

**THE IMPORTANCE OF EFFECTIVE SCHOOL  
LEADERSHIP: A STUDY PERFORMED IN SENIOR  
SECONDARY SCHOOLS IN THE SOUTHERN  
REGION OF BOTSWANA**

**BY**

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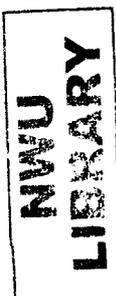
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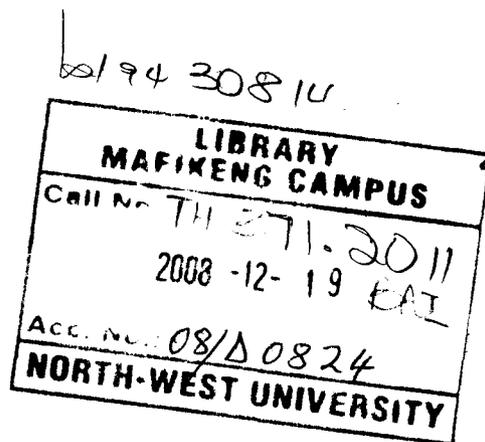
## Declaration

I Opaletswe Baipoledi, hereby declare that the dissertation for the degree of Master of Education at the North West University - Mafikeng Campus is my original work and has not been submitted by me or any other person at this or any other University. I also declare that all reference materials contained in this document have been duly acknowledged.

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## **ABSTRACT**

The purpose of this study was to investigate the importance of effective school leadership. The study was conducted in senior secondary schools in the southern region of Botswana.

The southern region comprises of the south and south central regions which has twelve (12) senior secondary schools, out of which seven (07) schools were randomly sampled for the study. Both interviews and questionnaires were used as research tools. One hundred and eighty nine (189) questionnaires were distributed and only one hundred and four (104) were completed and returned. Eight interviews were conducted among school leaders. Results from the questionnaires were analyzed using frequencies, percentages and tables. Results from the interview were analyzed within a framework that was structured along the lines of the research questions.

The study reveals that most of the teachers have a teaching qualification (PGDE), have adequate teaching experience, and are generally young (30-35 years). In terms of position of responsibility, most of them are clustered around senior teacher II (42.3%) and teacher/educator (36.5%). The study also reveals that schools performance is hampered largely by indiscipline and laziness towards schoolwork by both stakeholders. The school leaders must act as catalysts in creating a learning environment and be actively involved in implementing improvement strategies that help both students and teachers to enhance their learning and achievement (cf. 2. 16. 2).

**KEY WORDS:** Effective leadership, effective schools, school leaders, leadership qualities, successful leaders, leadership styles, leadership theories, and performance.

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|       |   |    |
| BGCSE | Botswana General Certificate of Secondary Education     |    |
| PTA   | Parents Teachers Association                            |    |
| LPC   | Least Preferred Co-worker                               |    |
| UK    | United Kingdom  |    |
| USA   | United States of America                                |    |
| ISIP  | International School Improvement Project                |    |
| ST II | Senior Teacher Grade II                                 |    |
| ST I  | Senior Teacher Grade I                                  |    |
| HOD   | Head of Department                                      |    |
| SMT   | Senior Management Team                                  |    |
|       |   |    |
|       | <b>TRANSLATION OF COUNTRY SPECIFIC TERMINOLOGIES</b>    |    |
|       |   |    |

|                |                                     |  |
|----------------|-------------------------------------|--|
| Botho          | Being kind, polite, and respectful. |  |
| Vision<br>2016 | The Botswana's vision.              |  |

# CHAPTER 1

## ORIENTATION

### 1.1 INTRODUCTION

In the late 1980s outstanding leadership emerged as a key characteristic of outstanding schools (Preedy, 1993:141), and studies of school effectiveness in the present-day affirm that leadership is a key element in determining school success (Hopkins, 2001:98). From what Preedy and Hopkins suggest in the preceding statement, it appears that the right type of leadership is at the heart of effective schooling. Similarly, from the reviews on research on school effectiveness there has been no evidence to suggest that school effectiveness has emerged from schools with weak leadership (Davies and Ellison, 1997:136). As it appears, effective school leadership is also essential for making decisions that enable a school to achieve its core business and competences in providing students with learning opportunities in an authentic and educationally meaningful context (Wong, 2003). There is little doubt therefore that those seeking quality in education should ensure the development of potential leaders (Davies and Ellison, 1997:136).

Leadership is necessary in all spheres of organisational life, and it is also an integral part of any institution. Consequently, leadership must be enhanced if schools should improve their performance. Leadership *per se*, is located within the potential available to be released within an organisation, and as Lambert and Harris (2003) contend, it is the intellectual capital residing within its members. It may also be perceived that leadership capacity is the talent that is stored in an individual, and it enables him/her to understand and comprehend information in a meaningful and productive way. The role of the leader is therefore over and above providing direction and guidance, to harness, focus, liberate, empower and align leadership towards common purposes and, by so doing, to grow, to release and to focus leadership capacity (Lambert and Harris, 2003:xvi). From the preceding discussion it would appear that leadership is about unlocking potential, whether individual potential or that of a group, company, or organisation (Dewey,



2004:1). Furthermore, (Dewey 2004:1) states that leadership is not about telling people what to do, but inspiring them to see what they are capable of, then, helping them to get there.

Schools, as learning organisations, demand efficient and proactive leadership so that they remain relevant to societal expectations just as they exist to meet the job market demands, and consequently schools should adapt to evolving market demands. It is imperative that schools, in the context of developmental and social dynamics, should have strong leadership in order to cope with changes consequential to globalisation. Globalisation of economic systems, technological advances, and the increased expectations that nations have on their education systems have transformed where past certainties are replaced with new, uncertain frameworks and dynamic changes. Educational leaders should therefore work in these new frameworks. Dynamic changes have become the order of the day (Davies and Ellison, 1997:11), and it is critical for leaders to understand the changing nature of the wider society in which schools are set. This does not only involve understanding the globalisation of economic, societal and technological trends, and how they manifest themselves today but also involves assessing how they are likely to impact on schools in the future. It would appear that school leaders must develop the educational leadership capacity to challenge today's orthodoxy and to envision what the future educational and societal framework will be (Davies and Ellison, 1997:12).

It is also important for leaders in schools to understand clearly the nature and extent of their own leadership, management competencies, and their management knowledge. Reflective management should thus enable principals to develop a personal development process of competence and proficiency that will assist them to cope with the evolving contexts and situations in schools (Davies and Ellison, 1997:12). Communities, in general, want to be associated with well-performing schools, and well-performing schools are greatly associated with effective leaders who will not settle for mediocre results. As a result, the so-called effective school movement is skewed towards having achievement-oriented leaders who will motivate subordinates to strive for higher

standards of performance, and to have more confidence in the ability to meet challenging goals (Pierce and Newstrom, 2003:199). In the light of the preceding discussion, the role of an effective leader is to synchronise the efforts of all staff members towards attainment of better results or higher standards of performance.

School effectiveness is also concerned with outcomes such as best performance in examinations, staying-on rates, and pupils' attitudes (Bush and Burnham, 1994:67). In addition, the school effectiveness research has demonstrated that all students can learn to the optimum when they are taught in 'the right' learning environments (Hopkins, 2001:42). The role of an effective leader, therefore, is to ensure that teaching and learning occur in an environment that is conducive to effective teaching and learning.

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## **1.2 STATEMENT OF THE PROBLEM AND RESEARCH QUESTIONS**

Botswana senior secondary schools are plagued by big performance variations among others. The problem of poor school performance is strongly associated with ineffective leadership in senior secondary schools. From the 2006 Botswana General Certificate of Secondary Education (BGCSE) results, out of 27 senior secondary schools, the percentage credit pass with grade C or better in five subjects or more, of the best performing school is 65.17% with the lowest in the rank being 26.00%. The majority of the schools range from 30.03% to 48.85% (BGCSE 2006- summary of results).

Other problems that can occur in Botswana Secondary Schools that can be linked with ineffective leadership are those such as indiscipline. Indiscipline is multifaceted as it encompasses other problems like truancy, vandalism, moral decay and anarchy. It is imperative to uproot and curb symptoms of these problems before they are deeply rooted. Therefore, in this particular study an investigation will be done into different school leadership entities. The research problem is to investigate entities such as the effectiveness of school leaders, the promotion of effective leadership in schools and the characteristics of effective schools. As stated as the research problem, it could be asked

as to whether these leadership entities can be regarded as important aspects off effective school leadership in Botswana.

More specifically, this study will be focusing on the following questions:

1.2.1 What must be done to promote effective school leadership?

1.2.2 What are the qualities of effective school leaders?

1.2.3 What are the characteristics of effective schools?

1.2.4 How important are these entities of school leadership in the southern region of Botswana?

## **1.3 METHODS OF RESEARCH**

### ***1.3.1 LITERATURE STUDY***

A thorough study of both primary and secondary sources was done with the aim of gathering information on the importance of effective leadership in schools. The primary sources include the interviewees and those who took part in answering the questionnaires. A dialogue search was done using the following key words: Leadership, effective leadership, effective schools and school effectiveness.

### ***1.3.2 EMPIRICAL INVESTIGATION***

#### ***1.3.2.1 QUESTIONNAIRE***

Questionnaires were developed and pre-tested on twenty (20) teachers / educators in Seepapitso Senior Secondary School. The aim of the questionnaire was to gather teachers' views concerning the role played by their leadership in enhancing better performance.



### ***1.3.2.2 INTERVIEWS***

A semi-structured interview was conducted with the purpose of gathering information on challenges school leaders encounter in their leadership role.

### ***1.3.2.3 POPULATION AND SAMPLING***

There are 13 senior secondary schools in the Southern Region of Botswana. Seven (07) senior secondary schools were randomly selected to participate in the study basing on their remoteness. Some schools are a distance of about 300 km; hence at times follow-ups are never fruitful as compared to schools within reach. The study concentrated on twenty-seven (27) teachers per school who were randomly selected depending on their availability and willingness to participate in the study. The total sampled population was 189.

Concerning the interview, seven (07) school heads / principals and their deputies were interviewed. The total sampled population for the interview was fourteen (14).

Therefore, the total sampled population was 203 that is  $(189 + 14=203)$ .

## **1.4 DATA ANALYSIS**

With the help of statistical consultants at the University of North West, computer-aided statistical analyses were employed. The SPSS software was used and the T-test tool was employed to analyze the results. The results from the interviews were also analysed within a framework that was structured along the lines of the research questions.

## **1.5 CHAPTER READINGS**

The document is divided into chapters to facilitate reading and understanding on the part of the readers.

Chapter 1 deals with an introduction giving the background to the study.

Chapter 2 deals with the literature review which gives the extent to which the subject matter has been researched.

Chapter 3 focuses on research design showing the research methods that were employed.

Chapter 4 deals with data analysis and interpretation stating the instruments that were used to analyze and interpret the findings.

Chapter 5 deals with summary, findings, recommendations and conclusions, it gives the concluding statements.

## 1.6 SUMMARY

In the introductory chapter, a brief orientation to the study was provided, outlining the problem to be investigated and indicating formulated aims of the study. The study focused on the importance of effective school leadership, which was summarised in the four research questions.

In the next chapter, I will be presenting the findings of the literature review. The intent of which is to establish how other researchers have tackled the same problem and their input in the world of knowledge.



## CHAPTER 2

### LITERATURE STUDY

#### 2.1 INTRODUCTION

Schools need effective school principals who have visionary leadership, organisational knowledge and skills, and indeed professionalism. A vision is a mental picture of a preferred future shaped by the school community, and it shapes the programmes for learning and teaching as well as policies, priorities, plans and procedures pervading the day-to-day life of the school (Preedy, 1993:142). This desired future goal that is like a magnet, beckons the leader to work hard and achieve desired results despite the obstacles or challenges that exist. To be effective, a principal should possess knowledge of change management in order to be concerned with innovation, the ability to initiate changes, the creativity to conceive and adapt programmes of action to the school's milieu. In addition, principals should have a sense of direction as well as the skills to motivate and provide appropriate leadership to meet the challenges and demands of the changing educational environment (Lahui-Ako, 2001: Vol.39, No.3 p255).

The effectiveness of the leader is defined in terms of how well his/her group or organisation performs the primary tasks for which the group exists (Pierce and Newstrom, 2003:17). Hoy and Miskel (2001:405) note that in all cases, leadership effectiveness is determined by the degree to which tasks are achieved. Seemingly, Hoy and Miskel create an impression that a leader is not effective merely by being influential, he/she should ensure efficacy in work processes in order to ensure that intended learning outcomes are achieved and desired educational ends are met. A number of documented literature sources were perused and relevant synopsis captured to substantiate the need for effective leadership. In this chapter, emphasis is on the following:

- Conceptualisation of the terms leadership and effective leadership;
- Discussion of leadership theories;
- Leadership styles; and

- Qualities and characteristics of effective school leaders.

## **2.2 DEFINITION OF TERMS**

The following operational concepts are defined and explained to enable readers to understand how they are used in this document.

### **2.2.1 What is leadership?**

The term 'leadership' is broad, and its different meanings are provided to indicate how different writers view it. Lambert and Harris (2003:20) define leadership as the reciprocal learning process that enables participants to construct and negotiate meanings leading to a shared purpose of schooling. Seemingly, the view expressed in the preceding statement is that leadership influences relationships among leaders and followers to cooperate in implementation of changes in order to ensure attainment of outcomes that reflect their shared purposes (Daft, 2005:5). Similarly, Pierce and Newstrom (2003:5) state that leadership is a social relationship that influences interaction between two or more people dependent upon one another for the attainment of certain mutual goals. It would appear that leadership is a social process, which causes a number of people to set out toward goal-attainment with renewed zest and hopeful courage. Leadership, in this context, is viewed as a dynamic force that motivates people, and coordinates actions and activities in an organisation in order to ensure accomplishment of its objectives (Pierce and Newstrom, 2003:7).

According to Pierce and Newstrom (2003:8), leadership is the art and the ability to decide what is to be done, and it requires leaders to induce subordinates to do what they – leaders – want them – subordinates – to do. In the light of the preceding statement, leadership may be defined as a mind-set and a pattern of behaviours (Koestenbaum, 2002:23) that are created and induced to accomplish organisational objectives. For Kraines (2001:56), leadership is the ultimate manifestation of human adaptive capacity to their life-worlds, and it involves the capacity and will to rally men and women to

common purposes (Maxwell, 1999:1). In the same vein, Kouzes (1998:3) defines leadership as the ability to inspire other people to accomplish things, and this implies that leaders should motivate subordinates to follow their actions. The view advanced by Kouzes (1998) is that a leader should look for new opportunities, and encourage subordinates to accomplish these opportunities. Furthermore, a leader should be able to make people feel good about what they are doing, and he/she should help them feel that what is accomplished is working towards the larger goal of the organisation. In other words, in a school set up, a principal should challenge teachers to go beyond their level of performance in order to get the best out of them. It is also argued here that a principal should recognise accomplishment of teachers in order to properly reward these accomplishments.

According to Tatai (1998:13), leadership is the power that emanates from and is based predominantly on personal characteristics such as charisma, personality and academic qualifications. On the other hand, leadership may be seen as the illumination of a vision to have a deeper insight in production processes, the raising of performance to a higher standard, and the building of personality beyond its normal limitations (James, 1996:143). One may argue that leadership is the behaviour that enables and assists others to achieve planned goals (Whitaker, 1993:73). In the light of the preceding statement, James (1996) states that leadership is the interpersonal influence exercised in a situation which is directed through the communication process toward the attainment of a specified goal or goals. Invariably, one may conclude that leadership is an attempt to influence individuals positively to carry out tasks and responsibilities that the leader deems important (James 1996:163). From the preceding discussion, it can be construed that leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation (Trethowan, 1989)

On the other hand, Whitaker (1993:75) states that leadership is a process which recognises the futility of separating people from each other, and which seeks constantly to find new and effective ways of integrating human activity, releasing skills and ability and empowering everyone to achieve extensive and functional leadership capacity. For

example, in the context of change leadership capacity should enable principals to facilitate learning, and it should allow people to act and change rather than react to change (West-Burnham, 1992:115). The following points summarise the preceding discussion on leadership:

- Leadership is an integral part of any institution, and without it educational success is impossible;
- Leadership is influencing others to come together around a common vision; creating an inspiring vision and building an environment where people have the ability, the freedom, and the will to accomplish amazing results; and
- It is necessary that school leaders have such attributes and competencies so as to amalgamate and consolidate all efforts towards attainment of outstanding results.

I would therefore, in summary say leadership is a skill or quality possessed by an individual, which enables him/her to empower, influence and motivate others to work willingly, without coercion, towards achievement of a common and desired goal.

### **2.2.2 Effective leadership**

According to Daft (2005:20), effective leaders are more likely to create an environment where problem analysis and solving replace blaming subordinates for mistakes that are carried out as services are rendered to clients. Effective leaders think about their leadership role, and they select leadership strategies for each situation that arises in a school (Eales-White, 2003:14). From Eales-White's view leaders should aim to create an environment, for staff as well as students, of participative leadership which is motivated by a vision of possibilities for development and improvement in the school. Typically, effective leaders assess the needs of schools, and they adopt strategies that are appropriate for addressing challenges in the schools (Whitaker, 1993:133). Whitaker (1993:134) further states that effective leaders rarely call colleagues to their offices for reprimanding them, rather they visit them where the real work of the organisation is being conducted. On-site visits give the leader first hand information about what is actually taking place at shop-floor level.

According to Collins Cobuild Dictionary (2003:350) effective leadership is when a leader works well and produces the results that were intended. Effective leadership is having a more objective dimension-accomplishment of organisational goals as well as two subjective dimensions-perceptual evaluations of significant reference groups and overall job satisfaction of subordinates (Hoy and Miskel, 2001:403). It depends upon a leader's ability to supply subordinates with task, guidance and incentives to perform to the extent that these are not provided by other sources (Pierce and Newstrom, 2003:321). Pierce and Newstrom on page 366 continues to say effective leadership implies that there is an understanding of how managers and employees influence one another, in order to achieve intended outcomes.

Effective leadership is essentially an interactive process, focused on the creation of optimum conditions for professional creativity and endeavour (Whitaker, 1993:91). Further, effective leadership facilitates change as a natural process by integrating the past and present into future changes and it calls for the leader to understand, facilitate, nurture, and guide personal change in an amicable way so as to effect positive results (Calabrese, 2002: ?). Effective leadership is therefore, the outstanding and dynamic leadership that interacts with the processes in order to enhance professional creativity.

Effective leadership, therefore, has to do with empowering individuals to influence others to willingly achieve results or set goals. For principals to be effective they must be involved in processes and programmes that ensure that teachers have the capacity to work independently. They must ensure that teachers are knowledgeable about the expectations of their superiors; they are mature to make decisions and to solve problems on their own, they are responsible for what happens in classrooms and they are courageous in maintaining standards and discipline in classrooms. Principals should possess competences that are performance-oriented. In this regard, Maxwell (1999:30) states that competence is the principals' ability to explain what is to be done, how to plan it, and how to monitor what is done, is critical in achieving performance-oriented leadership. Like effective leaders, principals should show concern for the efforts and challenges faced by teacher even as they demand high standards. With the challenges and demands

of the changing educational environment, more effective principals, equipped with leadership and organisational knowledge and skills, are required to lead schools (Lahui-Ako, 2001:Vol 39 No3 p233).

### **2.2.3 School effectiveness:**

School effectiveness is the extent to which a school can adapt to the internal and external constraints and achieve the multiple goals of its multiple constituencies in the end as according to Cheng Yin-Cheong, (Educational Journal Vol. 18 No. 1 pp.56, 1990). Matthew Ninan in his paper presented at the International Congress for School Effectiveness and Improvement at Fort Lauderdale, Florida-USA on January 04, 2006, said “ A school is called ‘effective’ when it achieves what it sets out to achieve. That is a school is effective when its processes result in observable positive outcomes in its students population consistently over a period of time.

School effectiveness is about maximizing academic achievement, learning and love of learning, personnel development and self-esteem; life skills, problem solving and learning how to learn, development of independent thinkers and rounded confident individuals. All these rank as highly or more highly as the outcomes of effective schooling as success in a narrow range of academic disciplines (Maroane, 2000:6-7) Matthew Ninan, (2006:14) on his presentation recommends that schools must have a healthy climate that generate positive energy and good behaviour among its students.

## **2.3 LEADERSHIP THEORIES**

A number of leadership theories exist which will be discussed in this document. These theories will provide part of an analytical framework for this study.

### 2.3.1 Least preferred co-worker / Fiedler's contingency model

The contingency model suggests that the effectiveness of leader behaviour is contingent upon organisational situations. The term contingency, according to Daft (2005:81-85) means 'it depends', and that one thing depends on other things, and for a leader to be effective there must be an appropriate fit between the leader's behaviour and style and the conditions in the situation. The contingency approach seeks to delineate the characteristics of situations and followers, and to examine the leadership style that can be used effectively in a given situation (Daft, 2005:81-83).

The contingency model suggests that group performance and effectiveness is a function of how the leader rates his or her least preferred co-worker, which is measured by the least preferred co-worker scale (LPC scale) (Mahar and Mahar 'n.d':16). In the contingency model Fiedler suggests that group performance is considered to be a function of the interaction between the position power of the leader, the task structure of the leadership situation, and the quality of the personal relationship between the leader and the group (Mahar and Mahar 'n.d':16). Additionally, the contingency model implies that group performance is dependent upon how much the situation gives control to the leader and the leader-style offering. There are two ways to improve leader effectiveness: firstly, fit the leader to the situation; and secondly, change the situation to fit the leader (James, 1996:151).

In the Fiedler's contingency model, the basic idea is that a leadership style should be matched with the situation. This view is necessary to enable leaders to ensure a fit between leadership styles and organisational situations (Daft, 2005:83). Fiedler's model also indicates characteristics of relationship-oriented and task-oriented approaches to leadership. For example, a relationship-oriented leader is concerned with people, and typically he/she establishes mutual trust and respect as he/she and listens to employees' needs. A task-oriented leader is primarily motivated by task accomplishment, he he/she provides clear directions for job performance and sets performance standards to be achieved within specific time-frames (Daft, 2005:83).



### 2.3.2 Hersey and Blanchard's situational theory

According to Daft (2005:91), Hersey and Blanchard's situational theory approach focuses on the characteristics of followers as the important element of the situation, and consequently as determinants effective leadership behaviour. The focal point of Hersey and Blanchard's theory is that subordinates vary in readiness levels, and this will have an impact on the leadership styles that are adopted in organisations. For example, people with low task readiness, because of little ability or training or insecurity, may need a different leadership style than those who are high in readiness levels and have good ability, skills, confidence, and willingness to work independently. According to Hersey and Blanchard's situational leadership, leaders should adapt their style to followers' level of development or 'maturity'. There are four leadership styles (S1 to S4) that match the development levels (R1 to R4) of the followers, and the four styles suggest that leaders should put greater or less focus on the task in question and/or the relationship between the leader and the followers, depending on the development level of the followers as indicated in Figure 2.1.

| Leadership style in response to follower development level |      | <i>Follower development level</i> |                         |                   |                   |
|--|------|-----------------------------------|-------------------------|-------------------|-------------------|
|  |      | Low                               |                         | High              |                   |
|  |      | R4                                | R3                      | R2                | R1                |
|  |      | <i>Task / directive behavior</i>  |                         |                   |                   |
|  |      | Low                               |                         | High              |                   |
| <i>Relationship / supportive behavior</i>                  | High |                                   | <b>S3 Participating</b> | <b>S2 Selling</b> |                   |
|  | Low  | <b>S4 Delegating</b>              |                         |                   | <b>S1 Telling</b> |

FIG. 2.1 Hersey and Blanchard's Situational Leadership.htm (n.d.).

According to Hersey and Blanchard's situational theory a leader can adopt one of four leadership styles based on a combination of task performance and relationship behaviours (Daft, 2005). The four styles are *telling, selling, participating, and delegating* (James 1996:149-150). The telling style, depicted as **S1** in Figure 2.1, reflects a high concern for tasks and a low concern for people and relationships. The leader gives explicit directions about how tasks should be accomplished. When the follower cannot do the job, and is unwilling or afraid to try, then the leader takes a highly directive role, telling them what to do. The leader may also provide a working structure, both for the job and in terms of how the person is controlled (Hersey and Blanchard's Situational Leadership. Retrieved April 17,2007), and the leader thus maintains a clear 'do this' position to ensure all required actions are clear.

The selling style, depicted as **S2** in Figure 2.1, is based on a high concern for both relationships and tasks. The leader explains decision and gives followers a chance to ask questions in order to gain clarity about work tasks. Selling is based on the assumption that when the follower can do the job, at least to some extent, then 'telling' them what to do may de-motivate them or lead to resistance. The leader thus needs to 'sell' another way of working, explaining and clarifying decisions. The leader thus spends time listening and advising and, where appropriate, helping the follower to gain necessary skills through coaching methods (Hersey and Blanchard's Situational Leadership Retrieved April 17,2007). The participation **S3** (Figure 2.1/2.2) style is characterised by high relationship and low task behaviour. The leader shares ideas with followers, encourages participation, and facilitates decision-making. According to (Hersey and Blanchard's Situational Leadership.), "when the follower can do the job, but is refusing to do it or otherwise showing insufficient commitment, the leader needs not worry about showing them what to do, and instead is concerned with finding out why the person is refusing and thence persuading them to cooperate. There is less excuse here for followers to be reticent about their ability, and the key performance area is very much centred on motivation. If the causes are found then the leader can address them. The leader thus spends time listening, praising and otherwise making the follower feel good when they show the necessary commitment".

The fourth style, which is the delegating S4 (Figure 2.1/2.2) style, reflects a low concern for both tasks and relationships. This leader provides little direction or support because responsibility for decisions and their implementation is turned over to followers. “When the follower can do the job and is motivated to do it, then the leader can basically leave them to it, largely trusting them to get on with the job although they also may need to keep a relatively distant eye on things to ensure that everything is going according to plan. Followers at this level have less need for support or frequent praise, although as with anyone else, occasional recognition is always welcome” (Hersey and Blanchard’s Situational Leadership)..Delegating is a style especially used at higher levels in an organisation when the leader expects their lieutenants to be able to run the part of the organisation for which they are responsible, and provides little direction or support (Eales-White, 1998:24).

The essence of Hersey and Blanchard’s situational theory is to select a style that is appropriate for the readiness level of subordinates, such as their degree of education and skills, experience, self-confidence, and work attitudes. The relationship between leader style and follower readiness is summarised in Figure 2.2. Followers may be at low, moderate, high, or very high levels of readiness.

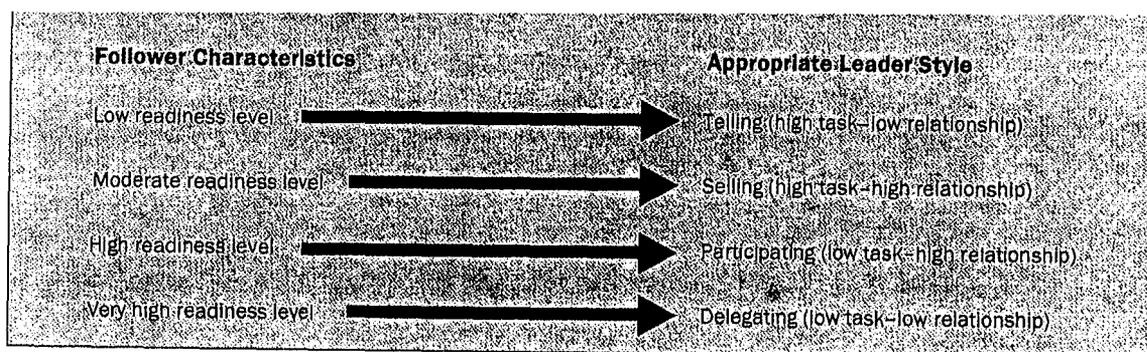


FIG. 2.2 Hersey and Blanchard’s situational theory of leadership (Daft, 2005:91).

As depicted on Figure 2.2, according to Daft (2005:91) the *Low readiness level* is when followers are at a low level of readiness because of poor ability and skills, little

experience, insecurity, or unwillingness to take responsibility for their own task behaviour, a telling style is appropriate. Eales-White (1998:24) says there are three occasions when, as the leader, the 'tell' style should be used. First, if there is a crisis, then it is the leader's role to resolve it, and to give a clear explanation of the crisis or the reason for the action suggested. Second, where a specific follower is new to a job, and likely to lack confidence and be feeling insecure, then there is the need to 'tell' in a constructive way, provide clear guidance on what needs to be done, why and how and monitor performance. Third, a sudden change, perceived negatively, can cause a loss of self-esteem, uncertainty and negative emotions. The leader needs to take control of the situation to avoid the team splitting at the seams or the individual becoming de-motivated and incompetent.

*At a Moderate readiness level* a selling leadership style works well when followers are at a moderate level of readiness. For example, they might lack some education and experience for the job but they demonstrate high confidence, ability, interest, and willingness to learn. With a selling style, the leader gives some direction but also seeks input from others and clarifies tasks for followers rather than merely instructing that tasks be performed (Daft, 2005:91). Pierce and Newstrom (2003:209) say in selling the leaders explain decisions and provide room for clarification while Eales-White calls it the coaching style. The style allows the follower to make some input or contribution with regards the views expressed (Eales-White, 1998:24).

*High readiness level* according to Daft (2005:91) states that when followers are at a high level of readiness, a participating style can be very effective. Followers might have the necessary education, skills, and experience, but they might be insecure in their abilities and need guidance from the leader. By using a participating style, the leader can guide followers' development and act as a resource for advice and assistance. Pierce & Newstrom (2003:209) says the leader shares ideas and facilitate decision making.

*Very high readiness level* The delegating style of leadership can be effectively used when followers have very high levels of education, experience, and readiness to accept

responsibility for decisions and their implementation to followers, who have the skills, abilities, and positive attitudes to follow through. The leader provides a general goal and sufficient authority to do the tasks as followers see fit (Daft, 2005:91). Delegating is a style used at higher levels in an organisation when the leader expects their lieutenants to be able to run the part of the organisation for which they are responsible, and provides little direction or support (Eales-White, 1998:24). According to Pierce and Newstrom (2003:209), the leader turns over the responsibility for decisions and implementation. In summary, the telling style works best for followers who demonstrate very high level of readiness to take responsibility for their own task behaviour, the selling and participating styles are effective for followers with moderate-to-high readiness, and the delegating style is appropriate for employees with high readiness (Daft, 2005:91-93).

### **2.3.3 Path-goal theory of leadership**

The Path-goal theory states that just as a successful leader will present followers with rewards for their efforts, and he/she will 'blaze' the paths necessary to follow to be rewarded. In a way, the path-goal theory indicates that a leader aids followers in removing reward obstacles. The theory further suggests that a leader's behaviour reinforces followers' beliefs and that a direct relationship exists between exerted effort and task completion (Mahar and Mahar 'n.d':18). The path-goal theory considers that a leader's behaviour is acceptable to subordinates when they perceive an immediate or direct source of satisfaction from two areas: first, satisfaction is contingent to effective performance and second, effective performance comes from the coaching and supporting style of the leader. According to (Mahar and Mahar 'n.d':18), the following leader behaviours are identified by path-goal theory.

#### *2.3.3.1 Directive behaviour*

The leader provides direction to subordinates as to what is required, when and whom, to what standards of output and the requisite reward as a consequence. This behaviour is best applied to immature employees in terms of experience. Directive leadership,

according to Daft (2005:96), tells subordinates exactly what they are supposed to do. A leader's behaviour includes planning, making schedules, setting performance goals and behaviour standards, and stressing adherence to rules and regulations.

#### *2.3.3.2 Supportive behaviour*

A supportive behaviour indicates concern for the needs and welfare of subordinates through positive relationship building. According to Daft (2005:96), supportive leaders show concern for subordinates' well-being and personal needs. Leadership behaviour is open, friendly, and approachable, and the leader creates a team climate and treats subordinates as equals.

#### *2.3.3.3 Participative behaviour*

Participative leadership provides an environment in which subordinates are seen as partners in the management of a group by encouraging and consulting them before making decisions. Participative leaders consult with subordinates about decisions, programmes of action and innovations that are implemented in schools. Leader behaviour includes asking for opinions and suggestions, encouraging participation in decision making, and meeting with subordinates in their workplaces (Daft, 2005:96).

#### *2.3.3.4 Achievement-oriented behaviour*

Achievement-oriented behaviour provides challenges to achieve organisational goals. For example, the leader indicates and develops increasing confidence in the ability of the employee to accomplish set tasks. According to Daft (2005:96), achievement-oriented leadership sets clear and challenging goals for subordinates. Achievement-oriented behaviour stresses the necessity of high-quality performance, as well as improvement over current performance. In addition, achievement-oriented behaviour shows confidence in subordinates, and as a result, it assists them in learning how to achieve high goals.

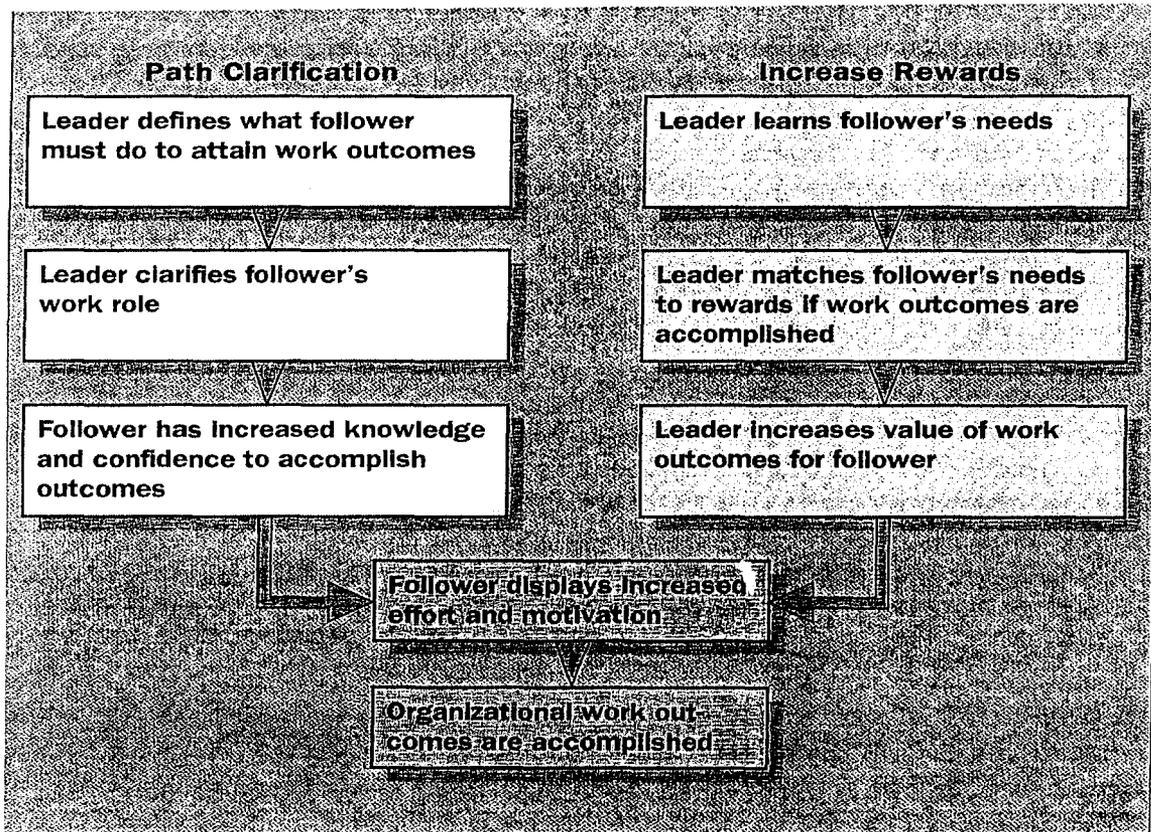


FIG. 2.3 Leader roles in the path-goal model (Daft, 2005:95).

As illustrated in Figure 2.3, the leader increases follower motivation by either (1) clarifying the follower's path to the rewards that are available or (2) increasing the rewards that the follower values and desires. Path clarification means that the leader works with subordinates to help them identify and learn the behaviours that will lead to successful task accomplishment and organisational rewards. Increasing rewards means that the leader talks with subordinates to learn which rewards are important to them, that is, whether they desire intrinsic rewards from the work itself or extrinsic rewards such as raises or promotions. The leader's job is to increase personal pay offs to subordinates for goal attainment and to make the paths to these pay offs clear and easy to travel (Daft, 2005:95).

## **2.4 LEADERSHIP STYLES**

The following discussion will focus on the different leadership styles that may be used in organisations or institutions such as schools.

### **2.4.1 Nomothetic leadership**

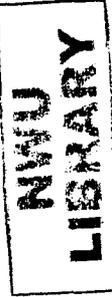
Nomothetic leaders according to (Musaazi, 1982), stress the requirements of the institution, that is, the behaviour of individual members must reflect the expectations of the institution. For example, it is normative that nomothetic leaders stress better performance/effectiveness at all times. In schools, nomothetic principals encourage teachers to prepare students for examinations, they check teachers' lesson preparations and scheme of work, and they ensure that students study and obey school rules.

### **2.4.2 Ideographic leadership**

Ideographic leaders according to (Musaazi, 1982), are concerned with their personal needs and those of their followers and the needs of the school are of little importance. The primary issue to ideographic leaders is the welfare of the students, teachers and he/she, and they ensure that there are good facilities to make their work easier. For Ideographic leaders school regulations and rules are of no importance, and whether students pass or not are not the issue (Musaazi, 1982).

### **2.4.3 Transactional leadership**

Ubben (2004) states that, "transactional leadership operates from a power-base of rewards, punishments, and endeavours to gain the cooperation of followers on an exchange basis". The assumption, alluded to by Ubben in the preceding statement, is that people are motivated by reward and punishment, and social systems work best with a clear chain of command. In addition, transactional leadership is based on the assumption that when people have agreed to do a job they cede all authority to their manager. In a transactional relationship, the prime purpose of a subordinate is to do what their manager



tells them to do. "The transactional leader works through creating clear structures whereby it is clear what is required of their subordinates, and the rewards that they get for following orders) (Transactional Leadership.htm (n.d.)). Similarly, punishment for not doing what managers want is not always mentioned, but subordinates understand well that there are formal systems of discipline to deal with recalcitrant subordinates and those who under-perform.

Transactional leadership depends on transactions or exchange processes between leaders and followers, and this type of leadership is based on the principle of "you do this for me and I'll give this reward to you" (Lussier, 2005:249). According to Musaazi (1982), transactional leadership combines nomothetic and idiographic qualities and it may seem as if the leader is concerned about both the achievement of organisational goals and the welfare of the staff. Hoy and Miskel (2001) state that transactional leaders motivate followers by exchanging rewards for services rendered since managers enter into an exchange relationship with employees, and they react primarily only when goals are met (Pierce and Newstrom, 2003:368). Similarly, Leithwood (1992) suggests that transactional leadership is based on an exchange of services for various kinds of rewards that the leader controls (Day, 2000:14). In transactional leadership the leader in exchange for something – service or labour – that is provided by the follower as according to (Pierce and Newstrom, 2003:328) offers something – rewards or salaries –. In other words, transactional leaders give followers things they – followers – want in exchange for things they – leaders – want (Hoy and Miskel, 2001).

Owens (1991) states that transactional leaders can and do offer jobs, security, tenure, favourable ratings, and in exchange for support, cooperation, and compliance from followers. In the same vein, Mahar and Mahar ('n.d':7) state that transactional leadership involves influencing subordinates through an exchange process, whereby subordinates exchange efforts for rewards received from their respective leaders. It is apparent that transactional leaders are focused on the present rather than to the future, and they are therefore considered task-oriented. For example, a transactional leader recognises followers' needs and desires, and then clarifies how those needs and desires will be

satisfied in exchange for meeting specified objectives or performing certain duties. Subsequently, followers receive rewards for job performance, while leaders benefit from the completion of tasks (Daft, 2005:153).

In a transactional relationship, according to Wright (1996:213) the leader and followers recognise their mutual interests, but their relationship does not go beyond this. Both the leader and the follower have no enduring purpose that holds them together and hence may go their separate ways. A transactional leader:

- Recognises what is to be obtained from the work and tries to see as to whether the current performance warrants it;
- Exchanges rewards and promises of rewards for effort made; and
- Is responsive to immediate self-interests if they can be met by getting the work done (Wright, 1996:213).

Transactional leaders focus on the present and excel at keeping the organisation running smoothly and efficiently, and they are good at traditional management functions such as planning, budgeting, and general focus on the impersonal aspects of job performance (Daft, 2005:153). From the preceding discussion, it can be construed that the role of the transactional leader is to focus upon the purposes of the organisation and to assist people to recognise what needs to be done in order to reach a desired outcome. This approach to leadership places its faith in procedures and hard data to inform decision-making processes. Evidently, transactional leadership is technically driven, and it is geared towards improving organisations through improving systems of reward and job performance. In addition, transactional leadership has three assumptions: 1) there are rewards within the system; 2) the leader has control over the rewards; and lastly, 3) the follower recognises and desires those rewards (Day, 2000:14). From the preceding statement it is evident that transactional leaders may trade money, job and security for compliance (Armstrong, 1999:183).

It is acknowledged that transactional leadership has been applied to the concept of steady state leadership where the principal is the manager of transactions that are fundamental

for effective and efficient work-flows within the school (Huber, 2004). Transactional Leadership works in three stages:

- The early stage of transactional leadership is in negotiating the contract whereby the subordinate is given a salary and other benefits, and the company (and by implication the subordinate's manager) gets authority over the subordinate;
- Secondly, when the transactional leader allocates work to subordinates they are considered to be fully responsible for it, whether or not they have the resources or capability to carry it out. When things go wrong, then the subordinates are considered to be personally at fault, and they are punished for their failure (just as they are rewarded for succeeding); and
- Thirdly, the transactional leader often uses *management by exception* working on the principle that if something is operating to defined (and hence expected) performance then it does not need attention. Exceptions to expectation require praise and reward for exceeding expectation whilst some kind of corrective action is applied for performance below expectation (Transactional Leadership.htm (n.d)).

It is evident that in transactional leadership employees are enticed or 'bribed' to carry out tasks for which they will be rewarded. It goes without say that if there is no reward, no task will be done, and hence employees are incapacitated, as they can only work when rewards are promised. It is argued that even if transactional leadership may enable an organisation to operate effectively and efficiently, it – transactional leadership – cannot develop in the level of trust, loyalty and enthusiasm generated by transformational leadership (Silins and Murray-Harvey, 1999).

#### **2.4.4 Transformational leadership**

Ubben (2004) states that transformational leadership inspires collaboration and interdependence as leaders and followers work towards a purpose to which they are deeply committed. Transformational leadership is based on influence, and it is accomplished when leaders delegate and surrender power over to people and events in

order to achieve power over accomplishments and goal achievements. The assumption, according to (Transformational leadership.htm (n.d)), is that “people will follow a person who inspires them. A person with a vision and passion can achieve great things by injecting enthusiasm and energy in the followers”. Arguably, “working for a transformational leader can be a wonderful and uplifting experience because he/she puts passion and energy into everything he/she does, and such leaders care about subordinates and they want them to succeed” (Transformational leadership.htm (n.d)).

Transformational leadership starts with the development of a vision, a view of the future that will excite and convert potential followers to work hard in order to achieve the vision (Transformational leadership.htm (n.d.)). “The next step, for transformational leadership that in fact never stops, is to constantly sell the vision. This takes energy and commitment, as few people will immediately buy into a radical vision, and some will join the show much more slowly than others will. The transformational leader thus takes every opportunity to convince others to come on board the bandwagon. In order to create followers, the transformational leader has to be very careful in creating trust, and their personal integrity is a critical part of the package that they are selling” (Transformational leadership.htm (n.d.)).

Parallel to the selling activity, a transformational leader seeks the way forward. While some transformational leaders know the way and simply want others to follow them, others do not have a ready strategy, but they will happily lead the exploration of possible routes to the ‘promised land’ (Transformational leadership.htm (n.d.)). While in the latter type of leaders the way forwards may not be obvious and may not be plotted in details, with a clear vision the direction will always be known (Transformational leadership.htm (n.d.)). As a result, “finding the way forward can be an ongoing process of course correction, and the transformational leader will accept that there will be failures and blind canyons along the way, and as long as they feel progress is being made, they will be happy” (Transformational leadership.htm (n.d.)). “Transformational leaders are always visible and will stand up to be counted rather than hide behind their troops. They show by their attitudes and actions how everyone else should behave, and they also make

continued efforts to motivate and rally their followers, constantly doing the rounds, listening, soothing and enthusing. It is their unswerving commitment, as much as anything else, which keeps people going particularly through the darker times when some may question whether the vision can ever be achieved” (Transformational leadership.htm (n.d.)).

Overall, a transformational leader balances attention between action that creates progress and the mental state of followers (Transformational leadership.htm (n.d.)). Perhaps more than other in other leadership styles, transformational leaders are people-oriented, and they believe that success comes first and last through deep and sustained commitment (Transformational leadership.htm (n.d.)). Transformational leadership is described along six dimensions:

- Building school vision and goals;
- Providing intellectual stimulation;
- Offering individualised support;
- Symbolizing professional practices and values;
- Demonstrating high performance expectations; and
- Developing structures to foster participation in decision-making (Leithwood and Jantzi, 2000).

These dimensions will be individually discussed in the following section..

#### **2.4.4.1 Building school vision and goals**

Building school vision and goals involves setting directions through vision building and reaching goal consensus (Day (2000)). Transformational leadership, according to Daft (2005:154), paints a vision of a desired future state and communicates it in a way that makes the pain of change worth the effort. Change can occur only when people have a sense of purpose as well as a desirable picture of where the organisation is going. Without a vision, there can be no long-lasting transformation in schools.

#### 2.4.4.2 Providing intellectual stimulation

Transformational leadership develops people by enhancing their intellectual stimulation and modelling of values and practices important to the mission of the school (Day, 2000). Daft (2005: 154) notes that transformational leadership develops followers into leaders. Followers are given greater freedom to control their own behaviour. Transformational leadership rallies people around a mission and defines the boundaries within which followers can operate in relative freedom to accomplish organisational goals. Transformational leadership elevates the concerns of followers from lower-level physical needs (such as for safety and security) to higher-level psychological needs (such as for self-esteem and self-actualisation). Transformational leaders change followers so that they are empowered to change the organisation. Transformational leadership inspires followers to go beyond their own self-interests for the good of the group. Transformational leaders motivate people to do more than originally expected. They make followers aware of the importance of change of goals and outcomes and, in turn, enable them to transcend their own immediate interests for the sake of the organisational mission (Daft, 2005: 154).



The transformational leader engages followers in such a way that they raise one another to higher levels of motivation and morality, thus binding them together in a mutual pursuit of a higher purpose. Transformation can be achieved by:

- Raising the level of awareness, level of consciousness about the importance and value of designated outcomes, and ways of reaching them;
- Getting followers to transcend their self-interests for the sake of the team, organisation or larger policy; and
- Altering the need level on Maslow's (1943) need hierarchy and expanding the portfolio of wants and needs (Wright, 1996:213).

According to Owens (1991) transformational leadership looks for potential motives in followers, and it seeks to satisfy higher needs, and engages the full person of the follower. Mahar and Mahar ('n.d':8) state that transformational leadership is a process

whereby leaders and followers reciprocally empower each other to rise to higher levels of motivation and morale. Mahar and Mahar ('n.d':8) note that transformational leadership is a higher-order leadership. Transformational leadership is theorised to be multidimensional whereby individuals who practice this form of leadership style are diverse in their behaviour and attributes, and are characterised by a wide range of leadership qualities. Avolio and Bass (1988), state that transformational leaders understand the needs of followers, and they work with them to develop their full potential. Transformational leaders clearly explain what is expected of followers and what followers will receive based on their performance. In addition they monitor task execution for problems that may arise, they maintain performance levels, and they react to problems if they become serious.

#### **2.4.4.3 Transformational leaders offer individualised support to subordinates**

From the foregoing discussion, it can be construed that transformational leadership is about inspiring subordinates to excel in their performance, to take risks, to innovate and to achieve beyond expectancy. Transformational leadership is about motivation of subordinates beyond what is expected, it may be carried out from a distance of the actual working situation (James, 1996:151). Lussier, (2005:248-249) notes that transformational leadership focuses on:

- Recognizing the need for revitalisation: A transformational leader recognises the need to change the organisation in order to keep up with the rapid changes in the environment and to keep ahead of global competition which is becoming more robust at all times;
- Creating a new vision: A transformational leader visualises the changed organisation and motivates people to make it become a reality. Transformational leaders are visionaries; and
- Institutionalizing change: A transformational leader guides people as they make the vision become a reality.

#### **2.4.4.4 Transformational leaders symbolise professional practices and values among subordinates**

Transformational leadership builds capacity among teachers, parents and students by nurturing a learning community (Day, 2000). Transformational leadership aims to foster capacity development and higher levels of personal commitment to organisational goals on the part of the leaders' colleagues. It is the ability of a person to reach the souls of others in a fashion that raises human consciousness, builds meanings and inspires human intent that is the source of power (Leithwood and Jantzi, 2000).

#### **2.4.4.5 Transformational leaders demonstrate high performance expectations**

Transformational leaders build commitment to an organisation's objectives, and they empower followers to achieve these objectives. By expressing their personal standards, transformational leaders are able to both unite followers and change their goals and beliefs in ways that produce higher levels of performance than previously thought possible (Hoy and Miskel; 2001:414). They set goals that are more challenging and typically achieve higher performances than transactional leaders. Hoy and Miskel (2001) assert that for leaders to be effective in crisis conditions, they must be transformational and rise above what their followers see as their immediate setbacks. Additionally, transformational leaders have the ability to awaken their followers to see the threats and provide goals to transcend self-interest and to provide confident direction. Transformational leaders move and change things in a big way, not by offering tokens of inducement, but through the inspiration of others. In transformational leadership, (Pierce and Newstrom, (2003) they are individuals who through personal values, vision, passion, and a commitment to a mission energise and move others. A transformational leader is a model of integrity and fairness. He/she sets clear goals, has high expectations about learners' abilities, encourages subordinates to improve their performance, provides support to educators and learners and recognition for outstanding performance, stirs the emotions of people, and gets people to look beyond their self-interest in order to reach for the highest attainable results (Pierce and Newstrom, 2003:327-328).

#### **2.4.4.6 Transformational leaders develop structures to foster participation in decisions making by building relationships with the school community.**

Transformational leadership practice strategic leadership, that is, the capacity to understand emerging trends in society at large and in school generally, discerning their likely and preferred impact on their school; working with others to develop a capacity for state-of-the-art learning (Day, 2000:15-19). He continues further to say transformational leaders are responsive leaders, effectively, coming to terms with accountability by recognizing the right of different individuals and institutions to know how well the school is doing. According to Geijsel, Slegers and Berg (1998), transformational leadership is needed in a context where schools are becoming more and more responsible for the successful implementation of large-scale innovations initiated by governmental policy (Hopkins, 2001:117). In this respect, transformational leaders should be good at organizing, and in culture building in which colleagues are motivated by moral imperatives and structuring, as well as fostering shared decision-making processes and problem-solving capacities (Day, 2000:15-19).

Transformational leaders do not simply administer structures and tasks, on their relationships by making deliberate efforts to win cooperation and commitment. They try to actively influence the culture of the school so that it allows and stimulates more cooperation, coherence and learning that is more independent and working (Huber, 2004).

#### **2.4.5 Charismatic leadership**

Day (2005) is of the opinion that charisma is “a fire that ignites followers’ energy and commitment, producing results beyond the call of duty”. Charismatic leaders have the ability to inspire and motivate subordinates to do more than they would normally do despite obstacles they meet in the discharge of their duties. Essentially, charismatic leaders have an emotional impact on people because they appeal to both the heart and the mind (Daft, 2005:149). For example, charismatic leaders may speak about putting

themselves on the line for the sake of a mission, and also they are perceived as people who persist in spite of great odds against them (Daft, 2005:149). According to Conger and Kanungo (1988), charismatic leaders possess strategic visions, and they have an incredible ability to motivate followers to achieve ambitious goals through:

- Heightened sensitivity to social and physical environments in which a leader operates;
- The formulation and the articulation of a vision; and
- Achieving the vision.

A charismatic leader is one who brings to light a transcendent mission or course of action that may not be in itself appealing to the potential followers, but which is acted on because followers believe their leader is extraordinarily gifted (Pierce and Newstrom, 2003:327). From the preceding statement by Pierce and Newstrom, it is apparent that a charismatic leader generates extremely intense loyalty, passion, and devotion. Typically, a strong sense of self-confidence as well as a strong conviction of the rightness of their own beliefs, ideals, and dominance (Pierce and Newstrom, 2003:327) distinguish charismatic leaders. In addition, charismatic leaders have the ability to role-model a set of values and beliefs that they want their followers to internalise, and they set high goals and develop demanding expectations, they demonstrate confidence in their followers' abilities, and they articulate exciting visions of the future (Pierce and Newstrom, 2000:328). It is noted that charismatic leaders raise people's consciousness about new possibilities, and they motivate them to transcend their own interests for the sake of the team, department, or organisation. In other words, charismatic leaders have the ability to galvanise people to action by infusing leadership with their own passion for work, thus tapping into followers' emotions as well as their minds (Daft, 2005:151).

From the preceding discussion it can be concluded that charismatic leaders rely on their personality, their inspirational qualities and their 'aura' to influence others to be committed to the visions the work towards. "The charismatic leader gathers followers through dint of personality and charm, rather than any form of external power or authority. Charismatic Leaders pay a great deal of attention in scanning and reading their

environment, and are good at picking up the moods and concerns of both individuals and larger audiences. They then will hone their actions and words to suit the situation” (Charismatic Leadership.htm (n.d.)). Armstrong (1999:183) notes that charismatic leaders are often visionary leaders who are achievement-oriented, and they are calculated risk-takers and good communicators.

#### **2.4.6 Participative leadership**

A participative leader (Participative Leadership.htm (n.d.)) seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholders. The author (Participative Leadership.htm (n.d.)) presents the following assumptions about participative leadership:

- Involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions;
- People are more committed to actions where they have been involved in the relevant decision-making;
- People are less competitive and more collaborative when they are working on joint goals;
- When people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision; and
- Several people deciding together make better decisions than one person does alone.

“Often, however, as it is within the managers' whim to give or deny control to his or her subordinates, most participative activity is within the immediate team. The question of how much influence others are given thus may vary on the manager's preferences and beliefs, and a whole spectrum of participation is possible” (Participative Leadership.htm (n.d.)), as in Figure 2.4 below.

< Not participative

Highly participative >

|                                     |  |   |  |  |
|-------------------------------------|--|---|--|--|
| Autocratic<br>decision by<br>leader | Leader<br>proposes<br>decision,<br>listens to<br>feedback,<br>then decides | Team<br>proposes<br>decision,<br>leader has<br>final decision | Joint decision<br>with team as<br>equals | Full<br>delegation of<br>decision to<br>team |
|-------------------------------------|--|---|--|--|

FIG. 2.4 Participative leadership spectrum (Participative Leadership.htm (n.d.))

Figure 2.4 indicates, “There are many varieties of participative leadership, including stages where the leader sells the idea to the teams. Another variant is for the leader to describe the 'what' of objectives or goals and let the team or individuals decide the 'how' of the process by which the 'how' will be achieved (this is often called 'Management by Objectives')” (Participative Leadership.htm (n.d.)). On the other hand, “the level of participation may also depend on the type of decision being made. Decisions on how to implement goals may be highly participative, whilst decisions during subordinate performance evaluations are more likely to be taken by the manager” (Participative Leadership.htm (n.d.)).

A participative leader believes that for people to be committed to their job they must be involved in all decision-making processes. Imposition of decision, to participative leaders, is not an appropriate approach to getting people’s attention and commitment for effective performance of duties. It would appear that all stakeholders must have an input in decision making in order for them to own the decisions made.

#### 2.4.7 Servant leadership

The servant leader serves others, rather than others serving the leader. Serving others thus comes by helping them to achieve and improve. This is based on the assumption that the

leader has responsibility for the followers; Leaders have a responsibility towards society and those who are disadvantaged, and that people who want to help others best do this by leading them (Servant Leadership.htm (n.d.)). (Servant Leadership.htm (n.d.)) notes that there are two criteria of servant leadership namely:

- The people served grow as individuals, becoming 'healthier, wiser, more autonomous and more likely themselves to become servants' (Greenleaf, 1977); and
- The extent to which the leadership benefits those who are least advantaged in society (or at least does not disadvantage them).

“An excellent example of a servant leader is Ernest Shackleton, the early 20th century explorer who, after his ship became frozen in the Antarctic life, brought every one of his 27 crew home alive, including an 800 mile journey in open boats across the winter Antarctic seas. It took two years, but Shackleton's sense of responsibility towards his men never wavered” (Servant Leadership.htm (n.d.)). Greenleaf (Servant Leadership.htm (n.d.)) states that true leadership "emerges from those whose primary motivation is a deep desire to help others." Servant leadership is a very moral position, putting the well-being of the followers before other goals. Servant leadership is a natural model for working in the public sector, and it requires more careful interpretation in the private sector lest the needs of the shareholders and customers and the rigors of market competition are lost (Servant Leadership.htm (n.d.)).

## **2.5 EFFECTIVE LEADERSHIP QUALITITES, ATTRIBUTES AND SKILLS**

Leadership means the development of confidence, skills (personal and technical), developing a sense of control over one's workspace and understanding the effects of personal contribution that can be made to organisational development. It is in order to state that leadership is a philosophy and management practice that leads to all-round increases in individual, group and organisational performance in order to satisfy customers' needs and wants (James, 1996:152-154). According to Thomas and Blainbridge (2001)

*...Leadership is situational and varies with individuals and events. That is, the situation usually helps to make the leader and, at times, the leader happens to be in the right place at the right time. There is no single way to prepare leaders or to prepare for leadership. Leaders come from every segment of society and have a variety of styles. There is no set of characteristics that all leaders possess. A leader is someone who has followers. The leader usually helps others attain the goals of the group. The leader guides them to where they wish to go...*

From the preceding quotation by Thomas and Blainbridge it can be construed that leadership is situational, never static, and it cannot be predicted. If it is employed effectively, it can promote and result in effective schools. That is possible when educational leaders possess the relevant qualities, traits and skills.

### **2.5.1 Leadership attributes**

According to Ulrich et al (1999), leaders set direction for and toward the future because they understand external events, focus on the future, and turn vision into action. Since they set direction for action, leaders have to mobilise individual commitment by turning visions into accomplishments. It is noted that by engaging others, leaders engender organisational productive capacity and capability (Ulrich et al, 1999). Furthermore, leaders demonstrate positive personal character, and they lead by examples. Leaders live the values of their organisation, and they practice what they preach. Notably, leaders possess and create in others a positive self-image; and significantly, they display high levels of cognitive ability and personal charm.

### **2.5.2 Effective Leadership Qualities**

Qualities that distinguish personal characteristics of a leader are intelligence, honesty, self-confidence and appearance (Daft, 2005:46-49). The qualities of an effective leader can be synthesised into ten common traits: passion, intelligence, communication skill, high energy, controlled ego, inner peace, a defining background, a strong family life, a positive attitude, and a focus on 'doing the right things right' (Daft, 2005:46-49). According to Maxwell (1999), the quality of the leader determines the quality of the

organisation. In other words, leadership is about unlocking potential, whether individual potential or that of a group, company, or organisation. In the same vein, leadership is not about telling people what to do, but inspiring them to see what they are capable of, then, helping them to get there (Dewey, 2004). Dewey (2004) also outlines five leadership qualities as follows:

- Knowing oneself: This is important especially when faced with challenges or ethical choices, communicating with those who have different ideas, making decisions, and identifying sources of satisfaction. Knowing oneself enables one to articulate clearly what one wants not what others want for one. Hence one will be able to take responsibilities, make sacrifices and take risks;
- Commitment. Good leaders are committed: Good leaders know they don't know everything. They know that their way is not the only way to reach the desired goals;
- Good leaders are open to change: Everything is in motion, continually changing, forever adapting. Therefore, effective leaders recognise the value of change and that it is inevitable;
- Good leaders for the extra mile: An effective leader has to have; a sense of responsibility, concern for task completion, energy, persistence, risk-taking, originality, capacity to handle stress, capacity to influence, and capacity to coordinate the efforts of others in the achievement of purpose (Preedy: 1993). Therefore, leadership traits theory assumes that there are instinctive physical and psychological characteristics accounting for leadership effectiveness (Lussier, 2005:243).
- In order to be successful educational leaders need the ability to listen effectively, understanding both content and feeling: Through the development of listening skills leaders can:
  - ✓ validate the accuracy of information received;
  - ✓ speak frankly and clearly and to speak directly to the issue;
  - ✓ be positive about life, about self and about one's work;
  - ✓ keep current, to synthesise knowledge and to utilise research;
  - ✓ try new ideas, take risks and encourage others to do so; and

- ✓ articulate purpose to establish a vision and to inspire confidence in schools (Thomas and Blainbridge, 2001).

As a result of these good qualities of effective school leaders, it is therefore expected of them to shape the image of the school and, together with its internal culture, provide the cornerstone of the school's identity. Various stakeholders have a number of expectations of effective school leaders. Following are some of the expectations.

#### **2.5.2.1 Teachers expectations**

The Scottish teachers preferred the head who was 'one of us', who worked alongside teachers and led by example (Day, 2000:20). On the other hand, the Danes looked for a leader who was prescient about the future and helping to empower teachers to deal with the unexpected (Day, 2000:20). In addition, the Danes also favoured a more enabling democratic model of leadership than either the Scots or the English who appeared to prefer a more autocratic model. Teachers prefer principals who are honest, communicative, participatory, collegial, informal, supportive, demanding, and reasonable in their expectations with a clear vision for the school, principals who work 'with' rather than 'through' people (Day, 2000:20). School leaders should have positive visions for their schools (MacBeath, 1998). For example, the English and Scots wanted a strong hands-on-leader who would point others to a clear direction while the Danes wanted their leader to be more collaborators, discussing and building a vision in concert with teachers (MacBeath, 1998). It would appear that teachers are more inclined to working with school leaders who have good communication skills, and who show a great readiness to listen to them at all times.

#### **2.5.2.2 Parents and board members expectations**

Parents and board members expect school leaders to have effective management skills and the ability to motivate and lead people, to be good communicators and good listeners, to be consistent and fair in disciplinary matters, and to be accessible and approachable (MacBeath, 1998). The head should encourage and motivate staff to keep up-to-date



professionally. The head-teachers' primary commitment is to be in the school, monitoring everyday life (MacBeath, 1998). According to MacBeath (1998), in Australia, the local community expects school leaders to uphold Australian values, to respond to local events and needs with quick action and to involve students in community projects. The Bishops and Parish Priests in Australia are indirectly or directly responsible for selecting those who work in their schools and so they have particular expectations of principals' faith. In government schools, principals are faced with two major pressures – legislative and financial accounting compliance (MacBeath, 1998).

### **2.5.2.3 Expectations of students**

According to MacBeath (1998), students want heads who are kind, sympathetic and a good organiser while the older students want heads to be involved in the school, not just visible. They also expect the head to be a good listener who understands and who talks with them. According to MacBeath (1998), students in all countries where the study was conducted (such as in England, Scotland and Denmark) agreed on the importance of head teachers' treating them fairly and equally and instilling a sense of order and discipline. Students, in the study that was conducted expected their principals to share leadership with staff and students. These students expressed views that the responsibility of leadership should be extended to include staff, parents and, more often, students. They recommended that principals should make an effort to understand what goes on in the classroom and to mix with the general population of the school (MacBeath, 1998). The following points were raised as being pertinent for school principals and students' relationships:

- Caring for and respecting students;
- Students desired a well-managed, happy and safe school so that they have a good learning environment;
- They also preferred the disciplining disruptive students;
- Some students preferred principals who take direct action to maintain order; and

Students' concerns were that they should be treated equally and be allowed to lead even though their culture and religion may be different from the norm; this is with reference to the selection of students for leadership positions (Macbeath, 1998).

### 2.5.3 Leadership traits

Traits can be seen as singular characteristics that supposedly differentiate leaders from non-leaders, and they are considered qualities such as intelligence, charisma, strength, courage and self-confidence (James, 1996:145). The confidence a leader displays and develops creates motivation and commitment among followers for the mission at hand (Daft, 2005:50). Hoy and Miskel (2001), have grouped these traits into three; personality traits, motivational traits and skills. Hoy and Miskel concluded that a leader must have a strong drive for responsibility and task completion, vigour and persistence in pursuit of goals, venturous-ness and originality in problem solving, drive to exercise initiative in social situations (Hoy and Miskel, 2001:396).

Edwin Ghiselli conducted a study and came up with the following conclusions, that there are traits that are important to effective leadership, though not all are necessary for success (Lussier, 2005:243). He listed six traits in order of importance, as being significant traits for effective leadership:

- Supervisory ability and getting the job done through others;
- Need for occupational achievement and seeking responsibility as well as the motivation to work hard in order to succeed;
- Intelligence and the ability to use good judgment, reasoning, and thinking capacities;
- Decisiveness and the ability to solve problems and make decisions competently;
- Self-assurance and viewing oneself as capable of coping with problems by behaving in a manner that shows others that one has self-confidence; and
- Initiative; self-stating in getting the job done with a minimum of supervision from one's boss (Lussier, 2005:243).

The Wall Street Journal / Gallup survey revealed integrity, industriousness, and the ability to get along with people as the three most important traits for success (Lussier, 2005:243). According to Sallis (1996), leaders must have a vision of total quality for his/her institution. In addition, the following points are essential for effective leadership:

- Have a clear commitment to the quality improvement process;
- Communicate the quality message;
- Ensure that customer needs are at the centre of the institution's policies and practices;
- Ensure that there are adequate channels for the voices of customers; Lead staff development;
- Be careful not to blame others when problems arise without looking at the evidence; Lead innovation within their institutions;
- Ensure that organisational structures clearly define responsibilities and provide the maximum delegation compatible with accountability;
- Be committed to the removal of artificial barriers whether they are organisational or cultural; and
- Build effective teams, and develop appropriate mechanisms for monitoring and evaluating success (Sallis, 1996:77).

Sallis (1996) also state that a key aspect of the leadership role in education is to empower teachers by giving them the maximum opportunity to improve the learning of their students. Teachers who have a share in decision-making processes assume greater responsibilities as they own the decisions they have made. According to Ladew (1998), leaders inspire trust and confidence when they act in the best interests of those who follow them, and when they serve the needs of the group without sacrificing the right of the individual.

#### **2.5.4 Leadership challenges**

A school leader is effective if he/she is able to stand against all odds, and does not succumb to challenges and obstacles. An effective leader is one who has stood the test of

time and has earned his/her good reputation over a period of time. To an effective leader challenges are but stepping-stones in the right direction.

School or educational leaders are those persons, occupying various roles in the school, which provide direction and exert influence in order to achieve the school's goals. They are expected to guide their schools amidst challenges posed by: an increasing complex environment, an increasing diversity in student characteristics, rapid developments in technologies for teaching and communication (Leithwood and Riehl, 2003:3-4), escalating parents complaints about the quality of education, and labour market demands for skilled workers (IEL, 2000:1). According to Ubben, (2004), school principals are challenged to shape their schools to become outstanding beacons of productive learning. They are to clarify their own value, beliefs and positions, and to engage proactively with others in the redesign and improvement of their schools.

The challenges posed by the changing demands made upon schools in the past 20 years, have exercised the minds of many writers on educational leadership in a number of countries. While it is broadly agreed that the quality of teaching strongly influences levels of pupil motivation and achievement, it has been consistently argued that the quality of headship matters in determining the motivation of teachers and the quality of teaching, which takes place in the classroom (Day, 2000:6).

## **2.6 EFFECTIVE SCHOOLS**

### **2.6.1 Research on effective schools**

The research on 'effective schools', both in United Kingdom (UK) (Mortmore et al, 1988) and United States of America (USA) (Purkey and Smith, 1983), has found that certain internal conditions are typical in schools that achieve higher levels of outcomes for their students. The 'effective schools' were characterised by factors as varied as the degree of academic emphasis, teacher action in lessons, the availability of incentives and

rewards, good conditions for students, and the extent to which they – students – are able to take responsibility (Preedy, 1993:229).

### 2.6.2 Characteristics of effective schools

Purkey and Smith (1983) have outlined the following as characteristics of effective schools. Effective schools have curriculum-focused school leadership, which puts a lot of emphasis on curriculum and teaching. The leadership of effective schools sets, makes known clear goals and high expectations for students, and provides a system for monitoring performance and achievement for both students and teachers (Purkey and Smith, 1983). Effective school leaders ensure that, there is an on-going staff development and in-service training to ensure that the staff members have competencies that meet the demands of the institutions or schools. They also provide a supportive climate within the school through parental involvement and external support (Hopkins, 2001:42). Sammons (1995 as cited in Hopkins) has outlined the following factors for effective schools:

- Effective schools have shared leadership (a participative approach);
- shared vision and goals (unity of purpose);
- a learning environment (orderly and attractive);
- concentration on teaching and learning (academic emphasis);
- high expectations (communicating expectations);
- positive reinforcement (clear and fair discipline, feedback);
- monitoring progress (monitoring pupil performance);
- pupil rights and responsibilities (raising pupil self-esteem);
- purposeful teaching (structured lessons, clarity of purpose);
- a learning organisation (school-based staff development); and
- a home-school partnership (parental involvement) (Hopkins, 2001:45).

Hopkins (2001) states that communication is vital for overall school co-ordination. In order for a school to organise itself to accomplish its goals, maintain itself in good working order and, at the same time, adapt to changing circumstances, sound procedures for communication are essential (Hopkins, 2001:100). The research findings from some

countries draw the following conclusions about the centrality of leadership in school improvement. Schools that are improving have leaders who make a significant and measurable contribution to the development of the school and the teachers. The potential of leadership to influence school improvement remains uncontested but the type of leadership required for sustainable school improvement remains a matter of debate (Lambert and Harris, 2003:2).

By assessing both the internal and external factors, he/she has to identify the challenges to the school and create a shared vision like hope, aspirations, direction, purposes, principles, and rationale (Wong, 2003). The school leader has to set up effective personnel policies incorporating recruitment, professional development, performance and staff appraisal systems, reward and compensation, deployment and work allocation, and exit policy (Wong, 2003). He/she has to develop an annual school plan incorporating goals, priorities and specific performance targets relevant to measuring the achievement of goals (Wong, 2003).

According to Adewuyi D.A. (2002:265), the five-factor model of effective schools characteristics include the following: (1) a strong leadership, particularly instructional, by the principal (2) high expectations of student achievement (3) emphasis on basic skills (4) a safe and orderly environment, and (5) frequent evaluation of pupils' progress.

According to the Westminster Institute of Education tutors, in their paper on Quality, school effectiveness and school improvement, they have identified common features associated with effective schools as follows:

- High expectations by teachers of their learners: Better performing schools have positive views of their learners' capabilities rather than blaming the intake of learners for poor performance.
- Academic emphasis: In these schools, teachers give a high priority to preparation of learners, to giving helpful feedback to learners, and to monitoring, assessing and marking work.

- Sharing vision and goals: effective schools have clear and shared goals by all the staff on issues like marking and homework.
- Positive reinforcement: greater consistency of practice in learner behaviour and discipline was linked with learning that is more effective.
- Professional leadership at all levels throughout the school. This gives strong emphasis to teamwork and involves teachers in decision making, hence a clear sense of direction and purpose.
- Quality in teaching: these include a lot of factors like; planning, challenge for learners of all ability levels, teacher enthusiasm, teacher experience, qualification and knowledge of subject, monitoring progress and involvement on curriculum development.
- A learning environment: an orderly atmosphere and an attractive working environment.
- Parental support: effective schools have involved parents.
- Monitoring progress: by monitoring learner performance, and evaluating school performance.
- Learner's rights and responsibilities: raising learners self-esteem; positions of responsibilities; and control of work.
- A learning organisation: including a school based staff development (amsterdam.oxford-ma.net).

### **2.6.3 What must be done to promote effective school leadership?**

School leaders of today must serve as leaders for student learning. They must know academic content and pedagogical techniques. They must work with teachers to strengthen skills. They must collect, analyze and use data in ways that fuel excellence. They must rally students, teachers, parents, local health and social service agencies, youth development groups, local businesses, and other community residents and partners around the common goal of raising student performance. They must have the leadership skills and knowledge to exercise autonomy and authority to pursue these strategies (IEL, 2000:2). These constitute what must be done to promote effective leadership. Leaders

must be equipped to stand the test of time in all the strategies stated above. This responds to the first research question, which says, what must be done to promote effective leadership in schools?

## 2.7 SUMMARY

This chapter dealt with literature review pertaining to the research questions stated in the statement of the problem (c.f. 1.2). The leadership theories and styles discussed gave the qualities, traits, attributes and all the essentials of an effective leader. The characteristics of an effective school were discussed. Effective schools are the kind of schools that parent and the entire community want for their children. Schools that will develop children for the future expectations, as visionary leaders run them. Following is the order in which the issues were discussed.

The preceding discussion focused on defining terms (c.f.2.2) especially leadership (c.f.2.2.1), effective leadership (c.f. 2.2.2) and school effectiveness (2.2.3). The following leadership theories (c.f. 2.3) were discussed:

- Fiedler's contingency model which states that the effectiveness of the leader is dependent upon the situation in which the leadership is applied; that leadership is therefore, not static, it changes with the situation (c.f. 2.3.1);
- Hersey and Blanchard's situational theory, which suggests that apart from the situation, the followers' level of maturity or development, has an impact on how well the job is done. The leaders therefore, must bear in mind the follower's readiness level (c.f. 2.3.2); and
- Path-goal theory which suggests that for a leader to be effective, he/she must present rewards, suitable paths and aid / guide the followers to achieve goals in order to be rewarded (c.f. 2.3.3).

The chapter also focused on leadership styles (c.f.2.4) that can be employed in order to enhance their delivery and improve performance. Some of the styles are transactional

leadership in which the leader offers followers bait in order to get the job done. In addition it was indicated that:

- transformational leaders are visionary in that they set clear and exciting visions and sell the vision in an uncompromising way;
- Transformational leaders explore all avenues to ensure that the vision is attained;
- Transformational leaders motivate and demonstrate high performance expectations in order to build commitment; and
- Charismatic leaders inspire and motivate followers to do more than they would normally do. They too are visionary leaders who appeal to the mind and the heart by making good use of their gift of oratory.

The chapter ended with the presentation, which outlines issues emanating from research made on effective schools such as (c.f. 2.6):

- The qualities or characteristics of effective schools are discussed. Effective schools depict shared responsibilities, shared vision and goals, effective school leaders emphasise teaching and learning, high expectations, positive reinforcement and monitoring; and common factors for effective schools. This addressed the research questions on the qualities and characteristics of effective leadership (c.f. 2.6.2).
- Another research question on what must be done to promote effective leadership in schools was also discussed. Guidelines on what school leaders must do in these current days were given (c.f. 2.6.3).

It is very clear from literature that effective leaders: are visionary, have entrepreneurial spirit as they seek for opportunity to improve the quality of education students receive, they communicate effectively the educational goals and vision, and they have effective and efficient progress monitoring systems in place. Effective school leaders are not surprised by the outcomes as they are always informed. Therefore, these entities of school leadership are very important in schools in the southern region of Botswana.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The main purpose of this chapter is to outline the method of research for this study. It explains the rationale behind the methodology employed, how the research was conducted and what steps were taken to ensure the validity and reliability of the study. Validity is the soundness, legitimacy and relevance of a research theory and its investigation (Kitchin and Tate, 2000: 34), while Hussey and Hussey defines validity as the extent to which the research findings accurately represent what is really happening in the situation (Hussey and Hussey, 1997:57). Reliability refers to the repeatability or consistency of a finding, as according to (Kitchin and Tate, 2000: 34) and (Hussey and Hussey, 1997:57).

#### **3.2 RESEARCH DESIGN**

Research design involves developing strategies for executing scientific inquiry. It involves specifying precisely what you want to find out and determining the most efficient and effective strategies for doing so. Appropriate research designs enable the social scientist to make observations and interpret the results (Wagenaar and Babbie 1998:50).

The research design is the complete strategy of attack on the central research problem. It provides the overall structure for the procedures that the researcher follow, the data that the researcher collects, and the data analysis that the researcher conducts (Leedy and Ormrod, 2001:91). To obtain relevant and accurate information, the question design is of paramount importance. The questions must be firmly rooted in the research question or hypothesis under investigation. The language and tone of the questions must not put the respondent out of his / her depth (Flowerdew and Martin, 1997:85-86).

I have therefore, selected to use the questionnaire and the interview that is, both quantitative and qualitative research tools in this study, as according to the advice from Legotlo (1998:21).

### **3.2.1 THE QUESTIONNAIRE AS A RESEARCH TOOL**

A questionnaire is a research instrument consisting of a series of questions and other prompts for gathering information from respondents (Wikipedia, free encyclopedia n.d). A questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. A questionnaire is a written or printed form used in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons. As a data-collecting instrument, it could be structured or unstructured (Key, 1997:1.).

The method of data collection is guided by the purpose of the study (Legotlo, 1998:21). As stated in chapter one, the purpose of this study is to determine the importance of effective school leadership in senior secondary schools in the southern region of Botswana.

For this study, a questionnaire was used as a data-collecting tool, as it is one of the instruments that are mostly used in surveys. In addition, it is a device, which enables respondents to answer questions, and if well designed, it boosts the reliability and validity of the data to acceptable levels of tolerance (Legotlo, 1998:21).

### **3.2.2 ADVANTAGES AND DISADVANTAGES OF QUESTIONNAIRES**

Questionnaires, as data collecting tool, have numerous advantages and few disadvantages. Following are some of the advantages and disadvantages as gathered from various sources.

According to Denscombe (2003:159) and (Key, 1997:1) , questionnaires are economical in the sense that they can supply a considerable amount of research data for a relatively low cost in terms of materials, money and time; and that they have a wider geographical coverage (Legotlo (1994). They are easy to arrange (Denscombe (2003:159); Easy to administer; quick to fill in; and easy to follow up (Seretse (2005:111). They supply standardised answers to the extent that all respondents are posed with exactly the same questions, (that is, respondents are subjected to the same stimuli as according to Legotlo (1994) and (Key, 1997:1) with no scope for variation to slip in via face-to-face contact with the researcher; and they encourage pre-coded answers (Denscombe (2003:159). Questionnaires give the respondents assurance that their responses will be anonymous (Legotlo, 1994), (hence maximises confidentiality), so they may be more truthful than they would be in a personal interview, particularly when talking about controversial issues as according to Leedy and Ormrod (2001:197).

Like other data collection tools, questionnaires have some shortcomings or limitations. It is difficult to assess the respondent's motivation, thus affecting the validity of the responses (Key, 1997:2). This is because gestures cannot be observed. There is ambiguity; the danger of misinterpretation of questions exists, as it is very difficult to formulate questions that convey the same thing to all respondents (Appolos, 2004). Denscombe (2003:161) says that questionnaires have poor response rate as they might be returned incomplete or with poorly completed answers; may limit and shape the nature of answers and may deny the researcher chance to check the truthfulness of answers, hence the validity and reliability of responses is affected. Again, unless a random sampling of returns is obtained, those returned completed may represent biased samples (Key, 1997:2), for example, completed questionnaires might be returned by one region.

In this study, questionnaires were used in order to cover a wider area at low costs, to acquire responses that are more truthful and to be able to redeem time. This was made possible by the rapport that I developed with the respondents. I had to persuade them to take time out to answer the questionnaire amidst their very important daily activities, by establishing the importance and purpose of the study. The decision to use questionnaires

in this research was also fortified by the fact that their advantages outweighed the disadvantages.

### 3.2.3 QUESTIONNAIRE CONSTRUCTION

A well-constructed questionnaire permits the collection of reliable and reasonably valid data in a simple, cheap and timely manner. While time-consuming, constructing a questionnaire is a good way to sharpen what one really needs to know, and if done thoroughly, it would greatly facilitate the data analysis phase of the research (Anderson, 1998:170). A questionnaire therefore needs to be crisp and concise, asking just those questions that are crucial to the research. This means that the researcher must have a clear vision of exactly what issues are at the heart of the research and what kind of information would enlighten those issues (Denscombe, 2003:152). Although questionnaires seem so simple to construct, they can be tricky to construct and administer such that one false step can lead to un-interpretable data or an abysmally low return rate (Leedy and Ormrod, 2001:202).

The following are some essentials for constructing fruitful and efficient questionnaire, as according to (Leedy and Ormrod, 2001:202). Keep it short. The questionnaire should be as brief as possible and must solicit only that information essential to the research project; Use simple, clear, unambiguous language. Questions should communicate exactly what you want to know; Check for consistency. When an issue about which you are asking is such that some respondents may give answers that are socially acceptable rather than true, you may wish to incorporate a 'countercheck' question into your list at some distance from the first question. This strategy helps verify the consistency with which a respondent has answered questions; determine in advance how you will code the responses. Data processing procedures determine the form the questionnaire should take; Keep the respondent's task simple. Make the instrument as simple to read and respond to as possible; Provide clear instructions. Communicate clearly how you want people to respond; Make the questionnaire attractive and professional looking. Your instrument should have clean lines, crystal-clear typing and some colour; Conduct a pilot test and

draw the final product by scrutinizing the questions carefully to ensure that they address your needs.

According to (Flowerdew and Martin, 1997), the following should be included: The content of the questionnaire needs to be firmly rooted in the research question or hypothesis under investigation. What to include is also a function of what questionnaire length can be sustained for a given research topic. The questionnaire content must also set out to measure what is practicable and relevant to respondents and to give them the maximum opportunity to respond. It is essential that the content of the questionnaire be readily understood and be about something that respondents are likely to have opinions on or to be meaningful to them.

### 3.2.3.1 THE STRUCTURE OF THIS QUESTIONNAIRE

The main aim of the questionnaire was to gather information about the importance of effective school leadership in senior secondary schools. In this study the questionnaire was designed to gather information geared towards answering the three research questions:

1. What must be done to promote effective leadership in schools?
2. What are the qualities of effective school leaders?
3. What are the characteristics of effective schools?

### 3.2.4. FORMAT AND CONTENTS OF THE QUESTIONNAIRE

According to Legotlo (1998:26), there are two basic types of formats that are commonly used. These are open and close ended questions as discussed below.

- **Open (Open-ended) questions.** These questions allow the respondent to express his/her feelings freely. The respondent decides on the wording of the answers, the length of the answers and the kind of matters to be raised in the answers (Denscombe, 2003:155). That is, the respondent is not given a set of possible answers (Kitchin and Tate, 2000:51).

- **Closed questions.** This is where the respondent is allowed to select the appropriate answer from a range of options or responses provided.

In this study the questionnaire was divided into three sections according to their focus as follows:

Section A (question 1 – 5). The purpose of these questions was to gather demographic and biographical information about the respondents.

Section B (question 6 – 9). The purpose of these questions was to gather information on effective leadership qualities, leadership expectations, leadership challenges and effective schools. This section comprised of close-ended questions and was intended to answer the three research questions.

Section C (question 10-11). This comprised of two open-ended questions whose purpose was to solicit the educators / teachers' opinion on how school leadership can influence both learners and teachers' performance, and what can be done to improve the situation. This section attempts to answer the first question.

A five-point scale was provided for educators/teachers to indicate their opinion: (1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4= Disagree, 5 = Strongly Disagree).

### **3.2.5 PRE-TESTING THE QUESTIONNAIRE**

The purpose of a pre-test or pilot survey is to put right any major defects in the questionnaire before its final printing. It is very critical to pre-test since it is done to ensure that the questions work well and produce the required data for your research. The purpose of the pilot survey is to check a number of design aspects like;

- Question design and format to ensure clarity
- Questionnaire length

- Questionnaire output
- Classification questions
- Serialisation and other information (Flowerdew and Martin, 1997:102-103)

Kitchin and Tate (2000:53) states that the purpose of the pilot survey is to evaluate the following: Variability, Interpretation, Difficulty level, Interviewee's interest / boredom, Question flow / order, Skip patterns and Timing.

Realizing that it is difficult to criticise one's own written work, it is essential to obtain comments from at least a small group of the intended respondents (Anderson, 1998:179). As a result the questionnaire was piloted with twenty (20) teachers in the school where I was teaching. This warranted some minor changes to the questionnaire after reviewing both the verbal and written comments. The minor changes made on the questionnaire were on issues of clarity, spelling and grammatical errors, and even typo-errors.

### 3.2.6 FINAL QUESTIONNAIRE

The final questionnaire was distributed and collected from senior secondary schools in the southern region of Botswana from the 3<sup>rd</sup> July 2006 to 29<sup>th</sup> September 2006. Questionnaires to three schools due to the distance factor were sent by mail and the rest were hand delivered to schools.

According to Kitchin and Tate (2000:48), postal questionnaire increases the potential sample size and can reach those respondents who are geographically dispersed.

Seretse, (2005:116) says, self-administered questionnaires are given to respondents with the expectation that each person will be able to read and understand the questions, possess the knowledge and willingness to answer them, and will take time to do so. Self-administered questionnaire may be completed by individuals who are alone or in groups.

### 3.3 INTERVIEWS

Interviews were used in this investigation. There are numerous definitions of an interview. Some of the definitions are as follows:

An interview is a conversation between two or more people (Gillham, 2000:1) (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee (Wikipedia, 2007 Interview web definitions). An interview is a dialogue between an interviewer and a respondent. This is where the interviewer typically reads a series of questions from a questionnaire prepared for this purpose and records the response of the respondent (Google, 2007, web definitions). An interview is a direct face-to-face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. It is a conversation in which the roles of the interviewer and the respondent change continually (Key, 1997:6).

A research interview is a structured social interaction between a researcher and a subject who is identified as a potential source of information, in which the interviewer initiates and controls the exchange to obtain quantifiable and comparable information relevant to an emerging or previously stated hypothesis (From Wikipedia, the free encyclopedia). An interview may be tightly structured, semi-structured, unstructured, indepth or conversational. This methodology involves the researcher and the interviewee in a one-to-one situation (Google, 2007 web definitions). It is also defined as a specialised form of communication between people for a specific purpose associated with some agreed subject matter (Anderson, 1998:190). According to Legotlo (1998:24), interviews are used to collect data of a subject on a face-to-face situation.

In this study, interviews were conducted to solicit for information from the school leaders. These included the Deputy School Head and the School Head. Although some tried to make excuses to avoid be interviewed, when persuaded they succumbed and interviews were successfully conducted.

### **3.3.1 INTERVIEWING SKILLS**

To crosscheck the findings from the survey questionnaire, a semi-structured interview was conducted. Prior to the actual interview, permission to participate in the interview was sought from each of the respondents. They were informed that to provide a permanent, accurate and objective record of the interviews, the interviews were to be tape-recorded. This was done to allow the interviewees to respond to questions without any interruptions as well as to allow the researcher to be more flexible during the interviews and adapt the interview to suit the personality and circumstances of the person being interviewed. Despite this brief, there were some interruptions, which could not be avoided, as some were emergency issues.

### **3.3.2 TIME, PLACE, AND STYLE OF THE INTERVIEW**

Seretse (2005:118) says, people who agree to be interviewed deserve some consideration and so you will have to fit in with their plans, however inconvenient it may be for you. He continues to say the interviewer should always introduce him or herself and explain the purpose of the research, even if you have an official introductory letter when making an appointment, say how long the interview is likely to last and do your best not to exceed the stated time. In this study, proper and adequate introductions were made and covering letters were produced as proof.

### **3.3.3 COVERING LETTER**

A covering letter is a tool employed to introduce the questionnaire to the respondents with the main purpose of getting them to respond to the questionnaire (Legotlo (1994)).

The covering letter explains what the questionnaire is about and emphasis the importance of the respondents' responses. It also humbly requests the respondents to take part cooperatively. For this research I sort for the covering letter from the Faculty of Education (University of North West), and the Department of Secondary Education -

Southern Region (Kanye- Botswana). Refer to the attached copies at the back of this dissertation.

### **3.4 DATA COLLECTION**

#### **3.4.1 ADMINISTRATIVE PROCEDURE**

As a requirement, standard letters seeking permission to access the sampled schools, stating the purpose of the study were written to school heads. There were two covering letters, one from the University of North West and one from the Chief Education Officer, South Region-Kanye. These are attached at the back of this dissertation.

According to Seretse (2005:119), people selected to take part in a survey need to be informed as to the objectives of that particular survey and they need to know why they should respond to the survey.

The researcher hand – delivered the questionnaires to the selected schools via the Heads of departments (HOD). Some questionnaires were collected in the afternoon of the same day while some were collected the following day.

#### **3.4.2 FOLLOW UPS**

Follow ups are necessary as they help increase the return rate. For them to achieve the intended results, they must be done so tactfully, skilfully and courteously, preserving and promoting the human relations (Leedy, 2001:206).

Non-response is a major disadvantage of the questionnaire. Follow-ups were made by phoning the HOD's of the selected schools to check on the progress of completing the questionnaire by respondents. Most schools responded positively but as for Molefhi Senior Secondary School, there was completely no response, as the agent could not recall who he gave the questionnaires to.

### 3.5 POPULATION AND SAMPLING

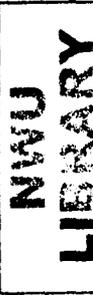
Surveys are usually conducted by sampling from a population rather than contacting all of its members (Flowerdew and Martin, 1997:93). The researcher can then use the results obtained from the sample to generalise about the entire population only if the sample is truly representative of the population (Leedy and Ormrod, 2001:210).

The population of this study comprised of the school heads, deputy school heads, heads of department, senior teachers and teachers, that is, educators in general. The Ministry of Education has divided the country into five regions namely; central region, south region, north region, south central region, and west region. The regions under investigation are the south region and south central region, which has twelve (12) senior secondary schools.

From the twelve (12) senior secondary schools in the two regions, seven (07) senior secondary schools were randomly selected. School heads and deputy school heads were sampled for the interview while the heads of departments up to the teachers were sampled for the questionnaire.

According to Leedy and Ormrod (2001:211), random sampling means choosing a sample in such a way that each member of the population has an equal chance of being selected. And when such a random sample is selected, the researcher can assume that the characteristics of the sample approximate the characteristics of the total population.

The sampled population was selected in the following way:



**Table 3.1 Distribution of sampled population**

| School location      | Sampled population |     | %   |
|----------------------|--------------------|-----|-----|
| South central region | 4 schools          | 108 | 57  |
| South region         | 3 schools          | 81  | 43  |
| Total                | 7 schools          | 189 | 100 |

From the south central region, which has eight (8) schools, four (4) schools were selected. While from the south region with four (4) schools, three (3) schools were selected.

### 3.6 RESPONSE RATE

**Table 3.2 Questionnaire response rate**

| School location      | Sampled number | Response | %  |
|----------------------|----------------|----------|----|
| South central region | 108            | 56       | 30 |
| South region         | 81             | 48       | 25 |
| Total                | 189            | 104      | 55 |

**Table 3.3 Questionnaire response rate per school**

| School          | Dispatched | Returned | %  |
|-----------------|------------|----------|----|
| Lob. Sec        | 27         | 13       | 7  |
| Kgari Sechele   | 27         | 25       | 13 |
| Molefhi Sec.    | 27         | 0        | 0  |
| Moshupa Sec.    | 27         | 19       | 10 |
| Kagiso Sec.     | 27         | 12       | 6  |
| Seepapitso Sec. | 27         | 16       | 9  |
| Moeding College | 27         | 19       | 10 |
| Total           | 189        | 104      | 55 |

Table 3.2 and 3.3 indicate that 55% of the distributed questionnaires were returned 45% were not returned.

### **Interview response rate**

Out of fourteen (14) School heads and deputies only eight (8) were interviewed, giving 57% response rate. The reason being that most of the school heads and deputies were uncooperative; some were not available due to other duties hence, all efforts made to reach them were futile.

### **3.7 QUANTITATIVE ANALYSIS**

An SPSS computer aided statistic analysis was employed to aggregate the individual responses, calculate their means, standard deviations and t-test analysis. This was done to ensure accuracy and reliability. This analysis will be discussed in details in the next chapter.

### **3.8 QUALITATIVE ANALYSIS**

The views and opinion of the school leaders interviewed were compared and the common grounds were taken note of. A more detailed analysis is in the next chapter.

### **3.9 SUMMARY**

In summary, both the questionnaire and the interview were employed as the main instruments in the collection of data due to their advantages. A few limitations were experienced during data collection. The chapter has presented the methodology used in this study. Explanations of why such methods were used were given. The response rates were also given.

## **CHAPTER 4**

### **4. DATA ANALYSIS AND INTERPRETATION**

#### **4.1 INTRODUCTION**

This chapter reports on the empirical investigation conducted to determine the importance of effective school leadership in senior secondary schools in the southern region of Botswana. The data collected through the investigation is summarised and discussed.

#### **4.2 REVIEW OF THE SUBJECT**

A total of 189 questionnaires were distributed to teachers / educators. Only 104 usable questionnaires were returned. The questionnaire comprised of both the open-ended and closed questions. Eight (8) successful interviews were conducted among the school heads and deputies out of fourteen (14). The purpose of the interview was to gather information pertaining to the problems / challenges school leaders experience and how they go about them.

#### **4.3 BIOGRAPHICAL DATA OF THE RESPONDENTS**

Table 4.1 was drawn to get a clear picture of the demographical and biographical characteristics of the respondents. Respondents were asked to circle the categories that best describe their opinion. The data collected was analyzed using the SPSS computer software. A brief summary of the information provided in the table is discussed.

Table 4.1 **Biographical Data of the Respondents**

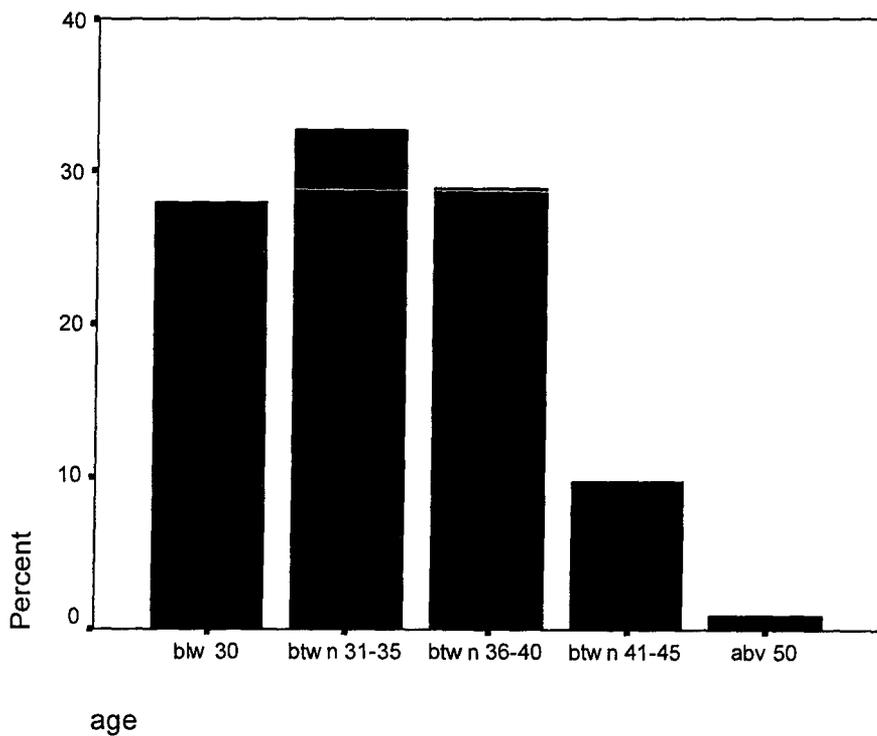
| <b>AGE CATEGORY</b>                   | <b>F</b> | <b>%</b> |
|---------------------------------------|----------|----------|
| Below 30 years                        | 29       | 27.9     |
| 31 - 35 years                         | 34       | 32.7     |
| 36 - 40 years                         | 30       | 28.8     |
| 41 -45 years                          | 10       | 9.6      |
| 46 -50 years                          | 0        | 0        |
| 50 years and above                    | 1        | 1.0      |
| <b>GENDER</b>                         | <b>F</b> | <b>%</b> |
| Female                                | 57       | 54.8     |
| Male                                  | 47       | 45.2     |
| <b>TEACHING EXPERIENCE</b>            | <b>F</b> | <b>%</b> |
| Below 3 Years                         | 18       | 17.3     |
| 3-5                                   | 20       | 19.2     |
| 6-8                                   | 25       | 24.0     |
| 9-11                                  | 20       | 19.2     |
| 12 +                                  | 21       | 20.2     |
| <b>POSITION HELD</b>                  | <b>F</b> | <b>%</b> |
| Educator                              | 38       | 36.5     |
| Senior teacher II                     | 44       | 42.3     |
| Senior teacher I                      | 21       | 20.2     |
| Head of Department                    | 1        | 1.0      |
| Deputy School Head                    | 0        | 0.0      |
| School Head                           | 0        | 0.0      |
| <b>HIGHEST ACADEMIC QUALIFICATION</b> | <b>F</b> | <b>%</b> |
| Diploma                               | 5        | 4.8      |
| Degree (eg BA)                        | 26       | 25.0     |
| Post Graduate Diploma in Education    | 61       | 58.7     |
| Master Degree                         | 12       | 11.5     |

### 4.3.1 Age of respondents

The respondents reported their age by selecting one of the six age groups. According to table 4.1, the majority of the respondents were aged between 31 and 35 (32.7%) followed by those between 36 and 40 (28.8%) and those below 30 (27.9%), giving a total of (89.4%). The remaining (10.6%) comprised those above 41 years, though the (46-50) age group was not represented.

The statistics reflect that the majority of the respondents (89.4%) range between below 30-40 years. These are young and energetic teachers, whose performance in terms of service delivery should be excellent. Since they are young, talented and zealous, a lot is expected from them.

Bar Chart 4.1 Age Structure



The bar chart clearly reveals the distinctions among the respondents.

### 4.3.2 Gender

Table 4.1 reveals that 57 (54.8%) of the respondents are female while 47 (45.2%) are male. It therefore, means that more women than men responded to the questionnaire. It also suggests that there are more female than male teachers in senior secondary schools.

Bar chart 4.2 Gender Structure



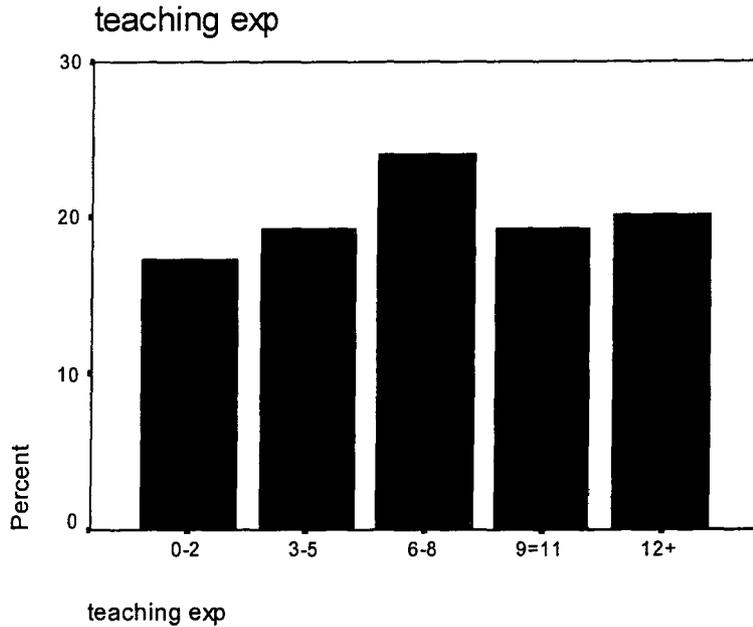
The bar chart proves that indeed there are more females than male who responded to the questionnaire.

### 4.3.3 Teaching experience

Table 4.1 indicates that out of the total respondents, 38 (36.5%) have taught for less than 6 years, 25 (24.0) for 6-8 years, 20 (19.2%) for 9-11 years and 21 (20.2%) for 12 and above years. According to the table, most of the respondents (24%) have been in the service for 6-8 years. The longest serving teachers constitute (20.2%) of the respondents. Generally there is an almost balanced representation of all categories. This implies that the inexperienced teachers will tap from the well experienced hence, and collectively, they would be expected to provide better performance and leadership.

The table also shows that there are 18 (17.3%) teachers with 0-2 years teaching experience. These are still young in the teaching profession, and if properly trained, guided and motivated, they could be more beneficial to the education system.

**Bar Chart 4.3 Teaching Experience in years**

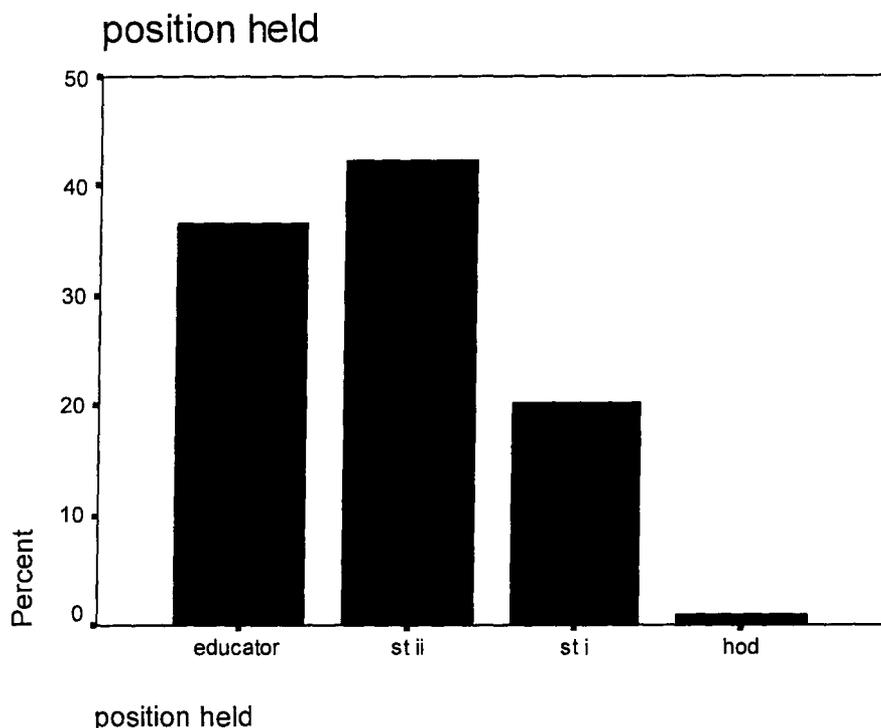


The bar chart clearly shows that there was good representation of all categories.

#### 4.3.4 Position held

According to table 4.1, 38 (36.5%) are educators (teachers), 44 (42.3%) are Senior Teacher (ST) grade II's, 21 (20.2%) are Senior Teacher grade I's, and 1 (1.0%) HOD. The table clearly indicates that the majority of the teachers are within the Teacher/Educator and Senior Teacher grade II's categories, which constitute (78.8%) of the respondents. It therefore implies that the majority of the teachers are clustered in the lower cadres. This may result in most of the teachers being disgruntled and de-motivated. This would provide a serious challenge to the leadership if the intent is to raise school performance.

Bar Chart 4.4 **Position of responsibility**



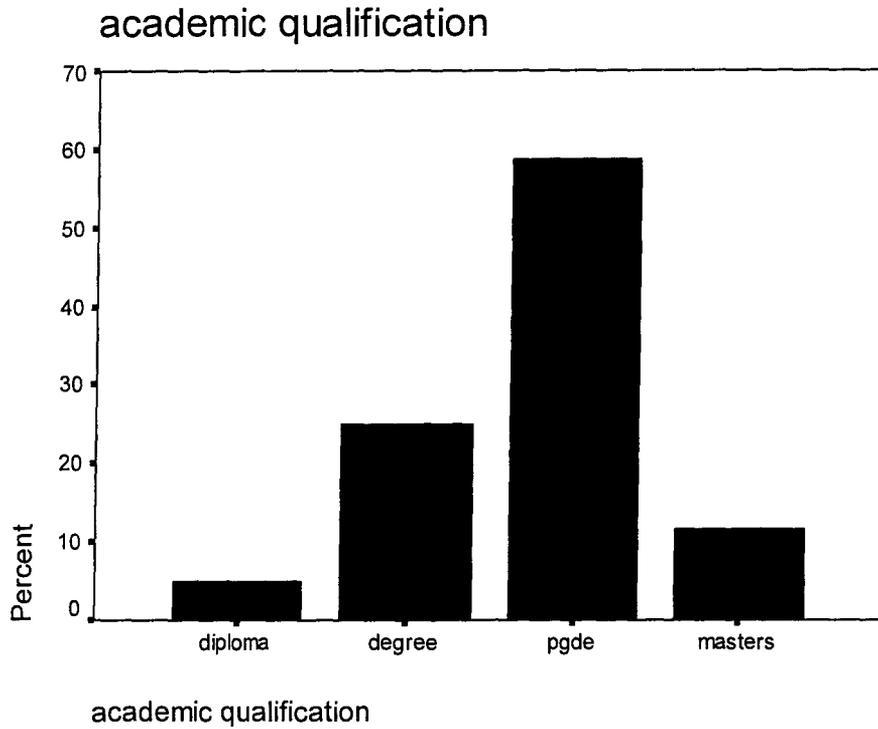
The chart shows the very few HOD’s and senior teacher I’s responded while most of the educators and senior teacher II’s responded (ST I = Senior Teacher Grade I, ST II = Senior Teacher Grade II and HOD = Head of Department). Table 4.1 shows that there were no responses from the deputy school heads and school heads, this was because they were not part of the respondents.

#### 4.3.5 **Highest academic qualification**

It is clearly depicted in table 4.1, that out of the total respondents, 5 (4.8%) have Diploma, 26 (25.0%) have Degrees, 61 (58.7%) have Post Graduate Diploma in Education and 12 (11.5%) have Masters Degree. It is observed that a majority of teachers are adequately trained for the work they do.

The chart below shows that the majority of the respondents have the teaching qualification, hence well equipped for the profession.

Bar Chart 4.5 Academic Qualification



#### 4.4 RESPONDENTS' VIEW ON LEADERSHIP EFFECTIVENESS

##### 4.4.1 Qualities of an effective leader

The purpose of this study was to empirically establish the most effective leadership qualities with the intent to boost the performance of both staff and students. Respondents were given the following scale to rate the degree of effectiveness of leadership qualities given.

Scale: 1 = SA = Strongly Agree

2 = A = Agree

3 = N = Neutral

4 = D = Disagree

5 = SD = Strongly Disagree

Table 4.2 Qualities of an effective leader (c.f. 2.4)

| Table 4.2. | Questions Evaluated   | No Response |     | SA |      | A  |      | N  |      | D |     | SD |     |
|------------|---|-------------|-----|----|------|----|------|----|------|---|-----|----|-----|
|            |   | F           | %   | F  | %    | F  | %    | F  | %    | F | %   | F  | %   |
|            | <b>Qualities of an effective leader</b>                             |             |     |    |      |    |      |    |      |   |     |    |     |
| 6.1        | A sense of responsibility   | 2           | 1.9 | 84 | 80.8 | 12 | 11.5 | 4  | 3.8  | 1 | 1.0 | 1  | 1.0 |
| 6.2        | Concern for task completion   | 3           | 2.9 | 76 | 73.1 | 14 | 13.5 | 5  | 4.8  | 4 | 3.8 | 2  | 1.9 |
| 6.3        | Risk-taking and encourage others to do so                           | 5           | 4.8 | 29 | 27.9 | 32 | 30.8 | 26 | 25.0 | 5 | 4.8 | 7  | 6.7 |
| 6.4        | Articulate purpose, to establish a vision and to inspire confidence | 0           | 0   | 72 | 60.2 | 27 | 26.0 | 2  | 1.9  | 2 | 1.9 | 1  | 1.0 |
| 6.5        | Listen effectively, understanding both content and feelings         | 0           | 0   | 67 | 64.4 | 27 | 26.0 | 2  | 1.9  | 4 | 3.8 | 4  | 3.8 |
| 6.6        | Validate the accuracy of information received                       | 2           | 1.9 | 52 | 50.0 | 35 | 33.7 | 10 | 9.6  | 5 | 4.8 | 0  | 0   |
| 6.7        | Speak frankly and clearly, addressing the issue                     | 1           | 1.0 | 71 | 68.3 | 19 | 18.3 | 5  | 4.8  | 4 | 3.8 | 4  | 3.8 |
| 6.8        | Have the capacity to handle stress                                  | 1           | 1.0 | 47 | 45.2 | 36 | 34.6 | 12 | 11.5 | 4 | 3.8 | 4  | 3.8 |
| 6.9        | Have the capacity to influence                                      | 1           | 1.0 | 42 | 40.4 | 38 | 36.5 | 17 | 16.3 | 3 | 2.9 | 3  | 2.9 |
| 6.10       | Be positive about life, about self and about one's work             | 0           | 0   | 65 | 62.5 | 23 | 22.1 | 8  | 7.7  | 6 | 5.8 | 2  | 1.9 |

Looking at table 4.2, considering each item separately, the following information is confirmed.



**Item 6.1 *A sense of responsibility***

The table clearly depicts that 84 (80.8%) of the respondents strongly agree with Preedy (cf. 2.4) that effective leaders must have a sense of responsibility, 12 (11.5%) of them agree, 4 (3.8%) are neutral or uncertain, 1 (1.0%) disagree and 1 (1.0%) strongly disagree. Higher proportions, (94.1%) of respondents are in agreement while smaller percentages (5.9%) disagree with the statement. It is therefore, imperative that for leaders to be effective, they must have a sense of responsibility and accountability.

**Item 6.2 *Concern for task completion***

Table 4.2 shows that 76 (73.1%) of the respondents strongly agree, 14 (13.5%) agree, 5 (4.8%) are neutral, 4 (3.8%) disagree and 2 (1.9%) strongly disagree. Higher percentages (89.1%) are in agreement that leaders must have concern for task completion. This implies that most teachers want leaders who are orientated towards task completion.

**Item 6.3 *Risk-taking and encourage others to do so***

The table illustrates that out of the total respondents, 29 (27.9%) strongly agree, 32 (30.8%) agree, 26 (25.0%) are neutral, 5 (4.8%) disagree and 7 (6.7%) strongly disagree. A significant proportion (61.6%) of the respondents agrees, while (11.5%) disagree. The implication is that most teachers are willing and determined to put their lives at risk, while some teachers do not want to take chances due to probably uncertainty.

**Item 6.4 *Articulate purpose, to establish a vision and to inspire confidence***

According to the table, 72 (69.2%) strongly agree, 27 (26.0%) agree, 2 (1.9%) are neutral, 2 (1.9%) disagree and 1 (1.0%) strongly disagree. A higher percentage (69.2%) strongly agrees. That implies that teachers want leaders who can articulate purpose with the aim to establish a vision and to inspire confidence in schools (cf. 2.4).

### ***Item 6.5 Listen effectively, understanding both content and feelings***

The table depicts that 67 (64.4%) of the respondents strongly agree and 27 (26.0%) agree, 2 (1.9%) are neutral, 4 (3.8%) disagree and 4 (3.8%) strongly disagree with the statement. This implies that teachers prefer leaders who are good listeners and understand (cf. 2.4); leaders whose judgments are based on concrete evidence.

### ***Item 6.6 Validate the accuracy of information received***

According to the table 52 (50.0%) of the respondents strongly agree, 35 (33.7%) agree, 10 (9.6%) are neutral, 5 (4.8%) disagree and 0 (0.0%) strongly disagree. The majority of the respondents (85.3%) are in agreement with Preedy (cf. 2.4) that an effective leader should not just take anything that they receive but should validate the accuracy of information they receive. This implies that once the accuracy of information is validated, they would own it.

### ***Item 6.7 Speak frankly and clearly, addressing the issue***

Out of the total respondents, 71 (68.3%) strongly agree, 19 (18.3%) agree, 5 (4.8%) neutral, 4 (3.8%) disagree and 4 (3.8%) strongly disagree. This implies that most teachers (87.4%) are in agreement that effective leaders are those that are transparent, who speak frankly, clearly and directly to the issue. This implies that they don't want to be grouped or to be collectively addressed but rather those issues should be addressed separately and specifically.

### ***Item 6.8 Have the capacity to handle stress***

The table shows that 47 (45.2%) of the respondents strongly agree, 36 (34.6%) agree, 12 (11.5%) neutral, 4 (3.8%) disagree and 4 (3.8%) strongly disagree. This implies (80.6%) of the respondents suggests that effective leaders must have the capacity to handle stress as they are more likely to encounter a lot of stressing issues from the employees and the work itself.

**Item 6.9 Have the capacity to influence**

The table depicts that 42 (40.4%) of the respondents strongly agree, 38 (36.5%) agree, 17 (16.3%) are not sure, 3 (2.9%) disagree and 3 (2.9%) strongly disagree. Therefore, (77.7%) of the respondents agree while (5.8%) disagree. The implication is that most of the respondents agree that effective leaders must have the capacity to influence employees to do their work.

**Item 6.10 Be positive about life, about self and about one's work**

What is revealed in the table is that 65 (62.5%) of the respondents strongly agree, 23 (22.1%) agree, 8 (7.7%) neutral, 6 (5.8%) disagrees and 2 (1.9%) strongly disagree with the statement. A higher percentage (84.6%) of the respondents agrees with Preedy (cf. 2.4). This implies that it is imperative that good and effective leaders must be positive about life, self and one's work.



**4.4.2 LEADERSHIP EXPECTATIONS**

**Table 4.3 Leadership expectations (c.f. 2.15)**

| Table 4.3 | Questions Evaluated   | No response |     | SA |      | A  |      | N |     | D |     | SD |     |
|-----------|---|-------------|-----|----|------|----|------|---|-----|---|-----|----|-----|
|           |   | F           | %   | F  | %    | F  | %    | F | %   | F | %   | F  | %   |
|           | <b>Leadership expectations</b>  |             |     |    |      |    |      |   |     |   |     |    |     |
| 7.1       | The stakeholders (teachers, parents, governors and students) shape the image of the school and provide the cornerstone of the school's identity | 0           | 0   | 67 | 64.4 | 28 | 26.9 | 5 | 4.8 | 2 | 1.9 | 2  | 1.9 |
| 7.2       | Teachers prefer leaders who lead by example and   | 1           | 1.0 | 69 | 66.3 | 24 | 23.1 | 5 | 4.8 | 5 | 4.8 | 0  | 0   |

|      |  |   |     |    |      |    |      |    |      |   |     |   |     |
|------|--|---|-----|----|------|----|------|----|------|---|-----|---|-----|
|      | empower them to deal with the unexpected   |   |     |    |      |    |      |    |      |   |     |   |     |
| 7.3  | Teachers expect school leaders to demonstrate loyalty to staff and maintain high levels of trust with them                     | 0 | 0   | 64 | 61.5 | 31 | 29.8 | 4  | 3.8  | 4 | 3.8 | 1 | 1.0 |
| 7.4  | Parents expect leaders to have effective management skills and the ability to motivate and lead people                         | 0 | 0   | 49 | 47.1 | 39 | 37.5 | 8  | 7.7  | 6 | 5.8 | 2 | 1.9 |
| 7.5  | Parents expect leaders to be consistent and fair in disciplinary matters   | 0 | 0   | 51 | 49.0 | 32 | 30.8 | 14 | 13.5 | 6 | 5.8 | 1 | 1.0 |
| 7.6  | Students expect leaders to share leadership with staff, parents and students   | 1 | 1.0 | 23 | 22.1 | 45 | 43.3 | 30 | 28.8 | 3 | 2.9 | 2 | 1.9 |
| 7.7  | Students expect leaders to be accessible and approachable  | 0 | 0   | 46 | 44.2 | 43 | 41.3 | 9  | 8.7  | 3 | 2.9 | 3 | 2.9 |
| 7.8  | Students expect leaders to treat them equally  | 0 | 0   | 59 | 56.7 | 33 | 31.7 | 4  | 3.8  | 7 | 6.7 | 1 | 1.0 |
| 7.9  | Teachers and parents expect school leaders to be responsible for setting priorities for change, for improvements and upgrading | 6 | 5.8 | 50 | 48.1 | 34 | 32.7 | 11 | 10.6 | 3 | 2.9 | 0 | 0   |
| 7.10 | Teachers and parents expect leaders to have a clear vision for the school.   | 1 | 1.0 | 66 | 63.5 | 27 | 26.0 | 6  | 5.8  | 3 | 2.9 | 1 | 1.0 |
| 7.11 | External stakeholders expect leaders to involve students in community projects   | 2 | 1.9 | 25 | 24.0 | 39 | 37.5 | 30 | 28.8 | 5 | 4.8 | 3 | 2.9 |

|      |   |   |     |    |      |    |      |    |      |   |     |   |     |
|------|---|---|-----|----|------|----|------|----|------|---|-----|---|-----|
| 7.12 | School leaders expect themselves to use resources to achieve objectives | 1 | 1.0 | 37 | 35.6 | 30 | 28.8 | 26 | 25.0 | 5 | 4.8 | 5 | 4.8 |
|------|---|---|-----|----|------|----|------|----|------|---|-----|---|-----|

Table 4.3 gives a closer look at each item separately. The scale used above is maintained.

**Item 7.1 *The stakeholders shape the image of the school and provide the cornerstone of the school's identity***

Out of the total number of respondents, 67 (64.4%) strongly agree, 28 (26.9%) agree 5 (4.8%) neutral, 2 (1.9%) disagree and 2 (1.9%) strongly disagree with the statement. This implies that a higher percentage (64.4%) strongly agree that stakeholders, that is, teachers, governors, parents and students shape the image of the school, and provide the cornerstone of the school's identity. The question that stands out is to what extent are the stakeholders involved in the shaping of the school's image and identity?

**Item 7.2 *Teachers prefer leaders who lead by example and empower them to deal with the unexpected***

A good number of the respondents 69 (66.3%) strongly agree, 24 (23.1%) agree, 5 (4.8%) neutral, and 5 (4.8%) disagree with the Scottish and the Danes (cf. 2.15.1) who prefer leaders who lead by example and empower teachers to deal with the unexpected. The implication is that teachers want a leader who is 'one of them', who worked alongside them, and who is not aloof from them; A leader who is not glued to the office.

**Item 7.3 *Teachers expect school leaders to demonstrate loyalty to staff and maintain high levels of trust with them***

From the table, it is very evident that 64 (61.5%) of the respondents strongly agree, 31 (29.8%) agree, 4 (3.8%) neutral, 4 (3.8%) disagree and 1 (1.0%) strongly disagree with

the statement. This implies that most teachers know what they want or expect from their leaders. They want loyalty and to be trusted (cf. 2.15.5).

**Item 7.4 *Parents expect leaders to have effective management skills and the ability to motivate and lead people***

The table shows that 49 (47.1%) of the respondents strongly agree, 39 (37.5%) agree, 8 (7.7%) neutral, 6 (5.8%) disagree and 2 (1.9%) strongly disagree with the statement. Most teachers (84.6%) are in agreement that school leaders must have management skills, the ability to motivate and to lead people. This implies that leaders who pose these skills and abilities are most effective and are more likely to improve the staff and students' performance.

**Item 7.5 *Parents expect leaders to be consistent and fair in disciplinary***

***Matters***

It is evident from the table that 51 (49.0%) of the respondents strongly agree 32 (30.8%) agree, 14 (13.5%) neutral, 6 (5.8%) disagree and 1 (1.0%) strongly disagree. Therefore, most teachers (79.8%) agree that they expect leaders to be consistent and fair in disciplinary matters, while (13.5%) are not sure. This implies that the school will have a conducive teaching and learning environment, hence better performance

**Item 7.6 *Students expect leaders to share leadership with staff, parents and***

***Students***

According to the table, 23 (22.1%) of the respondents strongly agree, 45 (43.3%) agree, 30 (28.8%) neutral, 3 (2.9%) disagree and 2 (1.9%) strongly disagree. Although most of the respondents (66.0%) agree with the statement, (28.8%) of them are sceptical and do not want to commit themselves. Therefore, from the findings, bodies like Parents Teachers Association (PTA) and Student Representative Council (SRC) are most likely to enhance leadership sharing, hence improve performance.

***Item 7.7 Students expect leaders to be accessible and approachable***

The table shows that 46 (44.2%) of the respondents strongly agree, 43 (41.3%) agree, 9 (8.7%) neutral, 3 (2.9%) disagree and 3 (2.9%) strongly disagree that students expect leaders to be accessible and approachable. (85.6%) of the respondents agree with Dempster and Logan (cf. 2.15.4). Since students were not involved in the study, the implication is that most teachers share the same sentiments with the students; they also want leaders who are accessible and approachable.

***Item 7.8 Students expect leaders to treat them equally***

The table shows that 59 (56.7%) of the respondents strongly agree, 33 (31.7%) agree, 4 (3.8%) neutral, 7 (6.7%) disagree and 1 (1.0%) strongly disagree with the statement. Therefore, (88.5%) of the respondents think that students expect to be treated equally. The implication is that, if students are treated equally, it would help them to have a high self-esteem hence their performance would improve.

***Item 7.9 Teachers and parents expect school leaders to be responsible for***

***setting priorities for change, for improvements and upgrading***

According to the table, 50 (48.1%) of the respondents strongly agree, 34 (32.7%) agree, 11 (10.6%) neutral and 3 (2.9%) disagree with the statement. A higher proportion (85.7%) of the respondents agrees with Dempster and Logan (cf. 2.15.5). There is a small or significant number, 11 (10.6%) of respondents who are neutral. This implies that most respondents welcome change, they want to see the status quo changing because they are not resistant to change. It might also imply that they are not satisfied with the present situation and they want change.

**Item 7.10 *Teachers and parents expect leaders to have a clear vision for the school***

According to the table, most of the respondents are in agreement as 66 (63.5%) strongly agree, 27 (26.0%) agree, giving a total of (90.3%). 6 (5.8%) of the respondents are uncertain while remaining 4 (3.9%) are in disagreement. This implies that teachers expect leaders to have a clear vision for their schools, as that would give a focus or a sense of direction. They would also plan strategically to achieve the vision (cf. 2.15.5).

**Item 7.11 *External stakeholders expect leaders to involve students in***

***Community projects***

The table shows that 25 (24.0%) strongly agree, 39 (37.5%) agree, 30 (28.8%) neutral, 5 (4.8%) disagree and 3 (2.9%) strongly disagree with the statement. The implication is that since (62.7%) respondents agree that students should be involved in community projects, the respondents believe that students would benefit from the exposure. There are the 30 (28.8%), who happen to be sceptical about involving students in community projects. It might indicate that they don't want to waste student's time in community projects.

**Item 7.12 *School leaders expect themselves to use resources to achieve***

***objectives***

The table depicts that 37 (35.6%) of the respondents strongly agree, 30 (28.8%) agree, 26 (25.0%) neutral, 5 (4.8%) disagree and 3 (2.9%) strongly disagree with the statement. A higher percentage (65.0%) agrees while (25.0%) are uncertain. That shows that most teachers think that school leaders expect themselves to use resources to achieve objectives. The (9.6%) of the respondents who disagree may not know what leaders expect from themselves, as they may not necessarily be involved in leadership, as none of the respondents were leaders.

### 4.4.3 LEADERSHIP CHALLENGES

Table 4.4 Leadership challenges (c.f. 2.12)

|     | Questions Evaluated   | No response |     | SA |      | A  |      | N  |      | D  |      | SD |      |
|-----|---|-------------|-----|----|------|----|------|----|------|----|------|----|------|
|     |   | F           | %   | F  | %    | F  | %    | F  | %    | F  | %    | F  | %    |
|     | <b>Leadership challenges</b>  |             |     |    |      |    |      |    |      |    |      |    |      |
| 8.1 | School leaders are tasked to shape their schools to become outstanding beacons of productive learning | 1           | 1.0 | 67 | 64.4 | 25 | 24.0 | 8  | 7.7  | 3  | 2.9  | 0  | 0    |
| 8.2 | They are to clarify and enforce their own values, beliefs and positions.                              | 1           | 1.0 | 22 | 21.2 | 22 | 21.2 | 27 | 26.0 | 17 | 16.3 | 15 | 14.4 |
| 8.3 | They are tasked to engage proactively with others in the redesign and improvement of their schools    | 1           | 1.0 | 48 | 46.2 | 38 | 36.5 | 12 | 11.5 | 4  | 3.8  | 1  | 1.0  |

Table 4.4 shows individual responses of respondents per question or item. The scale used above is maintained. (1- SA=Strongly Agree, 2- A= Agree, 3-N=Neutral, 4- D= Disagree, 5-S D= Strongly Disagree).

**Item 8.1 *School leaders are tasked to shape their schools to become outstanding beacons of productive learning***

The table shows that 67 (64.4%) of the respondents strongly agree, 25 (24.0%) agree, 8 (7.7%) neutral and 3 (2.9%) disagree. This implies that most teachers (89.3%) agree with Ubben (cf.2.3.11) that schools must be outstanding beacons of productive learning. They must offer quality education if they are to stand the competition in the market. This would also give the school a better reputation.

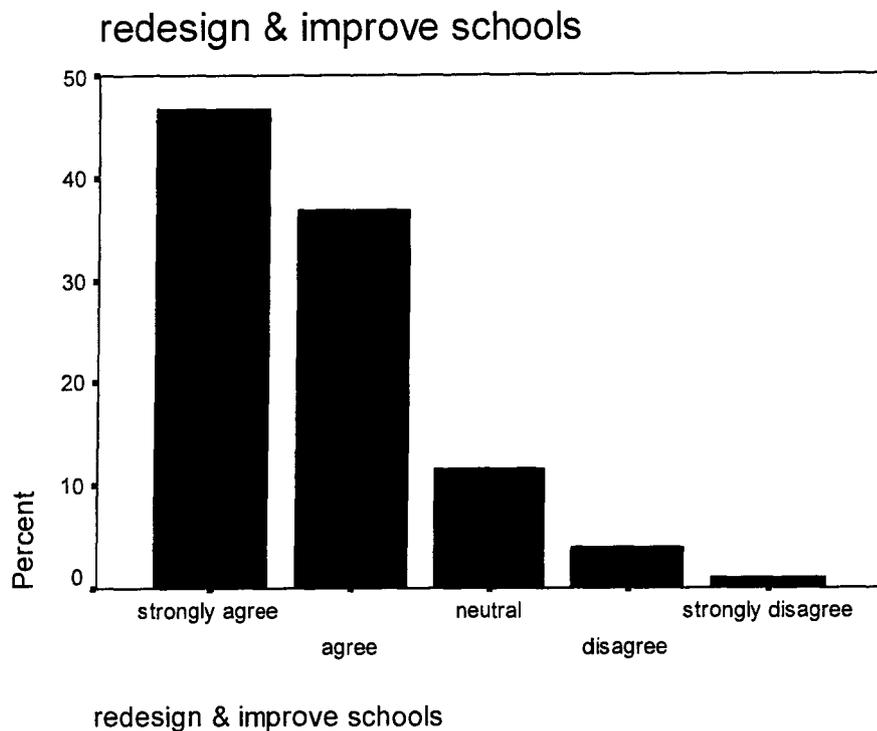
**Item 8.2 *They are to clarify and enforce their own values, beliefs and positions***

Out of the total number of respondents, 22 (21.2%) strongly agree, 22 (21.2%) agree, 27 (26.0%) neutral, 17 (16.3%) disagree and 15 (14.4%) strongly disagree. The table reveals that (42.7%) agree, (30.7%) disagree with the statement while (26.0%) are neutral. (30.7%) is a substantial figure, which believes that, school leaders should not clarify and enforce their own values, beliefs and positions. This group cannot be ignored even though a higher percentage (42.7%) agrees with the statement. Ubben (cf.2.3.11) does not say that their own values, beliefs and positions must be enforced. He only says they must be clarified.

**Item 8.3 *They are tasked to engage proactively with others in the redesign and improvement of their schools***

The table shows that 48 (46.2%) strongly agree, 38 (36.5%) agree, 12 (11.5%) neutral, 4 (3.8%) disagree, 1 (1.0%) strongly disagree with the statement. This implies that the majority of the respondents (83.5%) agree with Ubben (cf. 2.3.11).

Bar Chart 4.6 **Redesign and improvement of schools**



Therefore, leaders have challenges they must overcome. It is imperative that they stand out and work towards improving their schools as revealed by table 4.4 and bar chart 4.6.

#### 4.4.4 FACTORS FOR EFFECTIVE SCHOOLS

Table 4.5 **Factors for effective schools (c.f. 2.17)**

|     |                                      | No response |     | 1  |      | 2 |     | 3 |   | 4 |     | 5 |     |
|-----|--------------------------------------|-------------|-----|----|------|---|-----|---|---|---|-----|---|-----|
|     |                                      | F           | %   | F  | %    | F | %   | F | % | F | %   | F | %   |
| 9.  | <b>Factors for effective schools</b> |             |     |    |      |   |     |   |   |   |     |   |     |
| 9.1 | Academic emphasis                    | 1           | 1.0 | 94 | 90.4 | 5 | 4.8 | 0 | 0 | 2 | 1.9 | 2 | 1.9 |

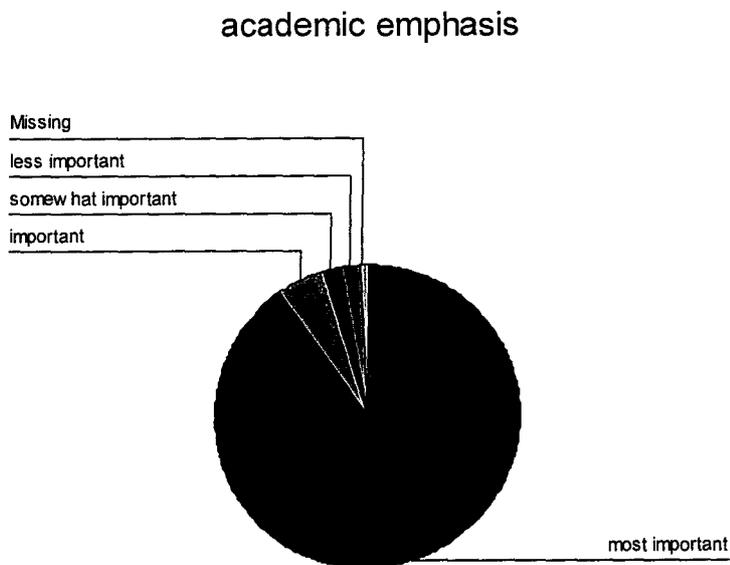
|     |                           |   |     |    |      |    |      |   |     |   |     |   |     |
|-----|---------------------------|---|-----|----|------|----|------|---|-----|---|-----|---|-----|
| 9.2 | Communicate expectations  | 3 | 2.9 | 58 | 55.8 | 29 | 27.9 | 8 | 7.7 | 5 | 4.8 | 1 | 1.0 |
| 9.3 | Monitor pupil performance | 1 | 1.0 | 77 | 74.0 | 17 | 16.3 | 3 | 2.9 | 4 | 3.8 | 2 | 1.9 |
| 9.4 | Purposeful teaching       | 1 | 1.0 | 73 | 70.2 | 21 | 20.2 | 4 | 3.8 | 2 | 1.9 | 3 | 2.9 |
| 9.5 | Parental involvement      | 1 | 1.0 | 59 | 56.7 | 31 | 29.8 | 3 | 2.9 | 3 | 2.9 | 7 | 6.7 |

Table 4.5 shows individual responses of respondents per question or item. The scale used is. (1 - Most important, 2 - Important, 3 - Not sure, 4 - Somewhat important, 5 - Less important). The respondents were expected to rate, according to the order of importance, the factors that could be considered to determine the effectiveness of a school.

### **Item 9.1 Academic emphasis**

Table 4.5 shows that 94 (90.4%) of the respondents consider academic emphasis as the most important factor, which happens to be the majority. This implies that most teachers suggest that for schools to be effective, they must emphasis on academic performance more so that is what is graded. This is further made more vivid by the pie chart 4.1 below.

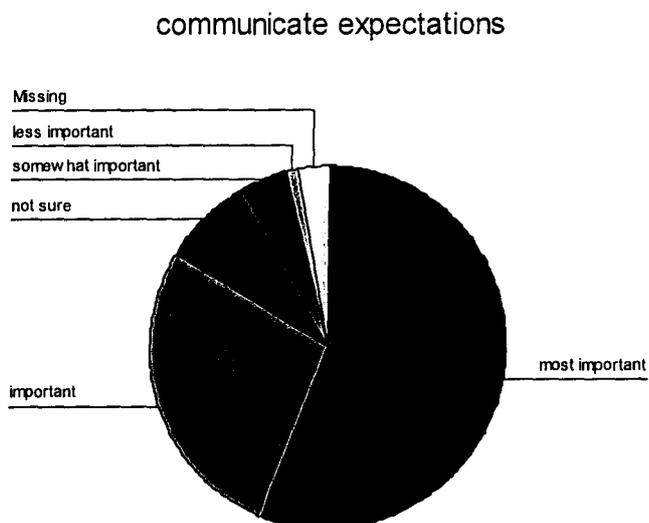
Pie Chart 4.1 Academic emphasis



**Item 9.2 Communicate expectations**

Table 4.5 reflects that 58 (55.8%) of the respondents consider communicate expectations as the most important, 29 (27.9%) as important, 8 (7.7%) are not sure and 5 (4.8%) as somewhat important while 1 (1.0%) as less important. It is very evident that most teachers believe that school leaders that communicate what both teachers and students are expected to do, will certainly do well. This is further depicted by the pie chat 4.2 below.

## Pie chart 4.2 **Communicate expectations**

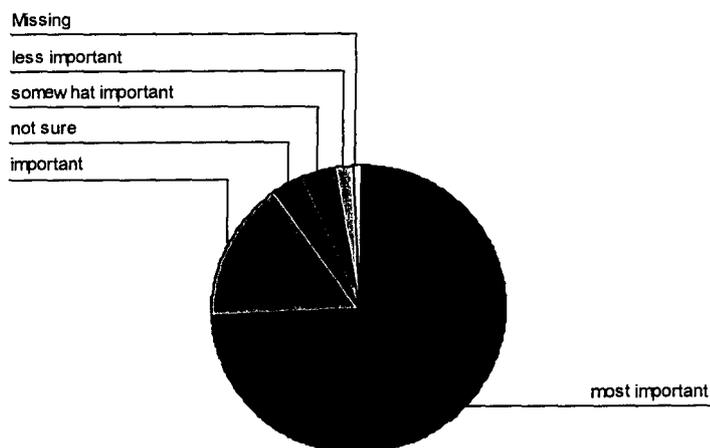


### **Item 9.3 *Monitor pupil performance***

According to table 4.5, the respondents' rating is as follows: 77 (74.0%) most important, 17 (16.3%) important, 3 (2.9%) not sure, 4 (3.8%) somewhat important and 2 (1.9%) less important. Therefore, (91.3%) of the respondents consider monitoring of students' performance as a major factor that can elevate the school's position, thus to be regarded as an effective school. Consequently, it is important that schools must have an assessment tool in place to help monitor performance in comparison with other schools. The pie chart 4.3 below further illustrates the importance of monitoring performance.

Pie chart 4.3 **Monitoring pupil performance**

monitor pupil performance

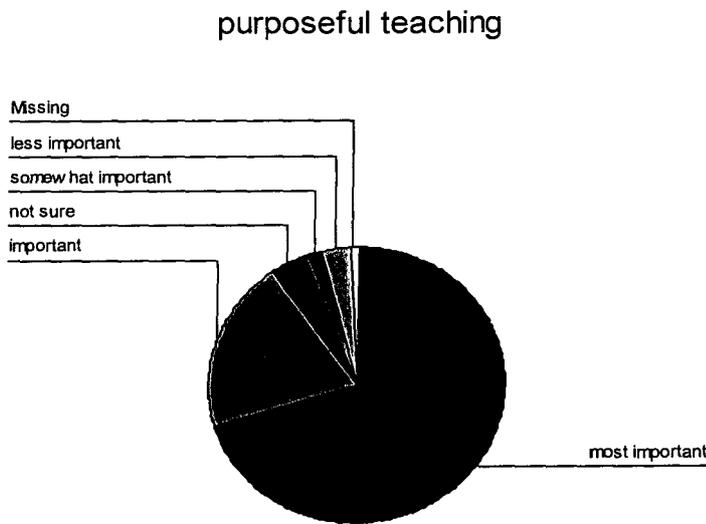


**Item 9.4 Purposeful teaching**

According to table 4.5, the respondents' rating is as follows: 73 (70.2%) most important, 21 (20.2%) important, 4 (3.8%) not sure, 2 (1.9%) somewhat important and 3 (2.9%) less important. Therefore, (91.3%) of the respondents consider purposeful teaching to be an important factor in determining the school's effectiveness. What now remains to be determined is the actual purpose of teaching. Is the purpose of teaching to raise the numbers into tertiary schools, hence raise the school's position country wide or to raise the calibre or value of students into both tertiary and the world of work?

The pie chart 4.4 below reveals more clearly the importance of purposeful teaching as it is more likely to produce better results as compared to aimless teaching where no objective is achieved.

Pie chart 4.4 **Purposeful teaching**

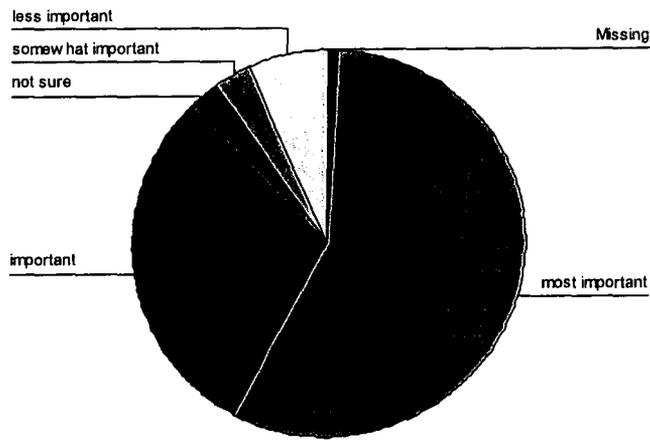


### **Item 9.5 Parental involvement**

According to table 4.5, the respondents' rating is as follows: 59 (56.7%) most important, 31 (29.8%) important, 3 (2.9%) not sure, 3 (2.9%) somewhat important and 7 (6.7%) less important. The majority of the respondents support the idea of involving the parents into the academic aspect of their children. It is when both the parents and teachers join forces that the students' performance will improve consequently the school will be considered effective.

The pie chart 4.5 below shows the magnitude of parental involvement in the moulding or upbringing of the students.

## Bar Chart 4.5 Parental involvement



### 4.4.5 RESPONDENTS' VIEWS ON HOW SCHOOL LEADERSHIP CAN INFLUENCE STAFF AND STUDENTS' PERFORMANCE

The questionnaire consisted of two semi-structured open-ended questions. Out of the total respondents, 16 did not answer this section of the questionnaire. In response to the question on how school leadership can influence staff and students' performance, this is how some of them responded:

“By being exemplary on their daily activities, supporting both learners and teachers in what they do to achieve their goals. Teachers and learners should be involved in the matters affecting them or about the institution” (Respondent A).

“Leaders need to be active in shaping both teachers and learners. They need to have clear aims, which can be achieved which must be communicated to the stakeholders. Transparency on how the school is run must be evident. They must lead by example” (Respondent B).

“School leaders should monitor students and teachers’ progress and reward accordingly. Monitor students and teachers’ class attendance regularly” (Respondent C).

From the above stated responses, it is very evident that most of the respondents want or prefer leaders who lead by example, involve the stakeholders and see the need to motivate teachers. Leaders must be doers of the job and not pass the problem and expect the subordinates to attend to that problem.

#### **4.4.6 RESPONDENTS’ VIEWS ON WHAT LEADERS SHOULD DO IN ORDER TO IMPROVE TEACHERS’ PERFORMANCE**

In response to the question on what school leaders should do to improve teachers’ performance, this is how some of them responded:

“They should improve channels of communication, care about teachers’ welfare, motivate them and recognise their efforts” (Respondent A).

“Give teachers resources, attend to teachers’ welfare and monitor their work closely” (Respondent B).

“Provide resources, be supportive, attend to teachers’ needs (on progression matters), and be a pillar of order in the school” (Respondent C).

“Have confidence in teachers and always consult with all the stakeholders” (Respondent D).

It is therefore evident that for teachers’ performance to improve their welfare and motivation is paramount. They should be involved in decision-making and be kept abreast with all developments. The students, parents and other relevant stakeholders must also be taken aboard to maintain law and order in the school.

#### 4.4.7 INTERVIEW RESULT ANALYSIS

Eight interviews were conducted on school heads and school deputies from five senior secondary schools. The purpose of the interview was to gather information pertaining to the challenges school leaders encounter and how they go about them. Some of their responses are summarised below.

##### **Interview question:**

*1. Using your experience as the school head / deputy, what must be done to promote effective school leadership?*

In response to this question, respondent A, who has been in the profession for more than twenty years, has pointed out a number of issues as follows:

- ❖ People should not be promoted based on experience alone but measured work output, efficiency and credibility that borders on integrity. Moreover, leaders must not be promoted on political affiliation as it seems to be the case.
- ❖ The school leader must be knowledgeable in all areas that pertain to the smooth running of the school. For example, the school leader must know a bit of accounts, public relations, supplies issues, Foreign Affairs, Teaching Service Management and other departments that work hand in hand with the school. It is imperative for the employee to ensure that he/she is informed.
- ❖ Leaders are made not born. Leaders must be trained in leadership skills for them to effectively run the schools. These leadership skills will cascade to the teachers and students hence the entire school community will be disciplined.

Respondent B, a newly promoted School Head, who has served for ten years as Deputy School Head, had this to say in response to the question. “The Ministry of Education must provide support in terms of provision of better facilities like staff housing, staff rooms or workrooms”. This he said would motivate both the staff and the students to excel in whatever they are doing. Teachers who drag their feet to work reflect negatively on the part of the school leader. He said, “We need people who can make decisions within reasonable time frame”. There are a lot of red tapes, beurecracy and many

outdated manuals that govern or inhibit progress. These he said must be streamlined or phased out and instead use simple control systems. The respondent further said consultative brief meetings must be increased to improve communication. This he said would keep all stakeholders abreast with information prior to the actual realisation of events. He concluded by saying that there is dire need for strong, trained personnel like the bursars, supplies officers, transport officers who can execute their duties accordingly.

Respondent C, again a newly promoted Deputy School Head said, the team building spirit must be promoted in schools. According to her, if all staff members pull together, they will set realistic and achievable targets, they will implement and sustain change.

I therefore agree that it is very evident that leaders must be in control as they are accountable. Their empowerment must be fully supported by their employer for them to execute their duties well. They must have leadership skills to be able to discern appropriate ways of handling issues. This is in line with what has been said in (c.f. 2.6.3) that leaders must have leadership skills and know how to exercise authority.

## *2. What are the qualities of effective school leaders?*

According to these three respondents, the following are the qualities of effective school leaders. The school leader must;

- ❖ Be personable, approachable and accessible
- ❖ Be honest and have integrity
- ❖ Have energy and be positive in the face of adversity
- ❖ Be visionary and a good listener
- ❖ Emulate the roles of a parent to the students
- ❖ Put in place structures that allow free flow of information to all staff, students and parents to allow ownership

- ❖ Know the strengths and weaknesses of the staff, and have their interests and welfare at heart
- ❖ Delegate responsibilities to teachers to enable the smooth running of the school even in your absence
- ❖ Accept and effect change like the new concept of double shift which has been recently introduced in Botswana schools
- ❖ Be result oriented and the results must be celebrated or appreciated.

What the respondents have said augment what has been revealed in the literature review (c.f. 2.5.2) that leaders must be open to change and be good listeners.

### *3. What are the characteristics of effective schools?*

According to Respondent A, schools are business models, and must have a business plan outlining all the school activities. This plan must be distributed to all members of staff at the beginning of the term. Respondent B augment this by saying there must be clear information boards placed strategically to disseminate information. This information according to Respondent C, should clearly spell out the schools vision, policies, rules and regulations.

They collectively point out that effective schools must have clean surroundings, conducive teaching and learning environment. This would motivate and promote effective teaching and learning. As a result, performance would be improved. It is the performance that would sell the school to the community and these would instil commitment and ownership among the school community. The respondents also advocate for discipline. That is both teachers and students should respond to duty promptly without coercion. In (c.f. 2.6.2), positive reinforcement, high expectations and shared leadership are some the characteristics discussed, which are in line with what has been said by the respondents.



*4. According to you, is the current school leadership effective?*

When asked as to whether the current school leadership is effective, most respondents did not want to commit themselves. They played it safe by saying, “some School Heads have been in the service for too long, and schools have been running well. Therefore, it goes without say that in their own tradition and time they have been effective” (Respondent B). Respondent A says, “The current leadership is just the comedy of errors. School Heads just sit in offices without knowing what is happening and expect the school to run smoothly”. The scenario given here is a situation where the school begins with about three teachers missing registration without the School Head’s knowledge. This disrupts teaching and learning, hence the current school leadership is not effective.

Respondent C attach lack of effectiveness of school leaders to inadequate remunerations. The argument is that currently, the Deputy School Head is at par with the Heads of Department (HOD) in terms of remuneration and yet the Deputy School Head is expected to supervise the HOD’s. Respondent C said, “Position alone without remuneration inhibits monitoring and supervision as there is a lot of resentment”. While respondent B says, schools are unique and are not comparable.

Form the interview responses; it is very clear that the current leadership that are in schools are inadequate in terms of leadership skills and qualities. They need to move with time and not be stagnant and hold on to old traditions, which are no longer effective. They must adapt to change and move up the ladder with current expectations. Schools must be dynamic and not static. Therefore, a lot of effort is needed to improve on the calibre of leadership that schools have. The respondents advocates that the Ministry of Education (MoE) should invest in developing and effectively monitoring the school leadership. Some incentives must be in place to motivate the Deputy School Heads who are currently at the same salary scale with the Heads of Departments. The Ministry must also provide adequate and current resources to promote teaching and learning.

#### 4.5 ANALYSIS OF T-TEST OUTPUT

A statistical package (SPSS) was used to conduct three T-tests comparing; age and academic qualification, gender and teaching experience, teaching experience and position held. The following hypotheses were tested:

- There is no significant difference between age and academic qualification among the respondents.
- There is no significant difference between gender and teaching experience.
- The length of service does not influence the position of responsibility.



Table 4.6 Age vs Academic Qualification

Group Statistics

|                        | age  | N  | Mean | Std. Deviation | Std. Error Mean |
|------------------------|------|----|------|----------------|-----------------|
| academic qualification | >= 3 | 41 | 2.98 | .821           | .128            |
|                        | < 3  | 63 | 2.63 | .604           | .076            |

Independent Samples Test

|                        |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |       |
|------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
|                        |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|                        |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper |
| Academic qualification | Equal variances assumed     | .399                                    | .529 | 2.435                        | 102    | .017            | .34             | .140                  | .063                                      | .618  |
|                        | Equal variances not assumed |   |      | 2.285                        | 67.691 | .025            | .34             | .149                  | .043                                      | .638  |

From the above statistics it is observed that most of the respondents are in the category of less than 3 (i.e. 36-40 years and below). Therefore, there is no significant difference on academic qualification against age of respondents.

**Table 4.7 Gender vs Teaching Experience**

**Group Statistics**

|              | gender | N  | Mean | Std. Deviation | Std. Error Mean |
|--------------|--------|----|------|----------------|-----------------|
| teaching exp | 1      | 57 | 2.79 | 1.333          | .177            |
|              | 2      | 47 | 3.38 | 1.376          | .201            |

**Independent Samples Test**

|              |                             | Levene's Test for Equality of Variances | t-test for Equality of Means |        |        |                 |                 |                       |   |       |
|--------------|-----------------------------|---|------------------------------|--------|--------|-----------------|-----------------|-----------------------|---|-------|
|              |                             | F                                       | Sig.                         | t      | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|              |                             |   |                              |        |        |                 |                 |                       | Lower                                     | Upper |
| teaching exp | Equal variances assumed     | .344                                    | .559                         | -2.227 | 102    | .028            | -.59            | .266                  | -1.122                                    | -.065 |
|              | Equal variances not assumed |   |                              | -2.220 | 97.008 | .029            | -.59            | .267                  | -1.124                                    | -.063 |

According to the statistics above, it shows that most of the respondents are in gender category 1 (female). And in terms of mean and standard deviation, there is no significant difference between teaching experience and gender, hence the hypothesis is confirmed.

**Table 4.8 Teaching Experience vs Position Held**

**Group Statistics**

|              | position held | N  | Mean | Std. Deviation | Std. Error Mean |
|--------------|---------------|----|------|----------------|-----------------|
| teaching exp | >= 3          | 22 | 4.45 | .671           | .143            |
|              | < 3           | 82 | 2.68 | 1.275          | .141            |

**Independent Samples Test**

|              |                             | Levene's Test for Equality of Variances | t-test for Equality of Means |       |        |                 |                 |                       |   |       |
|--------------|-----------------------------|---|------------------------------|-------|--------|-----------------|-----------------|-----------------------|---|-------|
|              |                             | F                                       | Sig.                         | t     | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|              |                             |   |                              |       |        |                 |                 | Lower                 | Upper                                     |       |
| teaching exp | Equal variances assumed     | 10.269                                  | .002                         | 6.271 | 102    | .000            | 1.77            | .283                  | 1.211                                     | 2.332 |
|              | Equal variances not assumed |   |                              | 8.825 | 65.490 | .000            | 1.77            | .201                  | 1.371                                     | 2.172 |

From the T-test analysis above, it shows that most of the teachers are in the category of less than 3 (i.e. teacher to senior teacher I) and the mean is not significantly different, when comparing with teaching experience. It should be noted that this means, despite the length of teaching experience, in terms of position of responsibility held, respondents are given opportunities to hold senior posts. Therefore, the hypothesis is confirmed that the length of service does not influence the position of responsibility held.

**4.6 SUMMARY**

From the study, it has become very apparent that:

- A good number of teachers are middle aged (young and energetic), ranging from 31-40 years.
- They are mostly female.
- Most of them have taught for 12 and above years (more years in teaching).

- Most of them have not progressed as they are at senior teacher II level.
- They are mostly qualified for the job, as they have a teaching qualification and some have masters' degrees.

Despite these good attributes, schools are continuously not performing to satisfactory level. One wonders what the problem could be. According to the findings of this study, this under performance is ascribed to lack of motivation, lack of involvement of stakeholders and inadequate teacher welfare. Therefore, to maintain the workforce of this calibre, the leadership must consider working on teacher progression as a matter of priority, as they have already pointed it out (c.f. Table 4.5).

Parameters defining effective leaders are identified as:

- Having a concern for task completion.
- Being good listeners.
- Leading by example.
- Being supportive.
- Setting clear visions, objectives and strategic goals.
- Having a sense of responsibility.
- One who involves stakeholders in the day-to-day activities of the school.

These parameters will enable school leaders to shape their schools to become outstanding beacons of productive learning (c.f. 2.12). Therefore, the contribution of this study is to re-emphasise that it is effective school leadership that can enhance the performance of both teachers and students in senior secondary schools.

## **CHAPTER 5**

### **5. SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS**

#### **5.1 INTRODUCTION**

The purpose of this chapter is to give a brief summary of the previous chapters of this research project. The chapter also gives the researcher's findings and recommendations.

#### **5.2 SUMMARY**

Chapter one, of this project outlines the statement of the problem and the aims of the study. The purpose of the study was to establish the importance of effective school leadership in senior secondary schools in the southern region of Botswana.

Chapter two, is about review of literature related to the research topic. Both primary and secondary sources were reviewed about the importance of effective school leadership in senior secondary schools in the southern region of Botswana..

Chapter three outlines the research methodology. The chapter expounds on the rationale behind the methodology employed, detailed procedure of how the research was conducted and the steps taken to ensure the reliability and validity of the study.

A questionnaire was used to empirically determine the effects of effective leadership on the staff and students' performance in senior secondary schools in the southern region of Botswana. One hundred and eighty nine (189) questionnaires were distributed to seven (7) randomly selected senior secondary schools out of twelve (12) in the south and south central regions of Botswana. One hundred and four (104) of them were returned and were usable. Fourteen (14) school leaders (i.e. School heads and deputies) of the same schools were scheduled for interviews but only eight (08) of them were available.

Chapter four, deals with the analysis and interpretation of the collected data. From the empirical investigation it has been observed that the current leadership is not effective as expected, as most teachers are not motivated to raise their performance through participation in the achievement of schools' goals. Participatory leadership involving teachers, students and other relevant stakeholders such as parents are advocated through answers to the questionnaire.

### **5.3 RESEARCH FINDINGS**

In this study the following were discussed.

#### **5.3.1 Findings on research question 1**

The aim was to determine from literature what must be done to promote effective school leadership?

The following findings were made: -

- ❖ School leaders must employ mostly the transactional leadership style, which is characterised by visionary leaders who explores all avenues in order to attain their vision. Leaders who motivate their staff to excel by demonstrating the high performance expectations in order to build commitment (cf. 2.4 and 4.?).
- ❖ School leaders of today must serve as leaders for student learning. They must know academic content and pedagogical techniques. They must work with teachers to strengthen skills. They must collect, analyze and use data in ways that fuel excellence (cf. 2.6.3)
- ❖ Leadership is the process of influencing the activities of an individual as a group in efforts towards goal achievement in a given situation (cf. 2.2.1).
- ❖ Leaders demonstrate personal character. They lead by example. Leaders with character live the values of their firm / organisation by practicing what they preach, they possess and create in others a positive self-image; and they display high levels of cognitive ability and personal charm (cf. 2.3.3).

- ❖ Successful leaders are those that are innovative and proactive trying new ideas, taking risks and encouraging others to do so (cf. 2.3.4).
- ❖ It is imperative for leaders to get out of the office and circulate with associates (cf. 2.3.5).
- ❖ Behaviour-based attribute models are more effective than theory-based models; they have the power to build leadership excellence and effect change (cf. 2.3.10).
- ❖ Leadership in schools can be improved by selecting individuals with the desired personality, motivational skill and traits, and placing them in situations that will benefit from their talents (cf. 2.3.12).
- ❖ People should not be promoted based on experience alone but majored work output, efficiency and credibility that boarders on integrity. And that leaders must not be promoted on political affiliation as it seams to be the case (c.f. 4.4.7)
- ❖ The school leader must be knowledgeable in all areas that pertain to the smooth running of the school (c.f.4.4.7)
- ❖ “The Ministry of Education must provide support in terms of provision of better facilities like staff housing, staff rooms or workrooms” as these would motivate both the staff and the students to excel in whatever they are doing. Teachers who drag their feet to work reflect negatively on the part of the school leader (c.f.4.4.7).

### 5.3.2 Findings on research question 2

The aim was to empirically determine the qualities of effective school leaders in the Southern region of Botswana. The following findings were generated: -

- ❖ Effective leaders are those that have concern for task completion (cf.4.4.1 item 6.2).
- ❖ Leaders must be good listeners (cf. 4.4.7).
- ❖ Effective leaders lead by example (cf. 4.4.2 item 7.2, table 4.6).
- ❖ Effective leaders are supportive (cf. 4.4.7).
- ❖ Effective leaders are those that involve stakeholders in the day to day activities of the School (cf. 4.6).

- ❖ The majority of the workforce is young and energetic, well trained for the job, highly experienced but are stagnant i.e. are not progressing, hence disgruntled and de-motivated (cf. 4.3.4).
- ❖ There are more female teachers than men (cf. 4.3.2).
- ❖ Be visionary, personable, approachable, accessible, honest and have integrity (c.f. 4.4.7)
- ❖ Have energy and be positive in the face of adversity (c.f. 4.4.7)
- ❖ Emulate the roles of a parent to the students (c.f. 4.4.7)
- ❖ Put in place structures that allow free flow of information to all staff, students and parents to allow ownership (c.f. 4.4.7)
- ❖ Know the strengths and weaknesses of the staff, and have their interests and welfare at heart (c.f. 4.4.7)

### 5.3.3 Findings on research question 3

The aim was to empirically determine the characteristics of effective schools. It was discovered that:

- ❖ Effective schools depict shared responsibilities, shared vision and goals, effective school leaders emphasise teaching and learning, high expectations, positive reinforcement and monitoring; and common factors for effective schools. This addressed the research questions on the qualities and characteristics of effective leadership (c.f. 2.6.2).
- ❖ Effective schools have curriculum-focused school leadership, which puts a lot of emphasis on curriculum and teaching (cf. 2.6.2).
- ❖ Effective schools are business models, and must have a business plan outlining all the school activities (c.f. 4.4.7).
- ❖ Effective schools must have clean surroundings, conducive teaching and learning environment to motivate and promote effective teaching and learning (c.f. 4.4.7).

## 5.4 RECOMMENDATIONS

### Recommendation 1

Teachers must be motivated by prioritizing teacher progression. This will give them intrinsic motivation hence give them the impetus to be proactive to initiate or cause things to happen. If their progression and general welfare is taken into consideration they will take the responsibility over their action and all their endeavours. This will help retain them and reduce teacher exodus for greener pastures. It will also improve the schools' performance.

### Recommendation 2

Educational leaders must lead by example and have a sense of responsibility and accountability in whatever they are doing. It is imperative for leaders to be exemplary. Leaders must be seen to be doers of what they preach; they must take part and be concerned about what is happening in their institutions. Their presence, availability and visibility within the corridors and corners of the institutions will motivate teachers to be productive because they are aware that there is someone who is concerned about their performance. Classes will be effectively attended by both students and teachers.

### Recommendation 3

From the interview most school leaders have attributed their underperformance to indiscipline and laziness; it is, therefore, recommend that school leaders must be made to be more committed and responsible to their work. School leaders should not hide in their offices and hope things will happen by chance but must cause them to happen. Measures must be put in place to curb all forms of indiscipline and laziness to avoid them permeating the whole institution resulting in chaos and *laissez-faire* attitude. This *laissez-faire* attitude will compromise performance and discipline. These measures should also facilitate an objective mechanism of feedback from teachers to their employer as the sole school leadership reports may not always be adequate.



## 5.5 CONCLUSION

It has become vividly evident that for staff and students' performance to improve and reach the highest and best standard, the educational leaders must be effective. Effective educational leaders are those with vision; those who strive to attain set goals and objectives; those who take their staff and students on board; and those who lead by example. If schools can have such leaders, the Botswana educational system could benefit the entire society.

It has also been demonstrated from the analysis of questionnaire feedback that the school environment may be too confined and inaccessible to facilitate all stakeholders' involvement in the school processes. There is also the observation that the current situation does not afford schools the opportunity to share experiences at all levels of the teaching force. Mentorship should exist from within and outside the school – from other school. The current situation where the buck stops at the school management leaves the school in an inward-looking situation. Poor schools and good schools have no forums where good practice can be shared by all stakeholders. When teachers understand that their actions and fate will only be determined by their school leaders, and using performance frameworks that are not objective, this could lead to despondency; sluggishness and lack of professional commitment to teaching.

This study calls on the Ministry of Education to re-examine the selection, promotion, training and staff development opportunities and investigate the possible introduction of the mentoring or coaching system to enhance or improve the efficiency and effectiveness of school heads in their endeavour to meet the expectations and challenges entrusted to them. The recommendations that have been arrived at in this study should form the objective intervention approach to remedying some of the identified problems of leadership and school processes in Botswana senior schools. Botswana's Vision 2016 upholds the noble role of education for a brighter future development of its citizen, and it is important that school through effective leadership get this charge to deliver the goods of an educated nation.

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NORTH-WEST UNIVERSITY  
YUNIBESITI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT  
MAFIKENG CAMPUS

Faculty of Education

School of Postgraduate Studies

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TO: DISTRICT MANAGERS  
CIRCUIT MANAGERS  
PRINCIPALS  
TEACHERS

RESEARCH PROJECT: FIELD WORK

The School of Post Graduate Studies hereby request you to grant our M. Ed postgraduate student permission to conduct research in school(s) / colleges(s) under your jurisdiction.

TOPIC: THE IMPORTANCE OF EFFECTIVE SCHOOL LEADERSHIP: A STUDY PERFORMED IN SENIOR SECONDARY SCHOOLS IN THE SOUTHERN REGION OF BOTSWANA.

Student Name: .....OPALETWE BAIPOLEDI

Thank you in anticipation.

Yours truly

**DR MW Lumadi**

**Director: School of Postgraduate Studies**

**REF:** 64001 I (30)

19 June 2006

Mrs O Baipoledi  
Seepapitso SSS  
Private Bag 007

**Kanye**

u.f.s. School Head

*[Handwritten signature]* 23/6/06

Dear Mrs Baipoledi

**REQUEST TO ADMINISTER QUESTIONNAIRE**

Your letter dated 12<sup>th</sup> June 2006 on the above matter refers.

Permission to administer the questionnaire for your assignments stands granted.

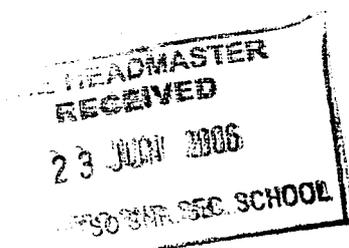
I wish you a successful research.

Yours sincerely

*[Handwritten signature]*

F M Maoto

**For/CHIEF EDUCATION OFFICER (S)**



# QUESTIONNAIRE

The purpose of this questionnaire is to gather information on the topic: The importance of effectiveness school leadership; a study performed in senior secondary schools in the southern region of Botswana. This information will be strictly used for my Masters Degree with the University of North West. Therefore, anonymity and confidentiality is assured. Hence, you are requested to be free, honest and faithful in your responses as your input will help enhance teaching and learning

I would be very grateful if you could kindly fill out the following questionnaire.

## SECTION A

### BIOGRAPHICAL DATA

Kindly answer the following questions by placing a **cross (X)** on the appropriate box.

#### 1. Age category

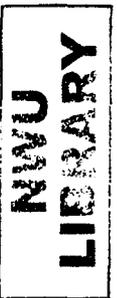
- |     |              |   |                          |
|-----|--------------|---|--------------------------|
| 1.1 | Below 30     | 1 | <input type="checkbox"/> |
| 1.2 | 31 – 35      | 2 | <input type="checkbox"/> |
| 1.3 | 36 – 40      | 3 | <input type="checkbox"/> |
| 1.4 | 41 – 45      | 4 | <input type="checkbox"/> |
| 1.5 | 46 – 50      | 5 | <input type="checkbox"/> |
| 1.6 | 50 and above | 6 | <input type="checkbox"/> |

#### 2. GENDER

- |     |        |   |                          |
|-----|--------|---|--------------------------|
| 2.1 | Female | 1 | <input type="checkbox"/> |
| 2.2 | Male   | 2 | <input type="checkbox"/> |

#### 3. TEACHING EXPERIENCE (IN YEARS)

- |     |              |   |                          |
|-----|--------------|---|--------------------------|
| 3.1 | 0 – 2        | 1 | <input type="checkbox"/> |
| 3.2 | 3 – 5        | 2 | <input type="checkbox"/> |
| 3.3 | 6 – 8        | 3 | <input type="checkbox"/> |
| 3.4 | 9 – 11       | 4 | <input type="checkbox"/> |
| 3.5 | 12 and above | 5 | <input type="checkbox"/> |



**4. POSITION HELD**

- 4.1 Educator/ Teacher 1
- 4.2 Senior Teacher Grade II 2
- 4.3 Senior Teacher Grade I 3
- 4.4 H. O. D. 4
- 4.5 Deputy 5
- 4.6 School Head 6

**5. HIGHEST ACADEMIC QUALIFICATION**

- 5.1 Diploma 1
- 5.2 Degree (e.g. B.A) 2
- 5.3 P.G.D.E. 3
- 5.4 Masters Degree 4

**SECTION B**

This section seeks to establish the most effective leadership qualities that can boost the performance of staff and students

Please rate the degree of effectiveness of the following qualities by circling the most appropriate key from 1 to 5.

- KEY:**
- 1. Strongly Agree SA
  - 2. Agree A
  - 3. Neutral N
  - 4. Disagree D
  - 5. Strongly Disagree SD

## 6. QUALITIES OF AN EFFECTIVE LEADER:

|   | <b>SA</b> | <b>A</b> | <b>N</b> | <b>D</b> | <b>SD</b> |
|---|-----------|----------|----------|----------|-----------|
| 6.1 A sense of responsibility   | 1         | 2        | 3        | 4        | 5         |
| 6.2 Concern for task completion   | 1         | 2        | 3        | 4        | 5         |
| 6.3 Risk-taking and encourage other to do so                            | 1         | 2        | 3        | 4        | 5         |
| 6.4 Articulate purpose, to establish a vision and to inspire confidence | 1         | 2        | 3        | 4        | 5         |
| 6.5 Listen effectively, understanding both Content and feelings         | 1         | 2        | 3        | 4        | 5         |
| 6.6 Validate the accuracy of the information received                   | 1         | 2        | 3        | 4        | 5         |
| 6.7 Speak frankly and clearly, addressing the issue                     | 1         | 2        | 3        | 4        | 5         |
| 6.8 Have the capacity to handle stress                                  | 1         | 2        | 3        | 4        | 5         |
| 6.9 Have the capacity to influence                                      | 1         | 2        | 3        | 4        | 5         |
| 6.10 Be positive about life, about self and about ones work             | 1         | 2        | 3        | 4        | 5         |

## 7. LEADERSHIP EXPECTATIONS.

|  | <b>SA</b> | <b>A</b> | <b>N</b> | <b>D</b> | <b>SD</b> |
|--|-----------|----------|----------|----------|-----------|
| 7.1 The stakeholders (teachers, parents, governors and students) shape the image of the school and provide the cornerstone of the school's identity. | 1         | 2        | 3        | 4        | 5         |
| 7.2 Teachers prefer leaders who lead by example and empower them to deal with the unexpected.  | 1         | 2        | 3        | 4        | 5         |
| 7.3 Teachers expect school leaders to demonstrate loyalty to staff and maintain high levels of trust with them                                       | 1         | 2        | 3        | 4        | 5         |

7.4 Parents expect leaders to have effective management skills and the ability to motivate and lead people.

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

7.5 Parents expect leaders to be consistent and fair in disciplinary matter.

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

7.6 Students expect leaders to share leadership with staff, parents and students.

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

7.7 Students expect leaders to be accessible and approachable.

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

7.8 Students expect leaders to treat them equally.

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

7.9 Teachers and parents expect school leaders to Be responsible for setting priorities for change, for improvements and upgrading

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

7.10 Teachers and parents expect leaders to have a clear vision of the school.

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

7.11 External stakeholders expect leaders to involve students in community projects.

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

7.12 School leaders expect themselves to use resources to achieve objectives.

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

## 8. LEADERSHIP CHALLENGES

8.1 School leaders are tasked to shape their schools to become outstanding beacons of productive learning.

| SA | A | N | D | SD |
|----|---|---|---|----|
| 1  | 2 | 3 | 4 | 5  |

8.2 They are to clarify and enforce their own values, beliefs, and positions.

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

8.3 They are tasked to engage proactively with others in the re-design and improvement of their schools.

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

## 9. FACTORS FOR AFFECTING SCHOOLS

Rank the following according to their order of importance by using the scale 1-5, below:

- Scale:** 1 – Most important  
2 – Important  
3 – Not sure  
4 – Somewhat important  
5 – Less important

For schools to be effective, the following factors must be considered:

|                                |   |   |   |   |   |
|--------------------------------|---|---|---|---|---|
| 9.1 Academic emphasis          | 1 | 2 | 3 | 4 | 5 |
| 9.2 Communicate expectations   | 1 | 2 | 3 | 4 | 5 |
| 9.3 Monitor pupils performance | 1 | 2 | 3 | 4 | 5 |
| 9.4 Purposeful teaching        | 1 | 2 | 3 | 4 | 5 |
| 9.5 Parental involvement       | 1 | 2 | 3 | 4 | 5 |

## SECTION C

10. In your opinion, how can school leadership influence both learner's and teacher's performance?

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11. What do you think principals or school heads should do in order to improve teacher's performance?

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# INTERVIEW GUIDE

## Introduction

Dear interviewee

The interview intends to gather information pertaining to the challenges school heads encounter in their leadership role. This is with reference to the topic, ‘The importance of effective school leadership: a study performed in senior secondary schools in the southern region of Botswana

The researcher would therefore appreciate if you could honestly; freely and faithfully respond to these questions as you are assured anonymity and confidentiality. The responses will be solely used for this research. It is therefore, anticipated that the results achieved through your responses will help answer the research questions.

Thank you.

## Questions:

1. Using your experience as the school head / deputy, what must be done to promote effective school leadership? -----

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2. What are the qualities of effective school leaders? -----

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