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The Role of the Headteacher in Creating and Sustaining a Culture that enhances School Effectiveness: A Case Study on Effective School Leadership in Swaziland.

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A research report submitted to the Faculty of Education, University of the Witwatesrand, in partial fulfillment of the requirements for the Degree of Master of Education.

Johannesburg, May 1998

DECLARATION

I declare that this research report is my own work. It is being submitted for the degree of Master of Education at the University of the Witwatersrand, Johannesburg. It is original and has not been submitted before for any degree or examination in any other University.

Signature_____ on this day of_____

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First and foremost, special thanks go to Dr. S. M. Mahlase - Sebakwane, my supervisor, for her astute and prudent advice throughout the processes of planning and executing this project. I am greatly indebted to her for her remarkable contribution towards my academic growth and development.

I also wish to record my thanks to the headteachers, teachers and students who participated in this study. To them I want to say that their unfeigned support is much appreciated. This study would not have been a success without their positive contribution in terms of their informed responses to the questionnaires.

To the several people who assisted me with certain aspects of this project, I express my heartfelt gratitude.

Last, but by no means least, I should also like to acknowledge the moral support and encouragement I have been receiving from my family throughout my programme of study.

DEDICATION

This manuscript is dedicated to my wife, Sibongile, my daughters, Thandwayinkosi and S'phiwesihle as well as my son S'phiwosenkosi.

"Move beyond the familiar patterns and experience of your life to the dreams and plans and imaginations that wait with you to be fulfilled" (Munroe).

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ABSTRACT

The role of the headteacher as a key figure in the effective running of the school is a very controversial issue as shown by the literature over the past two decades or so. So far, there seems to be no consensus reached on this matter. The role played by a headteacher in creating an atmosphere aimed at enhancing school effectiveness is very critical. As head of school, the principal serves as a role model for both students and teachers and he/she is responsible for creating an environment conducive to teaching and learning.

The main thrust of this study was to investigate strategies that headteachers - in schools identified as operating effectively - employ in an endeavour to create a culture that promotes school effectiveness and efficiency. At the core of this research is establishing how the headteacher, as a school leader, ensures that both physical and human resources are aligned in order to achieve maximum effectiveness in all aspects of the school life.

Four high schools (senior secondary schools) were identified as "effective schools" in Swaziland based on their academic performance in the O Level Cambridge Examinations over a period of five years. The research instruments used in carrying out this study were interview schedules, questionnaire and non-participant observation which were conducted with, headteachers, teachers and students, respectively. Triangulation was essential for the validity and reliability of this study. This study is regarded as valid and reliable as there was strong correlation amongst most of the questions posed. The respondents participated willingly in the study and showed tremendous understanding of the questions asked.

The major deduction from this research is that the headteacher *does* play a crucial role in school effectiveness. Some of the qualities which the headteachers at the "effective" schools studied in Swaziland had in common were identified as willingness to share decision-making and the ability to implement decisions, approachability, effective communication, ensuring school and student discipline, good overseeing (being always on the lookout that all participants were actively involved in the day-to-day school activities), effective management of change, creating links with the surrounding community and ensuring that the school's goals are achieved and most importantly, the ability to create an atmosphere conducive to teaching and learning.

CHAPTER 1

1.0 BACKGROUND TO THE STUDY

Since most headteachers in Swaziland, like in many other developing countries, are appointed to headship positions without formal training in school leadership and management, many seem not able to execute their leadership roles effectively (see Harber and Dadey (1991), Magagula (1995). Literature on school effectiveness and effective school leadership reveals that there is a tendency among headteachers to concentrate more on management and administrative roles than leadership (Davies and Ellison, 1997). The reason could be that these three roles are often viewed as synonimous with one another. It is on this basis that this study argues that headteachers who are aware of, and do play, their leadership role are most likely to succeed in their endeavour to create effective schools in these modern times fraught with changes in all spheres of life.

Although research on school effectiveness and effective school leadership has been undertaken in developed countries such as the United States of America, Britain and Canada and developing countries such as Ghana, Kenya, Botswana and Mozambique, very little seems to have been done in Swaziland in this domain. This situation has therefore, motivated one to conduct this study to generate knowledge on effective school leadership within the Swazi context.

This study is undertaken against the background whereby Swaziland is going through socio-political and economic transformation. For example, during the countrywide

teachers strike of 1997 which seemed rather politically motivated, political parties, students and individuals joined forces in an effort to pressurise government to introduce real and genuine political change whereby all constituencies (stakeholders) would be represented in the structures facilitating the change. On the other hand, students under the leadership of Swaziland Association of Students (SAS) marched to the Minister of Education to present a petition demanding the Ministry to change the system of education which no longer met the needs of the Swazi youth in this present age. They also demanded that Student Representative Councils (SRCs) be introduced in schools so that the students could be represented in decision-making structures.

Subsequently, the Swaziland National Teachers Association (SNAT) delivered a petition to the Principal Secretary of Education rejecting the Continuous Assessment Policy which was imposed on them. Furthermore, the statement expressed by Prince Sibonelo epitomises the kind of spirit that currently prevails in Swaziland. He had this to say:

> *"BakaNgwane have to make some concessions and give people some of the power to share in decisions that affect their lives, then there will be peace and stability or else they can consolidate power and have anarchy" (The Times of Swaziland, 1997:5).*

Mzizi expressed somewhat similar sentiments when he wrote earlier:

> *"... the present government is made up of a powerful regime that has no conscience....The country is presently in a crisis, a situation which is not caused by our ancestors. It is not caused by a power somewhere in heaven. It is caused by our leaders." (The Times of Swaziland, 1997:5).*

Given this scenario, it is indeed crucial for headteachers as leaders to be abreast of the changes that take place in the broader society as they directly or indirectly impinge upon the life patterns at the schools and in the manner in which schools are run. This is on account of the fact that schools, as it were, are immersed in socio-political, economic and

cultural contexts as observed by Angus (1989) in Australia. On a similar note, Davidoff and Lazarus (1997) assert that schools are a part of society, and are affected by their immediate and broader social, political and economic contexts. Similarly, schools can and must impact upon their contexts and play a vital role in contributing towards the development of humanity, dignity and hope in society (Ibid:xvi). Headteachers as a matter of fact, surely need to be very critical in the manner in which they lead and manage the schools of which they are in charge. This owes to the fact that even within the school contexts, there are teachers, pupils and perhaps parents who are aligned with political arganisations. These people are therefore, most likely to endeavour to influence the manner in which schools are run or should be run. As a matter of fact, Angus (1989) suggests that:

> *"An alternative conception of leadership, one which appreciates educational complexity and facilitates critical scrutiny of school problems such that connections are explicitly made between the educational sphere and other spheres, is required"* (1989: 63).

Despite the fact that schools operate within the bureaucratic and hierarchical structures which are found in the wider society, schools could surely make a world of difference if they could brave it and introduce changes within the school governance and leadership structures so that the schools could be run along democratic principles. That is, such changes could be achieved by also changing the cultures and leadership structures of schools as argued in this paper. Hence, this study will largely be approached from a sociological perspective and it seeks to establish how effective schools attempt to achieve functional and social outcomes within the rigid authoritarian and bureaucratic structures.

An effective school leader, therefore, is one that, in addition to his/her schools high achievement in the examination results, recognises and is conscious of and sensitive to the effects of social, cultural, political and economic influences on school life (Popkewitz,1983). It is only then that he/she will be better able to meet the various needs of the pupils and teachers who come particularly from different socio-economic backgrounds.

Much as this paper is encouraging and advocating for collaborative and participative leadership which is considered to pay dividends in terms of organisational effectivenes, the role of the headteacher as a leader in the school is very significant and crucial. This does not dispute the fact that there are other intervening variables which adversely affect the effectiveness of the school leadership as observed above. These include the authoritarian and bureaucratic nature of the whole education system, expectations of the headteachers superordinates and, more often than not, their interference and/or their attitude towards the school leadership and adverse conditions under which the school may be operating.

The headteachers position is indeed crucial because it is the headteacher who is charged with the responsibility of creating conditions that are conducive for teachers and students to maximise their performance in all aspects of school life. His/her commitment to and passion for achieving the schools goals is important in that there will be a sense of direction in the school organisation. Hence, the headteacher plays a significant role in creating a school culture that is necessary for school effectiveness or in changing an existing culture that fails to articulate well with the mission and purposes of the school.

It is essential to stress that in this ever changing modern world where people in every sphere of life are increasingly changing and becoming aware of their democratic rights, school leaders need to change their mindset with regard to their relationships with and attitudes towards members of staff, students, parents as well as the community where schools are located, if they really mean to be effective in the way they lead and manage their schools. School leaders need to be aware that authoritarianism and dictatorship are no longer tolerated in this day and age. The leadership style that is appropriate nowadays is one that promotes participation, involvement of and partnership with other important stakeholders in the schooling system.

It is worth mentioning that school leaders of today and tomorrow need to be wary of the fact that leadership is a very powerful force that can deeply influence the drive and commitment of teachers and students much more than the use of authority and management controls (Sergiovanni, 1990). It is also in that way that schools are most likely to achieve real effectiveness. That is, there has to be a paradigm shift from the traditional-authoritative approach to a more collegial, collaborative and participative approach to leadership (Bush, 1995; Davies and Ellison, 1997; and Fullan, 1992). It is in such an environment that participants are likely to have shared vision, mission, values and decision-making and they will thus be most likely to have ownership of decisions. Suffice it to point out that such a culture is most likely to underpin all achievements and success in a school organisation.

1.1 The problem Statement and Research Questions

The role of the headteacher is often perceived as controlling, instructing and directing the teachers and pupils with a view to achieving excellent academic performance, per se. There is usually a tendency to ignore certain factors which are very critical for achieving effective school leadership and school effectiveness. Socio-economic, cultural and political contexts are often taken for granted and yet they shape the thought patterns and behaviours of the pupils and other role-players at the school as observed by Harber and Davies (1997) and Davidoff and Lazarus (1997). This study, therefore, seeks to investigate what strategies the headteachers of "effective" schools employ to ensure that the schools functional and social outcomes are achieved.

To that end, the major questions which the study attempts to address are the following:

i) What effort(s) does the headteacher put in ensuring that a positive school culture is created which is likely to enhance school effectiveness?

ii) What strategies are set up to ensure that the established culture is sustained?

iii) How does the school attempt to bridge the gap between the advantaged and disadvantaged pupils in terms of their different socio-economic and cultural contexts?

iv) Is there any contribution made by the schools towards the socio-economic and cultural development of their surrounding communities and/or vice versa?

1.2 Hypothesis

The hypothesis of this study is that the more the headteacher as a leader shifts from a traditional-authoritarian style of leadership towards a more participative and collaborative approach, the higher the degree and potential of stakeholder support and achievement of

organisational goals and objectives. Transformative leaders are therefore, most likely to fare well in this day and age where societies in the world are ever-changing and people are becoming more and more aware of their democratic rights to participate in decision-making on matters that affect their lives.

1.3 The Aim of the Study

The primary aim of this study is to ascertain the degree to which the headteacher as a leader at the school has greater influence in creating a culture that enhances the success and effectiveness of the school. That is, it is mainly interested in finding out about the strategies effective headteachers employ in an effort to make their schools what they are. Secondly, it seeks to highlight what leadership and management styles they use and how they actually impact upon the work and human relationships at the school. Thirdly, it attempts to establish how those headteachers mobilise the available resources (i.e. human and physical) in order to achieve the organisational and educational goals. This is vitally important because the two responsibilities (leadership and management) of the headteacher seem to be intertwined.

This study is also aimed at challenging headteachers to consider shifting from the traditional type of leadership to the more collaborative and participative type and allow teachers, parents and pupils in the schools to contribute towards the running of their schools as Davidoff and Lazarus (1997:8) so aptly put it:

> *"...we need to develop new vision, a new imagination about school and school life. We need to let go of old ways, old habits, and make changes which honour human dignity. We need to have a picture of the kind of society we would like to live in."*

Fourthly, the study is also intended to contribute towards the existing knowledge and on-going debates on effective school leadership and school effectiveness. Fifthly, a correlation is to be established between headteachers' leadership styles and the degree of effectiveness of their schools. Finally, on the basis of the findings of this study, recommendations will be made to policy makers on how school effectiveness can be achieved through effective school leadership. This, therefore, suggests the significance of encouraging continuous school-based leadership in-service training programmes for headteachers, deputies, heads of departments, members of the teaching staff as well as the students.

1.4 Rationale of the Study

The concept of effective school leadership as it relates to school effectiveness seems to be a widely contested terrain. Researchers on school effectiveness and effective school leadership present dissenting views on the role and position of the headteacher in creating a culture of the school. Some maintain that the headteacher plays a key role in this regard, while others vehemently contend that it is rather a collective type of leadership that appears to succeed in creating a school culture that enhances school effectiveness, especially in the contemporary democratic societies. This latter view point is supported overwhelmingly by the literature in the 1980s and 1990s and it stresses the need for the headteacher to play a facilitative role in the organisation (see Grace, 1995). In other words, among other things, the headteachers duty is to ensure that all participants in the school organisation contribute towards the creation of a culture that is unique to the school.

This study, therefore, aims to unravel the distinguishing features of headteachers of "effective" schools that set them apart from the rest and make them competent leaders. Efforts will also be made to establish whether there is a direct relationship between the quality of the headteacher's leadership and the degree of the effectiveness of the school. It is necessary to point out that, for the purposes of this study, school effectiveness means success in achieving both the educational and the school's goals, and in accomplishing the school's mission. Success encompasses excellent academic performance by the school and a positive contribution to the development of the immediate community.

1.5 Terminology

Leadership

Leadership may be defined as characteristics through which the leader in a creative and dutiful way stimulates, directs and co-ordinates group interaction and activityin a specific situation on the basis of group goals and with a view to their eventual attainment (van der Westhuizen, 1991:188).

Effective Leadership

For the purposes of this study, effective leadership will be defined as: "Setting an atmosphere of order, discipline and purpose, creating a climate of high expectations for staff and students, encouraging collegial and collaborative relationships and building commitment among staff and students to the schools goals, facilitating teachers in spending maximum time on direct instruction, encouraging staff development and evaluation, and being a dynamic, educative leader" (Angus, 1989:66).

School Effectiveness

According to Scheerens (1992), this refers to the functional and social outcomes of any institution. In other words, it means the quality of producing a whole individual who fits well into the society. This, therefore, may be defined as the ability of a school to train students who will become productive citizens making a positive impact on society.

School Culture

School culture in this study refers to: "the characteristic spirit and belief of an organisation, demonstrated, for example, in the norms and values that are generally held about how people should treat each other, the nature of working relationships that should be developed and attitudes to change" (Preedy, 1993:45).

According to Davidoff and Lazarus (1997:41-42) the culture of a school is:

> *"...the peculiar and distinctive way of life of the group or class, the meanings, values and ideas embodied in institutions, in social relations, in systems and beliefs, in mores and customs, in the uses of objects and material life. Culture is the distinctive shapes in which this material and social organisation of life expresses itself..."*

Simply stated, a school culture is a teaching/learning environment created by a given school.

National School

Operationally, it is a school that was originally established mainly to fulfill the educational needs of members of the royal family in Swaziland. It is thus partially government maintained.

Empowerment:

According to Sergiovanni (1990:96), "empowerment refers to the practice whereby authority and obligation are shared in a way that legitimises action thus increasing responsibility and accountability".

Collegiality

This term refers to the existence of high levels of collaboration among teachers, and is characterised by mutual respect, shared work values, co-operation, specific conversation about teaching and learning and good interpersonal relationships.

Supervision:

The term supervision is defined by authors in different ways depending on their perspective of the field. According to Glickman (1985), "supervision is the function in schools that draws together discrete elements of instructional effectiveness into whole-school action".

Alfonso et al. (1975), view instructional supervision as "behaviour officially designated by the organisation that directly affects teachers behaviour in such a way as to facilitate pupils learning and achieve the goals of the organisation".

1.6 Conceptual Framework:

The conceptual framework of this study is derived from Kuhn's (1970) concept of paradigm shifts and Fullan's (1991) notion of school's cultural change . This owes to the fact that as the world is characterised by rapid, constant and dynamic changes in all spheres of life including the education realm, it is vitally important that both national and

school leaders take cognisance of and understand these dynamics of change informed by the aforesaid concepts which involve a shift and change in peoples perspectives. On this note, Kuhn (1970) maintains that as the body of knowledge increases, the paradigm which is being used may become unsuitable in attempting to understand and work out certain problems. In the same vein, Fullan (1991:143) asserts that:

> *"Changes in the culture of schools and the culture of teaching and learning are required.... Cultural change requires strong, persistent efforts because much of current practice is embedded in structures and routines internalised by individuals, including teachers."*

Therefore, with a much better understanding of the process of change as put forward by Kuhn (1970) and Fullan (1991), school leaders are expected to be better able to be innovative and creative in searching and looking for more effective paradigms as they shift and change from time to time which impinges on leadership approaches as well.

It must be stressed that much as the Kuhnian concept of the paradigm shift is applied in this study, it is not used in the strict Kuhnian sense, but the competing theories' sense. This is because shifting from a much more traditional approach to leadership to a collaborative and participative one in an attempt to create a culture that would enhance school effectiveness, involves well thought-out planning.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

A survey of the literature reveals that we are living in a modern world characterised by rapid and continuous change which has also permeated school organisations. As such, the role and position of the headteacher also seems to be radically changing, the world over, particularly in developed countries such as the United States, United Kingdom and Canada (Grace, 1995:2). Grace points out that the school culture in many countries is in a process of radical transformation due to the political and social changes currently happening. In this regard, he states that:

> *"At the centre of these transformations is the position of the headteacher and questions to do with how headteachers, as school leaders, are responding to radical change" (1995:4).*

The extent to which the school as an organisation fulfills its aims and goals depends upon the way in which it is organised (Davidoff and Lazarus 1997:viii). For example, in the South African context, there has been a shift to a perspective of a democratic system of education expressed in recent national policy development and legislation, such as that embodied in the South African Schools Act of 1996 (Ibid:viii). Therefore, in order for schools to be in sync with the democratic society and make an impact on it, schools have to be organised and run along democratic lines and principles.

It needs to be pointed out as well that so many headteachers, particularly in developing countries seem to lack effectiveness characteristics in practice due to the fact that the

existing courses on educational management are inadequate for teachers and managers from developing countries (Harber and Davies 1997:1). According to these authors, the latter is because the courses offered are so general and context-free that they do not address relevant issues or use relevant examples from the contexts of developing countries. The findings of the school effectiveness and improvement movement based on the contexts of developed countries cannot be directly transferred to developing countries without problems. On this note, Harber and Davies (1997) are very critical of Hughes' belief that theories and tools of educational management can be transported across the world without regard to the qualities and circumstances of different communities. They argue that that cannot be acceptable any longer. Basing their argument on Lungu's observation on Africa, they asserted that:

> *"Most theorising in administrative sciences has been based on the experiences of European and North American organisations, and almost nothing has been done in African settings, let alone African organisations. What that portends for training programmes in Africa is that new and original thinking and research will be required" (Ibid:2).*

It is worth noting as well that schools in developing countries do not enjoy the resources and facilities enjoyed by schools in developed countries. According to Harber and Davies (1997:2), schools in developing countries are essentially contextually driven, ambient organisations, shaped by colonial history, global economic relationships, local cultural interaction and post-independence political needs. They further observe that as a result of all these influences, there is an ineffective mixture of authoritarianism and bureaucratic malfunction.

Making reference to the South African situation, Davidoff and Lazarus (1997:3) argue further that Apartheid South Africa has left a legacy of extreme authoritarianism. They further contend that:

> *"Schools as ideological state apparatus, have to some extent reflected and reproduced the values and ideology of the state. While many schools developed as sites of struggle against state ideologies, few schools...were able to moveaway from the rigid authoritarianism so familiar in our South African culture" (Ibid:3).*

Furthermore, it is difficult to judge school effectiveness in developing countries in terms of contextual relevance, with the issue of goals and outcomes in mind. Moreover, the everyday contexts in which children grow up and educational institutions function in some developing countries can differ remarkably from those predominant in developed, industrialised countries (Ibid:10). Given that many African countries in general, and Swaziland in particular, are going through the process of democratisation, school effectiveness should be measured in the light of goals and purposes for which schools exist. According to Davidoff and Lazarus (1997:7) schools and schooling should prepare pupils for life. That is, prepare them to cope with and engage in life and contribute towards a quality of life which all fellow citizens can enjoy.

As societies, by and large, reproduce themselves through the schooling system, in democratic countries, the potential of schools to sustain democratic systems ought to be realised so that schools can be restructured along democratic lines. In this regard, Davidoff and Lazarus (1997:8) contend that there is a need to seriously revisit the way the schools are structured and operate, the way the pupils learn, the way teachers learn and teach, the way people relate to one another, and ensure that these practices truly reflect the values and capacities being tried to develop. They further reasoned that:

> *"If we accept that schools are powerful socialisation forces for young people, then we need to recognise that it is not only classroom learning that influences and shapes the thinking, values, insights, and skills of these young people, but all the experiences that they have at the school. This means that the values the school holds, the way teachers relate to one another, the way decisions are made, the way teachers relate to students, the physical appearance of the school, the resources (or lack of resources) available for teachers and students, the surrounds of the school, the way the grounds are kept, the condition of the buildings and the furniture... all these aspects shape the perceptions that students develop about the world and about themselves and,great extent, define their expectations about what life beyond the school is about" (Ibid:8).*

According to Harber and Davies (1997), judging the effectiveness of schools in developing countries needs substantially different criteria, given their contextual realities. These authors also observe that the pertinent questions likely to be asked are: have the teachers actually been there most of the year, and been paid? Are the majority of pupils sufficiently fed and healthy to benefit from being there? Do the children manage to attend regularly, or do they take large periods of time out for domestic or agricultural support to the family? Has the school managed to educate about avoiding malaria, HIV/AIDS or bilharzia? Has the school managed to get hold of a spirit duplicator? They further stress that these issues are not usually priority questions in western books on school effectiveness.

In addition, schools in developing countries are also affected by the coexistence of imported cultural values of the western school and the values of the surrounding society. In this regard, Mahlase (1997:44) states that institutions like the school and the church absorbed the prevailing dominant Western culture. She further argues that during the process of socialisation, the African child found himself/herself in a process of transition from a traditional to a Western mode of living. In addition, this process of transition was likely to create problems arising from the clash of cultures, for example, between a village

economy and a monetary one, between an extended family structure and a nuclear one, between a traditional belief system and a secular religion, between a polygamous and a monogamous substitute. Such conflicts affected parental and societal values, and the type of socialisation processes embarked on at home, at school and in the society at large.

Nevertheless, schools still have a potential to make a difference in terms of effectiveness provided headteachers are brave enough to take risks and initiate changes that would support their schools' aims and goals. There is therefore, a great need for leaders of today and tomorrow to try to understand the shift in leadership paradigms that is taking place at local and global levels as observed by Patterson (1993:2). This kind of understanding and knowledge base, is most likely to help the leaders adjust and adopt leadership styles that will articulate with the change. The job of school leaders is, therefore, increasingly becoming complex and no doubt challenging. On this note, Davies and Ellison (1997) observe that leaders and managers in schools are faced with a challenge of operating in a rapidly changing world.

In meeting these challenges, therefore, leaders of this modern day and age need to develop leadership skills that will enable them to operate successfully and effectively in their new environment. The environment referred to herein is that which supports teachers in a life-long process of personal and professional development (Davidoff and Lazarus, 1997). On this note, these authors argue further that the enabling environment will in turn create a supportive environment within which students can learn and develop. That is, they will develop and realise their potential for the benefit of the society in line with the central goals of education. Within an enabling environment, teachers, parents and students

contributions are accepted and supported at the school. That is, the leader in such an environment recognises the fact that every teacher and in many cases students and parents are potential agents of change. As a matter of fact, capacity for them to make contributions towards the running and development of the school is made. In other words, it is essential for headteachers to be equipped with relevant skills and techniques to be better able to manage change in their schools with a much greater degree of effectiveness. Concerning headteachers in the modern age, Davies and Ellison (1997) have this to say:

> *"It is also very important that they develop the educational leadership capacity to challenge todays orthodoxy and to envision what the future educational and societal framework will* be" (1997:12).

It is also fitting to assert that this paper will maintain that there has to be a shift from the traditional-authoritative and dictatorial approach to leadership to a more collaborative and participative one as mentioned earlier. This is on account of the fact that globally, it is being advocated that power should be decentralised and shared among stakeholders to create capacity for them to make important decisions that affect their lives.

Attention needs to be drawn to the fact that much as this paper encourages a shift towards a participative and collaborative approach, it equally maintains that the headteacher plays a very significant role as a leader at the school in that he/she is a pace setter, energiser, and a source of inspiration to all role-players, to name a few. This is indeed consistent with the findings of Hall et al. as quoted by Fullan (1991:145) on their research on effective schools that concluded that the principal is crucial to success. It is, therefore, incumbent

upon the headteacher to employ an integrated approach to leadership, as advocated by Reddin (1970), if he/she desires to be effective as a leader.

2.2 The Significance of the Headteachers Leadership

Much as literature review on effective school leadership has shown that there is a raging debate in educational circles on the position and significance of the headteacher as a formal leader, it needs to be pointed out, as Sergiovanni (1990:v) has observed, that beneath the disagreements there is a consensus on a fundamental premise that nothing will happen without leadership from someone or some place. He continues to argue that energy needs to be created, released, channelled, or mobilised to get the ball rolling in the right direction. For example, it is one of the roles of the headteacher to involve the staff in interpreting and making sense of the future realities of the school (Davies and Ellison, 1997:12). In other words, it is the responsibility of the headteacher to take initiative in creating and maintaining conditions for the achievement of goals and the attainment of good performance, a situation in which leadership involves working with and through others (Ibid:146). The case in point here, is that leadership in the school context is very essential.

In the same vein, Walberg et al (1987:5) observe that the headteacher has a lot of opportunities to influence teachers who, within the current organisational structures of schools, depend upon the principal to establish a climate of order and to provide the resources necessary for effective teaching.

It is important to point out from the outset that people as social beings are striving to achieve certain goals. As a matter of fact, order must be created in this process to give meaning to the feeling of the group. According to Burns (1978), the leadership processes need to be seen as part of the dynamics of conflict and power. As such, leadership is meaningless if not linked to collective purpose. In this light, the effectiveness of leaders need to be measured by actual social, cultural, pedagogical change which itself is measured by intent and by the satisfaction of human needs and expectations. Van der Westhuizen (1991) and Burns (1978) concur that sometimes a leader just emerges informally from a group. The formal leader, on the other hand, is either appointed or elected depending on the paradigm upon which or within which the organisation operates. Such a leader is expected to exercise a clear and unambiguous leadership than a person who may have emerged in an informal sense from within a group. He/she thus achieves some influence over colleagues (Angus, 1989). Angus asserts that:

> *"The position of a leader is a symbol of rights and responsibilities to the followers. The actions performed by the leader also become symbolic and are the leaders interpretation of the situation, giving meaning to actions. In this sense, the leader becomes responsible for instilling meaning in organisation action and events" (1989:66).*

Van der Westhuizen (1991) further looks at leadership as an integrated dynamic application of the leaders abilities in an authoritative manner which convince, inspire, bind and direct the followers to realise common ideals. The effectiveness of his/her leadership may be improved by learning or developing certain methods and techniques to deal with and direct people in a specific group context (Van der Westhuizen, 1991).

Since the duty of the leader is to fulfill a particular role within a group, an emphasis needs to be placed between the leader and the group. Furthermore, although the leader is

usually more visible than his/her followers because of the nature of his/her tasks, he should try to maintain a balance within the group and ensure that each person in the group is aware of his/her particular task and role (Ibid, 1991). Since successful creation of a positive school culture largely depends upon the nature of the leadership offered, it is fitting at this stage to look at the nature of leadership and perspectives that have pervaded the leadership realm.

2.3 Nature of School Leadership

Even though this paper maintains that the headteacher's leadership is fundamental to school effectiveness and improvement, it must be stressed that it is not the headteacherÆs leadership per se that brings about effectiveness. Rather, the headteacher, playing a facilitative role motivates and encourages other members of staff to become leaders as well in their own domains. This, however, does not relegate the position of the headteacher to second level place. As noted by Lockheed and Levin (1993:11), and has been repeatedly mentioned in this paper; with so many important decisions at the school level, the principal has a crucial role in school effectiveness. In this regard, Walberg et al. (1987:6) point out that:

> *"Principals in effective schools convey a unitary mission to improve achievement. Such principals recruit like-minded teachers, support them in their work, and monitor their progress" (1987:6).*

A culture in which the headteacher administers single-handedly and teachers, parents and students are kept at arms length, needs to change to allow other members of the school to contribute positively towards the running of this organisation. This is the first step towards developing a scenario whereby all stakeholders have a common understanding

and share the same views of what kind of school they want to develop. This is how the values of collegiality and collaboration could be enhanced. As such, the headteacher needs to change his/her mindset as regards roles and relationships with other actors at the school. With regard to teacher collegiality and commitment, Lockheen and Levin (1993), describing the situation in Brazil have this to say:

> *"In effective schools, teachers typically are decision-makers and play the important role in shaping the school...and teamwork and collegiality characterise the relationships among teachers and the principal" (1993:11).*

Likewise, Davies et al. (1997:23) emphasise that a shift in decision-making in schools needs to occur. They have noted that very little research has tried to identify the fundamental shifts in decision-making in schools that could lead to significant improvements in school performance. The issue of the headteacher's leadership as fundamental in school effectiveness is indeed at the centre of controversy as observed by Grace (1995) and Davies and Ellison (1997:136). The latter have observed that there does not appear to be an overwhelming consensus about the relationship between leadership and school effectiveness. Contrariwise, Beare and colleagues as quoted by Davies and Ellison (1997), firmly hold that:

> *"Outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There can no longer be doubt that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority" (1997:136).*

They continue to contend that the right kind of leadership is at the heart of effective schooling, and there is no evidence of effectiveness in a school with weak leadership from any of the reviews of research. An effective school leader needs to work in collaboration with the other stakeholders at the school to develop a vision of the future, often the distant future, and strategies for producing the changes needed to achieve that vision.

On the other hand, Grace (1995) has observed that the question of what educational and school leadership could and should be is the subject of political, ideological and educational debate in many contexts. Traditionalists are interested in school leadership and have traditional views about it. On the other hand, democrats and community educators, feminists and critical theorists construct scenarios for alternative forms in which school leadership can be expressed. Furthermore, school boards, headteachers, parents, teachers and pupils all have their own constructs of what effective school leadership should be (Ibid:2).

It therefore, seems clear that there are different perspectives that are put forward regarding the position and role of the headteacher in creating a culture that is likely to enhance school effectiveness. Firstly, there is a school of thought that maintains that the headteacher is the key figure in creating an environment that induces school effectiveness. For example, the school effectiveness movement is a very strong proponent of such a notion. Basically, this notion has been influenced by ideas from the world of industry and business to help headteachers become more effective as leaders so that their schools may also become effective organisations.

2.4 Collegial and Collaborative Decision-Making

The second idea firmly holds that it is not the quality of the headteachers leadership that matters in the effective running of the school. Rather, it is the leadership characterised by collegial and collaborative decision-making. It is in such a scenario that the ideas of all participants in the organisation will be respected and valued. In other words, this perspective, takes into cognisance the fact that within organisations there are many people

who play a leadership role though this is not realised in bureaucratic organisations. That is, in a school organisation, each individual actor has potential positive contributions to make in the running of the school so that the success of the school does not depend solely upon the headteacher.

Among other authors, Grace (1995), Fullan (1992) and Bottery (1992) subscribe to the above stated school of thought and they strongly hold that school success, by and large, depends upon collective leadership. For instance, Fullan (1992) observes that a shift has been made from stressing the headteacher's role in influencing the implementation of specific innovations to the headteacher's role in leading changes in the school organisation.

Although the literature on leadership contends that the headteacher should not be viewed as the key person in the organisation, this paper maintains that the headteacher's leadership is very critical for the effectiveness of the school. This is for a variety of reasons. Headteachers are formally appointed to headship positions and there is remuneration attached to it. This, therefore, suggests a great deal of accountability and responsibility to parents, students and the higher echelons in the system of education. This is more so because schools in developing countries operate within the authoritarian and bureacratic structures (Harber et al. (1997). That being the case, the headteacher is expected to create conditions that are conducive for participants to work towards the achievement of the schools goals.

Under such conditions, the headteacher takes the initiative in most projects and supports ideas brought forward by other participants in the organisation. It is necessary at this moment to look at some of the important perspectives that have permeated the domain of leadership to broaden our scope in this field.

2.5.0 LEADERSHIP PERSPECTIVES

2.5.1 The Traditional Perspective

As mentioned above, the traditional approach to leadership views the headteacher as someone occupying the key position within the school organisation. According to this perspective, power relations are structured in a hierarchical order such that the leader is at the top. There is also an emphasis on the masculine manifestations of the leader as a hero. It is pertinent as well to state that in this approach, school leadership is seen as being symbiotic with headship so that, as Davies and Ellison (1997) observe leadership coincides with formal contractual and bureaucratic power.

According to Patterson (1993:3), the traditional "Great Person Theory", holds that leaders are leaders because they possess admirable characteristics or traits. As argued by Angus (1989) and others, the traditional approach to leadership views the leader (*headteacher in this case*) as all knowing and that the success or failure of the school depends to a large extent on the qualities of the leader. As such, the vision of the school is seen as generated by the leader and the subordinates are merely passive recipients of this vision. It needs to be recognised that if the leader assumes that he/she alone can generate vision and direction, then the potential contributions of the surbodinates are being lost. The notion

that school vision resides in the mind of the headteacher is further extended by Stoll (1994) who asserts that:

> *"More effective growth planning occurred in schools where the principal had a clear vision for a better future for the school that was not imposed on staff but filtered through by a process of engagement and discussion of beliefs and values such that it became a shared vision (1994:133).*

Angus (1989), as will be seen below, contends that just because there seems to be harmony amongst the participants does not necessarily mean that they all agree with the vision of the leader. This harmony could be compliance gained by coercion. Regarding this notion, Patterson (1993:3) strongly argues that in tomorrow's organisation, a person who is visionary, charismatic, and a good listener is not necessarily going to be a successful leader. He further maintains that:

> *"...although leading may involve persuasion, it does not involve coercion or bossing...the direction and amount of influence are determined not by a persons place on the organisational chart, but by the expertise a person brings to the issue at hand" (Ibid:3).*

Even so, the kind of culture that is developed at the school has a very strong bearing on the leadership of the school, with the headteacher as a facilitator, since the styles of leadership and management impact immensely on the people who are within the organisation. On this note, Pashiardis suggests that :

> *"The principal should be regarded as a very important figure at the school. He/she is the schools heart and soul. The organisation and the atmosphere the principal will create, as well as the changes that will be instigated depend on the principal. It is the principal who makes the school what it is (1996:22).*

It is quite apparent from this quotation that the impact the headteacher has on the school and its culture is incredibly immense. Describing the significance of the headteacher, Bush (1995) says that the headteacher is the one person who is in the best position to be able to oversee the school as a whole. At certain times, therefore, decisions should come from

the top, failure of which nothing or very minimal success can be made. That suggests that somebody must be accountable at the end of the day.

Furthermore, it is also highlighted that in an organisation there has to be someone responsible for organising and mobilising resources which are necessary in performing the schools activities in an endeavour to achieve its goals and purposes. In this light, Hoy (1992) asserts that effective schools studies have tried to resurrect the bureaucratic ideal by stating that strong principal leadership is needed in order to structure schools for effectiveness. According to Hoy:

> *"...the administrative behaviour of principals is important to school effectiveness and no single style of management appears appropriate for all schools. Effectiveness depends on the appropriate matching of situational variables, for example, shape and centralisation of the hierarchy, organisation of the curricular program, type of classroom instructional procedures, school climate or culture, and the leadership style of the principal" (1992:391).*

Having looked at the traditional perspective to leadership, it is important at this stage to turn to the critical one.

2.5.2 The Critical Perspective

According to Angus (1989), it is very essential to apply a critical approach to leadership if a headteacher desires to be effective in his/her leadership. By being critical is meant that a school leader needs to be mindful of the fact that leadership must be shared with all actors in the school organisation as observed by Davies and Ellison (1997). Arguing along the same lines, Patterson (1993) suggests that:

> *"...the eye at the top of the pyramid is often blind to the realities of the workplace.... We are virtual slaves as that just doesn't work in todays complex and rapidly changing world" (1993:v).*

What is also worth emphasising about Patterson's paradigm is the fact that leadership is fluid and changing with time to meet emerging needs. He so very clearly states that the distinctive feature of this new approach is its participatory framework. According to him, this kind of participation involves much more than the coordination of people and resources It also involves creating a vision of a "preferred future" and developing a shared commitment to core values that will by their very nature, change the manner in which people work together. Patterson (1993) so emphatically asserts that:

> *"In tomorrows organisation, people will share the responsibilities and rewards of leadership and work together to improve the system of which they are all part.... We owe it to ourselves and the students we serve to cast off outdated concepts of leadership and move into the future with passion and confidence, embracing a leadership stance that enables educators and students alike to reach their potential" (Ibid:v).*

Davies and Ellison (1997) extend this idea and contend that the high performing organisation will be one in which each member of the team is a self-led, growing and dynamic individual, prepared to contribute to the greater good of the team and the organisation. It is worth pointing out as well that, in this case, the formal or designated leader is highly empowering and he/she also acts as a mentor to a number of self-managing work teams. Inspite of all that, there is a need to note that the role of the formal leader remains significant in the organisation as so neatly pointed out above. In this vein, Davies and Ellison have this to say:

> *"...we emphasise that under these arrangements the role of the formal leader is no less important" (1997:147).*

According to Bennis and Nanus, as quoted by Davies and Ellison (1997), these view points seem to rely heavily on the concept of empowerment whereby the designated leader empowers others to translate intention into reality and sustain it. The critical perspective so tenaciously holds that:

> *"...reengineering leadership in high performing schools of the future involves developing a form of leadership which is highly involving and empowering, which relies on leading others to lead themselves and which consequently has significant implications for...management" (Ibid:147).*

This sort of argument is a clear indicator that a new paradigm is emerging which, of course, is necessary. In this paradigm, for high performance teamwork to occur, the alignment of power, information, resources and indeed rewards within the team structure is a fundamental prerequisite (Davies and Ellison, 1997:147). In this kind of scenario, it is believed that if teams are given substantial amounts of power and resources to work with, they will be motivated enough to work towards the achievement of high performance. Therefore, it follows that the concepts of leadership and management are very compatible with each other.

Describing the situation in SOWETO schools in South Africa, Carrim and Shalem (1997) observed that:

> *"Despite the relatively different socio-economic contexts of schools, schools battle with problems of disruptions caused by political events in the surrounding SOWETO community, and wider South African society" (1997:12).*

Thus school leaders have a challenge to devise strategies in collaboration with other actors at the school to establish a conducive work environment in their schools as well as ensuring that the democratic and political aspirations of the school community are satisfied. That is, school leaders need to ensure that they deal with the political, social, cultural and economic influences which impact upon their schools on a daily basis. As stated by Harber (1997), and Angus (1989), leaders who have a passion for effectiveness in their service to the community ensure that the societal values are inculcated in the

students. The headteacher has a major role to play in ensuring that the school produces citizens who will make a positive impact on the society.

2.5.3.0 OTHER PERSPECTIVES

2.5.3.1 Supervisory Leadership

Another very important strand of leadership which needs to be discussed in this paper is supervisory leadership. This kind of leadership needs to be provided by a leader who desires to promote teaching and learning. This element refers to those processes used to ensure that supervisory services are effective. In other words, it is concerned with those processes that ensure that the supervisory services are of a level of high quality (Glatthorn, 1990:84). Glatthorn notes that supervisory leadership focuses on the provision of four supervisory services, namely: staff development, individual development, informal observations and evaluation.

More or less in a similar manner, Sergiovanni (1990) makes a useful contrast between "human-relations supervision" and "human resources supervision". He maintains that human relations approach to supervision views teacher satisfaction as a means to a smoother and more effective school. He notes that a supervisor with this orientation might adopt shared decision-making because it would increase teacher satisfaction.

On the other hand, a human resources supervisor sees satisfaction as a desired end toward which teachers will work. Satisfaction, therefore, derives from the successful accomplishment of important and meaningful work. Sergiovanni (1990) continues to assert that a supervisor holding this orientation would adopt shared decision-making

because of its potential to increase school effectiveness. It should be noted that this notion of supervision ties in with the notion of creating or changing a school culture that will act as a means to achieving school effectiveness.

This is also very much consistent with educative leadership and instructional leadership. Therefore, if supervisory leadership is undertaken, teaching and learning are most likely to improve in that the teaching strategies of the teachers will be sharpened and teachers are most likely to become more and more open to change. In this connection, Glatthorn (1990) points out that:

> *"...the organisational context is also a crucial element in determining the overall effectiveness of teaching and in affecting the professional development of a teacher" (1990:54).*

Glatthorn (1990) extends this idea further and calls the organisation and its culture the unseen supervisor, pointing out that these elements both teach teachers how to behave and also establish standards and values. Much on this will be said in the section on creating and changing a school culture that would be a vehicle for achieving school effectiveness. However, the headteacher needs to take the initiative in this regard and create conditions that will induce this kind of practice.

It is worth noting that supervision, as it were, is not the job of the headteacher per se, but all teachers in the school need to perform supervisory services. Albeit, it behoves the headteacher to ensure that the right climate is created for teachers to perform such tasks.

2.5.3.2 Relationships-Oriented Perspective

The relations-oriented perspective is concerned about healthy working relationships among actors at the school (Reddin, 1970); Preedy, 1993). While the latter authors acknowledge the position and role of the headteacher in the school, they feel that an effective headteacher avoids exerting total control over the staff. They strongly maintain that purposeful leadership of the staff and students by the headteacher appears to be effective where the headteacher takes trouble to understand the needs of the actors and the school as a whole and is actively involved in the school's work without exercising complete control over the rest of the staff. All participants are provided with space and opportunity to express their views. This notion seems to advocate a collaborative and participative model of leadership and management and this paper is in favour of this style of leadership.

A headteacher with a strong desire to become effective in the running of his\her school should encourage staff involvement and participation in a wide range of school activities such as curriculum discussions and other situations requiring decision-making. Such a principal will also be able to exercise his/her influence even on the teaching strategies, monitoring students' progress and individual pupil's records to ensure that they are appropriately kept. It is also very important that he/she clearly knows what is actually going on within the four walls of the classrooms. The significance of such strategies lies in the fact that the school's leadership plays a major role in the functional effectiveness of the school.

2.5.3.3 Transformative Leadership Perspective

According to Grace (1995), this perspective views the leader as someone who works with others to obtain transformations of undesirable features of schooling culture and practice. Such features might be the existence of racism and sexism in educational practice, the existence of prejudice against particular religions and so forth (Ibid:54). This notion appears to be very instrumental in the transformation of culture and social relations in a particular institution, not as an act of individual, charismatic leadership but as a shared enterprise of the teachers, the students and the community, (Grace 1995). This statement clearly shows that transformative leadership articulates with the concept of change. It thus has relevance to this study because it deals with cultural change and the creation of school culture.

Angus (1989) holds that the transformative approach to leadership encourages involvement of all participants within the organisation so that the leader and followers may raise one another to higher levels of motivation and morality. In other words, the task of the leader is to engage followers such that there is mutual commitment to the shared purpose of building the best organisations. Burns (1978) maintains that in this case, leaders and followers are united in pursuit of higher level goals that are common to both. That is, both want to become the best. Their desire and intention is to shape the school in a new direction. Burns (1978) also contends that in transformative leadership, the focus is on arousing human potential, satisfying higher needs, and raising expectations of both

leader and follower in a manner that takes both to higher levels of commitment and performance.

Angus (1989) argues along the same lines that if followers are sufficiently motivated, they give more of themselves such that in schools, teachers decide to exceed the limit of the traditional work relationship. That is, they give more than can reasonably be expected and in return are provided with rewards and benefits that are of different kinds. It is worth noting also that transformative leadership ultimately becomes **moral** because it raises the level of human conduct and **ethical** aspiration of both leader and subordinate.

The scenario described above means that the headteacher has a great task to ensure that factors of effectiveness are put in place and aligned properly. Among other things, these include setting an atmosphere of order, discipline and purpose, creating a climate of high expectations for staff and students, encouraging collegial and collaborative relationship and building commitment among staff and students to schools goals, encouraging staff development and evaluation, and being a dynamic leader (Angus, 1989). This seems to suggest the fact that the leader and follower learn together as they work together.

2.5.3.4 Why School Culture is Significant

As regards the question why school culture needs to be created or an existing one changed, it is essential to note that despite conflicting views on this subject, authors such as Glatthorn (1990:58), strongly hold that culture serves as an æextremely strong, elastic glueÆ that increases the cohesiveness of administrators (leaders) and teachers even when the organisational linkages are weak. Schein (1985) asserts that the culture imparts to the

group a unique character that provides an identifying gestalt, performing for the group a function analogous to that performed by defense mechanisms for the individual. In other words, the culture, among other things, fosters new relationships among headteachers, teachers, students, parents and the wider community. On this note, Davidoff and Lazarus(1997:6-7) assert that:

> *"The context for the classroom is the school, and each classroom is affected by the culture and identity of the school as a whole.... The social environment - how the students relate to one another, and to the teacher is also an important aspect of classroom experiences. Teachers roles need to include facilitating classroom dynamics, ensuring that students learn to mix with one another in open, honest and non-judgemental ways.... Gender, race, size or intelligence and other group dynamics need to be carefully guided so that qualities such as ..., openness, confidence and trustworthiness can be developed".*

Similarly, Glatthorn (1990), points out that the culture also acts as a countervailing force to counterproductive individualism. That is, its power creates and sustains a consensus about goals. Quoting Patterson et al. (1986), Glatthorn (1990:59) stresses that: "culture is the most pursuasive explanation why some schools are more successful than others serving similar populations."

Most importantly, according to Davidoff and Lazarus (1997), the culture of the individual school has the most impact upon the quality of learning. They argue that the extent to which the syllabus design and teaching strategies take place will be deeply influenced by central features of the school as a whole: the culture and values of the institution, its decision-making processes, its relationships, its use of resources, its processes of planning and evaluation. They emphasise that the best-laid teaching plans may be ineffective if the overall milieu of the school is not supportive, encouraging and stimulating to the staff and

pupils involved, and if the school is not so organised as to enable good teaching and learning to take place.

2.5.3.5 Creation of the School Culture

When talking about creating a school culture, cognisance should be taken that one does not necessarily imply that schools do not have their own existing cultures. Rather, the existing culture that constricts and stifles members of the organisation in executing their duties needs to be changed and be replaced by a culture that is aimed at enhancing the effectiveness of the school in all aspects of the school's life. Sergiovanni (1990) asserts that a strong culture comprises shared goals and expectations and approved mode of behaviour. This culture is underpinned by the norms and values that provide cohesion and identity that create a unifying moral order from which teachers and students derive direction, meaning and significance. Sergiovanni (1990) further observes that culture governs what is of worth for a group and how group members think, feel and behave. He further reasons that:

> *"It is the responsibility of leaders to create moral order that binds them and the people around them" (1990:viii).*

Since leadership acts are an expression of culture, as Sergiovanni notes, it becomes crystal clear that leadership and school culture are inextricably linked. For example, Sergiovanni (1990) notes that this close link is seen in that leadership as a cultural expression seeks to build unity and order within an organisation by giving attention to purposes, historical and philosophical tradition, and ideals and norms which define the way of life within the organisation and provide the basis for socialising members and obtaining the compliance. Stressing the significance of leadership Sergiovanni (1990) also writes that:

> *"Nothing serves an organisation better - especially during these times of agonising doubts and paralysing ambiguities than leadership which knows what it wants, communicates those intentions successfully, empowers others, and knows when and how to stay on course and when to change" (1990:66).*

According to Glatthorn (1990), the all-encompassing element is the organisational culture in that it impinges upon and is shaped by all the other organisational elements. That is, once the organisational culture has been created, it directly or indirectly influences the formal organisation. Glatthorn (1990:104) continues to point out that school culture influences participants, particularly the teachers in the following way: the teacher first experiences the culture directly, as those shared assumptions are transmitted and reinforced. The teacher also experiences them indirectly, as they affect the teacher's peers, the school administrators, and all the students, all of whom in turn influence the teacher. Regarding the creation and changing of the school culture, Davies and Ellison (1997), in their work called School Leadership for the 21st Century, state that:

> *"The real challenge for schools lies in the paradigm shift because many school principals or heads, while endorsing the move from the centralised organisational arrangements...have not as yet, come to terms with the new paradigm as it applies at the school level" (1997:154).*

Likewise, Davidoff and Lazarus (1997:xviii) contend that it is the people in schools who make the difference, and without people changing, shifting attitudes and behaviours, very little change can be anticipated. They argue further that even so, changing people is not enough. Rather, structures in and outside of the school need to change, to encourage, support and reflect the changes to which people are committing themselves.

This idea of paradigm shift is consistent with Kuhn's notion of paradigm shifts as given in the conceptual framework. According to Kuhn (1970), Schon (1983) and Covey (1992), if a paradigm is no longer applicable there has to be a shift to suit the current condition

and demands. Schon (1983) holds that the practitioner needs to reflect upon the theory in use and see if it needs to be changed or not.

Glatthorn (1990:58) views culture as a learned pattern of behaviour that encapsulates three *dimensions, vis-à-vis, content* (i.e. belief system, the core values and the guiding beliefs that inform action; the norms which refers to the shared standards of behaviour that derive from that belief system; and the traditions which means the valued ways of the past). It should be recognised that Glatthorn (1990) also looks at content being manifested through the special language used by members of the organisation and the rituals and ceremonies practised by all in it. These, he maintains, are transmitted through certain communication networks (i.e. the channels by which members keep in touch with each other and induct new members into the culture).

Describing how school culture comes into being, van der Westhuizen (1991) points out that in general, culture arises from people's ability to create. Almost in the same manner in which culture in the society is created, school culture is created or adopted by school actors through their conscious or subconscious actions by interacting with one another within the organisation. As a matter of fact, every individual school has a culture that is unique to itself. This is more so because even the contexts in which schools are located are different and the motivation for creating that culture is not the same. According to Patterson (1993), if leaders want to break out of traditional approach to leadership:

> *"they must throw away values based on personal power and control and accept new values on the power of the organisation and the commitment to core values" (1993:4).*

To elaborate on this statement, it needs to be pointed out that headteachers who want to become effective leaders need to stop exercising personal authority over events and people to get the right decisions. They also ought to embrace the idea of overseeing the development and implementation of a set of core values that will drive decision- making by all members of staff and other important stakeholders at the school.

What are the most salient aspects of a schools culture? Glatthorn (1990) suggests that twelve norms may make a substantial contribution towards school improvement. These include: collegiality; experimentation; high expectations; trust and confidence; tangible support; reaching out to knowledge base; appreciation and recognition; caring; celebrating and humour; involvement in decision-making; protection of what is important; traditions and honest, open communication.

Furthermore, it needs to be observed as Glatthorn (1990) believes that, out of the twelve above mentioned aspects, collegiality, collaboration and experimentation appear to be the most crucial in the effective schools as organisational norms. This indicates, as clearly put by Glatthorn (1990), that the presence of a sense of community plays a big role in influencing teacher motivation. On the basis of this argument, it seems legitimate to assert that for effective school leadership to be realised, the headteacher as a leader needs to ensure and always keep in mind the fact that the school is a cooperative community, common goals are shared by all members of the organisation, school improvement can be achieved through problem-solving efforts, and that instruction is the highest priority.

Much as authors such as Angus (1989) and Davies and Ellison (1997) contend that the headteacher should not be the key figure at the school, it is argued in this paper that the position of the principal in the school organisation is very significant and is pivotal to school success and effectiveness. This, however, does not suggest that the headteacher as a leader should control the members of the organisation and that school vision only resides in the mind of the headteacher, but he/she needs to work collaboratively and collegially with them in all the school endeavours without being the commander who "calls the shots".

Suffice it to point out that we cannot escape from the fact that the headteacher as a leader, needs at times to communicate his/her vision to the staff and other stakeholders so that after a thorough discussion they may reach a consensus. This is indeed, consistent with the process of building a school culture of collaboration and collegiality. Regarding the creation of such a culture, Glatthorn (1990) asserts that:

> *"The principal takes leadership in providing an organisational environment that supports professional development; involves teachers in policy development; provides effective staff development; supports desired norms, gives teachers autonomy in matters of curriculum and instruction; provides supervision and evaluation systems that give teachers frequent and constructive feedback; creates a supportive environment around the classroom, and communicates frequently, supportively and authentically with teachers" (1990:57)*

This viewpoint held by Glatthorn (1990) is also shared and expressed by Stoll (1994:135-136) when he discusses aspects that constitute leadership effectiveness. When he and colleagues were engaged in building a supportive framework for school growth planning, they concluded that the creation of a collaborative culture, the change process, instructional and transformational leadership, understanding and motivating staff members, instructional strategies and classroom management are crucial.

It is noteworthy that in an attempt to create a culture that will induce school effectiveness, first of all, there has to be a reorganisation of the school as well as the re-engineering of leadership. In this process there will be structural change in that power relations will also have to change. In this regard, Davies and Ellison (1997) assert that the first step to create a new culture is to organise the school so that teams become an integral part of it. They thus maintain that:

> *"...if high performance teams need very good leadership, leaders of high performing schools need to be thoroughly sensitised to this issue of diversity and complementarity, in order to ensure that the teams which are formed, the people who are recruited, and the systems which are developed, take account of these significant issues" (1997:154).*

It is vitally important to note that once a school culture has been created, it needs to be maintained and sustained failing which it is likely to collapse. This is highlighted by van der Westhuizen (1991:619) who observes that, culture is a very dynamic phenomenon because it is the result of a process of development, the creative ability of man (to be sensitive to gender issues, we should use the word people instead of man). He also observes that if a culture loses its dynamism and stagnates, it will die and disappear. He further contends that:

> *"Established practices, traditions, behaviour, values and norms have a tendency to propagate themselves perpetually" (Ibid:619).*

This assertion, however, does not mean that culture never changes. Rather, it suggests that although culture can change, it does not easily change as certain aspects stubbornly continue to exist.

According to Grace (1995), changing the culture of the school calls for headteachers as leaders to realise the strategic importance of changing the consciousness, values and

behaviour of teachers and more fundamentally of changing the nature of the headship role itself. It also entails changing the organisation's power structures. In this case, the change has to start with the headteacher him/herself who will then influence and facilitate the change of all the other actors at the school.

In creating a culture that may promote school effectiveness, all the actors at the school should begin by assessing the present situation and then decide what changes they need to make (Ball, 1987; Fullan, 1991; Davidoff and Lazarus, 1997). Having done that, they should work out strategies to be employed to enable them to achieve their goals In other words, developing a school's mission statement is very important in that it acts as a guide for the school to stay on course. McLennan et al. (1994) also note that an effective headteacher recognises that being a headteacher in the school does not mean that he/she as a leader should be the sole authority whose job it is to teach students and teachers the correct view of reality. Instead, sharing of ideas with everyone in the organisation should take place, to gain more insightful view of the current reality. They continue to contend that a headteacher who undertakes to create a conducive school culture has:

> *"...a sense of feeling part of the larger purpose that goes beyond their organisation. They ... are part of changing the way the school operates from the conviction that their efforts will produce more productive organisations, than more traditional organisations" (1994:9).*

What the above assertion means is that it behoves the leader to be continually willing to share his/her own vision, rather than being the representative of the corporate vision. It is his/her duty to continually ask other stakeholders if his/her vision is worthy of their commitment. It is incumbent upon him/her to ensure that he/she has got everybody on board to get them to understand some guiding ideas about purpose, vision, and values as a

basis for participative leadership. Such an action sets the premise for building a participative culture.

Within a school organisation, it is almost impossible to develop a culture that will maximise potential for effectiveness if instructional leadership is not given the attention it deserves. In other words, an effective headteacher will certainly endeavour to ensure that he/she personally engages programmes that will help improve instruction at the school. Among other things, he/she must be involved in classroom observation, discussing curriculum issues as well as keeping track of the students progress. On this note, Fullan (1992) records that:

> *"In effective schools, headteachers were involved in curriculum discussions and influenced the content of guidelines drawn up within the school, without taking control. They also influenced the teaching strategies of teachers, but only selectively,.... With regard to in-service training, those heads exhibiting purposeful leadership did not allow teachers total freedom to attend any course, attendance was encouraged for a good course" (1992:84).*

The above excerpt illustrates that instructional leadership underpins success and effectiveness. Such a scenario is characterised by collaborative and collegiate work whereby the headteacher works with the teachers in an attempt to shape the school as a workplace in relation to goals, vision, teacher commitment as well as student learning. All these actions are efforts to transform the culture of the school to make it more productive and responsive to the needs of the students, teachers as well as the wider community.

Since the concept of culture in the school is a very complex one, the headteacher must pay particular attention to the professional culture of the school. This is most likely to help evolve a school where members of the teaching staff become better at their work. This will in turn increase the performance potential of each member of the teaching staff. In

this case, school-based in-service training would be very much beneficial. It is necessary to note that professional cultures with their openness to new ideas, the giving and receiving of help, collegiality focused on instructional improvement are strongly related to success of implementation of whatever changes.

Another factor that underpins the principals success is his/her being courageous, fearless and risk-taking; of course, depending upon the nature of the situation. In other words, school improvements are made through facing organisation realities by continual acts of courage. Fullan's (1992) support of this argument is expressed in the following statement:

> *"...effective school principals,...are men and women who take independent stances on matters of importance, and in most cases are all the more respected for it" (Ibid:90).*

As highlighted in the above discussion, creating a school culture involves ensuring that power sharing among the actors does occur. This culture of collaboration makes the actors feel that they have ownership of decisions. This kind of scenario tends to enhance the possibility of the implementation of decisions taken. In connection with this, Fullan notes that:

> *"Successful schools were characterised by principals who supported and stimulated initiative taken by others, who set up cross hierarchical steering groups of teachers, administrators, and sometimes parents and students, and who delegated authority and resources to the steering group, while maintaining active involvement in or liaison with the groups" (Fullan,1992:90).*

It should be recognised, however, that the above assertion by Fullan does **not** actually suggest that the **delegation of responsibility** means the **abdication** of one's job as a headteacher. It is also important to observe that too much freedom may result in the loss of direction. Much effort is needed on the part of the leader to try to strike a balance between giving up total control of the group and holding too tightly onto the reins. If the

headteacher intends to delegate duties to the members of staff, he/she has to set parameters within which they are expected to work, stay involved through coordinating resources, receiving progress reports, and being able to meet teams at critical junctures. As Gorton (1983) so clearly points out, the school administrator is expected to procure, organise, and co-ordinate both physical and human resources so that the goals of the organisation can be effectively achieved. He further argues that:

> *"... a school administrator should recognise that when different people and resources are brought together in one location, ...there is a need for someone to organise, schedule and co-ordinate the entire operation" (1983:72).*

As the headteacher works with people, if he/she wants to be successful, he/she must also concern him/herself with human relations. If he/she relates well to the people he/she works with, he/she is most likely to win the hearts of most members of staff and will thus become instrumental in creating a work environment that enhances school effectiveness. Such an environment helps in boosting staff morale, confidence and assertiveness. Since this study has its setting in Swaziland, it is vitally important to look at what has been said about school leadership and effectiveness in that country.

2.6.0 The Swazi Context

As mentioned earlier in the background of the study, there is very scanty information on effective school leadership in Swaziland. This sentiment is also expressed by Mkhatshwa (1988:167) whose study on differences in student performance between schools revealed that Swaziland has lagged far behind in all aspects of educational research. She also rightly points out that there is a need for studies done in order to generate knowledge about different aspects of the Swazi social and cultural setting and how it impacts on

education so that this knowledge can be used to inform and guide those who plan and formulate education policy.

Regarding the role of headteachers, Magagula (1983), has observed that headteachers have a crucial role to play in creating conducive learning atmosphere in their schools. He stated that unless headteachers create a culture of learning, it becomes difficult, if not impossible, for the teachers to produce the desired outcomes. This statement seems to suggest that headteachers need to demonstrate leadership styles that will be likely to create a school culture and ethos that might enhance school effectiveness.

On the same subject, Mkhatshwa (1988), in a case study of two high schools, observed that even though the schools were similar and located at the same place, one was able to produce good results whilst the other one was not. On the basis of her findings, she concluded that the nature of leadership, attitudes of the staff, commitment to school work and discipline were aspects which played a key role in the success of one of the two schools studied. She also observed that, although both schools were headed by females with similar qualifications and geographically located at the same place, there was a profound difference in the way in which they were managed. She also noted that the management styles of the headteachers had a great impact upon the teachers' attitudes to school work.

Furthermore, Mkhatshwa (1988) whose interest was in the functional outcomes of the schools, also asserts that the headteacher of the well-performing school who was more mature and experienced in the job, displayed a great deal of public relations skill and tact

in dealing with both staff and parents. In addition, she indicated much focus on instructional matters and put these ahead of every school activity (1988:158).

CHAPTER 3

3.0 METHODOLOGY

3.1 A Case Study

Since this study is basically a qualitative one, the researcher decided to choose a case study of four "effective" high schools in Swaziland. By case study, according to Gay, is meant:

> *"...the in-depth investigation in education of an individual, group or institution. Case studies are typically conducted to determine the background environment and characteristics of the subjects".*

The case study method was preferred because it provides an opportunity to study one aspect of a problem in depth within a limited time-scale. This method of research, therefore, enables the researcher to recognise the complexity and embeddedness of social truths. It also has the advantage of enabling the researcher to understand the conflicts of the view points of the participants in the study. Furthermore, a case study tends to present accurate accounts of what headteachers actually do in their schools rather than what they are said to be doing (see Harber and Dadey, 1991).

3.2 Methods of data collection

Although much of this study is qualitative, both qualitative and quantitative techniques of data collection and analysis were used. Triangulation was also employed during data collection, which is described as collecting data from a variety of perspectives, using a variety of methods (Carrithers, 1990:65; Cohen et al., 1996). Triangulation helps overcome the problem of method-boundedness (Cohen et al., 1996). It also helps enable contextual dynamics to be illuminated. Furthermore, it improves our understanding by allowing new and deeper dimensions to emerge. Its significance also lies in the fact that

the weakness of one method is compensated by the strengths of the other. Hence, in this study the researcher used three instruments, namely: observation, questionnaires and semi-structured interviews.

The questionnaire was designed to gather both quantitative and qualitative data while the interview schedule was specifically intended to elicit qualitative data. The study required the collection of a sizeable volume of data from the internal environment of the school. That is, participants in the study were headteachers, teachers and students. Even though the researcher had initially intended to include parents in the study, he could not do so due to countless of impediments such as distance away from the researcher's home, financial and time constraints. Schools A and B were 84 km and 98 km, respectively, from the researcher's home while schools C and D were 143 km and 188 km, respectively.

3.3 Population Sample.

For the purposes of this study, purposive sampling was used (Cohen, 1995:89). In this case, the researcher selected a sample of four high schools operating in different contexts for the reason of representativeness of the schools studied. The schools were also selected on the basis of their geographical location and type. That is, one rural school from the Manzini Region (Government-aided school); two urban schools, one from Manzini Region and the other from Hhohho Region (both Government-aided schools) and one semi-urban school in Lubombo Region, in an agricultural area (Private school). The second criterion for the selection of the schools was the gender of the headteachers to allow for comparison in the leadership styles along gender lines. Out of the four schools studied, one was led by a woman headteacher and the other three by male headteachers.

Most importantly, these four schools were selected on the basis of their reputation as "effective" schools in terms of academic performance using the Cambridge Overseas Examinations. The records of the Swaziland Examinations Council were very helpful in this regard. The selected schools external examination results were supposed to be in excess of 70 percent pass rate for over a period of at least five years in succession.

Furthermore, a total population of forty-four respondents was chosen in this study. These included four headteachers, twenty teachers and twenty pupils so that these constituencies could reflect their perceptions about the leadership practices on the ground. Interviews were conducted with headteachers and students while questionnaires were given to teachers to complete. So, five teachers and five students were chosen in each school. In the case of students, focused interviews were conducted in which students were taken away from school mates so that they could have the opportunity express their perceptions freely regarding the leadership of their schools.

Unfortunately, the exclusion of parents, who constitute the external environment of the school, created a gap in the study in that their views were not represented. This therefore, suggests that further study in this area is necessary wherein parents perceptions would be solicited.

3.4 The Semi-Structured Interviews

The significance of employing the semi-structured interviews derives from the fact that they have the advantage of allowing a more thorough understanding of the respondent's opinions than would be possible using questionnaires (Carrithers, 1990:65). Secondly,

face-to-face interviews have the highest response rates and permit the longest questionnaires (Neuman, 1997:253) and allow interviewees to provide more detailed answers than they would in the writing. In addition, interviewers can also observe the surroundings of the school and can use non-verbal communication and visual aids (Ibid:253). Since the subjects can be allowed to continue talking, the validity of this instrument is increased. In addition, semi-structured interviews enable the researcher to keep probing the respondents in case there are underlying aspects of the study he/she intends to elicit and for clarification. Carrithers (1990) also explains that the person-to-person interview is best for obtaining in-depth opinions (as) people are likely to be honest and frank when asked their opinions within a context that is properly structured.

The disadvantages of face-to-face interviews among other things include social desirability bias (Neuman,1997). In this case, respondents may try to present a positive image of themselves to interviewers instead of giving true answers. That is, they may give what they believe to be the normative or socially desirable answer (Ibid:238). Because the data collecting technique of this study was triangulated, answers by teachers, and pupils somewhat conflicted with those of headteachers who wanted to give an impression that they were effective leaders. The second disadvantage is interviewer bias and the appearance, tone of voice, question-wording of the interviewer which might affect the respondent (op cit:253). Other less important disadvantages of interviews include expenses and time spent travelling from the researchers domicile to the schools (*where the interviews are conducted*) and back.

3.5 Questionnaires

Questionnaires with a combination of mostly closed questions and a few open-ended ones were used to collect data because there were too many subjects for individual interviews. So, twenty seven-point opinion scale questions together with four open-ended ones were administered on the teachers and they addressed the same issues as the interviews for the headteachers and some items in the students' interviews. Questionnaires were used because generally, they are a good way of collecting data relatively quickly and cheaply, but they require the respondents to be literate (*i.e., be able to read and interpret questions correctly*). The questions asked by the researcher in the questionnaire must be concise, clear and unambiguous; questions superfluous to the main task (Ball, 1987:58) must be omitted. Closed questions allow the researcher to elicit the exact information he/she intends to get from the respondents.

During data collection, questionnaires were given to teachers on the first day and were collected two days later so that the teachers could have enough time to respond thoughtfully to the questions asked.

Questionnaires, like any other data-collecting technique, have certain disadvantages. First, not all questionnaires sent out are returned. For example, although the questionnaires were self-administered to the targeted population, 19 (95%) out of 20 questionnaires were returned despite repeated visits to the school. Many teachers detest taking part in research as they regard that as an extra burden as they already have heavy teaching loads. As a result, they tend to complete the questionnaires carelessly and unthoughtfully and put them aside. Some questions may not even be attempted at all if they do not fully

understand them. With regard to this issue, Neuman (1997) observes that common evasions include not answering questions, answering a different question more than was asked, or answering in a purposefully vague and ambiguous manner.

3.6 Observation

This research study used an ethnographic method of investigation which incorporated a brief non-participant observation. Since this research involves case studies of four high schools, observation was found to be a very useful method of investigation. Bell (1987) and Cohen et al. (1996) identified two main types of observation, namely: participant and non-participant observation. According to Babbie (1992) and Cohen et al. (1996), in a non-participant observation study, researchers do not participate in the activity being observed, but rather sit in on it and watch. Neuman (1997:361) states that:

> *" The researcher becomes an instrument that absorbs all sources of information.... A field researcher carefully scrutinizes the physical setting to capture its atmosphere"*

Initially, the researcher had planned to spend five days in each school to conduct observation alongside interviews. However, this was not possible as the researcher was restricted by distances of the schools away from home. Time and financial constraints also worked against the researchers plans. As a result, the researcher ended up making three visits to each school during which time a non-participant observation was conducted wherein field notes were taken. Burgess, (1982) points out that field notes help the researcher to begin data analysis alongside data collection. It is therefore, necessary to take notes about the specific patterns and the actions and reactions of groups and individuals.

However, like all other research methods, observation is not without disadvantages. For example, the researcher is prone to subjectivity in that he/she may pay more attention to aspects that interest him/her the most. In that way, some other significant patterns may be ignored.

3.7 Validity and Reliability

According to Bell (1987:51), validity is a concept which indicates whether an item measures or describes that which it is supposed to measure or describe. On the other hand, reliability refers to the extent to which a test or procedure produces similar results under constant conditions on all occasions (Ibid:51). Since this is an empirical study, the researcher made sure that the instruments used in data collection were as valid and reliable as possible. First of all, after the questions had been developed, they were given to the researchers supervisor and some of the researchers colleagues to check if they were properly structured and unbiased, and thus would produce the desired data. In addition, some similar questions were given to different groups of respondents to also ensure that valuable and reliable data were obtained. Moreover, the researcher was guided by the literature towards constructing suitable questions.

Triangulation played a major role in ensuring validity and reliability of the data obtained from the respondents using interviews, questionnaires and observation. This was also done by asking headteachers, teachers and students similar questions. Finally, the pilot exercise of the questionnaires and interview schedules was done for the purposes of reliability and validity of the research instruments.

Since this study touched, particularly, on the headteacher's lives, this could raise questions about the ethics and objectivity of my research. Jayaretne as quoted by Mahlase (1997:23) maintains that "there can be no such thing as purely objective research from the point of view that the product of research is not subject to our own value judgements. She further argues that " personal biases impinge on the research process in many ways, not only in theory formulation and interpretaion, but also in development of design, data collection and analysis (*Ibid*). She develops the argument further that if theory informs the way in which we collect and interpret data, it can never be neutral.

3.8 Pilot Study

The research instruments were first piloted on five part-time B Ed. students at the University of the Witwatersrand, Johannesburg, and later at one high school at Mathendele Township in Nhlangano, Swaziland, where the headteacher, some teachers and students participated. The purpose of this pilot exercise was to establish whether or not the research questions and instructions were clear. Those questions with some ambiguity were clarified and the irrelevant ones were deleted. Bell (1993) recommends the pilot study and states that the pilot exercise helps to remove the "bugs" out of the instrument so that participants in the study may not have difficulties in responding to the questions.

3.9 Interviewing

When conducting the interviews, all the schools under study were visited in their locations. Initially, the researcher had planned to spend five days in each school. But this was not

possible due to distance, time and financial constraints as the schools were far apart and further away from the researcher's home as mentioned above. The researcher ended up spending three days at each school.

The interviews with the headteachers lasted between one-and-a-half and two hours depending on the resourcefulness of the interviewee. Each interview was conducted in the headteachers' office for privacy except for the case of school A where the interview was conducted in the staff-room kitchen as some teachers and secretary were using the headteacher's office. All interviews were conducted in English as all the respondents could express themselves clearly in English. During the interviews there were interruptions by teachers and pupils who wanted either to get teaching/learning materials or had brought issues which had to be attended to immediately by the headteacher. The students interviews took between thirty and forty-five minutes each and the students were interviewed as a group in carefully chosen classrooms so that they would be comfortable as suggested by Neuman (1997:375). Only students who had been at the school for at least three years were interviewed and a cross-section of these was selected. That is, the sample included boys and girls in the 16-22 years age group.

At the initial stage of the interview with the headteacher of school D, a private school, the headteacher had a mix of fear and suspicion as earlier on, there were serious threats from Swaziland Association of Students (SAS) to bomb the school since it was still in full operation while all public schools had ground to a halt due to the strike. These fears were allayed by the letter that I gave to him explaining my position (see Appendix B). The headteachers reluctance was also evidenced when the researcher was still negotiating

access by telephone. The headteacher was rather hesitant to allow me to come to the school.

3.10 Data Analysis

For the analysis of data, I used a microcassette recorder to transcribe the data from the tapes onto paper. In addition, some tables produced from the M-Stats programme of the computer were used to portray the background information of the teachers regarding age, gender, qualification, teaching experience, position held, and the names and types of schools. All the information gathered by questionnaires was post- coded before being fed into the computer. A table was also used to portray the responses of the teachers to the twenty seven close-ended questionnaires. For the purposes of confidentiality, the names of the schools were coded using alphabets; A, B, C and D, where A stands for Masundvwini High School (national school), B for St. Pauls High School, C for St. Frances High School and D for Sisekelo High School (private school).

In analysing the data, this study used content analysis, a method which constructs categories of explanation for the classification of respondents' assertions. According to Cohen et al. (1997), a content analysis identifies appropriate categories that reflect the purpose of the research. Both qualitative and quantitative methods of data analysis and presentation were used as indicated earlier on. Therefore, statistical data analysis, such as means (averages) and standard deviations, was used to describe the life patterns in the schools as projected by the variables measured.

3.11 The Limitations of the Study

The researcher could not collect all the data within the set time frame of twenty days as initially planned. This was on account of the fact that the research coincided with a national teachers strike which took a record of thirty-five days in a row. After the schools had re-opened there was insufficient time, forcing the researcher to collect the data as quickly as possible before the schools closed. As a matter of fact, the researcher was unable to stay at each school for five days as previously planned in order to facilitate extensive observation. The researcher ended up spending three days in each school within which non-participative observation was conducted.

Furthermore, the exclusion of parents who constitute the external environment of the school created a gap in the study in that their views were not represented. This, therefore, suggests that further study I this area is necessary wherein parents' perceptions would be solicited.

Because of the effects of the strike and the implementation of the no-work-no-pay rule, the teachers in the public schools were so demoralised that the researcher had to literally beg them to complete the questionnaires. In some instances the researcher visited the school several times only to find that the forms had still not yet been completed. The study could not have been carried out at a worse time.

One of the embarrasing moments on the part of the researcher was when the tape recorder's batteries went flat during the interview and the researcher was forced to stop and rush to the nearest shop to buy new ones. Even after the schools had re-opened, it

was still not easy at all to establish the kind of spirit that existed at the schools under normal operations. Somehow, in the final analysis the researcher was able to elicit a great deal of valuable data needed for the study.

CHAPTER 4

4.0 DATA ANALYSIS AND PRESENTATION

4.1 Teachers Perceptions

Tables 1 to 7 portray background information of the teachers and headteachers who participated in the study in all the four schools researched. Table 8 is the interpretation scale of the data portrayed in Table 9. Table 9 indicates the teachers' perceptions regarding the manner in which their headteachers performed their leadership roles at their schools. The variables portrayed in this Table (represented by variable numbers 1-27) describe how the headteachers in collaboration with their staff created a positive culture and ethos of the school.

Table 1: Description of Respondents by School

SCHOOL	QUESTIONNAIRES SENT	QUESTIONNAIRES RECEIVED	PERCENTAGE
A	5	4	20
B	5	5	25
C	5	5	25
D	5	5	25
TOTAL	20	19	95

Table 1 indicates the responses of the participants to the questionnaires sent to them. In school A, out of the five questionnaires sent, only four (80%) of them were returned. Schools B, C and D had 100% response each as all questionnaires sent were completed

and returned. This, therefore, makes the total response of the participants 95% because out of 20 questionnaires sent to participants, a total of 19 questionnaires were fully completed and returned. The results of this study are based on the information provided by the 19 questionnaires.

Table 2: Headteachers' Responses by School

SCHOOL	GENDER	AGE GROUP	QUALIFICAT-ION	TEACHING EXPERIENCE	HEADSHIP EXPERIENCE
A	M	40-50 Years	M Sc	23 Years	15-20 Years
B	F	40-50 Years	STD	20 Years	10-15 Years
C	M	40-50 Years	M Ed	22 Years	10-15 Years
D	M	40-50 Years	B Ed	30 Years	15-20 Years

Table 2 describes the responses of headteachers per school regarding their gender, ages, qualifications, teaching and headship experiences. This table indicates that out of the four schools studied, one (25%) was headed by a woman, while three (75%) were each headed by a man. It is interesting to note that all the headteachers who participated in the study were in the 40-50 years age group.

Furthermore, the Table illustrates that all the headteachers had vast teaching experience (between 20-30 years) and headship experience (10-20 years). On the basis of these characteristics, the researcher concluded that the wide experience in teaching and leadership put the headteachers in a better position to have a deeper insight into the complexity of the educational process and all that goes into school effectiveness.

Table 3: Description of Teachers by Age

AGE OF TEACHERS	FREQUENCY	PERCENTAGE
20-30 Years	4	22
30-40 Years	15	78
TOTAL	19	100

Table 3 shows the age groups of the teachers who were participants in this study. Out of the 19 teachers who participated, 4 (22%) were fairly young, between 20 and 30 years of age. The majority of them (78%) were middle-aged, between 30 and 40 years of age.

Table 4: Descriptions of Teachers by Qualifications

QUALIFICATIONS	FREQUENCY	PERCENTAGE
STC/DIPLOMA	7	34
BACHELORS	12	63
TOTAL	19	100

According to Table 4, all the participants were qualified. Out of the 19 teachers, 7 (37%) either possessed diplomas or secondary school teachers certificates, while 12 (63%) possessed Bachelors degrees. This seems to have had a great impact on the results of the school in terms of their performance in the external examination results. This is because, as a general principle, qualified teachers are better able to teach the O Level syllabus properly for they have the necessary expertise. This is indeed consistent with the findings

of the school effectiveness and improvement movement, that effective schools are well staffed with qualified teachers.

Table 5: Description of Teachers by Position Held at the School

POSITION HELD	FREQUENCY	PERCENTAGE
Teacher	14	74
Head of Department	5	26
TOTAL	19	100

Table 5 illustrates that out of the 19 teachers surveyed, 14 (74%) were assistant teachers while 5 (26%) were heads of departments. The presence of heads of departments shows that most of the schools researched were organised along bureaucratic and hierarchical lines. Albeit, there were characteristics of collegiality in some schools (that is, the practice whereby teachers participated in decision-making processes, shared the vision, shared power and a relationship of trust between staff and headteachers).

Table 6: Description of Teachers by Teaching Experience

TEACHING EXPERIENCE	FREQUENCY	PERCENTAGE
0-5 Years	5	26
5-10 Years	8	42
10-15 Years	5	26
15-20 Years	1	6
TOTAL	19	100

Table 6 indicates the teachers' experiences in this profession. Those who were in the 0-5 years category accounted for 26%, while those who had the experience of 5-10 years were in the majority and they accounted for 42%. On the basis of that the researcher concluded that these schools were able to achieve excellent results in external examinations because the staff were reasonably experienced in teaching. It is likely that they had developed effective teaching strategies over the years and had become very comfortable with the syllabus and familiar with the Cambridge external examinations.

Table 7: Description of Teachers by Gender

GENDER	FREQUENCY	PERCENTAGE
Male	8	42
Female	11	58
TOTAL	19	100

From the above Table, it can be seen that out of the 19 participants, 8 (42%) were male teachers, while 11 (58%) were female. Interestingly, despite the larger number of female teachers, there was only one female headteacher. This is not surprising given the fact that the Swazi society is male-dominated. However, the process of empowering women has well and truly begun.

Table 8: Interpretation Scale

LOWER LIMIT	UPPER LIMIT	INTERPRETATION OF OPINION
1.00	1.49	Strongly Agree
1.50	2.49	Agree
2.50	3.49	Neutral
3.50	4.49	Disagree
4.50	5.00	Strongly Disagree

Mean values of 3.50 or above indicate negative responses, meaning they either disagree or strongly disagree with the statement, while those between 2.50 and 3.49 show neutrality and those from 2.49 and below demonstrate positive responses.

Table 9: Teachers' Perceptions about School Leadership

VARIABLE	MEAN	STANDARD DEVIATION
1	1.72	0.83
2	1.79	1.08
3	2.83	1.34
4	3.58	1.22
5	4.0	1.16
6	2.63	1.30
7	2.17	1.30
8	2.22	1.11
9	2.44	1.42
10	4.37	0.68
11	4.21	0.71
12	3.68	1.38
13	3.11	1.41
14	2.58	1.64
15	1.63	0.83
16	2.42	0.86
17	1.56	0.62
18	2.05	1.03
19	1.90	1.15
20	2.11	1.20
21	2.0	1.05
22	2.68	1.42
23	2.06	1.16
24	3.74	1.45
25	2.89	1.41
26	1.58	0.84
27	1.83	0.92

The results of the teachers' questionnaire (Questions 1 - 27, Appendix C, pp. 139 - 141) were analysed using the interpretation scale (a 5-point line scale) shown in Table 8.

Table 9 portrays the perceptions of teachers about the actual leadership practices at their schools using the interpretation scale. The questions were analysed one at a time.

The responses to Question 1 indicate that there was shared meaning and decision-making in the schools studied which tended to yield better decisions. This was demonstrated by the mean score of 1.72 on a five-point scale, indicating that the majority of teachers agreed with the statement and there was a low standard deviation of 0.83. This, therefore, suggests that there was a high degree of consensus among staff and thus decisions were implemented quite easily. Sharing of decision-making is of paramount importance in school effectiveness.

That most headteachers engaged teachers in decision-making is indicated by the teachers responses to question two which gave an average score of 1.79 on the interpretation scale. On average, the headteachers ran their schools democratically rather than dictatorially.

As regards the involvement of staff in the development of schools goals and mission statement, most teachers preferred to be neutral. The reason could be that some of the schools studied did not even have either the mission statement or espoused educational goals as shown by the mean score of 2.83 with a low standard deviation from the mean of 1.34.

Furthermore, the mean score of 3.53 for Question 4 is indicative of the fact that there was a significant amount of staff involvement in major decision-making processes. Clearly this result is consistent with those obtained for Questions 1 and 2, making this study reliable. Question 5 shows that the academic staff participate in making decisions pertaining to

curriculum matters such as subject allocation. This is demonstrated by the mean score of 4.0 which shows that teachers did not agree with the negative statement. Most of the teachers here, expressed similar sentiments as also indicated by the standard deviation of 1.16. It was an interesting observation that most teachers preferred to be neutral regarding the statement that subject allocation was the responsibility of each subject department (Question 6). This was shown by the mean score of 2.63 and the standard deviation of 1.3. To the researcher, this suggested that this exercise was undertaken by the staff, collectively.

On the basis of the teachers responses to Question 7 as to whether their views were respected and acted upon or not, the researcher concluded that there was a significant amount of democracy and collaboration in the manner in which most of these schools were run. This is illustrated by the mean score of 2.17 and a standard deviation of 1.30, showing that most of the teachers agreed with the statement. Responses to Question 8 clearly highlight that most of the headteachers were monitoring and supervising the implementation of decisions taken by the staff. This information was obtained using the question about whether or not headteachers followed through to ensure that decisions were effectively implemented; the mean score of the teachers' responses was 2.22 with the standard deviation of 1.30.

In addition, the leadership styles of most headteachers were such that some of the issues were discussed and resolved informally, such as over a cup of tea (Question 9). However, it should be noted that the mean value for the responses to question 9 (2.44) was close to

the category of neutral which means that some of the 19 teachers did not quite agree with the statement.

The picture given by the responses to question 10 is that there was lack of student involvement in major decision-making processes in almost all the schools researched. This is portrayed by the mean score of 4.37 and the standard deviation of 0.68 which is indicative of the fact that most of the teachers who participated in the study strongly disagreed with the statement. It also needs to be recognised that not even one of the schools studied had a student leadership training programme in place to equip students with the skills they need to effectively perform their leadership duties. This was clearly illustrated by the mean score of 4.21 and a standard deviation of 0.71, showing disagreement with the statement.

Even though there seemed to have been some involvement of parents in the schools, there was no in-service training conducted at the schools to familiarise them with the way things were done at the schools so that involvement could be meaningful and enhanced. This scenario is indicated by the mean score of 3.68 and a standard deviation of 1.38 on the Interpretation Scale for question 12. Furthermore, the research revealed that in almost all the schools studied, teachers never met with the parents to discuss strategies about the enhancement of the schools effectiveness. This was illustrated by the mean score of 3.11 and a standard deviation of 1.41 (Question 13) whereby most of the teachers preferred to be neutral. However, some teachers probably met parents occasionally to discuss certain aspects of school such as pupils academic progress and discipline.

It seems that most teachers preferred neutrality regarding the question of whether or not they met with parents on open days to discuss the pupils academic progress. This is shown by the mean score of 2.58 which suggests that some schools did meet with parents on open days.

As regards the headteachers performance as overseer, the research revealed that headteachers often walked around to ensure that teaching and learning were indeed taking place and that order was maintained at the schools. This information is represented by the mean score of 1.63 and a standard deviation of 0.83 (Question 15), showing that the views were close to similar. This, indeed, is in line with the idea of the headteachers talking to the staff about their work as well as the pupils performance. This was demonstrated by the mean score of 2.42 on the interpretation scale and the deviation of the views of the respondents from the mean was 0.96.

It was interesting to observe that most of the teachers expressed similar sentiments that their headteachers were very accessible to the staff. That is, the staff never feared to approach them whenever they needed something from them. It was in fact a very striking feature in that the mean score was 1.56, suggesting that most of the responses were in the "strongly agree" category as illustrated by the standard deviation of 0.62. The above variable is so strongly supported by the headteachers' disposition in terms of human relations as highlighted by the teachers' responses to Question 17. In this regard, most of the participants felt that their headteachers welcomed and treated everyone equally as portrayed by the mean score of 2.05, which is in the "agree category". This is indeed consistent with the spirit of team-building within an organisation. Another important

feature revealed by the study is that the headteachers of the schools studied created an atmosphere whereby all school actors feel loved, trusted, needed and cared for. This is illustrated by the mean score of 1.90 to Question 18.

There also seemed to be a free flow of information between the headteachers and the staff. This is illustrated by the mean score of 2.11 on the Interpretation Scale. It is also worth noting that the headteachers of the schools studied appear as if they were not the kind of leaders who were just "calling the shots". There are features of collegiality and transparency, although the former seems to be rather contrived. This assertion is based on the fact that quite a number of the participants were positive towards the statement that the headteachers shared power and information with teachers.

According to the responses to Question 20, most of the headteachers of the schools studied had effective communication skills as indicated by the mean score of 2.0. That is, most respondents agreed that their headteachers gave feedback through sound and open channels of communication. This also suggests that there was a certain degree of transparency and accountability on the part of the headteacher.

From the responses of the teachers, it is clear that the good results of the schools were not squarely on the grounds of maximisation of teaching time, but there seemed to be other intermediate factors such as pupils' and teachers' discipline, staff stability, pupils' selection, especially in the urban schools, headteachers' support in terms of the provision of teaching/learning materials and healthy relationship between teachers, students and headteachers. This revelation is demonstrated by the mean score of 2.68 which shows that

most teachers preferred to be neutral. However, it is worth noting that the mean score of 2.68 is closer to the agree category which shows that this variable contributes immensely to the good results. In those schools where teaching time is maximised, the teachers do that on a voluntary basis. This is illustrated by the mean score of 2.06.

It was also a startling revelation to observe that staff in-service training was not an important factor in so far as the good results of the schools were concerned, although school effectiveness literature maintains that this variable is very important (Harber and Dadey, 1991). This picture has been cast by the mean score of 3.74 whereby the respondents were negative towards the statement in Question 24.

Pertaining to staff motivation, the responses indicated that much as there was absence of the reward system in some of the schools, probably there was a pet on the shoulder from the headteacher which reinforced intrinsic motivation. This is on the basis of the fact that many respondents remained neutral to the statement as shown by the mean score of 2.89.

It is indeed interesting to observe that team-building seems evident in these schools in that there was a similarity in the views of the respondents to the statement that teamwork was encouraged in their schools rather than individualistic teaching. This was demonstrated by the mean value of 1.58 and the standard deviation of 0.84. The responses of the teachers to Question 27 indicate consistency with responses to question 26. This has been highlighted by the mean score of 1.83 and the standard deviation of 0.92, which shows a similarity in the views.

4.2 DISCUSSION AND INTERPRETATION OF HEADTEACHERS' PERCEPTIONS

4.2.1 Introduction

The discussion and interpretation of the headteachers' perceptions are done in the light of the three research questions which this study seeks to address. The first question pertains to the techniques which the headteachers of the "effective" schools employ in creating a school culture that might enhance its effectiveness. The second question concerns the strategies set up to ensure that the established culture is sustained.

Lastly, a mentioned in chapter 1 this study also seeks to establish the extent to which the school under the headteachers leadership tries to meet the social, economic cultural and political needs of the pupils. Most importantly, in this regard, it will be of great interest to realise how the gap between the advantaged and disadvantaged students is bridged by the schools and also what contribution they make towards community development.

4.2.2 HOW THE HEADTEACHERS CREATED A POSITIVE SCHOOL CULTURE

4.2.2.1 Staff Involvement and Participation in Decision-Making

As mentioned in the literature review, it is indeed the onus of the headteacher to ensure that the right kind of climate is created in the school. This is crucial because teachers cannot work effectively under chaotic conditions. In most cases, fingers will point at him/her if the school fails to achieve success. The research revealed that in order for a positive culture to be developed at the school, first and foremost, it is essential for the headteacher to involve teachers and let them participate in decision-making processes. These were sentiments which were expressed by virtually all the headteachers interviewed. For example, the headteacher of school B pointed out that she did not like taking

decisions on her own and then inform the staff. She maintained that she preferred being democratic and this is corroborated by the teachers' assertion that they participated in all decision-making processes at the school. Her sentiments surely demonstrated a female style of leadership as observed by Adler et al. (1993:122), that women's decision-making styles tend to be more democratic and participatory than those of men in many cases. They argue further that women tend to withdraw from confrontation and use collaborative strategies. The female headteacher explained:

> *"In order to create a healthy atmosphere, teachers have to be involved in decision-making processes all the time because if you are the one who takes decisions everytime, you will find yourself in trouble. If you take the decisions unilaterally and tell the teachers to implement them, they will not because they will not have ownership of the decisions" (Female Headteacher, B).*

As regards the question who should be involved in leadership, the male headteacher of school C also maintained that all the actors within the school should be involved and must have a shared vision in what is being tried to be achieved. He further remarked that:

> *"Everybody in the school should be involved because as the administrator I am the leader, but the people I am leading are giving input on what is to be done and how it should be done. There is no point in having a style of leadership that does not go well with the people you are leading. You must try to meet the needs of the staff as you have teachers coming from different backgrounds and have different qualifications and so on. Yours as a leader is to try and create a harmonious atmosphere in the school. By and large, the leader has to be guided by the people he/she is leading so that you may sing the same song" (Male Headteacher, C).*

Nevertheless, the above headteacher admitted that during his early years of his leadership, he used to wield power and would become belligerent when teachers seemed to be opposing his plans. But over the years he learned that he had to create space for teachers to participate in major decision-making processes. This really signifies a remarkable shift in his perspective from an authoritarian to a collaborative and participative approach.

This study indicated that both the male and female headteachers who participated in the study displayed participative and collaborative approaches to leadership, although the researcher also noted that the female headteacher demonstrated some strategies which appeared feminine as will be discussed later. This research also revealed that the female headteacher of school B had an element of motherliness in the manner in which she related to the students. For example, she could even fork out some money and pay school fees for some needy children and this sentiment was also expressed by the students during the interview. The students were comparing their male deputy headteacher who was rather very masculine in the way he behaved at the school and was described as a person who could not even smile at them.

Similarly, the headteacher of school D said that if there was a problem with a student at the school, and a decision about the future of the child was to be made, the whole staff looks into the problem so that there is a cross-section of views and ultimately a consensus. When asked how he handled emergency cases, he said: "It is absolutely vital to consult with the teachers before a decision is taken. The decision cannot be taken without discussion". Despite this headteacher's assertion of reaching all decisions by consensus, the fact remains that day-to-day decisions are made by the headteacher. To substantiate that, one headteacher as quoted by Adler et al. (1993:122), acknowledged that although she worked on the consensus model in trying to achieve general agreement, she made day-to-day decisions.

In an attempt to illustrate how decisions were arrived at in his school, the male headteacher of school C made an example of what happened during the National Teachers' Strike to illustrate the point of teacher involvement at his school. He explained:

> *'The decision to come back to school and abandon the strike was made by all of us. All that I did was to support the staff. Even before the strike, teachers approached me and said we should have a meeting to discuss the impending strike by the Association.... We decided to write a letter to the Ministry of Education dissociating ourselves from the strike. I endorsed my signature and took it to the Ministry of Education. This was a major decision" (Male Headteacher, C).*

More importantly, the headteacher of school D also endorsed the significance of letting teachers participate in decision-making. This sentiment is expressed in the following statement:

> *"We have opened a Standard Six class.... This decision is not the decision I could make on my own. I needed to get the active approval and support of the staff. Otherwise, it was not going to work.... As a team, you make decisions because it is the team that makes that decision workable" (Male Headteacher, D).*

On the question of whether or not shared decision-making produced better results, only one headteacher provided a negative response and that was the headteacher of school A. He was of the view that it was not always the case that if the staff have a shared vision and shared decisions there will be positive results. Nevertheless, he concurred with the other headteachers that in the majority of cases, it is helpful in that one avoids the resentment of the staff. The headteachers of schools B, C and D strongly felt that shared decision-making is the best thing school headteachers must strive for. The headteacher of school C even pointed out that:

> *"It becomes our decision so that no one can absolve him/herself from the decision taken. When a decision is taken, it is binding and we have to implement it at all cost. But if the decision has some flaws, we together decide to revisit it. That makes life easier because I don't have to keep reminding people about the decision taken. Rather, it is colleagues who ensure that that decision is carried out" (Male headteacher, C).*

On the same note, the headteacher of school D stated in no uncertain terms that if a leader shares decisions with the staff, he/she tends to get different perspectives. Moreover, if the staff as a team discuss these perspectives, they may eventually reach a consensus.

From the manner in which the headteacher of school D responded to questions, it became clear to the researcher that he was employing a collegial approach to leadership. This was confirmed by one's observation whereby it was noted that even power relations were rather horizontal rather than strictly vertic .. The channels of communication were not strictly defined, but teachers and students could approach the headteacher without following any rigid bureaucratic channels (see appendix A). The interviews with the students and teachers also synchronized with what he actually said.

Much as the headteachers' responses reflected an attempt to be democratic in decision-making processes, the research indicated that there was tension between democracy and instances where a headteacher was expected to respond to emergencies. These emergencies include issues such as calling technicians to come and fix a duplicator or photocopier, fixing dates with the blood bank personnel for blood donations, pinning up a notice on the notice board and many others. However, the headteacher of school D felt that no matter how minor the issue might be, the staff had to be involved in making those decisions. He argued that:

> *"It is absolutely vital to consult with the teachers before a decision is taken. A decision cannot be taken without discussion".*

The researcher came to a conclusion that this headteacher's collegiality needs to be explored further because some of the things are better said than done. This is on account

of the fact that the time spent in conducting observation never allowed such issues to be sufficiently investigated. All the same, the normal practice is that on certain occasions, headteachers do make unilateral decisions on emergency cases, as mentioned above, and then report to the staff later, however collegial they may be.

4.2.2.2 Student Involvement in Decision-making

With regard to student involvement in decision-making, it was very interesting to observe that all the male headteachers said that student involvement in their schools was very limited. They asserted that students need not be involved in decision-making pertaining to school policy. In school D, the headteacher so categorically pointed out that students are not involved in decision-making. As a matter of fact, they did not have any student representative structure such as prefects or a Student Representative Council (SRC). He stated that he believed that students in the age group 13-17 years are neither mature mentally nor emotionally to participate in decision-making on how the school should be run. This headteacher further commented:

> *"...I cannot have fellow pupils affecting the policy of the school which could affect the results that an individual gets and affect an entire career. We actually consult with our pupils. Each class has two teachers responsible for the pastoral care of that group and they discuss issues that affect them. But I do not believe that pupils in the school should be determining the academic policy of the school" (Male headteacher, school D).*

It needs to be pointed out that the above assertion indicates that "autocracy does sometimes parade itself in democracys clothes" (Bridges, 1978:124). In the above case, neither the headteacher nor the schools council dared to solicit the students' views on whether or not they could be involved in decision-making, yet their statement of principles clearly pointed out that the school was committed to producing students who should fit into the society. This therefore, seems to defeat their purpose of preparing students for a

democratic society. Such a scenario does not seem to help students to grow in the area of democratic decision-making. In this regard, White (1979) contends that those who construct political education programmes concerned particularly with the development of political understanding in school children will have to recognise that some understanding of work-place democracy is required if our society is to aspire to be a thorough-and-thorough democracy. He further maintains that the school will also have to encourage the development of dispositions relevant to work-place democracy through the democratic organisation of its own institutional life.

Furthermore, it was very interesting to note that in school B, there was a certain amount of student involvement in decision-making. For example, the female headteacher asserted that the students initiated the change of school uniform. She also remarked that students were helpful in making some of the decisions, particularly those that affected them. According to her, student involvement helps in maintaining discipline at the school.

According to the headteacher of school C, the responsibility of the student leaders was primarily to liaise with the teachers. They also took decisions on matters pertaining to student entertainment and also on charity issues. They were mainly in charge of entertainment activities such as drama, debates, excursions, video shows and concerts. It was gathered that the student leaders met with the student body at the beginning of each school year to discuss what they would like to have for entertainment and how the administration could assist in that exercise.

The research uncovered that even in those schools where students were represented in structures like prefects, the prefects themselves were not democratically elected by the students. Even though there was some participation, the staff had an upper hand in their selection in that they did it under the strict supervision and guidance of the teachers. This scenario is epitomised by the following statement uttered by the headteacher of school C:

> *"We try as much as possible to guide them and where they do not have certain information about their candidate, we provide it. This is because in the past, students had a tendency to choose wayward students to be their leaders. We are very much concerned about the breakdown of discipline because it has taken us a long time to put up those structures" (Male Headteacher, schoo' C).*

Suffice it to state that in the three public schools researched, students had a feeling that they were deprived of their rights to participate in some major decisions that would affect their lives. However, those pupils from school D (which was a private school), were happy with the way their school was run.

4.2.2.3 Empowering and Giving Staff Autonomy in Curriculum Issues

The researcher observed that the issue of teacher participation in decision-making was intertwined with empowering and affording teachers with autonomy especially on matters affecting them professionally, like curriculum development. On this point, the headteacher of school D pointed out that at his school the teaching staff are empowered by giving them proper training. According to him, teachers need to be kept in touch with education development and be given facilities and the necessary resources which enable them to perform their work properly.

The headteacher of school C concurred with the former regarding the issue of resources. He asserted that at his school, they made sure that all the necessary materials were

available so that teachers did not run around looking for teaching materials. He observed that this effort made teachers execute their day-to-day duties with much greater confidence. He also noted that this kind of scenario engendered harmonious working relationships between the staff and the headteacher.

Furthermore, the latter headteacher believed that empowering teachers signifies giving them latitude to think out plans and be supported by the school administration in ensuring that the plans are carried out. Stressing the need for empowerment, he added that:

> *"The teachers should get on with their job with minimal supervision. Of course, they are to report back and you are to follow that through to ensure that things are rightly done.... The teacher must feel that in his/her area he/she is an expert. In order for the teacher to deliver, the administrator must ensure that the tools for delivery are all available" (Male Headteacher, school C).*

This particular headteacher further maintained that teachers were somewhat autonomous with regard to curriculum matters. He explained that:

> *"The distribution of the teaching loads and which components teachers are to teach is the duty of the teachers in collaboration with heads of departments. The administration only puts the information together with a view to scheduling. But there are other occasions where, due to staff limitations the administration has to make suggestions to the staff to teach components which are not their majors" (Ibid).*

Giving staff autonomy on professional matters was not the only variable that featured in teacher empowerment, but they were also empowered through teacher development programmes which issue is descussed below.

4.2.2.4 Teacher Development Programmes

As teacher development is one way in which teachers could be empowered, the study indicated that much as there was no school-based in-service training in all the schools researched, the schools were engaged in some form of teacher development activities.

These range from workshops and seminars organised either by the Ministry of Education's subject panels or Swaziland Teachers' Subject Associations. All the headteachers concurred that this activity is vitally important for the improvement of teaching and learning at the school and for keeping the staff in touch with development within their disciplines.

At school level, what the headteachers said to be happening was the consultation between and among the staff within their departments. In school B it was discovered that as a general rule, all teachers handling the same subject had to attend the workshops and seminars because if they only sent representatives, the other teachers might not get all the details of the workshops. When they came back from the workshops, they gave a report to the staff as a whole, in which case any member of the team was picked on to report.

It was very interesting to note that at school D, the headteacher had so much confidence in the staff that he audaciously remarked that there was no need for in-service to be conducted as all his staff were qualified, committed, enthusiastic and with vast experience in teaching. Nonetheless, he also encouraged the staff to take up university part-time courses so as to keep abreast with knowledge development either in their subject areas or other disciplines such as counselling. He emphasised that there was interactive sharing of ideas between members of staff. However, the questions that arose in the mind of the researcher were: how did this headteacher keep-up-to-date with developments within the subject areas? How did he ensure that what they were doing was of high standard or not?

It must be emphasised that all these techniques employed by headteachers in creating a positive school culture do not work in isolation, but they interplay to produce the desired working environment. The two ways discussed above also work hand in hand with developing shared goals which will be discussed next.

4.2.2.5 Developing a Shared Vision and Purpose

From the responses of the headteachers interviewed, it became clear to the researcher that developing a shared vision and purpose was an underpinning factor in the creation of a positive culture of effective schools. All the headteachers interviewed concurred that developing a shared vision and purpose begins by involving teachers in decision-making on almost all school issues. For example, the headteacher of school D stated that at his school, teachers were empowered by drawing up plans together. He said that at the beginning of each school year, they together set common goals and objectives for the school which they would try to achieve. On this note, Davidoff and Lazarus (1997:46) emphasise that:

> *"It is crucial that the vision of the school is one which everyone connected with the school can share. Realising a vision, or even attempting to realise one... will not work in a school if staff, students, parents are expected to work towards someone else's ideal".*

In order to achieve a shared vision and purpose, they also drafted a teachers' statement of intent which is a commitment by all of the staff to a common goal in terms of what they were trying to do for the students. To make the students have the same commitment, a statement of principles was drafted as well so that they could also identify with what the staff were trying to do for them. Basically, the statement of principles centred around four basic ideals or goals for the students of this school, namely:

* To instill certain values or guidelines on which to base your daily living.

* To provide certain life skills.

* To encourage teamwork and a sense of belonging.

* To encourage a positive self-image and individual excellence in every pupil (School D's Statement of Principles: 1997).

All these ideals are indeed consistent with the creation of a positive school culture that is likely to enhance school effectiveness. However, it was an unfortunate revelation that parents and students were not involved in the development of schools' goals and purpose. In fact, the involvement of parents in school affairs is imperative in that they have very high expectations about the education of their children, the success and effectiveness of the school lie in parents' positive attitudes towards as well as support for the school activities (Dlamini, 1997:4). What actually happened at this school seems to confirm the sentiments expressed by Davidoff and Lazurus (1997) and Harber and Davies (1997) that schools operate within authoritarian and bureaucratic structures, even though headteachers may claim to be democratic in their approach to leadership. Nevertheless, it is appreciated that at least an effort was made to let practitioners participate in decision-making processes. On the issue of goals, it was very clearly stated that:

> *"In order to cope in society and to work successfully with other people and to know what to do in certain situations you need a sense of responsibility, commitment, co-operation, trust consideration and honesty" (School D's Statement of Principles: 1997).*

Also encapsulated in the statement of intent were educational aims and objectives. As an introduction to the statement of aims and objectives, the following words were stressed:

> *"Education is the personal learning process by which values, attitudes, information and skills are acquired and integrated. It requires common purpose and unitary action on*

> *the part of both teachers and learners in order to be successful. The energies and attitudes of the teaching staff are a critical factor in the school as an organisation and only teachers can make any education system work well" (School D's Statement of Intent:1997).*

All the headteachers interviewed highlighted that more often than not, the vision starts with the head of the school who then shares it with the staff. If the staff is convinced that it is worth adopting, they adopt and implement it. This creates a sense of ownership of the vision. The following statement by the headteacher of school C seems to indicate the notion of the vision residing with the leader:

> *"My responsibility as head is to put in place structures that would lead to the effective management of the school in order to facilitate the growth and development of everyone at the school. In order to achieve that, I need to have commitment, vision and guidance from my staff..." (Male Headteacher, school C).*

Furthermore, it must be said that they emphasised that leadership is hopeless without shared vision. The headteacher of school C even remarked that the leadership role of the headteacher is to facilitate movement in the school in such a way that people are motivated to work towards achieving the set goals and objectives.

All the four headteachers interviewed concurred that there were other times where the headteacher had to tough it out when there were untoward things happening at the school. They felt that it is during such times that the headteacher should be directing (although it may appear undemocratic) and monitor to ensure that things are done properly. One headteacher emphasised that the business of the school is to get things done in time. The issue of shared vision and purpose encapsulates the aspect of school and student discipline which is discussed below.

4.2.2.6 Strict Enforcement of Discipline on Students

All the headteachers interviewed concurred that at their schools they ensured that discipline was maintained to create an environment that was conducive for teaching and learning. *'Teachers cannot teach pupils who are not disciplined'*, remarked one female headteacher in school B. In this regard, Mkhatshwa (1988:160) in the case study she conducted in Swaziland, observes that at the school she found to be performing well; teachers, because of the presence of discipline confessed to being able to teach and maximise on instructional time since they did not have to spend time trying to maintain order in their classrooms.

Nonetheless, these headteachers differed greatly on the form of punishment meted out to the pupils. For example, in schools A, B and C, the headteachers who incidentally happened to be Swazis, maintained that corporal punishment was something they would not like to dispense with. This feeling corroborates Dlamini's (1997:18) findings on his work conducted in rural community high schools where most parents preferred corporal punishment to other forms of punishment. On this score, the students who participated in the study in school C unanimously exclaimed that: *"Corporal punishment is the most commonly used form of punishment at our school" (Students, school C).* One form four female student even retorted: *"I hate corporal punishment"*.

The research also revealed that, this method of punishment was administered by the headteacher for very serious offences as per the Ministry of education's prescription. Albeit, this rule was often breached in that other members of staff could also administer it

only for minor offences, though. According to the headteacher of school B, this was essential because if teachers were not involved, school discipline would collapse.

However, she emphasised that such punishment need not be done out of anger or grudge but should rather be intended to mould the pupil. The latter headteacher further maintained that the school improvement achieved over the years, in terms of examination results, was due to strict discipline. She actually prided on her achievements. This seems to dovetail with Mahlase's (1997:154) findings of the study she conducted in Lebowa schools where she observed that one older female principal:

> *"used traditional and authoritarian control strategies and seemingly managed to get a high degree of compliance from her school children, due in part to her outstanding school results."*

However, Mahlase also observed that, despite the academic success these strategies generated, the principal was targeted by students when authoritarianism was widely challenged in Lebowa schools in 1990.

In School C, the headteacher stressed that corporal punishment was used a lot at his school. He noted that there were school policies which pupils needed to observe. If they failed to observe them, they were sure to meet the wrath of the administration. However, it was learned that the use of corporal punishment had toned down especially for the upper forms due to the teachers change in perspective regarding school and student discipline. Their view now was that if they intended to produce responsible citizens, they needed to guide them in taking decisions that would make them responsible citizens of tomorrow. The question that arose then was, when the students leave school and find that that form of punishment is no longer there, what will happen? This headteacher further asserted:

> *"Our view now is that we have to help them to arrive at responsible decisions which will carry them throughout their lives long after they have left this school. Initially, it was necessary for us to be very harsh because the school was not running well, rules were not observed. There were problems of tardiness, absenteeism and that sort of thing. So we just needed to make a fresh start" (Male headteacher, school C).*

The above quotation clearly shows that there was a shift in perspective by the headteacher and staff with regard to student discipline. The way things were done then seemed to be taking another trend and this could be ascribed to a change of the culture of the school. Initially, the culture of the school seems to have been a negative one which was not at all conducive to teaching and learning.

On the basis of the comments by the headteachers of schools A, B and C who incidentally were all Swazis as indicated above, one concluded that their strong belief in flogging had its roots in the Swazi culture and tradition. On this note, Magagula (1992:1) observes that:

> *"In Swaziland there is a cultural belief that... children need to be corporally punished in order to learn to respect adults.... A parent has a mandate to corporally punish any child if he/she finds him/her misbehaving".*

Since it was established that it is very difficult to maintain school and student discipline without effective communication within the organisation, one will now turn to the issue of communication.

4.2.2.7 Communication Between Headteacher, Teachers, Students and Parents

The research revealed that a free flow of information between the important stakeholders at the school is very critical to the creation of a conducive working environment. This refers to formal comunication within the school as a system. That is, the way in which the various subsystems of the school communicate and link with one another (Davidoff and

Lazarus, (1997). All the headteachers interviewed expressed the same sentiments in this regard. For example, the headteacher of school C remarked that:

> *"The free flow of information makes life easy because if the headteacher is out of school on other errands, life at the school continues and things do not grind to a halt. At my school, the way things are done and should be done is clearly laid down in the teachers' handbook and prospectusö (Male headteacher, C).*

He so strongly emphasised that when information is readily available to people, life becomes easy and as such, teachers will not fear to take initiative in whatever they intend doing for the benefit of the school. In this regard, Davidoff and Lazarus (1997:96) argues that in a democratically managed school, lines of communication between the different systems would be as open (transparent) as possible, to facilitate maximum participation in the life of the school.

On the same note, the headteacher of school D reiterated the above words and said that free flow of information is essential because children must know that what you say is what you mean. In school A, the headteacher said that everybody should know about what is happening in all aspects of the school life to avoid negative gossips. He emphasised that if there is dissemination of information from all directions, it becomes easy to get solutions to problems.

In school B, the female headteacher observed that communication is crucial for the successful running of the school. She stressed that unless a school leader communicates with the parents, teachers and pupils, there will barely be any progress made at the school. She also insisted that information should not be withheld from stakeholders because it is their democratic right to know and to participate in decision-making processes on matters

that will affect their life. Describing such a scenario in one of the schools she researched, Mkhatshwa (1998:162) asserts:

> *"The home and school links...were a smoothly aligned tripartite collaborative system between administration, teachers and the parents. This system worked like the guidance system of a spaceship where every minor deviation in its path was monitored and received immediate attention from base and crew."*

Having discussed the significance of communication between stakeholders at the schools stutied, there is a need to turn to the way in which this actually happened.

4.2.2.7.1 The Communication Process

The manner in which the headteachers communicated with the teachers, parents and students was somewhat similar. For example, all the schools researched held parents' meetings where they communicated their ideals and goals to them. The intervals of such meetings ranged from 2 to 4 times a year. The second way was by writing letters to the parents if there was any information they wanted them to know. These letters were given to pupils to take to their parents. The case whereby a parent needed to come to school to resolve a student's disciplinary problem is expressed by the female headteacher B, in the following statement:

> *"Even if a pupil has committed some offence, he/she takes the letter to the parents and I make sure that he/she does not go to class until we have discussed the case with the parent and has been concluded" (Female Headteacher, B).*

This particular headteacher also said she had a very informal way of communicating with the staff. She said that they made it a norm to converge at the staffroom after assembly every morning just to greet one another. In case there was anything to bring to the attention of the staff, she would say it there and if need be a decision would be taken within a space of five minutes. Apart from this time, they also met at break time for tea

where some of the minor issues were threshed out over a cup of tea in a very relaxed atmosphere. The other headteachers reiterated the significance of sharing ideas together at tea time which they were also doing. She also acknowledged the fact that such rituals were quite instrumental in cementing relationships together between themselves as a staff. She also noted that the staff had a feeling that the headteacher was closer to them. One also observed that during this time teachers were able to talk about their concerns and problems which might affect the smooth running of the school. Her style of leadership fits in well with Adler et al's (1993:115) view point that women seem to have a broader range of possible techniques for relating to others than men have, thus opening up alternative ways of communicating and getting things done. She further explained that:

> *"My staff here, know no protocol! I usually encourage them that even if they meet me along the corridors and there is something they need to discuss with me, they need to talk about it informally so that things get moving" (Female Headteacher, B).*

In the same vein, the headteacher of school C pointed out that it is extremely vital that record of information is kept for reference purposes. He made an example of a memorandum to the staff about activities that might interrupt their schedule. Some of the information that was retrieved from the school file read as follows: "The Anti-Aids Club will render an item tomorrow morning at assembly. To accommodate them, assembly will run from 7.45 a.m. to 8.10 a.m. Any inconvenience is regretted" (school C).

The headteachers interviewed stressed that in a school organisation, feedback on the implementation of decisions is critical so that all stakeholders know about the progress being made. The four headteachers expressed the same sentiments that even if there are problems regarding the implementation of the decision, the actors should be made aware

so that they come up with other solutions. The headteacher of school A even observed that if feedback is not given, the element of trust between the headteacher, staff, parents and pupils will be dented. He then made an example of a problem they were faced with:

> *"We have a problem of water supply here. The staff need to be kept informed about the progress made. If feedback is lacking, there is no way they will know that the problem is being attended to" (Male Headteacher, A).*

4.2.2.8 The Headteacher's Accessibility to Parents

The headteachers being approachable to parents and staff was found to be quite in-keeping with the notion of creating a positive atmosphere at the school. This information was cued by the question: "what if parents just pop in without making any appointment to discuss school related issues?" The response was rather homogeneous. All the headteachers interviewed reflected tolerance in this regard. For example, in school B the headteacher put it thus:

> *"I don't need parents to make appointments because they come to the school to discuss issues pertaining to their childrens academic progress. As soon as a parent comes in, I put aside everything and attend to him/her" (Female Headteacher, B).*

In the same vein, the headteacher of school C uttered the following words:

> *"They don't need to make an appointment when they come here. The parents are free to come in here at any time. Of course, I quarrel with a parent who comes to my house to discuss school related issues. But I end up attending to them because that might be the only time that the parent has. I believe that once a parent comes here, he/she must know that he/she has been attended".*

As a matter of fact, even if the headteacher was not around the school, the deputy headteacher was always available to help the parents. If he was busy, the secretary attended to them because all the pupils' records were filed and the secretary and teachers had access to them. On the same note, the headteacher of school D had this to say:

> *"If you want parents to be involved, you have got to be tolerant. I actually don't believe in African time because I think it is an insult to African people.... If a parent comes in to*

discuss an important issue I make myself available. Although it may irritate me that the parent never considered to phone up before coming, that is not a good reason for turning him/her away" (Male Headteacher,School D).

The above statement is a manifestation of how headteachers' daily plans and activities are interrupted which might cause them to leave some of their planned activities uncompleted. This is indeed an issue which needs further research on how headteachers in Swaziland plan their work in an endeavour to effectively manage time. In the next two paragraphs, I will discuss team-building strategies used by headteachers in the schools identified as operating effectively.

4.2.2.9 Encouraging Teamwork among Staff and Students

From the responses of the headteachers, it was observed that teamwork was a value that was inculcated at their schools. For example, the headteacher of school C said that at his school, teamwork is demonstrated by working in concert; working as a group towards the attainment of the set goals and everybody is made to feel that he/she is important, needed and is making a positive contribution towards the well-being of the learners at the school. He further maintained that teamwork is essential for school success because it engenders a sense of commitment on the part of the staff and this is ultimately transmitted to the students. He also noted that in case a teacher failed to perform according to the expected standards of the school, he/she feels that she/he is letting the team down.

For example, at school C, the headteacher asserted that the teachers set tests and examinations and marked together. In school A, the headteacher said that teachers did what is called team-teaching. In this case, teachers who taught the same subject taught different topics in the same class. The other teacher could also sit in that teacher's class to

assist wherever possible. He maintained that they did that because they were concerned about the final product in the end. Since they had a shared vision and purpose, teachers at his school usually planned together and shared ideas as to how best they could enhance their effectiveness in the teaching of their subjects. However, it was not possible for one to establish during observation whether or not the discussions in the staffroom centred around professional matters or about life in general as all the classes had started writing their examinations. As such, all teachers were busy marking examination scripts. Nevertheless, the relationship between the teachers appeared very healthy (see Appendix A). In the event that there were tensions among the staff, the study showed that headteachers would openly discourage such as it would defeat the purpose of team-building (see pp. 95).

4.2.2.10 Reward System as a Motivation Vehicle

Furthermore, tying up with the notion of team-building is the reward system which was practiced in some schools. The headteacher of school A pointed out that his role in motivating the teaching staff was to negotiate with the school committee and parents to use the reward system at the school. In this case, those teachers who achieved a hundred percent pass rate in their subjects were awarded three hundred rands (R300.00) in cash. In addition to that, if the school achieved an overall pass rate of one hundred percent at J.C. and O Level, the parents resolved to slaughter a cow for them to celebrate their achievement.

This gesture, according to the headteacher has forged relationships between the staff and parents in that during the party, the parents also joined them in the celebration. They

actually came together as a family wherein they also shared ideas between themselves in a relaxed and friendly atmosphere. The headteacher also noted that ever since this was introduced, teachers worked with greater commitment and they shared knowledge and expertise among themselves in spite of the adverse conditions in which the school operated. The headteacher described the whole scenario as follows:

> *"This action creates a sense of oneness and the feeling that we have been forged into one large family. It makes us all have a feeling of being loved and needed. It is a great thing to get a pet on the shoulder if you have done a good job" (Male Headteacher, A).*

In actuality, the spirit of communalism that is demonstrated in the foregoing discussion is inherent within the African culture in general and the Swazi culture in particular, and it predates capitalism.

Much as one appreciates the virtues of the kind of reward system described above, particularly the one in the form of money, attention must be given to the fact that it is likely that it creates great competition among the staff which might militate against the spirit of team-building. This is because those teachers who may repeatedly fail to achieve a one hundred percent pass rate in their disciplines may begin to have resentment for the more successful ones in this regard. This might defeat the purpose of teamwork as some of these teachers may be discouraged.

As regards the headteacher's effort in ensuring that teamwork was established, the headteacher of school B said that she discouraged informal groups at all cost. She counteracted it in the following way:

> *"If I observe that there is an informal group that has been formed, I go to the staff and openly discourage it in the presence of all the teachers. I do this because the intention of the informal group may be to make other people feel isolated.... We also try to form*

> *some small teams where teachers would work together to accomplish team goals which are in- keeping with the broader school goals" (Female headeacher, B).*

She further asserted that in case there were teachers who did not get along with each other, they made them work together to accord them an opportunity to iron out their differences. She also said that it is crucial that as headteacher, one should not have favourites but treat all teachers equally.

Furthermore, the headteacher of school C asserted that his role as a leader was to facilitate and occasionally direct the team so that it went in the right direction, depending on the situation they found themselves in. He insisted that there was a need for the operations of the team to be evaluated time and again to see if it was still moving in the desired direction.

He also pointed out that as an instructional leader as well, it was important that he also taught at least a few periods. He stated that he taught geography, but due to improvements in staffing, he only taught six periods a week. He further remarked:

> *"Teaching helps me in the sense that I am not looked upon as an office person. If I say to the teachers, you have got to work, I must be demonstrating that I am also working so that when the results are analysed I also get quality results in my subject so that the teachers may see that I am also able to do it" (Male Headteacher, C).*

The above assertion indicates that this headteacher was leading by example. He was able to influence the other members of staff by his actions although this can be problematic.

Still on the same point, the headteacher of school D noted that he had to show by the way he acted that the decisions taken were not his decisions but the staff's decisions. He emphasised on the significance of owning the decisions as a group because that helped a lot in their implementation. The headteacher of school A also pointed out that working as

a team is very crucial for school effectiveness to be achieved because if you do not, it would be difficult to achieve the set goals of the school.

He further highlighted how teamwork was actually built at his school. He said that he started off by 'nculcating this spirit in the heads of departments. These departmental heads then engendered the same feeling among other members of the departments. The heads of departments would come together and shared ideas about how they could work together as staff in order to achieve the school goals. This shows that teamwork is one value of the school culture that has to be nurtured.

Similarly, the headteacher of school B pointed out that they started the process of team-building by coming together as a staff and resolved that in order for the students to make great achievements, the change must start with them and then move to the students as a unified force. They should first learn to work co-operatively as a staff. She said that this idea came from her as a school leader.

The research also revealed the fact that team-builing was not only the business of the headteacher. But, the staff also had a big role to play in this venture. For example, the headteacher of school B further asserted that at her school, the staff organised staff parties at the end of each year. They bought presents for each other. In doing so, each teacher randomly picked the name of any teacher for whom to buy a present which was not below a certain fixed amount. They then had an outing, visiting some places in South Africa, such as St. Lucia where they had a party, presented the gifts to each other and they had a lot of fun.

Furthermore, it was very interesting to observe that these headteachers considered themselves as equal to the other teachers. In school D, the headteacher even asserted that he often saw himself as less than their equal because even though he did teach and interacted with students, he was unlike the teachers who constantly interacted with them. The headteacher of school B stressed that she had since learned that if a leader looks at him/herself as more important than the teachers he/she works with, he/she will not succeed in his/her endeavours to improve the school. She proceeded to stress that if a leader has that kind of mentality and is isolating him/herself, the staff will be scared to come to him even if they have problems. That might militate against team-building. Suffice it to point out that her way of doing things depicted a female world of administration and education with the focus on relationships with others, on teaching and learning and community building as observed by Adler et al. (1993:117). It is also very important to observe that all the headteachers researched noted that it is not at all easy to build teamwork at the school.

It must be pointed out that despite the headteachers' viewing themselves as equal to the other members of staff, the fact remains that they are not because they even receive higher salaries than those of the other teachers. Even those who seemed to be using a collegial approach did not use absolute collegiality but contrived collegiality.

All in all, the headteacher of school C observed that teamwork is vital for school effectiveness because it encourages teachers to increasingly improve on their performance. This is due to the fact that teachers are able to assist one another technically and in all the

areas of the school life. Furthermore, he noted that they learn more and more to work with one another harmoniously. If there is no co-operation among the staff, that kind of attitude would be passed onto the pupils.

4.2.2.11 Effective Management of Change.

The study also revealed that the headteachers interviewed had the ability for effective management of change which is in-keeping with creating a positive culture that would be conducive to school effectiveness. The changes that were introduced and managed included curriculum, power relations, and structural changes. Some of the changes were intended to improve the living and working conditions of the staff so that they could feel that their needs were satisfied. These include improvement of the water system and provision of staff accommodation. Others were aimed at enhancing teaching and learning.

The research also indicated that most of the changes were initiated by the headteachers in consultation with the staff while others were initiated by the staff and students respectively. Nevertheless, the changes introduced were successfully managed. According to the headteacher of school A, there were times when he had to stand firm, like when there was some form of resistance from people who had no interests for school development and improvement. Describing such a scenario, he made these remarks:

> *"When we wanted to improve our water system, we had to get permission in order to lay pipes across the land belonging to him. But those people who are very close to him started making a lot of noise. However I have been able to overcome them as some of these things need to be resisted" (Headteacher, A)*

Furthermore, in school B the headteacher volunteered to supervise week-end studies for forms two up to five. No sooner had she started supervising the studies than most

teachers joined her to actually teach so as to cover as much concepts as possible in the syllabus to allow themselves time for revision. This change was apparently introduced in a very subtle manner.

Another significant change was in controlling the teachers' movement in-and-out of school. She noted that initially, she could hardly allow teachers to go to town to do their private business during school hours. After realising how it impinged upon her working relations with the staff, she decided to change her perspective. She asserted that she had since believed that if she allowed the teachers to go away when there was a need to do so, it would become difficult for the teachers to keep coming back for the same thing unless there was a real need to do so. In controlling the teachers' movement, she came up with the idea of a staff pass-out book wherein a teacher wrote the time he/she went out and the time he/she came back, the destination and purpose of visit. Albeit, they had to seek permission from her first.

In school C, a curriculum change introduced was initiated by ex-students. He said that initially, additional Mathematics was offered only to very capable pupils outside the normal time-table just to make them have a feel of the harder Mathematics. After discussing it with the staff, they came to a conclusion that they should introduce it as a component. He emphasised that open discussion with the staff on important issues is significant because it is the staff who have to see the need for change. According to him, this is how the change was introduced:

> *"...some of the students came back from the university and suggested that we introduce additional Mathematics as a full time subject which we did as per their suggestion. The problem we were faced with was that there was no slot in the time-table for additional Mathematics. After talking to the Ministry of Education, we were able to redeploy one of*

> *the teachers and reduced the teaching load so that we could cope with the change. We then introduced additional Mathematics as a component into O Level" (Male headteacher, school C).*

The manner in which this particular headteacher handled this issue shows that he welcomed ideas from other members of the school community. As in this case, the idea came from ex-students and was actioned properly. It was also observed by the researcher that this headteacher was indeed a transformative leader. In this case, the leader encourages involvement of all participants within the organisation so that the leader and followers may raise one another to higher levels of motivation and morality (Angus, 1989).

In school D, the researcher found that there was an envisaged change in terms of financing and managing the school. This change was initiated by the company. In an attempt to manage this change, the school decided to increase the school's roll so that there could be sufficient funds to run the school. For example, two standard six classes were introduced in 1998. This is really indicative of proactivity on the part of the leadership of the school. In fact, the effective management of change at school level involves the headteacher creating a forum for teachers to make decisions about the envisaged or proposed change. In other words, if a school has created a culture of collaboration and collegiality, teachers are better able to cope with and to manage change. According to Covey (1992), teachers who are proactive are characterised by flexibility and willingness to make things happen in their school rather than heaping the blame elsewhere.

4.3 THE SUSTENANCE OF THE CULTURE OF THE SCHOOL

4.3.1 Staff Maturity and Presence of Responsible Senior Teachers

The headteachers of schools B, C and D with the exception of school D where there was a high academic staff turn-over (because of the adverse living conditions like the shortage of water) explicitly pointed out that staff stability played a major role in the sustenance of a developed positive work ethic and school culture. For example, the headteacher of school C stated that those teachers who had been at the school for a long time were very instrumental in this regard. It is these teachers who give off tremendous energy in trying to engender a spirit of teamwork among the staff. They actually induct new teachers into the school system in that they tell them how things are done at the school and how things have changed over the years. This is because they are now custodians of the values that the school has developed over the years and they know all the aspects of the school life. He further explained:

> *"...I am privileged to be at this school because when I was appointed to this position, I did not have any training. I was just like the other teachers. I learned on the job. In the process, the teachers have helped me learn as well. I have learned to treat them as colleagues, and not just as subordinates. Even so, the fact remains that I am the headteacher" (Male headteacher, school C).*

On this note, the female headteacher B also highlighted that the performance of the school and its general life had caused some teachers to turn down offers in the private sector. She emphasised that if there is a very low turnout of teachers at the school, things tend to become easy in terms of enhancing the culture of collegiality and collaboration. The same words were reiterated by the male headteacher D, where even the teachers stated in no uncertain terms that they would not leave the school for any reason. What also

perpetuates the developed culture of the school is the rituals practiced at the school which will be discussed below.

4.3.2 The School's Rituals

The study also revealed that the rituals practiced at the schools were instrumental in sustaining the culture that was created over the years. Some of these rituals include open days; speech and prize-giving days; parents, teachers and students playing games together and other occasions where they came together as a family like in celebrating parties. These values were transmitted from one group of teachers and students to another through policies, statements of principles, statements of intent, teachersÆ handbooks and rules and regulations. The impressive results of these schools also contributed a great deal towards the sustenance of the schools' cultures.

4.3.3 Pupils' Retention Throughout the Schooling System.

In schools B, C and D the researcher observed that to facilitate sustenance of the school culture, only a few students from other schools were admitted into entry points such as forms one and four. For example, in all the schools researched, it was established that all their form three students passed the external examinations in the previous years. As such, by the time these students were in form four, they had assimilated all the values of the school culture and they were better able to help transmit them to the new ones.

4.3.4 Students' Selection

Pertaining to the question whether or not the school had admissions policies, schools B, C and D responded positively. As a matter of fact, all these schools were very selective in

their admission of students. Much as the headteachers seemed to be quite effective leaders, the good results were also influenced by the rigorous selection of students plus the established culture and ethos of the schools. It was only school A which admitted pupils with different abilities.

According to school B's headteacher, students were admitted on condition they met their requirements regardless of race, colour or religious affiliation. Their requirements included students who had potential to produce quality grade. He stated so categorically that candidates with a C grade are denied entrance. It is only those candidates with first or very good second class passes that were accepted. He said that this applies even to their own pupils. He stressed this point and said: "We are working here! we don't want people who will pull us down". When asked whether or not this was agreed upon by the parents, his response was that it was the teachers' decision and the parents were made to sign declaration forms to commit themselves. He said that parents had always taken up arms against them but they were able to contain the situation.

In school C, the headteacher also said that all applicants went through a written interview and were admitted on the basis of the interview results. The examination is taken in subjects like Mathemathics, Science and English. The headteacher of school D also said that he was doing the same thing, but also as a selection tool, they also administer a reading test.

The headteacher of school A, pointed out that he admitted pupils according to the admissions procedure prescribed by the Ministry of Education. He also stated that since

they had five feeder schools, they had a lot of pressure to admit pupils with a wide range of abilities. As such, they took pupils with first, second and third class passes. Since this school was not selective in admitting students, one could safely conclude that it was quite effective in terms of the examination results.

4.3.5 Teachers' Selection

The study also revealed that the four schools that were researched did not have a written down policy for selecting teachers. However, they did select new teachers in that they recruited teachers who had a good reputation in terms of teaching, conduct and human relations. Otherwise, teachers in schools A, B, and C were posted to the schools by the Teaching Service Commission (TSC). Of the four schools, it was only in school D where the headteacher reckoned that new teachers went through an interview conducted by himself and the school council.

He asserted that what he expected from them was a considerable amount of experience and he inquired about their attitude to work and their achievements from their former headteachers before appointing them. He further explained that the reason for doing that was that the pupils should have confidence in the teachers regarding their delivery in class.

4.3.6 How Ineffective Teachers were dealt with

With regard to handling cases of ineffective teachers, the headteachers of schools A, B and C noted that they did have instances where teachers became ineffective. This is indeed one of the many areas that make in-service essential at school level. In school C, the headteacher recounted that when he received complaints from the students about a certain

teacher, he referred the matter to the class teacher to handle it as a colleague. If the class teacher failed, he/she referred it to the head of department. The manner in which this headteacher handled cases indicated that he was strictly bureaucratic and hierarchical in his approach. There was, however, a reasonable amount of democracy and trust because the staff had capacity to influence decisions. That is, he gave the class teacher the opportunity to resolve problems. This was demonstrated by his assertion that usually, problems got sorted out before coming to him as headteacher. Nevertheless, he reckoned:

> *"I have had a case where I personally had to get involved. This time, there was a feeling among the staff that a certain member of staff was not co-operative. To begin with, I talked to the teacher concerned and monitored closely whether or not he was giving the students work and have it marked. This, I did by literally checking the students' exercise books as that is my responsibility as a leader. I also made sure that he was going to class at all times.... If it comes to the worst, I start communicating with the offending teacher in writing. But I have found that once you start writing to him/her, he/she changes because no one likes to have bad information about him/herself filed" (Male headteacher, school C).*

In school B, the headteacher said that she once had a teacher who was very ineffective. After receiving complaints about her, and had verified the allegations, she ordered this particular teacher to stop teaching O Level and went to J.C. even though she was head of department. She asked a very effective teacher at this level to work with her all the time so that she could improve. During the second year, she became annoyed of being monitored and asked that she be given time to prove herself. From that year onwards, her results greatly improved.

The above sentiments expressed by the female headteacher of school B is a clear indication that this particular headteacher made decisions without consulting with the staff sometimes. As in this case, she only used her power as a leader in putting right the wrongs at the school which had impinged upon the school's academic performance.

The researcher also observed that the headteachers of schools A, B and C concurred that they followed the same procedure in dealing with a non-effective teacher. The headteacher in school A commented:

> *"I do go to the teacher's class and actually observe how he/she delivers his/her lessons and I do some kind of appraisal. I do have a teacher whom we do not allow to go up to form three because of her ineffective teaching despite our repeated attempts to motivate her" (Male Headteacher, A).*

It was very interesting to observe that at school D, the headteacher said that he was fortunate that he had never had a teacher who was ineffective. This could be for the reason that this was a very small school with the roll of about 140 students and a staff of 16 teachers. As such, the problems experienced by this school cannot be compared with those faced by the other schools because of their bigger sizes. In addition, the teacher selection process helped a great deal at this particular school. All the teachers were aware of the fact that should they relax, they might lose their posts as this was a private school which believed in maximum productivity on the part of the teacher.

4.3.7 The Supervision of Teachers' and Students' Work.

The study also revealed that another contributory factor to the schools' good O Level Cambridge examination results was the supervision of teachers' and students' work. This was despite the fact that some headteachers denied conducting supervisory duties at their schools on the basis of the confidence they had in the teachers. From the responses of the heads, it was indeed clear that the majority did supervise teachers' work, although that was done at a minimal level.

The headteachers of schools A and B both agreed that they were supervising teachers when doing their work. Both heads said that heads of departments were involved in this exercise as they worked closely with the teachers. The male headteacher of school C, explained:

> *"I look at the record books of individual teachers to see if they properly do their work. If need be, I discuss with the teacher concerned how he/she can improve on his/her performance. In addition, I move around the school to ensure that teachers are surely doing their work and students are attending classes".*

He further stated that as an instructional leader, he made sure that he got a very high pass rate in his subject in the external examinations. He said that it was important to supervise teachers when doing their work because as a leader he needed to know whether or not the teachers were moving in the right direction. He added that if you just let it go, it would be difficult to know what is actually happening in class.

The headteacher of school B also pointed out that as far as supervision was concerned, she delegated those duties to the heads of departments who had to check teachers' preparation books, pupils' classwork exercise books and so forth. She pointed out that sometimes they actually went to class to observe teachers in their departments teaching. But the latter did not happen very often. She stressed that it was vital because there were teachers who just would not go to class to tell stories and never even give classwork or homework. She also mentioned the fact that once in a while she checked the students' classwork and test exercise books to ensure that the work given was marked and was up to the expected standard. She further remarked:

> *"I actually go through the whole pile per class. I don't only check the good and bad scripts. I have a week where I perform this task" (Female Headteacher, B).*

On this point, the headteachers of schools C and D stated that they did not have to supervise their teachers when doing their work. The headteacher of school D commented:

> *"I do not supervise teachers nor do any of my members of the hierarchy observe another teacher's lessons. I believe that if we have appointed people trained and qualified, it is their ethical and professional duty to see to it that they do their job properly. But if pupils complain about a teacher not being in class in time and not doing his or her work well, that is a danger signal and I obviously have to confront teachers on that score. But as a general rule, my philosophy is that if we are professional people, we have got to behave in a professional way" (Male headteacher, D).*

He felt that things needed to be done that way because in the field of medicine, a doctor certainly does not need another doctor in his consulting room to ensure that he diagnoses a patient's sickness properly. Likewise, he expressed a belief that as professional people, it was their duty as teachers to do their work properly without embarrassing another teacher's professionalism by sitting in his/her class. If that happened, the children were likely to infer that the headteacher or head of department had a problem with that teacher, he reasoned. However, the researcher felt that this particular headteacher might have expressed such sentiments because his school was small and had a small number of teachers who perhaps did not need much supervision. In addition, in a private school like this one, the normal practice is that non-performing teachers are fired as it operates on an input-output model.

In so far as his supervisory duties were concerned, the headteacher of school C made a very interesting statement and said:

> *"I hardly have to supervise, now, because I have a team of dedicated, loyal and hardworking people who are always on task. In case there are problems, we prefer having an open and frank discussion. If information reaches this office that certain things are not all right, we do not wait until the situation gets out of hand. This is because we believe that if a teacher is not performing to the expected standard and students are disgruntled, the discipline structures we have put in place may collapse as students may resort to other means of making themselves heard" (Male Headteacher, C).*

Much as this headteacher claimed not to be supervising teachers, the study, through further probing also revealed that he sometimes went to the staffroom to actually check if all the teachers were punctual to class. He said that if he found a teacher killing time there, he ordered him to go to class immediately. He even made an example of a Mathematics teacher, who instead of seeking help from his colleagues decided not to attend to his classes regularly. This went on until the students could not contain themselves any longer. They lodged their complaints to the headteacher who then tried to establish from the teacher concerned what the problem was and told him to rectify the anomaly. Subsequently, the problematic teacher opted out of the school as he felt he would not fit any longer.

4.4.0 The Dialectic Relationship Between the School and the Community

4.4.1 Environmental Awareness

The research also revealed that all the four schools were making a significant contribution in terms of socio-economic development of the communities where they are located. For example, Davidoff and Lazarus (1997:xvi) argue that schools are a part of the society, and are affected by their immediate and broader social, political and economic contexts. Similarly, schools can and must impact on their contexts and play a role in contributing towards the development of humanity. Under the leadership of the headteachers, the schools created environmental awareness to the pupils by getting them involved in community activities.

First, as the headteacher of school B put it, the participation of her school in such community activities helped the pupils because it taught them social responsibility.

Secondly, it enabled them to identify with the needy people of their communities and favoured to help them out. Most importantly, it made them realise that they formed an integral part of the society whose development and betterment lay with their contribution. This was a great strength on the part of the headteachers providing leadership. This seems to be consistent with Angus' (1989) belief in Australia that effective leadership must take into cognisance the socio-economic factors among other things.

For example, although school B is situated in an urban area, it was quite involved in community activities. This school conducted clean-up campaigns and also participated in HIV/Aids awareness campaigns as the school also had an Anti-Aids club. Besides, they also took part in fund-raising drives mounted by charity organisations such as the Swaziland Red Cross Society, The Save The Children Fund and so on. Furthermore, they were also working hand-in-hand with other neighbouring schools whenever they mounted fund-raising drives which is indicative of a collaborative culture between schools . The school's drum majorettes team participated greatly in such activities.

School C was also located in an urban area and was involved in clean-up campaigns and they participated in community functions where they offered items like Ummiso (i.e. maiden's traditional dance), Sibhaca Dance (men's traditional dance) and football games. According to the headteacher, it was essential for the school to involve the community in its affairs because schools are in the communities and they owe their existence to the communities. He emphasised that:

> *"There is no way in which you can say that the community has no influence on the school. The students that we have, come from the community. They come with certain practices that may not be in concert with what we are trying to achieve. But if we involve the community, we shall be better able to know why they behave the way they do.*

> *That kind of background information will help us know how we can solve problems caused by students. That is, the school front should meet with the community front to solve problems together so that we do not clash" (Male Headteacher, C).*

Having discussed the issue of school environmental awareness and its benefits, it is worthwhile to turn to the question of how the community contributed to the development and improvement of the schools.

4.4.2 Community Contribution Towards School Development

It is also worth pointing out that due to school A's academic excellence despite the adverse conditions it operates under, it was able to attract assistance even from the business community. For example, according to the headteacher, one organisation donated thirty thousand rands (R30,000) worth of books while another business entrepreneur donated thirty desks.

In addition, in school B the evidence of reciprocal action between the school and community was the advice members of the community were giving the school on how the school could be improved in terms of student discipline and resources. She gave an example of a school hall and staff bedsitters whose construction was financed by the parent community.

Furthermore, some members of the community came forward to offer assistance to needy pupils in one way or the other. These people financed the students' education and the students paid that back by staying with and working around the sponsorÆs home. In trying to help the needy pupils, the student body raised funds by writing letters to organisations, companies and individuals asking for help for the purposes of helping their

fellow needy pupils. Some of these non-governmental organisations include Rotary Clubs, St. Vincent Depot, The Save The Children Fund, Fundzis'umntfwana and Tibiyo TakaNgwane.

4.4.3 Inculcation of Cultural Values

As seen above, some of the schools studied took cognisance of the cultural contexts of the communities from which the pupils came. They were found to be making an effort to transmit the cultural values of the society so that they would fit well into the society during and after the schooling process. That is, they were made aware of the fact that they belonged to their communities and they needed to plough back to them what they had learned. In other words, they had to identify the needy and help them in whatever way possible. This will be discussed in detail below, looking at how each of the schools studied performed these social responsibilities.

Since school A was located on the king's farm and next to the king's residence, the school paid tribute to the king by weeding his maize fields. The researcher learned that this activity did not impinge upon school time as it took place when the students had finished writing their end-of-year examinations, just before closing. This communal task was undertaken by the students and when they had finished weeding, the king presented them with a beast which they slaughtered at the school and enjoyed the meat. The exercise of paying tribute to the king is indeed consistent with the education policy of the country in that it taught the students conformity to the existing orders of the society and loyalty to and respect for authorities. Actually, weeding the king's fields, known as *"kuhlehla"* (i.e. paying tribute to the king), is the responsibility of every Swazi citizen.

4.4.4 How the Socio-Economic Imbalances of the Students were Addressed

It was also revealed by this study that the schools helped students from poor socio-economic backgrounds in different ways. This was actually a concerted effort by teachers and pupils. In all the schools researched, it was the career guidance and councelling teachers who identified the real needy students. They did this by digging deeper into the lives of the students they suspected to be needy. Sometimes even the students could identify their needy fellow students.

In schools B, C and D, pupils were actively involved in assisting needy students. To start off with, in school B students were requested by the headteacher to make contributions in the form of pieces of school uniform like shirts, jerseys, shoes and so on. Later on, the students on their own initiative started a charity club which would specifically look into the affairs of the needy pupils. They started conducting fund-raising drives whose proceeds would go towards the charity fund.

As regards the sustenance of the school culture, the headteacher of this school stated that after establishing a rapport with these organisations, they ensured that they periodically, like at the end of each term, sent them reports about the sponseeÆs performance. He stressed that if there was feedback from the school, the sponsors are encouraged to continue to offer their help.

In school D, even though the school was being perceived as an elitist school by members of the community around the school because of its facilities, the headteacher said that they

had not lost sight of the fact that the school is embedded in the community context. As a matter of fact, they had to identify with the community in one way or the other. This feeling is reflected in the following assertion:

> *"It has been our philosophy that we are part of the community and need to be part of the community because many of our pupils come from there. Although many of our pupils come from advantaged homes, it does not mean that we are not mindful of the needs of those from disadvantaged homes".*

As such, this school had a community service group who assisted children from surrounding primary schools with English communication skills. The research revealed that many of English-second language pupils at this school participated in this exercise so that they could be used as role models. In addition, they helped children from the surrounding community with swimming and water safety skills. Besides all that, they raised funds every year towards a charity club run to assist deserving individuals, not in the wider kingdom of Swaziland, but in the local community. The school was also assisting in the feeding scheme at a squatter camp on a regular basis. On the point of helping the community's needy, the headteacher asserted:

> *"We have also bought a wheel chair for a physically handicapped child who was not able to move around. We have also contributed another wheel chair to another child who was dragging himself along the ground to school everyday. We have also assisted Swaziland Hospice at home where there was a child who had to have a heart valve replaced. So we contributed towards the heart valve replacement" (Male headtecher, school D).*

Furthermore, the pupils at this school had also painted the children's ward at the local hospital. In addition to that, they made some toys which they hung above the courts of the hospitalised children. The pupils raised all these funds through sponsored walks. For example, in a fund raising drive mounted in 1997, in which all students at the school participated, they collected seven thousand rands (R7,000.00). On the basis of all these

activities, it becomes vividly clear that this school was very effective in terms of considering the socio-economic contexts of the students and the community where the school is immersed.

However, the community, according to the headteacher never contributed anything towards school development for the reason that the company had all along been the sole financier and provider of all things at the school which generated a very dependent mentality.

4.4.6 Students' Perceptions of Decision-Making Processes

It was a startling revelation that in all the schools studied, students' involvement in major decision-making processes was rather limited. All the pupils in the public schools who participated in this study expressed great discontentment in this regard. They asserted that their involvement was just limited to discipline maintenance, school cleanliness, enforcing spoken English, and student entertainment activities, to name a few. It was very interesting to observe that the activities of the Swaziland Association of Students (SAS) had tremendous influence on the thought patterns of the students in the public schools. This was because SAS joined forces with the political groupings in their cry for the democratisation of the country and the introduction of SRCs (Student Representative Councils) in the schools so that the interests of the students might be served. As such, students in the urban schools (i.e. B and C) expressed a desire for greater and deeper involvement in decision-making processes.

As a matter of fact, most students interviewed in the public schools expressed great resentment towards the use of corporal punishment in their schools which according to them did more havoc than good. Again, on this note, one female student who claimed to be a human rights activist viewed corporal punishment as something that plants a seed of anger and rebellion in the victim. She observed that as a sign of rebellion, such a student may defy the school's set rules and regulations. Such sentiments tally with Mahlase's (1997:154) observation in Lebowa Secondary schools that tightening discipline is likely to antagonise students. Again, it must be stressed that although the students expressed dislike of the stringent rules and the manner in which the schools ensured that they were observed, they all appreciated the strong and firm leadership at their schools. They observed that it yielded positive results in terms of the performance of the school.

On the point of student involvement especially on matters that affected them like in the choosing of prefects, they felt that they should be given a right to choose their own leaders through a democratic process other than them being imposed on the students by the teachers. They said that on the basis of the fact that they were the ones who knew each other at the school as they also knew how each one of them conducted him/herself in and out of school. The study also revealed that the students did not know much about SRC's. As such, they preferred the prefect system whereby the prefects would be democratically chosen by them so that they would serve their interests rather than those of the teachers and administration.

On the contrary, pupils from the private school were content with the status quo in so far as the running of the school was concerned. They described the communication channels

as very free and open. They asserted that even though they were not directly involved in decision-making processes, the headteacher always solicited their views on certain important issues that would affect their lives at the school. Conversely, the students themselves would approach the headteacher and teachers if they had some concerns.

They also pointed out that the school operated on the principle of a family, that all people are equal. They stressed that even among the students there was no feeling that some were superior to others as is the case in schools where there are prefects. It was learned as well that the school even had no class monitors. Rather, the teachers were inculcating in the students a sense of responsibility that everyone is a master of his/her own destiny. This was indeed a very fascinating scenario. At this school, according to the students, teachers displayed a very positive attitude and disposition towards the students and they gave individual attention. Such values were clearly laid down in the statement of principles and statement of intent. They also described the headteacher's leadership as very good and their relationship with the staff as healthy. They actually ascribed all the successes of the school to the healthy relationships that existed between the staff, headteacher and students. The students really prided over their school and this is reflected in the following statement:

> *"Students are involved in marketing the school in that wherever we are and whatever we do, we represent our school. We are ambassadors of our school. The way we leave and behave outside of the school reflects on the school. We therefore, try by all means not to misrepresent our school" Students of school D).*

Ali in ali, the general feeling of the students was that they wanted a school leader who is strict but understanding, one who understands change and moves with the time.

According to students in school C, they did not want somebody who treats students in the late nineties (90s) like pupils of the seventies (70s). They said that on the basis of the fact that even their thought patterns were not the same. In all the schools, those students who participated in the study expressed similar sentiments that the school results were so good because of the combination of teachers coupled with their dedication and commitment to their work. Another striking feature was that the pupils in all the schools described their teachers as free and open to them. As such, they were not afraid to come to them whenever they had problems.

CHAPTER 5

5.0 Conclusions and Recommendations

5.1 Conclusions

The main focus of this study was to investigate the strategies headteachers in "effective" schools employed in creating school cultures that enhanced school effectiveness. That is, the study was not on exploring school effectiveness per se. It was rather concerned with the effectiveness of the headteachers as leaders and managers in their schools in the manner in which they prepared and aligned both physical and human resources to facilitate achievement of the schools' set and broader educational goals and objectives. The researcher intended to establish how the schools operated and created capacity for all actors to participate in decision-making processes under the rigid, authoritarian and bureaucratic structures which are also in place in the broader society. As reflected in the statement of the problem, it was in the interest of this study to also investigate the manner in which the headteachers in the "effective" schools ensured that the goals and purposes of the schools were pursued and achieved.

The results of the study revealed that the headteachers of the "effective" schools exercised firm leadership and they placed emphasis on student and school discipline without which learning and teaching could hardly take place. It also indicated that the majority of those headteachers had a grasp of the concept of change as some changes had been initiated and managed within the schools. They also had a clear picture of how the management of change impinges upon the effectiveness of the school. The changes that were evident at the schools ranged from curriculum, structural change in terms of power relations, and

change in ownership and management of school in the case of school D. The headteachers really played a major role in creating a culture that promoted effectiveness at their schools. They were able to do that despite the authoritarian and bureaucratic nature of power structures within which their schools operated. They endeavoured to ensure that power was shared between them and the academic staff under their leadership. The staff also had some autonomy with regard to curriculum development. However, the headteachers did not totally exonerate themselves from curriculum matters, but they ensured that what the staff were doing was inkeeping with the schools' goals and purposes.

These "effective" schools were also characterised by a free flow of information from all directions. The teachers' feeling was that their participation, respect and recognition of their ideas were a source of inspiration and motivation for them and that contributed immensely to their professional and personal growth. As a matter of fact, none of the teachers who participated in the study wanted to leave their schools on the grounds of dissatisfaction with the headteachers' leadership styles except for only two in school A who expressed a feeling that their headteacher's leadership style was somewhat dictatorial.

On the basis of these findings, the researcher concluded that the majority of the headteachers who participated in this study were really making an effort to shift from an authoritarian and dictatorial approach to leadership, to a participative and collaborative one and this accounts for the healthy headteacher teachers' relationships observed at the schools. This is indeed indicative of the fact that headteachers have an incredible potential to make a world of difference in managing and leading their schools effectively, despite the rigid authoritarian and bureaucratic structures within which schools were operating.

Nevertheless, the study indicated that the headteachers were experiencing tensions in their attempt to run the schools along democratic principles. This was indeed in sync with Harber and Davies' (1997) assertion that it is difficult for headteachers to achieve effectiveness under authoritative and bureaucratic structures. The researcher observed that although the headteachers were somewhat democratic in their leadership styles, they kept a watchful eye to ensure that the staff were progressing towards the achievement of the schools' goals and purposes.

However, they seemed very happy with their staff and their positive contribution towards the development and improvement of the schools. They were rather concerned with the welfare of all those involved with the school. It is very interesting to note that at the private school (school D), characteristics of collegiality were evident. For example, power relations were rather horizontal in that all actors communicated directly with the headteacher, teachers were working in teams and there was no student representative structure of any form nor were there class monitors, a scenario which demonstrated equality among actors within the school context.

It was also very fascinating to learn that there was a marked difference between the style of leadership of the female headteacher from those of male headteachers. The female headteacher of school B avoided confrontation and was more concerned with healthy relationships among the staff. She was so concerned with good relationships among the staff that she could dare to diffuse whatever informal groups that began to form. Furthermore, the relationship with the students was a mother-child relationship and this was confirmed by the students themselves during the interview (see students' perceptions)

who described her as "motherly". However, research is needed in this area to ascertain if indeed, a distinct female style of leadership does exist or not.

Both the students and teachers expressed very strong sentiments that they would not like to have a headteacher who is the weak and undisciplined kind of leader. They felt that they would prefer a firm but reasonable and understanding headteacher who would ensure that the schools' goals are achieved. This, therefore, suggests that irresponsible democracy at the school, on the part of the headteacher would most likely produce negative results.

Although the study revealed that there was a paradigm shift towards participation and collaboration in decision-making processes, wherein teachers were included, the involvement and participation of parents in that regard was not evident. However, parents were encouraged to come to the schools to discuss issues pertaining to the academic progress of their children. All the headteachers researched concurred that even if parents just came to the school without any prior appointment, they attended to them. This clearly indicates how headteachers' day-to-day's plans and activities become interrupted by unplanned for events.

Students on the other hand, were also not involved in major decision-making processes. According to the research, only headteachers and their staff drew up school policies and mission statements. The parents' visibility at the schools was only evident when it came to decisions regarding finances except in the private school where most of the things were provided by the company. For example, the headteachers in public schools asserted that

classrooms, school halls, staff houses, photocopiers, duplicating machines to name a few, were bought by parents.

Furthermore, the schools researched were actively involved in community activities which made students recognise and appreciate the fact that they belonged to their communities and that communities are indeed a part of the school. On the other hand, the communities realised that the schools were a part of them in as far as protecting them from vandalism and making sure they are well maintained. Such reciprocity is extremely crucial in that the pupils were likely to get the massage that they should contribute towards the development of their communities and the broader society. This also inculcates a sense of responsibility on the part of the pupils. For example, environmental awareness done through cleaning campaigns taught them that they should preserve and keep their environment clean. Helping out the needy people both at the schools and the communities surrounding the schools shows that they were socially responsible to the disadvantaged and were committed to the development and improvement of their lives.

5.2 Recommendations

Since there was a gap in the data of this study caused by the exclusion of parents from this study, I would like to recommend extension of this work with a focus on macro and micro levels to investigate the perceptions of parents, teachers, headteachers and pupils regarding the headteachers' leadership practices at their schools and how they actually feel and intend their schools to be organised and run. Such information will help inform education policy making in Swaziland.

On the basis of the results of the study that parents and students were not participants in major decision-making processes at the schools, the policy makers need to revisit the relevance of the present school committee structure and consider introducing Parent-Teacher-Student Associations (PTSA's) in high schools and governing bodies who would be democratically elected wherein all important stakeholders' interests could be represented. These governing bodies, among other things, need to be empowered to hire and fire teachers who do not live up to the expectations of the school. This is essential because, to make educational change realised and effective in a Swaziland in transition, a forum for all stakeholders in education to share power and participate in decision-making processes in a most meaningful way should be created.

In other words, the authoritarian structures should be replaced by participative and collaborative ones so that schools are organised along democratic principles. It is crucial to provide training programmes in democratic leadrship for headteachers, deputy headteachers, heads of departments and teachers in democratic leadership characterised by responsibility, accountability and transparency. Such training programmes need to incorporate democratic values which would also have to be perpetuated at the schools as organisations. That is, they should be tailored in such a way that they address both the social and functional outcomes of schooling so as to illuminate the contextual issues. This is necessary because rigid authoritative and bureaucratic organisations have a tendency to stifle the professional and personal growth of the teachers as well as the growth and development of the pupils.

Finally, those involved in teacher education have a mammoth task to review their teacher education courses and also restructure leadership and management courses taking into account the contexts in which schools are operating.

APPENDIX A

Field Notes

Observation in the schools researched was conducted on different days for different time periods as will be seen below. As mentioned in the methodology section, this was a non-participant observation.

School A

Observation at this school was conducted between 8 am. and 12 noon for two consecutive days. Although the school was not operating normally, the researcher observed that much as there was an active interaction between the headteacher and the teachers, there seemed to be an element of fear on the part of the teachers in the manner in which they related to him. When he was in the staffroom, some of the teachers were quiet, but when he left, they became free. It was rather difficult to establish the kind of atmosphere that existed at the school as it had just reopened after the teachers' strike and about 40% of the students had not returned.

The researcher also found out that the headteacher of this school was very approachable. However, most of the things at the school were done by him. This was presumably for the reason that at the time there was no deputy at the school. It was very difficult to establish whether or not the school was disciplined since it was not fully operational.

The researcher also noted that the headteacher had to be interrupted time and again by other cases which needed his attention. For example, as I was interviewing him in the staffroom kitchen, the invigilator brought the case of a form three boy who was an hour

late for the morning Siswati paper because his father forced him to herd cattle to the dipping tank although he (father) knew that it was examinations time. It was a very interesting feature to observe how the invigilator, headteacher and the boy's classteacher displayed understanding of the culture of the community surrounding the school. Instead of disqualifying the boy from writing the paper, they allowed him to write. Shortly, after the boy had gone to the examination hall, his classteacher darted into the staffroom kitchen were and explained to the headteacher the difficulties the boy was facing at home regarding the manner in which his father ill-treated him.

Although the school was located in a rural area, it had the basic facilities and resources such as electricity, duplicating machines, typewriters, a photocopier to facilitate teaching and learning. The main problem the school was faced with was a poor water system which in 1996 caused the teachers to go on strike to try to alert the Ministry of Education about the seriousness of the problem and how it affected the teaching/learning processes, particularly the teaching of Agriculture and Science.

School B

Observation at this school occurred between 8 a.m. and 2 p.m. for two days. The school was operating normally. The atmosphere projected was a very busy one as all the staff were marking the pupils' scripts and some of them had hid themselves in the classrooms where they did their marking. Life seemed very interesting in that it was characterised by respect and a very intimate and active interaction between staff and the headteacher. The life displayed was that of a small community wherein words such as "sisi" (sister) when addressing the headteacher and other female teachers, and "bhuti" (brother) when she

(headteacher) addressed male teachers; words used in family relations. For example, one female teacher who wanted to see the headteacher retorted:

> *"Yesisi! Ngubani lendvodza lekuvalele la'hhovisi? Natsi siyakufuna bo! (Sister! who is this man who has pinned you down in the office? We also want to see you").*

It was indeed a terrific and pleasant experience to observe this happening in the school context, particularly during stressful times of examinations. The researcher concluded that this particular style of leadership was exclusively unique to women leaders. In addition, the manner in which the teachers communicated with the headteacher was free, open and honest. For example, during the interview with the headteacher, a certain teacher who had sneaked out of school into his house rang the headteacher to apologise that he went to his house during school time, stating the reason that he wanted to watch Winnie Madikizela-Mandela's testimony before the Truth and Reconciliation Commission (TRC).

On the other hand, this kind of action indicated that the headteacher was rather firm when it came to discipline and it synchronised with her assertion that to control the movement of teachers, she came up with a policy barring them from staying in their houses when the school was in progress. As regards student control and discipline, the headteacher imposed some stringent rules on students restricting them from leaving the school bounds even at break and lunch times. Indeed, not even one pupil left the school premises even at lunch time. They were buying food from the school's tack shop. On this note, she actually displayed masculinity in her leadership style, which is characteristic of male headteachers. This was also seen when she requested one of the teachers to order some students who were making a lot of noise behind classrooms where examinations were in progress, to stop it or else they would meet her wrath. It was also interesting to note that

all the pupils were wearing full school uniform throughout the day as a pointer to strict school discipline.

Furthermore, the headteacher really performed her supervisory duties. She was very visible at the school in that she could move around the school to ensure that all things were in order during the examinations time.

Finally, the school was not very well resourced although it was located in an urban area. However, there were basic and essential resources such as typewriters, a duplicating machine, and a photocopier. The headteacher's office was stocked with teaching and learning materials, like duplicating and photocopying paper, chalk, teaching aids and so on.

School C

The observation at this school was carried out between 7.45 a.m and 12.15 p.m. This was another school where it was quite fascinating to observe its life pattern. This school was operating as normal as ever as the teachers came back to teach shortly, after the Swaziland National Association of Teachers (SNAT) had embarked on the strike.

There was a very positive atmosphere at this school which was indeed conducive to learning and teaching. The teachers displayed respect for each other. They also held the headteacher in high esteem and in turn he respected them. Both teachers and pupils communicated freely and openly with the headteacher who was also very receptive and approachable. Another striking feature was observing the fact that respect for adults was also inculcated in the pupils. This was postulated by the pupils' behaviour and attitude

towards the researcher, who warmly greeted him wherever they found him around the school.

The headteacher was quite visible. He could move around the school to ensure that all things were in their proper places. This observation was indeed in-keeping with what the headteacher himself asserted during the interview: "If you are a headteacher, you need to be visible, sometimes move around the school, meet visitors and so forth". Due to the headteacher's behaviour, late coming at the school was not at all a problem

Pupils were also found to be displaying a sense of responsibility in that they were quick to detect things going awry at the school, which things would temper with the smooth running of the school. For example, the deputy headboy came into the headteacher's office while I was there to report about a problem that had developed in the school's water system. It was also interesting to see how the headteacher handled problems that just cropped up. We stopped the interview and he attended to the pupil.

Although the school buildings were relatively old, they were very clean and well-maintained. The headteacher's office was well organised and school records were neatly kept in the filing cabinets. The office was also stocked with teaching materials such as chalk, text books, teaching aids, risograph, duplicating and photocopying paper and so forth.

School D

At this school, observation was conducted between 7 a.m. and 1 p.m. On arrival at the school on the first day, the researcher was served with coffee which was presumably a sign of welcome. There were lots of trophies and shields displayed in the headteacher's office which were won during the sports competitions. The school took part in cricket and swimming mainly. The school environment was really inviting and welcoming. At reception there were some beautiful pot plants and some magazines on a coffee table for visitors to read. Security was very tight as this was a company school, situated inside the company premises. All members of staff who found the researcher in the headteacher's office greeted him warmly. The atmosphere was highly conducive to learning and teaching and teaching, characterised by order in all aspects of the school life. The pupils seemed quite disciplined and were always in full school uniform. Furthermore, the spirit that prevailed among teachers was the task-on-time kind of scenario. The headteacher-teacher, teacher-teacher and teacher-pupil relationship were just superb.

The headteacher was a very accessible person. As such, his office was always open to the staff even when he was not in. The staff would come into the office at any time to talk to the headteacher or to collect teaching material. There was a free flow of communication between the headteacher and staff which was also characterised by a relationship of trust. It was unfortunate that during the study, not even a single parent came to the school to see the headteacher on school matters so that one would see how he would handle the case.

It was a very interesting observation to see the visibility of the headteacher at this school as well. He was constantly moving around the school although he denied that he ever supervised teachers when doing their work. Furthermore, he was seen to be interacting with the pupils in a friendly manner. Because of the small size (140 pupils) of the school, the headteacher claimed to know all the pupils by name. He even pointed out to the researcher that it is important and was also provided for in their school policy that teachers should call pupils by their names as that tended to boost their self- esteem. He further maintained that even the researcher should call the pupils by name during the interview. As such, he gave him a class list with the names of the pupils to be interviewed ticked so that he could also call them by name.

Finally, this was the most resourced school among the schools researched. It was not lacking in any of the resources that a well functioning school would need and were all well aligned. The available resources ranged from computers for both pupils and teachers, a large photocopier, overhead projectors in all the classrooms and many other teaching/learning materials. During observation, the pupils were seen rushing to the computer room at their own spare time. The researcher overhead them requesting a cleaner who was at the time still cleaning the room saying: "owe would like to use the internet". In the classrooms, I observed that the desks were not arranged in the traditional way. They were rather arranged in a horse-shoe fashion so that the teacher could clearly see and communicate with all the pupils in his class. Each class had between 12 and 25 pupils and there were 16 teachers in all.

Department of Education

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Dear Sir/Madam,

I am a masters student in Educational Management in the University of the Witwatersrand in Johannesburg.

For my research, I am examining the role of leadership in creating a culture that enhances school effectiveness. This is, as it were, a case study on effective school leadership in Swaziland. The findings of the research will be used in making recommendations to the Ministry of Education on how school effectiveness in Swaziland can be achieved through effective school leadership.

A questionnaire is, therefore, one of the most reliable instruments for eliciting your perceptions in this regard. Without your honest and sincere response to the questions asked, the data will not be valid and reliable. Please, as you complete the questionnaire bear the following in mind:

1. All the information will be kept confidential. As such, you are requested not to write your name on the questionnaire.
2. As mentioned above, be as honest and sincere as possible. Your first spontaneous response is the most valid.
3. Please answer all questions. Most of the questions require you to respond by circling the code that best describes opinion.
4. After completing the questionnaire, ~~seal it up~~ and return it to the person from whom you received it.

Thank you very much for your help in this study.

Sincerely,

George Sipho Dlamini

STUDENT

The University seeks to serve South Africa by fostering access to equal opportunity while striving for excellence in teaching, learning and research

APPENDIX C

Interview Schedule for Headteachers

Name of school:_____
Location: 1. Rural 2. Semi-Urban 2. Urban
Type of school: 1. Govt 2. Govt Aided 3. Community 4. Private
Age Group: 20-30 years..... 30-40 years..... 40-50 years..... Above 50 years.....
Please, tick one.
Highest Academic qualification:_____
Number of years in Teaching:_____**Years.**
Experience in leadership: 0-4 years..... 5-10 years..... 10-15 years..... 15-20 years above 20 years..... Please, tick one.
Gender: Male_____, Female_____

A. Teacher Empowerment and Decision-Making

1. What is your understanding of leadership?_____
2. In your opinion, who should be involved in leadership?_____
3. What do you understand by teacher empowerment?_____
4. As a leader, how do you empower your teachers?_____
5. Who makes important decisions at your school? Please, explain why?_____
6. In which areas of the school life do you involve teachers in decision-making?_____
7. Why are teachers excluded in other areas of decision-making? Please, name some of those areas.
8. Does shared decision-making produce better decisions at your school? Please, explain._____
9. What role is played by students in decision-making at your school?_____
10. Who are involved in the formulation of the school policy and mission statement? please, explain._____
11. What are your school's goals, vision, and mission?_____
12. How have you developed the variables mentioned in question 11?_____

B. Communication

1. In your opinion, why is free flow of information an essential variable for the effective running of your school?_____

_____

2. Could you please describe how you communicate with the staff and parents?_____

_____

3. In your opinion, why is it necessary to give feedback to the staff._____

_____

C. Team-Building

1. What do you understand by teamwork?_____

_____

2. What is your role as a leader in creating team spirit?_____

_____

3. What is the contribution of the staff towards team-building?_____

_____

4. Do you see yourself as equal to your teachers? If yes or no, please explain._____

_____

5. Could you please give examples of actions that show teamwork at your school._____

_____

6. In your opinion, why is teamwork essential to school effectiveness?_____

_____

7. Could you please relate how teamwork was built at your school?_____

_____

D. Pupils' Admissions/Teacher Selection

1. Do you have a school's admissions' policy? If yes, how are new pupils admitted to the school?_____

_____

2. In the past five years what has been the school's enrollment? _____

_____

3. Has the school experienced any increase in student numbers during this period? If yes, what do you think has been the cause?_____

_____

4. In the past five years, what has been the school's pass rates in forms three and five?_

_____

5. What do you think has been the cause of such performance?_____

_____

6. Does the school have any Teacher Selection Criteria? If yes, explain how it has helped the school?_____

7. How do you deal with non-effective teachers?_____

_____

E. Teacher Supervision

1. What do you understand by supervision?_____

_____

2. How do you perform supervisory duties at your school? _____

_____

3. Why do you consider it necessary to supervise teachers while doing their work?_____

_____

4. To what extent are teachers autonomous in decision-making on instructional matters? Please, explain?_____

_____

F. Staff Development

1. How often do you conduct in-service training for the staff at your school? _____

_____

2. Who conducts the in-service training sessions?_____

_____

3. Is the staff in-service training school-based or out-of-site? In either case, explain why?_____

_____

3. Why do you think it is essential to have school-based teacher development programmes? _____

4. Is the staff in-service training school-based or out-of-site? In either case, explain why?

_____

G. Community/Parents/Students Involvement

1. What community activities is your school involved in?_____

_____

2. What contribution is made by the community towards school improvement?

_____

3. Could you explain why it is necessary to involve the community in school affairs?

_____

_____

4. How do you help needy students who come from poor socio-economic background?_

_____

5. How have you sustained the healthy relations with the school's external environment?

_____

6. What if parents just pop in without any appointment when they want to see you on school matters?_____

_____

H. School-Based Change

1. What changes have been introduced at your school in the past five years? If yes, what

kind of changes were introduced?_____

2. Who initiated them? If initiated by you, what role did the other stakeholders play?_____

3. How did you ensure that the intended change was effectively implemented?_____

4. What strategies were set up to help sustain the change?_____

5. What challenges have you been confronted with in your endeavour to improve the school?_____

6. If any, how have you addressed them?_____

I. Sustaining the School Culture

1. Does your school only meet with parents during parents meetings? If no, which other events bring parents, teachers and students together?_____

2. Could you explain how that has impacted upon the school?_____

3. Could you also explain how you have sustained the system of values, norms and shared purposes you have developed over the years._____

APPENDIX D

Questionnaire for Teachers

Name of School:_____
Type of School: 1. Govt 2. Govt. Maintained 3. Community 4. Private
Age Group: (a) 20-30yrs (b) 30-40 yrs (c) 40-50 yrs (d) 50 yrs and above. Please tick one.
Highest Academic Qualification _____
Position held at the school_____
No. of years in teaching: (a) 1-5 yrs (b) 5-10 yrs (c) 10-15 yrs (d) 15-20 yrs (e) 20 yrs and above, please tick one.
Gender: 1. Male___ 2. Female___

Given below are teachers perceptions of headteachers' leadership. Please circle the one choice for each item that best represents your opinion. The following are the descriptions of response.

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

1. At our school we have shared meaning and decision-making which results in better decisions. SA A N D SD
2. The headteacher consults the staff when decisions are to be made SA A N D SD
3. Teachers were involved in the development of the school's goals, mission statement and school policy SA A N D SD
4. Members of staff are not involved in major decision-making. SA A N D SD
5. The headteacher decides who should teach what at our school SA A N D SD
6. Each subject department under the leadership of the departmental head decides who handles what subject. SA A N D SD
7. The style of leadership at our school is such that our views are respected and acted upon if need be. SA A N D SD
8. The headteacher follows through to ensure that all decisions are implemented. SA A N D SD

9. Sometimes the headteacher brings issues to the staff and are resolved over a cup of tea. SA A N D SD

10. Students participate in decisions pertaining to curriculum, discipline etc. SA A N D SD

11. School-based student leadership training is scheduled once a year at our school. SA A N D SD

12. My school schedules one in-service day per year to help parents learn to work with teachers as partners. SA A N D SD

13. Members of staff often meet with the parents to discuss possible strategies we can adopt to enhance school effectiveness . SA A N D SD

14. We have open days where we discuss the pupils' school progress with the parents. SA A N D SD

15. The headteacher often walks around when the school is in progress to ensure that teaching is taking place and that there is order at the school. SA A N D SD

16. The headteacher is a very accessible person. SA A N D SD

17. The headteacher welcomes and treats everyone equally SA A N D SD

18. The headteacher shows love and concern towards teachers to create a relationship of trust among all school actors. SA A N D SD

19. The headteacher shares power and information with the teachers SA A N D SD

20. The headteacher gives feedback through sound and open channels of communication SA A N D SD

21. The headteacher assesses the teachers' work by having talks with them about their work and about pupil performance. SA A N D SD

22. Your school examination results are good because teachers maximise their teaching time by teaching after school, during school holidays . SA A N D SD

23. We maximise teaching time on voluntary basis SA A N D SD

24. Staff in-service training is conducted at least once a year SA A N D SD

25. The school results are good because the school leadership motivates us through the reward system. SA A N D SD

26. Teaching at our school is not individualistic, rather teamwork is encouraged. SA A N D SD

27. The good school results are attributed to the teamwork that exists among the teachers. SA A N D SD

28. Could you explain whether or not you would like to leave this school._____

_____

_____

_____

29. Could you please describe the channels of communication at your school._____

_____

_____

30. In your opinion, what changes in school leadership would you like to see effected? Please, explain why?_____

_____

_____

_____

31. How do you think these changes could could be made?_____

_____

_____

_____

_____

APPENDIX E

Interview Schedule for students

Name of School: _____
Age Group: (a) 12-15 yrs (b) 15-18 yrs (c) 18-21 yrs (d) 22 yrs and above.
Please tick one.
Form done_____
Number of years in the school_____
Gender: 1. Male_____ **Female**_____

1. Who makes important decisions at your school?_____
2. Do you have a Student Representative Council at your school?_____
   If no, what student leadership structure is in place?_____
3. Are students involved in decision-making at your school? If yes, explain why student involvement is necessary?

   _____
4. What role is played by the students in the running of the school? _____

   _____
5. Were students involved in formulating the school policy (i.e, rules and regulations) ?

   _____
6. Do you have student leadership training at your school ? If yes, how has it helped the student leadership? _____
7. Would you ascribe the good exam. results of the school to school leadership? If yes or no, please explain?_____
8. What is it that you like the most about the school leadership? Please explain why you like it?_____
9. Given a choice, what changes in school leadership would you suggest? please, explain why?_____
10. Could you please describe how you would like the changes to occur?_____

    _____
11. What kind of school leadership would you like your school to have?_____

    _____

APPENDIX F

OBSERVATION SCHEDULE

NAME OF SCHOOL:_____

TYPE OF SCHOOL : 1. Government-Aided [ ] 2. Government-Maintained [ ] 3. Private [ ]

LOCATION OF SCHOOL: 1. Urban [ ] 2. Semi-Urban [ ] 3. Rural [ ]

FEATURES EXAMINED	COMMENTS
1. LEADERSHIP (a) How does the headteacher interact with the staff and the students? (b) What type of atmosphere exists at the school? (c) How are decisions made? (d) Is the deputy involved in decision-making? (e) Is the headteacher approachable? **2. DISCIPLINE AT THE SCHOOL** (a) When does the headteacher arrive at the arrive and leave? (b) How is the behaviour of students in and outside of school? (c) How is late coming among students dealt with? (d) How are other forms of student discipline problems handled? **3. USE AND MANAGEMENT OF OTHER SCHOOL FACILITIES** (a) How is the alignment of resources? (b) How are they managed and who manages them? (c) Does the community utilise school facilities? **4. SCHOOL'S PHYSICAL APPEARANCE** (a) What is the condition of school buildings? (b) Is the school fenced? (c) Are classroom windows in tact? (d) Are there any flowers around the school?	

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