Highest professional (teaching) qualification.....

Management qualification.....

**Section B: Effects of demographic characteristics on the life of the school**

**What effects do the following demographic characteristics have on the life of school?**

- Gender

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- School level

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- Principals' years of experience

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- Principals' longest stay at a certain school

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- Principals' qualifications

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**Section C: Training and professional development**

- What types of professional development training did you receive pertaining to management of schools (*for principals only*)?

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- How useful was the training about the management of school (*for principals only*)?

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- How long was the training (*for principals only*)?

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Thank you for taking time to avail yourself and for participating in this study.

Thank you.

3 July 2020

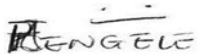
#### **DECLARATION OF PROFESSIONAL EDIT**

I declare that I have edited and proofread the Doctor of Philosophy in Education Thesis entitled: **THE EFFECTS OF PRINCIPALS' MANAGEMENT STYLES ON THE FUNCTIONALITY OF SCHOOLS IN OSHANA REGION, NAMIBIA** by Mr R Shapaka.

My involvement was restricted to language editing: contextual spelling, grammar, punctuation, unclear antecedent, wordiness, vocabulary enhancement, sentence structure and style, proofreading, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and captions. I did not do structural re-writing of the content. Kindly note that the manuscript was formatted as per agreement with the client.

No responsibility is taken for any occurrences of plagiarism, which may not be obvious to the editor. The client is responsible for ensuring that all sources are listed in the reference list/bibliography. The editor is not accountable for any changes made to this document by the author or any other party subsequent to my edit. The client is responsible for the quality and accuracy of the final submission/publication.

Sincerely,



**Pholile Zengele**  
Associate Member

Membership number: ZEN001  
Membership year: March 2019 to February 2020

076 103 4817  
info@zenedit.co.za  
www.zenedit.co.za

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[www.editors.org.za](http://www.editors.org.za)