

**COLLEGIAL LEADERSHIP IN SCHOOLS IN THE  
ALBERTON/HEIDELBERG DISTRICT**

**by**

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## SINOPSIS

Die oogmerk van hierdie navorsingsprojek was om die persepsies van opvoeders ten opsigte van kollegiale leierskap in die skole in die Alberton/Heidelberg distrik te ondersoek. Die navorser wou vasstel wat die opvoeders se persepsies met betrekking tot die volgende aspekte van kollegiale leierskap was:

- deelname;
- konsensus;
- spanwerk; en
- samewerking.

Kollegiale skoolleierskap word beskryf as deelnemende demokrasie. Hierdie benadering tot leierskap behels 'n beduidende paradigmaskuif in skoolleierskap in dié sin dat leierskap in skole nie meer die alleenverantwoordelikheid van skoolhoofde is nie. Kollegiale leierskap betrek die standpunte van al die belanghebbendes by die bestuur van 'n spesifieke skool.

Kollegialiteit as professionele etiek beklemtoon die teenwoordigheid van 'n gees van kollegaskap in skole, aangesien dit die reg om kollegiaal behandel te word en die verpligting om ook kollegiaal teenoor andere op te tree, bevorder.

Hierdie navorsing het aangetoon dat opvoeders gelukkig en gemaklik is in 'n skoolomgewing wat aan kollegialiteit gekenmerk word. So 'n omgewing stel opvoeders in staat om as 'n span te werk en vestig die onderlinge uitruil van kundigheid as die norm. Spanwerk bevorder personeelontwikkeling en voorsien voortdurende druk en ondersteuning sodat die werk gedoen word.

Kollegiale leierskap skep 'n samewerkende omgewing waar opvoeders meer geneig is om vertrouwe, waardering en legitimiteit te heg aan die uitruil van kundigheid, die onderlinge vra vir advies en die waarde van al hierdie sake vir die welsyn van die skool. Op hierdie wyse is die beginsel van samewerking 'n meganisme wat die uitgediende individualistiese leierskapstyl teenwerk.

Opvoeders beskou dit as hulle reg om formeel geraadpleeg te word en deel te wees van beleidsbesluite wat hulle persoonlike lewens raak. Tog verwerp hulle raadpleging as a blote formaliteit. Kollegiale leierskap is afhanklik van die instemming van die volgelinge (opvoeders). Die praktyk van konsensusdemokrasie lei in so 'n mate tot die verbintenis van al die opvoeders tot hulle taak, dat hoë prestasievlakke feitlik 'n morele imperatief word.



## LIST OF TABLES

		PAGE
TABLE 3.1	ITEMS ASSOCIATED WITH COLLEGIAL LEADERSHIP.....	27
TABLE 3.2	ITEMS ASSOCIATED WITH AUTHORITATIVE LEADERSHIP.....	29
TABLE 3.3	ITEMS ASSOCIATED WITH TRANSPARENT LEADERSHIP.....	30
TABLE 4.1	COMPOSITE HYPOTHESES WITH MALE AND FEMALE EDUCATORS AS THE INDEPENDENT VARIABLE.....	36
TABLE 4.2	SIGNIFICANCE OF DIFFERENCES BETWEEN MALE AND FEMALE EDUCATORS REGARDING THE FOLLOWING FACTORS.....	38
TABLE 4.3	COMPOSITE HYPOTHESIS WITH POST LEVELS AS THE INDEPENDENT VARIABLE.....	38
TABLE 4.4	SIGNIFICANCE OF DIFFERENCES BETWEEN POST LEVELS REGARDING THE FOLLOWING FACTORS.....	39
TABLE 4.5	COMPOSITE HYPOTHESIS WITH TEACHING EXPERIENCE GROUPS AS INDEPENDENT VARIABLE.....	40
TABLE 4.6	SIGNIFICANCE OF DIFFERENCES BETWEEN TEACHING EXPERIENCE GROUPS IN RESPECT OF THE FOLLOWING FACTORS.....	41
TABLE 4.7	COMPOSITE HYPOTHESES WITH SCHOOL TYPE GROUPS AS THE INDEPENDENT VARIABLE.....	42

	<b>PAGE</b>
TABLE 4.8 SIGNIFICANCE OF DIFFERENCES BETWEEN SCHOOL TYPE GROUPS REGARDING THE FOLLO-WING FACTORS.....	43
TABLE 4.9 COMPOSITE HYPOTHESES WITH GENDER OF SCHOOL PRINCIPAL GROUPS AS THE INDEPENDENT VARIABLE	44
TABLE 4.10 SIGNIFICANCE OF DIFFERENCES BETWEEN GENDER OF SCHOOL PRINCIPAL GROUPS REGARDING THE FOLLOWING FACTORS.....	45
TABLE 4.11 COMPOSITE HYPOTHESES WITH MOTHER TONGUE GROUPS AS THE INDEPENDENT VARIABLE.....	46
TABLE 4.12 SIGNIFICANCE OF DIFFERENCES BETWEEN MOTHER TONGUE GROUPS REGARDING THE FOLLOWING FACTORS.....	47
TABLE 4.13 COMPOSITE HYPOTHESES WITH QUALIFICATION GROUPS AS THE INDEPENDENT VARIABLE.....	48
TABLE 4.14 SIGNIFICANCE OF DIFFERENCES BETWEEN THE EDUCATIONAL QUALIFICATIONS OF EDUCATORS IN RESPECT OF THE FOLLOWING FACTORS.....	50
TABLE 4.15 COMPOSITE HYPOTHESES WITH AGE GROUPS AS THE INDEPENDENT VARIABLE.....	51
TABLE 4.16 SIGNIFICANCE OF DIFFERENCES BETWEEN AGE GROUPS REGARDING THE FOLLOWING FACTORS.....	52

## TABLE OF CONTENT

		PAGE
	ACKNOWLEDGEMENTS.....	ii
	SINOPSIS.....	iii
	LIST OF TABLES.....	v
<b>CHAPTER 1: AIM OF THE RESEARCH</b>		
1.1	INTRODUCTION.....	1
1.2	CONTEXTUALISATION AND STATEMENT OF THE PROBLEM	2
1.3	AIM OF THE RESEARCH.....	4
1.4	METHOD OF RESEARCH.....	4
1.5	CLARIFICATION OF CONCEPTS.....	4
1.6	ORDER OF DISCUSSION.....	5
1.7	SUMMARY.....	6
<b>CHAPTER 2: LITERATURE STUDY</b>		
2.1	INTRODUCTION.....	8
2.2	THEORETICAL PERSPECTIVES ON THE CONCEPT "COLLEGIALITY".....	9
2.2.1	Collegiality in relation to leadership and management.....	12
2.3	PARTICIPATION - A CRITICAL ASPECT OF COLLEGIAL LEADERSHIP.....	14
2.4	CONSULTATION - AN ASPECT OF COLLEGIAL LEADERSHIP	15
2.5	DELEGATION - AN ASPECT OF COLLEGIAL LEADERSHIP.....	16
2.6	CONSENSUS - AN ASPECT OF COLLEGIAL LEADERSHIP.....	18
2.7	TEAMWORK - AN ASPECT OF COLLEGIAL LEADERSHIP.....	19
2.8	COLLABORATION - AN ASPECT OF COLLEGIAL LEADERSHIP	20
2.9	SYNTHESIS.....	23
2.10	SUMMARY.....	24
<b>CHAPTER 3: RESEARCH DESIGN</b>		
3.1	INTRODUCTION.....	25
3.2	THE INSTRUMENT OF RESEARCH AND IT'S DESIGN.....	25
3.2.1	Discussion of collegial leadership style.....	29

	<b>PAGE</b>	
3.3	THE EMPIRICAL INVESTIGATION.....	31
3.3.1	Biographical details.....	31
3.3.2	The research group.....	31
3.3.3	Return of questionnaires.....	32
3.4	SUMMARY.....	32
 <b>CHAPTER 4: ANALYSIS AND INTERPRETATION OF SELECTED EMPIRICAL DATA</b>		
4.1	INTRODUCTION.....	33
4.2	RELIABILITY AND VALIDITY.....	33
4.3	HYPOTHESES.....	34
4.3.1	Comparison of two independent groups.....	34
4.3.1.1	Differences between male and female educators relative to collegial leadership and authoritative leadership.....	36
4.3.1.2	Differences between the various post level groups in respect of collegial leadership and authoritative leadership.....	37
4.3.1.3	Differences between the teaching experience groups relative to collegial leadership and authoritative leadership.....	39
4.3.1.4	Differences between the school type groups relative to collegial leadership and authoritative leadership.....	41
4.3.1.5	Differences between gender of school principal groups relative to collegial leadership and authoritative leadership.....	43
4.3.1.6	Differences between mother tongue groups relative to collegial leadership and authoritative leadership.....	45
4.3.2	Comparison of three or more independent groups.....	47
4.3.2.1	Differences between the various educational qualification groups in respect of collegial leadership and authoritative leadership.....	47
4.3.2.2	Differences between age level groups in respect of collegial leadership and authoritative leadership.....	50
4.4	A SUMMARY OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES.....	52
4.4.1	Collegial leadership.....	52



	<b>PAGE</b>
4.4.2	Authoritative leadership..... 53
4.5	SUMMARY..... 54
<b>CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CON- CLUSION</b>	
5.1	INTRODUCTION..... 56
5.2	SUMMARY..... 56
5.3	IMPORTANT FINDINGS..... 57
5.3.1	Findings from the literature in respect of collegial leadership in schools..... 57
5.3.2	Important empirical findings in respect of collegial leadership..... 58
5.4	RECOMMENDATIONS..... 59
5.4.1	Recommendation 1..... 59
5.4.2	Recommendation 2..... 59
5.4.3	Recommendation 3..... 59
5.4.4	Recommendation 4..... 60
5.4.5	Recommendation 5..... 60
5.4.6	Recommendation 6..... 61
5.5	TOPICS FOR FURTHER RESEARCH..... 61
5.6	CONCLUSION..... 62
	 BIBLIOGRAPHY.....
ADDENDUM A: LETTER OF PERMISSION	
ADDENDUM B: QUESTIONNAIRE	

## CHAPTER ONE

### AIM OF THE RESEARCH

#### 1.1 INTRODUCTION

Most Black schools are currently in a quagmire in terms of progress. With a laissez faire leadership seemingly being the order of the day. It is therefore, barely conceivable that this situation can improve in the short to medium term. The poor results in the Senior Certificate examinations nationally are possibly a manifestation of the absence of collegial management and leadership in the schools.

True, the education system is undergoing radical changes. Are these changes bearing positive fruit? If the Senior Certificate results in Black schools are anything to go by, the answer is no. It is against this background that one realises that something must be amiss in the management and leadership in these schools.

Could it not be time that principals of schools come of age and realise that they as individuals per sé cannot salvage this situation? It is therefore imperative that they consider adopting a co-operative management and leadership style. This practice would engender a sense of collective responsibility and accountability.

The democratisation of education in South Africa has set an important stage in the changing patterns of relationships within the education system (Bush, 1995:1). Principals of schools cannot remain entrenched in the authoritarian style of leadership in which he/she is insistent and dominating, oblivious of the tensions and fears he/she creates and thereby stifling the initiatives of his/her subordinates. It is of critical importance that principals adopt a democratic style of leadership as this is more responsive and provides room for extensive participation by others in a given institution. As participatory democracy would enable them to actualise their capabilities, experiences and social relations to the advantage of their organisation.

Apparently education authorities in the Gauteng Province recognise the need that schools have to be democratic learning organisations. This is seen in the fact that

the Gauteng Department of Education for 1997/1998 financial year has budgeted R19,8 million on training of the School Governing Bodies, School Management Teams and Learner Representative Councils (LRC's). The focus of the training is on democratic school management and leadership.

In support of democratic modes of leadership in schools, Bush (1995:52) advocates collegial models. He contends that collegial models assume that organisations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among members as they are engaged in activities intended to accomplish both the vision and the mission of the institution.

Collegial leadership suggests recognition that the co-operative abilities are a *sine qua non* towards the improvement of the culture of teaching and learning in Black schools. Collective efforts by all stakeholders, particularly teachers, can do a great deal of service in a commitment to make schools worthy of their purpose of being, common vision and mission, collective goal setting, shared decision-making and collective responsibility and accountability.

Bush (1995:5) accentuates the role of teachers as he argues that the vital role of teacher professionals in the management of education is at the heart of collegial or democratic models. These approaches reject the concept of hierarchy and assert that decisions should be based on professional discretion rather than bureaucratic rules and regulations. In this way hierarchical authority is superseded by the authority of expertise, which is, of course, regarded as the hallmark of professionalism. This is possible only in schools where a climate of co-operation existed alongside corporate culture.

## **1.2 CONTEXTUALISATION AND STATEMENT OF THE PROBLEM**

The democratisation process taking place in the Republic of South Africa was ushered in by the adoption of the democratic Constitution of 1994. Change processes are not only occurring on the political front, but on the educational front as well. Undemocratic structures and processes of the previous dispensation are being replaced by democratic ones, for instance, the school governing bodies are

constituted by parents, teachers and students in the post-primary educational institutions. Residual resistance to these changes is inevitable. This is seen in the manner that a large number of principals still manage schools as their own personal concerns. Obviously the change in power relations is a bitter pill to swallow.

Davidoff and Lazarus (1998:153) contend that for schools to transform, to grow in strength or to have a sense of purpose and commitment are to a great extent dependent on the quality of management and leadership existent in the schools.

As many Black schools are muddling through anarchy, consequently the principal's management and leadership task has become so complicated that it is impossible to "go it alone". The fact that there is little or no support forthcoming from education authorities worsens the situation. Against this background it is almost impossible for one person, be he/she a principal or not, to solve all the problems faced by the schools. It is in view of such factors that principals of schools desperately need to engage to a much greater extent in collegial leadership.

Bush (1995:52) supports this view in his contention that the notion of collegiality has become enshrined in the folklore of management as the most appropriate way of running schools in the 1990's. He argues strongly that schools practising collegial management and leadership styles are increasingly considered as being effective and are continuously improving. They do so as they are continuously creating a climate and culture of co-operation in the management of the schools.

Considering the foregoing, it is evident that the essence of the problem can be encapsulated by means of the following questions:

- What are the essential aspects of collegial leadership?
- To what extent is collegial leadership present in public schools in the Alberton/Heidelberg district?
- Is there a congruence between the leadership as perceived by principals and educators and that observed by the researcher?

- What guidelines can be provided to ensure that principals use collegial leadership in an effort to solve the numerous management problems?

### 1.3 AIM OF THE RESEARCH

The general aim of this research project is to:

- investigate the presence of collegial leadership in public schools in the Alberton/Heidelberg district.

In order to achieve the general aim, the following serve as specific aims or objectives, namely to:

- determine the perceptions of principals and educators as to the presence of collegial leadership in their schools;
- devise guidelines to increase collegial leadership among principals and teachers.

### 1.4 METHOD OF RESEARCH

A literature survey will be used to investigate the concept of collegial leadership. This survey will be used to bedrock a structured questionnaire intended to determine the perceptions of principals and educators as to the presence of collegial leadership in their schools.

### 1.5 CLARIFICATION OF CONCEPTS

In order to ensure a common understanding of certain concepts used in this study, it is of fundamental importance that they be briefly elucidated:

**Collegial leadership** refers to the recognition that influence, power and ability is best utilised if they are widely distributed among professionals within a given institution.

**Collegial models** relate to participatory democracy, co-operative abilities, collaborative approach, consensus-orientated and consultative approach.

**Delegation of authority** refers to the devolution or decentralisation of power, that is, colleagues assume shared responsibility.

**Teamwork** refers to a group of individuals who perform a given task on the basis of team set goals and a commonality in terms of expertise.

**Collective approach** refers to a group-centred way of doing things.

**Bureaucracy** refers to a hierarchical organisational design whereby there is an authority of hierarchy and everything is done in accordance with the given set of rules, regulations, policies and procedures and there is no scope for flexibility in the enforcement/application of such rules and policies.

**Authoritarian leadership** refers to a leader whose authority is dominating and where status plays a significant part in the process of decision-making in the school.

**Laissez faire leadership** refers to a “free reign” situation where there is no recognition of authoritative structures.

**Collective responsibility** refers to the fact that all members of a given organisation are answerable for what is happening in the organisation.

**Hierarchical structure** refers to a regimented organisational design with a chain of command of authority.

**Corporate culture** refers to group norms, values, ethics, attitudes and standards evident in a given organisation.

## **1.6 ORDER OF DISCUSSION**

The concepts clarified above are of critical importance in this study. They are used in the subsequent chapters.

## **Chapter One**

This chapter deals with the introduction, contextualisation and statement of the problem, aims of the research project, research methodology, concept clarification and the order of discussion in this study.

## **Chapter Two**

Literature research is dealt with in this chapter. The focus is on aspects of collegial leadership; the theoretical framework of collegial leadership; the change of power relations in the practice of collegial leadership.

## **Chapter Three**

This chapter looks at the methodology used in this study. The quantitative paradigms will be employed for data collection in the form of a structured questionnaire.

## **Chapter Four**

In this chapter the focus is on an analysis and interpretations of the empirical data obtained from the questionnaire and the interviewer's guide.

## **Chapter Five**

This chapter will provide a summary, findings, recommendations and a conclusion.

### **1.7 SUMMARY**

The education system cannot escape the radical changes taking place in South Africa. The introduction of the Outcomes-based Education (OBE) is indeed revolutionary. For these changes to be successful they have to be preceded by educational research.

The researcher of this study will investigate whether a collegial mode of management and leadership should be a panacea for all the ills currently affecting Black Schools. The research design will provide the researcher with the signposts. This will eventually enable him to assume a position as to whether a collegial

leadership is of benefit to the education system or whether it could be another futile exercise.





## CHAPTER TWO

### LITERATURE STUDY

#### 2.1 INTRODUCTION

Challenges confronting South Africa are huge; one of which is transformation in education. The lack of skilled leadership - a democratic model of leadership is a cause for concern.

Transformation is taking place in all spheres of South African life, and it has become more and more important that people in positions of leadership have to be skilled. In the process of acquiring such skills, the understanding of leadership theories is a must. Theory is valuable and significant as it serves to explain practice and provides leaders with a guide to action (Bush, 1995:18).

Skilful leadership is not only required in politics, but in education as well. It is significant to note that no leader is born skilled, but acquires skills through training and experience. Training in leadership skills exposes an individual (potential leader) to an array of leadership styles with concomitant skills. Reality in any given situation is dynamic and a leader can only be dynamic if he is informed by leadership theories.

It is true that there is no perfect mode of leadership. However, living in a democratic society calls for democratic forms of leadership. In education a viable mode of leadership may be the collegial one. What is central in collegial leadership is the practice of participatory democracy. In essence this means that in a given institution, major decisions that impact on the whole staff have to be taken collectively. This is significant in schools as staff have authority of expertise. Professionals in their respective fields possess skills and knowledge that could be utilised to the benefit of learners and the community.

The recognition of co-operative abilities motivates the individuals concerned and harnesses their energies towards accomplishing organisational goals. Collegiality

in schools as a relationship structure enables teachers to teach each other the practice of teaching and the significance of peer relationship in terms of professional development (Sergiovanni & Starratt, 1993:103).

## **2.2 THEORETICAL PERSPECTIVES ON THE CONCEPT “COLLEGIALITY”**

Collegiality can be identified as professional accountability where all members of the school, regardless of role or status see themselves as mutually accountable. Key components of collegiality are consultation, communication, continuity, co-ordination and coherence (Leithwood & Steinbach, 1995:52).

Collegiality involves a process of discussion by groups of staff who share in the management of a school and are involved in the setting of institutional and personal goals as well as implementing them. The collegiate approach emphasises collaboration and teamwork, enabling each member of staff to contribute to decision-making in the school. The collegiate approach can be seen as allowing staff to be involved in learning experiences everyday. The flexibility it offers fits the current changing nature of education and makes it easier to meet new demands. Thus, collegiality can be the tool for teacher empowerment and professional enhancement (Lomax, 1996:20-23).

Collegiality arouses the interest of the staff for increased involvement; its relevance is in the whole school development and change. Logically this greater involvement leads to greater ownership and commitment to decision-making policy development and other change processes (Newton & Tarrant, 1992:92).

Schools' practising collegiality provides strong support for collaborative planning and decision-making as well as collegial relationships. Staff of such schools is given a considerable amount of responsibility and authority in determining the means by which they address the problems of academic performance. This includes giving staff more authority over curricular and instructional decisions and the allocation of resources (Newton & Tarrant, 1992:92). Central features of collegial models are those theories which emphasise that power and decision-making be shared among some or all members of the organisation (Bush, 1995:52).

Pure collegiality demands that all members of an organisation have an equal voice in determining policy. Yet, there is also something like restricted collegiality which is seen where the leader of an organisation shares power with a limited number of senior colleagues (Bush, 1995:54).

Promoting collegiality is an important way to help schools change for the better. The practice of collegiality enhances the quality of learning among teachers and learners. Collegiality bridges both concepts of school climate and school culture (Sergiovanni & Starratt, 1993:103).

The practice of collegiality in schools ensures that trust, openness, and good feelings exist in the school. This becomes a kind of norm system that bonds teachers as a collective unit. The bonding aspect of collegiality is a key to ensuring participative leadership and management (Sergiovanni & Starratt, 1993:103).

A principal practising collegiality would enable teachers to collaborate. Such collaboration is characterised by mutual trust, mutual respect, shared work values, co-operation and specific conversation about teaching and learning (Sergiovanni & Starratt, 1993:103)

Schools practising collegiality have a strong professional culture and shared work norms. These norms are aligned with school purposes and thus contribute to increased commitment by teachers and improved performance by learners. Collegiality calls for peer coaching, team teaching and that improves the quality of teaching and learning in the school (Sergiovanni & Starratt, 1993:103).

Collegiality as a professional virtue is comprised of three dimensions: a conception of the good person who values collegiality for its own sake; connectedness to a community that provides one with the right to be treated collegially and the obligation to treat others collegially, and interpersonal relationships characterised by mutual respect. These are enhanced by a healthy school culture and a healthy school climate (Sergiovanni & Starratt, 1993:103).

Within the school collegiality among teachers is measured by the frequency of communication, mutual support and help actively fostered by the principal. Collegiality is legitimate if it has a positive bearing in the development of the learners (Fullan, 1991:136).

For many teachers isolation is a strategy for getting work done. Yet, one must not sacrifice leadership in the name of collegiality. However, collegiality is seen as a tool of teacher empowerment and professional enhancement, bringing colleagues and their expertise together to generate critical, yet, also practically-grounded reflection on what they do as a basis for wiser, more skilled action (Fullan, 1991:142).

Collegial models seem to be particularly appropriate for organisations such as schools and colleges that have significant numbers of professional staff. Teachers, for example, possess authority of expertise that contrasts with the positional authority associated with formal models (Bush, 1995:53).

Collegiality has the potential to benefit both experienced and beginning teachers by ensuring:

- better teachers' perception for the classroom;
- teaching which displays greater instructional range, depth and flexibility;
- teachers who are more influenced by the spirit of collegiality and respect for each other; and
- a more rewarding and satisfying work environment for teachers (Dimmock, 1993:6).

Collegiality also benefits learners in at least four ways namely:

- when teachers talk about teaching, the complex relations between their actions and the learner learning are clarified;
- teachers' shared planning and preparation of programmes makes for consistency and co-ordination of approaches throughout the school;

- teachers are more willing to engage in classroom observation of each other's lessons, and to provide feedback; and
- teachers are more likely to train together and to train one another (Dimmock, 1993:7).

A culture of collegiality in schools that values and caters to individual and group needs results in a collaborative workplace which advances the teaching practice of a school, thus enhancing the learning of students (Telford, 1997:29).

Collegiality in many ways is the opposite of prescriptions. Collegiality is particularly appropriate for dealing with technical matters such as how and what to teach and to whom. Collegiality is a need in situations where a staff contribution goes beyond simple compliance with instructions as required. Collegiality is useful when the full commitment of individuals is necessary. All schools have all these in different proportions at different times (Torrington & Weightman, 1989:228).

In a collegial environment interest develops in teachers as they have a voice in organisational decision-making. Due to collegiality the morale of teachers is boosted and inter-personal relationships are improved (Short & Greer, 1997:11).

Having introduced the concept of collegiality the possible relationship between leadership and management in a collegial sense will now be discussed.

### **2.2.1 Collegiality in relation to leadership and management**

In collegial models the style of leadership both influences and is influenced by the nature of the decision-making process. Collegial leadership ensures that policy is determined within a participative framework (Bush, 1995:64).

The collegial leader is at most "a first among equals" in an academic organisation supposedly run by professional experts. The basic idea of the collegial leader is less to command than to listen, less to lead than to gather expert judgements, less to manage than to facilitate, less to order than to persuade and negotiate. The

collegial leader is not so much a star, standing alone as a developer of consensus among professionals who must share the burden of the decision (Bush, 1995:64).

Outcomes of a collegial leadership are more favourable when there was a combination of a firm leadership and a decision-making process in which all teachers felt that their views were represented. In a collegial leadership some responsibilities are removed from the hands of the few at the centre and into the hands of more members of staff. The collegial style emphasises collaboration and teamwork, enabling each member of the staff to contribute more. Collegial leadership allows flexibility; enables teachers to meet new demands much more easily; and make teachers feel valued members of the school; and the senior staff serves as mentors to the beginning teachers (Terrington & Weightman, 1989:227).

Leadership and management of schools play a decisive role in the successful implementation of induction programmes of collegiality (Büchner, 1997:5). In a collegial leadership relationship the leader tries to build a culture of trust and mutual understanding in which all teachers can exercise leadership. Collegiate values of a school give a school its moral direction, however, those may not be visible in one's daily management practices of the school. Senior management encourages active participation from all members of staff. Collegiate values are committed to a democratic form of school management. Central values of the collegiate school are to be lived in practice by both staff and governing body in the process of managing the school (Lomax, 1996:19/20).

The vital ingredient to collegial leadership is that it allows constructive and congenial individual and group relations. In a collegial leadership relationship staff learn to communicate with each other and appreciate that their contribution to the overall management of the school is being valued (Dimmock, 1993:69). Collegial theorists, such as Bush (1995:65), tend to ascribe the following qualities to leaders in schools:

- They are responsive to the needs and wishes of their professional colleagues. Principals acknowledge the expertise and skills of the teachers and seek to harness these assets for the benefit of the learners. Their experience makes

them sensitive to the informal codes of professional practice, which govern expectations for relations among teachers and between teachers and the principal (Bush, 1995:65).

- Collegial principals seek to create formal and informal opportunities for the testing and elaboration of policy initiatives. This is done to encourage innovation and to maximise the acceptability of school decisions. A principal who perceives his role as being that of a democrat, ensures that the school facilitates frequent staff discussions and co-ordination in order that decisions are made as a collective act.
- Collegial models emphasise the authority of expertise rather than official authority. It follows that authority in professional organisations such as schools or colleges resides as much with staff as with the principal. Instead of exerting authority over subordinates the leader seeks to influence the decision and actions of professional colleagues. The principal also allows and encourages heads of departments and curriculum co-ordinators to become co-leaders (Bush, 1995:65).
- Collegial leadership emerges as an advanced form of democratic leadership in education as it is an alternative to the headmaster's concentration of power (Leithwood & Steinbach, 1995:51).

The preceding discussion has revealed that the essence of a collegial leadership is the practice of a participative approach in decision-making processes. Now the notion of a participative democracy will be discussed.

### **2.3 PARTICIPATION - A CRITICAL ASPECT OF COLLEGIAL LEADERSHIP**

The advocates of participatory democracy believe that a participative approach in leadership represents the most appropriate means of conducting affairs in educational institutions. In a school context teachers as professionals have discretion in their classroom activities and there is increasing participation in decision-making on wider school issues (Bush, 1995:67).

Increased teacher participation may generate commitment to curriculum and policy decisions. Their commitment to curriculum improves educational outcomes and more information and knowledge dissemination are likely to lead to improved understanding and clarity of policies, decisions and reasons for change for the better in an organisation. This kind of school-based management fosters a participatory work environment, which is instrumental in promoting teacher collegiality (Dimmock, 1993:6).

Decision participation increases the job satisfaction of teachers and increases their commitment to the organisation. This results in self-managing work groups and such work groups could become a source of ideas for organisation improvement (Short & Greer, 1997:12).

Constructive participation is important for a decision-making group such as a school where the effectiveness of the decision is closely bound up with the willingness of staff to implement it. A participative leader's success often comes from choosing well, from knowing when to take the lead and when to confirm the leadership offered by colleagues (Newton & Tarrant, 1992:91).

The way an organisation is structured is the key to quality performance. There is evidence that a high involvement (participative) approach where control over power, knowledge, information and rewards is decentralised can boost organisation performance and productivity (Mohrman & Wohlstetter, 1994:81).

Participatory democracy encourages formal consultation and now the concept of consultation will be discussed.

## **2.4 CONSULTATION - AN ASPECT OF COLLEGIAL LEADERSHIP**

Consultation has historically been considering the relation to effective decision-making and involves the seeking of information or advice from others within or outside the organisation. In a school context teachers are to recognise the extent made by management to consult with them and how much impact and power their contributions have made (Newton & Tarrant, 1992:95).



Informal consultation with staff does not constitute collegiality. Yet, when principals seek advice of colleagues before making a decision, the process is then one of consultation which in essence is collegiality (Bush, 1995:54).

To take difficult decisions requires skills of consultation. The process is to ensure that good ideas are identified, that potential difficulties are foreseen, that a manageable agenda for development is established and that those decisions contribute to the development and fulfilment of staff, individually and as a group.

Consultation provides opportunities for joint positive work and ideally by giving staff a role, can help to prevent the emergence of disillusionment and low morale (Newton & Tarrant, 1992:91).

Consultation may primarily be for information and comment rather than to give away decision-making power and it is important to be clear and open about the purpose of consultation. It is necessary to make clear to those being consulted the limits and parameters of the decisions being considered and how far their contribution is likely to affect the pending decision (Newton & Tarrant, 1992:99).

Having discussed the importance of consultation, it is now vital to discuss the role of delegation in a collegial style of leadership.

## **2.5 DELEGATION - AN ASPECT OF COLLEGIAL LEADERSHIP**

No school principal can afford to do everything in the management of the school all by himself/herself, hence the need for delegation. Special responsibility is the willingness of principals to delegate, giving the necessary support and authority (Leithwood & Steinbach, 1995:52).

A collegial leader would not hesitate to delegate responsibilities to members of staff. Collegial leadership is likely to reduce the predominance of the principal and the autonomy of the class teacher. The former will occur through increased delegation and participation. The latter because class teachers are now being encouraged to take on a dual role: the responsibility within general school policies

for the coherence of the programme of work in their classes and an advisory/ consultancy role in some aspects of the curriculum throughout the school (Leithwood & Steinbach, 1995:53).

The issue of delegation as a task of a principal is that there is always a need for decisions to be delegated. A greater involvement of staff in the management responsibilities is thus done through the use of delegation and this is to lessen the principal's load (Lomax, 1996:28).

Delegation can develop skills of the staff, making them more effective and improving their self-esteem and responsibility. However, poor delegation can be frustrating and undermine staff confidence as managers struggle to come to terms with a poorly defined task. Delegation is also about confidence in colleagues. Notwithstanding this, principals must bear in mind that accountability cannot be delegated, therefore there is a need for good and effective communication when tasks are delegated. However, this should not mean constant checking. Yet, having delegated a task, one should be available for consultation should the need arise (Lomax, 1996:31).

If responsibility and authority are effectively delegated, ownership is created; the job becomes a real one rather than the dumping of chores. Delegation should be of benefit to the principal and staff as he/she is released for other high level responsibilities and the teachers develop an opportunity to develop themselves. A checklist for effective delegation includes the following aspects:

- The area of responsibility must be clearly defined.
- The authority to carry out the job.
- The accountability with absolute certainty.
- The task should be clearly defined.
- The person to carry it out should know precisely what is expected of him/her.
- The person to do the job should have the ability and training to do so.
- To ensure that deadlines and reviews are agreed upon.
- The manager should provide the necessary support (Lomax, 1996:3).

A democratic mode of leadership advocates that agreements are reached through consensus and the concept of consensus will not be discussed.

## **2.6 CONSENSUS - AN ASPECT OF COLLEGIAL LEADERSHIP**

The ethic of consensus underlines the fact that there should be no simple majoritarian view; instead it stresses that discussion and persuasion are the proper means to securing agreement upon the most important decisions. The case of consensual decision-making rests in part on the ethical dimension of collegiality. Imposing decisions on staff is considered morally repugnant and inconsistent with the notion of consent (Bush, 1995:54/55).

The moral character of the exercise of authority is based on the consent on the part of those subject to its jurisdiction, the consent of the obligated is necessary for authority to assume a moral status. Where consent is not made a condition of authority, we are not speaking of moral authority, but of the exercise of power or of purely formal or legal authority (Bush, 1995:55).

The practice of collegial leadership is marked by high consensus and continuous improvement. In such schools no teacher ever stopped learning how to teach (Telford, 1997:55).

Management by consensus might sound attractive; it may even be found to be the line of least resistance rather than most appropriate rationally determined path to follow (Newton & Tarrant, 1992:99).

A fundamental assumption of democratic models is that decisions are reached by consensus. The outcome of debate should be agreement based on the shared values of the participants. In a collegial style of leadership, principals are assumed to have a prime responsibility for the promotion of consensus among their fellow professionals (Bush, 1995:146).

Teamwork is a significant aspect of a collegial style of leadership, and this aspect will now be discussed.

## 2.7 TEAMWORK - AN ASPECT OF COLLEGIAL LEADERSHIP

Professional teamwork occurs where the teachers within a school agree together on the overall goals of the school, on the policies for the curriculum, for the standard of behaviour expected of learners and for the relationship expected between teachers and learners. The learners' own ability to co-operate and work well with each other, is enhanced by the experience of members of staff working productively together in a professional relationship (Leithwood & Steinbach, 1995:52).

Teachers are the happiest in a social environment characterised by mutual dependence in which sharing is the norm and individuals do not feel ashamed to admit to failure or a sense of inadequacy. There exists a relationship between staff who help each other, provide one another with an oasis of calm in a long and frantic day. In teamwork teachers set one another high by attainable standards for professional performance and provide a mutually supportive social environment, characterised by personal accessibility, plenty of opportunity for discussion, laughter, praise and recognition (Fullan, 1991:135).

Working in teams rather than as individuals would, through a series of brainstorming sessions, lead to:

- the pooling of knowledge and expertise;
- the involvement of all staff and the consequent promotion of staff development;
- the reflection in guidelines written by groups rather than individuals, of the ideas and knowledge of the staff as a whole;
- the ownership and extended use of the guidelines as a consequence of involvement in their creation; and
- the promotion of cross-phase thinking since the composition of each group was structured to reflect the full range of the school (Dimmock, 1993:71).

Constant communication and joint work provide the continuous pressure and support necessary for getting things done. Nothing is more exciting than the feeling of being needed, which is the magic that produces high expectations. If it is your

peers that have those expectations of you, then there is all the more incentive to perform well (Fullan, 1991:84).

In the choreography of co-operative schools, norms of self-reliance appear to be selfish infractions against the school community as many minds tend to work together better than the individual mind. Teamwork points to the fact that teachers have a common purpose and work openly and co-operatively. Teacher-learners are those who reached out to each other with encouragement, technical knowledge to solve classroom problems and enthusiasm for learning new things (Telford, 1997:80).

The working hand-in-hand of teachers for the accomplishment of a common goal is the cornerstone for the spirit of collegiality, which is the hallmark of a quality institution (Senge *et al.*, 1994:346).

Collegial leadership encourages a great deal of collaboration amongst staff in the school. The significance of collaboration will now be discussed.

## **2.8 COLLABORATION - AN ASPECT OF COLLEGIAL LEADERSHIP**

In collegial leadership the principal does not only encourage but also supports collaborative efforts by committing himself/herself to devolving responsibility to the staff. Normally teachers require a measure of autonomy in the classroom but also need to collaborate to ensure a coherent approach to teaching and learning (Bush, 1995:53).

In effective schools, collaboration is linked with norms and opportunities for continuous improvement and career-long learning. It is assumed that improvement is a collective rather than individual enterprise and the analysis, evaluation and experimentation in concert with colleagues are conditions under which teachers improve. As a result, teachers are likely to trust, value, and legitimise sharing of expertise, seeking advice, and giving help both inside and outside the school (Fullan, 1991:134).

The benefit of teacher collaboration for students are the quality of programmes in which students participate, the sense of programme coherence and school cohesiveness that students detect and the consistency in expectations that students encounter (Dimmock, 1993:6).

It could be agreed that the culture of collaboration in the school encourages shared efforts and commitment in the way teachers approach their school duties. The spirit of collegiality obviates under competition. There is a collective pursuit of educational interests and very often this leads to a resounding success in the activities of the school (Bush, 1995:6).

Having developed collaborative work cultures help to reduce the professional isolation of teachers allowing the codification and sharing of successful practices and the provision of support. Working together has the potential of raising morale and enthusiasm, opening the door to experimentation and an increased sense of efficacy. Contribution of ideas to others and the urge to seek better ideas, are the cornerstone of collaborative cultures (Fullan, 1991:84).

The principle of collaboration in terms of management and leadership is a mechanism that counters old fashion individualistic management efforts. In collaborative management teachers usually experience a shift to their professional development as they begin to articulate their own point of view and listen to those of others. Collaborative management changes teachers from being passive recipients of policy decisions given by an expert principal to active agents in the construction of such policy decisions (Büchner, 1997:41).

The application of the principle of collaborative leadership is seen where the principal structures the decision-making processes in such a way that they allow appropriate staff, student and parent participation, such that a shared vision and agreed-upon ways of implementing the direction, policies and programmes of the school can occur. In an organisation this can occur if there is a flat hierarchy, frank and open communication, listening, respecting and valuing people and empowerment (Telford, 1997:69).

Schools with a collaborative culture are noted for their positive staff relationships. In a collaborative culture teachers are empowered personally and collectively and acquire confidence, which enables them to respond critically to the demands of the workplace. There is a strong correlation between collaborative leadership and effective teacher development. Critical elements of collaboration are:

- democratic processes;
- leadership density;
- vision (direction);
- shared goals;
- shared responsibility;
- roles; and
- policy processes (Telford, 1997:76).

Principals of schools with a collaborative culture are committed to devolving responsibilities to the staff groups (Leithwood & Steinbach, 1995:17).

One of the most persistent myths about collaborators is that they constantly bicker and argue. However, for the most part, these arguments are depersonalised and focus on genuine areas of disagreement. The collaborative inquiry process involves teachers, administrators and parents. All the involved have the potential to make lasting and meaningful changes in the culture of the school. Teachers make commitments to the moral purpose of the school and this makes a huge difference in the lives of the learners (Fullan, 1991:53).

Internationally it would seem clear that effective leadership and change require approaches that encourage and support high levels of collaboration not only with teachers, but also with parents and learners themselves (Newton & Tarrant, 1992:93).

The principle of collaboration finds support in the study conducted by Abercombie (1987:5) showing medical students working together in a group format could make a diagnosis more quickly and accurately than when they worked individually. Abercombie (1987:5) observed that people issue the best judgement in groups. Inferred from this observation is that management in schools is more successful in

groups because they tend to talk to one another out of unshared biases and presuppositions.

Lastly, it must be noted that collaborative management covers a broad spectrum of activities, structured and unstructured tasks, all such activities result in a well disciplined and well managed school at the end of the day. Positive interdependence of effort is crucial in management. A collaborative principal would enable every member of staff to make a contribution in the interest of all in the school. Yet, this does not obviate individual accountability and personal responsibility towards achieving organisational goals (Buchner, 1997:41).

## **2.9 SYNTHESIS**

The current educational thinking is that schools are managed in a democratic manner. At the same time it is realised that schools do not only need democratic management, but also need collegial leadership. The collegial style of leadership takes on board every member of staff and other key stakeholders such as parents and learners, in regard to the formulation of policy decisions. In essence collegial leadership emphasises the principle of participation in decision-making processes by all concerned, particularly in such decisions that are to affect them and they are to implement them. In simple terms, a collegial leadership style is a democratic way of managing and leading organisations such as schools.

Increased stakeholder participation in the management of schools has numerous advantages, some of which are: teachers demonstrate greater commitment to their education and teaching responsibilities; parents feel a strong sense of ownership of the school; and learners feel strongly in charge of their school consequently less disruptions of the programmes of the school occur.

Skills of consultation are critical in collegial leadership. Consulting key stakeholders in regard to critical management matters engenders a feeling that they are significant members of the school community.



Collegial leadership advocates the practice of delegation. When a principal delegates management responsibilities to staff members regardless of seniority it shows that he/she has faith in them. Delegation generates in the staff a feeling that the principal considers them important members of the school.

Collegial modes of leadership assume that crucial decisions should enjoy consensus rather than the application of a majoritarian system. A consensual decision has a moral authority and its implementation is likely to succeed.

Teamwork is a significant element of a collegial leadership style. Team effort is much better than individual effort and this means that many IQ's put together are more effective than one's individual IQ. Collegial leadership encourages and supports teamwork for the benefit of all in the school community.

Collaboration is considered an important principle of collegial leadership. This principle assumes that co-operative abilities and energies are to be harnessed and expended in a collective effort towards the accomplishment of the vision and mission of the school. Schools with collaborative cultures tend to be more successful as teachers believe in themselves as a collective unit.

## **2.10 SUMMARY**

Management of schools has to be transformed into a democratic mode of management. This transformation would occur best under a collegial leadership style. A collegial leadership style is the best vehicle that takes everybody in the school on board when it matters most in regard to key policy decision-making processes. Collegial leadership provides fertile ground for generating a spectrum of new ideas, the implementation of which tends to improve the school.

## CHAPTER THREE

### RESEARCH DESIGN

#### 3.1 INTRODUCTION

The literature survey in chapter two formed the framework for the empirical study. Chapter two gave a categorical exposition of collegial leadership and its implications for school management. A brief discussion of the design of the research instrument now follows.

#### 3.2 THE INSTRUMENT OF RESEARCH AND ITS DESIGN

The design of the empirical investigation was a structured questionnaire consisting of 58 open-ended questions. The items in the research questionnaire were designed around the essential aspects of collegial leadership such as:

- participation;
- consensus;
- delegation;
- teamwork; and
- collaboration.



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The researcher went out to investigate the above constructs of collegial leadership in greater detail. This was done by using a questionnaire of 58 questions designed to obtain the perceptions of educators in the Alberton/Heidelberg District as to how often do their principals demonstrate collegial leadership styles. Two successive factor analyses performed on the data produced three factors that were named:

- collegial leadership;
- authoritative leadership; and
- transparent leadership.

A description of the items falling in the factors now follows.

**Table 3.1: Items associated with collegial leadership**

<b>Item no.</b>	<b>Description</b>	<b>Mean score</b>
B11	Teamwork is crucial for achievement in the school.	4,36
B14	Improved educators' qualifications lead to learner achievement.	4,32
B41	Teachers sharing their teaching strategies are more effective in their teaching.	4,31
B7	Encourages teamwork among learners	4,28
B9	Involves educators in the management of the various sport activities in the school.	4,26
B58	In disciplinary hearings all views are heard and respected.	4,26
B20	Gives feedback on delegated tasks.	4,21
B56	Encourages respect for consensus in the school management team.	4,20
B46	Goals set collectively are readily achievable.	4,19
B27	Supports parental involvement in the school management.	4,18
B36	Encourages co-operation with schools that excel in academic achievements.	4,17
B12	Encourages team learning in the school.	4,17
B29	Involvement of educators in the school management results into efficient and effective school management.	4,16
B24	Allows the school community to participate in the formulation of the school policy.	4,15
B35	Encourages educators to participate in educational seminars.	4,13
B23	Allows different views concerning school management matters.	4,12
B10	Encourages healthy competitive spirit among learners.	4,12
B45	Encourages shared commitment in order to achieve the school's mission statement.	4,08
B42	Encourages educators to critique the school management constructively.	4,07
B37	Involves parents in fund-raising activities for the school.	4,05
B49	Demonstrates that HOD's facilitate effective and efficient school management.	4,04

Item no.	Description	Mean score
B15	Involves the school community in the implementation of the school's vision.	4,03
B4	Encourages educators to do additional work in order to enhance their effectiveness.	4,01
B8	Encourages the delegation of responsibilities to learners.	4,00
B21	Allows democratic structures to design the school curriculum.	4,00
B30	Involves parents in disciplinary issues in the school affecting learners.	4,00
B48	Involves learners and their parents in the formulation of learners' code of conduct.	4,00
B54	Trains staff in school management.	4,00
B55	Demonstrates that the principal is the co-ordinator of the various committees in the school.	4,00
B38	Disseminates information on how the school fund was used.	3,99
B47	Encourages a regular revision of the subject policy.	3,98
B50	Demonstrates that subject committees render an efficient and effective school management responsibility.	3,97
B26	Educators' inputs are considered as significant in the management of the school.	3,95
B25	Administrative staff plays an important role in the management of the school.	3,95
B3	Ensures that learners participate in the formulation of classroom rules.	3,93
B22	Accepts consensus when dealing with divergent viewpoints.	3,92
B1	Ensures that bureaucratic obstacles do not interfere with teaching.	3,88
B5	Obtains consensus in the handling of management disputes in the school.	3,85
B34	Involves parents in the formulation of school policies.	3,75
B16	Involves all stakeholders in the revision of the school's mission statement.	3,74

Item no.	Description	Mean score
B32	Encourages parental involvement in the extra-curricular activities of the school.	3,71
B31	The presence of a Learner Representative Council leads to less disruption in the management of the school.	3,68
B18	Allows educator participation in management decisions.	3,67
B13	Encourages networking with former Model C schools.	3,66
B57	Involves all stakeholders in the drawing up of the school's year programme.	3,64
B2	Delegates educators in the execution of the school management duties.	3,62
B33	Involves members of the external community in the management of the school.	3,62
B28	Learners play an important role in the efficient management of the school.	3,56
B6	Allows the election of class leaders through secret ballot.	3,47
B44	Accepts inputs from parents concerning the improvement of teacher competence.	3,43
B43	Accepts inputs from learners concerning the improvement of teacher competence.	3,31

**Table 3.2: Items associated with authoritative leadership**

Item no.	Description	Mean score
B51	Gives parents powers in the management of the school.	3,27
B53	Allows learners to adjudicate in disciplinary matters affecting fellow learners in the school.	3,21
B17	Demonstrate authoritative school management.	3,08
B52	Consider status as significant in the process of decision-making in the school.	3,03

**Table 3.3: Items associated with transparent leadership**

Item no.	Description	Mean score
B40	Allows educators of a particular department to decide among themselves who is going to teach which grade.	3,89
B39	Encourages the presence of all interest groups in the finance committee of the school.	3,73

Having displayed the various aspects involved in collegial leadership, only the aspects relevant to this research paper will now be discussed.

### 3.2.1 Discussion of collegial leadership style

The questions were formulated in such a way that respondents could indicate the extent to which their school management demonstrated a particular behaviour. Question B11 in the questionnaire asks respondents “In your opinion, to what extent should the leadership in your school encourage the view that teamwork leads to a sense of achievement?” This question had a mean score of 4,36, which indicates that many teachers view the leadership in their schools as inclined to encouraging teamwork among teachers and learners.

Collegial leadership in schools underscores the significance of participative democracy. A school leadership practicing participative democracy takes on board all stakeholders. Their views are considered as important as they lead to efficient and affective school management. This brand of democracy is not only granted to staff, but to learners as well at the classroom level. Collegial school leadership empowers learners at classroom level to formulate their own classroom rules. By doing so they are able to elect their class leaders in a democratic manner. This is democracy in practical terms. There is a paradigm shift in that the class teacher is no longer the “boss” of the class, but the co-ordinator and supervisor of democratic practices in his/her classroom.

Having discussed the ramifications of the first question flowing from collegial leadership in schools; the second question will not be motivated. Question B41 in

the questionnaire asks respondents "In your opinion, to what extent should the leadership in your school encourage subject teachers to share their teaching strategies with other members of the teaching personnel?" This question achieved a mean score of 4,31; that is, teachers considered their school leadership as being more collegial as it encourages team learning among teachers. The sharing of teaching strategies is to the benefit of learners and to the realisation of the school's vision and mission statement.

The practice of collegial leadership at schools as opposed to an authoritarian one is indeed a paradigm shift. In the recent past principals were dominating as bosses of schools and would never dare accept a different viewpoint. Any questioning by teachers would be tantamount to subversion of his/her school. With the advent of a democratic government in our country; collegial school leadership emerged. This has an enabling effect in that it builds a strong partnership between principal, educators, learners and parents. This partnership has a spin-off as it promotes and sustains quality education.

Having discussed the second question posed on collegial leadership in schools; the third question will now be motivated. Question B17 in the questionnaire asks respondents "In your opinion, to what extent should leadership in your school demonstrate an authoritative leadership style?" This question has a mean score of 3,08, which suggests that teachers are unsure about school leadership wielding too much power. It is known only too well that too much power corrupts. Unreasonable use of power by school leadership hardens attitudes of teachers and this is to the detriment of the child's education. Collegial leadership upholds the adage, "two heads are better than one". Collegial principals poignantly reject the centralisation of power of principals. Conversely the decentralisation of authority to various committees in the school should facilitate efficient and effective leadership and management of schools. This is the essence of collegial leadership.

The fact that educators are unsure whether leadership in their schools should demonstrate an authoritative leadership style indicates that collegial leadership probably needs an amount of authority to work. Leadership that is too collegial could result in no-action at all and hence no implementation or "delivery" occurs.

Having discussed some of the questions on collegial leadership in schools, it is now necessary to describe the empirical investigation.

### **3.3 THE EMPIRICAL INVESTIGATION**

Respondents were chosen from the various post levels of the teaching profession. It was felt that the perceptions of educators from the various post levels were significant in this survey aimed at establishing the extent of stakeholder involvement in the management and leadership of schools (see Section A, question 2 of the questionnaire).

#### **3.3.1 Biographical details**

The following biographical details were requested. Gender, post level, age, teaching experience, highest educational qualification, religion, primary or secondary school, mother tongue and gender of the principal of your school.

The above aspects were considered important as they could influence educator perceptions on how often does the school leadership demonstrate a collegial style of leadership.

#### **3.3.2 The research group**

Questionnaires were distributed to members of the teaching profession in the Alberton/Heidelberg Education District. Principals were approached in order to obtain their permission and co-operation in their schools. Questionnaires were then handed to deputy principals who would distribute them to educators in the school. Each deputy principal ensured that the questionnaires were completed and returned to the principal. The researcher personally collected the questionnaires from the deputy principals concerned. There was good co-operation in most instances, hence a good number of the questionnaires were completed and returned.



### 3.3.3 Return of questionnaires

The statistics given below summarise the information relevant to the questionnaires:

- Collegial leadership  
Handed out: 300  
Returned: 226  
Percentage; 75,1%

The questionnaires were then sent to the Statistical Consultation Service of the Rand Afrikaans University, where the data was transcribed and processed.

### 3.4 SUMMARY

In this chapter a description of the empirical investigation was provided. The questionnaire was discussed and a few of the items were elucidated. In chapter four the following aspects will be discussed:

- the reliability and validity of the instrument; and
- some aspects of the data emanating from the statistical analysis will be examined, tabulated and interpreted.

## CHAPTER 4

### ANALYSIS AND INTERPRETATION OF SELECTED EMPIRICAL DATA

#### 4.1 INTRODUCTION

Due to the limit imposed on the length of a research essay, a detailed discussion of the various statistical techniques is impossible; hence the discussion will be limited to the following:

- a discussion of the validity and reliability of the research instrument;
- a comparison of one of the independent pairs by stating an appropriate hypothesis and interpreting the statistical tests involved; and
- a comparison of one of the independent groups containing two or more groups by stating the hypothesis and analysing the appropriate statistical data.

#### 4.2 RELIABILITY AND VALIDITY

To ensure content validity, the questions were designed within the framework of the eight constructs described by Grobler and Van der Merwe (1995). Several experts in the research field from the Department of Educational Sciences and from the Statistical Consulting Services of the Rand Afrikaans University also reviewed the questionnaire to judge the relevancy of each item.

The construct validity of the instrument was investigated by means of successive first and second order factor analyses performed on the 58 items. The first order procedure involves a Principal Component Analysis (PCA1) followed by a Principal Factor Analysis (PFA1). These procedures were performed by using the SPSS 8.3 programme (Norusis, 1998) in order to identify a number of factors which may facilitate the processing of the statistics. The nine factors obtained from the first order factor analysis was used as inputs for the second order procedure. This

consisted of a PCA2 with varimax rotation and orthogonal axes followed by a PFA2 with doblimin rotation.

These procedures resulted in the 58 items being reduced to three factors, namely:

- Collegial leadership consisting of 51 items with a Cronbach-Alpha-Reliability coefficient of 0,963 with no items rejected. The 51 items can thus be regarded as one scale with a maximum value of  $51 \times 5 = 255$  and a minimum scale value of  $51 \times 1 = 51$ ; and
- Authoritative leadership consisting of five items with a Cronbach-Alpha-Reliability co-efficient of 0,616. The five items can thus be regarded as one scale with a maximum scale value of  $5 \times 3 = 15$  and a minimum scale of  $5 \times 1 = 5$ . Both scales are thus valid with high reliability and could thus serve as a basis for evaluating collegial leadership and authoritative leadership.
- Transparent leadership consisting of two items with a Cronbach-Alpha reliability co-efficient of 0,375. This reliability was considered to be too low and this factor was discarded for the purposes of statistical testing.

Now that the validity and reliability of the instrument has been established, the appropriate statistical analysis can be discussed.

### **4.3 HYPOTHESES**

Hypotheses were formulated in respect of all the independent groups. The comparison of two independent groups will now follow.

#### **4.3.1 Comparison of two independent groups**

At the multivariate level two groups can be compared for possible statistical differences by means of Hotelling's  $T^2$  test. This implies that the vectors of the mean scale scores of the two groups are compared in respect of the two factors

taken together. Should a significant difference be found at this multivariate level, then the Student t-test is used in respect of each of the variables taken separately.

Possible differences between the opinions of male educators and female educators in respect of collegial leadership and authoritative leadership will now be discussed.

#### 4.3.1.1 Differences between male and female educators relative to collegial leadership and authoritative leadership

**TABLE 4.1: COMPOSITE HYPOTHESES WITH MALE AND FEMALE EDUCATORS AS THE INDEPENDENT VARIABLE**

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Educator	HoT	There is no statistically significant difference between the vector mean scale scores of male and female educators in respect of the two leadership factors taken together.	Hotelling's $T^2$ test
		HaT	There is a statistically significant difference between the vector mean scale scores of male and female educators in respect of the two leadership factors taken together.	
Differences at the single variable level		Hot	There is no statistically significant differences between the mean scale scores of male and female educators in	Student t-test

			respect of each of the factors taken separately, namely:	
		Hot <sub>1</sub>	Collegial leadership	
		Hot <sub>2</sub>	Authoritative leadership	
		Hat	There is a statistically significant difference between the mean scale scores of male and female educators in respect of each of the factors taken separately, namely:	
		Hat <sub>1</sub>	Collegial leadership	
		Hat <sub>2</sub>	Authoritative leadership	

**TABLE 4.2: SIGNIFICANCE OF DIFFERENCES BETWEEN MALE AND FEMALE EDUCATORS REGARDING THE FOLOWING FACTORS**

FACTORS	GROUP	MEAN SCORE	P-VALUE (Hotelling)	P-VALUE (Student)
Collegial leadership	Male	3,9337	0,912	0,594
	Female	3,9688		
Authoritative Leadership	Male	2,9647		
	Female	2,8513		0,422

M – Male N = 78

F – Female N = 147

Table 4.1 and Table 4.2 indicate that there is no statistically significant difference between the vector mean scale scores of male and female educators in respect of the factors considered together. The null hypothesis HoT is thus accepted and the alternative hypothesis HaT is rejected.

If no significant statistical difference exists at the multifactorial level, then no further testing is necessary at the single variable level. It is, however, interesting to note that females have a slightly higher mean score than males in respect of collegial leadership, which is consistent with the more collegial leadership style of female educators (Durst, 1987:89). When one considers authoritative leadership, the male educators have a slightly higher mean score, which corroborates their greater need for power (Moorhead & Griffin, 1981:122).

#### 4.3.1.2 Differences between the various post level groups in respect of collegial leadership and authoritative leadership

**TABLE 4.3: COMPOSITE HYPOTHESES WITH POST LEVELS AS THE INDEPENDENT VARIABLE**

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Post level	HoT	There is no statistically significant difference between the vector mean scale scores of educators in the various post levels in respect of the leadership factors taken together.	Hotelling's $T^2$ test
		HaT	There is a statistically significant difference between the vector mean scale scores of educators in the various post levels in respect of the two leadership factors taken together.	
Differences at the single variable level		Hot	There is no statistically significant difference between the mean scale	Student t-test

			scores of educators in the various post levels in respect of each of the leadership factors taken separately, namely:	
		Hot <sub>1</sub>	Collegial leadership	
		Hot <sub>2</sub>	Authoritative leadership	
		Hat	There is a statistically significant difference between the mean scale scores of educators in the various post levels in respect of each of the factors taken separately, namely:	
		Hat <sub>1</sub>	Collegial leadership	
		Hat <sub>2</sub>	Authoritative leadership	

**TABLE 4.4: SIGNIFICANCE OF DIFFERENCES BETWEEN POST LEVELS REGARDING THE FOLLOWING FACTORS**

FACTORS	POST LEVELS	N	MEAN SCORE	P-VALUE (Hotelling)	P-VALUE (Student)
Collegial leadership	Educators	191	3,9269	0,077	0,074
	Promotion posts	32	4,1527		
Authoritative Leadership	Educators	191	2,8929		
	Promotion posts	32	2,9201		0,861

N (Educators) = 191

N (Promotion posts) = 32

Table 4.3 and Table 4.4. indicate that there is no statistically significant difference between the vector mean scale scores of educators in the various post levels in respect of the factors considered together. The null hypothesis HoT is thus accepted and the alternative hypothesis HaT is rejected.

If no significant statistical difference exists at the multifactorial level then no further testing is necessary at the single variable level. It is, nevertheless, interesting to note that education in the promotional posts have a higher mean score than educators in post level one in respect of collegial leadership. This indicates that educators in senior positions are more in favour of collegial leadership than educators in post level one. When considering authoritative leadership it is also interesting to note that educators in promotional posts have a slightly higher mean score than educators in post level one. This possibly indicates that educators in senior positions consider authority as necessary to ensure discipline and order in schools.

#### 4.3.1.3 Differences between teaching experience groups relative to collegial leadership and authoritative leadership

**TABLE 4.5: COMPOSITE HYPOTHESES WITH TEACHING EXPERIENCE GROUPS AS INDEPENDENT VARIABLE**

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Teaching experience	HoT	There is no statistically significant difference between the vector mean scale scores in terms of teaching experience groups in respect of the leadership factors taken together.	Hotelling's $T^2$ test
		HaT	There is a statistically significant difference between the vector mean scale scores of teaching experience groups in respect of the two leadership factors	



			taken together.	
Differences at the single variable level		Hot	There is no statistically significant difference between the mean scale scores of teaching experience groups in respect of the leadership factors taken separately, namely:	Student t-test
		Hot <sub>1</sub>	Collegial leadership	
		Hot <sub>2</sub>	Authoritative leadership	
		Hat	There is a statistically significant difference between the mean scale scores of teaching experience groups in respect of each of the leadership factors taken separately, namely:	
		Hat <sub>1</sub>	Collegial leadership	
		Hat <sub>2</sub>	Authoritative leadership	

**TABLE 4.6: SIGNIFICANCE OF DIFFERENCES BETWEEN TEACHING EXPERIENCE GROUPS IN RESPECT OF THE FOLLOWING FACTORS**

FACTORS	GROUPS	MEAN SCORE	P-VALUE (Hotelling)	P-VALUE (Student)
Collegial leadership	1 – 10 years	3,9504	0,967	0,914
	11 + years	3,9601		
Authoritative Leadership	1 – 10 years	2,8828		
	11 + years	2,9112		0,777

N (1 – 10 years) = 120

N (11 + years) = 103

Table 4.5 and Table 4.6 indicate that there is no statistically significant difference between the vector mean scale scores of teaching experience groups in respect of the factors considered together. The null hypothesis HoT is thus accepted and the alternative hypothesis HaT is rejected.

If no significant statistical difference exists at the multifactorial level, then no further testing is necessary at the single variable level.

#### 4.3.1.4 Differences between school type groups relative to collegial leadership and authoritative leadership

**TABLE 4.7: HYPOTHESES WITH SCHOOL TYPE GROUPS AS THE INDEPENDENT VARIABLE**

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	School type	HoT	There is no statistically significant difference between the vector mean scale scores of school type groups in respect of the two leadership factors taken together.	Hotelling's $T^2$ test
		HaT	There is a statistically significant difference between the vector mean scale scores of school type groups in respect of the two leadership factors taken together.	
Differences at the single variable level		Hot	There is no statistically significant difference between the mean scale	Student t-test

			scores of school type groups in respect of each of the leadership factors taken separately, namely:	
		Hot <sub>1</sub>	Collegial leadership	
		Hot <sub>2</sub>	Authoritative leadership	
		Hat	There is a statistically significant difference between the mean scale scores of the various school types in respect of each of the leadership factors taken separately, namely:	
		Hat <sub>1</sub>	Collegial leadership	
		Hat <sub>2</sub>	Authoritative leadership	

**TABLE 4.8: SIGNIFICANCE OF DIFFERENCES BETWEEN SCHOOL TYPE GROUPS REGARDING THE FOLLOWING FACTORS**

FACTORS	SCHOOL TYPES	N	MEAN SCORE	P-VALUE (Hotelling)	P-VALUE (Student)	
Collegial leadership	Primary	129	4,0236	0,640	0,099	
	Secondary	97	3,8764			
Authoritative Leadership	Primary	129	2,9007		0,640	0,888
	Secondary	97	2,8866			

N (Primary) = 129

N (Secondary) = 97

Table 4.7 and Table 4.8 indicate that there is no statistically significant difference between the vector mean scale scores of the school type groups in respect of the factors considered together. The null hypothesis HoT is thus accepted and the alternative hypothesis HaT is rejected.

If no significant statistical difference exists at the multifactorial level then no further testing is necessary at the single variable level. It is, however, interesting to note that educators at primary schools have a slightly higher mean score than educators at secondary schools in respect of collegial leadership. This suggests that educators at primary schools feel more comfortable with collegial leadership. When considering authoritative leadership it is also noted that educators at primary schools have a slightly higher mean score than educators in secondary schools.

#### 4.3.1.5 Differences between gender of school principal groups relative to collegial and authoritative leadership

**TABLE 4.9: COMPOSITE HYPOTHESIS WITH GENDER OF SCHOOL PRINCIPAL GROUPS AS THE INDEPENDENT VARIABLE**

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Gender of school principal groups	HoT	There is no statistically significant difference between the vector mean scale scores of gender of school principal groups in respect of the two leadership factors taken together.	Hotelling's $T^2$ test
		HaT	There is a statistically significant difference between the vector mean scale scores of gender of school principal groups in respect of the two leadership factors taken together.	
Differences at the single variable level		Hot	There is no statistically significant difference between the mean scale	Student t-test

			scores of gender of school principal groups in respect of each of the leadership factors taken separately, namely:	
		Hot <sub>1</sub>	Collegial leadership	
		Hot <sub>2</sub>	Authoritative leadership	
		Hat	There is a statistically significant difference between the mean scale scores of gender of school principal groups in respect of each of the leadership factors taken separately, namely:	
		Hat <sub>1</sub>	Collegial leadership	
		Hat <sub>2</sub>	Authoritative leadership	

**TABLE 4.10: SIGNIFICANCE OF DIFFERENCES BETWEEN GENDER OF SCHOOL PRINCIPAL GROUPS REGARDING THE FOLLOWING FACTORS**

FACTORS	GROUPS	MEAN SCORE	P-VALUE (Hotelling)	P-VALUE (Student)
Collegial leadership	Male	3,9374	0,964	0,469
	Female	4,0082		
Authoritative Leadership	Male	2,8968		
	Female	2,8901		0,950

N (Male principals) = 154

N (Female principals) = 72

From Table 4.9 and 4.10 it can be seen that there is no statistically significant difference between the vector mean scale scores of male and female principals in

respect of the factors considered together. The null hypothesis HoT is thus accepted and the alternative hypothesis HaT is rejected.

If no significant statistical difference exists at the multifactorial level then no further testing is necessary at the single variable level. It is, however, interesting to note that female principals have a slightly higher mean score than male principals in respect of collegial leadership. This indicates that female principals tend to be more collegial than their male counterparts. Surprisingly, both male and female principals have similar mean scores and that indicates that both male and female principals regard authority as necessary in school management.

#### 4.3.1.6 Differences between mother tongue groups relative to collegial leadership and authoritative leadership

**TABLE 4.11: COMPOSITE HYPOTHESES WITH MOTHER TONGUE GROUPS AS INDEPENDENT VARIABLE**

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Mother tongue	HoT	There is no statistically significant difference between the vector mean scale scores of mother tongue groups in respect of the two leadership factors taken together.	Hotelling's $T^2$ test
		HaT	There is a statistically significant difference between the vector mean scale scores of mother tongue groups in respect of the two leadership factors taken together.	

Differences at the single variable level		Hot	There is no statistically significant difference between the mean scale scores of mother tongue groups in respect of each of the leadership factors taken separately, namely:	Student t-test
		Hot <sub>1</sub>	Collegial leadership	
		Hot <sub>2</sub>	Authoritative leadership	
		Hat	There is a statistically significant difference between the mean scale scores of mother tongue groups in respect of each of the leadership factors taken separately, namely:	
		Hat <sub>1</sub>	Collegial leadership	
		Hat <sub>2</sub>	Authoritative leadership	

**TABLE 4.12: SIGNIFICANCE OF DIFFERENCES BETWEEN MOTHER TONGUE GROUPS REGARDING THE FOLLOWING FACTORS**

FACTORS	GROUPS	MEAN SCORE	P-VALUE (Hotelling)	P-VALUE (Student)
Collegial leadership	Sotho	3,9885	0,975	0,652
	Nguni	3,9458		
Authoritative Leadership	Sotho	2,9681		
	Nguni	2,8582		0,297

N (Sotho) = 75

N (Nguni) = 151

From Table 4.11 and Table 4.12 it can be seen that there is no statistically significant difference between the vector mean scale scores of Sotho and Nguni groups in respect of the factors considered together. The null hypothesis HoT is thus accepted and the alternative hypothesis HaT is rejected.

If no significant statistical difference exists at the multifactorial level then no further testing is necessary at the univariable level. Both language groups thus feel that the leadership in the school should often demonstrate collegial leadership style, yet at the same time they feel that authoritative leadership is also necessary but not to the same extent.

### 4.3.2 Comparison of three or more independent groups

In respect of three or more independent groups, multivariate differences are investigated by means of Manova (multivariate analysis of variance) and Anova (Analysis of variance) and the Scheffé test are used to investigate any differences at the single variable level. As an example of differences between three or more groups, the various educational qualification groups are considered.

#### 4.3.2.1 Differences between the various educational qualification groups in respect of collegial leadership and authoritative leadership

**TABLE 4.13: COMPOSITE HYPOTHESES WITH THE QUALIFICATION GROUPS AS THE INDEPENDENT VARIABLE**

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Qualifications	HoM	There is no statistically significant difference between the vector mean scale scores of the four qualification groupings taken together.	Manova



		HaM	There is a statistically significant difference between the vector mean scale scores of the four qualification groupings taken together.	
Differences at the single variable level		HoA	The average scale scores of the four qualification groupings do not differ statistically significantly from one another in respect of the following factors taken separately, namely:	Anova
		HoA <sub>1</sub>	Collegial leadership	
		HoA <sub>2</sub>	Authoritative leadership	
		HaA	The average scale scores of the four qualification groupings do differ in a statistically significant way in respect of the following factors taken separately, namely:	
		HaA <sub>1</sub>	Collegial leadership	
		HaA <sub>2</sub>	Authoritative leadership	
		HoS	There are no statistically significant differences between the average scale scores of the four groupings of qualifications compared in respect of the following factors, namely: (see next page)	

			PAIRS OF GROUPS					
FACTORS			A vs B	A vs C	A vs D	B vs C	B vs D	C vs D
Collegial leadership			HoS.AB <sub>1</sub>	HoS.AC <sub>1</sub>	HoS.AD <sub>1</sub>	HoS.BC <sub>1</sub>	HoS.BD <sub>1</sub>	HoS.CD <sub>1</sub>
Authoritative leadership			HoS.AB <sub>2</sub>	HoS.AC <sub>2</sub>	HoS.AD <sub>2</sub>	HoS.BC <sub>2</sub>	HoS.BD <sub>2</sub>	HoS.CD <sub>2</sub>
Differences at the single variable level	Post Level	HaS	There is a statistically significant difference between the average scale scores of the four post level groups compared pair wise in respect of the following factors, namely:					
			PAIRS OF GROUPS					
FACTORS			A vs B	A vs C	A vs D	B vs C	B vs D	C vs D
Collegial leadership			HaS.AB <sub>1</sub>	HaS.AC <sub>1</sub>	HaS.AD <sub>1</sub>	HaS.BC <sub>1</sub>	HaS.BD <sub>1</sub>	HaS.CD <sub>1</sub>
Authoritative leadership			HaS.AB <sub>2</sub>	HaS.AC <sub>2</sub>	HaS.AD <sub>2</sub>	HaS.BC <sub>2</sub>	HaS.BD <sub>2</sub>	HaS.CD <sub>2</sub>

**TABLE 4.14: SIGNIFICANCE OF DIFFERENCES BETWEEN THE EDUCATIONAL QUALIFICATIONS OF EDUCATORS IN RESPECT OF THE FOLLOWING FACTORS**

FACTORS	GROUPS	NO.	MEAN SCORE	P-VALUE (MANOVA)	P-VALUE (ANOVA)
Collegial leadership	A	35	3,8312	0,539	0,597
	B	103	3,9634		
	C	32	4,0476		
	D	54	3,9777		
Authoritative Leadership	A	35	3,0177		0,505
	B	103	2,9308		
	C	32	2,9013		
	D	54	2,7862		

A = 35 Grade 12 or Post School Diploma

B = 103 Teacher's Diploma

C = 32 Further Diploma in Education

D = 54 Degree or post graduate qualification

\*\* Significance at the 1% level

\* Significance at the 5% level

From Table 4.13 and Table 4.14 it can be seen that there is no statistically significant differences between the vector mean scores of the various educational qualification groupings in respect of the two factors taken together. Thus, HoM is accepted and HaM is rejected. Because there are no significant differences at the multifactorial level no further statistical testing is necessary.

#### 4.3.2.2 Differences between age level groups in respect of collegial leadership and authoritative leadership

**TABLE 4.15: COMPOSITE HYPOTHESES WITH AGE GROUPS AS THE INDEPENDENT VARIABLE**

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Age	HoM	There is no statistically significant difference between the vector mean scores of the three age groups taken together.	Manova
		HaM	There is a statistically significant difference between the vector mean scores of the three age groups taken together.	
Differences at the single variable level		HoA	The average scale of scores of the three age groups do not differ statistically significantly from one another in respect of the following factors taken separately, namely:	Anova

		HoA <sub>1</sub>	Collegial leadership	
		HoA <sub>2</sub>	Authoritative leadership	
		HaA	The average scale scores of the three age groups do differ statistically significantly in respect of the following factors taken separately, namely:	
		HaA <sub>1</sub>	Collegial leadership	
		HaA <sub>2</sub>	Authoritative leadership	

**TABLE 4.16: SIGNIFICANCE OF DIFFERENCES BETWEEN AGE GROUPS REGARDING THE FOLLOWING FACTORS**

FACTORS	AGE GROUPS	MEAN SCORE	P-VALUE (Hotelling)	P-VALUE (Student)
Collegial leadership	30 years and less	3,9241	0,539	0,597
	31-40 years	3,9408		
	40 + years	4,0245		
Authoritative Leadership	30 years and less	2,8429		0,505
	31-40 years	2,9048		
	40 + years	2,8874		

N (30 years and less) = 56

N (31-40 years) = 112

N (40 + years) = 54

From Table 4.15 and Table 4.16 it can be seen that no statistically significant difference is present between the various age groups at the multifactorial level when considered together. Thus, HoM is accepted and HaM rejected. There being no difference between the mean scores at the multifactorial level indicates that no further tests are necessary at the unifactorial level.

It is, however, interesting to note that the educators in the 40+ age group have an average mean score of 4,0245 in respect of collegial leadership. This mean score is slightly higher compared to the mean scores of the other age groups. This suggests that educators in the 40+ age group feel that authoritative leadership is necessary to a greater extent than the other age groups in order to obtain discipline in the school as a whole.

#### **4.4 A SUMMARY OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES**

It is necessary to briefly explain the differences in the factor scores obtained by the various independent groups as summarised in Tables 4.1 to 4.16. In order to facilitate the discussion, the factors are considered separately with collegial leadership being the first to be discussed.

##### **4.4.1 Collegial leadership**

- **Gender of educators:** According to the factor mean scores in Table 4.2, male and female educators perceive that their school leadership should often demonstrate a leadership style that is collegial in nature.
- **Post levels:** According to the factor mean scores in Table 4.4, educators in the promotional posts perceive that school leadership should often demonstrate a collegial leadership.
- **Teaching experience:** According to the factor mean scores in Table 4.6, educators regardless of experience perceive that school leadership should often demonstrate a leadership style that is collegial in nature.
- **School type:** According to the factor mean scores in Table 4.8, educators whether at primary or secondary school, perceive that the school leadership should often demonstrate a collegial leadership style.

- **Gender of principals:** According to the factor mean scores in Table 4.10, educators perceive that female principals demonstrate a collegial leadership more often than their male counterparts.
- **Mother tongue:** According to the factor mean scores in Table 4.12, both Nguni and Sotho groups perceive that school leadership should often demonstrate a collegial leadership style.
- **Educational qualifications:** According to the factor mean scores in Table 4.14, educators in all qualification groups perceive that school leadership should often demonstrate a collegial leadership.
- **Age groups:** According to the factor mean scores in Table 4.16, educators in all age groups perceive that school leadership should often demonstrate a collegial leadership style.

#### 4.4.2 Authoritative leadership

- **Gender of educators:** According to the factor mean scores in Table 4.2, male and female educators perceive that leadership in the school sometimes demonstrates leadership that is authoritative.
- **Post levels:** According to the factor mean scores in Table 4.4, educators in all post levels perceive that the leadership in the school should sometimes demonstrate authoritative leadership.
- **Teaching experience:** According to the factor mean scores in Table 4.6, educators in all groups perceive that leadership in the school should sometimes demonstrate authoritative leadership.
- **School type:** According to the factor mean scores in Table 4.8, educators either at primary school or secondary school perceive that the leadership in the school sometimes demonstrate authoritative leadership.

- **Gender of principals:** According to the factor mean scores in Table 4.10, educators perceive that the leadership of principals, whether male or female, should sometimes demonstrate authoritative leadership.
- **Mother tongue:** According to the factor mean scores in Table 4.12, educators in both language groups perceive that the leadership in the school should sometimes demonstrate authoritative leadership.
- **Educational qualifications:** According to the factor mean scores in Table 4.14, educators in all qualification groups perceive that leadership in the school should sometimes demonstrate authoritative leadership.
- **Age groups:** According to the factor mean scores in Table 4.16, educators in all age groups perceive that the leadership in the school should sometimes demonstrate authoritative leadership.

It is thus interesting to see that collegial leadership appears to need a component of authority in order to work. This is perhaps because leadership that is too collegial, leads to a great amount of talk and no action. The authority could be necessary in order to get the group to implement the decision made or to produce the necessary action to produce “delivery”.

The brief discussion of the differences between the factor mean scores of the various independent groups is now followed by a summary of the chapter.

#### **4.5 SUMMARY**

In this chapter an analysis and interpretation of some of the empirical data was undertaken. The construct validity of the research instrument was investigated by means of two successive factor analysis, which reduced the 58 items to two reliable factors, namely:

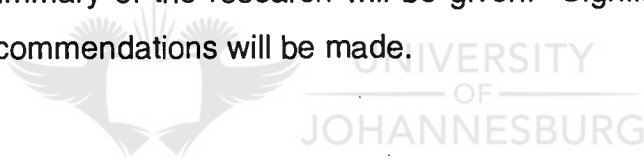
- Collegial leadership consisting of 51 items with a reliability co-efficient of 0,963; and

- Authoritative leadership consisting of 5 items with a reliability co-efficient of 0,616.

The statistical analysis of the research was rationed to a comparison of two styles of leadership, namely: collegial and authoritative. Hypotheses were set and multivariate statistics were used to analyse and interpret data.

From the research conducted, it can be concluded that collegial leadership is basically a practice of participatory democracy in schools. Educators' perceptions on authoritative leadership were that authority was an essential ingredient in any leadership, yet, the abuse of authority leads to an abuse of power which is objectionable. Both these constructs were shown to have construct validity and reliability and could thus serve as crucial combination to make any educational institution disciplined and co-operating harmoniously in the delivery of quality education services to the benefit of the members of the school community.

In chapter 5 a summary of the research will be given. Significant findings will be discussed and recommendations will be made.





## CHAPTER 5

### FINDINGS, RECOMMENDATIONS AND CONCLUSION

#### 5.1 INTRODUCTION

The general aim of this research project is to:

- investigate the presence of collegial leadership in public schools in the Alberton/Heidelberg district.

The specific aim of this research paper was to:

- determine the perceptions of principals and educators as to the presence of collegial leadership in their schools; and
- devise guidelines to increase collegial leadership among principals and teachers.

Challenges facing South African education are huge, one of which is the transformation in the school leadership.

#### 5.2 SUMMARY

Chapter 1 introduced the research topic and motivated the need for research. The problem statement clarified the problem to be studied. The research methodology indicated the research instrument to be used and the method of research. The concepts in the research topic were clarified and an outline of the study was given to explain the structure of the research paper.

In chapter 2 an exposition of collegial leadership was made from a study of the relevant literature.

In chapter 3 the design of the research was explained with particular emphasis on the instrument of research and its design. The statistical procedures used in the empirical investigation was also described and a summary given.

In chapter 4 the reliability and validity of the research instrument was described and the hypotheses arising from the data were stated and a summary was given.

In chapter 5 a summary of the research paper is given. Important findings are discussed and recommendations arising from the research are given. The conclusion indicates how the research could solve the problem of transforming the school leadership in South Africa.

### **5.3 IMPORTANT FINDINGS**

#### **5.3.1 Findings from the literature in respect of collegial leadership in schools**

A literature survey reveals that the key components of collegiality are consultation, communication, continuity, co-ordination and coherence (see paragraph 2.2, p. 9).

The collegiate approach emphasis collaboration and teamwork, enabling each member of staff to contribute to decision-making in the school (see paragraph 2.2, p. 9).

A culture of collegiality in schools that values and caters for individual and group needs in a collaborative workplace that advances the teaching practice of a school (see paragraph 2.2, p. 12) is necessary.

Collegial leadership ensures that policy is determined within a participative framework (see paragraph 2.2, p. 13).

High consensus and continuous improvement (see paragraph 2.6, p. 18), mark the practice of collegial leadership.

Working hand-in-hand of teachers for the accomplishment of a common goal appears to be the cornerstone for the spirit of collegiality (see paragraph 2.7, p 20).

### **5.3.2 Important empirical findings in respect of collegial leadership**

The 58 items in the questionnaire were reduced to two factors, namely:

- collegial leadership consisting of 51 items with a Cronbach-Alpha-Reliability co-efficient of 0,963;
- authoritative leadership consisting of 5 items with a Cronbach-Alpha-Reliability co-efficient of 0,616.

In respect of collegial leadership no significant statistical differences were found between the perception of educators as reflected in the mean factor score of the following groups, namely:

- male and female educators, post levels, teaching experience, school type, gender of principals, mother tongue, educational qualification and age.

In respect of authoritative leadership the perceptions of the following groups of educators showed no statistically significant differences, namely:

- male and female educators, post levels, teaching experience, school type, gender of principals, mother tongue, educational qualification and age.

An important finding was, however, that collegial leadership needs a component of authority in order to work. Leadership, which is too collegial, is a form of contrived collegiality which leads to “much talk and no action”.

The writer will now offer recommendations that may assist in school leadership.

## **5.4 RECOMMENDATIONS**

The main aspect of this research project was an investigation into the importance of collegial leadership in public schools in the Alberton/Heidelberg district. In order to realise this aim, a literature survey was undertaken and this served as the foundation upon which the empirical research could be based. The findings of this research are now amalgamated by the following recommendations.

### **5.4.1 Recommendation 1**

School-leadership should be transformed into collegial leadership, which promotes stakeholders' participation in the management of the school. Benefits flowing from this are:

- increased professional accountability;
- increased participation in organisational development; and
- decentralisation of power from the principal.

### **5.4.2 Recommendation 2**

Heads of Departments should be empowered so as to be an impetus in the democratic transformation of school leadership.

### **5.4.3 Recommendation 3**

Principals should make every effort to establish various committees in the school such as a sport committee, a curriculum committee, a school development committee and a competence appraisal committee. This set-up would engender a sense of shared responsibilities in the management and leadership of the school.

#### **5.4.4 Recommendation 4**

Education authorities should encourage the existence of collegial leadership in schools as this would foster the use of democratic principles in the management of the school, such as:

- participation;
- consensus;
- delegation;
- teamwork; and
- collaboration.

#### **5.4.5 Recommendation 5**

Teacher training institutions should introduce a compulsory course in school management and leadership. Teachers equipped with scientific management and leadership skills would be better agencies for democratic transformation in education.

Collegial school leadership is not only of benefit to the school, but to the whole country, in that learners at school level would learn about democratic school management and leadership. As a matter of fact, schools cannot escape the changes in their external environment. In order for schools to remain relevant and effective, they must equip and empower the leaders of tomorrow with democratic management and leadership skills. It is well known that South Africa has a critical shortage of skilled managers in various spheres of life, such as in sport, burial societies, stokvels, school governing bodies, trade unions and other associations.

#### **5.4.6 Recommendation 6**

Collegial leadership is only authentic if it produces the necessary action. A component of authority is thus essential for collegial leadership to work effectively.

The researcher will now introduce topics, which could be considered for further research.

## **5.5 TOPICS FOR FURTHER RESEARCH**

The following topics could possibly be investigated:

- The perceptions of educators on collegial leadership in the former Model C schools.
- Authoritative school leadership.
- School leadership in private schools.
- A comparative study of a formally trained group of principals in school leadership and one not formally trained in school leadership.

## **5.6 CONCLUSION**

An attempt will now be made to indicate how this research could solve the problems stated in chapter 1 and how it could serve to improve school leadership necessary to improve overall school performance.

The possible factors that could lead to improved school leadership according to teacher perceptions in order of importance according to the average mean scores in this study are:

- teamwork;
- participation;
- consensus;
- delegation; and
- accountability

The constructs listed above should be included in any training programme for school management and leadership.

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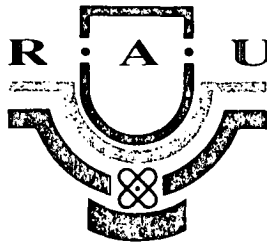
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## THE TRUTH ABOUT LEADERSHIP LIES IN THE EYE OF THE BEHOLDER – WE THUS NEED YOUR OPINION

Dear Madam/Sir

It is vital that we obtain your opinion regarding the extent to which the leader in your school demonstrates certain characteristics. A questionnaire is an effective way of eliciting teacher opinion and we are committed to the fact that your opinion is the credible one.

Please bear the following in mind when completing the questionnaire:

Do not write your name on the questionnaire – it remains anonymous.

There are no correct or incorrect answers – we require your honest opinion. Your first spontaneous reaction is probably the most valid.

If you would like to change an answer, do so by clearly crossing out the incorrect one.

After completing this questionnaire please return it to the person from whom it was received.

Thank you for your valuable opinion.

A handwritten signature in black ink, appearing to read 'BR Grobler'.

Dr BR Grobler

A handwritten signature in black ink, appearing to read 'SS Ngobese'.

Mr. SS Ngobese

Office use only			

### SECTION A- PERSONAL INFORMATION

1. Circle the applicable code or fill in the number where necessary.

<b>EXAMPLE FOR COMPLETING SECTION A</b>	
<b>QUESTION 1 : Your Gender?</b>	
If you are a female then circle as follows:	
Male----- -----	1
Female----- -----	2

1. Gender
- |             |   |
|-------------|---|
| Male-----   | 1 |
| Female----- | 2 |
2. Your present post level?
- |                         |   |
|-------------------------|---|
| Educator-----           | 1 |
| Head of department----- | 2 |
| Deputy Principal -----  | 3 |
3. How old are you (in complete years)?
- (e.g. forty five years    

4	5
---	---

 )            

--	--
4. Number of years teaching experience (in complete years)
- (e.g. ten years    

1	0
---	---

 )            

--	--

5. Your highest educational qualification?

Lower than Std. 10-----	1
Standard 10-----	2
Post school diploma-----	3
Teachers diploma-----	4
Teacher's diploma + Further education diploma ---	5
Bachelor's degree-----	6
Bachelor's degree + diploma-----	7
Higher post graduate qualification-----	8

6. Which is your religious commitment?

None-----	1
Christian-----	2
Islam-----	3
Hindu-----	4
Jewish-----	5
Other(specify)_____	6

8. School where greater part of your teaching experience was gained (mark one only)

Primary school (Grades 1 to 7)-----	1
Secondary school (Grades 8 to 12)-----	2
Other (Specify)_____	3

9. THE PRINCIPAL IN YOUR SCHOOL IS A:

Male -----	1
Female -----	2

10. Which language do you regard as your mother tongue? (Choose **one** option only).

Afrikaans-----	0 1
English-----	0 2
Ndebele-----	0 3
North Sotho-----	0 4
South Sotho-----	0 5
Swati-----	0 6
Tsonga-----	0 7
Tswana-----	0 8
Venda-----	0 9
Xhosa-----	1 0
Zulu-----	1 1
Gujerati-----	1 2
Urdu-----	1 3
Hindi-----	1 4
Tamil-----	1 5
Telegu-----	1 6
Other African-----	1 7
Other European-----	1 8

### SECTION B

Remember this is not a test of your competence. Mark your opinion by circling the appropriate number/code on the scale provided for each question.

Give your opinion on a 5 point scale where:

- 1 means very seldom;  
 5 means very often; and  
 2 – 4 lies somewhere between 1 and 5

#### EXAMPLE

In your opinion how often do you:

Effectively use available teaching time?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

**MARK YOUR OPINION BY CIRCLING THE APPROPRIATE NUMBER ON THE SCALE PROVIDED FOR EACH QUESTION**

**IN YOUR OPINION TO WHAT EXTENT SHOULD THE LEADERSHIP IN YOUR SCHOOL:**

1. Attempt to remove bureaucratic obstacles that interfere with your teaching?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

2. Attempt to delegate duties related to school management?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

3. Ensure that learners participate in the formulation of classroom rules?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

4. Encourage educators to do additional work that may enhance team performance?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

5. Attempt to obtain consensus in respect of management issues in the school?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

6. Allow learners to vote using a secret ballot when electing class leaders?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

7. Encourage teamwork among the learners?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

8. Encourage the delegation of responsibility to learners?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

**IN YOUR OPINION TO WHAT EXTENT SHOULD THE LEADERSHIP  
IN YOUR SCHOOL:**

9. Involve educators in sports committees in your school?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

10. Encourage competition amongst learners in the school?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

11. Encourage the view that teamwork leads to a sense of achievement?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

12. Encourage team learning in the school?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

13. Encourage networking with former Model C schools?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

14. Encourage educators to improve themselves academically?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

15. Involve others in the implementation of the school's vision?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

16. Involve the school community in the revision of the school's mission statement?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

**IN YOUR OPINION TO WHAT EXTENT SHOULD THE LEADERSHIP  
IN YOUR SCHOOL:**

17. Demonstrate authoritative leadership?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
18. Allow participation in management decisions that affect you?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
19. Delegate the planning of an examination timetable to educators?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
20. Give feedback to educators on a task that was delegated?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
21. Encourage the formation of committees to plan the curriculum?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
22. Accept a point of view reached by common agreement rather than advocating an own point of view?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
23. Encourage others to air their views freely even if they differ from management's view?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
24. Allow participation of others in the formulation of policies?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
25. Indicate that the administrative staff plays an important role in the management of the school?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often



**IN YOUR OPINION TO WHAT EXTENT SHOULD THE LEADERSHIP  
IN YOUR SCHOOL:**

26. Give serious consideration to your inputs into the management of the school?
- Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
27. Support parental involvement in the management of the school?
- Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
28. Support the view that the learners have an important role to play in the management of the school?
- Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
29. Support the view that the involvement of educators leads to more effective management of the school?
- Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
30. Involve parents in disciplinary issues?
- Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
31. Support the view that the presence of a learner representative council (LRC) leads to less disruption in the management of the school?
- Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
32. Encourage parents to become involved in extra-curricular activities?
- Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
33. Involve members of the community in the management of the school?
- Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
34. Involve parents in the formulation of school policies?
- Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
35. Encourage educators to participate in seminars?
- Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

**IN YOUR OPINION TO WHAT EXTENT SHOULD THE LEADERSHIP  
IN YOUR SCHOOL:**

36. Strive to create a spirit of co-operation with school's that achieve good academic results?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
37. Involve parents in fund-raising activities for the school?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
38. Disseminate information on how school funds are utilized?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
39. Encourage the presence of all interest groups in the finance committee of the school?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
40. Allow educators of a particular department to decide among themselves who is going to teach which grade?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
41. Encourage subject teachers to share their teaching strategies with other members of staff?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
42. Encourage educators to provide honest feedback in respect of the leadership of the school?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
43. Encourage inputs from learners concerning the improvement of teacher competence?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often
44. Encourage inputs from parents concerning the improvement of teacher competence?  
Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

**IN YOUR OPINION TO WHAT EXTENT SHOULD THE LEADERSHIP  
IN YOUR SCHOOL:**

45. Encourage shared-commitment in order to achieve the school's mission statement?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

46. Support the view that goals that are collectively set are more readily achievable?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

47. Encourage the regular revision of subject policy?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

48. Demonstrate that the involvement of learners and their parents in the formulation of a learner's code of conduct is worthwhile?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

49. Demonstrate that the Heads of Department can facilitate effective management of the school?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

50. Demonstrate that subject committees allow for the more effective management of the school?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

51. Demonstrate that parents be given more power in the management of the school?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

52. Consider seniority as being central in decision-making in the school?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

53. Involve learners in disciplinary issues such as serious transgressions of the school's code of conduct?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

**IN YOUR OPINION TO WHAT EXTENT SHOULD THE LEADERSHIP  
IN YOUR SCHOOL:**

54. Organize training seminars in school management for the staff?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

55. Demonstrate that the principal is the co-ordinator of the various committees in the school?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

56. Encourage respect for consensus in school management?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

57. Involve the school community concerned in the planning of the school's year plan?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

58. Make sure that in a disciplinary hearing all views are heard and respected?

Very seldom 

1	2	3	4	5
---	---	---	---	---

 Very often

**THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING  
THIS QUESTIONNAIRE**