

**EXPLORING TEACHERS' PERCEPTIONS OF DISTRIBUTED  
LEADERSHIP PRACTICES IN SELECTED SECONDARY SCHOOLS  
WITHIN GAUTENG PROVINCE**

*By*

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## **ABSTRACT**

The field of school leadership is currently preoccupied with the new idea of distributed leadership. Harris (2009:3) also writes that it is irrefutable that distributed leadership has become the idea of the moment. It is against this backdrop that this study aimed to explore the perceptions of teachers regarding the practice of distributed leadership in their respective schools. What propelled this research were the changes that are taking place in South African education system since 1994. This study explores the practice of distributed leadership in schools from a teacher-based perspective, rather than from the educational theorists and legislators' point of view. The schools under study are the three secondary schools located within Johannesburg North District 10 in Gauteng Province.

The research design followed a qualitative approach. Three secondary schools were sampled, and the data were collected through interviewing the teachers of different post levels (including principals), as individuals and in pairs. Documents containing minutes of the planning sessions and the first staff meeting were also used to triangulate the data. These documents showed how roles and responsibilities are allocated to each teacher in those three sampled secondary schools.

The findings revealed that there are both benefits, and inevitable and inherent threats to the implementation of distributed leadership in the three schools. The benefits are that distributing leadership can raise school's collective capacities, empower staff, and can encourage collaborative school cultures and decision-making; and all these can make the school effective because there is co-performance, collective agency and conjoint effort in running the schools' affairs.

However, there is inherent threat posed by the school's hierarchical structure and the policy climate within which schools operate. These barriers cannot simply be underestimated or ignored, and it is naïve to assume that they would simply fall away to accommodate and support distributed leadership in schools.

## DECLARATION

I declare that the work presented here is my own and not copied from someone else. And further that all the sources used in this work have been well acknowledged and a complete list of references is included.

**Date:** June 2012

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## ACRONYMS AND ABBREVIATIONS

|      |   |                                              |
|------|---|----------------------------------------------|
| EMT  | : | Executive Management Team                    |
| PL1  | : | Post level one                               |
| DL   | : | Distributed Leadership                       |
| GDE  | : | Gauteng Department of Education              |
| TTC  | : | Time Tabling Committee                       |
| SAT  | : | School Assessment Team                       |
| SCC  | : | Sports and Cultural Committee                |
| DC   | : | Disciplinary Committee                       |
| SAIC | : | School Assessment and irregularity Committee |
| LTSM | : | Learner and Teacher Support Materials        |
| HOD  | : | Head of Department                           |
| SASA | : | South African Schools Act, 1996              |



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## **CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE RESEARCH**

### **1.1 INTRODUCTION AND BACKGROUND**

Traditional leadership theories (Burke, 2010) emphasizing the influence and power of a single individual to direct followers, were important in South African educational thinking until 1994 when South Africa adopted a new constitution which shed a new vision for the country. This view of leadership also placed more emphasis on the single leader in schools focusing on the difference principals make to school (Spillane, Halverson & Diamond, 2004: 4), thus making leadership synonymous to the principals because they held the power in the schools.

Distributed leadership is defined by Spillane (2006) as stretching of leadership roles over multiple leaders within organizations. So a distributed perspective on leadership acknowledges the work of all individuals who contribute to the leadership practice (Harris & Spillane, 2008:31). After 1994 the idea of distributed leadership received more attention in South Africa (Grant, Gardner, Kajee, Moodley & Somaroo, 2010: 401). As a result educational policy initiatives promoting distributed leadership practices in schools proliferated. An example is the South African Schools Act no. 96 of 1996. This legislation reinforced the idea of distributed leadership in that it challenged the schools to devolve power and adapt a participative school culture (Moonsamy, 2010: viii).

As the value placed on single leader began to change, opportunities for teachers to take up leadership roles also began to emerge. A distributed perspective on leadership acknowledges the work of all individuals who contribute to the leadership practice (Harris & Spillane, 2008:31). So distributing leadership roles amongst teachers may bring positive results because teachers' capacities could get enhanced as they co-perform leadership roles (Spillane, 2006:14; Harris, 2009:3-4).

Although the policies post 1994 support distributed leadership, the practice did not always follow suit. Moonsamy (2010: 5) found that teachers still function in isolation and the leadership practices prior 1994 are still prevalent in South African school today, decision making was in the hands of formal leaders at the South African schools whilst teachers were confined to the classroom teaching

Both local and international literature show that leadership at all system levels is a key lever for reform (Fullan, 2006: 33); and it may influence sustainable professional learning communities (Stoll & Louis, 2007). This may imply that both senior managers and teachers should lead and make decisions that bring about school change (Harris & Muijs 2005: 133; Grant *et al*, 2010: 405). Some research shows that substantial leadership distribution improves pupil learning outcomes (Day, Leithwood, Sammons, Harris, & Hopkins, 2007:17). Ntuzela (2008:78) has found that South African teachers feel de-motivated if they are prevented from taking up leadership roles. Heck and Hallinger (2009: 680) found that school leadership and capacity building to teach are mutually reinforcing.

Given the potential importance of distributed leadership in enhancing teachers' performance, it is important to research this topic which has not been extensively explored in South Africa. This study will explore teachers' perception of distributed leadership practices in selected secondary schools of Gauteng province

## **1.2 THEORETICAL PERSPECTIVE**

The theoretical lens of this study is distributed leadership. A major function of theory is to provide a model or map of why the world is the way it is (Strauss, 1995). Therefore theories frame how we look at and think about a topic or phenomenon. They give researchers conceptual tools, basic assumptions, and direct researchers to the important questions and suggest ways to make sense of the data. Theories increase researcher's awareness of interconnections and of the broader significance of data. They provide a broad and coherent view of the complex influences on the

phenomenon under study. The interpretations are always filtered through one or more lenses or theoretical perspectives.

Maxwell (2005: 43) notes the following about theory;

- Theory is a coat closet; you can hang anything in it. A useful theory gives a framework for making sense of what you see. The concepts of the existing theory are the coat hooks in the closet; they provide places that hang data, showing their relationship to other data.
- Theory is a spotlight. A useful theory illuminates what you see, it draws your attention to particular events or phenomena and sheds light on relationships that might otherwise go unnoticed or misunderstood.
- No theory can illuminate everything. A theory that illuminates one area will leave other areas in the dark.

Scholars regard theory, in this case distributed leadership, as a lens to understand leadership practice and as a conceptual and analytical framework for studying leadership interaction and look at the ways in which organizational development and learning take place (Spillane, 2006; Spillane, 2009; Harris, 2009). Spillane reports that the distributed leadership framework is growing in popularity and it works on the premise that leadership should be stretched over multiple leaders (Spillane, 2006:16).

This researcher will explore the perceptions of teachers regarding the practice of distributed leadership in selected secondary schools within Gauteng Province.

### **1.3 THE RESEARCH PROBLEM**

Since 1994 official policies have focused on distributed leadership. Legislations have been developed in the parliament of South Africa to allow and encourage distributed leadership. The research shows that practices in schools do not yet incorporate

distributed leadership (Grant, 2010; Grant et al, 2010; Moonsamy, 2010). This study seeks to explore teachers' perceptions of distributed leadership practice in selected schools within Gauteng province.

#### **1.4 THE RESEARCH AIM**

The aim of this study is to examine distributed leadership from the perspective of teachers in terms of its practices in schools, rather than from educational theorists and legislators point of view. This researcher chooses to listen to the voices of the teachers as they work at schools. In order to realize the aim of this study, the following objectives are set:

- To explore the practice of distributed leadership in selected schools.
- To find out from teachers what they think of the practice of distributed leadership,
- To explore teachers' perceptions of distributed leadership practices in their respective schools.

#### **1.5 RESEARCH DESIGN, METHODOLOGY AND SAMPLING**

This section explains how this study is designed, the methodology that will be used to collect data. A description of the sample will also be provided.

##### **1.5.1 Research Design**

This study uses a qualitative research methodology. The purpose of qualitative study is to describe a phenomenon from the participants' point of view and this can be obtained through interviews and observations. Denzin and Lincoln (2005: 3) define qualitative research as a situated activity that locates the observer in the world, studying things in their natural setting, attempting to make sense or interpret the phenomena in terms of the meaning people bring to them.

According to Flick (2008) qualitative research is intended to approach the world out there and to understand, describe and sometimes explain social phenomena in different ways. For instance it can be by analyzing experiences of individuals or groups. In this way qualitative research seeks to unpick how people construct the world around them. In line with this thinking, Merriam (2009:5) pointed out that qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences.

### **1.5.2 Methodology**

Since this is a qualitative study, this researcher will triangulate among different sources of data. This means that different methods of data collection will be used. For instance this researcher will carry out interviews and analyze documents to collect qualitative data (Merriam, 2009:85). Interviews will afford this researcher an opportunity to get to the depth of participants' responses, thus gaining qualitative findings (Boeije, 2010: 14). The combination of interviews and documents analysis will give this researcher a clear picture of what is going on in the sampled schools.

This researcher will sample three secondary schools in Gauteng province. Interviews will be carried out and senior managers (principals, deputies and heads of department) will be interviewed separately from post level one teachers (PL1). The reason for interviewing them separately is to allow them to feel free to speak openly. The interviews may be tape recorded if the participants give consent to it. Since tape recorders raises some important ethical questions, this researcher will ensure that their usage is not infringing upon the protection of participants identities.

This researcher will also request access to documents such school organogram, minutes taken on the planning session which normally sits a year before the new

year commences, and the first staff meetings. These may show how roles and responsibilities are shared in these schools.

### **1.5.3 Sampling**

This researcher will use purposive sampling (Boieje, 2010: 35). The main purpose of this study is to get the perceptions of teachers who work in secondary schools. A sample of three secondary schools in Gauteng province is chosen and is likely to provide the researcher with a lot of data needed to answer the research questions. The participants will be selected in such a way that any information they may share will help achieve the purpose of this study.

People who will be interviewed in this sample include the school managers (principals, deputies and HODs), and post level one teachers of the three identified secondary schools. In total ten (10) participants will be drawn from the three identified secondary schools and this is done to strengthen this study. The participants will be specifically selected and as they work in schools, they can provide a significant opinion about leadership as they are directly involved or affected by leadership in schools on day-to-day basis. Managers will be interviewed separately from post level one (PL1) teachers, and it is hoped they would speak openly as they will be in separate groups. This researcher will keep this sample small because large groups can sometimes not be easily manageable during the interview. So a total of six people per session will assist in collecting data and this researcher will make sure that each participant is heard and this might strengthen the study.

### **1.6 CLARIFICATION OF CONCEPTS**

Certain concepts need to be clarified so that they can be understood within the context of this study. The concepts to be clarified here are traditional theories of leadership, distributed leadership;

### **1.6.1 Traditional theories of leadership**

These are theories that considered leadership to be synonymous to the heads of institutions, in this case the principal of a school. They see leadership as the prerogative of an individual (the head) within the organization.

The South African education ministry seemingly reflects these bureaucratic features (Weber, 1947). This theory emphasizes hierarchy and bureaucratic styles of management emphasizing authority and accountability within a formal hierarchical structure. Each higher level controls the level below. This kind of control is also prevalent in schools. For instance there are principals who are regarded as the heads and leaders, under them are deputy principal, heads of departments, teachers and learners.

Some research found that the bureaucratic features are still prevalent even in the post 1994 era. For instance the work of Bush (2003:3) revealed how South African schools and the wider education system display many bureaucratic features. Moonsamy (2010:1) also found that decision making was still in the hands of formal leaders at the South African schools whilst teachers were confined to the classroom teaching.

However, the thinking based on traditional theories began to change after 1994 due to the proliferation of policy initiatives that promoted distributed leadership practices in schools. With time the gap between policy and their actual implementation will reduce.

### **1.6.2 The trait theory**

This theory defines leadership as a function of an individual based on his/her personality, ability, traits and style. The key assumption of this theory is that “distinctive physical and psychological characteristics account for effective leadership



(Manning & Curtis, 2002:16)". This means that leaders are born. It also means a leader who possesses certain set of traits is likely to be effective and succeed.

### **1.6.3 The style theory**

This theory explains the effectiveness of a leader from a behavioural or style perspective. A set of behaviours were identified which include consulting, delegating and monitoring. The behaviour theory further identified other broad styles of behaviours including autocratic, democratic and laisez-faire, employee-oriented; directive, and task oriented.

### **1.6.4 The cognitive tradition**

Cognitive theory attempts to explain human behavior by understanding the thought processes. The assumption is that humans are logical beings that make the choices that make the most sense to them. It means that this theory focuses mainly on the mental processes involved when a human being makes choices.

### **1.6.5 The contingency theory**

The contingent theory assumes that there is no one best approach to organising, and that organisational structures matter when it comes to organisational performance and that the most effective method of organizing depends on the environment of the organisation. Effective leaders draw on the repertoire of styles and the effectiveness of a particular style is dependent upon both the leadership.

### **1.6.6 Transactional leadership style**

Leaders who use this style focus mostly on rewards and punishment (Larson, 2009:55). That is establishing a corrective model for addressing the actions of others. They want to keep the organizational machinery running as it always has and keep

everyone on the task. So this leadership style is founded on the idea that leader-follower relations are based on a series of exchanges or implicit bargains between leaders and followers.

### **1.6.7 Transformational leadership style**

Krishnan (2005) point out that the major premise of the transformational style of leadership is the ability of a leader to motivate the follower to accomplish more than what followers planned to accomplish. Bass (1985) indicated that transformational style has four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

### **1.6.8 Participative leadership style**

In the work of Palmer (2008:184) it is pointed out that people need to feel that, in addition to what is going on, they are being listened to, that their job is important, and that decisions just do not get dumped on them without anyone explaining why it is done that way. These words set the tone of explaining what participative style of leadership is all about. It means people should be made part of the process of determining how their areas moves forward. The central belief here is that people work best when they really believe in what they are doing and feel part of what is going on.

### **1.6.9 Distributed leadership**

According to Harris (2009: 5) distributed leadership is another way of looking at leadership practice which can be situated in relation to “top-down models of leadership” as it is not the opposite; but both vertical and lateral dimensions of leadership practice are essentially involved, and the framing, analysis and interpretation of distributed leadership take in both formal and informal forms of leadership practice.

Spillane (2006:58) maintains that distributed leadership is primarily concerned with the co-performance of leadership and reciprocal interdependence that shape that leadership practice. This makes it clear that distributed leadership is much more than shared leadership practice. It is a way of offering multiple individuals opportunity to lead. These individuals then co-perform the duties. This concept is clearly discussed in Chapter 2 under 2.3.

## **1.7 ETHICAL CONSIDERATIONS**

In many domains research has become an ethical issue. Stake (2010:152) points that because qualitative research inevitably involves contact with human subjects in the field; ethical problems are not usually far away. Therefore the difficulties inherent in qualitative research can be alleviated by awareness and use of well-established ethical principles.

This research will be guided by the principles of respect for people, autonomy, beneficence, and justice. Respect for people is the recognition of participants' rights, including the right to be informed about the study, the right to freely decide whether to participate in a study, and the right to withdraw at any time without penalty. Justice in qualitative research studies is demonstrated by recognising vulnerability of the participants and their contributions to the study. Another way of implementing the principle of justice is listening to the voices of the minority and disadvantaged groups as well as protecting those who are most vulnerable. So researchers should conduct themselves ethically (Boeije, 2010: 43; Marshal & Rossman, 2010: 14; Denzin & Lincoln, 2005:139).

Flick (2009) reports that questions of how to protect the interest of those who are ready to take part in the study have repeatedly drawn research ethics to the foreground. This implies that researchers have to consider the moral accuracy of their research in relation to the participants. Flick (2008: 8) maintains that good research is more ethically legitimate as it is worth people investing their time for

taking part in it, and revealing their own situation or giving an insight into their privacy. So this researcher will take the moral accuracy into cognizant in this study.

According to Boeije (2010: 43) the practice of ethical research is central to the trustworthiness of any study. This means ethics are an essential part of rigorous research, and they exist in our actions as researchers and in our ways of doing and practicing our research. In so doing, Marshal and Rossman (2010) caution researchers that they must think beyond being careful with procedural matters and documentation for protection of human rights. This emphasizes the need for researchers' actions to be ethically correct and not regard ethics as procedural hoops that one must jump through.

Two ethical concerns of this researcher are the protection of the right of human subjects and the ethics in writing. The protection of the right of human subjects is twofold, namely interacting with the participants and when reporting their account. The protection of human rights is important in the sense that participants are human beings, and therefore need to be respected. Writing as well has ethical issues. For instance the findings need to be reported fully and honestly without altering them to satisfy certain predictions or interest groups. These ethics are discussed below;

### **1.7.1 Protection of human rights**

Human beings have rights and this researcher will ensure that these rights are not violated. It is important to protect these all the times as this may win the trust and confidence of people in the research. This researcher will ensure that human rights of the subjects of this study are respected.

The right to freedom from intrinsic risk is another important thing this researcher will consider when conducting this qualitative research. It is therefore this researcher's responsibility to determine whether risk is potentially present, and if so, to predict its

extent in comparison to the potential benefit in terms of knowledge to be gained. Secondly, research subjects need to be respected as human beings. This means researchers must respect the participants' privacy, anonymity and their rights to participate or not which is freely consented to.

A consent form is something that can be used with the research participants to ensure that they are clear about what they are getting involved in. This researcher will ensure that consent is given voluntarily by someone competent to do so and who is adequately informed about the purpose and scope of the study. The participants have the right to exercise free choice to participate or not to participate in the research without undue inducement of any kind namely force, fraud, deceit, duress, or any other form of coercion. This researcher will protect the privacy and anonymity throughout the research process.

Mashall and Rossman (2010: 50) argue that researchers must centre their studies on people. So this researcher will explicitly value the participants and will always look out for the potential of interpersonal impact of this inquiry. Because I will be dealing with teachers, I will ensure that there will be no consequence to them from the department of education or parents.

### **1.7.2 Ethics of writing**

This concerns the quality features of qualitative research namely the quality, data protection, avoiding harm to participants, respecting perspective and privacies of the participants (Flick, 2009:41;). This researcher will therefore protect the identities of the participants. So the information about them will only be used in a way which makes it impossible for other persons to identify the participants or for any institution to use it against the interest of the participants. This would be a way of showing respect to participants and that one will not be using them as a means to an end. So one will respect their privacy, their anonymity and their right to participate or not

which is freely consented to. It is important to protect these all the times as this may win the trust and confidence of people in the research.

This researcher will ensure that the participants are protected from exposure, embarrassment, stress and trauma (Moonsamy, 2010:48). One way would be by avoiding the potential misuse of the findings. So this researcher will ensure that the findings of this inquiry are grounded on data and that data is weighed correctly and will avoid bias.

Honesty and ethical conduct in writing and research involves providing all the facts without distortion or misrepresentation (Creswell, 2005: 12). Contravention of ethical standards of conduct in a research includes plagiarism, tempering with or misrepresenting data, concealing information, and the distortion or fabrication of data. This researcher will ensure that there is no bias in the interpretation and presentation of data. A general principle is that we should always provide all the facts to allow readers to come to their own conclusions. So, the use and presenting other people's ideas as own is to commit the crime of plagiarism. This researcher will ask for permission from the subjects of this research to use the data in the research report, and make the report available to them if they are interested.

## **1.8 CONCLUSION**

This chapter introduced the topic of this research and the background thereto has been given. It further clarified the aims and objectives of this research as well as the concepts such as the traditional theories of leadership and distributed leadership. The research design and methodology were also outlined and further details on this will be provided in chapter three. Ethical considerations were also discussed for this is important when conducting a research.

The following chapter, Chapter Two will focus on literature review regarding the concept of distributed leadership.



## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

Chapter one introduced the research problem. The aims of this research, and the methodology to be used in this study were also outlined. Important concepts were clarified.

This chapter presents a review of literature on leadership. Different theories of leadership will be evaluated. As is the focus of this study, different views on distributed leadership will also be presented.

### **2.2. EVALUATION OF LEADERSHIP THEORIES**

Theories of leadership were developed over years and can be best understood from a historical perspective. Bass (2008:4) pointed out that the concept of leadership goes back nearly as far as the emergence of civilization, which shaped its leaders as much as it was shaped by them. This implies that the study of leadership is coterminous with the rise of civilization.

It is evident that leadership has been an important theme in the early years, and it continues to receive much attention in the current research works.

There are different models or theories of leadership that were developed over time and they include the Trait theory, the Style theory, Contingency theory, and Cognitive tradition. Seemingly there is a progression from one theory to the other. This progression can be linked to the unprecedented changes that are happening continuously. Larson (2009:51) notes that the world is changing rapidly so leaders should lead in ways that inspire all constituents within the organization to work together toward new goals. Hereunder follow a brief outline of the premise of each theory;



### **2.2.1 The trait theory**

This theory defines leadership as a function of an individual based on his/her personality, ability, traits and style. The key assumption of this theory is that “distinctive physical and psychological characteristics account for effective leadership (Manning and Curtis, 2002:16)”. This means that leaders are born. It also means a leader who possesses certain set of traits is likely to be effective and succeed. Such traits are assumed to be “natural characteristics rather than qualities developed through response, experience or learning (Robberts and Roberts, 2007: 42-43)”. It was believed people were born with these traits and only the “great people” possessed them (Northouse and Northouse, 2009: 15). In this view leaders are special kind of people who do extraordinary things.

This is an equivalent of great man’s theory and has a long remarkable history and influence on leadership research. In terms of this theory anyone who takes on leadership role should possess certain personality traits in order to be an effective leader. Examples of such personality traits are among others, self-confidence, sociability, adaptability and co-cooperativeness. The Trait theory holds that these personality traits can enable leaders to inspire others and make them to follow. These identified traits are believed to can increase the effectiveness of leaders.

Nevertheless, the critical point remains to be the absence of universal traits of leadership. Seemingly each study on traits model come up with a particular list of traits which further extend the view that the list is endless.

### **2.2.2 The style (behaviour) theory**

As the Trait theory was silent about what leaders do, other researchers began to conduct research in an attempt to explore leadership as a set of behaviours, and they came up with a theory known as the Style (behaviour) theory. The style approach

emphasises the behaviour of a leader, what they do and how they act towards the subordinates in various settings (Northouse & Northouse, 2009:69).

This theory explains the effectiveness of a leader from a behavioural or style perspective. A set of behaviours were identified which include consulting, delegating and monitoring. The behaviour theory further identified other broad styles of behaviours including autocratic, democratic and laisez-faire, employee-oriented; directive, and task oriented.

The behaviour theory assumes that there is a relationship between these behaviours and the effectiveness of leaders. In essence this approach assumes that there are distinctive actions that effective leaders take, and it also looks at the impact of the behaviour of the leader on the performance of followers (Manning & Curtis, 2002:19).

This leadership theory further holds that leaders are made. This means that leadership effectiveness can be learned by developing and employing appropriate skills and behaviour. Other researchers have found that leadership style has influence on the team's outcome (Mehra, Smith, Dixon & Robertson, 2006).

There are different leadership styles but for the purposes of this assignment one will only focus on transactional style, transformational style, and participative style. An example of its applicability in the education sector will be entertained;

#### ***a. Transactional leadership style***

Leaders who use this style focus mostly on rewards and punishment (Larson, 2009:55). That is establishing a corrective model for addressing the actions of others. They want to keep the organizational machinery running as it always has and keep everyone on the task. So this leadership style is founded on the idea that leader-follower relations are based on a series of exchanges or implicit bargains between leaders and followers. This relationship is one that the leader clarifies what has to be

done and provides the reward when the task has been achieved or completed. The achievement of the goals and objectives of the organization relies on the reward that leaders can provide to the followers through their position in the organization. So it is evident that reward or punishment is contingent upon performance.

### **b. Transformational leadership style**

Krishnan (2005) point out that the major premise of the transformational style of leadership is the ability of a leader to motivate the follower to accomplish more than what followers planned to accomplish. Bass (1985) indicated that transformational style has four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Zopiatis and Constanti (2010:303) also maintains that this leadership style involves strong personal identification with the leader, joining in a shared vision of the future or going beyond the self-interest exchange of rewards for compliance. This is also supported by Bass (2008) when advocating that a transformational leader aims at reaching followers emotional drives to achieve results.

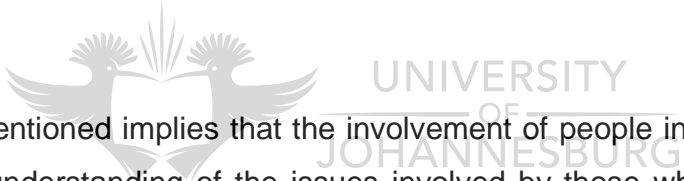
Furthermore, Noel, Tichy and Ulrich (2008:1) see a transformational leader as the leader “who creates something new from something old”. Studies in transformational leadership discovered that individuals who exhibit this style are more likely to be effective in their leadership (Bass, 2008; Zopiatis *et al*, 2010; Emery & Barker, 2007). Again, Larson (2009:55) also asserts that transformational leaders seek to develop others by working to understand intrinsic motivation and focusing on a long-term perspective. They may inspire through charisma and vision. They motivate individuals to seek higher levels of performance and thus achieve satisfaction and often exceed expectations.

Givens (2008:5) also postulates that transformational leaders can influence and motivate the behaviour of employees in such a way that the resultant behavior has a positive impact on the organization. Several studies have documented important connections between transformational leadership and organizational operation.

Again, Nguni, Slegers and Denessen (2006) showed in their study that transformational leaders affect organizational outcomes such as organizational citizenship behavior, organizational commitment and job satisfaction, effort and in-role performance.

### ***c. Participative leadership style***

In the work of Palmer (2008:184) it is pointed out that people need to feel, in addition to what is going on, that they are being listened to, that their job is important, and that decisions just don't get dumped on them without anyone explaining why it is done that way. These words set the tone for explaining what the participative style of leadership is all about. It means people should be made part of the process of determining how their areas moves forward. The central belief here is that people work best when they really believe in what they are doing and feel part of what is going on.



The above mentioned implies that the involvement of people in decision-making can improve the understanding of the issues involved by those who must carry out the decisions. When people make decisions together, the social commitment to one another becomes great and thus their commitment to the decision increases. This leadership style promotes consultation, joint decision-making, democratic leadership, power sharing, and other democratic practices.

### **2.2.3 The cognitive tradition**

There is much ignorance that was noted in behavioural studies, especially of leaders thinking about their work. The behavioural studies focused mainly on macro or micro leadership behaviours or styles. Other researchers conducted their studies focusing on decision-making in organizations, especially on leaders and followers thinking about their situation and work; and the relation between the cognitive processes and

their behaviours. Pure cognitive theory largely rejects behaviourism on the basis that behaviourism reduces complex human behavior to simple cause and effect.

Cognitive theory attempts to explain human behaviour by understanding the thought processes. The assumption is that humans are logical beings that make the choices that make the most sense to them. It means that this theory focuses mainly on the mental processes involved when a human being makes choices.

#### **2.2.4. The contingent theory**

This theory was initially founded by Fiedler (1973) and wanted to address the lack of attention to the context and situation of leadership practice. The Trait and Behavioural theory lacks the attention to the context and situation within which leadership is practiced or executed. This theory focused on the relationship between the context and situation of leaders' work and their actions, goals and behaviours.

The contingent theory assumes that there is no one best approach to organising, and that organisational structures matters when it comes to organisational performance and that the most effective method of organizing depends on the environment of the organisation. Effective leaders draw on the repertoire of styles and the effectiveness of a particular style is dependent upon both the leadership.

#### **2.2.5 Things worth noting about leadership theories**

It is evident that there is no single, overriding and general kind of leadership. In order to understand leadership there is a need to specify the situation, context and the position of the leader. This is further supported by Harris (2004) who noted that despite the substantial research base on leadership, a singular and overarching theory of leadership has proved to be elusive. However, we should take note that the proliferation of leadership theories may not necessarily mean that the old are abandoned or thrown away, but they still form the bases of the new ones.

Furthermore, Henderson (2004:7) makes a crucial point that today more than ever; the need for effective leadership is a must due to fast-paced society. Harris and Spillane (2008:31) also pointed out that traditional leadership theories seem not to factor well into the twenty first century schooling system. They take note of the changing world of education which is becoming complex with changing challenges coupled with new demands, and suggest that these new changes require diverse types of expertise and forms of leadership which are flexible enough to meet the new challenges.

### **2.2.6 Distributed leadership: a new perspective**

Leadership has long been viewed as the prerogative of one individual in schools rather than seen as dispersed or distributed. Contemporary schools require competences that are often greater than what one person is able to offer. This implies that leadership may no longer be exclusive to any one individual, but should be distributed among members of the organization.

South Africa has taken a bold step in 1994 by adopting a new constitution. The thinking in post 1994 South Africa began to change from placing the value on single leadership as the new policies promoting distributed leadership proliferated. The emphasis is now on principles of participative management where all stakeholders are involved in decision-making (Grant, Gardener, Kajee, Moodley & Somaroo, 2010: 401)

Literature show that distributed leadership is the leadership idea of the moment and its genesis can be traced back to the field of organizational theory in the mid-1960s; and this can be regarded as a period before 1994 in South Africa where schools were organized in a rigid hierarchy and followed the bureaucratic styles of management (Spillane, 2006; Harris, 2008, 2009; and Leithwood, Mascall & Srauss, 2009). The bureaucratic theory has been explained well in chapter One under 1.6.

Gronn (2002:42) writes that distributed leadership is an alternative to the current focus on individual, solo leaders and proposes that leadership is often distributed among two, more or many members of an organization. Harris (2009: 5) also considers distributed leadership as an alternative way of construing leadership practice and not being the opposite of top-down models of leadership. More so, because its explanation of leadership practices essentially involves both vertical and lateral dimensions. So, distributed leadership has recently gained popularity as an alternative model that offers a new understanding of leadership practice in schools.

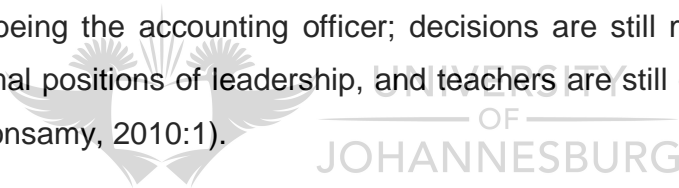
South Africa seemed to have learnt and recognized the limitations of a singular leadership approach and began to consider leadership practice as being primarily concerned with empowering others to lead. Therefore things began to change in post 1994 South Africa as the new constitution ushered a new vision for the country. It set up a new direction which emphasizes the principle of participative decision-making in schools. More policy initiatives promoting distributed leadership were put in place, thus setting a stage for multiple individuals to take up leadership roles and responsibilities in schools. An example of such legislation is the South African Schools Act, no. 96 of 1996 and the Norms and Standards for educators. This will ensure that leadership is spread over a number of people who work together in a cooperative and interdependent way to achieve the organization's goals, meaning the school goals.

Heckscher (2007) pointed out that in the twenty first century most organizational theorists shifted their interest from exploring the variations and consequences of hierarchies to consideration of peer-based relations, interaction and co-leadership. Burke (2010) also found that traditional leadership theories emphasize the influence and power of a single individual to direct followers within the organization were important in South African educational thinking until 1994 when South Africa adopted a new constitution which offered the country a new vision. In the context of schools, this view of leadership makes leadership synonymous to the principals because they

held the power in schools, focusing on the difference they make to school (Spillane, Halverson & Diamond, 2004: 4).

An example of these theories that promoted singular leadership is the Max Weber theory of social and economic management developed around 1920 (Weber, 1997), which emphasize hierarchy and bureaucratic styles of management with clearly defined levels and status. The work of Bush and Clover (2003:3) also revealed that South African schools and the wider education system display many bureaucratic features. After 1994 the value placed on traditional leadership began to change in South Africa. After 1994, educational policy initiatives that promoted distributed leadership practices in schools proliferated.

Though a new direction or vision was set by the adoption of a new constitution, research showed that not much has changed, and schools are still hierarchical with the principal being the accounting officer; decisions are still made by principals as they hold formal positions of leadership, and teachers are still confined to classroom teaching (Moonsamy, 2010:1).



### **2.3 DEFINING DISTRIBUTED LEADERSHIP**

In contrast to traditional notions of leadership premised upon an individual managing hierarchical systems and structures, distributed leadership is characterized as a form of collective leadership in which teachers develop expertise by working collaboratively (Harris, 2004:14). Harris (2004:12) considers distributed leadership as leadership that can be distributed across many roles and functions in schools. That is leadership of many rather than few (Harris & Lambert, 2003:4)

Gronn (2002) posits that a distributed view of leadership de-centers the leader and subscribes to the view that leadership resides not solely in the individual at the top, but in every person at any level who in one way or another acts as a leader (Goleman, 2002:14). Distributed leadership therefore means multiple sources of



guidance and direction, following the continuous of expertise in an organization, made coherent through a common culture. Distributed leadership is a glue of common task or goal improvement of instruction and a common frame of values for how to approach that task (Elmore, 2000: 15).

The job of those in formal leadership positions is primarily to hold the pieces of the organization together in a productive relationship. Their central task is to create a common culture of expectations around the use of individual skills and abilities. Distributed leadership equates with maximizing the human capacity within the organization. Distributed leadership concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through formal position or roles.

Spillane (2002:20) warns that it is important to ensure that distributed leadership is not simply a misguided delegation. Instead, it implies the social distribution of leadership where the leadership function is stretched over the work of a number of individuals and where the leadership task is accomplished through interaction of multiple leaders. This implies that interdependency rather than dependency, embracing the ways in which leaders of various kinds and in various roles share responsibility.

In its framing, analysis and interpretation, distributed leadership includes both formal and the informal forms of leadership practice. Spillane (2006:58) maintains that distributed leadership is primarily concerned with the co-performance of leadership and reciprocal interdependence that shape that leadership practice. From all these it can be concluded that distributed leadership is much more than shared leadership practice.

Spillane (2006: 16) reported that the distributed leadership framework is growing in popularity because it works on the premise that leadership should be stretched over multiple leaders within organizations. If distributed leadership is practiced in (South African) schools, opportunities for teachers to lead at various levels would be created

(Harris & Lambert, 2003: 43). Grant (2010: 57) also suggests that redistribution of power amongst multiple individuals can be possible if schools realign themselves and subscribe to the notion of distributed leadership. This may promote collectivism and may help teachers to develop their expertise and maximize their capacity to teach (Harris, 2004: 14; Copland, 2003: 6; Harris & Spillane, 2008:31).

Goleman (2002:81) sees distributed leadership as a way of thinking about leadership that challenges many current assumptions about leadership and the community within which it occurs. One of the assumptions is that engaging many people in leadership activity is at the core of distributed leadership in action (Harris, 2005: 51). Many people in schools refer to principals, senior managers and teachers who should function as leaders and decision makers in trying to bring about fundamental changes (Harris & Muijs, 2005:133). It is for this reason that Moonsamy (2010: viii) argues that leadership is not only for those in formal management positions but rather the work of leadership should involve multiple individuals. Grant *et al.* (2010:405) suggests that distributed leadership approach could be a powerful tool to revolutionize school leadership in South Africa.

## **2.4 DISTRIBUTED VIEW ON LEADERSHIP**

The views of two prominent researchers of distributed leadership theory will be presented here. The two exponents of this theory are Gronn (1999, 2002); and Spillane (2001, 2004). It will be established how they view distributed leadership as incorporating the activities of the multiple individuals in a school who work at mobilizing and guiding a school's staff members.

### **2.4.1 Gronn's view on distributed leadership**

Gronn (1999, 2002) classifies distributed leadership as either numerical or concertive action, containing the properties of interdependence and coordination. He views leadership as a status ascribed to one individual, any aggregate of separate

individuals, sets of small numbers of individuals acting in concert or larger plural-member organizational units (Gronn, 2002:427).

This view implies that some functions of leadership can be taken on by several individuals of a group, or be allocated to individual members, and a particular leadership function may be performed by different people at different times. But the leadership actions of any individual leader are much less important than the collective leadership provided by members of the organization.

***a. Distributed leadership as a numerical action***

Here Gronn (2002) suggests that all individuals in an organization may be leaders at some times. In this case distributed leadership may be seen as a sum total of all individual. Distributed leadership is numerical or multiple actions where leadership is dispersed among many or all members of the organization. There is thus a chance that all members may be leaders at some stage.

***b. Distributed leadership as a concertive action***

Gronn (2002:432) defines the attribute of concertive action as a 'conjoint agency' where the agents consisting of the members of the units act conjointly, synchronize their action by having regard to their own plans, those of their peers and the sense of unit membership.

Gronn identifies concertive action as occurring in three ways: either as spontaneous collaboration, intuitive working relations or as institutionalized practice. He sees spontaneous collaboration between individuals, occurring regularly and being anticipated in such activities as budget or planning meetings. It occurs unexpectedly because of crises in the organization. An intuitive working relation is more likely to emerge over time between colleagues who work closely together. It emerges when members of an organization are dependent on each other and develop a close

personal relationship. The tendency to institutionalize distributed leadership is observed when there is a leadership team, and it is considered inappropriate for a sole individual to be in charge. Gronn (2002) observed that distributed leadership often begins spontaneously or intuitively in an organization and goes on to become institutionalized. He also noted two properties of distributed leadership namely interdependence and coordination. Interdependence reveals itself in two ways: by overlapping of members responsibilities and also by these responsibilities being complementary. Complementary interdependence is seen as positive because it enables individuals to capitalize on their own and others individual strength.

Coordination involves managing the dependencies to ensure that people and resources are all coordinated to achieve the required performance. Formal coordination is often explicitly noted in job descriptions and duty statements. But coordination in a distributed leadership situations is far more likely to be implicit, perhaps lead to problems or more likely to be taken for granted.

#### **2.4.2 Spillane's view on distributed leadership**

Spillane, Halverson and Diamond (2001) marked out several important points about distributed leadership. His emphasis is on distributed leadership as a leadership practice, not leaders and their roles within an established structure. Here the emphasis is on how and why people act in certain manners, and not singularly about what they do. The focus is on how leadership practice is distributed among positional and informal leaders as well as their followers. Understanding how leaders in schools work together, as well as separately, to execute leadership functions and tasks is an important aspect of the social distribution of leadership practice.

Leadership is constituted in the interaction of multiple leaders (and followers) using particular tools and artifacts around particular leadership tasks. Interdependency emerges when the enactment of the leadership task depends on the interplay between two or more actors. From a distributive perspective, followers are an essential constituting element of leadership activity. Rather than the variable outside

of leadership activity that influences what leaders do or mediates the impact of what they do, followers are best understood as important part of leadership activity because leaders are dependent on the followers when they lead.

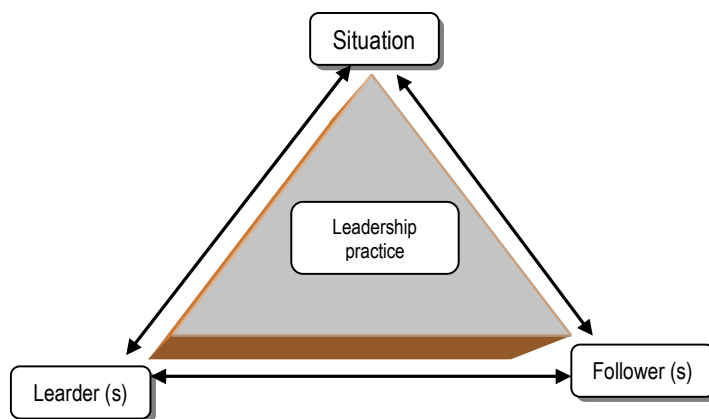
Spillane *et al.* (2001) indicate that distributed leadership is a form of collective agency incorporating the activities of many individuals in a school who work at mobilizing and guiding other teachers in the process of instrumental change. Harris and Lambert (2003:16) hold that distributed leadership extend the boundaries of leadership significantly as it is premised upon high levels of teacher involvement and encompasses a wide variety of expertise, skill and input. This implies that engaging many people in leadership activity is at the core of distributed leadership in action.

In contrast to seeing leadership practice as solely a function of an individual's ability, skill, charisma and/or cognition, it should be understood as a practice distributed over leaders, followers and their situation. Spillane *et al.* (2004) argues that leadership activity is constituted, defined or constructed in the interaction of leaders with their followers and the situation in the execution of a particular leadership task. It does not reside in anyone of these elements, and each is a pre-requisite for leadership development.

Leadership occurs in situations, in actions, through the extension of influence that occurs through reciprocal interdependence required for the performance of work. In the performance of work different specializations are required. This further requires interdependent relations so that areas of specializations can be integrated. These groups of individuals can jointly coordinate their efforts, which is reciprocal. There are potentially many voices that can exert influence.

Spillane *et al* (2001: 10) argue that distributed leadership emerges through interactions with other people and the environment; therefore collaboration and collegiality are at the core of distributed leadership. Distributed leadership is distinctive; it is more than mutual collaboration between teachers.

The figure given below summarizes the views of Spillane *et al.*(2001) on distributed leadership. It shows that leadership works as a product of the interactions of school leaders, their followers, and their situation;



**Figure 2.1: Graphic representation of Spillane's view of distributed leadership as adapted from (Spillane *et al*, 2001).**

## 2.5 POSSIBILITIES PROVIDED BY DISTRIBUTED LEADERSHIP

Harris (2004:11) argues that the distributed perspective offers a new and important theoretical lens through which leadership practice in schools can be reconfigured and re-conceptualized. Patterns of distribution vary within, between and across schools with different organizational outcomes or effects (Spillane *et al*, 2001; Harris 2008; and Leithwood, Mascal, Strauss, Sacks, Memon & Yashkina 2009). Some researchers have explored how different patterns of distribution influence organizational outcomes or organizational change (Spillane & Camburn, 2006); Harris, 2008; Leithwood *et al*, (2009); and Mayrowetz, 2008). The following are some of the possibilities provided by distributed leadership in a school environment:

- Teachers' self-efficacy and levels of morale can be made possible through distributed leadership. Where teacher share good practice and learn together, the possibility of securing better quality teaching is increased.
- Distributed forms of leadership can assist capacity building with schools which contributes to school improvement.
- Leadership involves mobilizing school personnel and clients to notice, face, and take on the tasks of changing instruction as well as harnessing and mobilizing the resources needed to support the transformation of teaching and learning.
- Other research findings show that how leadership is distributed is important and that certain patterns of distribution have a more positive effect than others upon organizational development and change (Leithwood *et al*, 2009).
- Distributed leadership has been shown to have an influence on school success, student outcomes and professional learning communities (Stoll & Louis, 2007). This is supported by the work of Sillins and Mulfords (2002) which concluded that student outcomes are likely to improve when leadership sources are distributed throughout the school community and when teachers are empowered in areas of importance to them.
- The findings of the research work conducted by Day, Leithwood, Sammons, Harris and Hopkins (2007: 17) is that substantial leadership distribution was very important to school success in improving students' outcome.
- The work of Harris and Muijs (2005:6) also discovered that distributing leadership enhances leadership roles and decision-making powers to teachers. Another theory is offered by Mayrowetz *et al*. (2008:191) that redesigning work in schools can lead to motivated and better equipped

educators. These educators, when included in leadership roles, can have a broader view of their schools and would therefore perform leadership functions which would both deepen and lengthen reform efforts. This theory explains how and why leadership distribution might be expected to have positive consequences for students.

- A study conducted in America by Heck and Hallinger (2009), exploring the role of distributed leadership in school improvement supports the view that distributed school leadership and a set of educational processes are related to school improvement in several ways that are consistent with the proposed theoretical model.

All of these findings clearly show that distributed leadership extends leadership responsibility beyond the school principal, thus making a clear difference between distributed leadership and traditional theories which attached leadership responsibilities to the formal position of the principal.

## **2.6 DISTRIBUTED LEADERSHIP WITHIN SCHOOLS**

The distributed perspective of leadership offers a new objective through which leadership practice in schools can be understood. It offers a model in which organizational change and improvement are a collective rather than an individual concern. It is evident in the new policies that the focus has shifted to focusing on the development of distributed, shared and collaborative leadership in schools. Such policies sought to create broader and deeper leadership capacity in schools as a vehicle for stimulating and sustaining school improvement.

The enactment of the South African Schools Act (SA, 1996) provided a landscape for the practice of distributed leadership in South African schools. It presented a challenge to schools to change from the traditional leadership practice of a single leader to a participative school culture, where power is shared amongst all stakeholders (Moonsamy, 2010: viii). This is supported by the findings of the work of



Van der Mescht (2008:14) namely the educational leadership and management in South Africa place emphasis on participative, democratic management, collegiality, collaboration, and making school an open system and learning organization. This may offer an opportunity in South African schools for distributing leadership responsibilities and decision making powers to teachers, thus not placing all these on a single individual such as a principal. And schools can further encourage shared decision-making and support cooperative planning among educators within the school, therefore maximizing interaction and interdependence.

Spillane *et al.* (2004) define school leadership as the identification, acquisition, allocation, coordination, and the use of social, material and cultural resources necessary to establish the conditions for the possibility of teaching and learning. The success or otherwise of distributed leadership within a school can be influenced by a number of interpersonal factors such as relationships with other teachers and school managers. Schools should deliberately choose to distribute leadership responsibility to others and should put systems and incentives in place to ensure that this happens.

Elmore (2000: 14) points out that in a knowledge-intensive enterprise like teaching and learning, there is no way to perform these complex tasks without widely distributing the responsibility for leadership among roles in the organization.

### **2.6.1 The role of principals**

Hopkins and Jackson (2002) suggest that formal leaders in schools need to orchestrate and nurture the space for distributed leadership to occur and to create the shelter conditions for the leadership of collaborative learning. This can be achieved through redistribution of power within the organization, by giving those who did not occupy formal leadership positions responsibility for major and important development tasks.

Positional leaders remain gatekeepers to change and development, guiding their schools in a clear and purposeful direction. Scholars and policy makers alike assert that principal leadership remains a key driver for change and source of support for building leadership capacity among others (Lambert, 2002; and Murphy, 2005).

Harris and Muijs (2004) argue that the responsibility of those in formal leadership roles in schools is to ensure that informal leaders have the opportunity to lead at appropriate times and are given necessary support to make changes or to innovate. Principals occupy the critical space in the teacher leadership equation and center stage in the work redesign required to bring distributed leadership to life in schools. They should identify a direction for change; develop formal and informal strategies for actions. They should coordinate efforts towards academic improvement of students. They should facilitate improvement efforts.

Another study by Jackson (2000) found that changes in the school process factor were significantly related to student growth. Copland (2003) pointed out that the task of building professional capacity and distributed leadership requires principal support. Scholars increasingly believe that the empowerment of a broader set of stakeholders as school leaders will enable schools to achieve the goal of continuous improvement. Schools should seek to create broader and deeper leadership capacity in schools as a vehicle for stimulating and sustaining school improvement

Mulford, Mulford, Silins, Leithwood and Leithwood (2006) suggest that the principal who is transformational should focus on:

- Individual support which has to do with providing moral support, appreciation for the work of individual staff and should take their opinion into account when making decisions.

- Promoting an atmosphere of caring and trust among staff, setting a respectful tone for interaction and demonstrate a willingness to change his or her practices in the light of new understandings.
- Promoting participative decision making, support delegation and distributed leadership and encouraging teacher autonomy for making decisions.
- Working towards whole school consensus in establishing school priorities and communicates these priorities and goals to students and staff giving a sense of the overall purpose.
- Having high expectations for teachers and students and expect staff to be effective and innovative.
- Stimulating intellect and encouraging staff to effect on what they are trying to achieve with students and how they are doing it; facilitates opportunities for staff to learn from each other and models continual learning in his or her own practice.

## **2.7 BARRIERS AND DANGERS**

In their work, Fitzgerald and Gunter (2007:6) questioned whether it is possible for distributed leadership to occur in a policy climate that affords authority and responsibility for leadership and management of those labeled according to an established hierarchy. The implication of this is that the existing structure of schooling mediates against distributed leadership practice and that this type of informal influence and agency is not possible within the existing hierarchical structure of schooling.

Contemporary literature points to some difficulties associated with distributing leadership in schools. It is shown that distributed leadership can result in conflicting

priorities, targets, and time scales. Boundary management issues and competing leadership styles can emerge (Storey,2004; Timperley, 2005). The evidence shows that in practical terms, implementing distributed leadership implies the crossing of structural and cultural boundaries. Hereunder are some of the inevitable and inherent difficulties associated with the widespread adoption of distributed leadership within schools:

- It would be naïve to ignore the major structural, cultural and micro political barriers operating in schools that make distributed forms of leadership difficult to implement. It would be naïve to assume that the structural, cultural and micro political barriers operating in schools would simply fall away to accommodate and support distributed leadership. This difficulty cannot simply be underestimated or ignored.

The implication of this, as Harris (2009:13) puts it, is that the existing hierarchical schooling structure mediates against distributed leadership practice and this makes this type of informal influence and agency impossible to practice. It is for this reason that Harris (2008) argues that these structural and cultural barriers should be removed so that distribution of leadership can have a greater impact upon organizational development.

- Clearly schools as traditional hierarchies, with the demarcations of positions and pay-scale, are not going to instantly be responsive to a more fluid and distributed approach to leadership. There are financial barriers as formal leadership positions in schools carry additional financial increments.
- There are also inherent threats to status and the status quo in all that distributed leadership implies. Distributed leadership requires those in formal leadership positions to relinquish power to others. It challenges the authority and ego and this potentially places the head or the principal in a vulnerable position because of the lack of direct control over certain activities. The current hierarchy of leadership within schools means that power resides with the

leadership team at the top or pinnacle of the school. The top-down approach offers a significant impediment to the development of distributed leadership. This is also related to the work of Fitzgerald and Gunter (2007:6) who questioned whether it is possible for distributed leadership to occur in a policy climate that affords authority and responsibility for leadership and management to those labeled according to an established hierarchy.

- To secure informal leadership in schools will require heads to secure other incentives and to seek alternative ways of remunerating staff members who take on leadership responsibilities.
- School management may in some cases feel threatened by teachers taking on leadership roles if they are better than them.
- There may be conflicts between groups of teachers such as those that do and do not take on leadership roles, which can lead to estrangement among teachers.
- Research has shown that colleagues can at times be hostile towards distributed leadership because of the factors such as inertia, over-cautiousness and insecurity.
- The separate pastoral and academic structures in schools, the subject or departmental divisions plus the strong year groupings present significant barriers to teachers working together. These structures can actively prevent teachers attaining autonomy and taking on leadership roles within the schools as they demarcate roles and responsibilities.

Overcoming this difficulty will require a combination of strong interpersonal skills on the part of the teacher leader and a school culture that encourages change and leadership from teachers. Research shows some of the threats or difficulties that can be prevalent if leadership is distributed in schools (Storey, 2004; Timperley, 2009).

They found that leadership distribution may result in conflicting priorities, targets and timescales; and boundaries management. This is attributed to the findings by Harris (2009:13) that shows that in practical terms implementing distributed leadership implies crossing the structural and cultural boundaries.

Another caution is sounded by Timperley (2005:412) who indicates that while distributed leadership among teachers may be desirable, there are potential difficulties involved as respect can be an issue. Though formally appointed leaders do not automatically command respect and authority, teacher leaders may be particularly susceptible to being openly disrespected and disregarded as they do not carry formal authority. Furthermore, nomination of teacher leaders by colleagues may not realize potential expertise within the group because colleagues may use other criteria. These are some of the discovered challenges that may make distributed leadership not practiced effectively in schools.

## **2.8 CONCLUSION**



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This chapter mainly focused on the literature review. The literature review around the concepts of traditional theories of leadership, distributed leadership and its historical development, the influential school of thought and what is known about the concept of distributed leadership, the future of distributed leadership, and the opportunities for and threats to the practice of distributed leadership in schools.

Chapter three will investigate the research design and methodology of this study.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

The main focus in Chapter Two was the literature on distributed leadership in schools, looking at both local and international perspectives. The review of literature formed the basis of the interview questions, and they were used to probe the perception of educators in sampled schools regarding the practice of distributed leadership in their respective schools.

In this chapter the research design and methodology of this study will be discussed.

### **3.2 RESEARCH DESIGN AND METHODOLOGY**

This is a qualitative study and is situated in the interpretive paradigm. Exploring issues from the perspective of different groups thus becomes important. This researcher's interest is in understanding and interpreting the teachers' perceptions of distributed leadership practices in their schools. One issue of qualitative research is the question of whose voice is being heard, and amplified, by the research. What the participating teachers say during the interviews would help in the realization of this study's intention (Denzin & Lincoln, 2005:3). Therefore their voices were heard and amplified in this study.

Qualitative methods both value and incorporate experiential knowledge into the analysis of development successes and failures. Studying issues from the outside tends to favour technical expertise, which may or may not include an appreciation of the context of various local situations. As Chambers (1997, 32) points out, "power hinders learning." Qualitative methods and open-ended responses tilt the balance of power and expertise away from the researcher toward respondents and community members. So such qualitative methods were vital for examining the perceptions of participants of distributed leadership in this study.

### **3.2.1 Sampling**

Sampling is about selecting people who can best help in the understanding of the phenomenon under study (Cresswel, 2005: 203). The leadership model under study in this research is distributed leadership. According to Boieje (2010: 34), sampling is done when the research question and purpose have been formulated. In finding the setting, that is participants, locations, schools and place, and this researcher has used purposive sampling and it implies that the participants are selected according to the needs of the study (Boieje, 2010: 35).

The participants were selected with purpose in mind and in such a way that any information they may share would help achieve the purpose of this study. The sample consisted of the three identified secondary schools within Gauteng province which were accessible to this researcher.

The units of this sample were the school managers (principals, deputies and HODs), and post level one teachers of the three identified secondary schools. In total ten (10) participants were drawn from the three identified secondary schools. These participants were specifically selected to be examined because they work in schools and they can provide a significant opinion about leadership as they are directly involved or affected by leadership in schools on a day-to-day basis. Each of these cases was interviewed intensively so that they provide their opinions about distributed leadership practice in their respective schools. The reason to separate them was to allow them to feel free to speak openly.

Due consideration was also taken by this researcher to keep this sample small because large groups can sometimes not be manageable during the interview process. Small number of people per interview session can make the process of capturing data easy in terms of managing the conversations during the interview.



### 3.2.2 Data collection

The purpose of qualitative studies is to describe a phenomenon from the participants' points of view through interviews or observations. Therefore this study seeks to discover answers to questions through interaction with the research participants. The main aim is to find out the truth which is hidden and which has not been discovered as yet. The intention of this researcher is to listen to the voice of participants or observe them in their natural environments. According to Marshal and Rossman (2010:142) qualitative research relies quite extensively on in-depth interviewing. This kind of setup is where two or more individuals construct knowledge through what Kvale and Brickmann (2009:2) regard as the discussion of a theme of mutual interest.

This researcher will therefore conduct focus-group interviews to collect qualitative data (Merriam, 2009:85) and this will afford the opportunity to probe deeply into teachers' perceptions of distributed leadership, thus gaining qualitative findings (Boeije, 2010: 14). Peek and Fothergill (2009) have found that focus-group interviews are useful for fostering the development of social ties that supersede the research projects.

So this researcher will conduct two focus group interviews, one for the post level one teachers (PL1) and another for the senior managers. They will be interviewed separately and this can allow them feel free to speak openly. This may also help in addressing issues of power dynamics that may play out if these two groups are combined. People who operate on the same hierarchical level are more likely to "speak what is in their minds" openly if they are grouped accordingly to such levels (Patton, 2002:341).

But the focus group interviews did not work as planned. There were so many challenges regarding identifying participants. Getting them to a convenient venue as a group was not possible due to their geographic locations. Other educators denied to be interviewed in the presence of others. Rather they preferred to be interviewed

alone and did not prefer to go out of their schools. In total, ten (10) educators were interviewed in pairs and as individuals.

In the light of the above-mentioned, this researcher decided to interview the identified participants who were ready to be interviewed. Others were interviewed in pairs and others alone. But interviews took place in each sampled school.

When collecting data, it is also important for qualitative researchers to triangulate among different data collection methods. This researcher will make it a point to access documents such as school organograms, minutes of staff and departmental meetings, and duty allocations in each school in the sample. The information looked for in this documents include the school structure, duty allocation, and what they discuss in their staff and departmental meetings. The rationale would be to try and reconcile what is on paper in relation to what teachers say in the interview. Mathie and Camozzi (2005:63) make qualitative researchers aware that no single data collection approach really can solve and delineate or validate a particular problem.

Silverman (2004:58) also cautions that researchers must be quite clear about what the documents can and cannot be used for. He regards documents as “social facts” for they are produced, shared, and used in a socially organized ways. This makes it evident that researchers cannot learn from records alone as to how things happen. This researcher will work with the documents bearing this caution in mind.

### **3.2.3 Data analysis**

Creswell (2004: 190) holds that data analysis is an ongoing process involving continual reflection about the data, asking analytical questions and writing memos throughout the study process. Maxwell (2005:95) is in consensus when suggesting that analysis of data should begin immediately after finishing the first interview and continue as long as one is working on the research. This implies that the collection of

data occurs simultaneously with the substantial analysis. So this researcher will start grouping the data on the same day that he receives it.

This researcher will also transcribe the data collected during the interview conversations and then analyze using open coding techniques. Coding is the process of dividing data into parts by a classification system (MacMillan and Schumacher, 2001: 467). After coding the data this researcher will then break down, examine, compare, conceptualize and categorize the data (Strauss & Corbin, 2007:61) in order to establish a good understanding and meaning of the opinions of the interviewed people. The segments of the data will then be placed together (Lewins & Silver, 2007: 18).

The open coding technique is suitable for this study in that the data can be segmented into concepts and categories (Henning, van Rensburg & Smit, 2004:131). So this researcher will use open coding when analyzing the collected data. After coding, themes and categories will be developed in order to make interpretation of the data possible. In this way the content of the transcripts will be analyzed in order to identify common themes and points for further discussion.

Creswell (2005: 243) pointed out that themes are similar codes grouped together to form an idea in the database, and this will form a core element in the data analysis of this qualitative study. The analysis of the data will be done throughout the data collection process (Silverman, 2000), and in the process of data analysis, this researcher will ensure that the data analysis process is “rigorous and systematic” all the times (Schwandt, 2001:7). This will help in developing themes and these will be discussed in Chapter 5.

### **3.3 DATA QUALITY**

Quality in research is very important because it contributes to the trustworthiness of the study. To ensure quality throughout the research process, this researcher will

carefully use the 'trio of validity' (Henning *et al*, 2004:151), and this are care and accountability, and open communication.

This researcher will also triangulate among the different data sources such as documents, interviews and field notes when collecting the data (Creswell, 2005:252). These could assist me in obtaining valid and truthful information (Silverman, 2009: 275).

This researcher will further 'member-check' the findings and involve his peers to check the validity of the findings (Mathie & Camozzi, 2005: 90; Henning *et al.*, 2004: 149; Creswell, 2005:252). This means that at the end, the findings will be taken back to the participants to check the accuracy of the account, and to determine if the themes are sufficiently accurate of their opinions.

### **3.4 CONCLUSION**

This chapter outlined how data will be collected, analyzed and described. It explained the research design and methodology, indicating how the sampling will be conducted, the process of collecting the data, how the data will be analysed and interpreted, and how quality in this research will be ensured. This will be a way of exploring teachers' perceptions of distributed leadership practices in their respective schools.

The chapter that follows, chapter four will deal with the collection and analysis of qualitative data.

## **CHAPTER 4: DATA PRESENTATION AND ANALYSIS**

### **4.1 INTRODUCTION**

The previous chapter focused entirely on the design and methodology of this study. It outlined the sampling, data collection, data analysis and explained measures to ensure that the collected data is accurate, valid and reliable.

This chapter presents the collected data. That is the data collected from the conducted interviews as well as that of the documents namely the minutes of the planning session and the first staff meeting in each sampled secondary school.

### **4.2 INTERVIEWS**

Based on the literature four main questions were designed namely:

1. The participants' understanding of distributed leadership.
2. Can it work in schools? If yes how to facilitate it? If not what are the obstacles?
3. How wide should the boundaries be set?
4. Should the present post-level structures be changed?

During the interviews, follow-up questions were asked and they are well reflected in the interview transcripts. Both individual and group interviews were the main data collection method in this study. Ten(10) participants were interviewed and they included principals, deputy principals, heads of departments(HODs), and post level one teachers(PL1) both working in the three selected secondary schools in the Johannesburg North District within the Gauteng Province. In group interviews, managers (principals, deputies and HODs) were interviewed separately from post level one teachers. The main reason for separating them was to enable them to speak freely and openly without fear or influence of other post levels or their particular managers.

### 4.3. DATA PRESENTATION

The data presented hereunder reflect the perspectives of the interviewed participants.

#### 4.3.1 Data collected from interviews

This data were the responses of participants to the questions posed to them during the interviews. Only the data that was relevant to the question is reflected in each table. The idea is to show the perceptions of participants on the questions asked during the interviews.

**Table 4.1: Participants' understanding of distributed leadership**

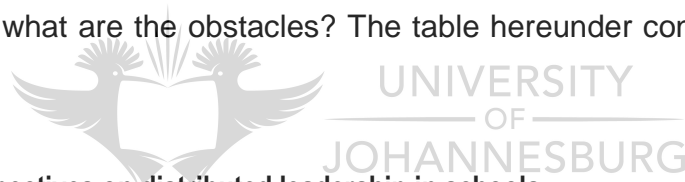
| Participant | Spoken words                                                                                         | Reference               |
|-------------|------------------------------------------------------------------------------------------------------|-------------------------|
| P8          | Leadership where processes are devolved to each layer                                                | Line 4-5 (Interview 5)  |
| P9          | Work with the teachers                                                                               | Line 34(interview 6)    |
| P9          | Everybody has the responsibility and input                                                           | Line 18-19(interview 6) |
| P1          | Leadership where everyone is involved                                                                | Line 3-4 (interview 1)  |
| P10         | Shared leadership                                                                                    | Line 5; interview 7     |
| P4          | Distribute tasks amongst people                                                                      | Line 8-9; interview 3   |
| P10         | Responsibilities are given to others                                                                 | Line5-6, interview 7    |
| P10         | Other people to take a lead                                                                          | Line 16, interview 7    |
| P2          | School leadership needs to be shared                                                                 | Line 5, interview 2     |
| P3          | Decentralization of leadership rather than for leadership to be centered on one person in one office | Line 13-14, interview 2 |
| P6          | Delegating tasks and duties                                                                          | Line 8, interview 4     |
| P6          | Empower other people                                                                                 | Line 7-8, interview 4   |

Participants reflect different understanding of the concept distributed leadership. Others seem not to have an idea at all. Some refer to it as shared leadership and others regard it as devolution of processes to each layer within the school. Other

participants still regard it as a mere delegation of tasks and duties. Nevertheless, their perspectives contain certain elements of distributed leadership.

What is more interesting is that the majority of participants seem to share a common understanding of the concept of distributed leadership as presented by the literature. They regard it as distribution of tasks among people, involving everybody in the leadership process, delegating and giving responsibilities to other people, decentralizing leadership/power, giving other people a chance to take the lead in areas relevant to their work. The participants also believe that by distributing responsibilities to all people, other people get the opportunity to be empowered and grow professionally.

The second question was aimed at getting the participants' perspectives on distributed leadership in schools. If it can work, how then can it be facilitated? And if it cannot work, what are the obstacles? The table hereunder contains the participants' perspectives;



**Table 4.2: Perspectives on distributed leadership in schools**

| Participant | Spoken words                                                                                                                  | Reference                 |
|-------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| P10         | One cannot just do everything                                                                                                 | Line 17, interview 7      |
| P10         | Give opportunity to those people not in management                                                                            | Line 33-34, interview 7   |
| P3          | It must be decentralized to all members of the staff                                                                          | Line 14-15, interview 2   |
| P3          | We must try to decentralize everything                                                                                        | Line 55, interview 2      |
| P8          | Work together in a concerted effort to help develop the school. Unfortunately we are not seeing some of these in our schools. | Line 139-141, interview 5 |
| P9          | Inviting everybody                                                                                                            | Line 75, interview 6      |
| P9          | Everybody must buy in then you can move forward                                                                               | Line 85-86, interview 6   |
| P2          | It can work actually depending on the capability of the principal                                                             | Line 68-69, interview 2   |

The participants' views on whether distributed leadership can work in schools are that it can work because the schools exist in a social landscape. They explained that when people who are not in the management positions are given opportunities to take on leadership roles, distributed leadership can work in schools. They hold that leadership roles must be delegated to all members of the staff, and they see this as a way of decentralizing powers. People should work together as a collective and combine their effort to develop the school. The principal should involve everybody who is capable of taking up leadership roles. The participants maintains that there can be more advantages to be yielded through making better use of existing capacities, including teacher leadership within schools. This implies that people with needed skills and knowledge should be identified and be given leadership roles, regardless of the position they hold within the school, so as to bring about fundamental changes in schools.

Distributed leadership, according to participants can work depending on the personality of the principal. If the principal believe in their teachers and then they can allow them to do part of his or her job. But if she or he feels threatened he or she would not be happy to work with other people. Participants also have a strong feeling that institution cannot be run by one person. If you are a principal you cannot master everything, so you need the assistance of other people you work with. Unfortunately this is not what participants see happening in their schools.

The following table provides the participants' perspectives on how to facilitate distributed leadership in schools.

**Table 4.3: Perspectives on how to facilitate it/ which climate facilitate it.**

| Participant | Spoken words                          | Reference             |
|-------------|---------------------------------------|-----------------------|
| P6          | If you believe in people              | Line 43, interview 4  |
| P10         | Be supported                          | Line 140, interview 7 |
| P10         | People learn to work as a team        | Line 139, interview 7 |
| P10         | Interdependency                       | Line 133, interview 7 |
| P2          | It builds trust when we work together | Line 146, interview 2 |



|    |                                                            |                         |
|----|------------------------------------------------------------|-------------------------|
| P6 | If everybody is recognized                                 | Line 72, interview 4    |
| P6 | Their potential and abilities are taken into consideration | Line 72-73, interview 4 |
| P6 | If people respect and trust one another                    | Line 81, interview 4    |
| P6 | Sit down with people and share                             | Line 84, interview 4    |
| P8 | PL1 must be allowed to come up with ideas                  | Line 275, interview 5   |
| P8 | If being appreciated for what you do                       | Line 268, interview 5   |
| P6 | Have to work together                                      | Line 49-50, interview 1 |
| P1 | We are supposed to involve other people                    | Line 51-52, interview 1 |
| P6 | We have got to work as a team                              | Line 67 , interview 4   |

The perspectives of the participants indicated that a climate of shared purpose, teamwork, trust and respect is the one which is conducive for distributed leadership in schools. The participants gave a perspective of an atmosphere in which all staff members can reach out to help one another, and feel free to turn to ask for help. This is a form of collective leadership which depends on multiple leaders working together, each bringing different skills, knowledge and perspectives to bear. Participants are in agreement with what is presented by the literature that distributed leadership is a form of collective agency incorporating the work of many individual in a school.

Participants also emphasize that people, material, and organizational structure should weave together in a common cause. Principals need to create an environment which enables their teachers to act and participate within the school. An environment where all staff members works as a team. Participants maintain that the relationship between teachers and the school managers is important for the development of the school.

Another perspective is that all staff members should a shared purpose. The participants also indicated that if everybody is involved recognized and their potential and abilities are taken into consideration, then they become enthusiastic and galvanized in their spirit to wanting to do more. If teachers are appreciated for what

they do for the school, they tend to put more effort and as a result the school improves in terms of learners' achievements.

And participants maintain that if people respect and trust one another, they can engage in a meaningful social interaction that can enhance the existing capacities of individual members and keep them connected. Schools need to create a culture of sharing wherein the principal sits down with staff members and share as well as valuing their opinions. And if people support each other, there can develop a reciprocal interdependency and will continue to contribute to the development of the school.

The perspectives contained in the table below are concerning the factors (obstacles) that can hinder the implementation of distributed leadership in schools;

**Table 4.4: Obstacles to the implementation of distributed leadership**

| Participant | Spoken words                                                                                                            | Reference                 |
|-------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| P10         | Fear of being exposed by others because of their strength with regard to leadership                                     | Line 67-69, interview 7   |
| P10         | The structure also creates problems with regard to distribution                                                         | Line 77-78, interview 7   |
| P2          | The bureaucratic aspect, this hierarchy thing can be a stumbling block                                                  | Line 58-59, interview 2   |
| P3          | Principals are afraid of the Gauteng department of education                                                            | Line 70, interview 2      |
| P4          | If you are threatened, you wouldn't be happy to work with other people                                                  | Line 116-117, interview 3 |
| P4          | Decisions are made in closed doors                                                                                      | Line 149, interview 3     |
| P8          | There is no team effort                                                                                                 | Line 279, interview 4     |
| P8          | You may be given chairpersonship of a committee, is like giving a child a toy telephone, there is no conversation there | Line 285-287, interview 5 |

The participants mentioned a number of existing and inherent obstacles or barriers to the implementation of distributed leadership in schools. Fear appears to be the most disturbing factor. Participants argue that if the principal has a weakness or see that there are people who know better than him or her, she or he might not be willing to give leadership roles to other people in the school. Such principals resort to doing things alone without involving others. They also make decisions behind closed doors. This leads to the absence of teamwork, a collaborative school culture, interdependency as well as the lack of ownership by staff and other relevant stakeholders. So in such a closed climate distributed leadership is unlikely to take place.

The traditionally hierarchical structures of schools were also mentioned as a barrier to the implementation of distributed leadership. This hierarchy creates status because the higher post levels control the lower ones. This status “thing” shapes the principals’ behavior. Principals normally want their presence to be felt by those at lower levels, and the final decision rests with them about any undertakings within the schools. The participants gave an example of decision that different committees in schools take decisions, but such decisions are not autonomous because they have to be approved first by the principal as the accounting officers. These decisions can then be implemented.

Participants also argue that being given the position of chairpersonship of a committee is like giving a child a toy telephone which effects no conversation with other people. This implies that whatever is decided in the committee does not stand until it is approved by the accounting office, the principal. Other participants mentioned that to be a member of a committee is like “window dressing” so that when the department’s officials come to check processes and systems in the schools.

The table below contain the participants’ perspectives on how wide should the boundaries for leadership be set;

**Table 4.5: Perspectives on how wide the boundaries of leadership should be set.**

| Participant | Spoken words                                                                       | Reference                 |
|-------------|------------------------------------------------------------------------------------|---------------------------|
| P1          | It depends on what the person can offer                                            | Line 39, interview 1      |
| P10         | Some people are strong in certain responsibilities                                 | Line 19, interview 7      |
| P10         | You need to look at the strength and skill when you distribute leadership          | Line 147-148, interview 7 |
| P4          | Not everyone but people who are possessing the characteristics                     | Line 23-24, interview 3   |
| P9          | People must feel free to choose where they want to be                              | Line 59-60, interview 6   |
| P8          | People must also have character traits                                             | Line 81, interview 5      |
| P8          | If you run a school, you must have managerial skills, you must have peoples skills | Line 53-54, interview 5   |
| P9          | Every person can contribute something positive                                     | Line 76, interview 6      |
| P5          | There should be a criteria used to appoint                                         | Line 84-85, interview 3   |

Different perspectives have been given on who should be considered for leadership roles within the schools. Some participants are of the view that everyone can take on leadership roles and that certain responsibilities should be given to all teachers. They believe that every person can contribute something positive if given a chance. People must be given an opportunity to choose where they want to take part.

The other perspective is that when distributing tasks one needs to look at the strength and skills possessed by each person. They argue that some people are good and strong in certain area so people should be given tasks, projects, or any responsibility based on their strength and skills. It depends on what the person can offer. An example was given of a person who is good in numbers, should be considered to serve in the finance committee / LTSM. They also suggest that there should be ongoing leadership training.

The other main question was whether the present school structures should change? The current school structures have different post levels. At the top is the principal and deputies, followed by the heads of departments who are under their control, and then

post level one teachers who are allocated subjects in different departments within the school. Participants gave the following perspectives;

**Table 4.6: Perspectives on whether the school structures should change**

| Participant | Spoken words                                                                             | Reference                 |
|-------------|------------------------------------------------------------------------------------------|---------------------------|
| P2          | Structures should change                                                                 | Line 115, interview 2     |
| P7          | We need those levels                                                                     | Line 141, interview 4     |
| P8          | Structure must allow for individual input                                                | Line 188, interview 5     |
| P8          | Structures need to be tightened, restructured, realigned to make school much more viable | Line 145-146, interview 5 |
| P8          | Those on tap (high above) still need to rely on others to deliver                        | Line 192, interview 5     |
| P2          | We need new structures that will fit into the modern situation                           | Line 116, interview 2     |
| P4          | The structure shouldn't change                                                           | Line 186, interview 3     |

Again here, different perspectives were given, one for removing the school hierarchy and the other one which support the existing hierarchies in schools. Those who say the traditional hierarchies of schools must be done away with cite different reasons. One reason given is that the society is changing therefore schools also need to change to provide structures that represent these changes. This implies that the changing society would require new structures that fit into the modern or changing situation.

The other view is that structures should not be changed. They are satisfied with the current hierarchies so long as other people will be identified to assist in leadership roles. Schools need people who give direction. People need to be shown how to do things. And those people are none other than appointed school heads. As an example, post level one participants said that if a new teacher joins the school, it would be difficult for him or her to get orientation and assistance if everybody is equal within the school. But they stress that being in a position like that of a principal does not mean you know everything. Post level one teachers seem to agree that

principals are the ones who are in charge of the schools, but they also need the help of others in order to succeed in their job.

The other question probed for the power of distributed leadership. The table shown below reflects the perspectives on the benefits of practicing distributed leadership in schools.

**Table 4.7: Perspectives on the power/benefits of distributed leadership in schools**

| Participant | Spoken words                                               | Reference                 |
|-------------|------------------------------------------------------------|---------------------------|
| P10         | It develops people, they learn from those roles            | Line 35-36, interview 7   |
| P7          | It makes life easy for the principal to run the school     | Line 60-61, interview 4   |
| P2          | Team work is going to be encouraged                        | Line 130-131, interview 2 |
| P9          | You can develop                                            | Line 96, interview 6      |
| P9          | School can run even when the principal is away             | Line 154-155, interview 2 |
| P8          | You will see results where there is coordination           | Line 304, interview 5     |
| P9          | People will feel invited                                   | Line 81, interview 6      |
| P8          | Development of the institution                             | Line 294, interview 5     |
| P10         | There is interdependency                                   | Line 132, interview 7     |
| P2          | Colleagues are going to be empowered                       | Line 153, interview 2     |
| P8          | We see improved results (where leadership is distributed). | Line 295, interview 5     |

The perspectives of the participants indicate many of the benefits that schools can yield if they implement distributed leadership. They mentioned a number of benefits namely teamwork can be encouraged; people can be empowered and develop professionally; interdependency can be stimulated; people would feel being part of the school processes; and principals indicated that distributed leadership can make it easy for them to run the schools.

The participants further explained that with all the above mentioned happening in schools, results can improve because there is coordination of activities and efforts. This implies that the school can run even when the principal is absent. Those who are present in the school can carry on offering leadership where is needed because they are allowed to perform such roles by the principal.

#### 4.3.2 Data from minutes of meetings

This researcher went to all three secondary schools and requested documents, and these were the minutes of meetings, especially the minutes of the Whole school Planning sessions and that of the first staff meetings as the new school year starts. This researcher was attempting to reconcile the perceptions of the participants as expressed during the interviews with what is really practiced in schools as recorded in the requested documents. These documents show how responsibilities are shared or distributed in these three secondary schools. One needed to be selective of these documents as not all minutes of meetings would provide this information.

The three identified secondary schools the same mandated structure by the Gauteng department of education (GDE). There is the principal at the top and his or her deputies, and they form what is known, in the three schools, as the Executive management Team (EMT). The deputies report directly to the principal on curriculum and administration issues, then follows the layer of the Heads of Department (HOD). All the teachers serve in the different departments.

The minutes contain information on the different committees existing within these schools as mandated by the GDE. The three schools have same committees namely Time Tabling Committee (TTC), School Assessment Team (SAT), School-Based Support Team (SBST), Sports and Culture Committee (SCC), Staff Development Team (SDT), Disciplinary Committee (DC), School Assessment and Irregularity Committee (SAIC), Learner and Teacher Support Material Committee (LTSM). In all these committees the coordinators are predominantly the post level one teachers. But as the participants argued in the interviews the decisions these committees make cannot stand if not approved by the principal. **See Appendix E: School structure: line functions**

#### 4.4 DATA ANALYSIS

The responses of participants contained in the interview transcript have been analyzed by this researcher. Then after, it was possible to develop possible categories which helped in constructing themes. The constructed themes will be discussed in Chapter 5. At this stage the focus is on the construction of raw data from the interview responses into categories.

The raw data were constructed into categories as follows:

**Table 4.8: Construction of raw data into themes**

| Participants                                         | What they said                                                                                                                                                                                                          | Codes                                                               | Themes                                    |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------|
| P10<br><i>Interview 7,</i><br><i>Line 4-5</i>        | My understanding of leadership, I can also label it as <b>shared leadership</b> where <b>responsibilities are given to other members</b> of the staff.                                                                  | Shared leadership<br>Responsibilities are given to other members    | Collaboration<br>Empowerment              |
| P10<br><i>Interview 7,</i><br><i>Line 18-20</i>      | Because you find that some people have, <b>are strong in certain responsibilities</b> . It is wise to give responsibilities to such people                                                                              | give responsibilities                                               | Empowerment                               |
| P10<br><i>Interview 7,</i><br><i>Line 35-36</i>      | We try to <b>give opportunity to those who are not in the management</b> to take up leadership roles for the mere fact that we want <b>to develop</b> people <b>to be able to learn</b> from those role that they play. | Give opportunity<br>Not in the management<br>To develop<br>To learn | Empowerment<br>Development<br>Empowerment |
| P10<br><i>Interview 7,</i><br><i>Line 71-74</i><br>& | You may <b>fear</b> that the person that you give leadership to, might <b>expose you</b> , might be                                                                                                                     | Fear<br>Expose you<br>Better than you                               | Power and authority                       |



|                                             |                                                                                                                                                                                                                                                                      |                                                                                     |                               |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------|
| 79-80                                       | better than you and at the end of the day it might be seen by others as if he is <b>better than you</b> whereas he is not in the management. It could always make one not to give opportunities to others to lead.                                                   | Better than you                                                                     | Power and authority           |
| P10<br><i>Interview 7,<br/>Line 147-150</i> | You need to look at <b>strength and skill</b> when you distribute leadership roles into certain projects. A person who is not good in numbers you cannot give that person a leadership role towards finance.                                                         | Strength and skills                                                                 | Capacity                      |
| P10<br><i>Interview 7,<br/>Line 125-130</i> | I think distributed leadership, one benefit is that there is <b>transparency</b> . Secondly <b>people learn</b> that leadership has challenges so they understand when you lead them. They understand the frustration that one may experience when you are a leader. | Transparency<br>Learn                                                               | Transparency<br>Empowerment   |
| P10<br><i>Interview 7,<br/>Line 130-131</i> | The other benefit is that it <b>develops</b> one, it develops people                                                                                                                                                                                                 | develops                                                                            | Development                   |
| P10<br><i>Interview 7,<br/>Line 132-138</i> | There is some <b>form of independency</b> and interdependency at the same time because leaders need to realize that when you lead you also <b>need others</b> . You also have to <b>depend on others</b> and                                                         | Form of interdependency<br><br>Need others<br>Depend on others<br>Have to depend on | Collaboration<br><br>Teamwork |

|                                             |                                                                                                                                                                                                                   |                                                                                     |                                                             |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------|
|                                             | they also have to <b>depend on you</b> for something to succeed.                                                                                                                                                  | you                                                                                 | Collaboration                                               |
| P10<br><i>Interview 7,<br/>Line 138-139</i> | Lastly it creates a form of <b>teamwork</b> . So people learn to <b>work as a team</b> .                                                                                                                          | Teamwork<br>To work as a team                                                       | Teamwork                                                    |
| P10<br><i>Interview 7,<br/>Line 141</i>     | There is <b>interdependency</b>                                                                                                                                                                                   | Interdependency                                                                     | Collaboration                                               |
| P2<br><i>Interview 2,<br/>Line 4-5</i>      | For me distributed leadership means that school leadership need <b>to be shared</b>                                                                                                                               | To be shared                                                                        | Sharing leadership                                          |
| P3<br><i>Interview 2,<br/>Line 12-14</i>    | I understand that it is <b>decentralisation</b> of leadership rather than for leadership to be centralised on one person in one office like the principal's office. We must try to <b>decentralise</b> everything | Decentralisation<br><br>To decentralise                                             | Power and Authority<br><br>Power and Authority              |
| P3<br><i>Interview 2,<br/>Line 152-155</i>  | I think <b>it empowers</b> people, people I mean colleagues are <b>going to be empowered</b> and this simply means <b>the school can run even when the principal is away</b>                                      | It empowers<br><br>To be empowered<br>The school can run when the principal is away | Empowerment<br><br>Empowerment<br>Collective responsibility |
| P2<br><i>Interview 2,<br/>Line 144-145</i>  | What I can say is that there is going to be <b>cohesion and unity</b> in the <b>working relationship</b> between the staff                                                                                        | Cohesion and unity<br>in<br>Working relationship                                    | Collaboration                                               |
| P2<br><i>Interview 2,<br/>Line 146-147</i>  | Then secondly <b>it builds trust</b> when we <b>work together</b>                                                                                                                                                 | Builds trust<br>Work together                                                       | Collaboration                                               |
|                                             | My understanding of distributed leadership is that in                                                                                                                                                             |                                                                                     |                                                             |

|                                                         |                                                                                                                                                                                                                                                                       |                                                                                                                   |                                                   |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p>P6<br/><i>Interview 4,</i><br/><i>Line 6-9</i></p>   | <p>an institution there are leaders and they are there <b>to empower other</b> people through <b>delegating duties and tasks</b> so that the school can function in a better way.</p>                                                                                 | <p>Empower other<br/>Delegating duties</p>                                                                        | <p>Empowerment<br/>Empowerment</p>                |
| <p>P7<br/><i>Interview 4,</i><br/><i>Line 10-15</i></p> | <p>I think <b>responsibilities should be shared</b> amongst all members, especially the leaders, the management of the school so that maybe if one is not in the other member can be able <b>to assist where help is needed.</b></p>                                  | <p>Responsibilities should be shared<br/><br/>To assist</p>                                                       | <p>Collaboration<br/><br/>Collaboration</p>       |
| <p>P7<br/><i>Interview 4,</i><br/><i>Line 63-67</i></p> | <p>If you are the principal, you are not the <b>master of all.</b> Sometimes you can undermine the Post Level One teacher, but he or she <b>can come up with a good opinion that will help the school to achieve better results</b> maybe at the end of the year.</p> | <p>Not the master of all<br/><br/>Help the school<br/>Achieve better results</p>                                  | <p>Power and authority<br/><br/>Collaboration</p> |
| <p>P6<br/><i>Interview 4,</i><br/><i>Line 72-74</i></p> | <p>You <b>know if everybody is recognised</b> and their <b>potentials and abilities are taken into consideration,</b> people are bound to work. They are bound to <b>make the institution succeed.</b></p>                                                            | <p>Everybody is recognised,<br/>Potential and abilities taken into consideration<br/>Make institution succeed</p> | <p>Empowerment<br/><br/>Development</p>           |
|                                                         | <p>The school is run by an individual, who is <b>a master of everything, Jack of all trades.</b></p>                                                                                                                                                                  | <p>A master of everything</p>                                                                                     |                                                   |

|                                                          |                                                                                                                                                                                                                                                                                                    |                                                                                                        |                                                                    |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <p>P6<br/><i>Interview 4,</i><br/><i>Line 99-106</i></p> | <p>There are committees in the school and he ends up being the <b>chairperson of each and every committee</b> in the school. The decisions <b>rest solely on him</b>. So it's like we are there to window dress the document for the official when they come to check things in the school.</p>    | <p>Jack of all trade<br/>Chairperson of every committee<br/>Rests solely on him</p>                    | <p>Power and authority</p>                                         |
| <p>P6<br/><i>Interview 4,</i><br/><i>Line 81-85</i></p>  | <p>I think if people <b>respect one another</b>. If there is <b>respect and trust</b>. If you trust people you are working with, it will be easy for you to do anything because the opinion you have, you will <b>sit down with your people and share</b> that and <b>value their opinion</b>.</p> | <p>Respect one another<br/>Trust people<br/>Sit down with people and share<br/>Value their opinion</p> | <p>Collaboration<br/>Collaboration<br/>Collaboration</p>           |
| <p>P9<br/><i>Interview 6</i><br/><i>Line 18-19</i></p>   | <p>And in that structure <b>everybody has the responsibilities and input to make things work</b>.</p>                                                                                                                                                                                              | <p>Everybody has the responsibility input<br/>Make things work</p>                                     | <p>Collaboration</p>                                               |
| <p>P9<br/><i>Interview 6,</i><br/><i>Line 33-34</i></p>  | <p>The management of these subjects can <b>work with the teachers</b></p>                                                                                                                                                                                                                          | <p>Work with the teachers</p>                                                                          | <p>Collaboration</p>                                               |
| <p>P9<br/><i>Interview 6,</i><br/><i>Line 44-50</i></p>  | <p>It <b>creates opportunity</b> for people to do managerial activity apart from being the managers of the class. This then <b>empowers them</b>. They have the opportunity <b>to grow</b>. In the end is like helping people <b>to improve</b> their personal life as well</p>                    | <p>Create opportunity<br/>Empowers them<br/>To grow<br/>To improve</p>                                 | <p>Empowerment<br/>Empowerment<br/>Empowerment<br/>Empowerment</p> |

|                                                         |                                                                                                                                                                                                                                                                                                              |                                                                                                     |                                                            |
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| <p>P9<br/><i>Interview 6,</i><br/><i>Line 59-62</i></p> | <p>People must <b>feel free</b> to choose where they <b>want to be</b>, because if I like sport and I will want to be in the sport committee. I would <b>give my five hundred percent there</b>. So in that then I <b>can grow and develop</b>.</p>                                                          | <p>Fell free<br/>Want to be<br/><br/>Give my five hundred percent<br/><br/>Can grow and develop</p> | <p>Invitational<br/><br/>Collaboration<br/>Empowerment</p> |
| <p>P9<br/><i>Interview 6,</i><br/><i>Line 73-78</i></p> | <p>We have different form of leadership and I don't want to say that and so on. Or dictate you know, as compared to <b>inviting everybody</b> abroad because every person can <b>contribute something positive</b> or some way of thinking that maybe the management didn't see or didn't even consider.</p> | <p>Inviting everybody<br/>Contribute something</p>                                                  | <p>Invitational<br/><br/>Collaboration</p>                 |
| <p>P9<br/><i>Interview 6,</i><br/><i>81-84</i></p>      | <p>People will <b>feel invited</b> but rather due to human nature, you might find that if a person <b>puts the hands up</b>, the other people would be jealousy and do everything to undermine that person's authority.</p>                                                                                  | <p>Fell invited<br/><br/>Puts the hands up</p>                                                      | <p>Invitational<br/><br/>Collaboration</p>                 |
| <p>P1<br/><i>Interview 1</i><br/><i>Line 1-5</i></p>    | <p>Distributed leadership in my view is leadership where <b>everyone is involved, everyone is the leader</b> in a way or the other, eh <b>shared</b> leadership.</p>                                                                                                                                         | <p>Everyone is involved<br/>Everyone is a leader<br/>Shared</p>                                     | <p>Involvement<br/>Involvement<br/><br/>Sharing</p>        |
| <p>P1<br/><i>Interview 1,</i><br/><i>Line 8-11</i></p>  | <p>I think it can work because <b>no one knows everything</b>. So in my view, eh if you have</p>                                                                                                                                                                                                             | <p>No one knows everything<br/>Different expertise</p>                                              | <p>Different</p>                                           |

|                                            |                                                                                                                                                                                                                                                 |                                                        |                                        |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------|
|                                            | different people different expertise, then they can work separately for the general good of the whole.                                                                                                                                          |                                                        | specialism                             |
| P1<br><i>Interview 1,<br/>Line 23-27</i>   | If he calls for people to volunteer or maybe give responsibilities to all the teachers on certain areas, then it can work. But now it depends on whether this particular leader in the school, eh his leadership style is pro that idea or not. | Calls for people<br>Volunteer<br>Give responsibilities | Invitational<br>Involvement<br>Sharing |
| P1<br><i>Interview 1,<br/>Line 37-40</i>   | I think we have to look at the criteria as well but it depends what criteria we use. It depends on what this person can offer which can help for the development of the school.                                                                 | What a person can offer<br><br>Can help development    | Speciality<br><br>Development          |
| P1<br><i>Interview 1,<br/>Line 51-52</i>   | In fact it's made up of the situation whereby we are supposed to involve other people.                                                                                                                                                          | To involve                                             | Collaboration                          |
| P4<br><i>Interview 3,<br/>Line 8-10</i>    | The leadership roles, maybe you distribute tasks amongst people who are going to help you in order to take the leadership position.                                                                                                             | Distribute tasks<br><br>Take leadership position       | Power and authority                    |
| P5<br><i>Interview 3,<br/>Line 124-125</i> | If you trust people you can allow them to do part of what you do.                                                                                                                                                                               | Trust people<br>Allow them                             | Collaboration                          |
| P5<br><i>Interview 3,<br/>Line 144-145</i> | They should be part because if you make decision by yourself.                                                                                                                                                                                   | Should be part                                         | Teamwork                               |

|                                            |                                                                                                                                                                                                                                                                           |                                                                          |                                                                             |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| P9<br><i>Interview 6,<br/>Line 3-5</i>     | For me distributed leadership is that all teachers must <b>get the opportunity</b> to <b>make input</b> in all the processes at the school.                                                                                                                               | Get opportunity<br>Make input                                            | Collaboration                                                               |
| P8<br><i>Interview 5,<br/>Line 4-8</i>     | I think is the kind of leadership where processes are <b>devolved</b> to reach each layer that are going to <b>be productive</b> and bring about the desired results with minimum effort which normally could have been concentrated on one individual or few individuals | devolved<br>Be productive                                                | Power and authority                                                         |
| P8<br><i>Interview 5,<br/>Line 27-29</i>   | You know when you are <b>empowered</b> you become <b>enthusiastic</b> , you become galvanized in your spirit <b>to do more</b> .                                                                                                                                          | Empowered<br>Enthusiastic<br>To do more                                  | Empowerment<br>Collaboration                                                |
| P8<br><i>Interview 5,<br/>Line 138-140</i> | But then all these structures must dovetail and <b>work together</b> in a <b>concerted effort</b> to help <b>develop</b> the school.                                                                                                                                      | Work together<br>Concerted effort<br>Develop                             | Collaboration<br>Team work<br>Development                                   |
| P8<br><i>Interview 5,<br/>Line 174-176</i> | We need to understand that <b>growth</b> is driven by <b>innovation</b> , is driven by this thing that people have in them, the extra sensory perception of wanting <b>to do more</b> .                                                                                   | Growth<br>Innovation<br>To do more                                       | Growth<br>Innovation<br>Collaboration                                       |
| P8<br><i>Interview 5,<br/>Line 265-268</i> | Where you are given freedom and a leeway <b>to think, to implement, to support, to add value</b> , you become that much more inclined <b>to work harder</b>                                                                                                               | To think<br>To implement<br>To support<br>To add value<br>To work harder | Involvement<br>Involvement<br>Collaboration<br>Involvement<br>Collaboration |

|                                            |                                                                                                                                                                                                                              |                                                                                      |                                                              |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------|
|                                            | because you can see you are being <b>appreciated</b> for what you do.                                                                                                                                                        | Appreciated                                                                          | Recognition                                                  |
| P8<br><i>Interview 5,<br/>Line 65-68</i>   | Institutions are <b>run by teams</b> because teams have <b>got team leaders</b> , project managers, there are people who deal specifically with certain aspects that help the school <b>to grow</b> .                        | Run by teams<br>Team leaders<br><br>To grow                                          | Teamwork<br>Teamwork<br><br>Empowerment                      |
| P8<br><i>Interview 5,<br/>Line 275-277</i> | I think Post Level One must be allowed <b>to come up with ideas</b> , <b>to come up with plans</b> and <b>be given a platform</b> and an avenue to <b>explore these ideas</b> and bring about implementation of these ideas. | Come up with ideas<br>Come up with plans<br>Be given platform<br>Explore these ideas | Collaboration<br>Collaboration<br>Involvement<br>Involvement |

This researcher grouped the statements made by participants during the interviews into categories. This in essence was the open coding technique which is done to make sure that the data collected is rich and meaningful. This analysis process resulted into five positive categories or themes namely teamwork; teacher empowerment; collaborative school culture; professionally inviting environment; and power and authority. These themes will be discussed in detail in the following chapter, Chapter five.

#### 4.5 CONCLUSION

This chapter presented the collected data collected through interviews and documents. The presentation of data has been aligned to the questions asked during the interviews. An analysis of data was also provided.



The following chapter, Chapter 5 will provide the discussion of the findings of this study.



## **CHAPTER 5: DISCUSSION OF FINDINGS**

### **5.1 INTRODUCTION**

The previous chapter, Chapter four, presented the data collected for this study. It is the data that was collected through interviews and the use of documents which were minutes of meetings, the planning sessions minutes and the first staff meetings' minutes. It also outlined how the data was analyzed.

In this chapter the collected data is discussed in order for it to have meaning. The discussion will start by a brief description of the sample, and then the discussion of the identified themes will follow.

### **5.2 SAMPLE DESCRIPTION**

The sample of this study comprise of three secondary schools that fall under Johannesburg North District 10 in Gauteng Province. Participants were identified from these schools and they included principals; deputy principals; heads of departments, and teachers on post level one position. These are the people who work in schools, and they possess a sound knowledge of leadership practices and school operations. They also experience the phenomenon under study on day-to-day basis of their work life. They are likely to give well informed perspectives on distributed leadership practices in their respective schools.

### **5.3 DISCUSSION OF RESULTS**

The analysis of the raw data resulted into five themes were constructed through the processes of analyzing interview transcripts. This researcher named them as follows: working as a team, empowerment and growth of the staff members, creation of collaborative school culture, creation of professionally inviting culture, and decentralization of power.

### 5.3.1 Theme 1: Teamwork

Teamwork emerged from the analysis of the data in this study as what the participants regard worthwhile. According to participant responses, teachers working in teams benefit schools in three important ways: teachers working together are better able to create shared expectations and high standards for all students; teachers working together engage in discourse that leads to creating learning experiences that are richer and of higher quality than those created by teachers working in isolation; and teachers working in teams are more effective in creating the collaborative culture that allows a school to continuously reflect on and improve its practices.

Participants in general have the same perception of the benefits of the distributed leadership in schools. They indicated that if leadership is distributed to all staff members, there is likely to be professional growth and empowerment. People will develop so much as the institution. Another benefit is that those who take up leadership roles are likely to learn a lot from such roles. This is equivalent to skill acquisition and skill development. Even if the principal is not at the school, it can run as usual because people are part of leadership; they develop a sense of belonging and ownership, their spirit is galvanized to do more and contribute positively to the development of the school.

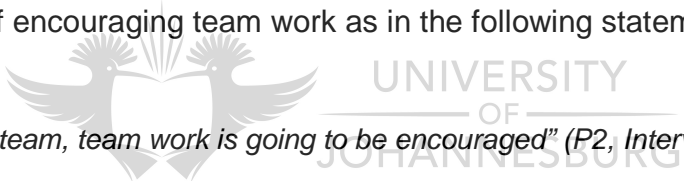
Participants stated it throughout that if responsibilities are shared; staff members will learn to work as a team;

*“So people learn to work as a team knowing that when one leads one needs to support and be supported. So there is interdependency (P10, Interview 7: line 139-141).”*

Participants also maintain that the results of teams are higher than that of individuals working alone, because when they work as a team there is interdependency and a collective effort help achieve good results. As they divide tasks amongst themselves

in a team, they double the performance because they are able to pool their expertise. Therefore the formation of teams in schools would mean that schools are owned collectively. This is also what Spillane et al (2001) maintains that distributed leadership is a form of collective agency, incorporating the activities of many individuals in a school who work at mobilizing other teachers towards bringing about change in the school.

It is evident that distributed leadership makes sharing of leadership among the staff members possible. Storey (2004) also argues that leadership is not just an attribute of those who are formally appointed as managers or heads of schools. They believe that leading never rests with just a single person but leadership is shared between members of teams. Distributed leadership is less concerned with individual capabilities, skills and talents, and is more preoccupied with creating collective responsibility for leadership action and activity. They see distributed leadership as a good model of encouraging team work as in the following statements;



*“We work as a team, team work is going to be encouraged” (P2, Interview 2: line 130-131).*

*“Definitely I think it; it can work because no one knows everything. So, in my view, eh, if you have different people, different expertise, then, they can work separately for the general good of the whole (P1, Interview 1: line 8-11).”*

Participants indicated a need for the leadership teams to be established in schools to facilitate sharing and division of responsibilities. More so because teams are diverse and members have unique characteristics and are given roles based on what they can offer, that is their skills and strength. In teams, members are interdependent in executing their tasks. The interdependency in their actions is also reciprocal. Teams join together people with different specialism and competencies in networks rather than hierarchies. Therefore distributed leadership calls for the involvement of others, and formation of work teams that direct their efforts towards achieving school goals.

*“There is some form of independency and interdependency (P10, Interview 7: line 132-133).”*

Spillane, Halverson and Diamond (2001: 39) indicated that people in an organization tends to specialize, develop certain skills and competencies and bring them to the team.

As they work as a team, the focus is shifted away from individual leaders and their personality traits, towards interactive leadership practice between leaders, followers and situation. In this interaction they plan, decide and act together. Lowe (2010: 125) maintains that responsibility does not rest on the shoulders of one person to drive the school’s performance and its student academic success. Leadership is a collective practice. If teachers take up leadership roles, they are likely to act as allies in the change process within the school, and they can be determined to achieve solidarity around school improvement goals and strategies. The following statement also indicates the importance of teams;

*“Management is a part of a whole which is a team. A team that can deliver because it is coordinated, everybody has a specific role. One single individual, no matter how good they may think they are, they cannot run an institution. Institutions are run by teams because teams have got team leaders, project managers, there are people who deal specifically with certain aspects that help an institution to grow (P8, Interview 5: line 62-68).”*

Participants also indicated that teams are characterized by high communicative interaction between its members. They maintained that the efficacy of team leadership relies heavily on good communication at every level and a commitment to the principle of shared decision making. In schools, effective teams are likely to have a culture of discourse at the centre, have a clearly defined purpose that guides their work towards achieving their specific and measurable goals; and they are likely to be disciplined and committed in maintaining their focus; and they communicate effectively amongst themselves and with those outside of the teams. Participants indicated the following during interviews;

*“There must be element of communication to be effective (P3, Interview 2: line 19-20).”*

So it is evident from the participants’ perspectives that teams are important and they can yield more benefit for the schools. Robbins & Coulter (2002) write that leadership can be an important “antecedent” of team performance.

### **5.3.2 Theme 2: Teacher empowerment**

Most participants agree that distribution of responsibilities provides a way of empowering the staff and nurturing of leadership. By giving them opportunity to take up leadership roles, one is creating or building a broader leadership capability base and stimulating interest among teachers. In relation to distributed leadership model as a capacity building model, participants indicated that;

*“We try to give an opportunity to those people who are not in the management to take up leadership roles for the mere fact that we want to develop people to be able to can learn from those roles that they play (P10, Interview 7: line 33-36).”*

And participants also indicated that;

*“If we empower each and every one, actually one will feel owning the decision making process (P2, Interview 2: line 163-164).”*

Duffy (2010:170) argues in support of distributed leadership that transformational change requires leadership from all quarters of a school. This implies that for transformational change to take place in schools, everyone should take up leadership roles. So, schools need to adopt distributed leadership as an alternative model and start distributing powers and responsibilities to all staff members. In this way schools will be nurturing leadership to achieve sustained improvement in schools. This is what the participants said regarding distributed leadership;

*“You know when you are empowered you become enthusiastic, you become galvanized in your spirit to say I want to do more (P8, Interview 5: line 27-29).”*

When asked about the benefits of distributing responsibilities, participant answered;

*“The benefits we can have, is going to be cohesion and unity in the working relationship between the staff, that is one benefit. Then secondly it builds trust when we work together. Then when one individual is in control, there is more likely to be conflict and a lot of friction (P3, Interview 2: line 144-148).”*

Hopkins and Jackson (2002: 95) argue that at the core of capacity building model is distributed leadership along with social cohesion and trust. This also supports the view that distribution of powers and responsibilities is another way of building and developing capacity for continuous improvement. So building leadership capacity is at the foundation of sustained school and system improvement. In relation to school-wide focus on achievement of quality, there is a need for schools to assess the staff and the school capacity for leadership. The rationale for staff assessment is for schools to be able to build plans for leadership capacity building, and tie their unique characteristics in a profitable way for the school. Individual staff members have unique characteristics which indicate a range of quality in leadership and leadership capacity in the school. Participants also argue that schools should establish a set of practice that promote empowerment and growth of staff members. This is what the participant in this study said;

*“We need to understand that growth is driven by innovation, is driven by this thing that people have in them, this extra sensory perception of wanting to do more (P8, Interview 5: line 174-176).”*

And when asked whether distributed leadership can work in school, participant answered;

*“Yes, you don’t have a choice. If you don’t have that, it means you are removing a productivity that could otherwise been achieved, by not empowering people who are supposed to execute functions, to execute the tasks (P8, Interview 5: line 18-21).”*

### **5.3.3 Theme 3: Collaborative school culture**

Participants indicated that collaboration and collegiality are the core features of distributed leadership, and is a hallmark of any healthy school. This implies that distribution of leadership roles can help to achieve collaboration in schools whereby all members of the school community set direction, plan and solve problems collectively. This is more relevant in today’s schools as the provision of quality is becoming a complex problem. This is the statement of the participants;

*“I think if people respect one another, if there is respect and trust. If you trust people that you are working with, and then it will be easy for you to do anything because whatever opinion you have, you will sit down with your people and share that and value their opinion (P6, Interview 4: line 81-85).”*

Lowe (2010: 123) argues that a successful twenty-first workplace has to become flexible, agile and collaborative. This may imply that if schools adopt inclusive leadership practices, they may well encourage all staff members to take up leadership roles. Lowe (2010:124) argues that distribution of leadership to all teaching staff can encourage innovation in teaching, and support a school culture that is based on trust, mutual respect, sharing authority and collegiality.

Participants hold that distributed leadership model presents the possibility of the best solution to school problems that is generated collectively from a holistic perspective. The following statement indicates the importance of coordinated effort;

*“Surely you will see results where there is coordination, you will see results (P8, Interview 5: line 303-304).”*



The solution is not simply about adding more leaders, but a holistic and collaborative approach to thinking about school improvement. But participants also indicated that for distributed leadership to work in creating collaboration, it depends on the personality of the principal. This is what they said;

*“It depends on personality really or how well...not educated really, but if you have open mind, and if you trust people you can allow them to do part of what you do (P5, interview 3: line 123-125).”*

And that;

*“It can be initiated by the principal. Because when you know your staff, you see the people who pick up (put) their hands and you ... you draw them in to get involved (P9, Interview 6: line 56-58).”*

Therefore school heads who are transformational should promote an atmosphere of caring and trust among the staff, and should set a respectful tone for interaction. All staff members should work together to develop the vision and mission of the school.

*“May be at certain levels we must find a situation where we say fine, we have got the structure, but they need to be tightened up if they are not working effectively, or structured to say ok you have got management, you have got EMT, you have got SMT, you have PL1 there, and this other people who are not into curriculum issues (personnel staff). But then all of these structures must dovetail and work together in a concerted effort to help develop the school (P8, Interview 5: line 133-140).”*

Harris (2004:14) maintains that distributed leadership is a form of collective leadership practice in which teachers develop expertise by working collaboratively. The job of those in formal positions (principals) is to hold the pieces of the school together in a productive relationship, to create a common culture around the use of individual skills and abilities within the school. It is evident that where teachers share

good practice and learn together, the possibility of securing better quality teaching is increased. Participants indicated this in the following statements;

*“And you know if everybody is recognized and their potentials and abilities are taken into consideration, people are bound to work, they are bound to make the institution succeed (P6, interview 4: line 72-74).”*

And also that;

*“If we take part and ne...come up with a decision, we know what is happening in the field and then we can put maybe suggestions that can help everyone (P4, Interview 3: line 155-157).”*

And that;

*“where you are given a freedom and a leeway to think, to implement, to support, to add value, you become that much more inclined to work harder because you can see one you are being appreciate for what you do (P8, Interview 5: line 265-268).”*

Participants do share in the view that distribution of tasks amongst the staff members can help create collaboration in a school and therefore bringing about interpersonal relationships filled with respect, trust and optimism.

#### **5.3.4 Theme 4: Professionally inviting culture**

Purkey and Novak (1984) write that people who have vision of excellence should create a professionally inviting culture, where leadership is based on a set of values that give its purpose and direction. When those formally appointed as leaders in schools attempt to get the rest of the staff to do what is wanted without involving them, it becomes just a lost cause in essence. Professional invitation has to do with inviting staff members to be part of the process. This involves breaking down hierarchical barriers and enables staff members to influence decisions that affect their work. Participants align with this and they indicated the importance of an

invitation by those in formal positions of authority. And if they do not invite others the opposite may be the case. This is what they said;

*“Inviting everybody abroad because every person can contribute something positive or some way of thinking that may be the other management didn’t see or didn’t even consider. So it must be open (P9, Interview 6: line 75-78).”*

And that;

*“People will feel invited (P9, Interview 6: line 81).”*

However;

*“the person who is supposed to be the manager who controls the other teachers eh, his way of leadership will determine this shared leadership. If ever he can sit down and say eh, ladies and gentleman this is our school. Eh, who, who thinks can be responsible for this who... If he calls for people to volunteer or maybe give responsibilities to all the teachers on certain areas, then it can work but now it depends on whether this particular leader in the school eh, his leadership style, is pro that idea or not” (P1, Interview 1: line 19-27).*

And what the participants see is that;

*“Most of time decisions are just made in, in closed doors without our participation. It’s like they are closing doors and opportunity for us (P, Interview 3: line 149-151).”*

Invitational theory (Purkey and Novak, 1984) is about summoning people to realize their relatively boundless potential in all areas of worthwhile human endeavor. This theory is based on a set of values namely trust, respect, optimism and intentionality. So, schools should adopt these principles of invitational theory to create a total school environment that intentionally summons success for everyone associated with the school. In this way school can reach another level of success. Invitational theory carries the message that human potential, while not always evident, is always there waiting to be discovered and summoned forth.

### 5.3.5 Theme 5: Power and authority

Participants perceive decentralization of power and authority as equivalent to distribution of leadership and the assumption is that if the principal has too much important work to do, he or she has to give some of the work and decision away to other staff members. In this way, principals decentralize responsibilities; decentralize authority and powers to all levels of practice. Participants see this as a way of fostering leadership at all levels and making sure that those leadership activities are widely shared within the school. And they believe that sharing responsibilities can help reduce the stress of being a school principal. These are the participants' statements on decentralization of responsibilities;

*"I think that is the same view but eh...so I understand that it is decentralization of leadership rather than for leadership to be centered on one person in one office like the principal's office. It must be decentralized to all the members of the staff (P3, Interview 2: line 12-15)."*

And the participants hold that decentralizing leadership has benefits because:

*"It creates opportunity for people to do managerial activity apart from just being the manager of the class, this then empowers them (P9, Interview 6: line 44-45)."*

What participants regard as important is that staff members should be actively and collectively involved and to participate in the steering of schools' activities and processes; and they need to feel that their contributions are valued. All staff members should play a key role in bringing about school improvement. But they indicated that power is still centralized at the top;

*"It's unfortunate that you still find in schools where power is still centralized at the top, but efficiency and productivity is still expected from people who do not understand what is it that is being asked of them"(P8, Interview 5: line 12-16)."*

However participants suggest that;

*“Institutions must have this overarching structure that allows for individual input without criticism or without disdain you know, eh, simply because somebody is high above you in terms of the power dynamics, the power structure, it doesn’t mean they know better than you do (P8, Interview 5: line 187-191).”*

And this is desirable because;

*“Sometimes you can undermine PL1 but he or she can come with a good opinion that will help the school to achieve better results maybe at the end of the year (outcome is learner achievement) (P7, Interview 4: line 64-67).”*

Gronn (2002:14) hold that school principals need to de-centre leadership and subscribe to the view that leadership resides not solely on them (as individuals) at the pinnacle, but in every person at any level of the school who in a way acts as a leader. Harris and Lambert (2003:4) write that this is leadership of the many rather than few. This is the extension of the boundaries of leadership by way of encouraging many people to engage in leadership activities.

#### **5.4 CONCLUSION**

This chapter discussed the findings of this study. It started by given a short description of the sample, and then provided a discussion of the different themes that were developed in the previous chapter namely working as a team, empowerment and growth of the staff members, creation of collaborative school culture, creation of professionally inviting culture, and decentralization of power. The discussion incorporated the statements made by the research participants.

The next chapter, Chapter 6 will focus on the findings, conclusions and recommendations for this study

## CHAPTER 6: FINDINGS, CONCLUSION AND RECOMMENDATIONS

### 6.1 INTRODUCTION

The previous chapter, Chapter 5, provided a discussion of findings. The developed themes were discussed reflecting what the research participants said during the interviews.

This is the last chapter and will provide the following:

Summary of chapters, findings and conclusions; and recommendations made on the basis of the findings with regard to distributed leadership in schools.

### 6.2 SUMMARY OF CHAPTERS

This study consists of six chapters which are outlined hereunder:

**Chapter one** is an introductory chapter and it presented background information of this study. It provided the motivation for this study together with the description of the problem statement. It also clarified specific concepts used in the study, and outlines the aims of the research; the research design and methodology used to collect data as well as the ethical measures to be considered when conducting research.

**Chapter two** provided a literature review which gave a theoretical framework of distributed leadership practice in schools. Different literatures were reviewed to show the length and breadth of leadership as a distributed phenomenon.

**Chapter three** dealt with the research design and the methodology used to explore teachers' perceptions of distributed leadership practice in schools.

**Chapter four** presented the raw data collected through interviews with teachers of different post levels including those in the senior management positions. The data was also interpreted and analyzed in this chapter. The construction of codes and themes was done using raw data presented in this chapter.

In **Chapter five** is where the discussion of the findings of this study has been provided. The important themes developed during data analysis have been discussed at length in this chapter.

**Chapter six** is the last chapter which will provides a summary of the research results. Based on the analysis and interpretation of the collected data, conclusions and recommendations are made in this chapter as well as the encapsulation of the salient points of the study. This chapter also highlights the future of distributed leadership in schools.

## **6.3 FINDINGS AND CONCLUSIONS**

Form the three sampled schools; this study has discovered that there are opportunities and threats in relation to the practice of distributed leadership. The threats seem to be inevitable and are inherent in such a way that they can continue to mediate against the practice of distributed leadership in schools. The findings discussed below are obtained from the literature review and after the analysis of the collected empirical data in this research.

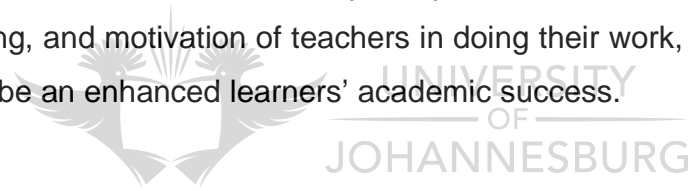
### **6.3.1 Findings from the literature review**

The following findings were obtained from the literature review:

- Distributed leadership can serve as a capacity building model whereby new leaders are created or nurtured; and can create good conditions for teacher

empowerment and growth, both professionally and personally. They can therefore make greater impact on school development and effectiveness.

- Teachers can play an instrumental role in the development of the school. When teachers are given leadership roles, they can combine their expertise, skills and efforts and successfully take the school forward.
- Team work is essential in schools and it can be a powerful stimulus for raising the school's collective capacities. Teams can be effective in solving school problems and can be instrumental in bringing about school effectiveness. School effectiveness comes as a result of cooperation between managers, teachers, parents, learners and the community.
- If a good framework is set for participative decision-making and cooperative planning, and motivation of teachers in doing their work, the resultant outcome would be an enhanced learners' academic success.



### **6.3.2 Important empirical findings**

This research has established that the distributed leadership model seems to promote the following dimensions namely:

- Teacher empowerment
- Collaborative school culture

Both these dimensions carry elements of collaborative leadership practices and these elements appear to be the key in enhancing and fostering sustainable school improvement. This is possible when leadership is not exercised by one person, but by all members of the staff.



However, it would be naïve to ignore the major threats namely the structural, cultural, and micro political barriers that exist in schools and these present difficulties to implement distributed leadership. With these barriers, it is difficult to determine whether teachers will always be willing to pursue leadership initiatives or accept the invitation to take up leadership roles. Some of the examples of inevitable and inherent threats existing in schools are;

- The leadership positions are demarcated with different pay scales. This means that they carry additional financial increments which can also be a barrier to the distributed leadership practice in schools. Harris and Muijs (2007: 128) found that some teachers want remuneration for their leadership effort.
- The existing power and authority which are attached to different positions (hierarchical structure of schools) mediate against the implementation of distributed leadership because distributing leadership roles would imply crossing the structural and cultural boundaries. Authority seems to be a status of some kind and it seems not easy for those formally appointed as leaders to simply give it away.

#### **6.4 RECOMMENDATIONS**

In the light of the findings of this study, the following would serve as recommendations, and which in turn, can be advices to the principals and those holding formal positions of leadership in schools. They can help in setting up a good climate for school functioning and make distribution of leadership roles possible within the current policy climate;

- Principals should consider using the power they get from their positions for the best interest of the school community.

- Formal leaders should know their schools, recognize the strengths and potential of their staff, and summon every staff member to realize their potential.
- All stakeholders should collectively develop the vision and mission of schools. In that way it becomes a shared vision and as a result staff members and other stakeholders develop an enthusiasm to it, and as a result they can develop a sense of ownership and belonging.
- Teamwork should be stimulated and encouraged in schools so that others can participate in the running of the school.

## **6.5 THE FUTURE OF DISTRIBUTED LEADERSHIP**

Harris (2009) writes that the educational environment in many countries has shifted so dramatically and so permanently that we urgently need to reconsider what we understand by educational leadership and educational leadership practice. This is also at the core of Pillay's (2008:122) argument that a better environment should be created where teachers are nurtured and developed as leaders in order to meet the challenges of an ever changing educational system and keep abreast with these changes. Another interesting argument is raised by Christie, Sulliman, Duku, and Gallie (2010:30) that the promotion of quality education in South Africa should always place leadership and management at the center. They argue that quality education is a collective initiative inclusive of all school stakeholders.

This may imply that the achievement of quality education could not be possible if the leadership role in South African schools is still attached to formal positions such as the principal alone. So collective effort can play a pivotal role in bringing changes in schools and this includes creating opportunities for teachers to take up leadership roles.

Emerging evidence show that distributed leadership has a greater impact upon organizational development where certain structural and cultural barriers are removed (Harris, 2008). The structural and cultural barriers in schools pose a challenge; and this was also found by Moonsamy (2010:5) in the study conducted in Kwazulu Natal, one of the provinces of South Africa, that South African schools are hierarchical and still function on the premise of traditional theories, which is bureaucratic management and leadership styles, and teachers still function in isolation.

Networking is important if schools are to transform. It is important for policy makers and school managers to acknowledge that schools are complex social organizations held together by symbolic webbing rather than formal systems driven by goals, official roles, commands, and rules. There should be connectedness of school improvement efforts, and collaborative strategies need to be developed to encourage participation.

Therefore, schools may transform through invitational education. The current policy climate in education requires that those formerly appointed in leadership position should invite others to co-perform their duties. Invitational theory is a product of the work of Purkey and Novak (1996), and is anchored on four principles namely respect, trust, optimism and intentionality and further identifies levels of functioning, choices, and dimensions involved in any human interaction. The basic goal of invitational education is to create a total school environment that intentionally summons success for everyone associated with the school. Purkey and Strahan (1995: 1-4) put forward the four basic premise of invitational education;

1. Education is a cooperative, collaborative activity where process is as important as product.
2. People are able, valuable, and responsible and should be treated accordingly.
3. People possess untapped potential in all areas of human endeavor.

4. Human potential can be best realized by places, policies, processes, and programs specifically designed to invite development, and by people who are intentionally inviting with themselves and others, personally and professionally.

These premises provide a guiding theory for school transformation. They provide a means for encouraging and sustaining membership in the school transformation process. If school can adopt these principles and adhere to them, then development can take place. Any process that lacks theoretical underpinnings is unlikely to succeed in schools. The Invitational Theory can help schools to reach another level of success. Invitational theory carries the message that human potential, while not always evident, is always there waiting to be discovered and summoned forth. It seeks to explain the nature of signal systems that summons forth the realization of human potential as well as for identifying and changing those forces that defeat and destroy potential.

## 6.6 CONCLUSION



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This research has established the important findings drawn from both the literature review and the collected empirical data. In essence both findings seem to have common elements regarding distributed leadership in relation to school effectiveness. These findings indicate that schools should adopt inclusive leadership practices which include setting a framework for participative decision-making, collaborative school culture, teamwork; and supporting cooperative planning among educators. The approach encompassing the above mentioned factors, seem to possess strong power to enhance and foster sustainable school achievements.

The challenge now is for schools to adopt the inclusive leadership practices approach so as to enhance and foster sustainable academic success. It is important that leadership roles should not be tied to one position, but should be distributed among teachers so that they also take a leading role in the running the school affairs.

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APPENDIX A

PERMISSION LETTER TO CONDUCT RESEARCH



**education**  
Department: Education  
GAUTENG PROVINCE

For administrative use:  
Reference no. D2012/140

**GDE RESEARCH APPROVAL LETTER**

|                             |                                                                                                   |
|-----------------------------|---------------------------------------------------------------------------------------------------|
| Date:                       | 12 August 2011                                                                                    |
| Name of Researcher:         | Kwinda A.A.                                                                                       |
| Address of Researcher:      | 2270 Dlamini Extension 5                                                                          |
|                             | 11 Burkea Street                                                                                  |
|                             | P.O. Tshiwelo                                                                                     |
|                             | 1818                                                                                              |
| Telephone Number:           | 011 984 5226 / 082 089 1108                                                                       |
| Fax Number:                 | none                                                                                              |
| Email address:              | kwinda.aaron@gmail.com                                                                            |
| Research Topic:             | Exploring teacher's perceptions of distributed leadership practice in selected schools in Gauteng |
| Number and type of schools: | THREE Secondary Schools                                                                           |
| District/s/HO               | Johannesburg North                                                                                |

**Re: Approval in Respect of Request to Conduct Research**

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

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

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.

1

*Making education a societal priority*

**Office of the Director: Knowledge Management and Research**

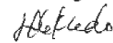
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P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506  
Email: David.Makhado@gauteng.gov.za  
Website: www.education.gpg.gov.za

*W. Makhado*

3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

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

Kind regards



Dr David Makhado

Director: Knowledge Management and Research

UNIVERSITY  
OF  
JOHANNESBURG

2011/08/12

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*Making education a societal priority*

**Office of the Director: Knowledge Management and Research**

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## APPENDIX B

### PARTICIPATION INFORMATION SHEET

**Research Topic: Exploring teachers' perceptions of distributed leadership practice in selected schools in Gauteng province**

My name is Kwinda Azwifarwi Aaron and I am a final year student for Masters degree in Educational Management and Leadership at the University of Johannesburg(UJ). I am required, as part of the requirements for the degree, to conduct a research, and I have chosen to explore the teachers' perceptions of distributed leadership practice in selected schools in Gauteng province. This school is one of the selected schools where a research should be conducted.

I therefore wish to invite you to a focus group interview and be part of this study. Your participation is entirely voluntary and you have the right to withdraw at any time. If you agree to participate, I will arrange a focus group interview at a time and place suitable for you. The interview will take about 60 minutes (one hour).

The interview may be tape-recorded if you give your consent to it, and people who will access the tapes is only myself and my supervisor. Please be assured that your name and personal details will be kept confidential and will not be attached to the report of the findings. Please note that confidentiality cannot be guaranteed in focus group discussions.

If you have any question regarding this study, feel free to contact me at the following contact details: 0820891108 or e-mail: [kwinda.aaron@gmail.com](mailto:kwinda.aaron@gmail.com). And my supervisor's name is Dr du Plessis and his contact details are: 011 559-5242 (work); 011 559-2262(fax); e-mail: [pierred@uj.ac.za](mailto:pierred@uj.ac.za).

Yours sincerely

Kwinda Azwifarwi Aaron



## APPENDIX C

### CONSENT FORM

#### Consent form for participating in the study

I hereby give consent to participate in the research. The purpose and procedures of the study have been fully explained to me.

I have had an opportunity to ask any question regarding this study as well as any additional information I wanted. I am aware that my participation in the study is voluntary, meaning I may withdraw at any time by advising the Student Researcher of my decision, and there is no penalty involved.

I was also advised to contact the student researcher, Kwindá Azwifarwi Aaron at 0820891108 or e-mail him [kwindá.aaron@gmail.com](mailto:kwindá.aaron@gmail.com) or his supervisor Dr du Plessis at 011 559-5242 (work), and 011 559-2262 (fax).

With full knowledge of the foregoing, I give my consent to participate in this study and to be audio recorded when necessary. And I understand that my confidentiality will be maintained all the times.

**Signature:** \_\_\_\_\_

Participant

**Date:** \_\_\_\_/\_\_\_\_/2011

## APPENDIX D

### INTERVIEW QUESTIONS

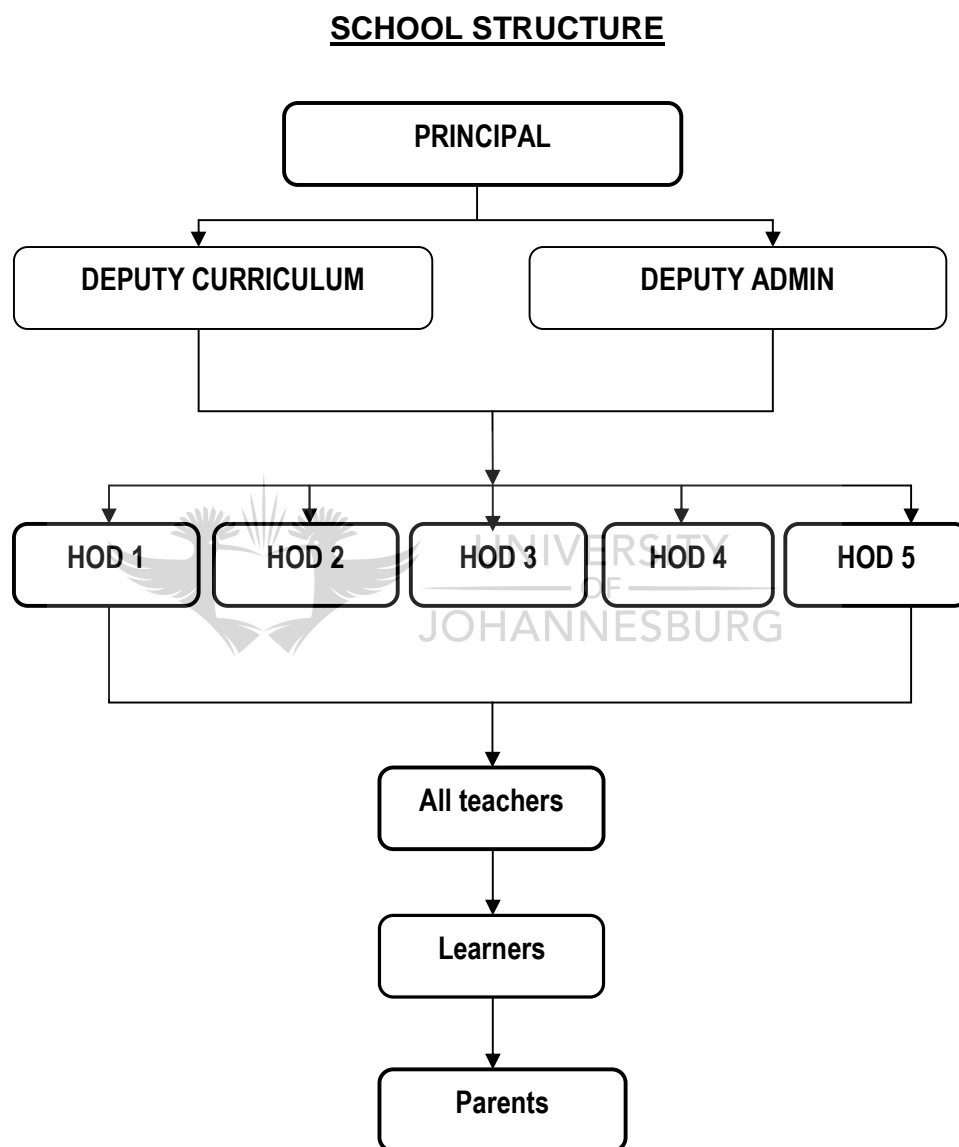
The four main questions asked during the interviews:

1. What do you understand about distributed leadership?
2. Can it work in schools?
  - If it can work, how to facilitate it? How to distribute leadership amongst staff? Which individuals and groups are to be brought into leadership or seen as contributors to it? Which climate is conducive for distributed leadership in schools?
  - If it cannot work, what are the obstacles?
3. How wide should the boundaries be set?
4. Should the present post level structures be change?



**APPENDIX E**

**MANDATED STRUCTURE OF THE THREE SAMPLED SECONDARY SCHOOLS**





# INTERVIEW 1

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## INTERVIEW 2

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OF  
JOHANNESBURG



## INTERVIEW 3

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## INTERVIEW 4

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# INTERVIEW 5

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## INTERVIEW 6

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# INTERVIEW 7

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