THE PRINCIPAL AS ENTREPRENEUR

IN THE MANAGEMENT OF SCHOOLS

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"OH MY GREATNESS!!! I can't believe I've actually done it!!!"

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DEDICATION

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ABSTRACT

In South Africa, after 10 years of democracy there exists a number of good schools, with excellent facilities producing very positive academic outcomes. At the same time, however, there are also a number of schools that are patently dysfunctional, employ very poor academic practices and achieve very poor academic results. Financial resources allow learners to fully participate in their education. With sufficient financial resources, which are effectively and efficiently managed, schools are able to provide learners with access to textbooks, technologically advanced facilities and among others, motivated educators that are able to provide special attention to learners' needs. Funding therefore, and the allocation and management of resources are key mechanisms to addressing existing disparities in South African schools. Although the South African government has a responsibility to provide for public schools out of funds appropriated for this purpose by the provincial legislature, these funds are insufficient for schools to deliver quality education purported in the policy documents. As a result, additional school funds have to be raised to supplement the state's contribution. Thus a huge need exists to entrepreneuralise the practice of educational management. School principals embracing the entrepreneurial spirit, with respect to the management of their schools, have the ability to make a massive contribution to the overall economic well-being, development and growth of their respective schools, and in so doing realise educational transformation.

A quantitative study was used to establish the perceptions of educators and principals regarding what it means to be entrepreneurial in the management of schools. Items to measure variables that emerged as important determinates of what principals can do to use entrepreneurship to improve the management of their schools, was constructed and compiled into a questionnaire.

The results of the research point to a number of challenges concerning the entrepreneurial capacity of principals in the effective, efficient and economic

management of their schools. Among others, it was found that leadership and management skills are critical success factors to entrepreneurial success. In addition to this it was also found that a school does not need to run like a business for the process of entrepreneurship to be successful, but that it does, however, require a paradigmatic shift in the thinking of school managers. From the empirical research it was found that current principals do in fact have the attitudes and abilities common in entrepreneurs, which implies that potentially, principals are able to engage in entrepreneurial activities, however, this is not converted into a reality.

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CHAPTER ONE

INTRODUCTION AND CONCEPTUALISATION OF THE PROBLEM

1.1 INTRODUCTION

The past educational system of South Africa was based on racial inequality and segregation and therefore it became necessary for South Africa to adopt a new national system for schools that would redress past injustices in education and provide for a uniform system of organisation, governance and funding of schools (South Africa, 1996(b)). Since 1994, within the broad context of transformation, the vision and direction of the South African education system has been changed through a series of policy initiatives. These initiatives corroborate that the South African government is committed to providing an educational system that gives greater access to education, adresses quality of education and ensures redress for past injustices. The policy also makes reference to the provision of equal opportunities for all and the accompanying accountability of all stakeholders, including learners, educators and parents to society. From the above, it is evident that the legacy of the apartheid past has to be transformed from an autocratic, ethnically and racially based education system, to one that emphasises human rights, democracy, peaceful coexistence, equality development and quality education. Funding and the allocation and management of resources are key mechanisms for addressing the existing disparities and so entrepreneurship as a concept can make a significant contribution to the way in which a school's resources are raised and managed.

1.2 RATIONALE FOR THE STUDY

In South Africa after 10 years of democracy, there exists a number of good schools, with excellent facilities producing very positive academic outcomes (Pandor, 2004). At the same time, however, there are also a number of schools that are patently dysfunctional, employ very poor academic practices and

achieve very poor academic results (Pandor, 2004). A survey conducted by Research Surveys in 2005 (http://www.Biz-community.com/Article/196/19/5636 .html), in conjunction with e-TV, has shown that the general public's perception of schools and their attitude towards the state of education in South Africa is generally poor. In fact, 64% of South Africans in metropolitan areas in the survey agreed that if they could send their children to private schools rather than public schools, they would. The main reasons cited for this was that in private institutions, it was held that there existed better school facilities, resources and discipline structures than their public counterparts.

Financial resources allow learners to fully participate in their education. How? Financial resources are needed to address teacher learner ratios influencing class size, learner support services in the form of counseling and aiding those with special needs and literacy problems, teacher morale in terms of the support they receive, their generally accepted poor professional salary and their ever increasing workload. With sufficient financial resources, which are effectively and efficiently managed, schools are able to provide learners with access to textbooks, technologically advanced facilities and among others, motivated educators that are able to provide special attention to learners' needs. All this builds within learners a sense of self-esteem and improves their chances of a successful future. It is thus clear that funding, and the allocation and management of resources remain key mechanisms for addressing existing disparities in South African schools. Although the government has a responsibility to provide for public schools out of funds appropriated for this purpose by the provincial legislature (South Africa, 1996(a): Section 12), these funds are insufficient for schools to deliver quality education purported in the policy documents. As a result, additional school funds have to be raised to supplement the state's contribution as provided for in Section 36 of the South African Schools Act (South Africa, 1996(a)). Due to the economic status of thousands of parents in South Africa, such funds in the form of school fees are often unattainable and thus more ingenuitive ways of raising funds need to be

explored to ease this ever-increasing burden from parents (Moloi, 2002; Bisschoff & Mestry, 2003; http://www.schoolmanagement.blogspot.com).

In addition to this problem of funding, a further reason for many of the disparities, against the backdrop of equality, is the lack of effective management practices employed by both school principals and school governing bodies. Added to this is the lack of accountability structures implemented by government with regards to school funding. Many principals currently in South Africa, according to new national and provincial policy frameworks, seem to be under-prepared for their new roles. The building of a single, inclusive education system which, will redress past inequalities and provide for the needs of all learners in South Africa (South Africa, 1996(b)), will require committed and sustained resources, both in the financial and human fields. Thus, there is a need for effective school governance, since the manner in which these resources are organised and managed will have a significant impact on the system's ability to overcome existing barriers to learning and development.

 According to Section 16 of the South African Schools Act, governance refers to the manner in which a school is managed and controlled and is vested in the school governing body (SGB). The functions of the SGB in terms of school finances are relatively clear cut. The functions of the principal, however, in terms of school finances are a little bit more difficult to determine, mainly because there is no chapter in the Schools Act that deals specifically with their duties and responsibilities. In order to determine the principal's functions, one has to study the Act as a whole and draw out of each section that which is pertinent. In Chapter 1 of the Schools Act, Section 16(3), a principal is defined as an educator appointed or acting as the head of a school. In this capacity, the school principal is responsible only for the professional management of the school and not as it is often assumed, the governance of the school. Professional management, implies that the principal's main function is that of administrating the operations of the school entity (Blanford, 1997: 37). Governance, as already noted above, is vested in the school governing body, and according to Section 19(2) the school

principal is under obligation to render all necessary assistance to this body in the performance of its functions. To ensure this obligation, the principal in their official capacity receives automatic membership to the governing body and according to Section 23(1)(b), has the ability to contribute to all the functions of the governing body, including that of financial management, has full voting rights and must adhere to the governing body's code of conduct. School principal's therefore have an integral part to play in the management of a schools resources in an effort to promote the best interests of the school and to strive to ensure its development through the provision of quality education for all learners at the school (South Africa, 1996 (a): Section 20(1)(a)). Many school principals, however, have gained their positions not as a result of their entrepreneurial ideas, their ability to inspire creative thinking or their ability to define and implement shared vision, but rather because of exemplary performance in the classroom (Foskett & Lumby, 2003:135). The problem with this is that these entrepreneurial abilities are precisely what principal's in South African schools need today (Peck, 1991: 510).

The field of entrepreneurship (Nieman, Hough & Nieuwenhuizen, 2004: 8) which studies the practices of entrepreneurs, their activities, characteristics, economic and social effects and the support methods used to facilitate the expression of entrepreneurial activity can make a significant contribution to the way in which a school's resources are raised and managed and there is thus a need for school principals' in South Africa to engage in entrepreneurship. According to Peck (1991:516) school leaders who become entrepreneurial are committed to educational reform and rather than promoting their own ideas, have the ability to help teams of educators create powerful shared visions to bring about dramatic change in their host institutions. Is this not precisely what needs to happen in South African schools today? Kanter (1983:27) describes entrepreneurs and their organisations as "… those that operate at the edge of their competence, focusing more of their resources and attention on what they do not yet know, than on controlling what they already know. They measure themselves not by the standards of the past but by visions of the future and they do not allow the

past to serve as a restraint on the future". It has already been noted that South Africa has a history of gross inequality and that this has been one of the main contributing factors to existing disparities. Entrepreneurship may thus be the concept that will allow school principal's to break free from the past and move forward.

Entrepreneurship and management are related. Not all entrepreneurs are good leaders or managers, but leadership and management skills are critical success factors to entrepreneurship. Entrepreneurship, in reality, is an approach to general management that begins with opportunity recognition and culminates in the activities of planning, organizing, leading and control (Van Aardt & Van Aardt, 1997). The problem is thus one of educational management and since their exists no single generally accepted definition for educational management, I for the purpose of this dissertation would like to use Glatter and Bush's definitions. Glatter (1979:16) argues that educational management is concerned with the internal operation of educational institutions, and also with their relationships with their environment, that is, the communities in which they are set, and the governing bodies to which they are formally responsible. What Glatter is basically saying is that school principal's will have to engage with both the internal and external environment in leading their institutions. Entrepreneurship requires the acknowledgement of both these environments for it to be successful. Further-more Bush (2003:1) argues, that educational management has to be centrally concerned with the purpose or aims of education since these provide a crucial sense of direction and underpin the management of educational institutions. Changing South Africa's education system will only be possible if there is harmony between the vision for transformation and the day-to day realities of those working in the system (Department of Education, 1996). Thus, according to Bush, unless there is a clear link between aims, strategy and operational management there is a danger of 'managerialism', which is a stress on procedures rather than on educational purpose and values. This therefore, calls for school principal's to develop a distinctive vision for their schools with clearly articulated and specific aims, a contributing factor of entrepreneurship.

It is clear from the above that educational management and leadership is a complex issue. As a result, I believe it necessary to investigate the possibilities of entrepreneurial educational leadership so as to determine what it might bring to the educational transformation process in South Africa.

1.3 STATEMENT OF THE PROBLEM

The increasing pace of global change has forced a radical rethink in the field of education. Change in education implies learning, growth, renewal and organisational development. Since the political change in South Africa in 1994, all facets of society have been influenced including that of education. The values, traditions and practices of the apartheid era that had served over decades, are no longer relevant in the country and South African schools have to adopt a completely new management mindset. This view has been reiterated by leading educational management specialist Tony Bush, where in his preface to the book Leadership and Strategic Management in South African schools, states that "The dramatic changes in South Africa in the past decade have seen a clean break with the past and a recognition that the future depends on an education system which develops the full potential of all children and young people, regardless of their colour, race, gender or location" (Bush, Coleman & Thurlow: 2003). In an attempt to work towards these changes, principals and their role in terms of the management of schools requires a break from traditionally perceived roles (Pandor, 2004). As part of their professional duties principals among others, are responsible for allocating, controlling and accounting for the financial and material resources of the school (Blanford, 1997:37). An entrepreneurial approach in this respect can make significant contributions concerning the changes necessary in education at present.

Most attempts at change in education seem to fail, and failure means frustration, wasted time, feelings of incompetence and lack of support and disillusionment (Fullan, 1982). Most of us are able to associate with these sentiments, but if we

are to assist in improving the quality of education provided by an institution and this means addressing problems of management, then we must be able to help bring about change in our host institutions.

In light of the preceding discussion the problem can be encapsulated by the following research questions:

- o What is entrepreneurship and its relation to school management?
- o What are the perceptions of educators regarding the principals' role in entrepreneurship?
- o What guidelines would assist principals' in their role as an entrepreneur and the management of their schools?

It is my belief that if school principals embrace this entrepreneurial spirit with respect to the management of their schools, the outcome could result in overall economic well-being, development and growth for the school, and the realisation of educational transformational objectives. Naledi Pandor, South Africa's Minister of Education, is committed to the above and has stressed that if school principals are to achieve transformation, there needs to be a fundamental shift in the way a school principal is defined and in their form of accountability to all South Africans (Pandor, 2004). As a result I believe that an investigation into the perceptions of educators and principals regarding their entrepreneurial role, important. Having demarcated the research problem it is now necessary to state the aims of this research.

1.4 AIMS OF THE RESEARCH

The general aim of this study is to investigate the role of the principal as entrepreneur in the management of public schools.

In order to attain this general aim the following specific objectives need to be accomplished:

o to conceptualise entrepreneurship and to establish the relationship between entrepreneurship and school management;

o to investigate the perceptions of educators and principals on the role the principal as entrepreneur plays; and

o to provide guidelines as to how principals can use entrepreneurship to improve the management of their schools.

Following the discussion of the problem and the statement of the aims, the method contemplated to research the problem of entrepreneurship and its relation to school management will now be discussed.

1.5 METHOD OF RESEARCH

In order to achieve the aims and objectives of the study, a literature search will be conducted in order to clarify the concepts of school management and entrepreneurship in the South African context. According to Creswell (2002:87), the purpose of a literature review is to emphasise the importance of the research problem; support the concepts used in the study; provide the basics for the research questions and assist in explaining the results of the study.   The information gleaned from the literature will be used to formulate questions relating to the use of an entrepreneurial approach as a method of improving school management.

A quantitative study will be used to establish the perceptions of educators and principals regarding what it means to be entrepreneurial in the management of schools.   The researchers (Mouton, 2001:7; Creswell, 2002:5) describe quantitative research as a process of developing explanations for relationships among variables or of describing trends in terms of responses from participants of a study. Items to measure variables that emerge as important determinates of what principals can do to use entrepreneurship to improve the management of their schools, will be constructed and compiled into a questionnaire. The format of the questionnaire will consist of two sections, Section A will comprise of

questions relating to personal and general information while section B will comprise of questions concerning the core component, entrepreneurship under investigation.

The questionnaire will be administered to a sample that is representative, adequate in size and drawn on the ground of unprejudiced equality. The population about which generalisations will be made can be defined as all public schools in the Gauteng Province of South Africa. Using a systematic sampling technique, a sample will be drawn from all public schools in the Gauteng province. This will ensure that all public schools in Gauteng will have the same probability of being drawn and will eliminate any of my own biases with regards to choice of schools. Questionnaires will then be distributed to these schools and the data collected. Statistical analyses of the results will then be performed on the data collected using the SPSS statistical package and support from STATKON will be secured.

The choice of research method will of necessity demand from the researcher certain ethical considerations, on which attention will now be focused.

1.6 ETHICAL ASPECTS

The research I propose, will be conducted in such a manner that the ethical code of the University of Johannesburg will be upheld at all times. Firstly, the necessary permission to conduct research in sampled schools under the jurisdiction of the Gauteng Department of Education will be made. Also respondents will be fully aware of the purpose of the research and the way in which the information will be used. This will be made possible by a cover page on the questionnaire (See Annexure A), which will highlight important points. There are no foreseeable risks associated with the research and respondents will be free to access to the research report once it is completed. In addition to this the utmost respect will be upheld for the autonomy of the participant, the basic rights and dignity of the individual, and the confidentiality of individuals under all

circumstances. Also informed consent from participants will be obtained and their right to withdraw from the study at any stage confirmed. In all aspects participants can expect the highest degree of professionalism by the researcher.

Having considered and discussed the ethical considerations pertaining to the study, certain pertinent concepts that will be used throughout the study will now be clarified.

1.7 CLARIFICATION OF CONCEPTS

1.7.1 Entrepreneurship

The word entrepreneur originated, by combining two French verbs, "entre" meaning to enter and "prendre" meaning to take, together. As a result for the past 200 years the expression "entrepreneur" has been used to describe a person who both starts, owns and runs a business (Small Business Development Corporation, 1993). The Oxford English Dictionary defines the term as one who organizes, manages, and assumes the risks of a business enterprise. From the above it is thus clear that an entrepreneur, from an economic perspective, is a person who undertakes to search for business opportunities, brings them together to achieve desired results and shares in the profits. Also then by the same token, entrepreneurship is the emergence and growth of new business.

That being noted, it is often said that confusion reigns in the field of entrepreneurship because there is no consensus on the definition of an entrepreneur and the boundaries of the paradigm (Nieman *et al.*, 2004: 9). For the purpose of this dissertation, however, entrepreneurship is defined as any person who has the ability to search the environment to identify opportunities for improvement, to mobilise resources and implement action to maximise those opportunities. In this wider sense the term is able to include school principals, since anyone able to perform these functions can be regarded as an entrepreneur.

1.8 OUTLINE OF THE STUDY

In chapter one an introduction to the study has been provided. It has outlined the contextual and theoretical framework guiding the study and has provided the rationale for and the value of the study.

Chapter two consists of a literature review of the concept entrepreneurship. Here literature pertaining to entrepreneurship is explored and related to the school context in order to conceptualise the problem.

Chapter three details the research methodology of the study. It depicts the research design to be used to gather empirical information as well as how the data is to be analysed and what the intended purpose of the data will be.

Chapter four provides an analysis and discussion of the results of the study.

Chapter five outlines the major conclusions and recommendations drawn from the study relative to the aim of the study.

1.9 SUMMARY

It is clear that effective management, of all areas in schools, is essential for them to achieve the wide range of objectives, they not only set for themselves but also have set for them by the Ministry of Education. One of the main challenges facing South African schools in responding to new educational policy and legislation is learning to manage and govern their resources effectively. This alludes to the concept of entrepreneurship, and points towards schools becoming more efficient and effective but that the extent of this depends largely on the nature and quality of internal management. Thus, a huge need exists to entrepreneuralise the practice of educational management. Once research and investigations have been conducted, perhaps the development and implementation of entrepreneurial skills may be the solution to the problems

many school management teams experience with respect to the management of their schools and the provision of quality education to their learners.

The necessity for the research study has been established in this chapter. The next chapter will concentrate on the literature review to provide a basis for this investigation.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 INTRODUCTION

In order for people to participate fully, not only in their own lives but also those of their future families and that of their country, they need to be able to develop a vision of the future for themselves. This vision can be conceptualised through education.   Because humans are social beings who live in communities, education can be seen as a collective need (Cronje, Du Toit, Mol, Van Reenen & Motlatla, 1997: 7). In an increasingly global economy, an educated workforce, especially in South Africa is vital to the development and maintenance of a non-discriminatory and competitive society.

 Schools can be classified as need satisfying institutions that are non-profit seeking (Knight, 1993: 16). This means that they receive government subsidies but differ from other need satisfying organisations in that they provide their services without seeking profit. The continued existence of such institutions therefore depends on the financial support of those members of the community who require their services (Cronje *et al.*, 1997: 21). This is also true for the school. Although schools are non-profit seeking, they function on the same basis as business organisations in that they seek a surplus of income over expenditure in order to improve the service they provide. To simplify this statement, schools are profit-conscious, although not profit-orientated.

In South Africa, funding of education is determined by government. Learner numbers and the unit cost per learner that is received, determines the total income available to the school and sets a ceiling on the quality of education it can provide (Knight, 1993: 80). In an effort to provide this quality education, South African schools have joined many countries across the world in a shift towards self governance or decentralisation (Bush, 2005: 2; Knight, 1993: 7).

The ultimate logic to this is that schools, to increase their effectiveness will want more control over their level of funding. The enactment of the Schools Act in 1996 (South Africa, 1996(a)) effectively placed schools in the hands of the school community ….. who best understand the needs of the students and the local community (Vandeyar, 2002: 93). The objectives of decentralisation of management to schools are to increase efficiency in resource usage; to increase effectiveness of schools in terms of the quality of teaching and learning; to bring about greater responsiveness to parents and learners; and to promote parental choice (Caldwell & Spinks, 1988; Levacic, 1995). This understanding resulted in the governance and management of schools being devolved to school governing bodies and school management teams respectively of which the school principal became an automatic member.

Society expects schools to prepare children for employment in a rapidly changing environment. Educators and their respective school management teams are the people who are required to deliver these educational standards. Principals have the task of not only arousing and motivating educators within the school in order to obtain sustained commitment and performance that is extraordinary for the greater good of the school and the community it serves, but also as members of the school governing body, have the added task of being a part of the management of the school in terms of, among others, school finances. Financial tasks are delegated to principals and with regards to such issues, are accountable to the SGB (Mestry, 2004). These tasks are not easy but evidence over the last 20 years has consistently pointed to the fact that the most important single factor in the success of a school is the quality of the leadership of the head (Sammons, 1995).

Unfortunately money in terms of being a financial resource, allows learners to participate more fully in their education. This in turn builds self-esteem and as a result improves a learner's chances of a more successful future. Government funding of schools in South Africa is woefully inadequate (Naidoo, 2005) and due to the economic status of thousands of parents and the general

economy of South Africa, funds in the form of school fees are often unattainable. The only means by which schools are able to increase their level of funding, is through income generation and fund-raising (Maruma, 2005). As a result, school principals need to engage in active entrepreneurial activities to raise additional funds through among others, sponsorships, donations and corporate business. Many principals, unfortunately either have very little knowledge or lack the necessary skills to secure these types of additional resources. The reason for this is that historically, a school principal was a senior colleague with expert teaching skills who led a team of educators by example. Today, this concept has ceased to exist as the position of a principal can now be compared to that of a managing director of a corporate company, whose product is education and whose clients are learners' and parents (Blanford, 1997: 57). Furthermore, Foskett and Lumby (2003:135) observe that training and development is a pre-requisite for decentralisation to succeed, since principals in general have minimal training beyond that of teaching and learning.

A huge challenge and responsibility thus rests on principals to lead their schools effectively and this includes being entrepreneurial. School leaders all over the world in fact, are under increased pressure to apply business approaches to their schools to bring about the change necessary to meet the demands of the new globalised world (Anderson & Coleman, 2005). Schools are experiencing change like never before and any attempt at changing a complex system like that of education, especially in terms of finances, requires an entrepreneurial approach.

Thus having introduced the problem, a discussion of the essence of entrepreneurship and its history will now follow. This will provide the appropriate background to understanding entrepreneurship and what it entails with respect to the management of the school and the role of the principal.

2.2 ENTREPRENEURSHIP

2.2.1 The essence of entrepreneurship

The role of entrepreneurship in society has changed drastically over the last half century, and as a result has become an economic phenomenon worthy of attention (Acs & Audretschl, 2005: 3). What these authors allude to here is that it is generally accepted that entrepreneurship promotes a country's economic growth and development. In fact, economic development can be directly attributed to the level of entrepreneurial activity in a country (Nieman *et al.*, 2004: 4). It therefore follows that entrepreneurship is accepted as one of the instruments able to generate prosperity in a rapidly changing environment (Maas & Fox, 1997: 2). Entrepreneurship is thus important for societies to generate economic growth and ensure economic and socio-economic development. In South Africa, government has recognised the contribution that entrepreneurship can make and subsequently have included it into the school curriculum (Gouws, 2002; Burger, O'Niell & Mahadea, 2005).

Entrepreneurship is now politically popular and essentially a charismatically charged term (Curran, 2000), that is often propagated as the solution to unemployment and economic growth.   As a result the amount of entrepreneurship literature and the vast array of entrepreneurial activities in the field have expanded to massive proportions. Entrepreneurship thus, as a field of study has attracted specialists from a wide range of disciplines. It thus follows that, reaching a consensus on the definition of an entrepreneur becomes problematic as academics and researchers all define entrepreneurs from their individual disciplines (Filion, 1997). For instance, economists emphasize the classic models of economic behaviour and innovation, the behavoiurists the characteristics and profiles of entrepreneurs, the management specialists the resourcefulness and organizing capabilities of entrepreneurs. Although all these perspectives compound intellectual confusion and ignorance, these differences need not create confusion since if one compares these definitions, remarkable

similarities emerge. The following provides examples of these definitions and their subsequent similarities.

"An entrepreneur is an individual who establishes and manages a business for the main purpose of profit and growth. The entrepreneur is characterised principally by innovative behaviour and will employ strategic management practices in business." (Carland, Hoy, Boulton. 1984: 354 – 359)

"The distinguishing factors of entrepreneurship are most strongly innovation, and then opportunity recognition and growth in a business." (Watson, 2001: 50)

"An entrepreneur is someone who creates something new with value by devoting time and effort, and assumes the accompanying financial, physical and social risks, and receives the resulting rewards of monetary and personal satisfaction and independence." (Hisrich & Peters, 1998)

"Entrepreneurship is the process of creating or seizing an opportunity and pursuing it, regardless of the resources currently controlled." (Timmons, 2000)

The Oxford Dictionary for the Businesses World (1993), defines an entrepreneur as a person who undertakes to supply a good or service to the market for personal profit. Investing personal capital in the business and taking on the risks associated with the investment. It has been said that the initiative of entrepreneurs creates a societies wealth and that governments should therefore establish conditions in which they will thrive.

Taking key concepts from these definitions, one is able to identify some important aspects of entrepreneurship and the entrepreneur.

- It has something to do with identifying an opportunity
- Innovation and creativity or something new is required
- It involves taking risks
- It involves being rewarded
- It involves management

In this research study, entrepreneurship is defined as any person who has the ability to search the environment to identify opportunities for improvement, to mobilise resources and implement action to maximise those opportunities. This

definition holds the promise of growth, expansion and long-term financial gain, but only to those individuals who have the insight, initiative, perseverance and willingness to accept risks to utilize the identified opportunity. This definition thus has the ability of including the principal of a school in terms of their professional management responsibilities and the contribution they can make in terms of financial management. A more detailed analysis of the role the school principal can play in terms of entrepreneurship will follow after the investigation of how entrepreneurship has developed and how its focus has changed over the past decade.

2.2.2 The development of entrepreneurship

Entrepreneurship as an academic field of study is quite young and has developed quite significantly since the 1980's (Finkle & Deeds, 2001). Before this particular date, entrepreneurial literature was mostly fragmented and focused mainly on the study of the personal traits of the entrepreneur (Acs & Audretschl, 2005: 4; Fayolle, Gaily, Lassas-Clerc & Whitcanack, 2005; Krueger, 1993). Today, entrepreneurship, and the impacts of entrepreneurship on society, are the subject of a growing body of research primarily in the disciplines of among others economics, management, finance and strategy (Acs & Audretschl, 2005: 3).

The first course in entrepreneurship was apparently offered at the Harvard Business School in 1947 by Myles Mace and dealt primarily with small business management (Acs & Audretschl, 2005: 21). The 1980's, however, characterized an explosion in the field of entrepreneurship that spilled over into almost all the social and management sciences. The transition was marked by two major events. Firstly, the publication of the first ever encyclopedia containing state of the art information in the field, and secondly, the first major annual conference (The Babson Conference) dedicated to research in the field (Nieman *et al.*, 2004: 7). The first doctoral graduates in entrepreneurship also appeared in the 1980's. The vast majority of those interested in the field were from disciplines other than entrepreneurship, and the study of entrepreneurship was not their main field of

activity (Nieman *et al.*, 2004: 7). Now, more people are devoting time and effort exclusively to entrepreneurship and the number of universities offering entrepreneurship courses and the widespread interest in entrepreneurship in society, is increasing dramatically (Acs & Audretschl, 2005: 28).

So then, what does the future hold for entrepreneurship as a field of academic study? According to Cooper, in a paper entitled "Entrepreneurship: The past, the present, the future", progress in the field will depend on the continued development of the intellectual base of the field and the ongoing creation of effective teaching materials. Also, Cooper believes that student interest in the field and the availability of career opportunities in entrepreneurship which offer career prospects that are interesting and rewarding must be supported, mentored and encouraged for entrepreneurship to continue (in Acs & Audretschl, 2005: 32). Entrepreneurship is a field of study only in its infancy. The following section addresses the link between entrepreneurship, management and leadership.

2.2.3 Entrepreneurship, management and leadership

One academic recently posed the question at a conference in South Africa whether there was any difference between entrepreneurship, management and leadership (Nieman *et al.*, 2004: 13). The answer is rather elementary. All entrepreneurs are not good leaders or managers, but leadership and management skills are critical success factors to entrepreneurial success. In fact, one can go as far as to say that entrepreneurship, in reality, is an approach to general management that begins with opportunity recognition and culminates with the exploitation of the opportunity (Sexton & Bownam-Upton, 1991: 12). If entrepreneurship is accepted as an approach to general management that is based on opportunity recognition and exploitation, then ownership of a business ceases to be a factor and being employed in an organisation does not preclude one from being an entrepreneur. These entrepreneurs are referred to as "intrapreneurs". Intrapreneurs are individuals who create innovation within existing organizations and clearly must be leaders (Pinchot, 1985: 33; Urban,

2005). It thus follows that school principals as leaders in existing schools, can engage in entrepreneurial activity in this context.

As already noted, entrepreneurship is accepted as one of the instruments able to generate prosperity in a rapidly changing environment. In the context of the school, government needs to innovate principals who not only support its efforts, but who give direction and find new ways of doing what is needed to deliver education effectively and efficiently. A paradigm shift is thus required of the South African school principal operating in the public school system. School systems need to change from being closed and dedicated to fulfilling the whims of the government to become more open and responsive to the environment in and to which it delivers the service of education (Maas & Fox, 1997: 2).

There are important differences between the entrepreneurial and managerial functions that have to be performed, as well as the expertise and competence with regard to each (Nieman *et al.*, 2004: 13). Entrepreneurs in established organizations, or intrapreneurs, to be effective, must possess the skills of both the entrepreneur and the professional corporate manager. Entrepreneurial functions include innovative thinking and the identification of opportunities, planning and establishment and or growth of the institution, and the application of resources. Management of the institution involves the managerial functions of planning, organising, leading and control. The entrepreneur in their management task has to manage the various business functions, such as finance, marketing, production, purchasing, administration, human resources and public relations (Nieman *et al.*, 2004: 13). This is also true for the school and its principal.

At this point I think it is important to distinguish leadership from management as the difference lends itself to the case. Although leading and managing are related they are by no means the same. Management is much broader in scope than leadership. Management focuses on non-behavioural aspects such as the systematic selection of goals and objectives, the development of strategies to achieve these goals, the design of the organisation and the control of the

activities required to attain these goals. In contrast, leadership focuses on behavioural aspects such as energising people to change and to steer the organisation in a certain direction (Smit & Cronje, 1992: 286). In a nutshell leadership is the ability to influence others to cooperate willingly, while management includes leadership but also involves planning, organising and controlling.

It thus follows that in the context of the school, effective leadership and guidance is essential if the school is to achieve its goals and objectives. There is no single correct definition for leadership and so I choose to define an effective leader as "One who is able to guide him, or herself and others through various situations toward the betterment of all." (Stoner, 1989: 459). This means that principals need to take into account the entire interactive system of environmental factors, individual developmental needs and tasks and school aims and potentials and bring these into their leadership style. This in essence is what entrepreneurship is all about. In a simplistic form – entrepreneurs cause entrepreneurship, however, an initial factor that sets into motion entrepreneurial activity is the psychological predisposition of the entrepreneur (Bygrave, 1989: 14). The dominant issue obstructing entrepreneurial leadership in schools at present, are principals themselves (Knight, 1993: 46). The degree to which a school principal will thus engage in entrepreneurial activity will depend on their view of what entrepreneurship entails and the role they should play with regards to the phenomena. Often, not all principals are equipped to perform these functions and roles and are thus hesitant to engage in entrepreneurship (Knight, 1993:49). Solomon, Duffy and Tarabishy (2002), have a solution to this problem since they have found empirical evidence to suggest that relevant entrepreneurial skills can be taught and learned (Gorman, Hanlon & King, 1997). Thus with the necessary training, principals can develop the confidence to engage in entrepreneurial leadership within their schools.

Having understood the need for entrepreneurship in the management of a public school and having distinguished between management, leadership and

entrepreneurship, let me now move my attention towards the success factors that are linked to entrepreneurship and how these can be operationalised into the management of schools by principals.

2.3 ENTREPRENEURSHIP AND THE MANAGEMENT OF A PUBLIC SCHOOL

2.3.1 The success factors linked to entrepreneurship

A vast number of research studies have been undertaken to identify the characteristics of a successful entrepreneur, and to date no single researcher has been able to pinpoint the exact personality traits that will predict whether one will be successful or not as an entrepreneur (Crous, Nortje & Van der Merwe, 1995; http://www.bizmove.com/other/quiz.htm#q2; Moolman, 1996; Bird, 1989; http://www3.interscience.wiley.com:8100/legacy/college/kaplan/0471203823/ass essm; Carland *et al.*, 1984;). Successful entrepreneurs do, however, have certain entrepreneurial success factors or personal characteristics, as well as managerial success factors or skills in common (Nieman *et al.*, 2004: 14). In addition to these private sector success factors, four different factors that can contribute towards the successful implementation of entrepreneurship in the public sector have also been identified (Du Toit, 1990: 55). They are individual factors, external environmental factors, organisational support and the creation of a shared vision. The public sector differs significantly from that of the private sector in that it operates in an environment with a unique value system. Values of particular importance include public accountability, efficiency, responsiveness, social equity and the application and upholding of individual rights. What follows is an exposition of some entrepreneurial and managerial success factors and how they link to the implementation of entrepreneurship in the school.

2.3.1.1   Entrepreneurial success factors

One must not generalize too much about entrepreneurs, as it is often too easy to see them as a race apart. One needs to remember that entrepreneurs come in all shapes and sizes and there is little that is standard about them, apart from the entrepreneurial things they do.   Seven entrepreneurial success factors have been identified for the private sector (Nieman *et al*., 2004).   They are creativity and innovation, risk orientation, leadership, human relations, attitude, perseverance and commitment. These seven success factors and how they link to the four public factors will now be discussed in terms of what they are and how they can contribute towards the successful implementation of entrepreneurship into public schools by principals.

2.3.1.1.1 Creativity, innovation and individual abilities

The first success factor is creativity and innovation. Creativity is the generation of new and useable ideas to solve any problem or use any opportunity (Amabile, 1996: 36).   Creativity involves the adjustment or refinement of existing procedures or products, the identification of opportunities and the identification of solutions to problems. Basically it involves new ideas. Any application of new ideas is based on innovation. Creativity is used to refine ideas, identify problems and find the accompanying solutions (Bird, 1989: 56). In the long term, any organisation's success is determined by the degree to which good ideas can be generated, developed and implemented.   This is therefore also true for the school.   Creativity consists of people being open to new ideas and new approaches to the organisation, and focusing on what can be done differently to ensure success in the organisation. In other words, effective entrepreneurs take the initiative to solve problems in a unique manner.   Creativity underlies innovation and leads to innovation, which then brings about change in the organisation.   An individual's ability to think creatively points to creativity, and innovation is the utilization of creative abilities when establishing something new (Nieman *et al*., 2004: 15).

It therefore follows, that if school principals' are committed to bringing about educational change as discussed earlier in this chapter, then they need to tap into the realm of creativity and innovation in terms of the management of their schools. Many school principals may believe that they are not creative or innovative and are therefore unable to fill the role. Individual abilities, however, are although to some extent innate, for the most part can be enhanced through education, training and practical experience (Du Toit, 1990: 55). School management teams therefore need to sit down and honestly analyse their strengths and weaknesses in terms of their abilities and seek assistance to improve their identified areas of weaknesses (Cronje *et al.*, 1997: 38). In order to effectively engage in entrepreneurship the following abilities among others are of paramount importance. The first is financial know how and the ability to plan strategically. Both of these, however, will be discussed in detail in conjunction with later factors. At this point it suffices to say that they are important. In addition to these, other important abilities include time management and administrative skills. Principals in particular must have a clear idea of what they must do for the day. They must be able to multi-task and know how to manage time and prioritise tasks. Part of having good time management skills is knowing when to stop and when to leave work to ensure that their exists a balance between home and work life (www.powerhomebiz.com). This will ensure far more productive members of the management team. Lastly administration skills, although they may seem insignificant, are also important. Often schools do not have sufficient administration staff and as a result the principal must possess administration abilities (www.powerhomebiz.com). An organised school principal is usually a successful one. The reason for this is that order and structure bring about clarity in thinking and practice.

2.3.1.1.2 Risk orientation

Risk orientation is the second entrepreneurial success factor. The readiness to take risks involves a preparedness to make use of opportunities that are identified, even if there is a possibility of financial loss. There is a clear

relationship between innovation and readiness to take risks, and a hesitation to take risks hampers innovation. Successful entrepreneurs do not take chances, but sometimes feel it necessary to take calculated risks (Nieman *et al.*, 2004: 15). Entrepreneurs evaluated themselves positively with regard to their ability to solve problems, their tolerance for conflict and stress, the fact that they take calculated risks and the fact that they can function despite insecurity (Crous *et al.*, 1995: 55). Entrepreneurs manage the risk of their organisations by accepting control and being involved in the basic aspects of the organization, including management. By virtue of a principal's professional duties, they become involved with risk and the associated accountabilities (Blanford, 1997: 37). Principals therefore need to become risk orientated.

2.3.1.1.3 Leadership

It goes without saying that most successful entrepreneurs are able leaders. They cannot succeed without the help of others, and they cannot procure that help without inspiring in their colleagues an unusual degree of commitment and loyalty. Either with the strength of their personality or with the grandeur of their dreams they must persuade others to follow them (Lloyd, 1992: 145).

Thus, leadership is the third entrepreneurial success factor. To be comfortable with people and have good personal interactions, to confront problems, to be amenable to differences in opinion, to trust people and to give recognition where it is deserved, is behaviour that is linked to leadership (Nieman *et al.*, 2004: 16). The character and vision of any organisation has a direct impact, on what the organisation does and because the entrepreneur is involved at all levels, team effort and cross-functional approaches to leadership are often required. Principals are seen as the key figure in the school (Knight, 1993: 46) and as a result fulfill specific leadership functions as prescribed by the Schools Act (South Africa, 1996 (a)). The school principal thus, needs to have the ability to influence personnel so that they will strive willingly and enthusiastically toward the accomplishment of the objectives of the school (Bisschoff & Mestry, 2003: 97).

To be able to lead, sound communication is necessary. Communication refers to the transfer of knowledge. The principal must therefore transfer knowledge in connection with the mission, the objectives, the policies and strategies of the school and the conditions of service, to the personnel in such a manner that good human relations between management and personnel are effected (Bisschoff & Mestry, 2003: 97).

2.3.1.1.4 Human relations, Organisational support and shared vision

Following on from the above, the fourth entrepreneurial success factor is good human relations. Successful entrepreneurs are team builders and let people feel worthy by giving them responsibility and giving them credit for what they have achieved. They know how to work with people and motivate them, how to build a comprehensive network of contacts, which they know will possibly be useful in the future.   Successful entrepreneurs realize the importance of institutional relationships. They have good relations with clients, see human relations as an important source of the organisation and regard long-term goodwill as more important than short-term benefits (Nieman *et al.*, 2004: 16).   Four types of human processes that are important for the successful management of people are motivation, team building, communication skills and conflict management (Vega, 1996: 56).   The motivation of employees takes place in various ways. Employees are developed by changing them from people who merely work together to a highly motivated team that understands the vision of the organisation, supports it and wishes to put it into practice. Creating and inspiring loyalty and belief in every team member develops the team.   The efforts of employees and what they want to achieve are prized and supported.   Formal programmes that reward team efforts but also recognize individual contributions are in place.   Success is rewarded in a tangible way, and this inspires and motivates action and strengthens trust and loyalty to the leader and the organisation (Eggers & Leahy, 1995: 72; Byars & Rue, 1994; Mestry, 1997).

It is clear from the above that principals, to achieve this, need to win the support of their staff. This refers to a schools organisational support and the creation of a shared vision. The question that has to be asked is "How does one gain an unwavering commitment to achieve common goals?" The answer according to Taylor and Rosenbach (1989) seems to be the creation of a team with a shared vision. This vision is no more than a mental picture of where the school is headed and what it can become. It is a picture that taps key human emotions and wraps the dreams of individuals into a goal that they could never achieve on their own. It is an ideal and worthwhile dream for staff members to pursue as part of a social organisation. It is a clear picture of an exciting and possible future that is attainable only through participation and cooperative action (Joiner, 1987: 166; Moloi, 2002; Senge, 1994). I believe it safe to say that few schools have a vision as powerful as this.

Building a shared vision is vital for schools that want to provide focus and energy for their staff members. When a genuine vision exists, people excel and learn not because they are told to, but because they want to. In order to create a shared vision, a large number of people within the school must draft it, empowering them to create a single image of the future. All members of the school must understand, share and contribute to the vision for it to become a reality. People learn best when they strive to accomplish things that matter to them. Such a vision has the power to be uplifting and brings about not just commitment but new ways of thinking and acting. It also fosters risk-taking and experimenting and encourages a commitment to the long-term (Peck 1991, Moloi 2002, Perky nd). This in particular is important to school management since entrepreneurship is all about taking risks. Few forces in life are as powerful as a shared vision and all educational institutions need to embrace this in facing the challenges of the new political dispensation.

Team learning is another concept that can be applied to organisational support (Senge, 1994). Team learning is the process of aligning a team to avoid wasted energy and to create the results its members truly want. It builds on the

disciplines of shared vision and because talented teams are made up of talented individuals. Adults learn best from each other, by reflecting on how they are addressing problems, questioning assumptions and receiving feedback from their team and from their results. With team learning, the learning ability of the group becomes much greater than the learning ability of any individual in the group (Peck 1991, Moloi 2002, Perky nd). The collaboration that is referred to here is vital for schools to stay abreast of technology in order to restructure curricula, assessment and standards.

2.3.1.1.5 Attitude

A positive attitude is the next entrepreneurial success factor. Entrepreneurs that have a positive attitude regarding their organisation will ensure that people will feel positive towards them and will enjoy working with them. No one likes working with a negative person, and entrepreneurs who are unsure of themselves or of their organisations cannot expect others to believe in them (Zeelie, 1998:15). Attitude can be defined as a position or disposition with regards to a person or thing (Pockets English Dictionary, 1997). The many studies of entrepreneurs that have been conducted over the years indicate that those who succeed have several characteristics in common. These include among others imagination, self-confidence, a willingness to work long and hard hours and the ability to cope with failure as well as to manage success (Nieman *et al.*, 2004; Timmons, 2000). Self-confidence thus forms the basis for a positive attitude and approach, just like perseverance. A positive attitude and approach are closely related to human relations, and are important qualities that contribute to leadership and successful entrepreneurship (Nieman *et al.*, 2004: 17). At present I think apathy is one of the main causes hampering schools from being successful. The problem is that although education policies lend themselves towards self-management and more authority and responsibility for decision-making to be devolved to schools, government still has constitutional power to impose their will on schools (Wang & Walberg, 1999). As a result school principals cannot really engage in true entrepreneurial leadership and this huge

obstacle needs to be overcome. This reiterates the findings of Maas and Fox (1997:2) referred to earlier in that school systems need to change to become more open and responsive to the environment as opposed to being closed and dedicated to fulfilling the whims of the government.

2.3.1.1.6 Perseverance

Perseverance is the second last entrepreneurial success factor and is linked to the previous one. Entrepreneurs who have a positive attitude towards their organisations believe in them despite setbacks, and are prepared to persevere in their efforts to ensure success. Truly committed principals should always as a result persevere with regards to bringing about educational change (Fullan, 1982). Perseverance is synonymous with drive. Perseverance is the ability of entrepreneurs to strive after their organisational ideals despite problems, obstacles and setbacks. Determination and energy are part of perseverance. It is overcoming the challenge of the unknown that motivates entrepreneurs. The term 'determination' is often used in literature instead of perseverance. Often the entrepreneur is successful only after a number of attempts. It is possible that successful entrepreneurs persevere through every challenge, while unsuccessful entrepreneurs are people who try once, fail and then do not try again (Nieman *et al.*, 2004: 17).

2.3.1.1.7 Commitment and motivation

The last entrepreneurial success factor is that of commitment. Commitment refers to the willingness of entrepreneurs to commit their personal resources to the organisation. It is an indication of the level of confidence that entrepreneurs have in their organisations. Entrepreneurship requires total commitment and involvement. Commitment means that entrepreneurs make personal sacrifices or extraordinary efforts to deal with tasks (Nieman *et al.*, 2004: 17). Commitment also relates to motivation. Self-motivation in particular is important. With regards to school management, everything rests on the shoulders of the governing body

and school principal. It is thus imperative that these key people are motivated and willing to focus their energy and put in the hard work towards each and every step necessary to make the school a success. In order to achieve this, the school principal needs to be a self-starter with a clear desired goal in mind. Principals should also have confidence in themselves and in their ideas to succeed.   The entire management team must have that extra drive and commitment to make sure that they are taking every necessary step to make the dream of the successful school a reality (www.powerhomebiz.com).

From the above discussion it is clear in every instance that principals have the capacity to engage in the various success factors. It thus follows that the role of the principal can indeed be entrepreneurial. Having dealt with entrepreneurial success factors it is time to turn our attention to what constitutes entrepreneurial managerial success factors.

2.3.1.2   Entrepreneurial managerial success factors

Martin Sorrell (1992:149) in the ECI ventures guide to entrepreneurs coined the term managerial entrepreneur.   His belief is that the secret to successful entrepreneurship lies not so much in the inspirational energy and vision usually associated with an entrepreneurial leadership style, but rather to in install management systems that would allow inspirational leaders to get on with doing what they were good at.   He emphasized that the systems were not control systems, but monitoring systems. As Sorrell sees it, managerial entrepreneurs are not so much leaders as enables – the people who look after the boring bits, allowing the inspired and talented the space they need to exploit their abilities to the full. Eight entrepreneurial managerial success factors have been identified for the private sector (Nieman *et al*., 2004). They are planning, knowledge of the competitor, market orientation, client service, quality products and service, financial insight and management, knowledge and skills with regard to the organisation and the use of experts. These eight success factors and how they link to the four public factors will now be discussed in terms of what they are and

how they can contribute towards the successful implementation of entrepreneurship into public schools by principals.

2.3.1.2.1 Planning

The first is managerial success factor is planning. Successful entrepreneurs work systematically. They plan by formally budgeting and determine objectives by taking into consideration their financial situation. In terms of the School Act it is compulsory for a school to table a budget at the annual general meeting of parents for their approval (South Africa, 1996(a)). A budget is a document on which a school expresses its plans and how it intends raising funds and how it will utilise funds to achieve educational goals (Naidoo, 2005: 26). It thus follows that principals must be able to effectively budget in order to manage entrepreneurially.

Another aspect of planning is strategic planning. Up to 80 % of successful organisations have a strategic plan with a planning period of 1 to 2 years (Reuber & Fischer, 1998: 36). The ability to plan ahead is a characteristic of leaders, and planning is critical to growth (Nieman *et al.*, 2004: 18). School principals need the ability to plan strategically. School management teams need to have the ability to see the bigger picture. In this regard they need to put the environment, people, events, information and technology in which the school operates into understandable perspectives. This insight will give them a sense of how to structure situations and strategies to their advantage and as a result to spot unique opportunities (www.powerhomebiz.com). To put it plainly school principals need to have foresight in order to be entrepreneurial. Vision and mission statements are critical to the effectiveness of strategic plans. A vision moves an organisation forward from where it is now to where it would like to be (Blanford, 1997: 78). A specific definition of vision within the context of the school is reflected in the school's aims. These should be notably achievement orientated and shared by all members of the school community. A measure of a

school's effectiveness is the ability of the staff to work towards achieving the school's vision (Blanford, 1997: 78).

2.3.1.2.2 Knowledge of the competitor

The second managerial success factor is knowledge of the competitor. This means that entrepreneurs know who their competitors are, what their competitors are doing and what the position of their organisation is compared with that of competitors. Only once they have this knowledge can they determine the competitive advantage of their organisation in order to differentiate it from others. This factor is important for the successful establishment, continued existence and growth of any organisation. By constantly evaluating and monitoring competitors, entrepreneurs can take informed decisions, act proactively, plan strategically and make adjustments where necessary (Nieman *et al.*, 2004: 18).

In the context of the school, parents have the ability of choosing between schools for their children's education, provided the chosen school has places (Blanford, 1997: 202). As a consequence, schools are having to engage in marketing both internally and externally. Marketing is about managing the relationship between schools and their clients through effective communication (Blanford, 1997: 189). From an entrepreneurial perspective, schools receive income directly related to their school numbers. The more children a school is educating, the bigger the budget it receives, hence schools need to recruit in order to generate income. Schools and their principals therefore need to respond to market forces and adopt a market culture ideology (Blanford, 1997: 203).

2.3.1.2.3 Market orientation

Successful entrepreneurs are market oriented and this constitutes the third managerial success factor. Successful entrepreneurs know who their target market is, what the target markets requirements and needs are and how to meet

these effectively. The consumer or community it serves is the focus of the organisation, and products or services are developed and adapted to meet these needs (Nieman *et al.*, 2004: 18).

For a school to be market orientated, school principals need to be able to identify their target markets and this in turn leads to effective marketing. The target market of a school includes prospective parents and learners, the local community, prospective staff, commerce and industry and educational authorities (Blanford, 1997: 190; Bisschoff, 2004). Each of these markets pose individual entrepreneurial possibilities. In this way it is important to identify what customers' (among others parents and learners) needs are likely to be and to communicate to them the benefits the schools has to offer.

2.3.1.2.4 Client service

The next managerial success factor is client service. This is a key success factor because it fits in with so many other success factors. To ensure good client services, entrepreneurs usually have good relations with their employees and their clients. By meeting the client's expectations, entrepreneurs ensure client satisfaction, which is closely connected to marketing. Satisfied clients will make use of the organisation and will recommend it to prospective new clients. Administrative and technical factors are also important for good client service. Record keeping and filing systems for reference purposes, a diary for planning and making appointments, target dates for completing work, work charts for information about clients are a few examples of methods that can help ensure an effective client service (Nieman *et al.*, 2004: 18). Good service involves everything that influences the client positively: friendliness and politeness, delivery, credit facilities, the quality of the service, layout, appearance inside and outside of the organisation, effectiveness of administration, location of organisation and parking facilities (Moolman, 1996: 5).

As already noted a school's clients are its parents and learners. It thus follows that principals therefore need to establish sound relations with specifically parents and learners. This alludes to the creation of a positive school image. Image is made up of what clients and the people they listen to know about the organisation, have read or heard, or have themselves experienced (Blanford, 1997: 198). In all aspects of the school, principals should therefore in order to be entrepreneurial strive towards professionalism, efficiency, reliability, effectiveness, friendliness and create a trustworthy, caring marketable image.

2.3.1.2.5 High-quality products and services

Successful entrepreneurs realize the importance of quality products and service. The successful entrepreneur is ready to supply the client with a quality product and as a result high-quality products and services enjoy priority and are characterized as the fifth managerial success factor. Quality products and services contribute to the marketing of the organisation, because this ensures new clients through personal recommendation from existing satisfied clients (Nieman *et al.*, 2004: 19).

In the context of the school, principals have a responsibility of providing education of a high quality to its learners. In terms of this provision the concept accountability comes to the fore. Accountability can be defined as the commitment required from public officials, individually and collectively, accepting public responsibility for their actions or inactions. Public accountability is an important requirement in public management (Maas & Fox, 1997: 52). Efficiency flows from the desire to maximize the ratio of inputs to outputs in any managerial process. Obviously, the greater the ratio, i.e. the more output there is compared to input, the more efficient the institution (Jones & Pendlebury, 1988: 3). Government enacts the will of the people through elected officials. It thus follows that appointed public officials will deliver goods and services preferred by the public at a given time. Therefore, public officials should be constantly attuned to citizens' needs (Maas & Fox, 1997: 43). Social equity emphasises equality in the

delivery of public goods and services. One of the basic concerns of modern public administration is the equitable treatment of citizens. Social equity comprises those activities designed to enhance the political power and economic well being of disadvantaged individuals, groups and communities. Modern public administration should commit itself to good management and social equity as values, which means that public managers should not be politically neutral but should be constantly engaged in changing policies and structures that systematically inhibit social equity (Maas & Fox, 1997: 52). In upholding individual rights, a society engenders a relationship between its public service and its citizens. To avoid situations that might disturb the relationship, public officials should always be aware of the negative implications of their actions. This is especially important when exercising discretionary authority (Maas & Fox, 1997: 51).

Public entrepreneurs, and for the purpose of this dissertation referring to school principals, need to appreciate all these values and uphold them in their management processes in order to be entrepreneurial. This means that, within constitutional guidelines, school principals should continuously scan their environments to recognize their communities' needs and thus plan appropriately.

2.3.1.2.6 Financial insight and management

Financial insight and management is the sixth managerial success factor. Insight to financial concepts, knowledge of what financial management is, how important it is and how it must be applied and accounting systems are important factors that can contribute to success. To achieve the objectives of the organisation and the entrepreneur, sound financial principles must be applied. Organisational decisions are often based on financial analysis and if entrepreneurs do not have clarity on the meaning of specific information, they need to get expert advice. Cost control contributes to the success of an organisation to a great extent (Brady, 1995: 46). The successful entrepreneur is conscientious and realizes the importance of effective financial planning and control (Nieman *et al.*, 2004: 19).

In order to effectively engage in entrepreneurship principals first and foremostly need to have the necessary financial know-how. Obviously for financial school management the most important skill school principals must have is the ability to handle money well. This includes knowing how to stretch limited funds available, spending only when is needed and making do with the equipment and facilities the school currently has (www.powerhomebiz.com). Knight, (1993:18) cites three E's as the foundation to good financial management. They are economy, efficiency and effectiveness. Economy can be defined as the careful use of resources and frugality. It implies the avoidance of expenditure above a reasonable minimal level. An example of applying economy to a schools financial management practices is the repair of equipment rather than a new purchase or a concerted effort to reduce cell phone calls etc. The second E is that of efficiency. Efficiency according to Knight, is the fullest possible attainment of specific objectives or standards related to cost. An example could be the purchase of a new heating system that heats the entire school at a reduced cost. The final E is effectiveness. Effectiveness is the fullest possible attainment of the goals and objectives of the school relative to cost incurred. Here Knight gives the example of expenditure on marketing to increase enrolment figures and in so doing increase funding. All principals should incorporate these three E's into the management of school finances as adequate funds do not necessarily guarantee successful schools. It is the management of these funds that lead to a schools success or failure. It should also be noted that the environment for school financial management will also be deeply affected by the current political, social and economic conditions. Although school principals cannot control these, they can at least anticipate them or perhaps attempt to influence them (Knight, 1993: 7) which links to the next success factor.

2.3.1.2.7 Knowledge and skills with regard to the organisation

The second last managerial success factor is knowledge and skills with regard to the organisation. Successful entrepreneurs need to have sufficient knowledge

and skills regarding their organisation to ensure reasonable success. They also need to be thoroughly aware of their own limitations and make use of experts or other staff members to provide them with advice and assistance, and in this way improve their performance (Nieman *et al.*, 2004: 19).

From the perspective of the school in terms of entrepreneurship this relates to the principles of external environmental factors. These factors include influence from the government, the general economic climate, the community of the school and its existing financial position. Schools are particularly sensitive to the influence of government policy and to certain restricting legal measures (Department of Education, 1996). As already noted earlier, government funds public schools. This funding obviously needs to be accounted for through effective financial management. In order to ensure effective school management across the country, the Schools Act (South Africa, 1996(a)) was enacted by parliament. Its main aim is to provide consistency and uniformity with respect to school governance and organization and has had far reaching implications for the management of public schools (Naidoo, 2005: 14). School principals need to be extremely familiar with this Act to ensure that they understand their particular roles with respect to their responsibilities and accountabilities.

2.3.1.2.8 Use of experts

Lastly the use of experts should never be underestimated and thus constitutes the eighth managerial success factor. Successful entrepreneurs make use of experts both inside and outside their organisations to carry out some of the functions that have to be performed. They also attend seminars and training sessions and are never afraid to stop learning. It is recorded that some 50 to 60% of organisations fail within the first 3 years as a result of mismanagement or incompetence (Nieman *et al.*, 2004: 19).

School principals in this respect should never underestimate the possibility of networking. Networking is the activity of developing personal contacts and

principals need to identify with whom to network among local government, school colleagues and the wider community in order to procure and allocate resources as appropriate to achieve the school's aims and objectives (Blanford, 1997: 71).

Other than these success factors, successful entrepreneurs also require certain resources for them to be effective.

2.3.2 Resource requirements and entrepreneurship

According to Van Aardt & Van Aardt, in Entrepreneurship and new venture management (1997:6), an entrepreneur would need certain resources to start a venture or to realise an opportunity effectively. These resources include:

- The entrepreneurial team
- The management team which includes people involved in the decision making process and the operation of the organization.
- Employees, and
- Financial resources.

Money is often identified as one of the 3 most critical ingredients for starting a new venture or taking advantage of an opportunity. Although this may be true, the capacity to raise money is usually the result of having everything else in place. Financing follows the identification of the right people to pursue an opportunity based on their proven ability to manage it with success. Financial resources will also have an effect on the other aspects of the organisation such as the equipment, physical resources (buildings and land) and human resources.

Having discussed entrepreneurship as a concept and analysed it in detail according to its essence, history, link to management, success factors and resource requirements, it is necessary to now look at how entrepreneurship can be operationalised for the principal in terms of fundraising and income generation.

2.3.3 Fundraising and income generation

Decentralisation of governance and management to schools has increased the responsibilities of school communities. Worldwide the evidence suggests that increased financial devolution expands community involvement in the school (Knight, 1993: 51). The only way a school is able to increase its volume of funding is through fundraising and income generation. The responsibility for determining a school's fundraising policy rests with the governing body of which it has already been established, the principal is an automatic member. In order for principals as a consequence, to engage in fundraising effectively, firstly, the aims and objectives of the fundraising activity need to be clearly identified. The following questions, according to Blanford (1997) are able to aid in this process:

- What is the money being raised for?
- How much does the item cost?
- Who is likely to contribute?
- How are likely contributors to be informed of the project?
- How are they to be persuaded to contribute?

Once answers to these questions have been reached, principals need to set realistic targets, for both possible donors and the amount of funding relative to each (Knight. 1993:88).

School fundraising or income generation is enormously varied and ingenious and with regards to methods and ideas, principals need to tap into the creativity of the school and all its stakeholders. A few examples of possible fundraising activities will now be highlighted.

The school building is a source of income generation. The traditional school day, school week and school year lead to a heavy under-usage of school premises and schools are seldom used for more than 55% of the year (Knight, 1993: 18). The Schools Act (South Africa, 1996(a)), allows public schools the opportunity of

making the facilities of the school available for school fundraising purposes. Examples include rental of premises during weekends for religious gatherings or the rental of sports fields and apparatus after school hours or on the weekends for sports clubs and societies or large scale events like shows and exhibitions. Parts of the school premises can also be sold to the private sectors for advertising purposes. This could be further extended to school vehicles, printed material, sport kits and even school uniforms, so long as the advertising does not damage the ethos of the school (Knight, 1993: 96).

The staff of the school could also be a source of income generation. Their skills could be sold to external institutions in an attempt to raise funds. Examples include instructional services in the form of extra lessons, training and coaching, technical services with respect to basic computer skills, translating or editing, caring services in the form of holiday programmes or crèche's (Knight, 1993: 96).

Other possibilities of raising additional funds to supplement government allocation include seeking out voluntary help, establishing school-business partnerships, recycling, sponsorships of individual events, donations or the sale of donated items and hosting of community events (Knight, 1993; Blanford, 1997).

Fundraising and income generation can open vast possibilities of additional funding to schools and are the essence of entrepreneurship. They also bring intangible benefits of pride and achievement and more contact with the outside world for the school.

2.4 SUMMARY

The contribution of entrepreneurs to the economy can be attributed to their special qualities. Over the centuries they have been responsible for growth and development, and they are key role-players in the economy of every country. Their role in the successful economies of the world has become even more

important in recent years. Countries in which an entrepreneurial culture is prominent benefit more and are doing better on the economic front. It therefore becomes crucial to identify what entrepreneurs do, to teach and expose more people to that, and to assist more people in developing their own entrepreneurial skills (Nieman *et al.*, 2004: 21)

Entrepreneurship provides the framework for school management. Firstly it prescribes the relevant individual abilities, attitudes and motivational levels school principals should have to be successful in their endeavours. Secondly it takes into account external environmental factors in the form of government legislation and the South African Schools Act, which forms the legal framework for school management and lastly it makes it clear that the above would amount to nothing if the school does not strive to achieve organisational support through the development of teams and shared vision. To summarise one could therefore say that in terms of the school, entrepreneurship refers to the efforts of individuals and groups within the school to improve the everyday teaching and learning activities, communication, reflection and inquiry processes at the school through collaborative practices that are in constant interaction with the environment.

Thus having established the reference framework for entrepreneurship, I am now in a position to move on to my own research, which is to investigate the perceptions educators have of entrepreneurship and whether school principals in fact demonstrate these aspects in the management of their schools or not.

CHAPTER THREE

EMPIRICAL DESIGN

3.1 INTRODUCTION

The literature review in Chapter two formed the bedrock of the structured questionnaire that was used to probe the perception of educators and school managers in respect to entrepreneurship. Further, in addressing one of the objectives of this research project, namely, to investigate the perceptions of educators and principals on the role the principal as entrepreneur plays, Chapter two ventured to locate entrepreneurship within the broader framework of school management and the specific context presented by South African schools.

This chapter outlines the methodology used by the researcher to collect the data and also focuses on the research design, which provides clarity on the following aspects of the research study:

- o the purpose of quantitative research;
- o the design of the questionnaire as the research instrument;
- o a discussion of some of the questions used in the questionnaire; and
- o a discussion of the respondents used, biographical details requested and the return of the questionnaires.

To commence with, a brief discussion of the methodology used.

3.2 RESEARCH DESIGN

3.2.1 The purpose of quantitative research

According to McMillan and Schumacher (2001:21) educational research is interdisciplinary and provides descriptions, explanations, predictions, and

evaluations of educational practices. Thus, educational research can be defined as a systematic process of collecting data pertaining to education and logically analysing it in order to improve educational practice.

The purpose of quantitative research is to make objective descriptions of a limited set of phenomena and also to determine whether the phenomena can be controlled through certain interventions. Thus, the initial quantitative study of a research problem typically involves a precise description of the phenomena and a search for pertinent variables and their interrelationships. Ultimately, a theory is formulated to account for the empirical findings (Borg, Gall & Gall, 1993:195-196).

Keeves (1997:12) asserts that deductive reasoning is fundamental to quantitative research. It assumes that a researcher should be able to proceed from general statements to statements that are more specific which are objective and independent of human experience. The main principle underlying deductive reasoning is that generalisations or theories which come out of research maybe applicable to a larger number of cases or situations. The aim of such conclusions is to find general laws that are applicable to similar situations or populations represented by the sample that has just been investigated.

Quantitative researchers assume that they can establish rules that would lead to reliable prediction and control of educational phenomena and view this as their function as they search for irregularities in the behaviour of people being sampled (Borg *et al.,* 1993:195). This search is aided by statistical analyses that reveal trends in the sample's behaviour. Researchers believe that such trends or laws are sufficiently strong to have practical value, even though they do not allow for perfect prediction or control.

The researcher begins by constructing a hypothesis and proceeds towards proving these. In this research project, use will be made of such statistical hypotheses. A statistical hypothesis usually postulates the opposite of what the

researcher predicts or expects. In this form it is known as a null hypothesis and is usually represented by the symbol Ho. If the researcher thus expects that there will be a statistically significant difference between the mean scores of primary and secondary school educators with regards to entrepreneurship, then the hypothesis will be stated in its null form to read:

Ho: There is no significant difference statistically, between the mean scores of primary school educators and secondary school educators with regards to entrepreneurship.

The alternative hypothesis, represented by the symbol Ha, will be stated as:

Ha: There is a significant difference statistically, between the mean scores of primary school educators and secondary school educators with regards to entrepreneurship.

The null hypothesis is rejected in favour of the alternative hypothesis if a significant statistical difference is found between the mean scores of primary and secondary school educators concerning entrepreneurship.

3.2.2 The relationship of the researcher to the subject

The researcher's goal in quantitative research is objectivity, which implies that they avoid allowing their personal values, beliefs and biases from influencing the process of data collection and analysis. They therefore, typically administer tests that require minimal personal interaction between themselves and the respondents (Keeves, 1997:15). Should interaction be necessary, for instance when conducting interviews, then they venture to standardize the process of interaction so that it is identical for every individual in the sample. The respondent's role in the research process on the other hand, is relatively passive since their function is to merely react to the researcher's questions and/or interventions (Borg *et al.,* 1993:19).

3.3 THE STRUCTURED QUESTIONNARIE AS AN INSTRUMENT OF RESEARCH

The design of the empirical investigation was a structured questionnaire consisting of forty five items. Educators and school managers were required to indicate the extent to which they agreed or disagreed with statements concerning entrepreneurship in their respective schools. The forty four closed-ended items were designed to garner the perceptions of educators and school managers as to how often principals' demonstrated behaviours, attitudes and actions that could be described as being entrepreneurial. The items were further based on key factors, which were prioritised as having an influence on the phenomenon entrepreneurship.

The questionnaire based on the theoretical framework, was developed by the researcher and consisted of two sections. Section A comprised of 5 questions relating to the biographical information of respondents, as well as relevant information concerning their respective schools. The items with their respective mean scores (Table 3.1), and the distribution of responses (Table 3.2) will be presented in the next section. This will be followed by a discussion of some of the items in Section B, as well as graphical presentations and discussions of the items in Section A.

Table 3.1
ITEMS ASSOCIATED WITH ENTREPRENEURSHIP AS AN ASPECT OF SCHOOL MANAGEMENT

Item No.	Description:	Mean Score	Rank Order
B9	The principal at our school exhibits confidence in my ability to perform well on a task that has been assigned to me.	4,29	1
B3	The principal at our school is a hard worker.	4,26	2
B27	I subscribe to the vision of our school.	4,19	3

Item No.	Description:	Mean Score	Rank Order
B5	The principal at our school is an organized individual.	4,18	4
B18	The principal takes responsibility for the finances at our school.	4,18	5
B10	The principal at our school embraces the principle of educator assessment based on performance.	4,14	6
B12	Our school spends the departmental allocation of funds as directed by the department.	4,14	7
B7	The principal at our school inspires me to become involved in school related activities.	4,11	8
B8	The principal at our school is trustworthy.	4,10	9
B38	Our school principal values creative thinking.	4,07	10
B42	Our school principal has realistic expectations with respect to the future number of learners at our school.	3,97	11
B4	The principal at our school sees a project through to its end.	3,94	12
B22	After each financial year our school's budget for the current year is evaluated.	3,92	13
B26	The principal of our school articulates a vision for the school.	3,92	14
B37	Our school principal makes sure all staff are familiar with the South African Schools Act.	3,89	15
B23	The management of finances is a source of conflict at our school.	3,88	16
B19	In our school all stakeholders are consulted when preparing the school's budget for the following year.	3,85	17
B43	Plans to deal with these realistic expectations with respect to the future number of learners are in place.	3,81	18
B35	Our school principal reacts efficiently to changes in policy.	3,77	19

Item No.	Description:	Mean Score	Rank Order
B28	Our school is successful in meeting its financial objectives.	3,75	20
B44	At the end of every school year school goals are evaluated to determine their effectiveness.	3,75	21
B1	The principal at our school is a self-starter.	3,70	22
B2	The principal at our school assumes ultimate responsibility for all projects at our school.	3.69	23
B14	Our school makes every effort to collect unpaid school fees.	3,67	24
B29	Our school principal identifies potential sources of funding.	3,65	25
B39	Our school principal engages in brainstorming sessions with staff.	3,62	26
B34	Our school principal effectively utilises the expertise of staff members.	3,61	27
B45	Our school has attainable goals for the next 5 years.	3,61	28
B15	Parents support fund raising activities organised by our school.	3,57	29
B41	Our school principal identifies opportunities to overcome financial stumbling blocks.	3,51	30
B24	The majority of parents attend the annual general meeting of our school.	3,44	31
B40	Our school principal identifies key financial stumbling blocks.	3,43	32
B30	Our school principal develops effective plans for potential investors.	3,41	33
B11	The Department's allocation of funds to our school is adequate.	3,30	34

Item No.	Description:	Mean Score	Rank Order
B25	Parents at our school are encouraged to suggest solutions to financial problems.	3,30	35
B13	The majority of parents at our school pay school fees.	3,20	36
B21	All staff members are encouraged to suggest possible solutions to financial problems.	3,19	37
B36	Our school principal develops relationships with business leaders.	3,18	38
B17	Our school governing body readily raises additional funds when needed.	3,02	39
B32	Sponsorship is an important form of fund raising at our school.	2,99	40
B20	In our school projections of income and expenditure for the following year are made on a monthly basis.	2,98	41
B16	Our school raises additional funds by renting premises to organisations during non-teaching time.	2,90	42
B31	Our school receives substantial amounts in the form of donations from outside companies.	2,86	43
B33	The business community in the area supports fund raising activities organised by the school.	2,79	44

Table 3.2

DISTRIBUTION OF RESPONSES OF EDUCATORS AND SCHOOL MANAGERS PERTAINING TO ENTREPRENEURSHIP

Item No.	Frequency of respondents scoring from 1-6						Total	% selecting 1 & 2	% selecting 5 & 6
	1	2	3	4	5	6			
B9	24	42	36	56	124	85	367	18	57
B3	27	47	38	48	104	104	368	20	56
B27	27	26	54	77	112	71	367	15	50
B5	32	39	39	62	110	86	368	19	53
B18	29	40	38	70	113	78	368	19	52
B10	23	39	45	80	125	56	368	17	49
B12	35	42	35	67	101	88	368	21	51
B7	42	39	39	56	106	85	367	22	52
B8	35	43	42	59	110	79	368	21	51
B38	28	56	39	62	104	79	368	23	50
B42	27	54	52	67	107	61	368	22	46
B4	30	57	45	78	89	68	367	24	43
B22	46	46	41	71	86	78	368	25	45
B26	32	49	56	69	102	60	368	22	44
B37	53	50	39	60	75	91	368	28	45
B23	77	82	67	49	50	43	368	43	25
B19	66	45	37	41	92	86	367	30	49
B43	26	63	47	93	100	39	368	24	38
B35	38	50	59	72	107	40	366	24	40
B28	35	47	63	88	97	38	368	22	37
B44	46	45	63	75	79	60	368	25	38
B1	35	58	58	80	97	39	367	25	37
B2	35	73	55	61	92	50	366	30	39

Item No.	Frequency of respondents scoring from 1-6						Total	% selecting 1 & 2	% selecting 5 & 6
	1	2	3	4	5	6			
B14	76	52	38	40	78	84	368	35	44
B29	56	47	52	67	106	40	368	28	40
B39	57	61	45	67	85	53	368	32	38
B34	51	51	54	86	88	37	367	28	34
B45	57	59	43	75	79	55	368	18	36
B15	58	53	58	63	95	41	368	30	37
B41	52	62	54	78	89	32	367	31	33
B24	66	66	53	61	71	51	368	36	33
B40	54	61	71	71	76	35	368	31	30
B30	66	55	53	82	78	34	368	33	30
B11	65	77	51	65	76	34	368	39	30
B25	74	64	60	56	78	36	368	38	31
B13	102	61	37	48	70	49	367	44	33
B21	91	61	50	57	70	39	368	41	30
B36	81	68	55	61	68	34	367	41	28
B17	98	72	48	48	72	29	367	46	28
B32	106	64	50	59	51	38	368	46	24
B20	89	80	50	75	45	28	367	46	20
B16	128	63	33	38	70	35	367	52	29
B31	105	81	56	39	58	28	367	51	23
B33	97	93	49	64	43	20	366	52	17

3.3.1 Discussion of some questions from the questionnaire relating to entrepreneurship

Questions were formulated in a way that school managers and educators could indicate the extent to which they agree or disagree with statements that relate to entrepreneurship. For example:

Our school principal identifies potential sources of funding.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

Respondents in the above question could indicate their response as follows:

1	= Strongly Disagree
2	= Disagree
3	= Partially Disagree
4	= Partially Agree
5	= Agree
6	= Strongly Agree

Selected questions will now be discussed using relevant data extracted from tables 3.1 and 3.2.

Question B9: The principal at our school exhibits confidence in my ability to perform well on a task that has been assigned to me.

Mean score: **4.29**
Rank order: **1**
% respondents selecting 5 and 6:   **57**

The data indicates that a relatively substantial number of respondents (57%) either agree or strongly agree that their school principals' do in fact exhibit confidence in their abilities to perform well on tasks assigned to them. In terms of entrepreneurship, a principal's management abilities and specifically their ability to influence and inspire people to work productively as a team is a vital factor towards contributing successful entrepreneurship in schools (Du Toit, 1990). It seems as if principals in general are creating the necessary climate for engendering genuine participation and involvement in schools, but from the nominal value of the percentage it seems as if more work needs to be done in this regard.

Question B3: The principal at our school is a hard worker.

Mean score: 4.26
Rank order: 2
% respondents selecting 5 and 6:   56

The data here also indicates that a relatively substantial number of respondents (56%) either agree or strongly agree that their principals indeed are hard workers. This alludes to the perception that educators do in fact appreciate the complexities of a principal's task. For successful entrepreneurship to play a role in schools, principals need to have a particular hard working work ethic that needs to be visible to all stakeholders to serve as a role model in motivating staff members to do the same (Du Toit, 1990:55). Once again from the nominal value of the percentage it seems as if some principals need to pay more attention to this area.

Question B18: The principal takes responsibility for the finances at our school.

Mean score: 4.18
Rank order: 5
% respondents selecting 5 and 6:   52

Fifty two percent (52) of respondents indicated that they either agree or strongly agree that their principals take responsibility for the finances of the school. This is not surprising since section 16 of the Schools Act (South Africa, 1996(a)) states that the governance of every public school, which includes that of financial management, is vested in the governing body and not the principal. The principal, however, is an automatic member of the governing body and therefore in this capacity shares financial accountability. Entrepreneurship is an approach to general management that begins with opportunity recognition and culminates in the activities of planning, organizing, leading and control (Nieman *et al.*, 2004).

Financial management forms part of general management practices and therefore it is important for principals to be involved with school finances. The data indicates that principals perhaps are hesitant to become too involved in school finances.

Question B29: Our school principal identifies potential sources of funding.

Mean score:	**3.65**
Rank order:	**25**
% respondents selecting 5 and 6:	**40**

The data indicates that only 40% of respondents believe that their school principals are actively engaged in identifying potential sources of funding for their schools. This alludes to the fact that principals therefore are not really entrepreneurial with respect to their functions. Entrepreneurship requires principals too create opportunities, and to pursue them regardless of the resources currently controlled and to basically create and build something of value from practically nothing (Timmons, 2000).

Question B39: Our school principal engages in brainstorming sessions with staff.

Mean score:	**3.62**
Rank order:	**26**
% respondents selecting 5 and 6:	**38**

Only 38% of respondents indicated that they actively engage in brainstorming sessions with their school principal. Squelch (2001:130) maintains that participatory governance is considered to be a more effective means of improving standards of teaching and creating effective schools because it is more inclusive and seeks to meet the collective needs and aspirations of the community. Successful entrepreneurial management requires organisational

support (Du Toit, 1990:56). If a schools staff feels a sense of self worth in that the contribution they can make to potential problems is valued, then that school principal will be successful.

Question B13: The majority of parents at our school pay school fees.

Mean score: **3.20**
Rank order: **36**
% respondents selecting 5 and 6:   **33**

The data reveals that only 33% of respondents either agree or strongly agree that parents contribute towards school fees. This response coupled with the results from Question 11 (Is the Departments allocation of funds adequate for our school?), where only 30% of respondents indicated that the Department allocation was sufficient, reiterates the vital importance for principals to be entrepreneurial and to engage in entrepreneurial activities to supplement the Departments allocation via alternative means. This after all is a directive found in Section 36 of the Schools Act (South Africa, 1996(a)).

Question B16: Our school raises additional funds by renting premises to organisations during non-teaching time.

Mean score: **2.90**
Rank order: **42**
% respondents selecting 5 and 6:   **29**

The data indicates that only 29% of schools sampled generate income by making their premises available to organisations after school hours. The low collection rates of school fees in schools (Bush & Heystek, 2003:133), should compel school principals to be entrepreneurial and follow this route as a means of raising additional income for their schools, despite the risks associated with vandalism and littering, as indicated in reports to the Department (South Africa, 1996(b)).

The school and all its facilities pose a unique opportunity in the market to satisfy the need for a large venue that can be used for a variety of functions. According to Section 20 (2) of the Schools Act (South Africa, 1996(a)), principals are given the go ahead to seize such potential income generating opportunities.

3.4 THE RESEARCH GROUP

Respondents were chosen from various post levels of the teaching profession. It was felt that the perception of the educators at various post levels relative to entrepreneurship should vary and hence it was important to sample as wide a range of post levels as possible (see Annexure A, Section A, Question 3).

Questionnaires were distributed to 400 randomly selected educators in the Gauteng Province.

Table 3.3
STATISTICS ON QUESTIONNAIRE RETURNS:

Number of questionnaires	Total	
Handed out	400	
Returned usable	368	
Percentage return	**92%**	

3.5 BIOGRAPHICAL DETAILS

The biographical details are indicated in the form of graphs which indicate the representivity of the samples as well as discriminative information of the educators sampled.

Fig. 3.1: GENDER
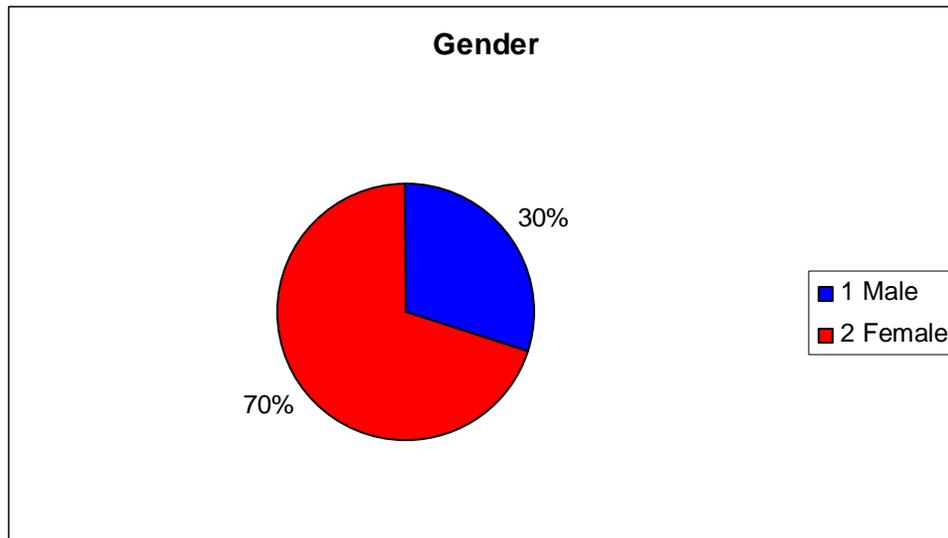
GENDER	Frequency	%
Male	110	30
Female	256	70
Total	**366**	**100**

This example represents gender, and indicates that most respondents in schools surveyed were female. In this sample the ratio is 2,33 females to every male and thus it would appear that females dominate the teaching profession. According to the National Department of Education (1996) the ratio of females to males in the Gauteng Province is 2,6 females to every male. Therefore the sample is representative of the population with respect to gender. It should thus be noted that the perceptions of the principal as an entrepreneur in this study is a predominantly female one.

Fig. 3.2: AGE
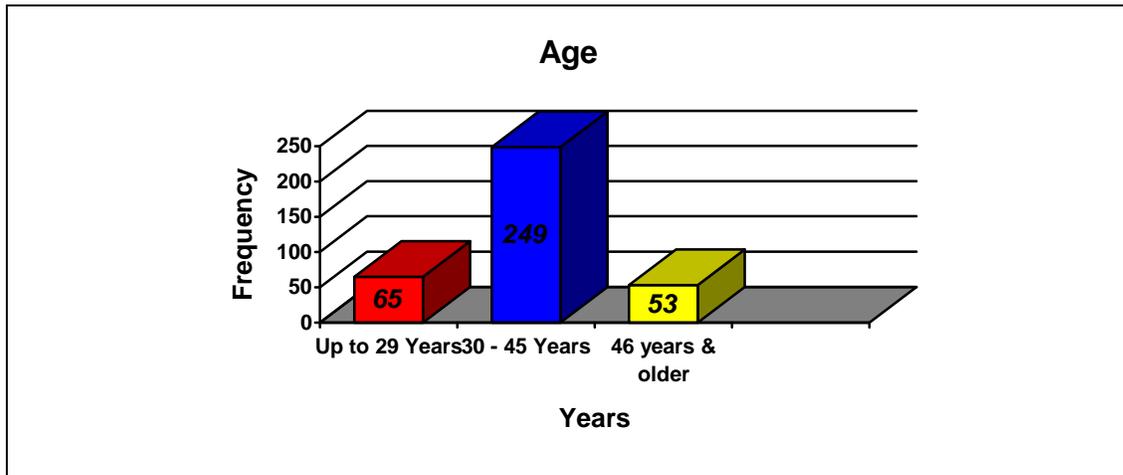
AGE	Frequency	%
Up to 29 years	65	18
30 – 45 years	249	68
46 years & older	53	14
Total	**367**	**100**

The respondents' ages ranged from 22 years to 69 years. This sample representation indicates that the majority of educators surveyed, were older than 30 years and were aged between 30 and 45 years of age. A possible reason for this could be that fewer young people are entering the teaching profession as the financial gains in the business sector are far more attractive. Young people are also familiar with the environment in which teaching takes place at school in terms of discipline and possibly do not want to subject themselves to this. As a result, although there is no official evidence, I believe the sample to be representative of age in the population of educators. It should also, however, be noted that entrepreneurship itself is a relatively young concept and in line with this, different people of different ages have different perceptions of entrepreneurship.

Fig. 3.3: POSITION WITHIN THE SCHOOL

Position in school

16%

84%

■ 1 Management
■ 2 Educator
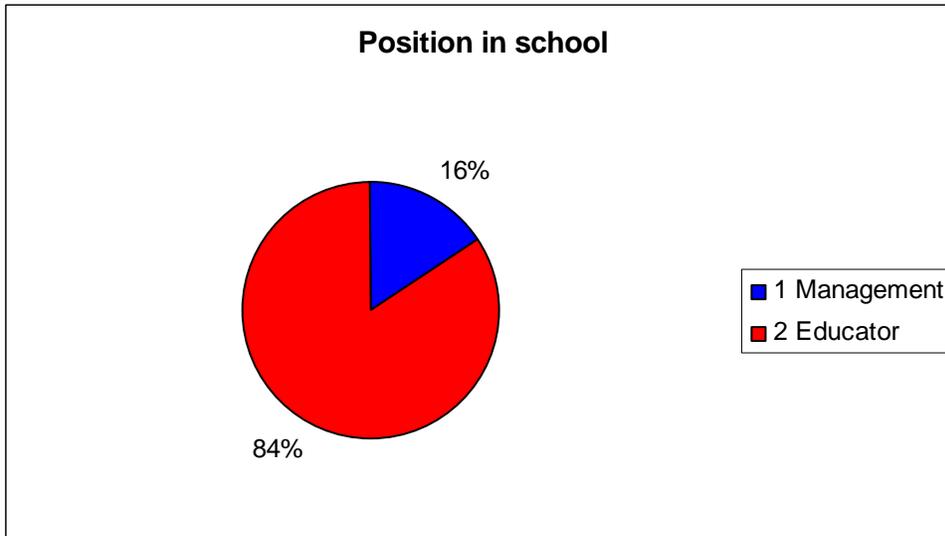
POSITION IN SCHOOL	Frequency	%
Management	58	16
Educator	309	84
Total	**367**	**100**

All district officials, principals, deputy-principals and heads of departments were combined to form a group that was named 'management'. The management team of a school usually work together and thus it was felt that they would have similar perceptions with regard to their role in terms of entrepreneurship. The sample indicates that most respondents in schools surveyed were educators. The ratio of educators to promotion posts should be round four to one and hence this sample is slightly over representative of educators, however, the objective was to obtain the perceptions of educators with respect to the role of the principal as entrepreneur and thus is acceptable.

Fig 3.4: HIGHEST ACADEMIC QUALIFICATION

Highest academic qualification
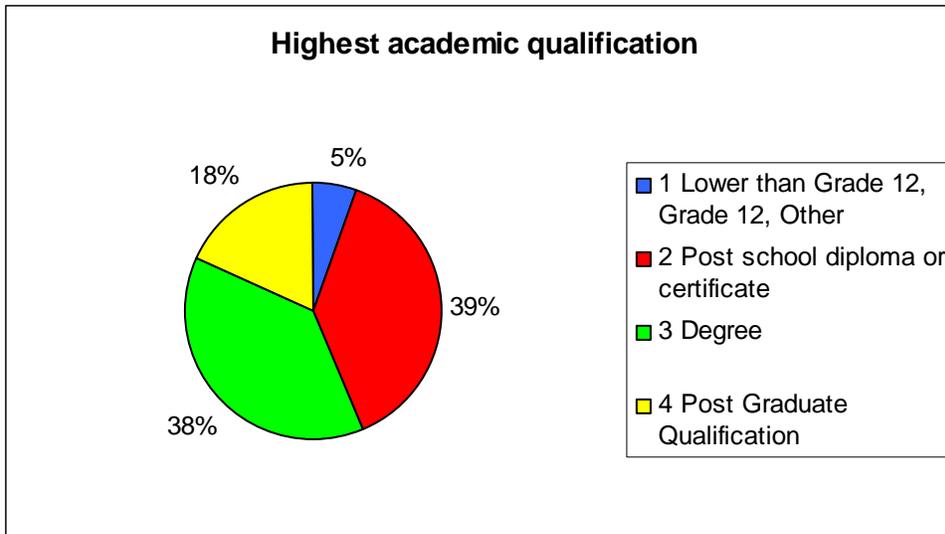
HIGHEST ACADEMIC QUALIFICATION	Frequency	%
Lower than Grade 12, Grade 12, Other	20	5
Post school diploma or certificate	139	39
Degree	139	38
Post Graduate Qualification	67	18
Total	**365**	**100**

The sample representation indicates that most educators surveyed have either a degree or diploma. It seems that very few educators, in fact only 18% of educators hold a post graduate qualification. A possible reason for this could be that the demand on educators' time in lesson preparation and instruction, and the financial implication for further study does not provide the necessary motivation to improve their qualifications.

Fig 3.5: GENDER OF SCHOOL PRINCIPAL

Gender of School Principal
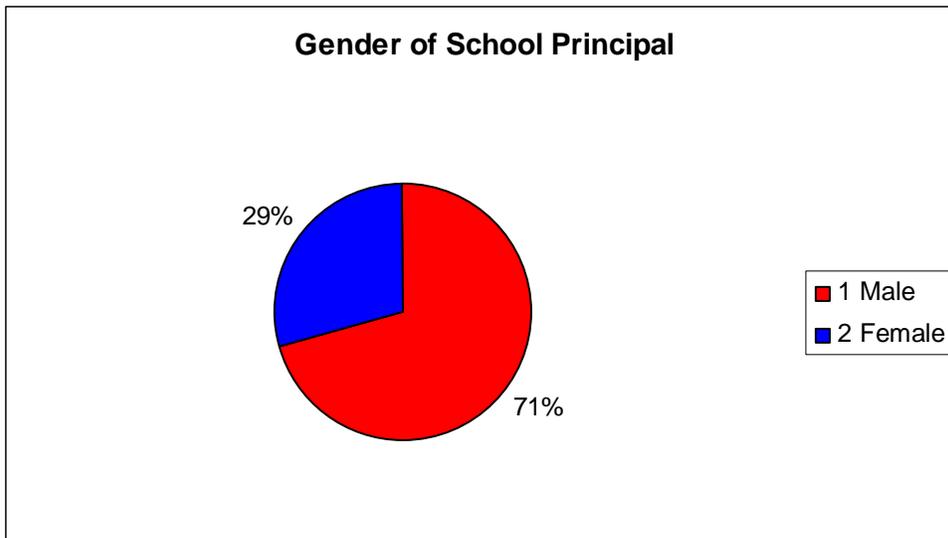
GENDER OF SCHOOL PRINCIPAL	Frequency	%
Male	258	71
Female	107	29
Total	**365**	**100**

This sample representation indicates that most educators surveyed have a male school principal. It is interesting that this representation mirrors the gender of respondents. Where 70% of respondents were female, 70% of school principals are male. This representation could point towards a gender bias when it comes to the appointment of school principals that is prevalent in South African schools.

Fig 3.6: TYPE OF SCHOOL

Type of School

39%

61%

- 1 Primary school, Special School, Other
- 2 Secondary school, Technical school
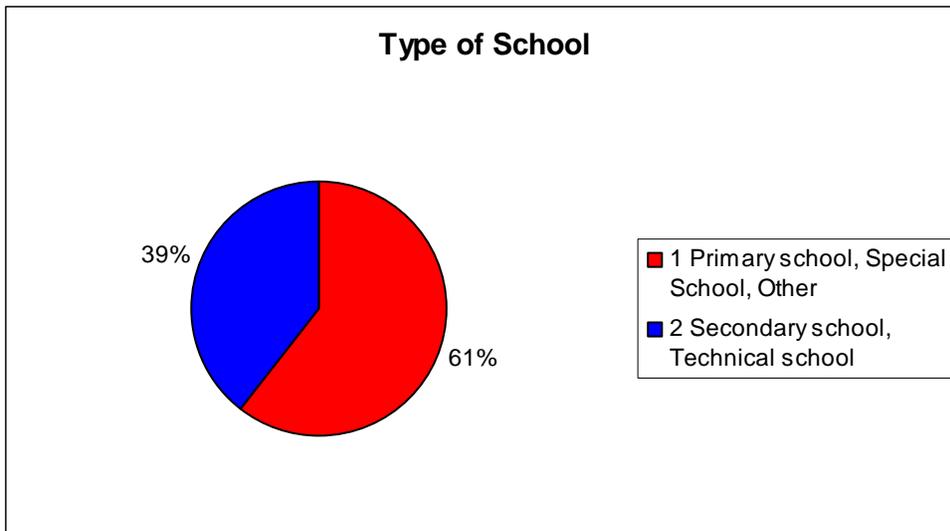
TYPE OF SCHOOL	Frequency	%
Primary school, Special school, Other	223	61
Secondary school, Technical school	145	39
Total	**368**	**100**

Included in the primary, special and other school category was combined schools. From the data it is evident that a greater percentage of primary schools were sampled. As a result this sample is possibly a little over represented by primary schools.

Fig 3.7: SECTION 21 STATUS
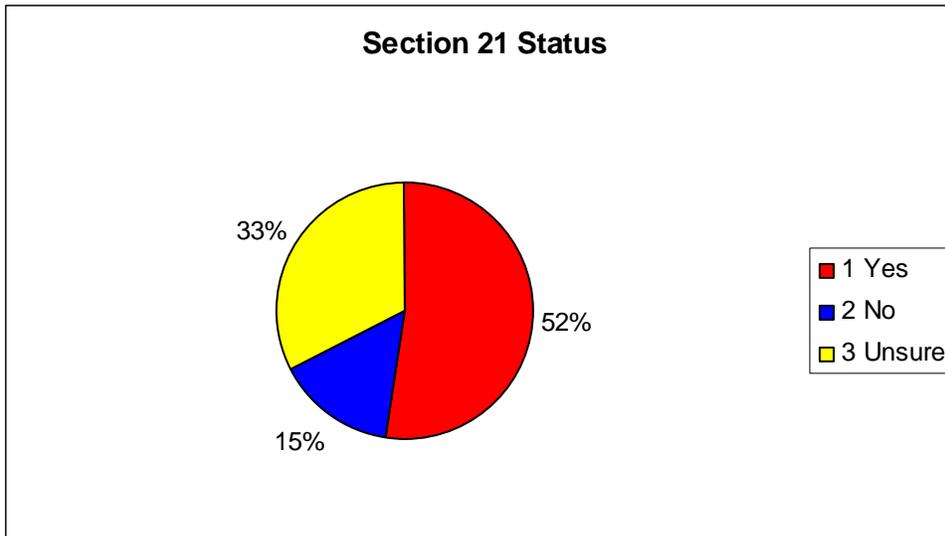
Section 21 Status

SECTION 21 STATUS	Frequency	%
Yes	192	52
No	55	15
Unsure	121	33
Total	**368**	**100**

This sample representation indicates that although more than half of the respondents are certain of their schools section 21 status, 33% of respondents were unsure of their status.   Section 21 functions allow certain qualifying schools financial freedom in terms of the financial management of the school. Financial management and entrepreneurship are interlinked and therefore the uncertainty of a large proportion of respondents can be called to question in terms of their perception of entrepreneurship and the role of their school principal.

3.6 SUMMARY

In this chapter a description of the empirical investigation was provided. Tables displaying items from the questionnaire with their respective mean scores and response distributions were presented. This was followed by a discussion of

some of the questions from Section B, as well as graphical presentations and discussions of the items from Section A. The discussions concluded with an indication concerning the response rate of the questionnaire. Consequently it has prepared the way for the application of the questionnaire and the statistical processing of the collected data.

In chapter four the following aspects will receive attention:

- The reliability and validity of the instrument
- Some aspects of the data flowing from the statistical analysis will be examined, tabulated and interpreted.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF EMPIRICAL DATA

4.1 INTRODUCTION

Chapter three concentrated on the methodology used by the researcher to collect data, and provided an explanation on the design of the questionnaire as the instrument of research. This was followed by a discussion of selected questions from the questionnaire and the biographical details of the research group.

In this chapter the following aspects will receive attention:

- the reliability and validity of the structured questionnaire;
- factor analysis and the process followed in establishing relevant factors to facilitate the analysis of the data;
- a comparison of two independent groups by stating the appropriate hypotheses and interpreting the multivariate statistical tests involved;
- a comparison of three or more independent groups by stating the appropriate hypotheses and interpreting the multivariate statistical tests involved; and
- a discussion of the significance of differences between the factor mean scores of the remaining groups for each of the factors that make up entrepreneurial management.

Before embarking upon an analysis of the data derived from the questionnaire used in this study, it is important to establish the instrument's reliability and validity. In this regard, it is essential firstly, to clarify these concepts and thereafter to relate them to the study.

4.2 RELIABILITY AND VALIDITY OF THE STRUCTURED QUESTIONNAIRE

When one attempts to determine the perceptions of educators using a structured questionnaire it is important for the instrument to be valid and reliable. Joppe (2000:1) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as being reliable if the results of the study can be reproduced under a similar methodology. Thus, reliability is necessary to make casual assessments about the research and to make statements about validity.

Validity according to Joppe (2000:1) determines whether the research truly measures that which it was intended to measure or how truthful the research results are. Validity is not absolute and should be viewed as a matter of degree. In other words, in all types of research there is a measure of error or bias and at best one can strive to minimize invalidity and maximize validity.

According to Cohen, Manion and Morrison (2000:105), there are several different kinds of validity. For the purpose of this research, however, only content and construct will be clarified.

- **Content validity** – In order for an instrument to have content validity, it must show that it fairly and comprehensively includes the field it purports to include (Cohen *et al.,*2000:109).

- **Construct validity** – In this type of validity, agreement is sought on the 'operationalised' form of a construct, which is abstract in nature. Thus anytime one translates a concept or construct into a functioning and operating reality and in order to establish construct validity, one would need to be assured that one's construction of an issue such as creativity, anxiety, intelligence and motivation agrees with other constructions of the same underlying issue (Cohen *et al.,*2000:110).

To ensure content validity, items included in the structured questionnaire were carefully selected to ensure that they complied with the subject domain. In addition to this, in an attempt to improve the content validity, the questionnaire was also edited by several experts in the faculty of education, as well as at Statkon of the University of Johannesburg to ensure that the items covered a representative sample of the behaviour domain.

The construct is the initial concept, notion, question or hypothesis that determines which data is to be gathered and how it is to be gathered. Thus, construct validity of the structured questionnaire was investigated by means of factor analysis. From Wikipedia, the free encyclopedia, factor analysis is a statistical data reduction technique used to explain variability among observed random variables in terms of fewer unobserved random variables called factors (http://en.wikipedia.org/wiki/Factor_analysis).

In the context of this research, 45 items were designed to garner information on the perceptions of educators at various post levels in respect of the role of the principal as an entrepreneur (see Annexure A). The 45 items were subjected to principal axis factoring (PAF) using the SPSS 15.0 programme. Prior to performing PAF, the suitability of data for factor analysis was assessed. An inspection of the correlation matrix revealed the presence of sufficient coefficients of 0,3 and above. The Kaiser-Meyer-Olkin (KMO) value was 0,948, exceeding the recommended value of 0,7. The measures of sampling adequacy (MSA) were also all above 0,6 except for item B6. As a result Question B 6 was omitted from the factor analysis.

The construct validity of the structured questionnaire in this study was investigated using the remaining 44 items by means of an exploratory PAF. The outcome suggested the presence of 8 factors with Eigen values exceeding 1,0 explaining 63,84% of the variance. Based on the theoretical model used to construct the instrument, it was decided to retain 4 factors for

further investigation. A second PAF was performed where the number of factors to be extracted was limited to 4. As a result 4 sub-scales resulted were named appropriately, as tabled below.

Table 4.1: FACTORS CONSTITUTING ENTREPRENEURSHIP IN SCHOOLS

No.	Factor Name	No. of items	Cronbach's alpha reliability co-efficient
1	Entrepreneurial qualities and competencies	7	0,855
2	Fundraising opportunities	10	0,819
3	Collaboration with stakeholders	14	0,881
4	Financial accountability	13	0,888

The items together with their respective mean scores associated with each of the factors established, are presented in Tables 4.2, 4.3, 4.4 and 4.5 that follow.

Table 4.2: ITEMS ASSOCIATED WITH THE FACTOR: ENTREPRENEURIAL QUALITIES AND COMPETENCIES

Item No.	Description: In our school	Mean Score	Rank Order
B1	The principal at our school is a self-starter.	3,70	22
B2	The principal at our school assumes ultimate responsibility for all projects at our school.	3.69	23
B3	The principal at our school is a hard worker.	4,26	2
B4	The principal at our school sees a project through to its end.	3,94	12
B5	The principal at our school is an organized individual.	4,18	4
B8	The principal at our school is trustworthy.	4,10	9
B38	Our school principal values creative thinking.	4,07	10

Table 4.3: ITEMS ASSOCIATED WITH THE FACTOR: FUNDRAISING OPPORTUNITIES

Item No.	Description: In our school	Mean Score	Rank Order
B11	The Department's allocation of funds to our school is adequate.	3,30	34
B16	Our school raises additional funds by renting premises to organisations during non-teaching time.	2,90	42
B17	Our school governing body readily raises additional funds when needed.	3,02	39
B29	Our school principal identifies potential sources of funding.	3,65	25
B30	Our school principal develops effective plans for potential investors.	3,41	33
B31	Our school receives substantial amounts in the form of donations from outside companies.	2,86	43
B32	Sponsorship is an important form of fund raising at our school.	2,99	40
B35	Our school principal reacts efficiently to changes in policy.	3,77	19
B36	Our school principal develops relationships with business leaders.	3,18	38
B37	Our school principal makes sure all staff are familiar with the South African Schools Act.	3,89	15

Table 4.4: ITEMS ASSOCIATED WITH THE FACTOR: COLLABORATION WITH STAKEHOLDERS

Item No.	Description: In our school	Mean Score	Rank Order
B7	The principal at our school inspires me to become involved in school related activities.	4,11	8
B9	The principal at our school exhibits confidence in my ability to perform well on assigned tasks.	4,29	1
B10	The principal at our school embraces the principle of educator assessment based on performance.	4,14	6
B13	The majority of parents at our school pay school fees.	3,20	36
B15	Parents support fund raising activities organised by our school.	3,57	29
B19	In our school all stakeholders are consulted when preparing the school's budget for the following year.	3,85	17
B21	All staff members are encouraged to suggest possible solutions to financial problems.	3,19	37
B24	The majority of parents attend the annual general meeting of our school.	3,44	31
B25	Parents at our school are encouraged to suggest solutions to financial problems.	3,30	35
B26	The principal of our school articulates a vision for the school.	3,92	14
B27	I subscribe to the vision of our school.	4,19	3
B33	The business community in the area supports fund raising activities organised by the school.	2,79	44
B34	Our school principal effectively utilises the expertise of staff members.	3,61	27
B39	Our school principal engages in brainstorming sessions with staff.	3,62	26

Table 4.5: ITEMS ASSOCIATED WITH THE FACTOR: FINANCIAL ACCOUNTABILITY

Item No.	Description: In our school	Mean Score	Rank Order
B12	Our school spends the departmental allocation of funds as directed by the department.	4,14	7
B14	Our school makes every effort to collect unpaid school fees.	3,67	24
B18	The principal takes responsibility for the finances at our school.	4,18	5
B20	In our school projections of income and expenditure for the following year are made on a monthly basis.	2,98	41
B22	After each financial year our school's budget for the current year is evaluated.	3,92	13
B23	The management of finances is a source of conflict at our school.	3,88	16
B28	Our school is successful in meeting its financial objectives.	3,75	20
B40	Our school principal identifies key financial stumbling blocks.	3,43	32
B41	Our school principal identifies opportunities to overcome financial stumbling blocks.	3,51	30
B42	Our school principal has realistic expectations with respect to the future number of learners at our school.	3,97	11
B43	Plans to deal with these realistic expectations with respect to the future number of learners are in place.	3,81	18
B44	At the end of every school year school goals are evaluated to determine their effectiveness.	3,75	21
B45	Our school has attainable goals for the next 5 years.	3,61	28

For the purposes of further analysis, the sum of the mean scores of the items presented in each table above were computed to arrive at factor mean scores for each of the established factors. These factor mean scores in relation to the various independent variables were compared with one another in order to determine whether the groups differed from one another in a statistically significant way in respect to the 4 factors mentioned above.

Having completed a representation of the factors in respect of the school principal as an entrepreneur, it is appropriate to state the hypotheses and to discuss the statistical analyses.

4.3 HYPOTHESES

In view of the restrictions placed on the length of a minor-dissertation, hypotheses for only two examples of two independent groups and one example of three or more independent groups will be constructed and tested.

4.3.1 Comparison of two independent groups

The two-sample Kolmogorov-Smirnov test (KS test) is one of the most useful and general nonparametric methods for comparing two samples, as it is sensitive to differences in both location and shape of the empirical cumulative distribution functions of the two samples (http://www.physics.csbsju.edu/stats/KS-test.html). Typically, data collected in one situation is compared to data collected in a different situation with the aim of seeing if the first situation produces different results from the second situation. This is referred to as the spread of the data. If the data has a normal spread, that is if the p-values are greater than 0,05 then we assume no effect. The p-values report if the numbers differ significantly. Once the KS test has been completed the next step in the comparison procedure is to use the Student t-test to determine whether the two independent groups differ statistically significantly from one another with respect to their factor mean scores.

The specific independent groups chosen for the first discussion was the gender of the school principal. The second independent group chosen for discussion was the gender of the respondents. At the multivariate level comparisons of the vector mean scores of the four factors combined with respect to gender of the school principal will be performed. Should they differ at this level, then an investigation by means of the Student-t test will determine which of the four factors mean score differ significantly. The outcomes of the group comparisons will be discussed by giving possible reasons for the differences.

4.3.1.1 Differences between male and female school principals as the independent variable

Table 4.6: HYPOTHESIS OF RESPONDENTS WITH MALE OR FEMALE PRINCIPALS AS THE INDEPENDENT VARIABLE

Dimensions	Variable	Symbol	Description	Test
Multivariate Level	Gender of principal	HoT	There is statistically, no significant difference between the vector mean scores of respondents who have male or female school principals in respect of the four factors considered together.	Hotelling's T^2
		HaT	There is a statistically significant difference between the vector mean scores of respondents who have male or female school principals in respect of the four factors considered together.	

Dimensions	Variable	Symbol	Description	Test
Univariate Level		Hot	There is statistically no significant difference between the factor mean scores of respondents who have male or female school principals in respect of each factor taken separately, namely:	Student t-test
		Hot1	Entrepreneurial qualities and competencies	
		Hot2	Fundraising opportunities	
		Hot3	Collaboration with stakeholders	
		Hot4	Financial accountability	
		Hat	There is a statistically significant difference between the factor mean scores of respondents who have male or female school principals in respect of each factor taken separately, namely:	
		Hat1	Entrepreneurial qualities and competencies	
		Hat2	Fundraising opportunities	
		Hat3	Collaboration with stakeholders	
		Hat4	Financial accountability	

Table 4.7: SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONDENTS WHO HAVE MALE OR FEMALE SCHOOL PRINCIPALS REGARDING THE FOUR FACTORS

Factor	Group	Factor Mean	Levene's Test for Equality Variances (p value)	Student t-test (p value)
Entrepreneurial qualities and competencies	Male principals	4,008	0,838	0,886
	Female principals	3,989		
Fundraising opportunities	Male principals	3,233	0,705	0,047 *
	Female principals	3,468		
Collaboration with stakeholders	Male principals	3,600	0,551	0,183
	Female principals	3,757		
Financial accountability	Male principals	3,723	0,620	0,670
	Female principals	3,774		

* Statistically significant at the 5% level (p<0,05)

Table 4.7 indicates that there is no statistically significant difference between the factor mean scores of male and female school principals at the multivariate level in respect of the four factors considered together and thus HoT is accepted. At the univariate level, however, there is a statistically significant difference at the 5% level between the factor mean scores of male and female school principals in

respect of entrepreneurship (p=0,047). As a result Hot2 is thus rejected in favour of Hat2.

The data in Table 4.7 illustrates that according to the perceptions of the educators, both male and female school principals display elements of entrepreneurship in there management positions, but that female principals show a greater tendency to being entrepreneurial with regards to fundraising opportunities in the schools external environment than their male counterparts do.

A possible explanation for this could be that fewer female educators in the teaching profession are successful in securing management positions, since this has traditionally being a male dominant position.   Thus, when given the opportunity, there is a tendency to work with that much more vigor in the position, in an effort to almost prove themselves worthy of the management role. This appears to agree with the findings that as women embrace leadership roles in male dominant fields they sometimes have trouble establishing credibility, but once they do, they take a far more pro-active approach to their position than do their male counterparts, especially when it comes to adopting new technology to expand and exploit opportunities (http://www.management-issues.come/2007/3 /6/research/the-rise-of-the-female-entrepreneur.asp;   Klein,   2006).   Another reason could be that female principals tend to manage their responsibilities in the work environment in the same way they manage their households, and that is frugally (http://www.businessweek.com/smallbiz/content/mar2006/sb20060303 3 11659.htm). Frugality (also known as thrift or thriftiness) is the practice of acquiring goods and services at minimum cost, achieved via economical restraints or creative measures. Common strategies of frugality include the reduction of waste, curbing costly habits, seeking efficiency, defying expensive social norms, embracing free options, and staying well-informed about local circumstances and being in tune with both market and product realities (http://en.wikipedia.org/wiki). All of the above result in growth without

being bound to credit which is entrepreneurial in nature and defines the exploitation of fundraising opportunities in the schools external environment.

4.3.1.2 Differences between male and female respondents as the independent variable

Table 4.8: HYPOTHESIS WITH MALE AND FEMALE RESPONDENTS AS THE INDEPENDENT VARIABLE

Dimensions	Variable	Symbol	Description	Test
Multivariate Level	Gender of respondent	HoT	There is statistically, no significant difference between the vector mean scores of male and female respondents in respect of the four factors considered together.	Hotelling's T^2
		HaT	There is a statistically significant difference between the vector mean scores of male and female respondents in respect of the four factors considered together.	
Univariate Level		Hot	There is statistically, no significant difference between the factor mean scores of male and female respondents in respect of each factor taken separately, namely:	Student t-test
		Hot1	Entrepreneurial qualities and competencies	
		Hot2	Fundraising opportunities	

Dimensions	Variable	Symbol	Description	Test
		Hot3	Collaboration with stakeholders	
		Hot4	Financial accountability	
		Hat	There is a statistically significant difference between the factor mean scores of male and female respondents in respect of each factor taken separately, namely:	
		Hat1	Entrepreneurial qualities and competencies	
		Hat2	Fundraising opportunities	
		Hat3	Collaboration with stakeholders	
		Hat4	Financial accountability	

Table 4.9: SIGNIFICANCE OF DIFFERENCES BETWEEN MALE AND FEMALE RESPONDENTS REGARDING THE FOUR FACTORS

Factor	Group	Factor Mean	Levene's Test for Equality Variances (p value)	Student t-test (p value)
Entrepreneurial qualities and competencies	Male	3,981	0,040	0,787
	Female	4,015		
Fundraising opportunities	Male	3,231	0,697	0,399
	Female	3,330		
Collaboration with stakeholders	Male	3,599	0,282	0,531
	Female	3,672		
Financial accountability	Male	3,688	0,202	0,519
	Female	3,765		

Table 4.9 indicates that there is no statistically significant difference between the factor mean scores of male and female respondents at the multivariate level in respect of the four factors considered together and thus HoT is accepted. At the univariate level, there is also no significant difference between the factor mean scores of male and female respondents in respect of their perceptions of entrepreneurship and as a result Hat is rejected in favour of Hot.

The data in Table 4.9 illustrates that both male and female respondents, as members of staff in a school, have the same estimation of the role their school principal should play in terms of being entrepreneurial. An explanation for this is that education according to Hsieh & Shen (1998) is fundamentally a moral enterprise and so within this moral system educators regardless of gender, have similar value systems. As a result educators perceive leadership from a moral perspective. This maintains that the relationship between the leader and the follower is not one of power but is a genuine sharing of mutual needs, aspirations and values. It thus follows that educators expect their principals to know school law and financing procedures and have the necessary skills to see a situation from all perspectives and solve problems regardless of their nature (http://0-proquest.umi.com.innopac.wits.ac.za/Pqdweb?index=0&did=28636157&SrchMo de=1&sid+2&fmt=6&Vlnst=PROD&VType=PQD&RQT=309&VName=PQD&TS= 1208162192&clentld=57035).

Having set hypotheses and tested them in respect of two examples of two independent groups, the same will now be done for three or more independent groups.

4.3.2 Comparison of three or more independent groups

In respect of three or more independent groups, at the multivariate level differences are investigated through a Multivariate Analysis of Variance (or MANOVA). Should any difference be found at this level then an Analysis of Variance (or ANOVA) at a univariate level is used to distinguish which of the four

factors caused the significant difference. ANOVA is a powerful and common statistical procedure that can be used to test the hypothesis that the means among three or more groups are equal, under the assumption that the sampled populations are normally distributed (http://www.itl.nist.gov/div898/ handbook/prc/section4/prc43.htm). When using ANOVA, effect size (eta) is computed by squaring eta (eta squared). The effect size indicates how consistently differences in the dependent scores are caused by changes in the independent variable. In other words, the factor mean scores of the independent groups are compared and should any difference be revealed then an investigation into which of the four factors are responsible for the significant statistical difference is investigated. At a univariate level this results in a pair-wise analysis of the groups by means of either the Scheffé or the Dunnett T3 tests. If the homogeneity of variance in the Levene test is more than 0,05 (p>0,05) then the Scheffé test is used to investigate possible differences between pairs. Should the homogeneity of variance be less than 0,05 (p<0,05) then the Dunnett T3 test is used to investigate differences between the various pairs.

A discussion of the differences in factor mean scores in terms of a schools section 21 status will now unfold.

4.3.2.1 Differences with respect to a schools section 21 status and the four factors

Table 4.10: HYPOTHESIS OF A SCHOOLS SECTION 21 STATUS AS THE INDEPENDENT VARIABLE

Dimensions	Variable	Symbol	Description	Test
Multivariate Level	Section 21 Status	HoM	There is statistically, no significant difference among the vector mean scores of section 21 status school groups in respect of the four factors taken together.	MANOVA

Dimensions	Variable	Symbol	Description	Test
		HaM	There is statistically, a significant difference among the vector mean scores of section 21 status school groups in respect of the four factors taken together.	
Univariate Level		HoA	There is statistically, no significant difference among the factor mean scores of section 21 status school groups in respect of the four factors taken separately:	ANOVA
		HoA1	Entrepreneurial qualities and competencies	
		HoA2	Fundraising opportunities	
		HoA3	Collaboration with stakeholders	
		HoA4	Financial accountability	
		HaA	There is statistically, a significant difference among the factor mean scores of section 21 status school groups in respect of the four factors taken together.	
		HaA1	Entrepreneurial qualities and competencies	
		HaA2	Fundraising opportunities	
		HaA3	Collaboration with stakeholders	
		HaA4	Financial accountability	

Dimensions	Variable	Symbol	Description	Test
Pair-wise Differences		HoD	There is a statistically significant difference between the average scores of a section 21 status school group compared pair-wise in respect of the four factors considered separately namely:	Scheffé/ Dunnett T3
		HoD1	Entrepreneurial qualities and competencies	
		HoD2	Fundraising opportunities	
		HoD3	Collaboration with stakeholders	
		HoD4	Financial accountability	
		HaD	There is statistically, no significant difference between the average scores of a section 21 status school group compared pair-wise in respect of the four factors considered separately namely:	
		HaD1	Entrepreneurial qualities and competencies	
		HaD2	Fundraising opportunities	
		HaD3	Collaboration with stakeholders	
		HaD4	Financial accountability	

Table 4.11: SIGNIFICANCE OF DIFFERENCES AMONG A SCHOOLS SECTION 21 STATUS IN RESPECT OF THE FOUR FACTORS

Factor	Gr	Factor Mean	MANOVA (p-value)	ANOVA (p-value)	Gr	Schéffe/ Dunnett T³		
						A	B	C
Entrepreneurial qualities and competencies	A	3,776		0,000 **	A	/	-	**
	B	3,857			B	-	/	**
	C	4,407			C	**	**	/
Fundraising opportunities	A	3,177		0,030 *	A	/	-	**
	B	3,306			B	-	/	-
	C	3,494	0,001 **		C	**	-	/
Collaboration with stakeholders	A	3,506		0,001 **	A	/	-	**
	B	3,531			B	-	/	-
	C	3,929			C	**	-	/
Financial accountability	A	3,546		0,000 **	A	/	-	**
	B	3,607			B	-	/	**
	C	4,102			C	**	**	/

** Statistically significant at the 1% level (p<0,01)

* Statistically significant at the 5% level (p<0,05)

A = Yes

B = No

C = Unsure

The data in Table 4.11 shows that there is statistically, a significant difference at the 1% level between the responses to schools' with section 21 status at the multivariate level. HoM is thus rejected in favour of the research hypothesis HaM. At the univariate level the factor mean scores of the three possible response groups differ from one another with respect to each one of the four

factors. HoA1, HoA2, HoA3 and HoA4 are consequently rejected in favour of HaA1, HaA2, HaA3 and HaA4.

The following can be concluded in respect of the pair-wise comparisons:

In respect of all four factors constituting entrepreneurship that is, entrepreneurial qualities and competencies, fundraising opportunities, collaboration with stakeholders and financial accountability, the factor mean scores of those educators and managers unsure of their schools' section 21 status have a statistically significantly higher score than those who have a clear understanding of their schools' section 21 status. This is interesting, as it means that most educators either do not have knowledge of their schools section 21 status or do not know what the section 21 status is all about. The South African School's Act (as amended), creates two categories of public schools: Section 20 and Section 21 schools. Section 20 of the Act lists a range of functions that all governing bodies of all public schools must undertake. Section 21 of the Act lists further functions that may be allocated if the school has shown that it has the capacity to perform such functions effectively. The term 'Section 21 Schools' is regarded as being virtually synonymous with the terms self-managing or self-reliant schools. This is an over-simplification, but by undertaking the additional functions, a school undoubtedly becomes more autonomous (http://www. seedprog.co.za/content/SchoolMng/Manual5/EnglishManual5-Chapter2.pdf). A possible explanation for this is that educators are not familiar with the South African Schools Act or its content. This could be attributed to the fact that educators do not have any responsibility with regards to the finances of their schools and so the information is deemed irrelevant to their position within the school. In order, however, for a school to be entrepreneurial, it needs the ability to take control of its own destiny. This means that it needs to be awarded the section 21 functions so that it can take charge of the operation of the school as a whole, and the staff of the school thus needs to be aware of their schools' status.

Having discussed two examples of two independent groups and one example of three or more independent groups in detail, the remaining groups will be summarized in Table 4.12, followed by a discussion of each independent group.

Table 4.12: FACTOR MEAN SCORES OF THE REMAINING INDEPENDENT GROUPS IN RESPECT OF THE FOUR FACTORS COMPRISING ENTREPRENEURSHIP IN SCHOOLS

Independent Group	Category Name	Factor Mean			
		F1	F2	F3	F4
Age	Up to 29 years	4,574	3,690	4,158	4,278
	30 – 45 years	3,849	3,201	3,491	3,558
	46 years & older	3,997	3,264	3,741	3,916
Position within the school	Management	3,852	3,309	3,542	3,679
	Educator	4,026	3,294	3,664	3,748
Academic qualification	Post school diploma or certificate	3,927	3,196	3,509	3,614
	Degree	4,086	3,394	3,766	3,855
	Post graduate qualification	3,996	3,270	3,605	3,725
School classification	Primary, special school or other	3,971	3,341	3,626	3,728
	Secondary, technical or combined	4,023	3,256	3,674	3,749

F1 = Entrepreneurial qualities and competencies

F2 = Fundraising opportunities

F3 = Collaboration with stakeholders

F4 = Financial accountability

4.4 DISCUSSION OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES OF THE REMAINING INDEPENDENT GROUPS PRESENTED IN TABLE 4.12

In the discussion that follows each factor will be dealt with, separately. The discussion will commence with entrepreneurial qualities and competencies and will be followed by fundraising opportunities, collaboration with stakeholders and will conclude with financial accountability.

4.4.1 Entrepreneurial qualities and competencies

Age

Although the factor mean scores of the age cohorts do not differ significantly, statistically, respondents up to the age of 29 have a higher mean score compared to their counterparts in the age groups between 30 – 45 years and respondents older than 46 years. A possible reason for this is that younger educators enter the profession full of zest and creativity and have a greater confidence in the system and their respective principals with regards to entrepreneurial management. They are not yet influenced by the negativity that older educators are socialised into and have the belief that their principals have the potential to engage in entrepreneurship effectively.

Position within the school

Educators in general have a higher factor mean score with regards to their perceptions of their principals in terms of entrepreneurial qualities and competencies. Thus, the perception seems to exist that current principals do in fact have the attitudes and abilities common in other entrepreneurs, which would enable them to effectively engage in entrepreneurial activities. School managers, however, it seems, from their lower factor mean score are unaware of this potential that they possess and possibly have never entertained the thought of been seen as entrepreneurs.

Academic qualification

Educators who hold a degree have a higher factor mean score than those educators who hold either a post school diploma or a post graduate qualification. This difference was, however, not significant and all groups partially agree regarding the perception of entrepreneurial qualities and competencies among school principals.

School classification

Primary, special and other types of schools as opposed to secondary, technical and combined schools' differ only slightly in their perceptions of entrepreneurial qualities and competencies among school principals.

4.4.2 Fundraising opportunities

Age

The differences in the factor mean scores among the various age groups are not statistically significant and are so small with regards to fundraising opportunities that one could deduce that all age groups of educators are equally dissatisfied with the levels of State funding, fundraising and school fee collection. It would, however, appear that respondents younger than 29 are more apt to fundraising opportunities than their older colleagues. A possible reason for this could be that younger educators have more energy and possibly less personal responsibilities and are thus able to engage more actively in fundraising as an element of entrepreneurship. School managers it seems, are missing out on the possibility of exploiting financial opportunities that become evident.

Position within the school

There is no statistically significant difference in the perceptions of educators and school managers in terms of their position regarding fundraising opportunities. The general perception seems to be that principals have the ability to identify sources of funding, but according to the data are unable to convert these sources

into a reality. A possible reason for this could be that they do not see fundraising as part of their set of responsibilities as school managers.

Academic qualification

Educators who hold a degree have a higher factor mean score than those educators who hold either a post school diploma or a post graduate qualification. This difference was, however, not significant and all groups partially agree regarding the role of school principals and the exploitation of fundraising opportunities.

School classification

Primary, special and other types of schools as opposed to secondary, technical and combined schools' differ only slightly regarding the role of school principals and the exploitation of fundraising opportunities.

4.4.3 Collaboration with stakeholders

Age

The difference between the various age groups is not statistically significant, and once again respondents younger than 29 show a greater tendency towards collaboration with stakeholders. A possible reason for this is perhaps younger educators perceive stakeholder involvement and participation in entrepreneurial activities as being important, whereas more senior educators and managers might be more accepting of the general apathy in this regard.

Position within the school

Differences between educators and managers with regards to collaboration with stakeholders are not statistically significant. From the data, principals seem to inspire support from their staff members (educators) in terms of developing a shared vision, but are hesitant in terms of using staff in problem solving matters. A possible reason for this could be that school managers do not believe that educators can make a contribution because of their position within the school.

Academic qualification

Educators who hold a degree have a higher factor mean score than those educators who hold either a post school diploma or a post graduate qualification. This difference was, however, not significant and all groups partially agree regarding the factor collaboration with stakeholders and the role of school principals in this regard.

School classification

Primary, special and other types of schools as opposed to secondary, technical and combined schools' differ only slightly in their perceptions regarding the factor collaboration with stakeholders and the role of school principals in this regard.

4.4.4 Financial accountability

Age

Respondents aged 29 and younger seem to have a more confident perception of their school principal in terms of financial accountability. This is evident from the higher factor mean score represented in comparison to the factor mean scores of older respondents. Once again this could be attributed to the confidence younger educators have of their school principals than their older colleagues.

Position within the school

In respect of financial accountability, the differences in perceptions of educators and managers are not statistically significant. The general perception is that school principals take responsibility for school finances and at present engage in effective financial management practices.

Academic qualification

Educators who hold a degree have a higher factor mean score than those educators who hold either a post school diploma or a post graduate qualification. This difference was, however, not significant and all groups partially agree regarding the perception of financial accountability among school principals.

School classification

Primary, special and other types of schools as opposed to secondary, technical and combined schools' differ only slightly in their perceptions of financial accountability among school principals.

4.5 SUMMARY

This chapter provided an analysis and interpretation of some of the empirical data. It commenced with a clarification of the concepts reliability and validity. Two further concepts, namely content validity and construct validity were also clarified. This was followed by a discussion concerning how the instrument of research in this study was tested for content and construct validity.

The purpose of factor analysis was outlined and the process followed in order to develop the factors was explained. The reliability coefficients of the various factors were presented in Table 4.1 and they were found to be sufficiently reliable to continue with the statistical analysis of the data. For the purposes of analysis two examples of two independent groups were selected for comparison by stating the appropriate hypotheses and analysing the data by means of multivariate statistical tests; and one example of three or more independent groups were selected for comparison by stating the appropriate hypotheses and analysing the data by means of multivariate statistical tests.

The chapter concluded with a discussion of the significance of differences between the factor means scores of the remaining independent groups for each of the factors that make up entrepreneurship.

In the next chapter, a summary of the research will be presented. Important findings will be discussed and recommendations will be made.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

Change is part of human existence and at present, more so than ever before, we live in an era of paradox, opportunities and above all change. Change is essential in any organisation for it to stay abreast of the changing world. This is also true for the school and thus a key task of the modern day school is to stay ahead of this change. The pace of change in South African education at present stems from the major political change that has taken place in the country since 1994. As a result, the managerial tasks of educational managers have also changed in that the values, traditions and practices that had served in the past are no longer relevant and so a complete paradigm shift in educational management is necessary.

The aim of this study is to determine the role of principal as entrepreneur in the management of the school. In trying to achieve this aim, a research of the literature concerning entrepreneurship in general was undertaken. This was followed by empirical research to garner the perspectives of educators and school managers in respect of the entrepreneurial characteristics and techniques that are currently employed in the management of their schools.

The results of the research point to a number of challenges concerning the entrepreneurial capacity of principals in the effective, efficient and economic management of their schools. In this, the final chapter, a summary of the most significant aspects of the study will be provided. This will be followed by listing the important findings from the literature survey as well as the empirical research and then making recommendations to employ entrepreneurial techniques into the management of schools.

5.2 SUMMARY

Chapter one provides the motivation for the research and a description of the problem. It presented the general aim of the research, which was to investigate the role of the principal as entrepreneur in the management of public schools. The methodology to be employed was explained to be a quantitative study and the concept 'entrepreneurship' was clarified.

Chapter two focused on the exposition of the topic of the research project, that is "The principal as entrepreneur in the management of schools". The discussion centers on the essence, development and link between entrepreneurship, management and leadership. Entrepreneurship is defined as any person who has the ability to search the environment to identify opportunities for improvement, to mobilise resources and implement action to maximise those opportunities. This definition thus, has the ability of including the principal of a school in terms of their professional management responsibilities as entrepreneurship is seen as an alternative approach to general management. Entrepreneurial success factors or personal characteristics, as well as managerial success factors or skills in common are highlighted and each of these are discussed in terms of what they are and how they can contribute towards the successful implementation of entrepreneurship into public schools by principals.

The design of the study was explained in chapter three. Items to measure variables that emerged as important determinates of what principals can do to use entrepreneurship to improve the management of their schools, was constructed and compiled into a questionnaire. The empirical investigation was described, and the research instrument together with selected questions was discussed. The biographical details of respondents in the form of graphs was also presented to indicate the representivity of the samples as well as discriminative information of the educators sampled.

Chapter four provided an analysis and interpretation of some of the empirical data. It commenced with a clarification of pertinent concepts. This was followed by a discussion concerning how the instrument of research in this study was tested for content and construct validity. The reliability coefficients of the various factors were presented and were found to be sufficiently reliable to continue with the statistical analysis of the data. Hypotheses were set and multivariate statistics were used to analyse and interpret the data.

This summary highlighted some of the important aspects and procedures that were undertaken during this study.

Important findings derived from the study will now be presented and recommendations made for principals and the management of their schools.

5.3 IMPORTANT FINDINGS

5.3.1 Findings from the literature survey

Finding 1

Leadership and management skills are critical success factors to entrepreneurial success and entrepreneurship is an approach to general management that begins with opportunity recognition and culminates with the exploitation of the opportunity. (See 2.2.3)

Finding 2

A public institution, and in this case the school, does not need to run like a business for the process of entrepreneurship to be successful. It does, however, require a paradigmatic shift in school managers thinking and a change in the way schools are run. The ultimate aim, it must be stressed should always be optimal service delivery to society. (See 2.3.1)

Finding 3

Government enacts the will of the people through elected officials. It thus follows that schools need to deliver services preferred by the public at a given time. Therefore, school principals should be constantly attuned to citizens' needs. In the context of public entrepreneurship, citizens should be seen as the institutions clients. (See 2.3.1.2.4)

5.3.2 Finding from the empirical study

Finding 4

Data from the empirical study leans towards the perception that current principals do in fact have the attitudes and abilities common in entrepreneurs, which implies that potentially, principals are able to engage in entrepreneurial activities. Principals, however, are perhaps unaware of this potential or may never have seen themselves as entrepreneurs before.

Finding 5

Principals it seems have the ability to identify sources of funding, but according to the data from the empirical study do not seem to be able to convert these sources into a reality and are thus missing out on the possibility of exploiting financial opportunities.

Finding 6

From the data of the empirical study, principals display confidence in their staff members and inspire support from them in terms of creating a shared vision, however, seem reluctant to use staff in problem solving situations. Also, there seems to be a lack of parental and community support in terms of stakeholder collaboration.

Finding 7

For the most part from the data of the empirical study, the perception is that school principals do in fact engage in effective and efficient financial management practices and take responsibility for the schools finances.

In keeping with the findings, the following recommendations are proposed for school principals to become more entrepreneurial in their management approach.

5.4 RECOMMENDATIONS

Recommendation 1

Principals should embrace the entrepreneurial qualities they have and begin to consciously use them in engaging in entrepreneurial practices and activities. Principals also need to begin to see entrepreneurship as part of their duties and responsibilities in terms of supplementing the Department of Educations allocation of funds in delivering a better quality of education for their learners.

Recommendation 2

Principals need to investigate the possibilities of raising additional funds through creative means and need to develop relationships with the business community with regards to advertising and sponsorship in an effort to earn their continued support. Examples could include the sale of advertising space on buildings, grand stands, change rooms, vehicles, sports kits and even school uniforms.

Recommendation 3

Principals need to engage with staff in terms of developing creative fundraising opportunities and in searching for solutions to solve financial problems. Also parents and the business community need to become more involved and the principal needs to be the driving force behind this. A sense of collegiality needs to be present in the principal's management style.

Recommendation 4

Principals need to become aware of financial stumbling blocks and develop ways to overcome these. This can be effectively achieved through the process of strategic planning.

5.5 FUTURE TOPICS FOR RESEARCH

This study has focused on the principal as entrepreneur in the management of schools. The study has revealed that principals have the ability to successfully engage in entrepreneurial activities but do not do so convincingly. In view of this the following topic is proposed for further research:

- Entrepreneurial management training of school principals

5.6 CONCLUSION

Education is not only pivotal to economic prosperity, but also plays a crucial role in enabling South Africans to improve the quality of their lives and contribute to a peaceful, productive and democratic nation. Education is one of the most important long-term investments a country can make. According to the Bill of Rights contained in the Constitution of the Republic of South Africa, everyone has the right to a basic education, which the Government, through reasonable measures, must make progressively available and accessible. Government has thus made a clear commitment to education in terms of the benefits it will bring to society, and therefore is obliged to fund education. This funding is however not always sufficient and so schools need to determine ways of supplementing these funds. By embracing the skills and practices of entrepreneurship, principals, school management teams and school governing bodies may have a better chance of accessing additional resources to allow learners to more fully participate in their education and in this way build self esteem and improve their chances of a more successful future.

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LIST OF ANNEXURES

Annexure A

UNIVERSITY OF JOHANNESBURG

Dear Colleagues

The government has the responsibility of funding public schools, however, these funds are insufficient to deliver quality education. The South African Schools Act makes provision for schools to supplement the state's contribution. Due to the economic status of many parents such funds in the form of school fees are often unattainable and school governing bodies therefore have to find other means of raising funds to ease this ever-increasing burden of parents.

School principals who embrace the entrepreneurial spirit are able to make a significant contribution to the way resources are raised and managed. As a result we have undertaken to research the role of the principal as **entrepreneur** in the school. A questionnaire is one of the most effective ways of eliciting opinions and we are committed to the fact that without your opinion the information is not credible.
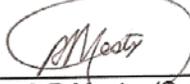
Would you please be kind enough to assist us in completing this questionnaire. It should take you no longer than 15 minutes to complete. Please bear the following in mind when completing the questionnaire:

- Do not write your name or the name of your school on the questionnaire. All information is handled with the strictest confidentiality.
- There are no correct or incorrect answers in section B. Only your honest opinion is required.
- Your first spontaneous reaction is the most valid, so work quickly and do not ponder too long over any particular item.
- Answer all the questions.
- After completion, please return the questionnaire as soon as possible to the person from whom you received it.

The researcher conducting this study is Beverley Blake. Please contact her with any questions at Beverley.Blake@wits.ac.za or by telephone.

Thank you for your kind contribution and assistance in this study.

B Blake (Researcher)
Tel: (011) 717 3053

Prof. R Mestry (Supervisor)
Tel: (011) 489 2683

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QUESTIONNAIRE

Please do not write your name or the name of your school on any part of this questionnaire.

SECTION A: PERSONAL AND GENERAL INFORMATION

EXAMPLE FOR COMPLETING SECTION A

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

QUESTION 1: Your gender?

(If you are male then circle 1 as follows:)

Male	1
Female	2

1. Your gender?

Male	1
Female	2

2. How old are you (in completed years)?

e.g If you are 35 years then enter	3	5

3. Which of the following best describes your present position within your school?

District Official	1
Principal	2
Deputy-principal	3
Head of Department	4
Educator	5

4. What is your highest academic qualification?

Lower than Grade 12	1
Grade 12	2
Post school diploma or certificate	3
Degree	4
Post Graduate Qualification	5
Other (Specify)	6

5. Is the principal at your school male or female?

Male	1
Female	2

6. What is the language of instruction at your school? Mark all applicable.

Zulu	1
Xhosa	2
Venda	3
Tswana	4
Tsonga	5
Swati	6
South-Sotho	7
North-Sotho	8
Ndebele	9
English	10
Afrikaans	11
Other (specify)	12

7. Which one of the following classifies your school?

Primary school	1
Secondary school	2
Both primary and secondary (i.e. combined)	3
Special school	4
Technical school	5
Other (specify)	6

8. Has your school been granted section 21 status?

Yes	1
No	2
Unsure	3

SECTION B: ENTREPRENEURSHIP AND SCHOOL MANAGEMENT

Please note that the questions that follow are not a test of your competence. There are no correct or incorrect answers. We are only interested in your honest opinion.

FOR THIS SECTION PLEASE STATE YOUR OPINION BY CIRCLING THE MOST APPROPRIATE NUMBER ON THE SCALE PROVIDED.

EXAMPLE
- *The principal at our school works productively under continuous stress. (If you disagree then circle 2 on the scale)*

Strongly Disagree | 1 | (2) | 3 | 4 | 5 | 6 | Strongly Agree

Where   1 = Strongly Disagree
2 = Disagree
3 = Partially Disagree
4 = Partially Agree
5 = Agree
6 = Strongly Agree

To what extent do you agree or disagree with each of the following statements:

1. The principal at our school is a self-starter.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

2. The principal at our school assumes ultimate responsibility for all projects at our school.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

3. The principal at our school is a hard worker.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

4. The principal at our school sees a project through to its end.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

5. The principal at our school is an organised individual.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

To what extent do you agree or disagree with each of the following statements:

6. In our school the principal makes unilateral decisions.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

7. The principal at our school inspires me to become involved in school related activities.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

8. The principal at our school is trustworthy.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

9. The principal at our school exhibits confidence in my ability to perform well on a task that has been assigned to me.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

10. The principal at our school embraces the principle of educator assessment based on performance.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

11. The Department's allocation of funds to our school is adequate.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

12. Our school spends the departmental allocation of funds as directed by the department.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

13. The majority of parents at our school pay school fees.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

14. Our school makes every effort to collect unpaid school fees.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

To what extent do you agree or disagree with each of the following statements:

15. Parents support fund raising activities organised by our school.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

16. Our school raises additional funds by renting premises to organisations during non-teaching time.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

17. Our school governing body readily raises additional funds when needed.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

18. The principal takes responsibility for the finances at our school.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

19. In our school all stakeholders are consulted when preparing the school's budget for the following year.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

20. In our school projections of income and expenditure for the following year are made on a monthly basis.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

21. All staff members are encouraged to suggest possible solutions to financial problems.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

22. After each financial year our school's budget for the current year is evaluated.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

23. The management of finances is a source of conflict at our school.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

To what extent do you agree or disagree with each of the following statements:

24. The majority of parents attend the annual general meeting of our school.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

25. Parents at our school are encouraged to suggest solutions to financial problems.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

26. The principal of our school articulates a vision for the school.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

27. I subscribe to the vision of our school.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

28. Our school is successful in meeting its financial objectives.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

29. Our school principal identifies potential sources of funding.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

30. Our school principal develops effective plans for potential investors.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

31. Our school receives substantial amounts in the form of donations from outside companies.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

32. Sponsorship is an important form of fund raising at our school.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

To what extent do you agree or disagree with each of the following statements:

33. The business community in the area supports fund raising activities organised by the school.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

34. Our school principal effectively utilises the expertise of staff members.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

35. Our school principal reacts efficiently to changes in policy.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

36. Our school principal develops relationships with business leaders.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

37. Our school principal makes sure all staff are familiar with the South African School Act.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

38. Our school principal values creative thinking.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

39. Our school principal engages in brainstorming sessions with staff.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

40. Our school principal identifies key financial stumbling blocks.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

41. Our school principal identifies opportunities to overcome financial stumbling blocks.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

To what extent do you agree or disagree with each of the following statements:

42. Our school principal has realistic expectations with respect to the future number of learners at our school.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

43. Plans to deal with these realistic expectations with respect to the future number of learners are in place.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

44. At the end of every school year school goals are evaluated to determine their effectiveness.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

45. Our school has attainable goals for the next 5 years.

Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Agree

Thank you for your kind participation in the completion of this questionnaire.

Please hand the completed questionnaire to the person from whom you received it as soon as possible.