



Think Globally Act Locally: A Challenge to Education Leaders

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Sub-Theme: Emerging trends in Educational Leadership, Management, Administration and Governance

Topic: School leadership at the cutting-edge of educational change

Lekhotla Mafisa

(email: mafisa@telkomsa.net, tel +2771 602 6854)

Abstract

The school can be seen as a microcosm of societal development. Therefore, the emerging trends of change in societal behaviour generally appear in schools. Consequently, it is at a school level that a change of behaviour for a learner can either be influenced positively or negatively. Similarly, the school leadership, through its management and governance structures should be agents of change in order for schools to be at cutting-edge of change and development.

The school climate generally reflects the extent to which the school leadership is poised toward management and governance of the school. This is indicated by the way the school leadership interacts with learners and teachers in terms of school policies, programmes and procedures. For example, an open atmosphere in which school policies are designed and discussed will engender active participation by the school stakeholders (teachers and learners) whereas a tense environment will bring about fear and indifference in school matters.

The ability of the school leadership to achieve its goals and objectives, as they are reflected in the schools strategic plans could be seen in teachers and learners work as well as their willingness to go an extra mile in matters which affect the school. Learners and teachers efforts to strive for excellence are indicative of the ingenuity of the school leadership in the management and governance of the school. An enabling school environment will thus encourage exploration, inquisitiveness and assertiveness. What is foremost to the school leadership is its ability to manage change in an ideal manner at the school.

Managing change in a school could be seen in the manner in which school leadership anticipates possible changes in the way learners and teachers operate and thus prepare strategies to deal with anticipated changes. The proactive manner in which school leadership handles issues which relate to absenteeism, learner pregnancy, violence, drug abuse and idleness is essential in ensuring school success.

Furthermore, the problems that are brought about by learner headed families, sickly learners and teachers, outlook of a bleak future as a result of worsening socio-economic situations demand that the school leadership should always be searching for solutions to crises which continue to bedevil schools. One way of attending to this is to provide a caring school environment in which self-expression, debate and reflection are a norm rather than an exception.

This looks at how the school leadership through its management and governance structures proactively deal head-on with the multiplicity of problems which manifest themselves in schools. Questionnaires are developed to probe further how the school leadership practises and implements change management in order to find answers to school problems. Teachers serve participants in the probing of school leadership issues. Conclusions underline participative school management as ideal in ensuring positive school climate.

INTRODUCTION

In education, as in all organizational sectors, the issue of capable leadership – what it looks like, why it matters, and how to develop and sustain it – is a source of widening interest and concern (Educational Commission of the States [ECS], 2007). Contemporary literature delineates that countries strive to reform education systems and improve student results. In this instance, school leadership is poised to be high on education policy as a reformatory program (Pont, Nusche, & Moorman, 2008). But in many countries, the men and women, who run schools are overburdened, underpaid and near retirement. According to Elmore (2002); Davis, Darling-Hammond, LaPointe and Meyerson (2005) despite the above mentioned circumstances, principals are still expected to function as educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and expert overseers of legal, contractual, and policy mandates and initiatives.

They are again expected to broker the often-conflicting interests of parents, teachers, students, district office officials, unions, and state and federal agencies, and they need to be sensitive to the widening range of learners' needs. The demands of the job have changed so that traditional methods of preparing administrators simply don't prepare aspiring principals for their current responsibilities (Dilworth and Thomas, 2001; Peterson, 2002).

In relation to the stated fact, there is a need to engage the learners, teachers, School Governing Bodies (SGB's), other members of formal leadership team and other persons who contribute toward effective school leadership in the day to day activities of the school. Pont, Nusche, and Moorman (2008) indicate that school leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling and rewards. A report by the Center for Applied Research and Educational Improvement and the Ontario Institute for Studies in Education (2005) found considerable evidence that successful leadership can play a significant and frequently underestimated role in improving student learning, particularly in schools serving large numbers of disadvantaged children. From the report there

are virtually no documented instances of troubled schools being turned around without intervention by a powerful school leadership. Although many other factors may play a role in such turnarounds, but effective school leadership is the catalyst. Given these demands, principals need additional support to develop into their ever-expanding role. Thus as Pont et al, (2008) noted the increased responsibilities and accountability of school leadership are creating the need for distribution of leadership, both within schools and across schools. As the scholars noted, the work of principals and superintendents has a powerful, albeit indirect, impact on student learning – second only, among school-related factors, to the quality of curriculum and teaching. Furthermore, the impact tends to be greatest in schools where the learning needs of students are most acute.

Hopkins, Pont, and Nusche (2008) indicate that research has shown that school leaders can make a difference in school and student performance if they are granted autonomy to make important decisions. However they argue with research evidence that autonomy alone does not automatically lead to improvements unless it is well supported. Therefore school leaders need time, capacity and support to focus on the practices most likely to improve learning. Consequently, greater degrees of autonomy should be coupled with new models of distributed leadership, new types of accountability, and training and development for school leadership (Hopkins et al 2008).

LEARNERS' ENGAGEMENT IN SCHOOL LEADERSHIP

According to National Center for School Engagement, (2006) student engagement refers to the connectedness or bonding students feel to school; it incorporates the idea of commitment or investment in one's education; and it can be influenced by relationships with teachers and peers, class work, studying, school behavior and more. Research findings by (ECS, 2007) state that as policymakers and education leaders' focus on improving schools, student engagement should be one of the strategies they consider. It is indicated that quality student engagement in the school leadership program should be considered as an effective intervention that leads to student success. Significant research focuses on how engagement assists students to create and

sustain relationships that matter for academic success. In particular, attention has been paid to how engagement assists “at-risk” students to move from risk to resiliency (ECS, 2007). A committed school leadership can provide support to students, particularly those at risk, through resilience-building experiences that focus on five themes; competency, belonging usefulness, potency and optimism (Sagor, 1996). Furthermore, in reference to Marques (1999) there are important reasons for including students in educational governance, such as making better decisions, and being able to implement them more easily, raising awareness of political issue among students, providing students with opportunities to assume leadership roles and gain skills, demonstrating “who does what”, promoting an appreciation of the value of debate, lobbying, and compromise in our democracy and demonstrating the importance of the public sector, rather than lecturing about it.

Schools can create a climate, integrate programs and sustain pedagogies that lead to these themes and contribute to better academic, social, emotional and civic outcomes. Regardless of the purpose of engaging students, it is important to consider multiple strategies to enhance student engagement in the school leadership (Sagor, 1996). According to Brooks., Freiburger., and Grotheer. (1998) one of the ways to enhance student engagement is by allowing students to have some degree of control over learning. This can be done in any number of ways, from giving students choices between different assignments, to minimizing adult supervision over group projects, to letting students monitor and evaluate their own progress.

A High School Survey of 81,499 high schools’ Student Engagement conducted in different regions of the USA but mostly the Mid-West region of the USA investigated the attitudes, perceptions and beliefs that students have about their work, the school learning environment and their interaction with the school community (Yazzie-Mintz, 2006). The results indicated that two out of three students are bored in high school at least every day and again, When asked “If they have been bored in class, and why?,” 75% responded that material wasn’t interesting;” 39% responded that material wasn’t relevant to them;” 32% responded that the work wasn’t challenging enough, again another 31% responded that there was no interaction with teachers and 27% indicated that the work was too difficult. Furthermore, twenty-two percent of respondents have considered dropping out of high school, either “once or twice” (15%) or

“many times” (7%) (Yazzie-Mintz, 2006). Something must surely be done to rectify this ambivalence of students toward teaching and learning.

From these findings it is suggested that important aspect when exploring student engagement is “hearing and understanding what students themselves say and believe about their relationship to the school community (Yazzie-Mintz, 2006). The author further suggests that an “Engagement Gap” exists in schools today, and while additional research is needed, a focus on engagement is an important first step toward engaging all students in their school community. A study by (The Center for Information & Research on Civic Learning and Engagement, 2007) found that civically engaged high school students in the community leadership tend to make greater academic progress and are more likely to graduate from college than their peers several years later. Student engagement therefore becomes a critical characteristic of school improvement, supported by policies, quality practices, professional development and using data for improvement.

TEACHERS ENGAGEMENT IN SCHOOL LEADERSHIP

There are many factors that contribute to students' interest and level of engagement in learning, and teachers have little control over many of those factors (Lumsden, 1994). However, research has shown that teachers can influence student motivation; that certain practices do work to increase time spent on task; and that there are ways to make assigned work more engaging and more effective for students at all levels (Anderman & Midgley, 1998; Dev, 1997; Skinner & Belmont, 1991). According to Leithwood, and Riehl, (2003) much research focuses on the formal leadership of school principals. While empirical evidence is limited, research suggests that teacher leaders can help other teachers to embrace goals, to understand the changes that are needed to strengthen teaching and learning, and to work together towards improvement. In addition to teachers and administrators, parents and students are important potential sources of leadership (Leithwood et al., 2003).

The National Teacher's Forum (1998) indicate that teachers share the same interest which is to expand the decision-making opportunities from the administrative team to the classroom teacher, school principals goes to the veteran teachers on an informal basis to get their opinions on administrative and curricular decisions. The principal knew that the best way to determine how policy affects students was to ask the person who was most directly involved with students who is the classroom teacher. In addition, Irvin (2006) is of the opinion that, there are three categories in which teachers can go about in decentralizing school leadership programs, first category, teachers conceptualize delivering set activities and discipline to students. In the second, teachers suggest that they must modify curriculum and class organization. In the third category, teachers propose that genuine collaboration with students is necessary to truly engage pupils in learning. These data indicates that teachers hold diverse understandings about how to facilitate student engagement and that it cannot be assumed that educationists share similar understandings about engagement, consequently this support that teachers find it vital to engage with students in school leadership (Irvin, 2006).

There is some agreement emerging that the effects of headteacher and distributed leadership are indirect but also that these effects are difficult to measure (Hallinger and Heck, 1996, 1999a,b; Leithwood and Jantzi, 2000; Witziers., Bosker & Kruger 2003). As noted by Hallinger & Heck (1998) "despite the traditional rhetoric concerning headteacher effects, the actual results of empirical studies in the US and UK are not altogether consistent in size and direction. Hallinger and Heck (1999 a,b) found a number of avenues that indicate how headteachers influence student achievement levels. However, the review did not identify the ways school leaders achieve an impact on student achievement levels nor the interaction of forces that influence school leadership. For Witziers et al. (2003) the evidence of indirect effects substantiates the conclusion that the nexus between leadership and student achievement is weak.

More recent research is on the positive continuum that schools may have limited impact on pupil outcomes and the impact of school leaders while direct on teachers is indirect upon pupils (Bolam, 2004; Hallinger and Heck, 1999a, b; Silins and Mulford, 2002). These recent studies suggest that leaders can exert indirect effects on achievement levels through their influence on school conditions and the quality of instruction. For example, protection of planning and

teaching times from interruptions, supporting critical reflection upon current practice, alignment of professional developments with school goals, promotion of trust between staff, and distributive leadership (Smylie and Hart, 1999; Spillane, Halverson & Diamond, 2001; Young (2002).

COLLABORATION FOR SCHOOL LEADERSHIP

According to Riley and Mulford (2007) the extensive work of Leithwood and his colleagues is helpful in understanding successful leaderships (Leithwood & Riehl, 2003; Leithwood Louis, 2004). These researchers concluded that, leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school, accounting for about a quarter of total school effects. Mostly leaders contribute to student learning indirectly, through their influence on other people or features of their organization with their success depending a great deal on their judicious choice of which parts of the organization to spend time and attention on. Four sets of practices can be thought of as the “basics” of successful leadership, developing people, setting directions, managing the instructional program, and redesigning the organization at a school environment. All successful leadership is “contingent” to the unique contexts in which it finds itself, but leadership effects are usually largest where they are needed most such as in schools that are in more difficult circumstances.

In their recent review of transformational school leadership research conducted between 1996 and 2005, Leithwood and Jantzi (2005) confirm that three of their four sets of transformational leadership practices of helping people, setting directions and redesigning the organization. In addition, they conclude that evidence about transformational leadership effects on organizational effectiveness, student outcomes and student engagement in school are all positive (although with decreasing amounts of supporting evidence as one moves through the three areas). They believe that these conclusions justify the current interest in the area but suggest that in order to advance the field there is a need to identify and take greater account of antecedent (e.g. individual traits, professional development experiences), moderating (e.g. family background) and mediating (e.g. school culture) variables over time in varied contexts (Riley et al, 2007).

Other international research evidence (e.g. Mulford, 2003a, b) takes up this call for greater complexity. The 13 variable Leadership for Organizational Learning and Student Outcomes (LOLSO) research finds that leadership which makes a difference to be both position based (principal) and distributive (administrative team and teachers). But both are only indirectly related to student outcomes. Organizational learning (OL), or a collective teacher efficacy, involving three sequential development stages (trusting and collaborative climate, shared and monitored mission and taking initiatives and risks) supported by appropriate professional development is the important intervening variable between leadership and teacher work and then student outcomes. That is, leadership contributes to OL, which in turn influences what happens in the core business of the school – the teaching and learning. It influences the way students perceive how teachers organize and conduct their instruction, and their educational interactions with, and expectations for, their students. Pupils' positive perceptions of teachers' work directly promote their participation in school, academic self-concept and engagement with school. Pupil participation is directly and pupil engagement indirectly (through retention) related to academic achievement. School size is negatively and socio-economic status and, especially, student home educational environment positively linked to these relationships (Riley et al, 2007).

Pont et al, (2008) further suggest that distribution of leadership can strengthen management and succession planning. Distributing leadership across different people and organizational structures can help to meet the challenges facing contemporary schools and improve school effectiveness. This can be done in formal ways through team structures and other bodies or more informally by developing ad hoc groups based on expertise and current needs.

EFFECTIVE SCHOOL LEADERSHIP

Collaboration of school leadership in assuring learners' success involves developing student skills so that pupils can participate in mainstream education, building student relationships with teachers and other adults in the community (Brooks et al., 1998;. 2004; Guthrie, 2001), improving curriculum and pedagogy (Leithwood et al., 2004), and creating community programs to meet students' physical and psychological needs Similarly, Pont et al, (2008) indicate that distribution of leadership can strengthen management and succession planning. Distributing leadership across different people and organizational structures can help to meet the challenges

facing contemporary schools and improve school effectiveness. This can be done in formal ways through team structures and other bodies or more informally by developing ad hoc groups based on expertise and current needs.

According to Goleman (1995) one aspect of effective leadership that needs to be communicated to all associated with the school district is the vision of where the school is and where it needs to go. Goleman (1995) argues that effective school leadership can be expected to communicate a vision well, generate energy and enthusiasm regarding this vision, epitomize its meaning through the example of personal behavior, and generally inspire others to reach this vision. This in turn this would also serve as a positive reinforcement of the school positive image/climate.

Lambert (1998) argues that effective school leadership requires the redistribution of power and authority.” This distribution of power can lead to trust between staff and administration. This trust emerges when administrators and teachers work together to benefit the school, with the trust between leader and follower, good school leadership will also have excellent communication. In the same vein, Bean (2000) argues that communicating and keeping people informed of changes and events is a key part of effective leadership. People must discuss problems and possible solutions with each other. By not doing this, problems will continue and the organization will fall into disarray.

RESEARCH DESIGN OF THE QUANTITATIVE INVESTIGATION

Quantitative research emphasises empirically quantifiable data that can be analysed statistically (O’ Leary, 2004). The use of questionnaires was employed to generate data. Likert type questionnaires (O’ Leary, 2004) using a scale (1-5) were used with a section where respondents relate their views regarding the relationship between entrepreneurship and human capital development. The values were as follows: 1- strongly disagrees, 2- disagree, 3-not sure, 4- agree and 5- strongly agree. Not sure was used to provide an alternative answer by the participants who did not want to commit themselves of any of the statements provided.

The questionnaire was based on ten question item (Appendix A). The question items included were informed by the literature review. They sought to establish the following:

Selection and sampling of participants

The research was conducted in secondary schools of Pretoria West of schools of the Tshwane South District in Pretoria. Tshwane South Districts is one of the fifteen districts of the Gauteng Department of Education. The choice of district was due to manageability of the research since it has fewer secondary schools and is within reach of the researcher. This area has twelve secondary schools with an average of 30 teachers in each school. Seven schools were randomly selected and 100 teachers were targeted for selection to participate in the research. The administration of questionnaire coincided with the writing of Grade 12 examination and it was difficult for teachers to avail themselves for the filling of questionnaires. The research participants comprised of only teachers who were available and willing to participate in the research. More than half of teachers targeted, 56, participated in the research. The participation rate should be considered favourable owing to difficulty of getting teachers to participate in the research.

Validity and reliability of the research

Great care was taken to ensure that the question items of the questionnaire are easy to understand and that there was no ambiguity (Oppenheim, 1998). The questionnaires were pre-tested as a means of a pilot study by administering them to colleagues who are knowledgeable in the subject area and research methodology in order to ensure that there are no double-meanings or ambiguities in the question items. They gave feedback which was used to correct any perceived anomalies.

Participants were given the assurance that they will remain anonymous in order to uphold their privacy for the sake of any aspersions that may be cast on their schools. The right of respondents to participate in research should always be emphasised (Oliver, 2003). The presentation of ethical considerations leads to discussion of the results of the research based on investigation of the relationship between entrepreneurship and human capital development in this article.

RESULTS OF THE RESEARCH REGARDING THE RELATIONSHIP BETWEEN ENTREPRENEURSHIP AND HUMAN CAPITAL DEVELOPMENT

The following are the results of the questionnaire administered:

<p>The majority of the participants 84% are of the view that principals are burdened with many responsibilities. The majority percentage is determined by adding the percentage score of 'highly agree" and "agree" while the opposite is true with regard to "highly disagree" and "disagree".</p>
<p>The majority of participants, 79%, indicated that schools school leadership make it easier to manage the affairs of schools. .</p>
<p>The majority of the participants, 89.36%, % stated that manifold school problems such as drug abuse and violence by learners make it difficult for school leadership to manage schools.</p>
<p>There was high agreement by the participants, 89.29% that workshops on school management could help schools deal with change.</p>
<p>There was high consensus by the participants, 67.07% that training of teachers is largely content based and that there was little accommodation for dealing with change.</p>
<p>The majority of the participants, 94.64% stated that efficient leadership by school leadership is likely to achieve positive scholastic results.</p>
<p>There was a high agreement by the participants, 91.07%, that consensus seeking is ideal for positive school climate.</p>
<p>There was also a high consensus by the participants, 83.93% that teachers and learners thrive on situations where school leadership is firm on policy issues. However, participants also indicated by 58.93% that too much emphasis on policy and regulations do little to achieve ideal school environment.</p>
<p>The majority of participants, 76%, stated that the involvement of learners in school matters makes it easier to ease tension in school management; they also indicated by a high agreement, 88.86% that teachers form the backbone of school management.</p>

DISCUSSION AND CONCLUSIONS

The results of the research of this article reveal that school leadership forms the basis upon which school school's management is anchored. Furthermore, the research findings indicate that effective school leadership is likely to effect change management, boost scholastic results and institute participative management styles. These issues are underlined by Pont, Nusche and Moorman, (2008); Hopkins, Pont and Nusche, (2008).

Broad minded school leadership is likely to rope in major stakeholders in schools for policy decisions and in other school deliberations and undertakings in schools. Learners and teachers are therefore viewed as forming part school management and as such are directly linked to the success of school leadership (Lumsden, 1994; Riley and Mulford, 2007).

Conclusions emanating from the research of this article indicate inter alia, the following:

Efficient and effective school management is likely to achieve ideal results in the management of schools;

Collective leadership is instrumental in unifying schools' stakeholders and in ensuring single-mindedness of purpose;

Emphasis on flat management rather than hierarchical structure is ideal in the management of schools; and

Both teachers and learners play major roles in ensuring positive school climate and scholastic success.

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APPENDIX A

YOUR ROLE AS A TEACHER COULD SHED LIGHT ON THE ROLE OF SCHOOL LEADERSHIP IN DAY TO DAY RUNNING OF THE SCHOOL

YOUR PARTICIPATION IN THIS RESEARCH IS HIGHLY APPRECIATED AND YOU WILL REMAIN ANONYMOUS

1. Principals as part of school leadership are burdened with many responsibilities.

Highly agree	Highly disagree	Agree	Disagree	Not sure

2. School leadership (formed by the principal, HOD's and a senior teacher) makes it easier to manage the affairs of schools.

Highly agree	Highly disagree	Agree	Disagree	Not sure

3. The multiplicity of problems (e.g. violence and drug abuse) that bedevil schools make it difficult for school leadership to manage schools.

Highly agree	Highly disagree	Agree	Disagree	Not sure

4. On going workshops on school management could help schools to deal with ever-changing/increasing teaching and learning problems.

Highly agree	Highly disagree	Agree	Disagree	Not sure

5. Training of teachers is largely content based and has little accommodation for change management.

Highly agree	Highly disagree	Agree	Disagree	Not sure

6. Efficient school leadership is likely to achieve positive outcomes in teaching and learning.

Highly agree	Highly disagree	Agree	Disagree	Not sure

7. Creativity serves as a guiding principle on the way school leadership manages schools.

Highly agree	Highly disagree	Agree	Disagree	Not sure

8. School leadership has the capacity to engage in schools problems head-on.

Highly agree	Highly disagree	Agree	Disagree	Not sure

9. Consensus seeking in school management is ideal for positive school climate.

Highly agree	Highly disagree	Agree	Disagree	Not sure

10. Teachers and learners thrive in situations in which school leadership is firm on policy issues.

Highly agree	Highly disagree	Agree	Disagree	Not sure

11. Too much emphasis on policy issues and regulations do little to achieve ideal school environment.

Highly agree	Highly disagree	Agree	Disagree	Not sure

12. Involvement of learners in policy matters makes it easier to ease tension in the management of schools.

Highly agree	Highly disagree	Agree	Disagree	Not sure

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13. Teachers form the backbone of effective school management.

Highly agree	Highly disagree	Agree	Disagree	Not sure

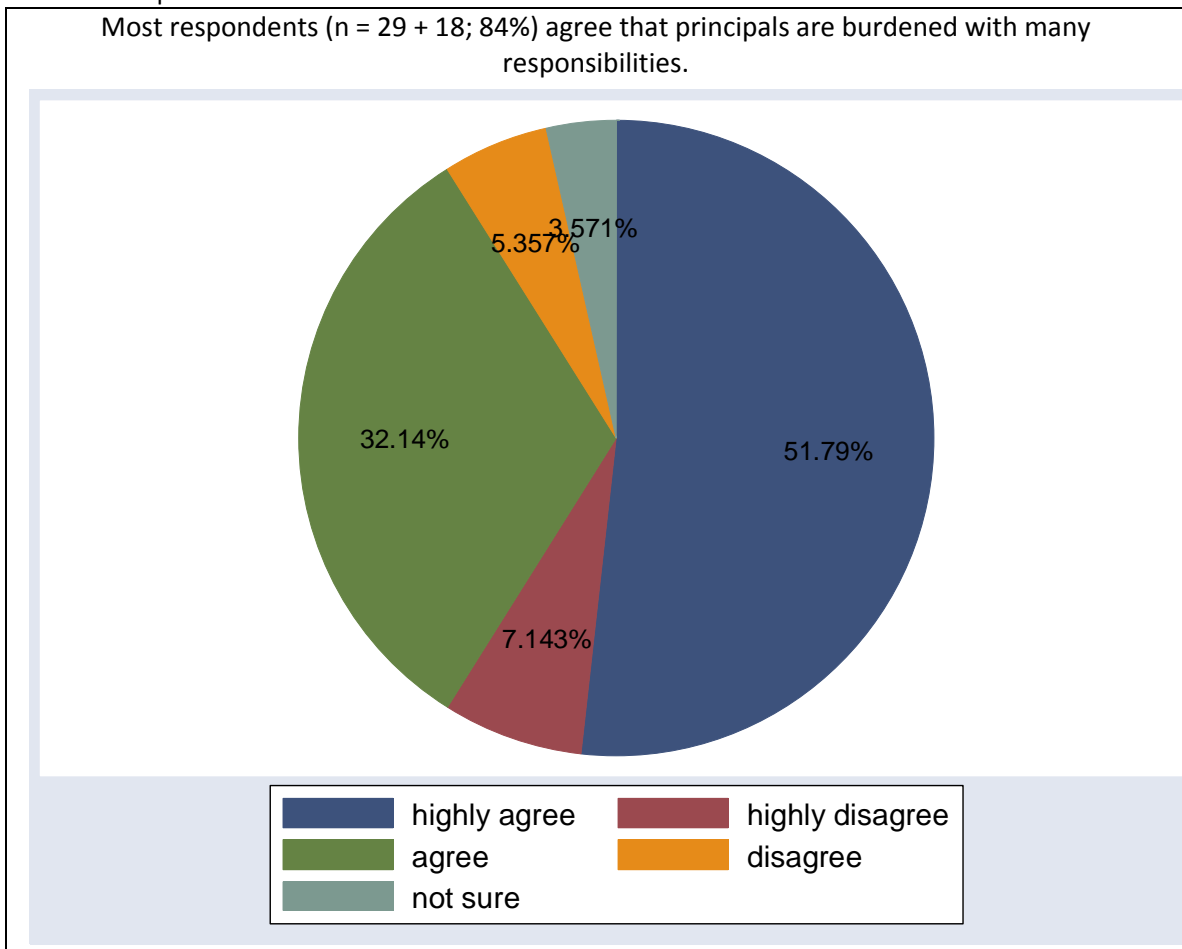
APPENDIX B

4 Sep 2008, 08:53:08

Leadership

-> tab v1

v1	Freq.	Percent	Cum.
highly agree	29	51.79	51.79
highly disagree	4	7.14	58.93
agree	18	32.14	91.07
disagree	3	5.36	96.43
not sure	2	3.57	100.00
Total	56	100.00	



-> tab v2

v2	Freq.	Percent	Cum.
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	Freq.	Percent	Cum.
highly agree	25	44.64	44.64
agree	20	35.71	80.36
disagree	4	7.14	87.50
not sure	7	12.50	100.00
Total	56	100.00	

-> tab v3

v3	Freq.	Percent	Cum.
highly agree	28	50.00	50.00
highly disagree	4	7.14	57.14
agree	17	30.36	87.50
disagree	4	7.14	94.64
not sure	3	5.36	100.00
Total	56	100.00	

-> tab v4

v4	Freq.	Percent	Cum.
highly agree	24	42.86	42.86
highly disagree	3	5.36	48.21
agree	26	46.43	94.64
not sure	3	5.36	100.00
Total	56	100.00	

-> tab v5

v5	Freq.	Percent	Cum.
highly agree	14	25.00	25.00
highly disagree	4	7.14	32.14
agree	23	41.07	73.21
disagree	9	16.07	89.29
not sure	6	10.71	100.00
Total	56	100.00	

-> tab v6

v6	Freq.	Percent	Cum.
highly agree	32	57.14	57.14

highly disagree	2	3.57	60.71
agree	21	37.50	98.21
disagree	1	1.79	100.00
-----+-----			
Total	56	100.00	

-> tab v7

v7	Freq.	Percent	Cum.
-----+-----			
highly agree	25	44.64	44.64
agree	28	50.00	94.64
disagree	2	3.57	98.21
not sure	1	1.79	100.00
-----+-----			
Total	56	100.00	

-> tab v8

v8	Freq.	Percent	Cum.
-----+-----			
highly agree	18	32.14	32.14
highly disagree	1	1.79	33.93
agree	30	53.57	87.50
disagree	3	5.36	92.86
not sure	4	7.14	100.00
-----+-----			
Total	56	100.00	

-> tab v9

v9	Freq.	Percent	Cum.
-----+-----			
highly agree	25	44.64	44.64
agree	26	46.43	91.07
disagree	2	3.57	94.64
not sure	3	5.36	100.00
-----+-----			
Total	56	100.00	

-> tab v10

v10	Freq.	Percent	Cum.
-----+-----			
highly agree	21	37.50	37.50
highly disagree	2	3.57	41.07
agree	26	46.43	87.50
disagree	7	12.50	100.00

	Freq.	Percent	Cum.
Total	56	100.00	

-> tab v11

v11	Freq.	Percent	Cum.
highly agree	5	8.93	8.93
highly disagree	5	8.93	17.86
agree	28	50.00	67.86
disagree	15	26.79	94.64
not sure	3	5.36	100.00
Total	56	100.00	

-> tab v12

v12	Freq.	Percent	Cum.
highly agree	10	18.18	18.18
highly disagree	3	5.45	23.64
agree	32	58.18	81.82
disagree	6	10.91	92.73
not sure	4	7.27	100.00
Total	55	100.00	

-> tab v13

v13	Freq.	Percent	Cum.
highly agree	33	62.26	62.26
highly disagree	1	1.89	64.15
agree	14	26.42	90.57
disagree	1	1.89	92.45
not sure	4	7.55	100.00
Total	53	100.00	

