

COLLEGE OF EDUCATION

**THE NEED FOR EFFECTIVE LEADERSHIP IN SCHOOLS
IN NKANGALA DISTRICT: MPUMALANGA PROVINCE**

by

THULISILE EUNICE NHLEBEYA

Submitted in accordance with the requirement

for the degree of

MASTER'S IN EDUCATION

in the subject

EDUCATIONAL MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF BALOYI G.P.

30 NOVEMBER 2021

DECLARATION

Student number: 4351138

I declare that **The need for effective leadership in schools in Nkangala District: Mpumalanga Province** is my work that all the sources that I have used or quoted have been indicated and acknowledged throughout the study.



SIGNATURE

30/11/2021

DATE

ACKNOWLEDGMENTS

I would like to express my sincere gratitude to the following individuals for their relentless support, critical assistance and worthwhile contribution towards the completion of this research: “For I know the plans I have for you declares the Lord”. Undoubtedly, this work is God’s plan. I am forever appreciative to you Father God for guiding and giving me the strength to accomplish this study, ngiyabonga Nkhosi for showing up your strength.

- Baloyi, GP, my supervisor, for his persistent encouragement, inspirational guidance, and pushing me forward from the beginning to the end. Your love and patiently listening to my challenges and motivational talks have made me take my work from a positive perspective. Your voice is still in my mind when you say look Thulie. Thank you for empowering me.
- Dr ME Lumphoko I am grateful to you for adopting me in this process, for always encouraging me to do work on time, spending time correcting several drafts of this study, coaching and assisting with the technical layout of the thesis. Thank you so much for not giving up on me.
- My parents, Mrs Norah and Mr Samson Nhlebeya, for the strong foundation you created with the little you have and being raised under your roof made me appreciate education, your prayers and your support in academics. May God protect you; you will remain my inspiration to work hard.
- My siblings, the Nhlebeya crew, Siboniso, Thembi, Naphthal, Precious, Petunia, Leonard and Peaceful; your support keeps me going and I put more effort into not disappointing you as an elderly sister.
- The following principals Mr Meshack Mahlangu and Illon Maile had great input into this study, including their intakes to unpack the topic. Your offices have always been my home whenever I need information; your encouragement is appreciated. Thank you for believing in me. May you continue to train more young leaders.

- Ms Ebony Makofane, Lubisi Busisiwe and Mr Xolani Nkosi have given their time to help with this work and have always been enthusiastic about my progress, all my friends and church mates who always encouraged me to push forward.
- My editor Mr JM Chokwe for your effort in editing this study.
- My dear participants, thank you for fitting me into your busy schedules. Your feedback has a significant effect on this study. I am thankful to be able to meet such committed souls like you who show love and support.
- My beloved Circuit Manager, Miss EM Mahlangu, thank you so much for encouraging and assisting me to choose the best schools and for the permission granted to conduct my studies in your circuit.

DEDICATION

I dedicate this study to my father, Samson Nhlebeya, mother Norah Nhlebeya, my late uncle Elmon Ngwenya, and my siblings for praying for me, inspiring and believing in my dreams. To all who see me as a role model, this work must inspire you to work hard and love all of you.

ABSTRACT

The goal of this study was to determine the extent to which effective leadership is required for schools to be more successful, which strategies can be implemented for schools to be effective in finding out how the school management team (SMT) manages the school and best practices that can help the Nkangala District to develop school leadership through a case study. It also comes up with strategies that can be applied to leadership to be more effective by providing an objective view on improving leadership and reasons for how the government and schools can provide more learning and teaching materials to improve performance in schools. In data collection and analysis, the study used a qualitative approach. The researchers used the phenomenological approach as the primary objective of this study. The researcher purposefully selected 12 participants from three participating schools for this study. The sample comprised three principals, heads of department, educators and SGB members from the three selected participating schools. Data were collected throughout the interviews and the researcher used face-to-face semi-structured interviews with each of the participants. All the information was encoded into themes.

The study revealed that for leadership to be effective, it takes effective leadership where all educators are encouraged to achieve the same goals, where they work in a positive environment, where they are motivated to perform tasks, and good communication is crucial when a leader wants some instruction to reach the staff correctly or when they want their task to be performed as required. The study suggests that training is required to assist principals who are not performing their duties effectively, as most of the techniques listed in this study suggested that certain leaders are not successful in their duties and may affect the school's functionality and may also affect performance.

Leadership: effective leadership; poor performance; principal; school management team; school governing body.

LIST OF ACRONYMS

ACE	–	Advanced Certificate in Education
COLT	–	Culture of Learning and Teaching
DBE	–	Department of Basic Education
DP	–	Deputy Principal
GDP	–	Gross Domestic Product
HoD	–	Departmental Head (School-based Head of Department)
ICT	–	Information Communication and Technology
IQMS	–	Integrated Quality Management System
LEDC	–	Low Economically Developed Countries
MEDC	–	More Economically Developed Countries
MP	–	Mpumalanga Province
NPM	–	Node Package Manager
OECD	–	Organisation for Economic Cooperation and Development
SASA	–	South African Schools Act
SDG	–	Sustainable Development Goals
SGB	–	School Governing Body
SMT	–	School Management Team
SOL	–	School of Open Learning

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGMENTS	ii
DEDICATION	iv
ABSTRACT	v
LIST OF ACRONYMS	vi
CHAPTER 1: INTRODUCTION AND BACKGROUND	1
1.1 INTRODUCTION	1
1.1.1 Background.....	2
1.2 THE RATIONALE FOR THE STUDY	4
1.3 STATEMENT OF THE PROBLEM	4
1.4 THE RESEARCH QUESTIONS	5
1.4.1 The Main Research Question	5
1.4.2 Research Sub-Questions.....	5
1.4.3 Purpose of the Study.....	5
1.4.4 Aims and Objectives of the Study.....	5
1.5 LITERATURE REVIEW	6
1.6 RESEARCH METHODOLOGY AND DESIGN	8
1.6.1 Research Paradigm	9
1.6.2 Population and Sampling.....	9
1.6.3 Instrumentation and Data Collection Technique	9
1.6.4 Data Analysis.....	10
1.7 RELIABILITY AND VALIDITY	10
1.7.1 Reliability.....	10
1.7.2 Validity	10
1.8 RESEARCH ETHICS	11
1.9 LIMITATION OF THE STUDY	11
1. 10 DEFINITIONS OF CONCEPTS	11
1.10.1 Leadership of Schools	11
1.10.2 Effective leadership.....	12
1.10.3 Poor Performances.....	12
1.10.4 School Management Team.....	12
1.10.5 School Governing Body (SGB)	12
1.10.6 Principal.....	12

1.11 PLANNING OF THE STUDY AND RESEARCH OUTLINE.....	12
1.12 CONCLUSION	14
CHAPTER 2: LITERATURE REVIEW	15
2.1 INTRODUCTION	15
2.2 EFFECTIVE LEADERSHIP OF SCHOOLS IN GLOBAL CONTEXT.....	15
2.2.1 Nigeria	16
2.2.2 United Kingdom (UK).....	18
2.2.3 United States of America (USA).....	18
2.2.4 South Africa.....	18
2.3 EFFECTIVE LEADERSHIP OF SCHOOLS IN THE DISTRICT	19
2.3.1 Instructional Supervision.....	19
2.3.2 Transformational Leadership	20
2.3.3 Participative leadership	20
2.3.4 The Method for Productive Teaching	20
2.3.5 Developing a Pervasive Focus on Learning.....	21
2.3.6 Developing Staff Skills at the School Site.....	21
2.3.7 Creating High (and appropriate) Expectations for All	21
2.3.8 Monitoring the Progress of Educators	22
2.3.9 Emphasising Student Responsibilities and Rights.....	22
2.3.10 Involving Parents Constructively and Sufficiently.....	22
2.3.11 Creating a Healthy School Culture	22
2.4 LEADERSHIP SKILLS NEEDED TO RUN THE SCHOOLS OF THE NKANGALA DISTRICT EFFECTIVELY.....	23
2.4.1 Commitment	23
2.4.2 The Concept of Motivation	23
2.4.3 Authority.....	24
2.4.5 Hands-on Staffing.....	24
2.4.6 An Academic Orientation.....	24
2.4.7 Communication	24
2.5 MANAGING UNDER-PERFORMING SCHOOLS IN THE NKANGALA DISTRICT ...	25
2.5.1 Whole-School Evaluation (WSE)	25
2.5.2 Disciplining Learners at Schools in the Nkangala district	26
2.5.3 Absenteeism.....	26
2.5.4 Late Coming	26
2.5.5 Neglect of Schoolwork.....	26
2.5.6 Substance Abuse.....	26

2.5.7 Managing Physical and Financial Resources.....	27
2.5.8 Managing Finances.....	27
2.5.9 Managing School Grounds, Buildings and Equipment	27
2.5.10 Managing Teaching and Learning	27
2.5.11 Evaluating Learner Outcomes.....	27
2.6 EFFECTIVE LEADERSHIP OF SCHOOLS IN THE SOUTH AFRICAN CONTEXT	28
2.6.1 Administrative Accountability	29
2.6.2 Accountability of a School.....	29
2.6.3 Democratic Accountability.....	30
2.6.4 The Responsibilities of the School Principal.....	30
2.6.5 Roles of the Departmental Heads.....	30
2.6.6 Roles of the school governing body.....	30
2.7 THE DESIRABILITY OF HAVING EFFECTIVE LEADERSHIP OF SCHOOLS GLOBALLY	31
2.8 THE DISADVANTAGES OF LACK OF EFFECTIVE LEADERSHIP.....	32
2.8.1 Leadership Styles.....	33
2.8.2 Underperformance.....	33
2.8.3 Organisational Conflict	34
2.8.4 Stress	34
2.8.5 Poor Planning.....	34
2.8.6 Problem Solving and Decision-Making Skills.....	35
2.8.7 Poor Communication.....	35
2.9 WHY SCHOOLS HAVE INEFFECTIVE LEADERSHIP?.....	35
2.9.1 Challenges Facing School Management Teams (SMTs)	37
2.9.2 Overcoming Some of These Challenges.....	38
2.9.3 The Culture of Learning and Teaching (COLT).....	38
2.10 EFFECTIVE SCHOOLS IN SOME RURAL AREAS OF MPUMALANGA	38
2.10.1 Small Schools in Rural Areas.....	39
2.10.2 Provincial-Level	40
2.11 CONCEPTUAL FRAMEWORK	40
2.11.1 Instructional leadership theory	41
2.11.2 Participative leadership theory	41
2.11.3 Transformational leadership theory	42
2.12 CONCLUSION	42
CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN	43
3.1 INTRODUCTION	43

3.2 RATIONAL FOR EMPIRICAL RESEARCH.....	43
3.2.1 The Main Research Question	44
3.2.2 Research Sub-questions.....	44
3.3 RESEARCH METHODOLOGY	44
3.3.1 The advantages of qualitative research	46
3.3 RESEARCH DESIGN.....	47
3.5 PARTICIPANT SAMPLING	48
3.5.1 The purpose of Sampling	48
3.5.2 Population Targeted.....	50
3.6 DATA COLLECTION	50
3.6.1 Interviews.....	51
3.6.2 Semi-Structured Interviews.....	52
3.7 DATA PROCESSING.....	53
3.8 TRUSTWORTHINESS.....	54
3.8.1 Reliability and validity	54
3.9 CONCLUSION.....	55
CHAPTER 4: PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA	56
4.1 INTRODUCTION	56
4.2 BIOGRAPHICAL INFORMATION OF RESPONDENTS	56
4.3 DATA PRESENTATION	58
4.4 FINDINGS FROM ANALYSED DATA	58
4. 1.1 THEME 1: EFFECTIVE LEADER	60
4.1.1.1 Provide Guidance	60
4.1.1.2 Effective Communication	61
4.1.1.3 Motivation	63
4.1.1.4 Problem Solvers.....	66
4.1.1.5 State of School Management	68
4.1.1.6 Proper Planning	70
4.1.1.7 Delegation and Task Sharing	71
4.1.1.8 Supervision of Work	72
4.1.2 THEME 2: STRATEGIES AND RECOMMENDATION	74
4.1.2.1 Professional Development	75
4.1.2.2 Communicate Vision.....	77
4.1.2.3 Conduct Meetings.....	78
4.1.2.4 Supervision of the Curriculum.....	79

4.1.3 THEME 3: CHALLENGES FACING SCHOOL LEADERSHIP	81
4.1.3.1 Lack of Support.....	81
4.1.3.2 Parental Involvement.....	83
4.5.2 Differences in how they manage schools.....	85
CHAPTER 5: FINDINGS, CONCLUSION AND RECOMMENDATION	87
5.1 INTRODUCTION	87
5.1.1 The Main Research Question	87
5.1.2 Research Sub-Questions.....	87
5.2.1 Summary of findings from the Literature Review.....	87
5.2.2 Findings from Empirical Research.....	89
5.3 CONCLUSION.....	92
5.3.1 Main Research Questions.....	92
5.3.2 Sub-Research Question	92
5.3.3 Sub-Research Question	93
5.3.4 Sub-Research Question	94
5.4 LIMITATIONS OF THE STUDY	94
5.6 SUGGESTIONS FOR FUTURE RESEARCH.....	96
5.7 CONCLUSIONS	96
BIBLIOGRAPHY	98
APPENDIX A: RESEARCH QUESTIONS.....	111
APPENDIX B: APPLICATION LETTER TO CIRCUIT OFFICE	114
APPENDIX C: UNISA ETHICAL CLEARANCE.....	116
APPENDIX D: MPUMALANGA ETHICAL CLEARANCE	118
APPENDIX E: LANGUAGE EDITING CERTIFICATE	119
APPENDIX F: TURNITIN CERTIFICATE AND SIMILARITY INDEX	120

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

The purpose of this research was to investigate why effective leadership is required and the techniques that can be implemented to make schools more effective, and how leaders can be assisted to become more effective, as well as how the school management team (SMT), manages the school. As stated by Azeem and Maturana (2019:5), for a school to be more effective, educational leadership is the most important determinant.

Different scholars emphasised that 18.5% of South Africa's annual budget is channelled towards education. However, it is appalling that the country's education system remains in a very poor state even though more efforts have been made to make our education system better. Innumerable reasons have been raised about the disaster of schooling in South Africa. The chapter has outlined several additional reasons, such as why effective leadership is needed for a school to be effective (Sheninger, 2017:5).

Darling and Harvey (2018:1) point out that principals must maintain performance and an atmosphere where both educators and learners can feel safe, physically, psychologically and emotionally and feel free to work in an environment that is welcoming. This is proof that school managers must be good leaders.

Kiersch (2016:18) elucidates that when exploring the concept of effective school leadership, the consideration of both the personal and shared aspects of leadership within a single school is vital. The principal duty is to influence educators and learners to be able to learn and teach. As an individual, the "personal" leadership expertise and the practice of a principal are key in positively driving students' achievement as well as in retaining quality educators. A critical engagement driver for educators has been identified as being proactive, accessible and consistent school leadership (Sheninger, 2017:5).

In conclusion, the significance of the requirement for compelling administration for the progressing exercises of a school is that there is a requirement for the supervision of all exercises which are taking place in a school environment. The school administration group

must ensure beyond any doubt that all obligations that are taking place in a school environment are well overseen.

1.1.1 Background

The study explored the need for effective leadership at schools at Nkangala District in Mpumalanga Province. Kiersch (2016:18) indicates that influence and power are the two major keys to effective leadership. The power that is sourced from the school chart can make people comply with your directives as a school principal. However, influence comes from inside every individual principal. Generally, the skill of choosing between these two styles (power and influence) regularly determines the effectiveness of a leader. He concluded by saying that the concept of leadership is about the utilisation of power and influence to produce results.

This implies that effective school principals indirectly contribute to learning in a very significant way by creating an enabling school environment where educators and learners flourish in their activities. Furthermore, a good principal also influences stakeholders who are a part of the school operation. Overall, research has shown that the quality of any organisation's performance may not surpass the quality of its leadership, but they must support all educators in the school.

In any school, the most important input is effective leadership. This is because such leadership can set all the necessary conditions and excelling expectations for proper instruction, therefore, building a good culture for quality learning for learners and educators (Schlebusch, 2020:75).

According to Mestry (2017:259), there is a noticeable rise in acknowledgment that effective management and leadership are the crucial elements for schools to be successful in promoting the best learning opportunities for learners. Furthermore, there is evidence to prove that effective leadership strongly contributes to school improvement and learning outcomes.

Hitt and Tucker (2016:531) provide some powerful ideas by pointing out that the most crucial key to effectiveness in schools lies in the long-term view of leadership. The author also points out that leaders grow when they serve for a long period. This expands the leader's vision, which aims at improving educators' abilities to teach and simultaneously inspiring learners to learn.

According to Mestry (2017: 250), during the apartheid era, principals were often appointed without any preparation, having to rely on common sense and character. Several new principals

were appointed without the necessary qualifications. As a result, they lacked leadership capabilities.

The South African Minister of Basic Education, Ms Angie Motsheka, emphasised in various meetings with school principals between 2014 and 2015 that the major role of school leaders is to ensure that schools effectively respond to the ever-changing needs of society through providing the basics for lifelong learning.

The government and key education stakeholders are interested in ways that aim to respond to society's increased demands by concentrating on enhancing educational products and the roles of school principals to lead (Day, 2017:5). Furthermore, Schlebusch (2020:75) asserts that leadership is not hereditary but is learned and slowly developed over some time. Leaders acquire skills and knowledge of how to be effective through both formal and informal processes during their careers. Most school principals assume their leadership roles well-prepared academically and otherwise to meet the expectations of their positions. More importantly, aspiring school principals are offered an opportunity to enrol in advanced degree programme to equip them for their positions. Mostly, the advanced programme for principals focuses mainly on leadership development. Moreover, the programme also has parts that emphasise the administrative facets of their positions.

Warrick (2017:395) emphasises that effective leaders formulate their credibility through building trust as well as demonstrating integrity, judgment, competence, and vision. The author maintains that there are those leaders who can be classified as not-so-good leaders. Moreover, Warrick (2017:395) posits that leaders create and maintain an organisational culture, mission, vision, and values. Through the process of collaboration and reinforcement of shared beliefs, leaders can then align their actions with values. This makes principals create a language that is common within their schools. Leaders can also formulate a specific language and a framework for ranking issues that guide decision-making. For educators to be effective in their duties, they need to be led by principals who are effectively doing their duties and who can supervise educators who are lacking when it comes to academic matters.

1.2 THE RATIONALE FOR THE STUDY

This research aimed to include techniques that can be used by schools to be successful. The study sought to understand how the government and communities can provide more learning and teaching materials to improve performance in schools. As emphasised by Cobbinah (2019:431), school principals as leaders have a crucial function to play in giving both directions and creating a positive culture in their schools. The positive school culture entails being proactive in general school operations. Furthermore, the principal ought to show qualities of being supportive in enhancing staff inspiration and showing commitment to school operations, which may lead to the general improvement of the entire school. Consequently, all the positive things a principal does in a school he/she leads promote success for schools even in challenging situations. Therefore, this study would give more details on how school leaders assist the school to become more effective and the strategies that are used to assist the school to become a better place that is conducive to learning and teaching where learners are always a priority for all stakeholders.

1.3 STATEMENT OF THE PROBLEM

This study investigated the need for effective leadership in schools in the Nkangala District concerning the management of the school. According to Mestry (2017:37), most principals in South African schools are not properly skilled at management and leadership. This may lead to an ineffective way of running the school. This is mainly because most principals do not have good leadership skills. As a result, it becomes imperative to explore the encounters they may face in schools to improve effective leadership in effectively managing the school. There is a problem with how schools are being managed that may lead to poor supervision of various activities. Most principals are not trained in good leadership skills at school. There is also poor communication between the stakeholders at schools.

1.4 THE RESEARCH QUESTIONS

1.4.1 The Main Research Question

Why is there a need for effective leadership in the Nkangala District School in Mpumalanga Province?

1.4.2 Research Sub-Questions

- What is currently being done to improve the leadership of schools in the Nkangala District?
- What is the state of school management in selected schools in the Nkangala District?
- How could school leadership be improved in the Nkangala District?

1.4.3 Purpose of the Study

The study aimed to investigate best practices that can assist the district to improve leadership at schools and apply leadership strategies effectively. The research focused specifically on how the SMT runs the school and what is needed to make schools succeed. The SMT's years of experience in running the schools and the different school environments were used as the unit of analysis.

1.4.4 Aims and Objectives of the Study

The research study aimed to explore the extent to which school leaders can contribute to improving the management skills in the Nkangala District schools.

To achieve this general aim, it is important to achieve the following objectives, namely:

- To investigate the need for effective leadership in schools in the Nkangala District.
- To find out the state of school management at selected schools in the Nkangala District.
- To explore strategies that could improve leadership in the Nkangala District.

1.5 LITERATURE REVIEW

According to Pedro, Subosa and Rivas (2019:14), effective school leadership is a matter of contemporary debate that has been increasingly seen as a key factor for an effective schooling system. He added that the existing argument about school leadership is, however, mostly dominated by a single predominant approach, namely, instructional leadership. He concluded by arguing that it is conceivably appropriate to start this discourse by first showing that there is substantial evidence that instructional leadership makes a big difference when applied well by a principal in schools.

Cruz-González (2020:100) observes that the South African situation is similar to the international situation as it is noted that poor performance in schools is caused by poor leadership. Therefore, poor leadership must be viewed holistically, with the emphasis laid on factors such as training, experience, race, gender issues, and communication skills.

Godden (2017:50) reports that the preparation for the principalship in Mpumalanga, 2013 focused most significantly on instructional leadership as a civic pedagogy of practice. This was viewed as part of the practice of exercising power and authority. Among others, it entails instilling the values of democracy, justice and accountability. Furthermore, a review of literature on instructional leadership shows that most studies have paid more attention to investigating the relationship between instructional leadership practices and learners and their effects on individual schools' results.

The leadership's responsibility is to afford effective management and leadership in schools to produce support for the conditions that allow for high-quality student learning practices. Research has proven that in schools where the maximum possible standard of learner achievement is promoted, it will explore different paths that successful principals implement to influence learners' achievement. This, however, suggests that it is difficult to show how leadership affects learners' achievement.

Blazar (2017:146) highlights the following factors that are recognised as contributing factors to poor leadership. Some of the factors were linked to the learners' home environment, their self-concept and the identity of their parents. The educational background of parents also formed part of the influencing factors. On the other hand, factors that include the marital status

of the leader and the principal's communication style versus relationship style also affect schools. Furthermore, going for educators, factors that were identified include the educators' profile, the way educators attend to their classrooms, and how the educators are motivated to teach, which goes hand in hand with their attitude towards teaching. This brings another factor that addresses the teacher's relationship with the principal. Other factors include teaching staff and learners' level of motivation, and how the principal generally meets learners' needs. The mode of instruction used in school is also part of the influencing factors.

Martela (2019:23) raised a powerful point that, generally, power affects decision-making in any organisation. As organisations become more international, leaders ought to manage and lead around the whole world. Numerous teams are dispersed, and they often lead using inspiration instead of the formal one-sided decision-making authority used these days.

This gives an interesting point of view between these two leadership styles. Al Khajeh (2018:5) puts it as follows:

The two extremes of the spectrum of leadership and where a leader is situated are focused on his/her personality, the nature of the people in the workgroup, the nature of the organization's traditions and values, and the pressure of time on decision-making.

Fiaz and Saqib (2017:140) remind us of three types of leadership, namely, participative, autocratic and laissez-faire. The political leader includes supporters in the process of decision-making. The autocratic king, on the other hand, decides for the followers and pushes down whatever he/she wishes to behave with the subordinates. Finally, the laissez-faire leader worked by encouraging his or her subordinates to make their own independent decisions about their job.

Tang (2019:1) brings another aspect of leadership and argues that interpersonal relationships together with the influences of other colleagues are directly linked to the production rate of workers. Participation also influences the way workers view themselves in their workplace. This implies that the participation of workers has a bearing on the level of production in the workplace. When workers participate, there is a possibility that they will liaise their tasks successfully with their colleagues to increase their organisational capacities.

Bligh (2018:117) indicates that throughout the change progression, leaders ought to encourage the following: communication, a chance to share their inputs for decision-making, a reaction

which could be in the form of positive feedback or criticism, training, as well as creativity as an organisational change.

1.6 RESEARCH METHODOLOGY AND DESIGN

For this study, the qualitative research design was used to gain insights into why there is a need for effective leadership in schools falling under the Nkangala District. The participating principals were hands-on in the educational environment and able to provide valid and reliable data. Therefore, the researcher was able to determine the value of effective leadership for schools to succeed. According to Bradshaw (2017:26), qualitative analysis is a formal approach suitable for understanding the abilities or the fundamental nature of a phenomenon in a specific sense, which consequently makes it more relevant for use in this research. The research comprised three of each of the following categories – principals, heads of departments (HoDs), educators, and school governing bodies (SGBs). The consultative process with the principals was embarked on to outline the importance and necessity of effective leadership in schools.

The information was gathered directly from the workstations in real-time. The workstation environment enables one to gain insight into real-world situations. In addition, the workstation environment is where the researcher is likely to report what is a practical understanding of the participants concerning effective leadership in schools. Contextually, this study was premised on numerous secondary schools.

The study employed semi-structured interview strategies for data collection. The data collection tools were ideal because they allowed access to the workstations where the study was conducted. This enabled the researcher to engage with the participants face-to-face. Furthermore, semi-structured interviews encourage participants to respond to open-ended questions and the responses are interpreted from the interviewee's perspective. This ensured that reliable data was gathered satisfactorily by the researcher and all questions were clarified (Roulston & Choi, 2018:233).

1.6.1 Research Paradigm

The researchers used the phenomenological approach as the primary objective of this study was to clarify the essential meaning of structure and the life experiences of a person or a group of participants in a specific phenomenon. The phenomenologist aims at understanding human behaviour through the eyes of the participants who are usually involved in that study. The participants share their phenomenological experiences about why effective leadership is needed in schools. The phenomenological study investigates the lived experiences and participants are asked to share their experiences in an interview session (Brisola & Cury, 2016:96).

1.6.2 Population and Sampling

Sampling is a vital issue in research as the participants that have been chosen by the researcher have a substantial bearing on the results. The sample is the subgroup of the total population for whom data are collected. The researcher purposefully selected 12 participants from three participating schools for this study. The sample comprised four principals, HoDs, educators and SGB members from the three selected participating schools. The selected principals had considerable experience as leaders of different schools and as such has been involved in the effective running of the schools.

1.6.3 Instrumentation and Data Collection Technique

Interviews are considered to be the most valuable source of data for qualitative studies. Interviews with principals, HoDs and educators were conducted. Each of these groups was interviewed separately to get their independent views about the need for effective leadership in schools. The diversity of participants ensured that distinct information and perceptions are obtained. Furthermore, the interview allowed the researcher to ask questions to avoid misinterpretation or misrepresentation. Semi-structured interviews were used because they are administered based on loosely constructed questions that define the area to be investigated. Therefore, the researcher chose to conduct the interviews in schools that are in urban and semi-urban and open-ended phenomenological interviews were utilised. The topic guides were applied. It is imperative to ask the right questions and to always remember that the participants are unlikely to share their outlook on the world and their life experiences (Fisher, 2018:56).

As per ethics of research, before administering the interviews with the 12 participants regarding the need for effective leadership in schools, consent letters were issued to the participants to

acknowledge and sign. Participants' right to withdraw from the research was also made available and their confidentiality and anonymity were prioritised. Each interview lasted about an hour and was recorded and transcribed for analysis.

1.6.4 Data Analysis

Tracy (2019:2) demonstrates that the data review process involves the researcher making a clear understanding of the collected data. The researcher makes sense of the data by taking note of certain patterns, themes and categories in the data collected. The researchers in this study established how the 12 participants shared their ideas about why effective leadership is needed in schools by analysing their attitudes, values, perceptions, understanding, knowledge and experiences. Participants were also allowed to express what their expectations are concerning the need for effective school leadership. All the information was encoded into themes that came from the participants' responses and a summary of the findings was made and supported by a verbatim rendition of the participants' experiences.

1.7 RELIABILITY AND VALIDITY

1.7.1 Reliability

Mohajan (2017:59) asserts that reliability denotes the stability or consistency of responses from data generation procedures. Validity queries if the researcher has determined what was initially set for determination during data generation and what happened on the ground during the study (Bakla 2018:14). To guarantee this, the researcher double-checked the information and conclusions with real participants and members of the participants for confirmation and insight. Moreover, participants' responses were accessed by communicating with them via the telephone and using the WhatsApp social platform to gain more information or clarification.

1.7.2 Validity

This study provides evidence of contributions made by all participants. The schools were visited and there were discussions about the proposed study. The process of verifying the information obtained from the interviews was undertaken to ensure the accuracy of the data.

1.8 RESEARCH ETHICS

The subsequent ethical aspect has adhered to the voluntary participation of respondents and confidentiality was also observed as stated by Cvitanovic (2019:25). All participants were informed about the purpose of the course, the benefits of research and any hazards that they could be exposed to. The data were managed confidentially and were only used by schools and study participants for research and input.

An application to conduct the research was made to the ethical committee of the University of South Africa (Unisa) College of Education Ethics Committee and was approved that the researcher may collect data. A letter was written to the HoD of Education in Mpumalanga Province (RSA) requesting permission to research the selected schools in the Nkangala District. Furthermore, such letters were also written to the circuit managers and principals. Consent forms were thoroughly discussed with the principals to ensure a broad understanding of the study. The participants were allowed to willingly make an independent decision whether to participate or not.

1.9 LIMITATION OF THE STUDY

Study limitations should not be disregarded because participation in this study was voluntary and those who did not want to participate may have provided a different perspective. The essence of educational practice and study limitations and the intricacies of educational methods restrict the information gained through research.

1.10 DEFINITIONS OF CONCEPTS

1.10.1 Leadership of Schools

When a school leader affects and directs educators, what needs to be accomplished in a school is to ensure that all tasks are carried out correctly (Department of Basic Education (DBE), 2017).

1.10.2 Effective leadership

This is a necessary element in the success of a group, and almost anyone can learn to be an effective leader. Most of the meaning of our message is in the vocal and visual components. Effective leaders stimulate loyalty and benevolence in others because they act with veracity and trust (DBE, 2017).

1.10.3 Poor Performances

Poor performance refers to scores below 50% for this review, which was the normal score for university admission until 2014. This 50% was the average mark of a learner. Any mark of 49-40% is made with an S symbol for most students; that is, a school-leaving certificate that does not allow learners to enter university studies (DBE, 2017).

1.10.4 School Management Team

The SMT must encourage a teaching culture and ensure productive teaching and learning is taking place in a school environment (DBE (RSA), 2017).

1.10.5 School Governing Body (SGB)

In this review, a school governing body (SGB) was considered to be an organisation comprising learners, parents and educators (DBE (RSA), 2017).

1.10.6 Principal

The principal is the school headmaster (DBE, 2017).

1.11 PLANNING OF THE STUDY AND RESEARCH OUTLINE

This research comprises five chapters.

Chapter 1

The introduction addressed the context of the research, including the problem statement, the intent, and the rationale for the study, the data generation method, and the study's limitations. The study also detailed the reality of the study and research ethics was done as all the necessary steps were followed.

Chapter 2

The chapter presents a theoretical framework for this study that the researchers intended to undertake. The chapter also unpacks the views of other scholars about the topic under study. It brought forward how other school leaders are managing schools. It also makes it clear the need for effective leadership in various schools. The researcher also highlighted some views on the need for effective leadership in schools.

Chapter 3

This chapter consists of the research methodology; it entails research design and a brief explanation of the research design that is going to be applied. This chapter will also present how data was collected from the participants. Furthermore, it represents the criteria used in gathering the data: how, where, when and from whom the data was generated, as well as how the data was analysed and clarified.

Chapter 4

This chapter presents data analysis which includes the description of the data and results concerning the need for effective leadership in schools in the Nkangala Region. It highlighted points in various schools on how leaders manage schools and participating brought different points that assisted in this study.

Chapter 5

It presents a conclusion of the findings of the research as well as recommendations for what in the future must be done arising from the research and conclusion.

1.12 CONCLUSION

Chapter 1 provided an outline and background of the study. In terms of a central research topic and sub-questions, the issue was the timeframe. The objectives of what the study is willing to achieve were also explained and a summary of the research procedures and design was also given. It was also noted that there were limitations due to the localisation of the study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This literature review explored the strategies that are needed for effective leadership in various schools in the Nkangala District. As a result, the literature reviewed assisted the researcher in scaffolding and supporting the research on strategies that are used by schools to promote effective leadership. The literature review also focused primarily on why effective leadership in schools in the Nkangala District is needed. The researcher was interested in understanding which techniques leaders can implement in various schools to succeed ineffective leadership.

The research problem was defined in the previous chapter (Section 1.1) as the need for effective school leadership in the Nkangala District of Mpumalanga Province. The literature review established that for schools to be conducive to teaching and learning effective leadership is needed. The literature also seeks to identify the global state of school leadership in South Africa, the Mpumalanga province and within the Nkangala district.

Dolph (2016:364) indicates that professional growth for leadership is essential to improving schools and that school improvement is improved by leaders who create an organisational culture that enables dialogue and the advancement of the teacher's voice as a way of developing school goals and vision.

2.2 EFFECTIVE LEADERSHIP OF SCHOOLS IN GLOBAL CONTEXT

According to Dolph (2017:365), schools need to be led by principals who display competence in leadership and management strategies. The following section will discuss strategies that are applied globally for leadership to be effective and strategies that are used. Bell & Harrison (2018:4) emphasise that learning is not constrained to what happens inside the school dividers. Be that as it may, learning is presently generally acknowledged in Organization for Economic Cooperation and Development (OECD) countries that schools must relate well to their adjacent

communities to be viable. Decentralisation upsurges the burden of better approaches to administration and association, besides shared decision-making with guardians as community individuals and educators. However, a study by Leithwood and Pollock (2017:6) reports that principals need to be in collaboration and serve as builders, as well as internal school management administrators on their own. School leadership comes in all forms, which, therefore, makes it tough to state the leadership approach suitable for a certain situation.

Leithwood, Harris and Hopkins (2020:22) added that diverse leadership models are required in schools concerning the contexts in which they function. Both nationally and internationally, one leadership style always fails and, in all contexts. Leithwood, et al. (2020:220) concluded by explaining that successful leadership is the demonstration of what is known as instructional leadership in the United States. In part, this is owing to the head teacher's assumption that a concern with teaching would indicate that instruction is the purpose of the school.

- Management of the role of educational output by supervising teaching, allocating, and protecting instructional time, planning the curriculum, and tracking the progress of students.
- Promoting an academic learning atmosphere that involves positive student standards, maintaining high personal visibility, providing inspiration for educators and students, and improving educators professionally.

Five separate nations show how different schools operate in different countries, namely: Nigeria, South Africa, the United Kingdom, Norway, and the United States of America. School Leadership and Management Style 2018 discussed the practice of educational leadership. A summary of the normal stipulated conditions for the principal appointment is presented by the discussion of the practice of all of these countries (Mugizi & Masheija, 2019:143).

2.2.1 Nigeria

The imperative commitments, as recognised by Blackburn (2017:4), that school organisations are imperative in Nigeria are not because they are heading principals but because they do both authoritative and heading occupations. The parts that take after underneath are particularly related to the principal's guidelines for administration. In Nigeria, principals have customarily put scholastic and instructive hones, counting educational program improvement, educating and direct supervision, moment to the administration of their representatives and learners.

2.2.2 United Kingdom (UK)

In the UK, leadership has been dignified above management, therefore creating a detachment between leadership and management, and, of course, management is viewed as a more limited idea and too closely related to managerialism, a rather discredited approach based on rational, scientific ideologies. Instructional leadership is a strategy that emphasises educators' actions as they engage in activities that directly affect student development. Educational leaders must concentrate on two main skill classes, which are approaches to successful teaching and learning, and circumstances that facilitate preparation, execution, and staff growth (Gantman, 2019:3).

2.2.3 United States of America (USA)

There was a conversation about instructional authority as an appropriate agent or capacity to be shared. During the 1980s, legislators in the USA found that directors in successful schools performed solid instructional administration and this incited them to urge all administrators to embrace this function to make their schools more viable. Indeed, even with some solid reactions levelled against instructional administration, it turned out to be firmly recognised as a normatively searched for a job that directors who wish to be powerful ought to satisfy and divide undertakings with educators (Niesche & Heffernan, 2020:4).

2.2.4 South Africa

In their analysis of leadership and management research, Gumus and Bellibas (2018:45) argue that most leadership research is not conceptually rich and that a leadership theory applicable to the South African context is required. In addition, Gumus and Bellibas (2018:45) maintain that there is almost no information about how administrators can deal with the educational programs in schools in South Africa. They additionally express that while there is developing understanding in South African examinations that school administrators assume a basic function in growing better-quality showing conditions, what is less perceived is how they add to this basis (Gumus & Bellibas, 2018:45).

2.3 EFFECTIVE LEADERSHIP OF SCHOOLS IN THE DISTRICT

Effective leadership is needed in the Nkangala District to manage the schools effectively and improve learners' performance. For leadership to be effective, educational leaders must apply the guidelines for motivation, effective communication, a delegation of tasks, perception of good work and clear instruction on what is expected from educators. For the school to balance the management of successful task execution, human relationships should be at the center. In all activities taking place in the schools in the Nkangala District revolve around people. Therefore, the successful completion of such tasks depends on the individuals involved. Hence the principals must possess effective leadership skills essential for directing people's actions and further motivating them to achieve the specified outcomes of the school.

Stringer and Hourani (2016:245) assert that effective leadership requires a direct impact on pupils through primary teaching or direct interaction with educators. It is important to note that genuinely effective leadership involves enhancing others' indirect effects in the drive to achieve the same aim. Furthermore, Gooden (2019:1) concluded by emphasising that leaders must give support to educators. To make sure principals are in line with their responsibilities and tasks for principals are implemented, an Advanced Certificate in Education was introduced to principals. This intervention attests to the crucial role to be played by strong leadership and effective management in the improvement of learner achievement. Such initiatives are a response to the general lack of capacity by South African principals.

2.3.1 Instructional Supervision

Hopkins (2019:1) posits that principals must be considered as the ones who directly affect the success of learners. Principals who served as educational leaders further supplemented them with an emphasis on helping educators boost their success in the classroom and making the school's academic teaching a top priority. In classrooms, active teaching leaders spend more time studying teaching and supporting higher efficiency.

A model of educational leadership was planned by Kitchen, Deere and Celed (2017:3), containing 20 unique roles within three broad groups: the concept of the school mission, the management of the educational program, and the promotion of the school atmosphere.

There was significant empirical support for this model as it applied to the outcome of the learner:

Dimension 1: The key task of the principal is to build the vision, determination, and aspirations for the goals.

Dimension 2: Managing the teaching program includes understanding and organizing the curriculum and training, managing and reviewing teaching activities, and further tracking the success of learners.

Dimension 3: A supportive school learning climate was at the heart of this model, which involves setting goals and standards as well as protecting instructional time from being disturbed, maintaining high visibility, offering learning rewards, and supporting professional growth.

2.3.2 Transformational Leadership

Bush, McLaughlin & Zeeman (2016:12) asserts that, customarily, school leadership had been linked with positional authority and was principally seen as "top-down". This implies that the province and obligation of the principal reported on a study where principals were asked to admit themselves as being at the top of a summit. This 'heroic' view of leadership has been tested. While it cannot be denied that leaders are unavoidable during the action, effective leadership is not always derived from the top. Leaders lead from the center of multifaceted, countless, complex relationships.

2.3.3 Participative leadership

According to Lumphoko (2019:32) Participative leadership is a management style that encourages employees to participate in all organisational decisions. The employees are given essential information about company concerns, and the plan of action is decided by a majority vote. Although it is a longer method of decision-making, it has various advantages that make it a successful strategy.

2.3.4 The Method for Productive Teaching

Since 1994, a few suggestions have been made in strategy papers in South Africa on quality instruction for learners (White Paper on Education). The research by Maishe Andries Molohe

postulates that educators must put forth decided attempts to invite singular students' requirements. Educating in aggregate schools implies managing the needs of different learners in the class. In this way, all educators must endeavour to address the issues of individuals who in their study hall may vary somehow or another from the normal learner. Every educator who speaks with learners ought to anticipate flexibility, variation, convenience, and separate consideration (Gilmour & Jones, 2020:2).

2.3.5 Developing a Pervasive Focus on Learning

Barnes (2017:6), who conducted an ICT study here in Mpumalanga, found that most schools are incorporated with ICT but only use it for administrative purposes, but educators are still stressed about how to use technology to plan a lesson. He further reports that educators may face difficulties in the preparation of educational technology-supported lessons because they lack the training and expertise to prepare them. In their everyday teaching and learning, there is also a need to teach educators how to use computers.

2.3.6 Developing Staff Skills at the School Site

A study by Nkambule and Amsterdam (2018:1) found that district education officials are appreciative of visiting all schools within the district a minimum of once a term, with more frequent school visits needing better monitoring support, encouragement to assist schools to enhance their performance, and work towards the accepted objectives to verify that what is tried in the classroom is in keeping with departmental policy.

2.3.7 Creating High (and appropriate) Expectations for All

Smith and Wallace (2020:1) indicate that school principals must support their staff members to counter the random and minimalistic approach to professional development. They also need to assist educators in doing their jobs well with psychological trials and want the training to enable them to provide fine leadership in the professional development of their staff members. These are relevant results given the introduction of professional development programs by the South African Council for Educators (SACE, RSA).

2.3.8 Monitoring the Progress of Educators

Nkambule and Amsterdam (2018:38) argue that in the South African school system, assistance for educators takes place mostly during seminars, which are typically coordinated by consultants. The SMTs and Development Support Groups (DSGs) are, according to legislation, the internal foundations for educator support in schools. In the bulk of South Africa, however, Van der Berg (2016:26) revealed that educators hardly receive the appropriate and thorough necessary support in schools. Almost two decades ago, a study conducted described the type of support for South African educators as one that is fragmented or uneven for many educators, or just simply non-existing. Recently, this concern has been echoed as it seems educators' support is far from adequate in most public education systems.

2.3.9 Emphasising Student Responsibilities and Rights

The learner's right to education must not be violated by anyone, while a study by Hubacek, Baiocchi and Feng (2019:8) emphasises that a school is a form of organisation that offers facilities for the primary purpose of educating boys and that almost all schools face a problem with the management of school operations. School management reserves the right to control the actions of educators and learners by implementing fair rules and regulations for the efficient running of the school.

2.3.10 Involving Parents Constructively and Sufficiently

Research on parental involvement by Monamoleli (2019:3) elucidates that the role of the SGB is to ensure that learners go to school. The one thing parents need from the SGB as parents' representatives is to ask learners to attend school. In particular, the South African Schools Act No. 84 of 1996 (SASA) (RSA, 1996) states that it is the primary duty of parents to ensure that every student attends school, which is the duty of every parent to track the attendance of students.

2.3.11 Creating a Healthy School Culture

Stakeholders, namely, parents, educators, students/learners, community leaders, school supervisors, and businessmen in the surveyed rural communities all agree that educators devote more effort and time to management and discipline interventions in schools (Baehaqi & Murdiono, 2020:63).

2.4 LEADERSHIP SKILLS NEEDED TO RUN THE SCHOOLS OF THE NKANGALA DISTRICT EFFECTIVELY

According to Epton, Currie and Armitage (2017:1182), leadership is defined as a sovereign variable or drive for change concerning school improvement and school effectiveness. It is a system whereby other people influence certain individuals or group members towards setting and achieving goals without any force or coercion. Al Zefeiti and Mohamad (2017:1512) argue that leadership is not just status or just possession of some combination of traits. Instead, leadership is about working relationships between participants in which the leader gains status by consistently engaging and displaying their ability to influence followers and carry out cooperative tasks to completion.

A study needs to be conducted in the schools of the Nkangala District to determine how leadership can be more effective. The following leadership skills are needed in the schools of the Nkangala District:

2.4.1 Commitment

Al Zefeiti and Mohamad (2017:1512) assert that organisational engagement is the degree of identification and participation that people have with the task, principles, and objectives of their organisation. Organisational engagement is a multidimensional concept that involves affective engagement, normative engagement, and dedication to continuity. Affective engagement is the emotional commitment of the employee to, identification with and participation in the organisation.

2.4.2 The Concept of Motivation

Baehaqi and Murdiono (2020:63) define motivation as the force that acts on or within an individual that makes the person perform or act in a particular, guided way. In the quest to use the full capacity of workers to ensure quality goods and services and, subsequently, to meet organizational visions and tasks, the accomplishment of this initiative is critical. Motivation in the workplace is important because, based on cognitive choices, it dictates beliefs and behaviour.

2.4.3 Authority

Jacques (2017:2) maintains that each manager, irrespective of management level, is infrequently also a frontrunner who safeguards that subordinate work together to achieve shared goals of the organisation. Authority has got to do with the proper manager to use certain actions within specific guidelines (policy), and therefore, the right to act contrary to those that would not be cooperative to achieve a specific aim. From this, we can infer that authority is linked to leadership within the school, the college principal, because the administrative officer of the college is given authority within the school.

Marques (2019:15) note that efficient leadership ensures that all workers are active in the decision-making process. He underscores the importance of including the deputy principals in the life of the school and the taking of decisions and also highlights the importance of ensuring that all educators are represented and that their evaluations are considered.

2.4.5 Hands-on Staffing

Suykens, Rynck and Verschuere (2019: 35) support the statement that, in many studies, the selection and replacement of educators have also been selected as a significant leadership factor. These include the headhunting of successful candidates and the compelling of less qualified staff to either change or transfer to another school. This provides a fascinating case study of how productive schools can be produced by dealing with the latter two factors.

2.4.6 An Academic Orientation

Bal-Tastan, Davoudi and Masalimova (2018:2366) postulate that efficient leadership is crucially associated with the vitality of academic goals and processes and academic focus. This can be seen in factors such as a high entrance rate for public exams as well as in the use of schoolwork, with daily checks to see that this has been achieved, and the ownership of a student culture or school ethos that promotes academic simulation.

2.4.7 Communication

Izzi (2020:3) posits that communication is one cornerstone of leadership, and it shows the importance of good communication at the school level. It promotes the effective and smooth

running of the school with individuals from the school staff and the SGB. To interface with the Circuit/Regional Office, Section of Supplies, and Section of Staff.

2.5 MANAGING UNDER-PERFORMING SCHOOLS IN THE NKANGALA DISTRICT

The Basic Education Department (DBE, RSA), in line with the values and functions of Public Management Administration, and New Public Management (NPM), endeavours to comply with the regulations of public sector governance. This acquiescence is better achieved by putting quality assurance systems in place (Bennett, 2017:3). Secondly, each school aims to enhance its performance continuously and consistently to account for its performance. Therefore, schools are primarily tested to check whether they are successful and well-organised in their curriculum delivery outcomes. The evaluation aims to demonstrate the effects of education on students, parents, educators, school authorities (such as SGBs), political authorities, and society. This is based on the effectiveness and efficiency of the system, which is mainly quality assurance (Lumadi, 2020:21).

Mphahlele (2018:50) concluded by explaining that the use of public assessments such as Grade 12 reviews and Annual National Assessment results is one way of identifying poorly performing schools. Via Whole School Evaluation (WSE), underperforming schools may also be assessed to diagnose areas for improvement and strengthened appropriately by pursuing these strategies above

2.5.1 Whole-School Evaluation (WSE)

Wise and Schwarz (2017:423) define WSE as a structured mechanism in which decisions are understood about the quality of supply provided to learners and the advantages they derive from students, whether they are academic achievement or personal and social growth. In the policy framework document, the WSE is identified as the national structure for constant and permanent monitoring and evaluation of the excellence of education.

2.5.2 Disciplining Learners at Schools in the Nkangala district

A study by Matoane (2019:10) on how to oversee discipline in the Nkangala district portrays discipline as a strategy for maintaining requests by supporting learners to decide the worth, utility and need to comply with reasonable guidelines and strategies and to accept accountability for their conduct. He further says that, in the more extensive sense, discipline suggests outer order, yet an individual or inward control is incited by the profound acknowledgment of restrained conduct. It means restriction through sure direction, by showing the right way and guaranteeing adherence to the right way.

2.5.3 Absenteeism

The DBE (RSA) in Mpumalanga province highlighted such as disturbance of schools by not well-focused understudies, late coming at the beginning of the day and during the school day, non-participation or refusal to attend certain classes, the inability of educators to do schoolwork, inability to agree to class strategies and the power struggle between educators. Eventually, these kinds of behaviour appear to be detrimental to performance (De Wet, Joubert & Kitching, 2019:4).

2.5.4 Late Coming

Various behavioural problems among understudies, such as late school entry in the morning and late class entry, are discovered by the educators and tend to have a negative effect. The effect of such learner behaviour on educator discipline interrupts educators and prevents learners from learning effectively to some degree (McLoyd, Hardaway & Jocson, 2019:100).

2.5.5 Neglect of Schoolwork

The truth is that certain learners either come up short on yielding their schoolwork, yield their work late, or yield it with deficient dissented. Some learners do not want to get their jobs done. Also, it often occurs that learners copy each other's work (Grajewski, 2019:138).

2.5.6 Substance Abuse

One thing that contributes to the general absence of discipline for learners in the Nkangala District is the problem of drug abuse among learners during school hours, which can be

classified as a serious misconduct it leads to learners carrying dangerous weapons (Nkabinde, 2020:5).

2.5.7 Managing Physical and Financial Resources

Naidoo (2019:39) emphasises that physical and financial resources provide much of the support needed to incorporate South Africa's teaching and learning management. However, only insufficient information on these management challenges is available and school leaders should ensure that they use it effectively.

2.5.8 Managing Finances

Numerous studies indicate that budgetary administration is considered as the key procurement of vital needs. Principals accept that budgetary administration is more complicated when SGB individuals are included, as required by the legitimate stretch, the significance of the asset base for instructive progression and the significance of the neighbourhood setting (Mlimbi, 2018:1).

2.5.9 Managing School Grounds, Buildings and Equipment

Bush, McLaughlin and Zeeman (2016:18) research into states of mind in 12 Gauteng schools addresses the obligation of governors, principals, and educators to supply sound openings for all school exercises. He separates between five support components; organisation, review, arranging, directions, and financing.

2.5.10 Managing Teaching and Learning

Gauteng's principal gave low priority to this activity, but since then there have been some changes in insolence, partly influenced by the implementation of MTL as a core module in the ACE: School Leadership programme (Prins, 2019:100).

2.5.11 Evaluating Learner Outcomes

It should be stressed that the evaluation of school outcomes for planning purposes indicates that this would require schools to provide a comprehensive review of progress in learning areas, including an honest assessment of the reasons for perceived underperformance. These examples may also be used to carefully assess how educators and school administrators can act in the direction of improved goals by blaming the learner's responses (Lane, 2020:6).

2.6 EFFECTIVE LEADERSHIP OF SCHOOLS IN THE SOUTH AFRICAN CONTEXT

In South Africa, history has itself continuously been a location of radical battles. (2018:1) laments that the truth is that the country has continuously appeared as a gigantic theatre in which most of the rest of the world finds echoes of its issues. Kieslich (2020:15) argues that the recent South African law battled to overcome the bequest of the pre-apartheid and apartheid times, segregationist social and instruction approaches, which had been seen in harsh laws. Under the apartheid framework, most of today's dark educators and school principals began their teaching careers, where they were constrained to prepare for racially endorsed situations.

Snorton (2017:1) shows that the sense of 'identity between black and white South Africans has two effective viewpoints, verifiable in terms of the individual's 'origin,' and spatial in terms of the classification inside a locale of individuals of comparative classes. The sense of identity of dark and minority groups significantly influences their states of mind inside schools towards instructing and leadership.

Mahabeer (2018:38) contends that the South African instruction approach shows up to drop into the pit of social meliorism, where devotion to a vision is clouded by the capacity to require what is genuinely such that the great eagerness of social recreation has a more noteworthy impact on political motivation than the reality of social and school. The instruction climate in South Africa, in this manner, focuses on diversity. Mpungose and Ngwenya (2017:14) recommend the implementation of modern approaches.

Hughes and Bush (2018:232) maintain that the purposes and parts of the centre have been changed to incorporate those of both a principal and a chief accepts that the selection of Modern Open Administration changes in open schools implies the advancement of a managerialism approach to school organisation which infers the concentration of obligations within the school vital, in this way professionalising and fortifying his or her part. He bolsters this thought when he pronounces that administration and administration have becomes identical, where the administration may be a subset of leadership.

Here in South Africa, the management role of principals, according to the document, Duties and Responsibilities of Educators (1998) [not yet amended], is associated with terms like

"instructing," "efficiency," "organising," "paperwork," "procedures," "regulations" and "control." The policy (Duties and Responsibilities of Educators, 1998) further shows that management also includes practices like budgeting, maintenance of the school building and grounds, and fulfilling educational policies and acts (DBE 2017).

The government endowment is not continuously suitable. Schools are permitted to gather additional funds, and it has been prevalent within the Demonstrate C schools. Additional subsidising has made a difference in these schools to enlist extra educators and create offices to plan understudies with the imperative aptitudes to do well in their subjects (DBE 2017).

2.6.1 Administrative Accountability

Khalil and Rehman (2019:10) aver that satisfactory direction and rules for timetabling understudy affirmation and situations ought to be given to keep diverse sorts of school accounts and reports precisely and to create the most excellent use of assets in discussion with the fundamental frameworks for the good of the learners. This also guarantees that a school report containing a record of critical school-related occurrences is preserved.

It also noted that yearly school check-ups ought to be carried out to guarantee that the school premises and hardware are utilised properly and that great teaching is kept up. It is also essential to oversee all related occasions, counting staff and learners if there is one associated with it by the school. Moreover, it guarantees that departmental circulars and other archives filter down to staff so that they are informed of any policy issues or developments from the government (Khalil-ur-Rehman, 2019:10)

2.6.2 Accountability of a School

Hughes and Bush (2018: 232) underscore the importance of directing, administering, and offering proficient counsel on the work to be executed by all staff within the school. Moreover, it is essential to examine and type in or slogan reports on instructing, bolstering non-teaching, and other staff to guarantee that workloads are equitably distributed among the staff.

Principals should be mindful of the implementation of student-based, school-focused, remotely arranged preparing programmes for staff and to help educators, especially modern and unpractised educators, to set up and accomplish directions destinations in line with the requirements of the school. This will participation in endorsed school/educator evaluation

forms to frequently survey their proficient hone to reinforce educating, learning, and leadership.

2.6.3 Democratic Accountability

Rapanta, Goodyear and Koole (2020:923) highlight that in-class instruction was characterised as taking after the workload of the specified post level and the desires of the school. To be a lesson educator, it is anticipated to evaluate and screen the success of understudies instructed.

2.6.4 The Responsibilities of the School Principal

The changing setting for administration is accompanied by changes within the parts of school principals, typically illustrated partly through professionalising the foremost and incompletely by an accentuation on creating a shared vision. The principal's part comprises guaranteeing the most excellent conceivable asset accomplishment, assignment, assessment, and the security of the location and property. This includes that such forms are required to guarantee that teaching and learning are of high quality, whatever the setting. As we might see afterward, this links with the developing consideration of guidelines administration, and the viable utilisation of all educators through conveyed (De Nobile 2018: 416).

2.6.5 Roles of the Departmental Heads

The Departmental Heads (HoDs) need to hold regular meetings of the educator team to plan lessons and discuss problems and model good practice by taking lessons while educators observe; observe educators regularly and provide structured and constructive feedback to enhance teaching and learning; evaluate learner outcomes and design strategies to improve classroom practice (Mashapa,2019:1).

2.6.6 Roles of the school governing body

The South African Schools Act of 1996 gives a more noteworthy bargain of commitment to the School Governing Bodies (SGBs). They are required to lead in creating the mission explanation of schools, lay down approaches and set guidelines for the quality of instruction. The SGB is made up basically of parents and educators.

Mphethi (2020:17) highlights that the SGB has genuine control over the running of schools. They are in charge of setting the level of school expenses, deciding when the school ought to open and near, and under segment 21 of the SASA, they can decide what subjects to be taught and which reading materials to utilise. They are controlled by all the instructive choices within the school.

It illustrates that the SGB cannot direct the dialect arrangement at the school and the government sets out confirmation approaches to halt schools from separating learners. Christie and McKinney (2017:5) maintain that "SGB's should guarantee instruction is happening in their schools, but do not have choice-making powers in instructive matters". She argues that it is hazy how independent the SGB is concerning the state and can lead to accusations being unjustifiably put on the SGB for failing to supply quality instruction.

2.6.7 Responsibilities of School Management

Section 20 of the 1996 SASA cited by Duma (2018:7) sets out the take-after capacities for the school administration bodies subject to this Act. The supervisory body of an open school must also advance the school's finest interests and seek to ensure its enhancement by arranging quality instruction for all learners.

2.7 THE DESIRABILITY OF HAVING EFFECTIVE LEADERSHIP OF SCHOOLS GLOBALLY

The United States of America contends that worldwide there is tension in schools to show solid authority and successful administration on the off chance that they are to be seen as giving the most ideal quality training for their learners (Crisp, 2017:6). Seldon & Abidoye (2018:3) addressed the effects, attributes, and models of authority and analysed the outcomes of the late analysis on the dormant persuasive initiative and the development of schools. A significant part of school administration exploration has centred on the position of the principal, but it is increasingly perceived that the dissemination of school initiatives is critical and can advance change more widely across schools.

The more far-reaching outline of Crawford's (2020:115) highlights, which are perceived as significant for Australian authorities by expanding on the above, is to give a dream to set up a typical reason, to encourage the accomplishment of instructive and hierarchical targets, to react to assorted requirements and conditions, to have a future accentuation, and to furnish instructive businesspeople with a common goal.

2.8 THE DISADVANTAGES OF LACK OF EFFECTIVE LEADERSHIP

After the demise of apartheid in 1994, the government tried to instruct school principals on the ampleness of the movement of organisation among all stakeholders and its practicality in learning achievement (Makofane, 2018:11). Sibanda (2017:567) provided more inconspicuous components to the decentralisation of masters in schools, one of the issues affecting the South African education system. Under apartheid, all power and mastery of schools rested solely on the first and in most schools, the association of educators in decision-making and technical roles were compelled or truant. The government procured restricted instructional systems from the apartheid government in 1994, tested by enormous contrasts in the dispersion of capital. The government has since attempted to transform the instruction system into many adjustment and value exercises at that time.

Alonderiene (2016:1) accentuates that the learner's execution is influenced by specialists and the better the organisational fashion, the better the learner's execution within the school. In that case, the rearrangement is the social distribution of power and the school's pro-interior. Specialist parts and workouts are shared between people and are not monopolised by one person.

Each person in a school may be a principal in one community or another, and people are banned. Collaboration is successful in achieving objectives and sharing sharpens, but it works for the same goals in an unexpected dispersed school administration and learning by building the ability of educators to lead educators to complete unused information generators instead of remaining segregated recipients of official action courses.

2.8.1 Leadership Styles

Sibanda (2017:567) gives more details about the leadership styles that lead to high learner achievement and highly motivated educators are the participatory and empowering approaches. Although not so much research has been done on distributed leadership in South Africa, the few studies that have been done reveal that the autocratic and central leadership styles are still dominant, with relatively few schools practicing distributed leadership.

As detailed by Sibanda the five levels of administration that are evident in schools today Sibanda (2017:567):

- Autocratic: in which all choices are directed by the first, whereas educators comply and do not challenge.
- Central: where all choices are directed by the central, educators accumulate around the central and make proposals, but the word of the foremost is last.
- Transitional: the central is central to all decision-making forms but permits decision-making and control in assigned regions for certain key staff individuals.
- Partnering/participatory: the foremost encourage the organisation to create choices and works with key group individuals to take after methodology and vision as anticipated. In a collegial design, educators may take over and work as a group, first with one or two others.
- Empowering: the central acts as a guide to the staff that has decision-making control even though responsibility lies with the foremost. Educators work as engaged.

2.8.2 Underperformance

Josefa, Harrison and Sirmon (2017:770) detailed several theories and hypotheses about the emergence of underperforming schools put forward by various scholars. These theories and hypotheses on underperformance in schools are the opportunity to learn, the contingency theory, the compensation hypothesis, and the additive hypothesis. In their view, there is some empirical evidence that the following factors are related to underperformance: a focus on teaching and learning; effectively distributed leadership; creating an information-rich environment; creating a positive school culture; creating a learning environment; and a strong emphasis on continuous professional development. Therefore, the lack of these factors, in most instances, leads to underperformance in schools.

2.8.3 Organisational Conflict

Sarpong (2018:20) argues that in schools, most leaders use autocratic leadership and that this leads to tension between staff members. The dispute is based on the incompatibility of interests and emerges from competing actions or differences between the parties. Conflict, against this backdrop, relates to actions designed to hinder the accomplishment of the interests of any other individual. This means that principals in schools are supposed to have the expertise to solve the problem.

In a school where many conflicting educators are demotivated to work, they spend much of the time addressing personal problems while academic issues remain unattended, and this deprives learners of their right to work. Sarpong (2018:20) concurs that most school managers need to understand what is involved in conflict management and need high conflict skills to be able to be successful in their school.

2.8.4 Stress

Hardy, Thorne and Griffiths (2018:3) elucidate that the incidence of stress at work is one of the main adverse influences on employee satisfaction, job performance and efficiency, and on productivity and absenteeism. Over the last decade, the prevalence of stress has also been felt in the school setting. There has been a general awareness that those in the teaching profession work. This is largely owing to the strain created by the rapid pace of change and increased school-level responsibilities caused by the increased school management. The school principal has personal stress that affects his leadership skills. School leaders are influenced by stress that they will make incorrect choices for the school and the school's success.

2.8.5 Poor Planning

A study by Siedentop, Hastie and Mars (2019:3) expressed that everything that is done at the school level must be arranged amicably. Principals must arrange for all exercises that will take place within the next year. They can be academic matters or extramural activities. Any organisation counting the school has been built up and works with a reason for intellect. The purpose of the school is to develop a culture of education and long-lasting learning through successful administration. Poor planning does not give a direction for what is going to be done in the following year. Leaders have the responsibility of planning at the school level to make

sure that all decisions taken are in line with the school policy. Without planning, the school will not function effectively. Leaders who do not plan are always facing challenges of running school in an effective way (Siedentop, et al., 2019:3).

2.8.6 Problem Solving and Decision-Making Skills

Because of the planning process, Siedentop, et al. (2019:3) are cited; managers are continuously involved in decision-making and problem-solving situations. For students, educators, and parents who are going to take the school to another level, the principal must make effective decisions. In assessing success, the efficacy of the principal's decision plays a crucial role. Siedentop, et al. (2019:3) conclude by clarifying that the principal must not take decisions that do not suit the staff. The principal must involve staff and learners (participative decision making). He will benefit by achieving a high level of motivation, greater effectiveness, open lines of communication, a free, honest, and complete flow of information, a greater awareness of grassroots problems, and motivation by reward instead of punishment.

2.8.7 Poor Communication

Wahl (2017:2) is more concerned about how poor communication can greatly affect the efficient running of the school. Everyone in it should strive for effective communication. Poor communication can lead to a school that is disorganised where educators are not submissive to the principal. An effective leader must have good communication skills. Wahl (2017:2) also indicates that it could also be said that effective communication is a prerequisite for management functions in the school. As a leader, you have to communicate effectively with your staff because the planning that takes place in a school has to be communicated. It is important for staff. As a principal, you have to listen to your staff members' attentiveness to avoid conflict. Poor communication can lead to poor performance.

2.9 WHY SCHOOLS HAVE INEFFECTIVE LEADERSHIP?

Mpumalanga spends less than its designated annual budget on instruction, even though the instruction division remains unchanged to date. There are various reasons for this collapse of the instruction framework in Mpumalanga and the unsuccessful realm of schools is one of the

key reasons. A perusing of (Bush's) writing outlined the frantic conditions of instruction in South Africa in general and within Mpumalanga (Bush, McLaughlin & Zeeman (2016:2).

Parents, as well as individuals from the neighbourhood, raise concerns about the poor quality of school principals' administration, which from time to time suggests that schools need steady dreams and firm commitments. The negative "fault the boss" turn is so regularly utilised to assist educators who do not do their work well and, therefore, keep up and exceed expectations in covering their wastefulness, of course. However, if the ask for useful administration is honest to goodness, the burden ought to be shared between the school administration group who ought to work together to cultivate a solid vision and victory desires for the institution to invigorate educators' collective obligation (Mpungose & Ngwenya, 2017:5).

A dynamic and talented school principal is commonly depicted as the key component of a high-quality school, and stories of the rousing and viable central are plenteous and oft-repeated. In expansion, the central as a principal has an imperative part to play in satisfying the desires of clients of the school by accomplishing positive results and being mindful of the success of educators and learners. Instructive authority, instructive administration and administration inquire about has uncovered an unimaginable degree of instability among instructive specialists, chairpersons, and principals about what methodologies ought to be set up to deliver compelling and proficient authority that advances engagement and positive re-engagement (Sheninger, 2017:11).

Resistance to educational reform is seen as a battle against changing current policies, traditions, and customs. It can also be a force that delays or prevents new legislation, new procedures, and professional development processes for educators from being introduced (Mpungose & Ngwenya, 2017:6).

School leaders should aim to consider and appreciate the previous experiences of the transition of their educators in their attempts to integrate the components of transparency and results-based performance management into public schools in South Africa. They should, however, also avoid succumbing to their own weak and ineffective leadership skills, marked by uncertainty, lack of trust and dedication, poor decision-making, and blaming educators for resisting (Du Preez, 2019:3).

Finally, Mathieu, Hollenbeck and Van Knippenberg (2017:452) argue that, on the one hand, principal wage growth and job transitions and, on the other hand, principal productivity are calculated by state performance scores and achievement. They discover an ideal relationship between compensation and both the position of transparency and the achievement of students. Nevertheless, the introduction of only a limited set of controls on educators, schools and districts leaves open the possibility of having no meaning of either accountability rating or student achievement.

The approach rules by (DBE, Republic of South Africa, 2000, 2002), (HoDs) are situated as guidelines principals. They ought to help educators in setting and accomplishing individual and professional objectives related to the advancement of school instruction, and ought to screen that these objectives are effectively accomplished; (do normal formal and casual classroom perceptions; do post-classroom perception conferences with educators, with the focus on making strides in instruction; and (iv) give valuable basic assessments, making proposals for individual and proficient development objectives concurring with personal needs (DBE , 2017:4).

2.9.1 Challenges Facing School Management Teams (SMTs)

Mathieu, et al. (2017:452) focus on a very important subject when he mentions that there are no identifiable guidelines and actions that members of SMT's can follow and that many of these suggestions don't necessarily consider the operational context of schools. He goes on to mention that teams are not static and will more likely be involved in responses to their immediate environment and the issues impacting them. Factors such as different values, different personalities, history, and the ongoing dynamics of members make these teams complex and unique.

Bashir (2018:5) claims that the opinion that, for these reasons, teamwork is problematic even in the most favourable situations. Another challenge facing school management teams is the fact that the country is not producing enough educators. South Africa produces about 6 000 educators annually, while the replacement number needed is approximately 20 000 educators annually.

2.9.2 Overcoming Some of These Challenges

Mestry (2019:94) recognised that many difficulties are facing SMTs, as mentioned above, in establishing guidelines and the operation of these teams in schools and then set out five issues that SMTs can consider: Clearly defining roles and objectives, members must ensure commitment, competency, and credibility, develop a team culture, values, beliefs, and an effective process among the team members, develop good relations with other staff as well as effective communication with them, and ensure learning opportunities for SMT members to operate competently.

2.9.3 The Culture of Learning and Teaching (COLT)

Mohale (2018:20) highlights the fact that the culture of learning and teaching (COLT) has collapsed and subsequently lowered confidence in school management. COLT aims to foster creative, critical, and independent thinkers with skills and competencies that are transferable to foster attitudes and values. These should be compatible with the ongoing transformation of society, promoting values of critical thinking, self-discipline, empowerment, respect for the dignity of others, and a commitment to lifelong learning, developing new social relationships in schools founded on new forms of discipline, commitment, and accountability of all stakeholders in education.

2.10 EFFECTIVE SCHOOLS IN SOME RURAL AREAS OF MPUMALANGA

'Rural' applies to ranges composed of conventional leaders' tribal lands and rural zones. The definition regularly incorporates regions of thick settlement made by colonial and apartheid-driven settlements. However, 'rural' regularly alludes to settings that are inadequately populated and where farming is the most important financial operation. Moreover, it incorporates numerous 'mining' areas where mining is now not dynamic (Mishra, 2019: 1).

Mishra (2019: 1) further says that rural education policy considers rural education reform drivers, not adherents of urban agendas and goals. Curriculum growth, provisioning, resourcing and the choice of subjects for rural schools should therefore be driven by three main concepts that should be integrated into the implementation of the rural school curriculum. A program

that encourages a sense of place, pride and belonging in the school community, but at the same time enables individuals.

A research study conducted by Monamoleli (2019:3) within the Mkhuhlu Circuit, one of the rural areas, reports that learners from most schools within the Mkhuhlu Circuit drop out of school rashly and at an early conclusion, become recipients of the welfare framework. Their subject yield of underneath 50% often denies them of openings at the college level to encourage their consideration, since the point framework of colleges in terms of confirmation is, for the most part, higher than what understudies have. Moreover, Monamoleli (2019:3) contends that illiteracy in parents is mostly caused by the fact that most parents in rural areas have never had a chance to get a formal education for various reasons, such as poverty and social evils. Poverty hindered them because their parents did not have basic requirements for essential stuff like food and proper shelter, and did not even have money to send their children to school. Education was seen as a luxury they could not afford, on the other hand.

A study that was conducted in one of the schools within the Mashishila Circuit showed that out of the eight schools within the provincial district of Mpumalanga, Mchaka Tall School had two (2) computers (during the period of this study) which they bought themselves. They utilise them for the organisation. There is no internet, no specialised bolsters and no learning programmes. Similarly, Tiyimeleni essential school had (one) 1 computer bought out of claim stores. It is used by an organisation. There is no internet, no specialized back, and no learning.

2.10.1 Small Schools in Rural Areas

The implications of closing small schools in rural areas are far bigger than closing small schools in urban settings. For example, in sparsely populated areas where distances between schools and poor road conditions are not conducive to public transport use, small schools can be the only means of access to education (Mishra, 2019:457).

The DBE is responsible for setting guidelines, developing strategies, and monitoring and evaluating the implementation of the rural education policy. It is responsible for ensuring that resources required for the implementation of the policy are available. To do this: The Minister will establish a REAC comprising key role players and stakeholders to advise the Minister on the implementation of the rural education policy; fund rural education programs; and monitor and evaluate the impact of policies on rural schools. The Director-General will establish

interdepartmental collaborations to strengthen the support and delivery of quality education in rural schools:

The Director-General will establish a national team of key heads of branches that meets to plan, implement, and account for how their branches respond to this rural education policy mandate. Furthermore, this team will report on other programs and initiatives that target rural schools. The Director-General will establish an interprovincial rural education committee that will be comprised of officials responsible for rural education in all provinces. This committee will be responsible for the coordination of a multidisciplinary approach to support rural schools in providing quality education (Government Gazette, 2018).

2.10.2 Provincial-Level

Nachtigal (2019:1) highlights that each province is responsible for implementing the policy; establishing a dedicated directorate or sub-directorate (guided by the number of rural schools) for rural education; establishing a provincial rural education committee that interprets national policy to prepare for implementation; and coordinating the activities embracing rural education across the province. Ogina (2017:153) maintains that plans need to be prepared for implementation at the individual and school cluster level and plan the placement of villages and educator development centers; secure the required financial, material, and human resources to implement the policy; monitor and evaluate the implementation of the rural education policy.

- **District Level**

Establish a District Rural Education Committee to oversee and monitor the implementation process and to support schools in rural areas. To strengthen this committee (Fusarelli & Drake, 2019:11).

2.11 Conceptual Framework

This study is therefore located within instructional leadership, participative leadership and transformational leadership owing to the appropriateness of these concepts to the contexts of the research. As a result, these leadership theories assisted the researcher in scaffolding and supporting the research on strategies that are used by schools to promote effective leadership. The study suggested that a leader's ability to influence others may be based on a variety of factors other than their formal authority or position. Effective leadership is centrally concerned with people and involves decisions and actions relating to other things. Therefore, instructional

leadership, participative leadership, and transformational leadership concepts are appropriate in guiding this study (Provan, Dekker & Rae, 2017:98).

2.11.1 Instructional leadership theory

This leadership style is heavily focused on improving the quality of teaching and learning. Danils, Hondeghem and Dochyn (2019: 110) concur that school principals lead by developing a learning mission and aligning teaching and learning activities with the defined purposes. Furthermore, Elgart (2017:2017) asserts that effective instructional leaders foster a climate of high expectations for teaching and learning, as well as engage in monitoring and evaluation activities. Finally, effective school leaders are constant promoters of instructional innovation. The "optimizer role" adopted by school leaders contributes to an increase in student achievement.

According to Uslu (2019:161), the primary role of a school principal is to improve teaching and learning. As a result, principals and their SMTs must be instructional leaders. The principal, or any other leader in a similar context, is not expected to lead schools to great heights on their own. This claim implies that SMTs are not expected to be exclusive in their efforts to achieve agreed-upon school outcomes. In a trusting environment, principals are expected to interact with others and share or distribute leadership (Sternberg, 2018:857). Sternberg (2018: 857) argues that it is necessary for the principal to recognise good instruction when they see it to commend everyone involved, they can also be encouraging.

2.11.2 Participative leadership theory

Participative leadership is a sophisticated, democratic and effective leadership model that embraces diversity, fosters community and fosters shared responsibility. According to Kolbe and Boos (2019;1478), in participative leadership, the leader seeks input, ideas and observations from the team rather than making important decisions alone.

Kolbe and Boos (2019: 1478) maintain that in participative leadership, the leader turns to the team for inputs, ideas and observations instead of making important decisions alone. Participative leadership is an advanced, democratic and effective model of leadership which harnesses diversity, builds communities and creates shared responsibility.

Leaders that practice participatory leadership recognise that their team may have talents and ideas that can help them make better decisions. Participatory leaders are post-conventional leaders who build meaning, grow themselves and others, and alter organisations via

organisational engagement. Participative leadership fosters a long-term, empowering climate that fosters organisational growth and change. Meetings are a vital method for participatory leaders to release potential (Djenontin & Meadow, 2018: .885).

2.11.3 Transformational leadership theory

Transformational leadership theory has its roots in 1978 (Burns, 1978). Burns is considered as the founder of modern leadership theory. Although this model was developed for political leaders without empirical evidence, it influenced other researchers to further conceptualise and make the model applicable to business and education. The philosophy of transformational leadership dates back to 1978. (Burns, 1978). Burns is widely regarded as the father of modern management philosophy. Transformational leadership philosophy attempts to meet higher wants and engages the whole person of followers by looking for potential motives in them. Even though this leadership model was produced without empirical data for political leaders, it led other scholars to further conceptualize and apply the paradigm to business and education. For example, the transformational leadership paradigm for education was developed by Bass and Avolio (2006) and Leith Wood (1994), with a major focus on school principals.

The various theories employed in this study revealed that there is no single leadership theory that can be applied for effective leadership, and that different situations necessitate different leadership approaches. It is obvious from the theories addressed in this study that effective leadership requires a variety of theories, depending on the circumstances.

2.12 CONCLUSION

This chapter discussed available literature on why successful leadership is required in schools in the Nkangala District. The study of the literature was undertaken to identify the grounds covered within the field of education up to now and the way leaders operate within the school. The chapter elucidates that the researcher is interested in learning more about why effective leadership is needed in schools in the Nkangala District.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This chapter presents the methodology of this study, which includes the introduction, rationale for empirical research, research methodology, research design, sampling target population, sample data collection, interviews, data processing, trustworthiness, reliability, and validity, conformability, transferability, ethical considerations, and summary of this study. The research methodology undertaken in this study helped me explore why is there a need for effective leadership in the Nkangala District school in Mpumalanga Province?

Leaders are rising as they serve for a long time to broaden the vision that aims to increase the capacity of the educator to teach and to inspire learners to learn, and that the secret to good school leadership is to serve in leadership for a long time. In addition, the analysis used a subjective approach to gather information; the survey writing assisted the researcher with the option of research methods and the most excellent method to be used. Van den Berg and Struwig (2017:15) claim that if you want to be informed about such phenomena, you need to gain more information about the need for success.

3.2 RATIONAL FOR EMPIRICAL RESEARCH

This research collected data on the need for effective leadership among schools in Nkangala District and the study was aimed at exploring the degree to which leadership would contribute to developing leadership skills in the region. It requires effective leadership, as indicated in Chapter 2, for a school to be effective.

To achieve this, I purposefully selected three schools located on Emalahleni 1 Circuit to find out why there is a need for effective leadership in schools of the Nkangala district

This chapter describes the methods and tools that are used to collect information in pursuit of the above aim to resolve the above research questions and this chapter will answer the following research question.

3.2.1 The Main Research Question

Why is there a need for effective leadership in the Nkangala district school in Mpumalanga province?

3.2.2 Research Sub-questions

- What is currently being done to improve the leadership of schools in the Nkangala District?
- What is the state of school management in selected schools in the Nkangala District?
- How could school leadership be improved in the Nkangala District?

Accordingly, a qualitative research design was employed to help answer this research question. Therefore, data gathering and analysis will be done through the norms of qualitative research.

3.3 RESEARCH METHODOLOGY

As for this study, the researcher used a qualitative research design. The qualitative research approach refers to an in-depth study that gathers qualitative data from individuals in their environments using face-to-face or observation techniques. In this study, the researcher used literature review as well as interviews to collect all the required data (Basias, 2018:105).

Participating educators were directly within the educational context, within the classrooms. So, they were able to share significant evidence in which the researcher was able to see the relevance of authority for schools to be convinced.

According to Myers (2019:10), when a researcher chooses a research design, the researcher should start reviewing the related literature by submitting his or her knowledge of the topic and further studying what others think about it. Qualitative analysis is one of the techniques that researchers use when they want to reveal knowledge and insight and evaluate information about the essence of facts or the environment.

Alshenqeeti (2014:40) claims that the subjective approach allows the researcher to decipher the real world from the viewpoint of the participants in his or her study. Qualitative studies are concerned with how the social environment is outside the territories of the subjects so that human acts are caught on and deciphered and enthusiastically underlie their atmosphere with consequences.

Bradshaw (2017:4) argues that in qualitative research, the question of setting is crucial. In the participants' natural environment, the researcher collects the data. He is concerned with comprehending the awareness of people in context. The natural case is when the researcher is likely to discover what is known about the phenomenon of interest from the point of view of those studied. In this research, the focus was on many senior secondary schools and the insightful participants were the educators working at these schools.

Qualitative study becomes acceptable when one tries to understand why there was a need for effective leadership in Nkangala District schools because it focuses on the inductive, holistic, subjective, and process-oriented techniques used to understand, perceive, explain, and establish a theory about a phenomenon or collection (Lee-Liu, Moreno & Almonacid, 2014:12). Petty, Thomson and Stewm (2012:17) assert that the researcher becomes involved and engrossed in the phenomenon to become familiar with it. The engagement of the researcher helps to offer dense descriptions of the description data gathered from the participants, to interpret and describe their experiences, and to generate empathetic and experiential understanding.

The researcher chose qualitative methods to investigate why effective leadership is needed for schools to be effective. The qualitative research method was chosen because the researcher aims to explore the extent to which how leadership is affected by attempting to identify factors that affect leadership in the school environment, find out how cultural behaviour can affect leadership and find out and how principals contribute to good management of the school. Therefore, Rahman (2017:102) asserts that qualitative research focuses more on post-positivist theory, which claims that individual and collective interpretations of situations socially create different realities. The subjective approach is assumed to be the primary fit for the portrayal and interpretation of human actions.

Günbayi and Sorm (2018:57) postulate that qualitative research utilises an inductive form of reasoning: develops concepts, insights, and understanding from patterns in the data and the perspective of inquiry: derives meaning from the participants' perspective and ideographic:

aimed to comprehend the meaning that people ascribe to everyday life in respects to reality as subjective.

Günbayi and Sorm (2018:57) captured and uncovered meaning once the researcher becomes immersed in the data. The concepts were in the form of themes and categories. It presented data in the form of words, quotes from documents and transcripts, and analyse data by extracting themes. When you use a holistic unit of analysis, concentrating on the relationships between elements, concepts, and so on. He used words as the basis for analysing rather than numerical data.

3.3.1 The advantages of qualitative research

Yim and Schmidt (2019:1106) assert that there are some benefits to using qualitative research approaches and methods. Firstly, the qualitative research approach produces a thick (detailed) description of participants' feelings, opinions, and experiences, and interprets the meanings of their actions. All participants were able to give different views on the matter that was discussed.

All the participants in this expressed themselves in their home language, so they expressed themselves profoundly. This has led them to obtain deeper perspectives from numerous educators in all schools. Qualitative research was more suitable because it encouraged the researcher to ask in person and could also see how the participants felt about the phenomena under-researched because it was so simple to encourage them to talk about their experience of ineffective leadership and ask supplementary questions or ask respondents to further explain their answers (Sohn, Thomas & Greenberg, 2017:121).

In the Nkangala District, we have different cultures as most of the participants were raised in different societies. How they lead schools would always differ. When asking them questions, different strategies were applied to every participant to get different views.

The interpretive inquiry into the method is valued as an ideographic examination, the reflection of cases or occasions, and it can get the voices, implications, and occasions of different people. Since the researcher needs to understand various opinions, if they are interviewed in their comfort zones in their schools, the participants become more relaxed. Through interviews, more information was obtained on how they responded to every question (Rahman, 2017:102).

Qualitative research methods such as unstructured interviews and describing records are the most used for collecting data. The researcher was able to collect the data in different participating schools; the researcher was able to interact with the participants directly while data was collected through interviews. Consequently, data collection was subjective and detailed. The study by Schneider (2018:93) deployed the face-to-face and telephone interview techniques of data collection and elicited feelings, perceptions, and views about IELTS tests. Participants had freedom of expression and more knowledge was gained.

3.3 RESEARCH DESIGN

Osanlo and Grant (2016:4) posit that research design is a blueprint or comprehensive plan for how a research study is steered. It is a complete plan of how data is collected and analysed. In other words, it is a master plan that will eventually bring about research.

Sepasgozar and Davis (2018) declare that a research design is a universal strategy for solving a research problem and it provides an overall structure for the procedures the researcher follows, the data the researcher collects, and the analysis the researcher conducts. Moser and Korstjens (2018:10) indicate that research design also indicates how the research objectives will be attained and how they will assist in reaching a conclusion or solution to the research problem. Furthermore, Astroth and Chung (2018:381) note that research design is a strategy according to which the research participants (subjects) are selected and information gathered from them. The research design assists researchers in describing how they will collect data from the research participants with the view of finding solutions to the research problem being investigated.

Devi (2017:2) argues that a good research design is often characterised as flexible, appropriate, efficient, and economical, and so on. Generally, a design that reduces bias and maximises the reliability of the data collected and analysed is considered a good design. The design which gives the smallest experimental error is supposed to be the best design in many research studies. Similarly, a design that yields maximal information and provides an opportunity for considering many different aspects of a problem is considered the most appropriate and efficient design for many research problems.

The following were the main factors that influenced me to prefer an epistemology over other research strategies. The researcher wants to examine why there is a need for effective leadership in schools in the Nkangala Region. This study is used to explore the strategies that might be used by different schools for leadership to be more effective.

3.5 PARTICIPANT SAMPLING

According to Alvi (2016:15), a sample is an element of the population considered for actual inclusion in the study or a subset of measurements drawn from a wider population a researcher is interested in. A sample could also be defined as a small percentage of the total set of objects, events, or people, which together comprise the subject of our study. All the participants were a sample of 12 participants from three participating schools for this study. The sample comprised of three principals, heads of departments, educators, and SGBs from the three selected participating schools. To get participants who are informative, experience and qualification were considered when choosing participants.

I used purposeful sampling for this study to make sure that the sample consisted of participants rich in information. Lumphoko (2019:80) suggests that in purposeful sampling, participants are chosen because they are likely to be well-educated and knowledgeable about the phenomenon that the researcher is investigating. Another reason for the use of purposeful sampling is that it is most productive when data analysis and interpretation are performed along with data collection. Based on why a school needs effective leadership to be effective, the participants will share their perspectives. This selection was deliberate and provided insightful insights into the need for effective leadership, as these groups of participants play various roles in classrooms. Before carrying out the research, permission will be obtained from the Nkangala District.

3.5.1 The purpose of Sampling

The procedure through which sample results are taken from a population is called sampling. In a study, it is impossible to access every single element of a population, so a group of people (smaller in number than the population) is selected for the assessment. Based on information obtained from the sample, inferences are drawn for the population. The more the sample is

representative of the population, the higher the accuracy of the inferences and the better (Fisher, Medaglia & Jeronimu, 2018:115).

A sample is representative of the characteristics of the elements chosen, like those of the entire target population. When the results derived from the study are equally true for the entire target population, the findings are said to be essentially stable. The sampling approach may be faced with the issue of systematic errors and sampling biases. It is possible to describe systematic errors as inaccurate or fake representations of the sample (Sovacool, Axsen & Sorrell, & 2018:42). Zwane and Malale (2018:3) believe that such attributes should be considered for inclusion in the free population. The criteria were as follows for the selection of participants to be included in this research. The respondents had to be trained secondary school educators with five or more years of experience teaching secondary school students.

The gender and ages of the educators were also considered when participants were selected for this study. The researchers were still interested in considering as representative as possible of the population sample, although the analysis was not intended to be completely representative of the population.

In deciding the sample size, Lumphoko (2019:30) noted that several fundamental issues must be addressed: the type of research tool to be used (quantitatively or qualitatively).

- The sort of method to be used (quantitatively or qualitatively) to examine an approach;
- The number of factors to be regulated;
- The representation of the group test; and the researcher's amount of time, cash, and effort.

The following criteria were used in the selection of schools as suggested by Nkambule and Amsterdam (2018:39).

- **Geographic place**

The study participants will be selected from schools within the area of the Nkangala District both in urban and semi-urban.

- **Experience**

Participants are knowledgeable because they are all working in schools and will be asked to share information about why there is a need for effective leadership in their schools and the challenges they are facing in the management of the school and how they dealt with them.

3.5.2 Population Targeted

The sample consists of a group of respondents from the population and is, therefore, lower in number than the population. This is done to have a more manageable category for the researcher (Alvi, 2016:15).

Taber (2019:119) argues that a population is a set of elements or situations, people, purposes or events that meet requirements and that it is intended to generalise the findings of the researcher. The researcher's interest in studying these variables applies to specific people that have all of the variables or attributes that the researcher needs to know about.

According to Asiamah (2017:22), the target population is the group of participants being focused on by the study, and in most instances, the groups being studied are too large for all members to participate, making it necessary for a sample to be selected from which data may be collected.

3.6 DATA COLLECTION

Moser and Korstjens (2018:10) define data collection as the use of a variety of techniques for gathering information to get a completely accurate picture of the area of interest. In addition, Nkambule and Amsterdam (2018:38) raised the following forms of data collection; interviews

and audio-visual materials, electronic documents, and anything that can help researchers answer their research questions, and audio-visual instruments are used to collect data for interviews.

3.6.1 Interviews

I conducted individual interviews with principals, departmental heads, and educators' school governing bodies for this study. A semi-structured interview was used in the study because it provides access to where the study is going to be conducted, allowing free communication with the participants. Also, semi-structured interviews allow the participants to respond in their own words to an open-ended question. This will guarantee that the data will be acceptable.

The researcher used face-to-face, semi-structured interviews with each of the 12 participants in the study to gather data (DeJonckheere & Vaughn, 2019:7). This interview was characterised as a two-way discussion between the interviewer and the interviewee. In an interview, the researcher asked the interviewee questions that allowed the researcher to learn about the phenomenon being investigated as much as possible. Face-to-face interviews also help the researcher to assess behaviours, feelings, and attitudes.

Van den Berg and Struwig (2017:15) grant that in-depth semi-structured interviews offer an opportunity for researchers to further examine the participants' responses to provide rich information on the subject under research. Besides, in-depth semi-structured interviews give researchers time to test the answers of the participants to gain more knowledge of the participants.

As far as research ethics is concerned, the researcher may send consent letters to sign offering detailed information on the content of the researcher and researcher; their right to withdraw from research; confidentiality and privacy before performing interviews with 12 participants as to why there is a need for good leadership in schools. As King (2018:4) offers the following information, each interview took about an hour and will be documented and transcribed for analysis.

Budd, Ruyter and Wang (2018:5) presented the following benefits of conducting interviews:

- **Flexibility**

The interviewer will find more accurate answers. Individuals who are unable to read or write can still answer questions in the interview (response rate).

- **Non-verbal conduct**

To test the validity of the responses of the interviewees, the interviewer must observe non-verbal acts.

- **Spontaneousness**

Interviews were conducted in areas free of distractions and at times and locations most suitable for the participants, as suggested. After school, the researchers used the boardroom because there was no noise in the school.

Golder, Norman and Booth (2017:4) posit that when conducting the actual interview, it is prudent for the interviewer to familiarise themselves with the interview schedule so that the process appears more natural and less rehearsed. However, to ensure that the interview is as productive as possible, researchers must have a repertoire of skills and techniques to ensure that comprehensive and representative data is collected during the interviews. One of the most important skills is the ability to listen attentively to what is being said, so that participants can recount their experiences as fully as possible, without unnecessary interruptions.

Raven (2015:48) notes that other important skills include adopting open and emotionally neutral body language, nodding, smiling, and looking interested and making encouraging noises during the interview. The strategic use of silence, if used appropriately, can also be highly effective at getting respondents to contemplate their responses, talk more, elaborate, or clarify issues.

3.6.2 Semi-Structured Interviews

According to Parkhouse and Ormerod (2018:12), interviews are like questionnaires in that they are organised around a series of questions and rely on interviewees being able to answer and tell the "truth" as they see it. Individual interviews were conducted with the principals to ask

why there is a need for effective leadership in schools in Nkangala and to get more information about what must be done for leadership to be more effective.

The focus has explored the extent to which leadership can contribute to improving their leadership skills in the Nkangala District. The educators of the sampled schools were interviewed to discuss why there is a need for effective leadership. An interview schedule was prepared. Probing questions followed, emanating from the answers given by the educators. The interview process was audio-taped and thereafter transcribed. The purpose was to focus on the discussion on the issue of school leadership and management and questions were semi-structured and prepared for the meeting. It will be an informal gathering of a group of people who will be familiar with each other and have similar interests. The individuals in the group are from different departments on the school premises. This has enabled comparisons to be drawn from different perspectives.

To obtain reliable information, the researcher applied structured interviews because they provided certain flexibility to the interviewer. The researcher elucidated the questions and gave the researcher a chance to observe the individual's behaviour during the session, and more time was granted for them to go into detail about the matter under-discussed, and the researcher would be able to dig more information, hence understand the inner emotions. It granted the researcher more time to observe the emotional behaviour of the participants since they were face-to-face interviews.

3.7 DATA PROCESSING

Data analysis is a tool to explain data in a meaningful way as a mechanism to make sense of the data and to understand what people have thought about the phenomena. This suggests that what the participants have said is a way to make sense of it. To understand the significance of the data produced by the various data collection techniques, a careful analysis of the data is needed. The method began when a researcher was translating information that developed through interviews (Salmons 2017:177). Thematic analysis was utilised to dissect information. This analysis includes the researcher making sense of the information collected. The researcher made sense of the information by taking note of designs, subjects, and categories from relevant

information collected. In this study, the researcher set up how the 12 members shared their ideas about why there is a need for effective leadership by examining their recognition, demeanours, understanding, information, values, sentiments, and experiences (King, 2018:3). The authenticity of the findings was upheld by a verbatim version of the participants' encounters (Tracy, 2019:9).

3.8 TRUSTWORTHINESS

According to Mohajan (2017:82), reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions. Interviews were selected as one of the tools for gathering data. Although in qualitative studies, reliability is not guaranteed, I piloted the questions to ascertain similar results.

The Piloting questions provided an opportunity for the researcher to gain experience and confidence while clarifying unclear. I avoided questions based on opinion to get more clarity based on the topic Montaner (2017:1) asserts that the pilot considers may be especially significant concerning research based on self-completion surveys since there will not be a questioner present to clear up any disarray.

Bell (2018:1) further points out that this is equally so with interviews, as persistent problems may emerge after a few interviews have been conducted and these can then be addressed.

3.8.1 Reliability and validity

Vasileiou, Barnett and Thorpe (2018:2) define validity as the degree to which scientific explanations of phenomena match reality. It refers to the truthfulness of findings and conclusions. Pernecky (2016:2) asserts that these two factors are important, that any qualitative researcher should be concerned about while designing the study, analysing results, and judging the quality of the study. The study identified interviews.

- Firstly, the researcher has explained what the purpose of this study is.
- Interviews were used as a data-gathering instrument;
- Collected data were compared to each other to ensure validity; and

- Participants' words were written as they are.

To address the issue of dependability, the researcher explained to the participants the research context and what led the researcher to want to be informed about why there is a need for effective leadership in the schools of the Nkangala District.

3.9 CONCLUSION

The methodology for the research review is outlined in this chapter. The study highlighted the gaps before the actual interview could begin. It was necessary to rephrase the issue, as well as to involve other participants who could help resolve the issue as to some of the factors contributing to the leadership of the researched schools. The subjective approach to research allowed the researcher to learn why there is a prerequisite for effective school leadership. A few of the issues that were not relevant to the address the inquiry but were essential to the problem need to be edited for viable administration. Subsequently, the researcher was pleased that through personal face-to-face interviews, the necessary information was gathered, which highlighted fundamental problems that were not conceived.

CHAPTER 4: PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

4.1 INTRODUCTION

The researcher outlined the research methodology for this analysis in the previous chapter (chapter 3). In this current chapter (Chapter 4), the participants' biographical details are presented; summaries, suggestions, and conclusions are discussed. Interviews have been carried out and the conclusions have been addressed in depth. In addition, the research data analysis and the ethical protocols were discussed in depth. The technique used while the researcher was gathering information was face-to-face interviews. As Elliott asserts (2018:2850), the data analysis process consists of planning and arranging data for analysis, then reducing data into themes through a coding process, and eventually presenting the data in the discussion to apply the same to the researcher.

4.2 BIOGRAPHICAL INFORMATION OF RESPONDENTS

To verify the credibility of the questions asked by the participants, the researcher piloted face-to-face interviews with four participants at every school from the three participating schools. The researcher conducted individual interviews at each school, consisting of the principal of the school and the departmental head (HoD).

The 12 selected participants consisted of five males and seven females. Initially, fifteen participants were targeted but later diversified to 12 participants. The reason for number decrease in participants was that most schools did not allow principals and deputy principals to participate as they chose one to participate owing to the structure of the hierarchy of the school whereby the principal and its deputy performed the same duties. Interviews with participants were conducted at three separate secondary schools in the Nkangala District of Mpumalanga Province.

All schools that participated in this study ranged from quintiles one and two, which were declared and classified as no fee-paying schools (Mpumalanga DBE (RSA), 2017). Further information about the participants is given in Table 4.2.

Table 4.2: Participants' Biographical Information

SCHOOL A								
Participants	School phase	Quintile/ Funding	Position	Gender	Age Range	Experience	Experience in a leadership position	Qualification
A1	Sec	2	Principal	M	50	20	5	Hons degree
A2	Sec	2	HOD	M	30	5	3	Bed (FET) Specialisation
A3	Sec	2	Educator	F	55	15	-	Bed (FET) specialization
A4	Sec	2	SGB	F	54	3	3	Diploma(admin)
SCHOOL B								
B1	Sec	2	Principal	M	45	21	4	Bed (hon.) Ace Leadership Management.
B2	Sec	2	HOD	M	40	10	6	Bachelor's in environmental and Diploma in Education.
B3	Sec	2	Educator	F	35	8	-	BSCCS DGCE
B4	Sec	2	SGB	F	29	2	2	N/A
SCHOOL C								

C1	Sec	2	Principal	F	60	25	10	BED (Hons degree)
C2	Sec	2	HOD	M	55	15	8	BED (DEGREE)
C3	Sec	2	Educator	F	48	19	-	DIP ED, BSc
C4	Sec	2	SGB	F	54	3	3	DIP ED BSc
Total number of participants: 12								
Total number of Females: 7								
Total number of Males: 5								

4.3 DATA PRESENTATION

Through data analysis, the following subjects, themes and categories were established that had a bearing on the need for effective leadership in the Nkangala District. Qualitative data processing was used to process semi-structured interviews, as indicated in chapter one and three.

The tables outlined next provide themes and sub-themes that will be utilised by the researcher and will be shown later in the chapter. The tables will assist in outlining useful information for participants. The participants will be referred to by codenames as shown in both tables to adhere to the privacy and confidentiality requirements.

4.4 FINDINGS FROM ANALYSED DATA

The themes conveyed stimulating issues on why effective leadership was needed for the functionality schools. Some influential factors on why effective leadership was needed to appear in the sub-themes where more factors were discussed. These factors include strategic focus and an individual's perception of the topic under research. The study consists of three themes which were named as follows: effective leadership, strategies and recommendation and challenges facing leaders of the school. Such themes, their categories and sub-theme

represented major empirical findings of the research that was brought by different perspectives, and more information was brought forward under the research topic.

Table 4.4 shows how data were analysed and the themes are analysed and developed into three main themes, and several sub-themes to support what is being discussed in the main one. According to the findings of this study, and evidence from the table, there is a need for effective leadership if a school is to function well. That is summarised into three themes and supported with some subthemes which brought valuable issues amount the phenomenal under research in this study.

TABLE 4.4: TOPICS, THEMES AND CATEGORIES

Theme no	Theme	Subtheme
Theme 1	1.1 Effective Leadership	1.1.1 Provide guidance 1.1.2 Effective communication 1.1.3 Motivation 1.1.4 Problem Solvers 1.1.5 State of management 1.1.6 Proper planning 1.1.7 Delegation and share task 1.1.8 Supervision of work
Theme 2	1.2 Strategies and recommendation	1.2.1 Professional development 1.2.2 Communicate Vision 1.2.3 Conduct meetings 1.2.4 Supervision of Curriculum
Theme 3 Problems	1.3 Challenges facing school leadership.	1.3.1 Lack of support 1.3.2 Parental involvement

4. 1.1 THEME 1: EFFECTIVE LEADER

The findings revealed the need for successful leaders if a school is to be more productive. Both participants agreed on the same point that good communication remains the key if you want a winning team because it becomes easier for them to fulfil all the duties given when people are given instructions. They agreed to lead, manage and instruct educators on what they needed to do. Also, communication is the key to supervising policy implementation, encouraging and creating potential followers who are also self-leaders to bring about the positive and required change to bring about any changes in a way that is sensitive to it.

Gale, Erhardt and Bounthavong (2019:11) emphasises that effective managerial power includes the ability to empower, sometimes by freeing up, and often by propelling others within the organisation where effective principal shares develop. Leadership among educators refers to assistant principals, HoDs grade level coordinators, and educators of all types.

4.1.1.1 Provide Guidance

The findings revealed that a positive learning environment is created by correctly guiding educators and it also avoids making many mistakes. The responses make it clear that leaders must cultivate an atmosphere of guidance and educators will develop their duties and the department will perform well. The findings were supported by the following principals:

If you want all the activities to be completed successfully, you have to provide guidance, leadership, direction, and give instructions. Having well-motivated and qualified team members and a structured and well-managed organization to bring diverse individuals together to help them find a common purpose and work towards achieving common objectives will encourage and empower individuals to recognize their fullest potential and leverage their potential to achieve the common goal needs communication (Principal of A1).

The key responses by the principal above indicate that if you want educators to work efficiently, the main focus is that you should direct them. The advice must be transparent to all stakeholders to participate and tell them how you want to do your work. The principal makes it clear that it

can be achieved through effective guidance that will result in all the staff members working together with a common goal, and they must be empowered to know their capabilities.

Another principal further says that everything that is done at a school level must follow the policy.

We are directed by the policy of the school to make decisions, warning educators to do their work effectively and informing, providing proper instruction of daily activities of the school, and providing proper supervision of all activities which are taking place within the school. We also correctly discipline our educators, providing safe facilities and providing safety equipment for the education of our kids (Principal B1).

It was evident in the comments above that giving direction, it must be done in a way that encourages educators to do their job, and it also helps them to be more successful in doing what they are doing, as most principals agree.

The quotes above suggest what most was considered by principals in directing educators what to do. Their comments back up the Constitution of South Africa. From the answers, it seemed that the heads of schools were able to address their conceptualisation of why successful guidance at their school is efficient.

The responses can be inferred by mentioning that all the events taking place within the school are influenced by good leaders, encouraging their educators to do well and passing this on to the learners as the management provides them with full instructions on what to do and how to do it. In my opinion, if leadership was not effective, teaching and learning would also not be good.

4.1.1.2 Effective Communication

Most respondents revealed that effective communication is required to allow all stakeholders to have a good relationship with each other. In the same vein, most participants indicated that they need to create ongoing and open communication that would accommodate all departmental stakeholders. Officials must provide meaningful professional development for educators. After constructive feedback, the principal must provide adequate support as a form of development for educators at school.

This was apparent in the results where Principal B1 agreed on it:

Effective systems, planning, and communication are enhanced, challenges are addressed sooner, influence educators, and give direction on what needs to be done and an approach on how it must be done correctly. All work is done is supervised. I also use my skills to develop my educators.

This principal comment indicates that you can advise on what needs to be accomplished at an early stage to ensure that you interact properly with the educators, so no one wants to be yelled at because you see the benefits of effective communication.

One SGB member stated that when the curriculum is monitored correctly, it becomes simple for learners to pass since all the work will be covered.

SMT should monitor curriculum coverage so that learners are not disadvantaged when they sit for exams and tests. Communication should be prioritised among all stakeholders, inviting parents to the school to see the progress of their kids, adopting parents who are not working to assist with cleaning the school and adopting community members who are capable of teaching to assist learners during the afternoons (SGB4).

The SGB4 comments still emphasise what was stated by Principal B1 that communication needs to be practised for school efficiency and added that parents need to be called to the school for a sound relationship between the stakeholders and the school. Therefore, it is imperative for the school to continuously invite and involve stakeholders in school activities, such as ensuring the community assists in monitoring study camp discipline and other related issues related to academics.

HOD A2 concluded by saying working tools must be put in place.

Tools are put in place to be utilised by educators to report on their work, class visits, and workshops. You must accommodate diversity in all educators within the staff members, effectively communicate with them, and listening remains a key to equal treatment for all. Try to delegate tasks whenever there is a need for them for all submissions to be done on time.

The comments above fully support that effective communication with the management has the potential to support all activities that are given by the management, as most of the responses stated, and come up with new ideas in line with making the school a better place for all. When leaders do not know certain things, they must ask educators who can share their skills with other educators when it comes to academic matters. They must be assisted by departmental heads. Some leaders are not good at communicating; they always speak badly, offending their subordinates.

Whittington (2019:3) elucidates that educator should speak freely and regularly about how teaching could enhance the school. As a result of effective communication, study participants from both schools understood that they could trust their leader. The first step in establishing good communication was trust.

The findings indicate that certain individuals have not learned how to connect with the respect that can often create tension in various cultures and that they do not practice "Ubuntu," where adults are often respected. There is a need for workshops for its creators to learn the ability to communicate well.

4.1.1.3 Motivation

Most participants agreed that encouragement needed to be given to motivate them after they have performed well. It has been noted that leaders must make sure that they prepare something for educators who think extra about it as a form of reward. They all accept that this must be done to build a healthy environment for learners to teach learning. Encouragement and morality are poor, so teach and learn to suffer. Aguilar (2018:3) maintains that learning and teaching suffer when motivation and morale are poor. He further says that motivation is a product of the many changes in education and the miserable physical conditions in which many educators find themselves.

This is supported by HOD A2:

Hard work done by educators must be comprehended and recognized as a set of courage, a birthday celebration for the promotion of Ubuntu, and if a certain educator has done something wrong, he must be informed alone, not in the presence of other staff members. Avoid conflicts by treating them. Every educator in an equal way. It feels good to work in an environment where you always feel motivated and supported in everything that you are doing. It motivates you to love your work.

The HoD's response, however, suggests that something must be done when educators have done a great job for the school to motivate them to put more effort into doing so. When leaders appreciate their work, it gives them the strength to do more.

HOD B2 was quoted as follows:

Weekly supervision timetable and submission of work projections and achievement or recovery plans by educators and to encourage those who are extremely dedicated to their work, words of encouragement are used as an appreciation of good work.

The following departmental heads' comments focused on why encouraging educators to make it clear that educators who apply on time must be viewed as an acknowledgment for delivering work on time. They can be motivated by giving the educator positive feedback to boost and motivate them.

HoD A2 indicated that:

To inspire and empower people to realise their fullest potential to achieve common goals, so when leaders are effective, all stakeholders are given support in all activities that are done in our school.

HoD A indicated that:

Successful leaders also put together and promote individuals with shared goals and work together to accomplish common objectives with intent.

The HoD's response highlights those educators and learners work hard to empower them and encourages a cordial relationship between educators' administration and learners that stimulates successful outcomes for the school. A response from the principal below also indicated that the probability of producing good results is indicated when you inspire educators, as everybody feels like a useful member of the school.

Educators who are motivated and well-trained contribute greatly to learner performance. The retraining of good educators helps learners to do better because they are more familiar with the content since they have been teaching the subject for a long time (Principal A1).

EducatorA3 said:

SMT lead by example. They do work effectively, and they give us a good example of model behaviour. Educators are being coached and mentored correctly. Every term they conduct meetings to equip those who are lacking in certain areas, and feedback is given as a form of developing educators.

The educator believed school leaders were more like role models. They lead by example; coaching is done for those educators who lack in some areas, and feedback is regularly provided as a form of motivating educators.

Educator B said:

By focusing on the standard of instruction in very efficient management, we work tirelessly to increase achievement. High standards are supported by our school leaders. They attack educator isolation and divided initiative and interact directly with educators and the classroom. All stakeholders feel free to work in such an atmosphere.

Another educator points out that a school leader makes sure they give clear instruction on what needs to be done and it makes the school environment more conducive to teaching and learning.

Educator B added that:

As a leader, you need to inspire and motivate others to do the work necessary for operational activities taking place within the school. You have to drop the concept of doing everything yourself and motivate others to complete assignments and achieve goals.

It was evident from this teacher's response that when they work under leadership that motivates them, it makes them put more effort into admiring their hard work by giving gifts, which encourages others to do hard work.

As SGB C4 agrees on that:

Educators can be motivated by introducing awards for best-performing educators as well as learners. When making decisions, make sure that you involve educators, avoid conflict by treating them in an equal way, listen attentively to all your educators' input, and if one of them did something wrong, call them as an individual issue that must not be solved in the presence of others to respect their privacy rights.

The SGB stresses that all staff members must be treated fairly to prevent disputes between staff and to listen to educators' concerns and find solutions that can benefit the school.

SGB A4 indicated:

Get sponsors to purchase all the resources needed and token of appreciation for work well done. Arrange Workshops for all stakeholders. Arrange workshops for coaching educators so they can be effective. All new educators need orientation and monitoring of curriculum matters. invitation from local pastors to promote good relationships among staff.

The SGB member's response emphasises that they support giving educators who work hard some gifts. She also suggested ways that could be used on that day to raise finances. It demonstrates a good way to enjoy good work.

The response further indicated that there are still many things to be done in schools concerning the motivation of educators. They believe that if leadership is good and highly motivated, they will take the schools to a higher level in terms of educational quality and results. Moreover, educators will be supported and directed. What is expected from them will be requested in a good manner. Controlling of academic matters will also be according to the policy of the school. Educators must not work in isolation; they must assist each other, especially those who have experience. They should share their experiences with the new educators.

4.1.1.4 Problem Solvers

The following verbatim quotations from different participants provide insight into their understanding of how leadership deals with different matters that are faced by schools. Most of the responses from most participants made it clear that the leader must ensure that a school

prevents conflict and fosters a healthy relationship among the staff. As a leader, you should ensure that you fairly solve staff problems. These can be personal or work-related issues, but ensure that you always come up with a solution to ensure that a school avoids conflict and promotes a healthy relationship between staff.

Principal A1 raised the issue of:

The state of supervision is relatively good because it is a very small school with fewer learners. This makes them manageable and educators. Moreover, a wider range of leadership styles is applied to accommodate various activities taking place at the school and ideas from all other colleagues are always accepted by the SMT. We strive forward to achieve the vision of our school.

This comment highlights that a small school is manageable as the leaders can easily divide all the duties and can handle one-on-one interaction with the educators as the school is not that big. In a small school, it becomes simple to sit down with educators and solve problems, as EducatorB3 supported this statement.

By regularly sitting down with us to cover areas of difficulty, and whether they call curriculum advisors for curriculum improvement for those who are having difficulties. If problems are arising, then decide the best way to settle them and move quickly. The principal must not take part whenever favouritism has killed several schools' decisions (EducatorB3).

The teacher's response elucidates that they need the guidance of educators from curriculum counsellors to develop various skills that they must attend as educators in the school they need to assist. The answer also indicates that the school's administrators are problem solvers because they do not have to take sides.

EducatorA3 agreed that:

Successful leaders are problem solvers within the school, and effective principals also inspire all learners within the school to continue professional learning. Develop plans to enhance teaching and learning and facilitate meetings, both in teams and with individual educators, to organize all school events. They motivate all educators to fulfil those dreams.

It may be concluded that schools are faced with many conflicts that remain unattended. Schools have become a place for fighting personal battles because of certain differences among educators. The principal must have good skills when it comes to solving problems. He must not have certain individuals who are favoured because this may cause division among the staff. The principal needs personal training where they are trained on how to solve problems. The participants suggested that it could be useful.

4.1.1.5 State of School Management

The following verbatim quotations from different participants provide insight into their understanding of how leadership deals with different matters that are faced by schools. Most of the responses from most participants made it clear that the leader must ensure that a school prevents conflict and fosters a healthy relationship among the staff. As a leader, you should ensure that you fairly solve staff problems. These can be personal or work-related issues, but ensure that you always come up with a solution to ensure that a school avoids conflict and promotes a healthy relationship between staff.

Principal A1 raised the issue of:

The state of supervision is relatively good because it is a very small school with fewer learners. This makes them manageable and educators. Moreover, a wider range of leadership styles is applied to accommodate various activities taking place at the school and ideas from all other colleagues are always accepted by the SMT. We strive forward to achieve the vision of our school.

This comment highlights that a small school is manageable as the leaders can easily divide all the duties and can handle one-on-one interaction with the educators as the school is not that big. In a small school, it becomes simple to sit down with educators and solve problems, as Educator B3 supported this statement.

By regularly sitting down with us to cover areas of difficulty, and whether they call curriculum advisors for curriculum improvement for those who are having difficulties. If problems are arising, then decide the best way to settle them and move quickly. The principal must not take part whenever favouritism has killed several schools' decisions (Educator B3).

The answer also indicates that the school's administrators are problem solvers because they do not have to take sides.

EducatorA3 agreed that:

Successful leaders are problem solvers within the school, and effective principals also inspire all learners within the school to continue professional learning. Develop plans to enhance teaching and learning and facilitate meetings, both in teams and with individual educators, to organize all school events. They motivate all educators to fulfil those dreams.

It may be concluded that schools are faced with many conflicts that remain unattended. Schools have become a place for fighting personal battles because of certain differences among educators. The principal must have good skills when it comes to solving problems. He must not have certain individuals who are favoured because this may cause division among the staff. The principal needs personal training where they are trained on how to solve problems. The participants suggested that it could be useful.

Most respondents suggested that successful leadership roles and duties are to advise staff management, and the school's curriculum is imperative. Furthermore, the leader has to evaluate educators to give support to educators who are not capable of certain things, develop turn-around strategies for how things must be done in the future, and bring new teaching innovations into schools to do a diagnostic analysis of results and come up with ways to improve them, and also serve as mediators between educators and learners. Some of the things that need to be managed in a school are supervision of the curriculum effectively, planning for all activities taking place in a school, monitoring of the school's progress, educators' empowerment, and workshops.

It was supported by Renshaw and Chow (2019:103) who makes it clear that being organised is a key component of successful teaching, and a successful principal does things differently, such as always surrounding themselves with good educators. Leading by example is a norm. For example, they need to think outside the box and always make sure that they work with people. Successful principals know very well that there is power in delegating, always lead by example, work with everyone in a harmonious way, look for long-term solutions to problems, and lastly, they create and enforce proactive policies.

4.1.1.6 Proper Planning

Most principals agree that preparing is a priority if you want a school to run smoothly and you should schedule all items to be done on time and also encourage educators to check on what will happen in the long-term as they are actively involved in planning; they become accountable online. Also, school planning is a process in which policies and strategies emerge from the ever-changing and evolving needs of the school community.

The principal is the high school chief executive officer who is expected to use several tools effectively by following management concepts and strategies to accomplish school objectives.

The principal is a leader who needs to plan, organise and control the school's affairs for them to operate smoothly.

The principal in the following comment supports the prior assertions that proper planning is needed for every school.

Proper planning is essential. All activities that need to be done must be planned early. Moreover, the principal must organise all the tools for monitoring and evaluation at school. Also, encouraging sharing, showing support and developing each other has been very effective. All those who are lacking in certain areas must be developed by the HoD; mini workshops must be done (Principal A1).

For example, the leader must provide strong support to everyone in the school and all events are scheduled sooner. It is also accessible to attend all school activities. They also intend to engage in various athletic activities in the district.

There should also be decision-making to decide on participation in choral music in the district. Communication becomes a very effective tool before decisions are taken, as it allows every part to be involved.

SGB C4 also gave the following roles and responsibilities of why good planning is needed in schools:

It promotes a sense of accountability and responsibility on the part of the teacher since the educator is closely monitored and supervised and the teacher's performance is

taken into consideration since they were part of the planning. They will be interested in applying what they have planned. Effective leaders will make sure they fully involve their SGB in planning for the school. A mandate from the education department to operate the schools was issued.

It was also evident from SGB 4 that educators who were involved in the planning are in the habit of submitting since they were part of the dates when they were planned and they push hard to avoid mishaps since they are fully involved from the first time.

These comments reveal that when one wants things to go well, planning is key. This may involve putting good systems in place and further managing the implantation of the system. The school that does not plan this usually affects the results. The response also indicated that if you are working, you should build trust with the staff so they can trust you with their problems.

4.1.1.7 Delegation and Task Sharing

The study response indicates that most educators are in schools where their principal has the job to do. It makes them feel unique and they put so much effort into it because they do not want the principal to be frustrated. Most principals said that the process of shortages and delegation makes their jobs simpler as they are shared with another member of staff. The following comment by the HoD underscores the importance of delegation at the school level.

HoD B2 raised that:

They coincide with programmes on the school plans; delegates as well as ensure that all aims and objectives set are achieved effectively with minimal resources. They involve all stakeholders in the progress of the school. Effective leadership makes sure that they control the late coming and absenteeism of educators and learners. Effective leaders always promote a working environment that caters to everyone.

The following results from the understanding of HoD elucidate that sharing the task ensures that all partners are responsible for doing work within a short period, is done properly and handled by leaders, and each person is handy to send on time. Delegation in a manner that duties must not be shared among educators with one individual.

EducatorB3 also provided a positive response to the importance of sharing tasks among educators by raising the following comment below.

It makes us do our work properly by checking educators' attendance, motivating educators, and making sure all resources are available for learners. Effective leaders always assist educators who are having challenges with certain subjects, and they are also good at identifying learners with certain barriers and sending them to special schools and also assist learners in choosing subjects that meet their level of intelligence.

It reduces the workload of the principal since everyone would be involved in a certain task. Therefore, EducatorB3's response is clear and indicates that the barriers to learning must also be identified and ensure that the principal does not use the same group that the principal uses, so others feel offended.

SGB B4 brought this:

To supervise all activities taking place within the school, we have one principal, one HoD, and subject heads. They work together for the success of the school and share all activities to ensure that the school's vision is achieved.

Consequently, I believe that the mission undertaken by educators has the benefit of getting good performance. Teamwork in schools often creates trust among the employees and sees different opportunities for educators. Delegation is the best tool to use to unearth hidden talents of your staff because some are afraid to voice out. It also assists those who are lacking in certain things. They will see how their partners approach it.

4.1.1.8 Supervision of Work

The responses showed that they need to be supervised for the staff to do work effectively, and any work performed in a school needs to be supervised if you want the educators to do work effectively, to ensure that you supervise them and that any tasks provided to learners must also be supervised.

A study by Andriani (2017:19) suggests that if tasks need to be done effectively, the leader should monitor all given work and provide support whenever it is needed. When a leader monitors work, it can be used to identify problems that educators might be facing in a classroom situation.

The comments elucidate that in a school environment, there are multiple things to be submitted to the school's SMT to document what has been achieved properly and to ensure that it conforms to the expected standard and meets the policy requirements. Participant responses endorsed this by raising the issue that educators' work must be checked first by the SMT before it is granted to the learners.

The next SGB comment agreed that the factuality of the school is going well when all the educators are well supervised and it makes them work hard as they are fully supported by their seniors.

Supervision needs on the basis that the system is there, but monitoring and implementation needs a lot of support, coaching in terms of supervision need a lot of intervention, supervisors, in most cases, lack management plans, monitoring and the recording of input is not performed on time. Educators are often driven to work efficiently if the feedback is provided on time; it carries with it the spirit of not failing their leaders.

The SGB member's response shows that control of all school activities is essential to give educators the courage to share openly what disturbs them about the school climate. She further suggested that leaders must prepare monitoring tools at an early stage, which emphasises more in management plans because most schools do not have them. Moreover, the constructive reinforcement provided by the instructor contributes to the growth of the educators.

Principal B1 raised how supervision is done in school:

We supervise work weekly. Educators submit lesson plans to departmental heads to check the readiness of what is going to be taught in the upcoming week. Every month we check learners' work using a tool called SBA and conduct assessments to check the progress of our learners and curriculum coverage by our educators.

From the principal's sentiments, it can be deduced that the primary purpose of the school is to teach and learn. As such, principals are given the main task of bringing efficiency to the school. Because schools are inefficient in challenging circumstances, a situational aspect that ensures teaching and learning takes place should first be strengthened by the principal. Evidence from research clearly shows that quality control affects the productivity of educators and the quality of teaching in the classroom.

Monitoring the work of educators and follow-up with those who are not submitting on time and feedback must be provided as soon as possible for them to know where they went wrong. The feedback must be positive encouragements, not offending educators, because most leaders always give feedback without providing any solution to how it can be corrected (SGB B4).

This response from the SGB member indicates that when educators are given jobs, it is very important to provide them with proof as soon as possible to avoid potential problems and solutions that must be a priority for all leaders. The SGB comment pointed out that it is discouraging to submit work where you are not given feedback and what to correct in the work that was given. The comment revealed that for work to be done on time or as instructed, the leader must monitor the work by checking if the work is completed according to the instruction.

Most participants suggested that most educators feel motivated when leaders attend classes while supervising them because they would be given instructions about what to do in class. The new educators would not have any fear of attending classes because of good management as they are there to help. They get from their leaders, which makes teaching enjoyable.

4.1.2 THEME 2: STRATEGIES AND RECOMMENDATION

The respondents agreed that the guidelines that the school should use for leadership are more successful and will help the school improve professional development, team building, sharing vision, developing skills, and attending meetings. Day (2017:117) also accentuates that this dimension improves leadership effectively, identifies vision, principles, and direction, improves teaching and learning conditions, redesigns the organisation, improves teaching and learning, redesigns and enriches curricula, and improves educator quality, including building

relationships within the school community, and building relationships outside the school community.

Both participants accepted that these educators need to be motivated to perform duties constructively to ensure that the experience of educators is also considered while holding meetings. Most educators have shown that they want to feel part of the school when what they recommend should also be enforced at the school, which gives them the confidence to come forward with more suggestions. Educators all showed interest in the issue of whenever they appraised good things for good work; it seemed to be a good thing they loved too much.

4.1.2.1 Professional Development

Professional management is of greater concern to many participants. At the beginning of the year, various leaders raised the need to invite various departments for the professional development of educators to have occasional seminars with students. One of the main components contributing to maintaining and improving school performance is the district. The establishment of good ties with high authorities also enables the principal to seek the assistance of subject experts and to provide the staff with resources.

HoD C2 suggested the following be utilised if you want leaders to be more effective:

A good system needs to be in place. The management of the school should allow educators to share ideas for creativity with the staff and SMT to avoid a top-down approach (democratic). Unveil the talents of your staff and be firm where necessary. As they are potential leaders, they integrate young educators into their administration to ensure that they have learned academically because they have never worked before.

The HoD in the comment above indicated that you must have a strong system enforced by encouraging all educators to be educated and by all staff members. It also suggested that getting all the input from the staff allows them to grow and feel respected as part of the team and enables recognition. In the prior remarks, it was found that young educators need to be integrated as part of their professional growth to fulfil the duties of leaders.

Principal C3 further said:

Be professional in all actions, support educators, and participate in team-building and give feedback at all times. He added that having progressive programs that will assist the school in improving the results and also organising workshops to empower the knowledge and concluded by saying organising and delegating tasks among other educators must not be the duty of one man, but sharing ideas can take our school to another level.

The HoD decided to have a strong system enforced by encouraging all educators to be educated and by all staff members. It also suggested that getting all the input from the staff allows them to grow and feel respected as part of the team and enables recognition. In the above remarks, it was found that young educators need to be integrated as part of their professional growth to fulfill the duties of leaders.

HOD A2 seconded that educators must be developed.

Skills development, team building, improved communication among all stakeholders in the school. Leaders must support all stakeholders and respect them regardless of their position. Always be generous with information – share what you have with your team to develop all educators.

According to the HoD, set skills are gained when you develop the skills of educators. They will be able to share them with the learners, and when you develop the skills of educators, it becomes simple to deal with other problems that relate to communication and problem-solving skills, especially with advanced learners who are unruly.

Most participants felt that there was a need to strengthen skills for both principals and educators by participating in the development of different skills to enhance the school. Also, there are seminars where educators are called upon to learn professionally.

The responses also indicate that professional development has not been conducted in most schools. The comments made it clear that most educators are not efficient at performing their duties because they have never been taught what to do. They complain about officials who always come to school to blame them for failing to better them.

It can be deduced that for a school to be successful, the principal needs to promote team building and educator growth that contribute to educator collaboration, teamwork and mutual support, departmental policy coordination, and school policies. Most of the staff is missing in action because they have never been told what to do.

4.1.2.2 Communicate Vision

Most of the participants interviewed claimed that if leaders are thinking about changes, they must interact with educators about what they think they should be doing. Educators will contribute more because they know what they want to accomplish and the importance of creative leadership to the school's success. They need to be updated with every step.

As Principal C1 indicated,

Educators should always be reminded of the school's code of conduct by their leaders. For educators to work effectively, they must communicate in a good manner where every stakeholder is informed of the duties they have to do. Be hands-on with all school activities, empower your education by delegating, applying critical thinking to core areas of the school, and creating a space for ingenuity. Lack of democracy.

The principal's point here elucidates that good communication skills should be exercised in a healthy work environment when guidance is given, both formally and informally. Principal C1 confirmed that when dealing with educators, one must promote team spirit and collaboration where all educators are involved.

Developing a school strategic plan, poor preparation reduces the likelihood of achieving the school's vision and delivering positive outcomes as it brings together different people and helps educators identify a common purpose and work together to achieve common objectives and support. Successful leaders motivate people when they lead with positive examples to understand their potential.

EducatorA3 gave this strategy:

This can be used to help educators focus on one-on-one partnerships and the processes of team building. Pay careful attention to the signs of whether educators are becoming

less involved; spend time with representatives individually to get to know them and to understand their concerns and motives.

The strategies that Educator A3 has alluded to are required if principals want to make their schools more successful. Most educators prefer one on one as SGB B1 mentoring and coaching, helped by saying that:

Collective thinking and taking decisions fairly stop favouritism within educators. Everyone must be treated equally and with respect, and know their staff members one by one. It can be their weakness and strength.

4.1.2.3 Conduct Meetings

Most of the participants indicated that they still meet every term in their schools to prepare for the next term. Meetings play a significant role in the growth of the school and all the events that take place in a school setting. School leaders must organise leadership sessions. Meetings between educators in the field of education are one of the most important tributaries of reaching their experience, enhancing their abilities and developing their performance.

Principal A1 indicated that:

Daily briefings to update educators on what is to be done for the cause of the day, read different quotes from different sources to uplift their spirits. Be a father, mentor, advocate, and counsellor. No one must face hardships. Do not compromise; recognise those who go extreme with any school activities.

The response supported that holding meetings and hearing opinions from different educators could take input from various stakeholders to help bring the school to the highest level and not compromise; remember those who go excessive in their work.

SGB B4 advocated that:

We have to conduct meetings and hear opinions from various educators, take input from different stakeholders. This may assist in taking the school to the upper level. A school is not a one-man show; therefore, it takes the whole staff to build up a school. If

the leaders are autocratic, they don't take input from other staff members, and that can kill the school and communicate with nearby schools.

The SGB member's response indicated that principals need to be effective at sharing ideas and knowledge with other directors in nearby schools about how things are going in those schools. Sharing ideas can make a school that after sharing ideas was not effective. Most of the participants raised the same sentiment that meetings also need to be held to encourage and smooth the school's service.

SGB B4 supported that:

We have to conduct meetings and hear opinions from various educators, take input from different stakeholders. This may assist in taking the school to the upper level.

It was endorsed by SGB C, who suggested "conducting leadership seminars and collaborating with other managers to see how other managers do things and adjust their leadership style to the school's growth as well as benchmark themselves against the best practice from other schools. The comment elucidates that educators are also interested in being properly mentored. They must be reassured when control is adhered to. That demonstrates the success factor.

4.1.2.4 Supervision of the Curriculum

The study shows that the performance of the learner is directly linked to the school leader and management style. If the success of the school is well-managed, it would also be outstanding. It is our job to ensure that these educators submit work on time and work in line with the policy. Excerpts from this interview revealed that the principal was motivated to help improve negative performance by educating the school through her SMT.

In addition, they reported that the workers evaluated findings on every term and created an action plan. Educators are motivated to work as a team to improve the outcomes of the meeting. We exchange ideas on how to boost the school's performance.

When asked about how the curriculum is monitored in their schools, the respondents suggested that managing the curriculum is a positive thing because it leads to excellent results. More importantly, it spurs educators to work very hard to achieve quality output and to ensure that learners are given work that complies with the policy and educators attend all classes.

Below, one educator answered that SMT uses the policy to direct them, as the following was quoted.

SMT will always make sure that teaching done in the classroom is within the policy, learners' work is well monitored, educators are motivated to do work properly, and at the end of the term, we sit down to analyse results to see which subjects have a lower average and educator concern would be assisted to improve learners' performance (Educator B).

The educator above emphasises that what is achieved in the classroom must be marked according to the policy and work of learners. Each term they sit down to evaluate the outcomes of learners to recognize subjects that may bring down the school and educators with difficulties will be preferred to assist educators who must assist the subject with peer teaching.

SGB C4 raised that:

The above educator emphasises that what is done in the classroom must be marked in compliance with the policy and work of learners. Each term they sit down to evaluate the outcomes of learners to recognise subjects that could bring down the school and educators with difficulties will be assisted to promote peer teaching.

HoD A2 was more concerned about that:

If the leadership of the school is poor, they do not stick to policies provided by the Department of Education [DBE]. Educators don't submit work on time. The curriculum is not well implemented and that leads to the poor performance of the school. Educators need to be developed on how to use policies and more workshops are needed to improve learners' performance. Quality Management System (IQMS) is done, it seems as if it is not done as a form of developing educators but fault finders, because most educators always complain about how this is done. If an educator is not performing in certain subjects, they don't change him or her and it affects the performance of the school.

The response elucidates that school leadership is poor and that most educators do not have a sound understanding of the topic they are teaching. Moreover, it seems as though they are assigning subjects they do not know and they did not or did not do the topic at the tertiary level. The comments suggested that they will do so to find errors when IQMS is over.

4.1.3 THEME 3: CHALLENGES FACING SCHOOL LEADERSHIP

The participants replied by raising the following obstacles that obstruct the progress of most schools. Some of the difficulties faced by most participants include the absence of support from the subordinates and the SGB cooperation from the school's fellow SMT members, and no parental participation. Some educators do not comply with decisions made in meetings, although one educator argues that there are no problems at present.

The study brought problems facing leaders in various schools, and the way they resolve them is not the same. Most of them pointed out that if schools need good parents, they must be actively engaged in educating children and helping in schools. The challenges were also raised by HoD C2:

Leadership in my school needs to be supported. It lacks support from the SMT, lack of creativity; most educators are not free, lack of democracy and poor parental involvement.

4.1.3.1 Lack of Support

The responses pointed out that there are still leaders who do not support their educators when it comes to academic matters. Some educators are confused and do not know what to do. Some do not understand the subject, but no one cares, and they are still educators dealing with personal issues, but this may have led most of them to retire early and others to even die from depression.

HOD C2 remarked that:

Most factors are contextual. He raised the issue of learners who come to secondary schools without a good foundation, lack of resources that enhance the lack of subject meetings, lack of support from parents, unstable families, and unwillingness from the side of education.

In response, the departmental heads were concerned about learners who did not have a good foundation in some of the subjects. This leads to a high rate of failure and most schools do not

have the resources to remedially support those learners. They emphasised that parents do not come to school whenever they are invited.

SGB B1 raised that:

Discipline measures are not respected by educators. They don't take us seriously. Whenever we give instructions, they don't listen, lack of support from parents, unstable families, and unwillingness from the side of education. There is no effective communication between leaders and educators. There is a lot of favouritism. Friendship at work affects leaders' ability to do their work as they cannot correct the mistakes of friends.

SGB C4 feels like educators do not take them seriously because they do not value them as school leaders. Hence, when they give them the instruction, they do not even listen to or do as they have instructed. He highlighted the favouritism issue, which could kill the unity of the school.

Principal C1 responded:

The challenges that they are facing as leaders disturb them to manage the school ineffectively. They lack support from other colleagues, educators who don't submit on time, and activities given by the district because they do not always reflect the reality of their choices.

Principal C1 found out that the lack of help was the following problem they faced as leaders who rendered the school ineffective as their key concern. So, he was more worried that you could not run the school alone. Therefore, all stakeholders must be involved and exchange ideas. This was also posed by the fear of other participants that the principal worked hard alone.

It is evident from the comments that lack of support among staff contributes to effective leadership and late submission delays progress in a school. It attracts officials as they will pay more visits to the school to dig up what prevents them from submitting documents to the DBE on time. The study shows that some educators do not support each other, while at the beginning of the term; most departmental heads do not have a submission deadline for educators to have plenty of time to prepare for their assignments. Some educators arrive late simply to frustrate their superiors.

4.1.3.2 Parental Involvement

It is mentioned in the comments above where most respondents raised why parental involvement is so significant. Most participants believe that when a parent is interested in their child's education, it becomes too easy to deal with the learner as the parents have laid a strong foundation.

SGB C4 stresses that parental involvement does this:

It provides a conducive learning environment, and therefore, successful teaching and learning will take place and outcomes will be enhanced by efficient leaders who always ensure that parents are completely engaged in the education of their children.

HoD A2 indicated that:

Education does not have the same aim as parents who do not want to be involved in the education of their children in terms of working hard. Lack of critical infrastructure for working as well as substance misuse by learners and high-level absentees within the learners. Since our school is situated next to squatter camps, we always have challenges breaking in where school resources are stolen.

The above comments confirm that parental participation is a challenge as well. The future of a child brings the entire nation to nature; the biggest problem is that we cannot handle the physical infrastructure because we have had many break-ins where school property is stolen, including our computers. Most parents do not care about what is going on in a school environment. They do not supervise the work of their children. Even if they are called to the school, they will not attend.

The principal argues that

Parents are not fully engaged in achieving the aims of formal and informal education standards. SMT does its best to oversee and track the implementation of the programme, but it does not complete the task alone without parent participation.

The principal's remarks elucidate that when dealing with parents who are not committed to their obligations, who do not want to be completely involved in their children's education, the

task is so complicated because educators do not have parental support if the learner is problematic. Therefore, it is deduced that children who are encouraged by parents are more likely to do well at school because strong values have been instilled at home.

4.5 SUMMARY OF FINDINGS

4.5.1 Similarities in School Management

All the participants in the responses to the above themes agreed that if a school is to be more effective, there is a need for good leaders. The participants at all schools reported that they were very successful in managing their schools. More importantly, good communication remains the key and clear guidance from leaders. Most educators have stated that they are being guided correctly, thereby avoiding any errors. It was noted that most school leaders are ensuring that educators who go the extra mile in their job are rewarded (4.4).

The participants' responses on 4.1.4.1 indicated that all principals prepare very well, and it is not surprising that their schools run smoothly, and all work is completed on time. Besides, the leaders ensure that they supervise educators, help educators who are unable to do some tasks and create plans to turn around how tasks are to be handled in the future. It was found that all the schools monitor the curriculum successfully, all activities taking place in a school are scheduled, monitoring of the school's progress, educators' empowerment, and workshops (4.1.3.4).

The educators accepted that their leaders delegated the task to all members. Most new educators in all schools receive support from their supervisors and they check whether what they are doing is consistent with the curriculum. It was evident that all the school leaders used departmental heads and guidelines to help the school be successful. Team building, sharing vision, ability creation, and attending meetings are some of the activities done to propel them to excellence (4.1.3.2). The participant's comments on (4.1.3.1) indicated that different departments' officials are invited to the professional development of educators at the beginning of the year.

All the participants interviewed claimed that if leaders are thinking about changes, they interact with the educators. In all schools, the participants raised several challenges which hinder them from being successful. These include the lack of support from the subordinates and the school's fellow SMT members' co-operation from SGB, no parental involvement, and some educators not co-operating with decisions taken in meetings (4.1.41).

4.5.2 Differences in how they manage schools

From the participants' responses on (4.1.3), it was reported that school management varies in how they do things per school. The response indicated that in some schools there are still leaders who do not respect their educators when it comes to professional matters that confuse educators concerning the execution of tasks.

While the SGB reported that in other schools, educators do not understand their roles as school leaders and they do not trust them as school leaders. As a result, they do not accept inputs and recommendations from SGBs, while the other schools recognise them as leaders (4.1.3).

It was found in the responses that some schools use the monitoring tool for curriculum coverage as a threat for wrongly done for educators, while it is correctly done in other schools to inspire educators. The responses showed that some school educators have not learned how to communicate with and respect each other. That can often lead to tension between the educators and school leaders. Participants made it clear that the leader must ensure that a school avoids conflict and fosters a healthy relationship between educators. However, it was obvious in their remarks that in the school atmosphere there were many conflicts.

It was found from the comments made by educators that some principals are not democratic in some schools, as leaders do not consider the educators' suggestions. As a result, this affects the school in terms of development because the educators are unable to receive feedback when other schools' leaders are democratic educators who share ideas and welcome input from educators (4.1.2.3).

The comments show that most educators are not productive in carrying out their duties because they have never been guided on what to do as leaders. In some schools, educators complain about officials who often come to school for fault finding, not improving them, while in some schools they find official visits productive (4.1.3.1). Each school has its meeting schedule and

different meeting frequencies. It was evident from the comments that some schools suffer from late submissions and lack of support that delays progress (4.1.1.2). This also attracts officials as they will pay more visits to the school. In another school, they were complaining about the workload while others were sorted. The main comment pointed to the challenges they face as leaders that make the school ineffective. Their main concern was the lack of paring (4.1.2.2).

4.6 CONCLUSION

The responses of the various participants from interviews showed that effective leadership is required where all educators are empowered to achieve the same goals, where they operate in a supportive atmosphere, and where they are motivated to do the job. More importantly, good communication is crucial whenever a leader wants some instruction to reach the staff correctly or if they want their task to be done as requested and for the success of the school. The themes and sub-themes were classified to uncover information about the subject under research. These results will take us to chapter five, where we will look at the discussion of the results supporting why there is a need for effective leadership at schools in the Nkangala region, and it will also include research recommendations.

CHAPTER 5: FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

In the preceding chapter, the themes that emerged from the participants' responses, verbatim quotations, and participants' responses were also discussed. This chapter wraps up the study by analysing data from the findings of the interviews that were held in the previous chapter. The researchers will also make recommendations for further studies.

According to the information gathered from participants in the Nkangala Region, effective leadership appears to be required. Consequently, this study tried to respond to the following research questions:

5.1.1 The Main Research Question

Why is there a need for effective leadership in the Nkangala District School in Mpumalanga Province?

5.1.2 Research Sub-Questions

- What is currently being done to improve the leadership of schools in the Nkangala District?
- What is the state of school management in selected schools in the Nkangala District?
- How could school leadership be improved in the Nkangala District?

5.2 FINDINGS OF THE STUDY

5.2.1 Summary of findings from the Literature Review

First, a description of the findings from the theoretical context underpinning this research is presented in this section of the summary of the results of the literature study (Chapter 2). Various factors on effective leadership in different places were discussed in chapter two, namely: Effective leadership of schools in the global context (2.2), the desirability of having effective leadership in schools (2.3), The disadvantages of lack of effective leadership (2.4), Why schools have ineffective leadership (2.5), Effective schools in some rural areas of Mpumalanga (2.6).

Section (2.3) argues that for leadership to be effective, educational leaders must apply the guidelines for motivation, effective communication, a delegation of tasks, perception of good work, and clear instruction on what is expected from educators. The school needs to balance the management of successful task execution and human relationships. In all activities in schools in Nkangala District, including those that revolve around people, they can say that the accomplishment of most school activities depends on the individuals involved. Therefore, principals must possess leadership skills essential for directing followers' actions and further motivating them to achieve the school's specified outcomes.

Leadership must apply the guidelines for encouragement in the school to balance the management of the efficient implementation of the mission and human relationships to be effective educational leaders. Leadership can be viewed as an inspiration mechanism focused on specific ethics, norms, as well as values and beliefs, leading to a school vision. The broad vision for a school is articulated by leaders who aim to ensure that the ideal of a better future for the school, its learners and stakeholders is ensured by employees and stakeholders. School leadership is challenging and complex.

The study shows that effective leadership includes (2.3.3) maintaining that each manager, irrespective of management level, is infrequently also a frontrunner who safeguards that subordinates work together to achieve the organisation's stated goals. Authority has got to do with the proper of the manager to take certain actions within specific guidelines (policy), and therefore, the right to act contrary to those that will not be cooperative to achieve a specific aim. From this, we can deduce that authority is linked to leadership within the school and college situation because the administrative officer of the college is given authority within the school.

In addition, by delivering good results and being accountable for educator and learner outputs, the principal as a supervisor has an important role to play in filling the "clients." Educational leadership, educational management, and governance research revealed a surprising degree of uncertainty among educational authorities, administrators, and leaders about what strategies to adopt to build efficient and sustainable leadership that facilitates participation, positive results, and transparency. (2.4).

5.2.2 Findings from Empirical Research

The researcher used themes to discuss key findings. The chapter discussed the responses from data analyses in chapter 4. The researcher highlighted key findings revealed in the presentation of data. The findings revealed in section (1.1.3) there is a need for successful leaders if a school is to be more productive. Both participants decided on the same point that good communication remains key if you want a winning team because it becomes easier for them to fulfil all the duties given when people are given instructions. They agreed to lead, manage and instruct educators on what they need to be donating. In addition, communication is the key to supervising policy implementation, encouraging and creating potential followers who are also self-leaders to bring about the positive and required change to bring about any changes in a way that is sensitive to it.

The response in section (4.3.1) revealed that successful supervising of work requires an effective principal. If a principal wants to do the work effectively, they need to guide the educators on what to do, dates for submission, support in the classroom by monitoring the content done. They make it clear that it becomes simpler for educators to implement all given tasks if the instruction is clear and most of the principals supported this.

Most participants stressed the motivation issue, indicating that if the staff are well motivated, it becomes easier for them to do effective work. Leaders who recognise good work and appreciate the efforts made in the classroom can implement different ways. This can be done by arranging certain awards or by taking them out for dinner. Few indicated that professional development also encourages educators (1.1.3).

Most respondents from interviews suggested that successful leadership roles and duties are to advise staff management, and the school's curriculum is imperative. Furthermore, the leader must evaluate educators to give support to educators who are not capable in certain things to develop turn around strategies on how things must be done in the future and bring new teaching innovations in the schools to do a diagnostic analysis of results and come up with ways on how to improve them and also serve as mediators between educators and learners (1.2).

The principals clearly stated that all activities that will be given to learners must be first planned for it and is the duty of the HoDs to monitor that work given to learners is quality and if you want a school that is progressing, curriculum matters must be well managed by leaders and school factions must well be supervised by the SMT of the school (1.2.1).

Most educators in section (1.2.2) indicated that they want to be led by the principal who works with them by making sure they are involved in all the school's activities and inspire them to work together since teaching and learning are not perceived as a one-man show. As the study revealed the issue of shortage of educators, the leaders are required to encourage task-sharing where practically possible.

Most principals agree that if a role is given to educators, they believe that their commitment to the school is not taken for granted and it helps them to come up with more creative ideas for the growth and enhancement of school results.

The comments in the section (1.3.1) suggest that successful leaders in their schools follow the style of professional development where they are unskilled with new approaches on how to run the school. They are lifelong learners thereby equipping themselves with current trends in improving performance outputs. Education department officials are invited to the school to develop educators and/or provide refresher training at the beginning of each year.

The principal comments in (1.3.5) underscored the interaction with the educators to improve performance in the school. All educators must be well informed of what to be done and instruct them with the steps to be taken if they want to achieve the goal. You should schedule meetings with our staff to share a vision with the team and parents will need to be on board with what you can accomplish by calling meetings. Most participants agreed principals can discuss

strategies to develop the school even though some participants prefer to share their experiences only with the principal.

Another finding from one principal elucidates that they are cooperating with other principals to adopt how they lead their schools and find out how to resolve conflicts. Conducting workshops is another strategy that can be used to develop most educators as it becomes easier to teach something you were once trained in as this makes you well-informed about how to deliver it (1.3.1).

The comments in section 1.4 show that learners' success is directly linked to school leadership style. If the school is well-managed, performance improvement is almost guaranteed. The school management teams must ensure that educators are allocated work on time and it is in line with the prescribed policy guidelines. Excerpts from this interview showed that through

her school management team, the principal led the school. To help improve poor performance, team teaching is encouraged.

Curriculum monitoring in schools should be carried out and the SMT can ensure that what is learned in the classroom is part of the policy. All standardised reviews are well monitored until they can be published. To check the quality of work provided to learners, a monitoring tool is being developed. That is why it is important to present most of the pressures on the job on time to verify that it meets the expectation of the learner. When they say how late submission affected their control, some participants become so emotional because they become packed with educators who are not willing to cooperate.

Principals emphasised that they meet at the beginning of the term to evaluate the outcomes of previous terms and establish methods to enhance those outcomes (1.4.1).

Some participants shared the power of coaching and mentoring, making it clear that the educators who are teaching subjects for the first time and those coming from the tertiary need to be mentored and coached as it is crucial for performance improvement. Teaching can be strenuous, and the preparation of educators in the execution of the school curriculum requires an effective leader. Some claim that they have never been taught how to teach and that impacts

performance (1.2.3). Furthermore, some of the participants felt that leaders must appreciate efforts that are brought by educators of those who are performing on their subjects to make sure that recognised for the good work and also stated that leaders must allow them to fail since they are also human beings they cannot be perfect (1.2.3).

It can be concluded by saying the school performance is determined by the type of leadership of the school, effective leaders in their schools are performing well because they share the same vision and have advocated this through matric results. Those schools that are led by leaders who are not effective got results that are not good. The study makes it clear that effective leaders impact positively the performance of their schools (1.4).

5.3 CONCLUSION

The main findings of the research are summarised in this section. For structuring this segment, the researcher has used the research questions mentioned above as subheadings.

5.3.1 Main Research Questions

Why there is a need for effective leadership in the Nkangala District schools in Mpumalanga Province?

The study revealed that it is the responsibility of leaders to direct educators to function efficiently and to ensure that they interact effectively with non-teaching staff and learners. The study revealed that successful leadership will help the school to create new shared strategies, inspire and encourage people to realise their potential for the school to achieve the same goal. Shared strategies assist in working towards achieving a common goal.

Most of the participants agreed that successful leaders are good motivators, often fostering good relationships among staff members by simply working together to improve school performance. Leaders should ensure that decisions about work allocations are fair and equitable to avoid ruining school performance. Successful leaders should also ensure that they develop educators to address their inadequacies.

It appears from the responses that effective leaders should familiarise themselves with changes in the education sector and seek effective methods and strategies to cascade information to educators while avoiding information overload and simultaneously motivating, developing and assisting educators to reach their full potential. Furthermore, effective communication and proper guidance result in a conducive working environment.

5.3.2 Sub-Research Question

What is currently being done to improve the leadership of schools in the Nkangala District?

The study showed the DBE's comprehensive involvement at the district level, such as subject advisors being actively involved in educator refresher training administration. In addition, circuit managers conduct a training workshop for school management teams directly on issues

relating to successful, sound leadership. Management and the willingness of SMTs to deal with the ever-changing educational climate are essential.

In most cases, there is also an involvement by the private sector as part of corporate social investment (CSI) projects to uplift the leadership in schools to improve school performance. Coal firms are participating by retraining educators in whole-school evaluation (WSE) and are involved in curriculum delivery improvement by working closely with educators to enhance their subject matter. Furthermore, they provide motivational seminars for educators to improve their leadership skills and make resources available to compensate for shortages in the education department.

5.3.3 Sub-Research Question

What is the state of school management in selected schools in the Nkangala District?

The study showed the DBE's comprehensive involvement at the district level, such as subject advisors being actively involved in educator refresher training administration. In addition, circuit managers conduct a training workshop for school management teams directly on issues relating to successful, sound leadership. Management and the willingness of SMTs to deal with the ever-changing educational climate are essential.

In most cases, there is also an involvement by the private sector as part of corporate social investment (CSI) projects to uplift the leadership in schools to improve school performance. Coal firms are participating by retraining educators in whole-school evaluation (WSE) and are involved in curriculum delivery improvement by working closely with educators to enhance their subject matter. Furthermore, they provide motivational seminars for educators to improve their leadership skills and make resources available to compensate for shortages in the education department.

5.3.4 Sub-Research Question

How could school leadership be improved in the Nkangala District?

The study revealed that leaders should practice good communication skills while leadership is more successful, where members are advised in a good manner. Any time they nominate, they should make it clear that they are nominating leaders with the requisite expertise to effectively direct educators.

Some participants disagree with the argument that young educators are included in the SMT with lively ideas for the advancement of the school, and as administrators, you can ensure that professional development becomes a practice in which young educators are involved. It makes it clear that those who do not have leadership qualifications should enrol with ACE for professional development. The principal must follow up on the delegated tasks to educators and be a part of implementation in every step of the process so that the identified errors and challenges are addressed timeously. The participants suggested that appreciating good work helps educators to bring the best out of them in terms of contributions and self-belonging.

The study revealed that schools should organise team building and implement resolutions and promote good relationships with staff to teach and learn effectively. Participants deduced that leaders require reviewing strategies every time things do not go as planned and devising turn-around strategies. The study reveals that there is a need to appoint leaders who have the necessary skills and experience for the specific department, who can take the school to a different level by bringing fresh perspectives.

Most recommended that schools provide them with the resources they need. They also make it clear that meetings need to be conducted to advance the school, and SGB's should be considered whenever meetings are held to discuss matters that could disturb the school's ability to be effective.

5.4 LIMITATIONS OF THE STUDY

The limitations were finding schools that satisfied all the criteria and keenly sharing why effective leadership is required in schools in the Nkangala District. Most schools were unable

to engage in this research. It has been challenging to derive meaningful participation because most participants had a commitment or were overloaded with schoolwork. The case study and the results cannot be generally applied across the board given the magnitude and diversity of the Mpumalanga Province.

5.5 RECOMMENDATIONS OF THE STUDY

From the research results, it is evident that there is still so much that needs to be addressed and it has become clear from the above discussions that school leaders need skills and experience to be more successful and exchange ideas with other leaders. Therefore, the research results and findings have generated the following recommendation that what should be done by Principal, departmental heads and SGB for leadership to be more effective:

Principals

The study revealed that strong leadership skills are required from the principal if you want to be more successful at your school. The study further revealed that it is the responsibility of leaders to guide educators to function efficiently and to ensure that they interact effectively with the non-teaching staff and learners.

Heads of Departments

The study further revealed that schools should organise team building and implement resolutions and promote good relationships with staff to teach and learn effectively. The heads of department should monitor teachers and delegate task to develop them.

Educators

Most educators recommended that schools provide them with the resources they needed. They also make it clear that meetings need to be conducted to advance the school, and SGB's should be considered whenever meetings are held to discuss matters that could disturb the school's lability too be effective.

SGB

SGBs suggested teamwork in schools often creates trust among the employees and sees different opportunities for educators. Delegation is the best tool to use to unearth hidden talents of your staff because some are afraid to voice out. It also assists those who are lacking in certain things.

The study was able to meet the target it acquired to achieve in the study and all research questions were answered accordingly.

5.6 SUGGESTIONS FOR FUTURE RESEARCH

This study has achieved its purpose and objective. The need for effective leadership in Nkangala District schools is a requirement. I think there are some similar issues to be explored in the future. For example, what needs to be done to assist managers who do not fulfill their duties efficiently? We should also understand how educators can be effective leaders in their duties. Therefore, I suggest that in the future, there is a need to study why we need educators who are effective leaders in the Nkangala schools because this phenomenon will take the area to another level where we have found leaders are now successful as they are going to work with successful educators.

5.7 CONCLUSIONS

The study has revealed techniques that can be used for successful school leadership. It has also accomplished what needs to be done to change the situation at the school level and what kind of leadership needs to be implemented to improve school results. The research also aimed to increase the scope of principals in shaping the achievement of learners. The study showed that all stakeholders should be involved and that different strategies for a school to be more successful have been created.

The study also revealed that leaders must guide educators to work efficiently and ensure that they connect with non-teaching staff and learners effectively. Furthermore, the study revealed

that good leadership would help the school develop new common goals, empower and motivate individuals to accomplish the same aim by recognising their potential for the school. Shared objectives help to move towards the mutual purpose being accomplished.

The results of the study offered strong normative structures by which leadership can be interpreted for these constructs, but relatively poor empirical support. They are also artificial distinctions, or 'ideal styles,' in that most successful leaders are likely to exemplify most or all of these techniques in their work regardless of which methods are used. The main task of teaching and learning management should be centred.

The findings of the study also showed that leadership requires an effective leader where all educators are empowered to achieve the same goals, where they operate in a supportive atmosphere, and where they are motivated to do the job. More importantly, good communication is crucial whenever a leader wants some instruction to reach the staff correctly or if they want their task to be done as requested and for the success of the school.

BIBLIOGRAPHY

- Aguilar, E., 2018. *Onward: Cultivating emotional resilience in educators*. John Wiley & Sons, p.3.
- Al Khajeh, E.H., 2018. Impact of leadership styles on organizational performance. *Journal of Human Resources Management Research*, 2018, pp.1-10.
- Al Zefeiti, S.M.B. and Mohamad, S.M.B. and Mohamad, N.A., 2017. The Influence of organizational commitment on Omani public employees' work performance. *International Review of Management and Marketing*, 7(2), pp.151.
- Alonderiene, R. and Majauskaite, M., 2016. Leadership style and job satisfaction in higher education institutions. *International Journal of Educational Management*, pp 1-10.
- Alshenqeeti, H., 2014. Interviewing as a data collection method: A critical review. *English Linguistics Research*, 3(1), pp.39-45.
- Alvi, M., 2016. A manual for selecting sampling techniques in research. Online at <https://mpra.ub.uni-muenchen.de/70218/> MPRA Paper No. 70218, posted 25 Mar 2016 17:01 UTC, pp. 15-20.
- Andriani, S., Kesumawati, N. and Kristiawan, M., 2018. The Influence of the Transformational Leadership and Work Motivation on Educators Performance. *International Journal of Scientific & Technology Research*, 7(7), pp.19-29.
- Asiamah, N., Mensah, H.K. and Oteng-Abayie, E.F., 2017. General, target, and accessible population: Demystifying the concepts for effective sampling. *The Qualitative Report*, 22(6), p.1607.
- Astroth, K.S. and Chung, S.Y., 2018. Focusing on the fundamentals: Reading qualitative research with a critical eye. *Nephrology Nursing Journal*, 45(4), pp.381-348.
- Azeem, M. and Mataruna, L., 2019. Identifying factors measuring collective leadership at academic workplaces. *International Journal of Educational Management*.
- Baehaqi, M.L. and Murdiono, M., 2020. Strengthening Discipline Character of Learners at Muhammadiyah Boarding-School (MBS) Muhiba Yogyakarta. *Dinamikallmu*, 20(1), pp.63-82.

- Bakla, A., 2018. Learner-generated materials in a flipped pronunciation class: A sequential explanatory mixed-methods study. *Computers & Education*, 125, pp.14-38.
- Bal-Taştan, S., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V. and Pavlushin, A.A., 2018. The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(6), pp.2353-2366.
- Barnes, H., 2017. The Relationship between Mathematics Subject Matter Knowledge and Classroom Practice, pp 6-10.
- Bashir, S., Lockheed, M., Ninan, E. and Tan, J.P., 2018. *Facing forward: Schooling for learning in Africa*. The World Bank, pp 5-10.
- Basias, N. and Pollalis, Y., 2018. Quantitative and qualitative research in business & technology: Justifying a suitable research methodology. *Review of Integrative Business and Economics Research*, 7, pp.91-105.
- Bavik, Y.L., Shao, B., Newman, A. and Schwarz, G., 2021. Crisis leadership: A review and future research agenda. *The Leadership Quarterly*, p.101518.
- Bell, J. and Harrison, B.T. eds., 2018. *Vision and values in managing education: Successful leadership principles and practice*. Routledge, pp 4-8.
- Bennett, M., James, P. and Klinkers, L. eds., 2017. *Sustainable measures: Evaluation and reporting of environmental and social performance*. Routledge, 3-9.
- Blackburn, R., De Clercq, D. and Heinonen, J. eds., 2017. *The SAGE handbook of small business and entrepreneurship*. Sage, pp.4-6.
- Blazar, D. and Kraft, M.A., 2017. Teacher and teaching effects on students' attitudes and behaviours. *Educational Evaluation and Policy Analysis*, 39(1), pp.146-170.
- Bligh, M.C., Kohles, J.C. and Yan, Q., 2018. Leading and learning to change: the role of leadership style and mindset in error learning and organizational change. *Journal of Change Management*, 18(2), pp.116-141.
- Bradshaw, C., Atkinson, S. and Doody, O., 2017. Employing a qualitative description approach in health care research. *Global Qualitative Nursing Research*, pp. 4-26.

- Brisola, E.B.V. and Cury, V.E., 2016. Researcher experience as an instrument of research of a phenomenon: An example of heuristic research. *Estudos de Psychologies (Campinas)*, 33(1), pp.95-105.
- Budd, E.L., deRuyter, A.J., Wang, Z., Sung-Chan, P., Ying, X., Furtado, K.S., Pettman, T., Armstrong, R., Reis, R.S., Shi, J. and Mui, T., 2018. A qualitative exploration of contextual factors that influence dissemination and implementation of evidence-based chronic disease prevention across four countries. *BMC Health Services Research*, 18(1), pp.1-13.
- Bush, A.A. McLaughlin, J.E., and Zeeman, J.M., 2016. Mixed methods: Expanding research methodologies in pharmacy education. *Currents in Pharmacy Teaching and Learning*, 8(5), pp.715-721.
- Christie, P. and McKinney, C., 2017. Decoloniality and " Model C" schools: Ethos, language and the protests of 2016. *Education as Change*, 21(3), pp.1-21.
- Cobbinah, J.E. and Agyemang, S., 2019. Types of Leadership. In *Handbook of Research on Social Inequality and Education* (pp. 431-447). IGI Global.
- Crawford, J.A., Dawkins, S., Martin, A. and Lewis, G., 2020. Putting the leader back into authentic leadership: Reconceptualising and rethinking leaders. *Australian Journal of Management*, 45(1), pp.114-133.
- Crisp, B.R., 2017. The challenges in developing cross-national social work curricula. *International Social Work*, 60(1), pp.6-18.
- Cruz-González, C., Rodríguez, C.L. and Segovia, J.D., 2020. A systematic review of principals' leadership identity from 1993 to 2019. *Educational Management Administration & Leadership*, pp.100-150.
- Cvitanovic, C., Howden, M., Colvin, R.M., Norström, A., Meadow, A.M. and Addison, P.F.E., 2019. Maximising the benefits of participatory climate adaptation research by understanding and managing. *Environmental Science & Policy*, 94, pp.20-31.
- Daniëls, E., Hondeghem, A. and Dochy, F., 2019. A review on leadership and leadership development in educational settings. *Educational research review*, 27, pp.110-125.

Darling-Hammond, L. and Cook-Harvey, C.M., 2018. Educating the Whole Child: Improving School Climate to Support Student Success. *Learning Policy Institute*, p 1.

Day, C., 2017. School leadership as an influence on teacher quality. *Quality of teacher education and learning* (pp. 101-117). Springer, Singapore.

De Nobile, J., 2018. Towards a theoretical model of middle leadership in schools. *School Leadership & Management*, 38(4), pp.395-416.

De Wet, C., Joubert, R., Kitching, A.E., Marumo, M.L., McDonald, Z., Mollo, N.T., Oosthuizen, I.J., Oosthuizen, L.J., Potgieter, F.J., van Rooyen, B. and Smit, M.H., 2019. A scholarly inquiry into disciplinary practices in educational institutions. (p. 360). *AOSIS*.

DeJonckheere, M. and Vaughn, L.M., 2019. Semistructured interviewing in primary care research: a balance of relationship and rigour. *Family Medicine and Community Health*, 7(2).

Department of Basic Education 2014 SA Government

DBE 2017. Pretoria: Government Printers.

Devi, P.S., 2017. *Research methodology: A handbook for beginners*. Notion Press, P.2.

Djenontin, I.N.S. and Meadow, A.M., 2018. The art of co-production of knowledge in environmental sciences and management: lessons from international practice. *Environmental Management*, 61(6), pp.885-903.

Dolph, D., 2017. Challenges and opportunities for school improvement: Recommendations for urban school. *Education and Urban Society*, 49(4), pp.363-387.

Du Preez, K.K., 2019. *The experience of career transition from specialist academic to manager in the tertiary education sector* (Doctoral dissertation, University of Pretoria).

Duma, B.E., 2018. *The role of school governing bodies in Rural Section 21 schools in Sisonke District* (Doctoral dissertation, University of Zululand), P,1-7.

Elgart, M.A., 2017. Can schools meet the promise of continuous improvement? *Phi Delta Kappan*, 99(4), pp.54-59.

- Elliott, V., 2018. Thinking about the coding process in qualitative data analysis. *The Qualitative Report*, 23(11), pp.2850-2861.
- Epton, T., Currie, S. and Armitage, C.J., 2017. Unique effects of setting goals on behaviour change: Systematic review and meta-analysis. *Journal of Consulting and Clinical Psychology*, 85(12), p.1182.
- Fiaz, M., Su, Q. and Saqib, A., 2017. Leadership styles and employees' motivation: Perspective from an emerging economy. *The Journal of Developing Areas*, 51(4), pp.143-156.
- Fisher, A.J., Medaglia, J.D. and Jeronimus, B.F., 2018. Lack of group-to-individual generalizability is a threat to human subject's research. *Proceedings of the National Academy of Sciences*, 115(27), PP. E6106-E6115.
- Fusarelli, B.C., Fusarelli, L.D. and Drake, T.A., 2019. NC State's principal leadership academies: Context, challenges, and promising practices. *Journal of Research on Leadership Education*, 14(1), pp.11-30.
- Gale, R.C., Wu, J., Erhardt, T., Bounthavong, M., Reardon, C.M., Damschroder, L.J. and Midboe, A.M., 2019. Comparison of rapid vs in-depth qualitative analytic methods from a process evaluation of academic detailing in the Veterans Health Administration. *Implementation Science*, 14(1), p.11.
- Gantman, E.R., 2019. *Capitalism, social privilege and managerial ideologies*. Routledge, P 3.
- Gilmour, A.F. and Jones, N.D., 2020. Policies That Define Instruction: A Systematic Review of States' and Districts' Recommendations for Evaluating Special Educators. *Educational Researcher*, p.0013189X20935039.
- Godden, K., 2019. How principal supervisors build principal capacity for instructional leadership. [Online] Available at: <https://ir.lib.uwo.ca/oip/81/>
- Golder, S., Ahmed, S., Norman, G. and Booth, A., 2017. Attitudes toward the ethics of research using social media: a systematic review. *Journal of Medical Internet Research*, 19(6), p.e195.
- Gralewski, J., 2019. Teachers' beliefs about creative students' characteristics: A qualitative study. *Thinking Skills and Creativity*, 31, pp.138-155.

- Gumus, S., Bellibas, M.S., Esen, M. and Gumus, E., 2018. A systematic review of studies on leadership models in educational research from 1980 to 2014. *Educational Management Administration & Leadership*, 46(1), pp.25-48.
- Günbayi, I. and Sorm, S., 2018. Social Paradigms in Guiding Social Research Design: The Functional, Interpretive, Radical Humanist and Radical Structural Paradigms. *Online Submission*, 9(2), pp.57-76.
- Hardy, C., Thorne, E., Griffiths, A. and Hunter, M.S., 2018. Work outcomes in midlife women: the impact of menopause, work stress and working environment. *Women's Midlife Health*, 4(1), p.3.
- Hitt, D.H. and Tucker, P.D., 2016. A systematic review of key leader practices found to influence student achievement: A unified framework. *Review of Educational Research*, 86(2), pp.531-569.
- Hopkins, N., 2019. *Democratic Socialism and Education: New Perspectives on Policy and Practice*. Dordrecht: Springer.
- Hubacek, K., Baiocchi, G., Feng, K. and Patwardhan, A., 2017. Poverty eradication in a carbon constrained world. *Nature Communications*, 8(1), pp.1-9.
- Hughes, M. and Bush, T., 2018. Theory and research as catalysts for change. In *Advancing Education* (pp. 232-264). Routledge.
- Izzi, V., 2020. Promoting decent employment for African youth as a peacebuilding strategy. [Online] Available at: <https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/58931/IDL-58931.pdf?sequence=2>
- Janczyk, M. and Kunde, W., 2020. Dual tasking from a goal perspective. *Psychological Review*, 127(6), p.1079.
- Jaques, E., 2017. *Requisite organization: A total system for effective managerial organization and managerial leadership for the 21st century*. Routledge.
- Josefy, M.A., Harrison, J.S., Sirmon, D.G. and Carnes, C., 2017. Living and dying: Synthesizing the literature on firm survival and failure across stages of development. *Academy of Management Annals*, 11(2), pp.770-799.

- Khalil-Ur-Rehman, F.A.I.S.A.L., 2019. Mobile learning in Malaysia: deployment in higher education beneficial or disaster. ,p.
- Kiersch, J, (2016) Wie wird Steiners pädagogische Esoterik besprechbar? Thesen zu einer vermeidbaren Diskursblockade. *RoSE–Research on Steiner Education*, 6(2).
- Kieslich, K., 2020. Paradigms in operation: explaining pharmaceutical benefit assessment outcomes in England and Germany. *Health Economics, Policy and Law*, 15(3), pp.370-385.
- King, N., Horrocks, C. and Brooks, J., 2018. *Interviews in qualitative research*. SAGE Publications Limited.
- Kitchen, R.S., DePree, J., Celed, S. and Brinkerhoff, J., 2017. *Mathematics education at highly effective schools that serve the poor: Strategies for change*, pp 3.
- Kolbe, M. and Boos, M., 2019. Laborious but elaborate: The benefits of really studying team dynamics. *Frontiers in Psychology*, 10, p.1478.
- Lane, J.L., 2020. Maintaining the frame: Using frame analysis to explain teacher evaluation policy implementation. *American Educational Research Journal*, 57(1), pp.5-42.
- Lee-Liu, D., Moreno, M., Almonacid, L.I., Tapia, V.S., Muñoz, R., Von Marées, J., Gaete, M., Melo, F. and Larrain, J., 2014. Genome-wide expression profile of the response to spinal cord injury in *Xenopus laevis* reveals extensive differences between regenerative and non-regenerative stages. *Neural Development*, 9(1), p.12.
- Leithwood, K., Sun, J. and Pollock, K. (eds.), 2017. *How school leaders contribute to student success: The four paths framework* (Vol. 23). Springer.P.22.
- Lumadi, R.I., 2020. Turnaround learner discipline practices through epistemic social justice in schools. *Education as Change*, 24(1), pp.1-21.
- Luphoko, M.E., 2019. *The leadership role of the school governing bodies in selected South African secondary schools* (Doctoral dissertation), pp. 1-80.
- Mahabeer, P., 2018. Curriculum decision-makers on decolonising the teacher education curriculum. *South African Journal of Education*, pp., 38(4).
- Makofane, M.B., 2018. *Activism as communication for social change: a study of patterns of youth protests on post-apartheid South Africa* (Doctoral dissertation). P1-100.

- Marques, J., 2019. Creativity and morality in business education: Toward a trans-disciplinary approach. *The International Journal of Management Education*, 17(1), pp.15-25.
- Martela, F., 2019. What makes self-managing organizations novel? Comparing how Weberian bureaucracy, Mintzberg's adhocracy, and self-organizing solve six fundamental problems of organizing. *Journal of Organization Design*, 8(1), pp.1-23.
- Mashapa, N.F., 2019. *Mathematics heads of departments as instructional leaders in Limpopo secondary schools* (Doctoral dissertation, University of Pretoria).,P.1).
- Mathieu, J.E., Hollenbeck, J.R., van Knippenberg, D. and Ilgen, D.R., 2017. A century of work teams in the Journal of Applied Psychology. *Journal of Applied Psychology*, 102(3), p.452.
- Matoane, T., 2019. *Girl children's access to sustainable learning in rural ecologies: A Bordieuan policy and practice analysis* (Doctoral dissertation, University of the Free State).P,10.
- McLoyd, V.C., Hardaway, C.R. and Jocson, R.M., 2019. African American parenting. In *Handbook of parenting* (pp. 57-107). Routledge.
- Mestry, R., 2017. Empowering principals to lead and manage public schools effectively in the 21st century. *South African Journal of Education*, pp,37(1).
- Mishra, A., Appadurai, A.N., Choudhury, D., Regmi, B.R., Kelkar, U., Alam, M., Chaudhary, P., Mu, S.S., Ahmed, A.U., Lotia, H. and Fu, C., 2019. Adaptation to climate change in the Hindu Kush Himalaya: P,400-500.
- Mlimbi, A.M., 2018. *Assessment of the Effectiveness of Community Secondary Schools Boards on School Performance in Rukwa Tanzania: The Case of Sumbawanga District, Tanzania* (Doctoral dissertation, The Open University of Tanzania).P.1.
- Mohajan, H.K., 2017. Two criteria for good measurements in research: Validity and reliability. *Annals of Spiru Haret University. Economic Series*, 17(4), pp.59-82.
- Mohale, A.B., 2018. *The leadership role of the principal in creating a culture of teaching and learning in the rural public schools of Mopani District, Limpopo Province* (Doctoral dissertation).P,1-100.

- Monamoleli, V.M., 2019. *The effect of school governance and parental involvement on raising Grade 12 achievement in Mpumalanga rural schools* (Doctoral dissertation), pp.3.
- Montaner, C.A., 2017. *Fidel Castro and the Cuban Revolution: Age, Position, Character, Destiny, Personality, and Ambition*.pp.1.
- Moser, A. and Korstjens, I., 2018. Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), pp.9-18.
- Mphahlele, T.M., 2018. *The impact of the whole school evaluation on school management plan towards physical science learner performance at Sekhukhune, Limpopo, South Africa: The case of Malegale Circuit of Education* (Doctoral dissertation). P.1-50.
- Mphethi, K.A., 2020. Management of School Finances in South African Schools. *The Education Systems of Africa*, pp.1-19.
- Mpungose, J.E. and Ngwenya, T.H., 2017. School leadership and accountability in managerialist times: Implications for South African public schools. *Education as Change*, 21(3), pp.1-16.
- Mugizi, W., and Masheija, P.J., 2019. Determinants of Female Educators Progress to Leadership in Government Aided Primary Schools in Ntungamo District, Uganda. *Open Journal of Leadership*, 8(04), p.143.
- Myers, M.D., 2019. *Qualitative research in business and management*. Sage Publications Limited.pp.10.
- Nachtigal, P.M. and Director, 2019. *Rural education: In search of a better way*. Routledge, pp.1.
- Naidoo, P., 2019. Perceptions of teachers and school management teams of the leadership roles of public school principals. *South African Journal of Education*, 39(2).
- Niesche, R., and Heffernan, A. (eds.), 2020. *Theorising Identity and Subjectivity in Educational Leadership Research*. Routledge. pp.4
- Nkabinde, Z.S., 2020. *An investigation into teachers' effective management of discipline in the classroom* (Doctoral dissertation, North-West University (South Africa)).

- Nkambule, G. and Amsterdam, C., 2018. The realities of educator support in a South African school district. *South African Journal of Education*, 38(1).
- Ogina, T.A., 2017. Leadership Identities, Attributes and Roles of Primary School Principals: A South African Case Study. *Journal of Social Sciences*, 50(1-3), pp.153-161.
- Osanlo, O. and Grant, C., 2016. Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your "house". *Administrative Issues Journal: Connecting Education, Practice, and Research*, 4(2), p.7.
- Parkhouse, T. and Ormerod, T.C. 2018. Unanticipated questions can yield unanticipated outcomes in investigative interviews. *PloS one*, 13(12), p.e0208751.
- Pedro, F., Subosa, M., Rivas, A. and Valverde, P., 2019. Artificial intelligence in education: Challenges and opportunities for sustainable development, P, 14.
- Pernecky, T., 2016. *Epistemology and metaphysics for qualitative research*. Sage ,pp.2.
- Petty, N.J., Thomson, O.P. and Stew, G., N.J., Thomson, O.P. and Stew, G., 2012. Ready for a paradigm shift? Part 2: Introducing qualitative research methodologies and methods. *Manual Therapy*, 17(5), pp.378-384.
- Pradhan, S. and Jena, L.K., 2019. Does meaningful work explains the relationship between transformational leadership and innovative work behaviour? *Vikalpa*, 44(1), pp.30-40.
- Prins, K., 2019. *A transformative framework for staffing former South African Model C schools* (Doctoral dissertation Prins,). P, 1.
- Provan, D.J., Dekker, S.W. and Rae, A.J., 2017. Bureaucracy, influence and beliefs: A literature review of the factors shaping the role of a safety professional. *Safety Science*, 98, pp.98-112.
- Pyle, B.S. and Cangemi, J., 2019. Organizational Change in Law Enforcement: Community-Oriented Policing as Transformational Leadership. *Organization Development Journal*, 37(4).
- Rahman, M.S., 2017. The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language" Testing and Assessment" Research: A Literature Review. *Journal of Education and Learning*, 6(1), pp.102-112.

- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L. and Koole, M., 2020, C., Botturi, L., Goodyear, P., Guàrdia, L. and Koole, M., 2020. Online university teaching during and after the Covid-19 crisis: Refocusing teacher presence and learning activity. *Postdigital Science and Education*, 2(3), pp.923-945.
- Raven, N., 2015. Evaluating the long-term impact of widening participation interventions: the potential of the life story interview. *International Studies in Widening Participation*, 2(1), pp.43-55.
- Republic of South Africa. 1996. South African Schools Act No. 84 of 1996. Pretoria: Government Printer.
- Renshaw, I. and Chow, J.Y., 2019. A constraint-led approach to sport and physical education pedagogy. *Physical Education and Sport Pedagogy*, 24(2), pp.103-116.
- Roulston, K. and Choi, M., 2018. *Qualitative interviews*. The SAGE handbook of qualitative data collection, pp.233-249.
- Salmons, J., 2017. Using social media in data collection: designing studies with the qualitative e-research framework. *The SAGE handbook of social media research methods*, pp.177-197.
- Sarpong, P.K., 2018. *The Influence of Conflicts on the Management of Senior High Schools in the Offinso Municipality* (Doctoral dissertation, University of Education, Winneba), pp.20 Sarpong
- Schlebusch, G.C. 2020. Collaborative Leadership and Sustained Learner Academic Performance in Secondary Schools: A Blaming Game. *Africa Education Review* 74-89.
- Schneider, K.P., 2018. Methods and ethics of data collection. *Methods in Pragmatics*, pp.37-93.
- Seldon, A. and Abidoye, O., 2018. *The fourth education revolution*. Legend Press Ltd, p.3.
- Sepasgozar, S.M. and Davis, S., 2018. Construction technology adoption cube: An investigation on process, factors, barriers, drivers and decision makers using N Vivo and AHP analysis. *Buildings*, 8(6), p.74.

- Sheninger, E.C., 2017. *Learning transformed: 8 keys to designing tomorrow's schools, today*. ASCD. P5-11.
- Sibanda, L., 2017. Understanding distributed leadership in South African schools: Challenges and prospects. *Issues in Educational Research*, 27(3), p.567.
- Siedentop, H. and Mars, D.L., Hastie, P. and Van der Mars, H., 2019. Complete guide to sport education. *Human Kinetics*, pp.3.
- Smith, M. and Wallace, M., 2020. An analysis of key issues in spa management: viewpoints from international industry professionals. *International Journal of Spa and Wellness*, pp.1-16.
- Snorton, C.R., 2017. *Black on both sides: A racial history of trans identity*. University of Minnesota Press, pp.1.
- Sohn, B.K., Thomas, S.P., Greenberg, K.H. and Pollio, B. 2017. Hearing the voices of learners and teachers: A phenomenological approach to educational research. *Qualitative Research in Education*, 6(2), pp.121-148.
- Sternberg, R.J., 2018. Context-sensitive cognitive and educational testing. *Educational Psychology Review*, 30(3), pp.857-884.
- Stringer, P. and Hourani, J.H., 2018. action urgently needed. In *The Hindu Kush Himalaya Assessment* (pp. 457-490).
- Stringer, P. and Hourani, P. and Hourani, R.B., 2016. Transformation of roles and responsibilities of principals in times of change. *Educational Management Administration & Leadership*, 44(2), pp.224-246.
- Suykens, B., De Rynck, F. and Verschuere, B.B., De Rynck, F. and Verschuere, B., 2019. Examining the influence of organizational characteristics on non-profit commercialization. *Non-profit Management and Leadership*, 30(2), pp.339-351.
- Tang, K.N., 2019. *Leadership and Change management*. Springer Singapore.
- Tracy, S.J., 2019. *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. John Wiley & Sons, pp.2.

- Uslu, O., 2019. A general overview to leadership theories from a critical perspective. *Маркетинг і менеджмент інновацій*, (1), pp.161-172.
- Van den Berg, A. and Struwig, M.A. 2017. Guidelines for Researchers Using an Adapted Consensual Qualitative Research Approach in Management Research. *Electronic Journal of Business Research Methods*, 15(2).
- Vasileiou, K., Barnett, J., Thorpe, S. and Young, K., 2018. Characterising and justifying sample size sufficiency in interview-based studies: systematic analysis of qualitative health research over a 15-year period. *BMC Medical Research Methodology*, 18(1), p.148.
- Wahl, R.A., 2017. Exploring effective teaching strategies for foundation phase educators in mainstream primary schools to effect inclusive education (Doctoral dissertation, North-West University (South Africa), Vaal Triangle Campus).
- Warrick, D.D., 2017. What leaders need to know about organizational culture? *Business Horizons*, 60(3), pp.395-404.
- Whittington, K.E., 2019. Speak freely. *Princeton University Press*. P 1-20.
- Wise, A.F. and Schwarz, B.B., 2017. Visions of CSCL: Eight provocations for the future of the field. *International Journal of Computer-Supported Collaborative Learning*, 12(4), pp.423-467.
- Yim, S.H. and Schmidt, U., 2019. Experiences of computer-based and conventional self-help interventions for eating disorders: A systematic review and meta-synthesis of qualitative research. *International Journal of Eating Disorders*, 52(10), pp.1108-1124.
- Zwane, S.L. and Malale, M.M., 2018. Investigating barriers educators face in the implementation of inclusive education in high schools in Gege branch, Swaziland. *African Journal of Disability (Online)*, 7, pp.1-12.

APPENDIX A: RESEARCH QUESTIONS

- What is the state of school supervision in your school?
- What is the importance of having effective leaders?
- What are the roles and responsibilities of effective leadership?
- What are the challenges that you are facing as a leader that disturb you from managing the school in an effective way?
- Which strategies can be utilised to assist leaders to be more effective?
- How do you supervise educators to do their work in an effective way?
- In your opinion, how can you describe leadership in your school?
- How does school leadership affect learners' performance?
- How do you motivate educators and organise effective internal communication in your school?
- What recommendations can be made to improve school leadership in your school?

APPENDIX B: APPLICATION LETTER TO SCHOOLS

ENQ Nhlebeya T.E.

Cell 076 833 4221

P O Box 6108

Kwa-Lugedlane

1341

19 May 2019

The principal

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I hereby request to conduct research at your school. I am a **UNISA** student who is studying **MED** in Education Management. The title of my research is **The need for effective leadership in schools in Nkangala District: Mpumalanga Province.**

In order for me to attain the objective of my study, I need your assistance by permitting me to conduct research at your school.

Procedure for interviews

- An interview will be conducted in a selected school.
- No office or respondents' names will be disclosed.
- The respondents will have access to the findings upon request.
- The interview will take plus or minus 30 minutes.

I guarantee that all the data collected will be treated with complete confidentiality and the respondents will remain anonymous.

I hope so. With kind regards

My request will be considered.

Nhlebeya T.E. (STUDENT no: 43511538)



.....

APPENDIX B: APPLICATION LETTER TO CIRCUIT OFFICE

P O BOX 6108

Kwa-Lugedlane

Witbank 1 Circuit

1341

19 May 2019

ENQ: NHLEBEYA T.E.

The Circuit Manager

Private Bag X 7270

Witbank

1035

REQUEST TO CONDUCT RESEARCH IN YOUR CIRCUIT

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I hereby request to conduct research at your school. I am a Unisa student who is studying **MED** in Education Management. The title of my research is **The need for effective leadership in schools in Nkangala District: Mpumalanga Province.**

In order for me to attain the objective of my study, I need your assistance by permitting me to conduct research at your school.

Procedure for interviews

- An interview will be conducted in a selected school.
- No office or respondents' names will be disclosed.
- The respondents will have access to the findings upon request.
- The interview will take plus or minus 30 minutes.

I guarantee that all the data collected will be treated with complete confidentiality and the respondents will remain anonymous.

I hope my request will be considered.

With kind regards

Nhlebeva T.E. (STUDENT no 43511538)



APPENDIX C: UNISA ETHICAL CLEARANCE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/05/15

Dear MS Nhlebeya

Decision: Ethics Approval from
2019/05/15 to 2022/05/15

Ref: **2019/05/15/43511538/14/MC**

Name: MS TE Nhlebeya

Student: 43511538

Researcher(s): Name: MS TE Nhlebeya
E-mail address: thulieunice@gmail.com
Telephone: +27 76 833 4221

Supervisor(s): Name: Prof G Baloyi
E-mail address: baloyigp@unisa.com
Telephone: +27 12 484 1062

Title of research:

The need for effective leadership of schools in Mpumalanga Province: A case study of Nkangala District

Qualification: M. 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 2019/05/15 to 2022/05/15.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/05/15 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.



Open Rubric

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

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2022/05/17**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2019/05/15/43511538/14/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,


Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za


Prof PM Sebate
ACTING EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

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 D: MPUMALANGA ETHICAL CLEARANCE



education

DEPARTMENT OF
EDUCATION
MPUMALANGA PROVINCE

28 Corner Smuts &
Hofmeyer Street
EMALAHLENI
1035

Tel: 013 656 6105
mamzom@vodamail.co.za

NKANGALA DISTRICT OFFICE

EMALAHLENI 1 CIRCUIT OFFICE

Litiko le Temfundvo *Umyango weFundo* *Department van Onderwys* *Department of Education*
ENQUIRIES: E.M. MAHLANGU

TO: MS NHLEBEYA T.E

SUBJECT: PERMISSION TO CONDUCT RESEARCH

This letter serves to give permission to MS Nhlebeya TE, a student doing her Master's degree with UNISA to conduct research in three different schools of her choice on the need for effective leadership of schools in Mpumalanga.

The circuit appreciates you choosing within eMalahleni 1 circuit for your reseach, however it will be appreciated if when doing so, you observe the following:

- The tuition in schools is not disturbed, and
- That times for interviewing of participants be discussed with principals of the schools.

The circuit wishes you well in your studies and that you come back to the circuit and give back after studying.

Hope you find the above in order.


M.s E.M MAHLANGU
Circuit Manager

2019.05.30
DATE

APPENDIX E: LANGUAGE EDITING CERTIFICATE

EDITING AND PROOFREADING CERTIFICATE

7542 Galangal Street

Lotus Gardens

Pretoria

0008

14 October 2021

TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have language edited TE Nhlebeya's dissertation entitled, **"THE NEED FOR EFFECTIVE LEADERSHIP IN SCHOOLS IN NKANGALA DISTRICT: MPUMALANGA PROVINCE."**

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my contact details:



Jack Chokwe (Mr)

Contact numbers: 072 214 5489

jackchokwe@gmail.com

Professional
EDITORS
Guild

Jack Chokwe
Associate Member

Membership number: CHO001
Membership year: March 2021 to February 2022

076 471 6881
012 429 3327
jackchokwe@gmail.com
www.academicproeditor.com

www.editors.org.za



APPENDIX F: TURNITIN CERTIFICATE AND SIMILARITY INDEX