

**THE LEADERSHIP TASK OF GRADE HEADS AT A PRIVATE SECONDARY
SCHOOL IN GAUTENG**

by

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DECLARATION

I, Mary Voyadjis, declare that THE LEADERSHIP TASK OF GRADE HEADS AT A PRIVATE SECONDARY SCHOOL IN GAUTENG is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

WORD OF THANKS

I wish to thank Professor JJ Booyse for his time and supervision, my parents Mr and Mrs John and Hazel Voyadjis for instilling in me the love of education and learning, and Mr Russell Greyling (MSc Mathematics, UKZN) for his support and statistical guidance.

ABSTRACT

The study involves an in-depth case study on the leadership task of the grade heads at a private secondary school in Gauteng with the main research problem arising as: After defining the leadership task of grade heads at a private secondary school in Gauteng, how important do the learners in the grade view the individual grade head tasks to be? From the mixed-method research conducted, it stems that the leadership tasks of the grade head (and also the grade head system as a whole) have a positive impact on the learners and the holistic school environment. Therefore, it is recommended that the particular school under study continue with the structure of grade heads and that the leadership roles of the grade head continue to function within the

seven roles of the teacher as this provides a clear background for an organised educative approach to leadership within a grade head system.

KEY TERMS

- 1) Academic support
- 2) Educational manager
- 3) Grade head
- 4) Grade head system
- 5) Instructional leaders
- 6) Leadership
- 7) Management tasks
- 8) Operational leaders
- 9) Pastoral leaders
- 10) The seven roles of the teacher

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CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 INTRODUCTION TO THE STUDY

Educational Management is “an interactive, inter-related process used by educational leaders who manage learning and teaching in schools. The resources available to them include human resources (learners and educators), physical resources and financial resources which they must manage as efficiently as possible in order to satisfy educational needs and achieve the outcomes of cultivating a culture of teaching and learning” (Van Deventer & Kruger, 2003: 65-66).

A grade head is a type of educational manager. The term ‘grade head’ may be defined on a simple level as the person who is put in charge of a particular grade of learners. Although seen as a duties post, the grade head post places the grade head in a position of authority in which he/she may support the educators in the discipline process and support the learners in the areas of pastoral care and academics. The administration with which the grade head is involved will be a support system for the school, sometimes for the teachers, and also for the learners in terms of their interaction with school processes and formal requirements such as documents, record-keeping or form completions. Thus, the grade head acts as an intermediary between various stakeholders of the school, including parents, learners, teachers and managers.

Not only is the grade head required to be skilled in administration, but also in human resource management. This applies in the areas of assisting academics, communication, discipline and pastoral care, all of which the grade head must be able to deal with on an individual basis as well as integrally. The grade head must work with students, parents, teachers, management as well as their own team of registered teachers per grade, otherwise known as mentors. Consequently, the grade head is to be seen as a manager “working with and through people to accomplish school and educational aims efficiently” (Van Deventer & Kruger, 2003: 77).

Through acts of liaison, the grade head is also required to be a leader and a team-builder, shaping the grade into a cohesive unit. Accordingly, this means that the grade head should have “visionary flair and the ability to motivate and inspire others” (Van Deventer & Kruger, 2003: 68) and requires communication skills to do so. Grade heads must be able to create a rapport with all the stakeholders if they are to fulfil the role of being a support system. It must be noted

then that the personality and work ethic of the individual grade head will, evidently, influence the effectiveness of the carrying out of duties.

In addition, the leadership tasks of the grade head appear to have a connection to the seven roles of the teacher set out in The Norms and Standards for Educators, 2000 (www.education.gov.za) as:

- 1) Learning mediator
- 2) Interpreter and designer of learning programmes and materials
- 3) Leader, administrator and manager
- 4) Scholar, researcher and lifelong learner
- 5) Community, citizenship and pastoral role
- 6) Assessor
- 7) Learning area/subject/discipline/phase specialist (Appendice 1)

Through this research study, the extent to which the grade head encompasses the seven roles of the teacher will be investigated, interpreted and analysed with the main focus on the role of the grade head as instructional, operational and pastoral leader.

The researcher's personal involvement with the area of study is that she was a grade head in an urban secondary school environment and found this position complex and multi-faceted, bolstering and enriching various aspects of the school organisation. Since it is apparent that the grade head position influences an inter-connected system of the school organisation, the study will be worthwhile in gauging the leadership tasks of the grade head in the school environment.

1.2 BACKGROUND TO THE STUDY AND RATIONALE

A literature study of the proposed topic, an investigation into the leadership tasks of grade heads at a private secondary school in Gauteng, revealed that there is limited research available on this topic specifically. However, some elements of the sub-topics of academic support, administration, communication, discipline, pastoral care and leadership have been explored quite extensively and are useful for reference.

At a bureaucratic level, the grade head is called upon to execute administrative tasks. These would include tasks such as the completion of forms, the distribution of messages and filing.

However, the remainder of the grade head's duties are multifarious and involve an innumerable amount of proficiency in various areas. A grade head, for example, has the dual task of providing support for the academics of the learner (involving study skills, emotional support or time management techniques whilst not necessarily teaching each child in a standard classroom in a particular registered subject) and also providing another form of life education through the pastoral care provided.

Consequently, the grade head is required to have enough insight and foresight to distinguish organisational climate and culture. Jansen (2011: 78) comments that “[a] positive school climate is about a joyful place where people simply want to be”. Grade heads must, therefore, be perceptive of the school environment if they are to work toward the enhancement thereof.

In addition, Covey (1989: 28) speaks of

“[t]he influences in our lives – family, school, church, work environment, friends, associates, and current social paradigms...- all have made their silent unconscious impact on us and help shape our frame of reference, our paradigms, our maps. It also shows that these paradigms are the source of our attitudes and behaviours. We cannot act with integrity outside of them. We simply cannot maintain wholeness if we talk and walk differently than we see”.

With the recognition of the organisation's paradigms which include the educational organisation's climate and culture, must come the ability to recognise the organisation's needs and so the grade head must insert life lessons for the grade accordingly.

It is relevant to note that Goad (2010: 9) states

“[y]ou might think that a trainer is a person who may fill a number of roles, but the number-one role is to facilitate learning. When you've completed a training session, you should expect that participants will have gained knowledge or acquired skills they didn't previously have. Think of it as the process of filling a gap – the difference between what participants know or can do and what they need to know or do – called *gap analysis*”.

In this regard, the grade head becomes a form of trainer, identifying gaps in the school environment and implementing strategies to fill them.

Similarly, Ornstein and Hunkins (2004: 12) advise that “[e]very school has a planned, formal acknowledged curriculum,” but it also has “an unplanned, informal and hidden one” that must be considered. The planned, formal curriculum focuses on goals, objectives, subject matter, and organisation of instruction; the unplanned, informal curriculum deals with social-psychological interaction among students and teachers, especially their feelings, attitudes, and behaviours. The grade head must be able to identify these additional formal and informal needs in order to provide the necessary interventions and learning initiatives.

For the grade head to be effective in this regard, he/she should be familiar with the concept of emotional intelligence described by Le Roux and De Klerk (2001: 10) as “a type of personal and social intelligence”. This would, in turn, necessitate the grade head being both a leader and a teacher of leadership since leadership skills develop within social structures. In Nye Jr (2008: 86) it is also mentioned that “leadership is ‘an interactive art’ in which the leader is ‘dancing’ with the context, the problem, the factions, and the objective”. It is this inter-relatedness of the various areas of grade head duties that need further attention. Hence, examining Nye Jr’s chapter on ‘contextual intelligence’ (2008: 87) is pertinent since Nye Jr notes that “Anthony Mayo and Nitin Nohria of Harvard Business school have defined contextual intelligence as the ability to understand an evolving environment and to capitalise on trends”.

This application of contextual intelligence links with Baguley (2010: 22) who observes that “leadership is something that’s shared, collective and social and involves the individual use of influence”. Consequently, the grade head requires the skills of both rhetoric and functional writing. Steyn and Van Niekerk (2007: 30) observe that “[i]n his or her key position in the school (institution), the educational manager needs to communicate with various people in a number of different ways about situations, problems or issues” and that “[f]or communication to be effective, the educational manager must use appropriate words and nonverbal signs (smiling, tone of voice, eye contact) which fit into the recipient’s frame of reference”. It is suggested then that the effectiveness of a grade head in carrying out his or her leadership tasks can to a certain extent be dependent on his or her own personal abilities to create relationships and pacify or manipulate emotional responses from others.

This human connection and communication is perhaps most obviously seen in the employing and maintaining of discipline, a supplementary leadership task. Mwamwenda (1996: 311) confirms that a school, as an institution:

“has to have certain basic regulations governing, controlling and directing the behaviour of its members, the majority of whom are pupils. In such a setting discipline is important, since without it the purpose of the school cannot be achieved effectively. Discipline implies control, without which there would be anarchy and chaos and learning would not take place effectively”.

Discipline in itself is a particularly interesting area of study as the perception of the grade head as strict disciplinarian or caring leader will come from both the grade head’s relationships with the learners and their staff and the school’s overall culture and climate. Discipline cannot, by the changeable nature of the school environment, be narrowly defined as influenced by a single factor.

The grade head’s duties are complex and interrelated. Grade heads must start with themselves and ensure the development of personal skills in order to carry out their work effectively but must keep in mind that the focus of their educational management responsibility is the development of the learners in a broader sense rather than straightforward academics. In this regard, the words of Sharma (1998: 255) apply: “[l]eadership greatness comes by beginning something that does not end with you”. Consequently, this study seeks to ascertain the leadership tasks of the secondary school grade head system with reference to an integrated study of the relevant literature.

1.3 THE RESEARCH PROBLEM, RESEARCH QUESTIONS, AIMS AND OBJECTIVES OF THE STUDY

The study involves an in-depth case study on the leadership task of the grade heads at a private secondary school in Gauteng. The main research problem then arises as: After defining the leadership tasks of grade heads at a private secondary school in Gauteng, how important do the learners in the grade view the individual grade head tasks to be?

The following sub-problems need to be addressed:

- In what way/s do the individual tasks of the grade head affect the stakeholders of a school?

- In what way/s are the individual tasks of the grade head interlinked to produce an overall effect and perspective which, in turn, influences the holistic school environment?
- What is the understanding of the roles and functions of the grade head?
- What is the value of the grade head's task in relation to pastoral care, discipline, academics, communication, leadership and administration?
- How can a sense of dependence and independence be managed to lead to interdependence within a grade or a school?
- Can the implementation of the grade head system in secondary schools positively influence the overall climate and culture of the school?
- Is the grade head system worth implementing in secondary schools which lack particular grade management or wish to improve the management and support of learners in a grade?

The study aims to add to the “knowledge of an enduring practice” (McMillan & Schumacher, 2010: 52) and will pay particular attention to the grade head's leadership tasks relating to pastoral care, discipline, communication, academics, administration and leadership and how these relate to the stipulated seven roles of the teacher. It will, however, be shown in Chapter 2 that only three of the seven roles of the teacher will remain relevant for this study and that, since this dissertation of limited scope focuses on leadership, the three chosen roles for discussion will be categorised as follows: grade heads as learning mediators will function under the role of instructional leaders; grade heads as leaders, administrators and managers will function under the role of operational leaders; and grade heads in a community, citizenship and pastoral role will function under the role of pastoral leaders.

Therefore, the objectives with the study are to measure the value the grade head tasks hold for the individuals within the grade, whilst determining the effects of the individual tasks of the grade head on the stakeholders of the school. This initial understanding of individual areas of the grade head system should lead to a holistic perspective of the leadership tasks of grade heads on the overall school environment.

1.4 RESEARCH DESIGN

A mixed-method research design will be implemented for the following reasons. Firstly, the use of a quantitative non-experimental survey will allow for the description of “attitudes, beliefs, opinions, and other types of information” (McMillan & Schumacher, 2010: 22-23). This will be beneficial when studying the many learners’ beliefs regarding the grade head’s position and influence on school life.

Secondly, this study will focus on a case study promoting “better understanding of a practice...and facilitat[ing] informed decision making” (McMillan & Schumacher, 2010: 338) in relation to the leadership tasks of grade heads. The leadership tasks of grade heads will be studied, described and compared in their natural setting in the various grades of one selected private school¹. In addition, the study seeks to determine not only the individual leadership tasks of grade heads and their impact on the stakeholders, but also the relationship between the grade head’s leadership tasks, the specified seven roles of the teacher and the overall school environment.

Evaluation research will take place “to determine the worth of an educational practice” (McMillan & Schumacher, 2010: 430) (that of the grade head system) and will examine “(d)ecisions to plan, to improve, or to justify widespread adoption of a practice need” (McMillan & Schumacher, 2010: 430) (those of the grade head system or parts thereof).

Participant-oriented evaluation will also be part of the study as this is “a holistic approach using a multiplicity of data to provide an understanding of the divergent values of a practice [the grade head system] from the participants’ perspectives” (McMillan & Schumacher, 2010: 436).

The selected site will involve participatory research as it will be the school at which the researcher worked. “Information-rich” (McMillan & Schumacher, 2010: 335) individuals will be available at the school as it has five grade heads, one per secondary school grade, from grade 8 to grade 12 and each grade comprises approximately 50-80 students from both genders.

¹From a qualitative research point of view, it is possible to obtain sufficient meaningful results from a single case or even a single interview on which to base a whole thesis or research project. However, the main reason for focusing on one school only is the fact that this study is aimed at the compilation of a dissertation of limited scope. The study is expected to produce such a large amount of data that a careful selection will have to be made between findings to be included in the research report and findings to be excluded.

The study involves the researcher being a complete insider (in the researcher's own school setting where the researcher was a grade head herself), however, as grade heads have a certain level of autonomy, the researcher had, at the start of the study, limited personal knowledge of how the other grades are run by their particular grade head.

1.4.1 Data collection strategies

A mixed-method sequential exploratory design will be used to allow for increased validity as well as triangulation. Firstly, interviews (qualitative) with the individual grade heads will take place. Secondly, a questionnaire (quantitative) will be distributed to learners and answered in a controlled environment. Thirdly, a focus group (qualitative) may be held with the grade heads after the collection and analysis of data, if need be, to clarify or elaborate on issues raised.

1.4.1.1 Quantitative strategies

1.4.1.1.1 Expectations of the quantitative survey

Since the seven roles of the teacher set out in The Norms and Standards for Educators, 2000 (www.education.gov.za) are considered to be “all part of the nuts and bolts of teaching” (Potenza 2002), it is expected that the individual tasks of the grade head system at a particular secondary school in Gauteng will be able to be categorised according to the seven roles of the teacher. In addition, since there are many of these individual grade head tasks, it is expected that some of the tasks will be viewed by the stakeholders as more important than others. Finally, it is expected that by studying the impact of the grade head tasks on the stakeholders of the grade head system, that the grade head system will be seen to be valuable to both the individuals within the system as well as the school overall and will then be worth implementing in schools which lack particular grade management or wish to improve the management and support of learners in a grade.

1.4.1.1.2 Questionnaires

A questionnaire completion by learners will allow for a large amount of learners directly impacted by the grade head system to provide their discernment of it. Preceding interviews with grade heads will assist in the determination of the questions. Questions will also be formulated on the basis of the literature that has been consulted and which is provided in Chapter 2 (cf §3.4.1).

1.4.1.1.3 Population and Sampling

The population comprises teachers and learners in an urban secondary school with a grade head system in place. Ultimately, the study will provide a determination as to whether or not the implementation of the grade head system in secondary schools can positively influence the overall climate and culture of the school and is, as a result, worth implementing in secondary schools which lack particular grade management or wish to improve the management and support of learners in a grade.

The sample involves one selected school with the grade head system in place, applied from grade 8 to 12. One school would provide sufficient depth of material from which the researcher would be able to explore the various leadership tasks of the grade head system in relation to the relevant literature consulted, particularly as the research will range across all five grades. All of the five grade heads (some male and some female) from grade 8 to grade 12 will be offered the opportunity to be interviewed and all learners of both genders in every grade covered will be offered the opportunity to participate in the study. Sampling occurs from a convenience point of view since all learners in the secondary school experience the grade head system (cf §3.3).

1.4.1.2 Qualitative strategies

1.4.1.2.1 Individual interviews

In-depth interviews with grade heads (a qualitative research design) will assist in determining the duties ascribed to them. It will also allow for individual perspectives of the grade head system and indicate the different approaches, strategies and ideas that could be used. This is particularly worthwhile since the post is not prescriptive in the extension of duties. There will

be a total of four interviews (one with each of the four grade heads) and the researcher, as complete insider in the running of her own grade, will provide a response as well. A semi-structured questionnaire will be compiled and utilised as a point of departure for conducting the interviews, but the researcher will allow for additional commentary if it arises in the interview. Following a typical qualitative research style, the set questions should not be, in themselves, restrictive and the researcher will allow for further responses and discussion points should they arise. (cf §3.4.2.1)

1.4.1.2.2 Focus group interviews

It is anticipated that, after the preliminary research phase, a focus group session with the grade heads may be necessary to clarify any issues, concepts or ideas arising from the study in lieu of the fact that social context may influence “data content and is described physically, socially, interpersonally, and functionally” (McMillan & Schumacher, 2010: 336). (cf §3.4.2.2)

1.4.2 Data analysis strategies

1.4.2.1 Quantitative strategies

The technique of comparing and contrasting (amongst the various grades) will be used. This is relevant since the study wishes to determine the leadership tasks of the grade head along with their relation to the seven roles of the teacher and, therefore, which patterns are seen to be beneficial to the overall culture and climate of the selected school.

The technical and quasi-statistical style “in which the researcher decides the categories in advance” (McMillan & Schumacher, 2010: 368) will include the categories of communication, discipline, administration, academic support, leadership and pastoral care as found within the seven roles of the teacher. However, sub-categories may emerge which will “lean more toward the interpretivist/subjectivist style” (McMillan & Schumacher 2010: 369).

1.4.2.2 Qualitative strategies

Framing the narrative will include the naturalistic situation “in descriptions of *what* happened and *how* the experience occurred” (McMillan & Schumacher, 2010: 383). Presentation of participants’ language will be included and “is imperative because it is the *data*” (McMillan & Schumacher, 2010: 383). The specific above-mentioned categories and concepts of a grade head will be relevant when analysing the data of the study and will, therefore, be defined in and applied to the study and the analysis and interpretation.

Authentic narrative will be present since the study will contain “thick description in the narrative, interspersed with brief quotations representing participants’ language” (McMillan & Schumacher, 2010: 337).

Typicality will be shown through the researcher’s “describing the distinct characteristics of groups studied” (McMillan & Schumacher, 2010: 337) and qualitative data analysis will take place with inductive analysis occurring through which the qualitative researcher “synthesise(s) and make(s) meaning from the data, starting with specific data and ending with category patterns” (McMillan & Schumacher, 2010: 367) emerging from the comparison of the situations within the various grades of the selected site.

1.4.3 Reliability, validity and trustworthiness of the research

Reliability will be ensured in the internal structure with agreement seen through the consistency of ratings (McMillan & Schumacher, 2010: 180). Reflexivity will occur with the researcher examining herself throughout the process, thereby attempting to minimise bias. Bryman (2012: 390) notes that external reliability, the degree to which a study can be replicated, is not an easy criterion to achieve in qualitative research since “it is impossible to ‘freeze’ a social setting and the circumstances of an initial study” and that in order to meet this requirement, a researcher needs to “adopt a similar social role to that adopted by the original researcher”.

Validity is enhanced through the use of the multi-method design. Qualitative design validity will involve the strategies of using participant language, the use of multimethod strategies and participant review (McMillan & Schumacher, 2010: 330). Quantitative design validity will involve evidence based on content in terms of the sampling, evidence based on response

processes within the questionnaire and on internal structure in relation to the traits evident in the grade head system (McMillan & Schumacher, 2010: 178).

Trustworthiness of the research will be promoted through “pattern seeking by qualitatively assessing solicited versus unsolicited data, subtle influences among the people present in the setting, specific versus vague statements and the accuracy of sources ... Selecting trustworthy data also involves an awareness of the researcher’s assumptions, predispositions, and influence on the social situation” (McMillan & Schumacher, 2010: 374) (cf §3.6).

1.4.4 Generalisability

Since this study is a case study based on one private co-educational school, generalisability to other populations with similar characteristics will be limited. However, the leadership tasks may allow for further generalisability if they relate significantly to the seven roles of the teacher found in the government Norms and Standards for Educators 2000 which are applicable to all public and private school teachers (cf §3.7).

1.4.5 Triangulation

Triangulation will occur through both qualitative and quantitative data being collected during the same period. This means that the qualitative interviews of the grade heads leading to the quantitative survey going to the learners will then conclude with the qualitative focus group (if need be). The benefit of using the survey is that a large number of students can be represented whilst the “advantage of using the focus groups is that descriptions are provided in voices specific to each group” or, in this case, grades (McMillan & Schumacher, 2010: 29) (cf §3.8).

1.5 SIGNIFICANCE OF THE STUDY

The study should contribute to the theory of education as this is new research owing to the inherent autonomy each grade head has in the interpretation and enactment of their role and tasks within this position. The results of the study may also impact perspective-taking in that the perceived grade head tasks may not be the actual tasks enacted. Also, principals’ decisions may be influenced by the results of the study as a deeper understanding of the tasks of grade heads may be gained. The study will also make a contribution to the practice of education as

the results may be valuable to other schools, particularly if they are considering implementing a grade head system.

1.6 ETHICAL CONSIDERATIONS

1.6.1 Procedures prescribed by the University

Procedures will be followed according to the University of South Africa's Policy on Research Ethics. The policy includes basic principles for research and divides these principles into moral and general ethics principles. The four moral principles are listed as autonomy, beneficence, nonmaleficence and justice. General ethics principles are essentiality and relevance; maximisation of public interest and of social justice; competence, ability and commitment to research; respect for and protection of the rights and interests of participants and institutions; informed and non-coerced consent; respect for cultural differences; justice, fairness and objectivity; integrity, transparency and accountability; risk minimisation; and non-exploitation. These principles and their application to this particular research study will be examined further in Chapter 3 of this dissertation of limited scope.

Extraordinary circumstances led to a lack of synchronisation between the date of approval of the application for ethical clearance and the date of data collection. As a result, only a memo of acknowledgement could be issued by the UNISA College of Education Ethics Committee in terms of the application for ethical clearance for this dissertation of limited scope. The memo is attached as Appendice 6.

1.6.2 Informed consent

Informed consent implies that all details regarding the study, its procedures and its usage has been explained to the participants and that the participants, with this understanding in place, have agreed to participate in the study and have given permission for the results of the participation to be used. The University of South Africa's Policy on Research Ethics (2012: 12) also notes that consent "need not be obtained where personal information is involved which has been de-identified to the extent that it cannot be re-identified again" and that consent must be both "freely given and informed".

In terms of child consent, the University of South Africa's Policy on Research Ethics (2012: 15) notes that children under the age of 18 are classified as vulnerable participants and that, since this study is a non-therapeutic research dissertation of limited scope, consent needs to be obtained from the Minister responsible for social development, the parent or guardian of the child and the child if he or she is capable of understanding. In addition, it is stated that children should participate only when their participation is indispensable to the research. Given that this dissertation of limited scope examines the impact of the grade head system on the learners in a secondary school, the participation of the children is, therefore, seen to be of necessity to the research.

1.6.3 Anonymity and confidentiality

The researcher will maintain confidentiality and anonymity of the individuals involved. This will occur in the anonymous completion of the questionnaires by the learners and by the grade head interviewees remaining anonymous as well. This will mean that the school is not named, no learner or grade head will be identified and grade heads and learners will be given verbal assurance that their identities will not be revealed.

1.7 DEFINITION OF KEY CONCEPTS

1.7.1 An **Educational Manager** is one who implements tasks of education management. Education management "is a specific kind of **work**, i.e. the management of learning and teaching consisting of **management tasks** or **activities** known as *planning, problem solving, decision making, policy making, organising, coordinating, delegating, leading and control of school/education events*...performed in these areas in order to reach a specific purpose encompassing the vision, outcomes, aims and objectives of education, i.e. creating a culture of learning and teaching" (Van Deventer & Kruger, 2003: 66).

1.7.2 A **grade head** may be defined a type of educational manager who is put in charge of a particular grade of learners and who is expected to co-ordinate, design and control activities in the areas of administration, leadership, communication, discipline, pastoral care and academic support with a correlation to the seven roles of the teacher. A **grade head system** would, therefore, refer to the enactment of specific leadership tasks within particular grades.

- 1.7.3 **Leadership** is defined by Davidoff and Lazarus (2002: 36) as “the art of facilitating a school to ‘do the right thing at the right time’” and as “directing a school, and management as holding the school, maintaining the well-being of the school and ensuring that the systems set in place are working well”. In addition, Sharma (1998: 47) notes that “[l]eadership is not about managing things but about developing people”.
- 1.7.4 **Administration** is defined here as the completion of menial tasks such as paperwork and filing, morning registration, reply slip collection, the distribution of letters, newsletters and forms.
- 1.7.5 **Communication** is defined by Ornstein and Hunkins (2004: 302) as “the transmission of facts, ideas, values, feelings, and attitudes from one individual or group to another. Put simply, communication deals with message processing between the sender and the receiver of a message. The receiver can either accept or reject the message. Communication is not a one-way street; rather, it is a two-way channel”.
- 1.7.6 According to *The South African Pocket Oxford Dictionary* (1992, s.v. ‘discipline’) the concept **discipline** refers to “training or way of life aimed at self-control and conformity; maintaining of order among those in one’s charge; control exercised over members of organisation; punishment; branch of instruction or learning; system of rules for conduct”. Discipline also relates to a **safe school** which is defined by Bucher and Manning (2005:56) as “one in which the total school climate allows students, teachers, administrators, staff, and visitors to interact in a positive, nonthreatening manner that reflects the educational mission of the school while fostering positive relationships and personal growth”.
- 1.7.7 **Pastoral Care** (LNCT circular 6) is defined as “an holistic approach by which the school attempts to meet the personal, social, emotional and intellectual needs of every pupil, in order that each might participate fully and gain maximum benefit from everything the school has to offer...pastoral care should be defined in terms of an entitlement for every pupil in five key areas: personal guidance, curricular guidance, vocational guidance, a programme of personal and social education and development of a positive school ethos”.

- 1.7.8 The concept **Academic Support** has a bearing on the initiatives that reinforce the academic learning process whilst not being directly seen as the standard teaching-learning experience of a registered subject. Academic support may include additional life-lessons such as time-tabling, time-management and study-skills.
- 1.7.9 Van Houtte (2005: 75) distinguishes between the concepts of climate and culture by noting that “[w]hile **climate** usually is seen in terms of shared perceptions, **culture** is seen in terms of shared assumptions, shared meanings and shared beliefs” and further clarifies that “[c]**ulture** concerns values, meanings, and beliefs, while **climate** concerns the perception of those values, meanings, and beliefs”.
- 1.7.10 Lambert (2002: 38) notes that **Leadership capacity** is “broad-based, skilful participation in the work of leadership. In schools with high leadership capacity, learning and instructional leadership become fused into professional practice”.
- 1.7.11 The **seven roles of the teacher** (Appendice 1) as defined in the government’s Norms and Standards for teachers 2000 document (www.education.gov.za) are:
- 1.7.11.1 Learning mediator
- The educator as learning mediator must have a sound knowledge of his or her teaching subject and show sensitivity toward learners of all learning backgrounds and lifestyles in a South African context.
- 1.7.11.2 Interpreter and designer of learning programmes and materials
- The educator as interpreter and designer of learning programmes and materials must have the ability to organise and co-ordinate appropriate courses and syllabi.
- 1.7.11.3 Leader, administrator and manager
- The educator as leader, administrator and manager must be able to carry out his or her duties effectively and efficiently and be able to do so in varying contexts and situations.
- 1.7.11.4 Scholar, researcher and lifelong learner
- The educator as scholar, researcher and lifelong learner must continue to develop him or herself professionally and educationally.

1.7.11.5 Community, citizenship and pastoral role

The educator in a community, citizenship and pastoral role must be able to work in the context of the Constitution of the Republic of South Africa, 1996 and the governing principles of democracy.

1.7.11.6 Assessor

The educator as assessor will have an awareness of the importance and role of assessment in the educative process.

1.7.11.7 Learning area/subject/discipline/phase specialist

The educator as learning area, subject, discipline, and phase specialist must have the required knowledge, skills and values and be able to apply them appropriately to a given context.

1.7.12 Covey (1989: 71) describes **responsibility** as the ability to choose one's response or reaction to a situation, thereby becoming reactive and positively affecting one's environment. Covey (1989: 194-195) further explains that **roles** are seen to be clarified expectations of behaviour and outcomes. A **function** is considered to be an activity that constitutes the purpose of an object or a person in a particular position whereas a **task** is a particular piece of work to be undertaken. Roles, functions and tasks, although having differences in meaning, can be inter-related and connected. A change in a person's role, for example, will affect his or her function and the task he or she may have to perform. It is expected that when carrying out roles, functions and tasks, the people involved will have to do so with responsibility if the work is to be done successfully.

1.8 DIVISION OF CHAPTERS

Chapter 1 comprises an introduction to the study and contains important background material. This includes the problem formulation (and sub-problems), the aim (and subordinate objectives) of the investigation, a description of the methods of the investigation, the value of the investigation and an explanation of key concepts.

Chapter 2: Literature Review and Theoretical Background

This chapter provides a relatively detailed discussion of educational management, leadership, pastoral care, discipline, academics, communication and administration and the seven roles of the teacher.

Chapter 3: Research Design and Methodology

This chapter will include the description of the research design, including the methods used to collect and analyse data. It also contains a brief description of the ethical considerations that were taken into account in the course of the study, the selection and sampling of participants, data collection methods, the reliability and validity of the study, the trustworthiness of the data and the possibilities of generalising findings and conclusions.

Chapter 4: Findings of the study

This chapter includes the findings of the study. It focuses on the results of the leadership tasks of the grade head system survey as well as the impact of the grade head system on the population surveyed and the grade heads interviewed as well as the school at large. Discussions here will be based on schematic presentations, however, more detailed data are provided in the appendices.

Chapter 5: Summary, Conclusions and Recommendations

This chapter will involve a summary of the research results, conclusions and recommendations (also with regard to subsequent research).

1.9 CONCLUSION

The grade head system is a complex one, perhaps made more so with the high level of human interaction and high degree of job autonomy that characterise the position of a grade head. This implies that a grade head, as a leader, must continually develop and hone his/her skills according to new situations. Covey (1989: 49) notes that

“[a]s we continue to grow and mature, we become increasingly aware that all of nature is interdependent, that there is an ecological system that governs nature, including society. We further discover that the higher reaches of our nature have to do with our relationships with others – that human life also is *interdependent...dependence* is the paradigm of *you* – *you* take care of me; *you* come through for me; *you* didn’t come through; I blame *you* for the results. *Independence* is the paradigm of *I* – *I* can do it; *I* am responsible: *I* am self-reliant: *I* can choose. *Interdependence* is the paradigm of *we* –*we* can do it; *we* can cooperate; *we* can combine our talents and abilities and create something greater together”.

The study aims to identify how a sense of dependence and independence can be managed to lead to interdependence within a grade or a school. Initially, however, a deeper understanding of the roles and functions of the grade head is necessary, bearing in mind that this is not a prescriptive position and that from this understanding of individual roles and tasks, should come a holistic perspective of how the grade head system can be used to advance the school’s culture and enhance the school’s climate, whilst at the same time, develop individuals.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This dissertation of limited scope focuses on the ‘The leadership task of grade heads at a private secondary school in Gauteng’. The term ‘leadership task’ is a broad one and in order to define it for the purpose of this study, it is necessary to divide the meaning of the term into sub-sections whilst also examining leadership terminology, leadership models, leadership philosophies, leadership styles, leadership definitions and leadership purpose.

In the ‘Explanatory notes to the norms and standards for educators, February 2000’, it is noted that the “cornerstone of the new policy is the seven roles for educators and their associated applied competence should be integrated into the purpose and exit level outcomes of the qualification” which each teacher attains. Therefore, and since some of the seven roles of the teacher can be classified as leadership tasks, this section will break down the ‘leadership tasks’ of the grade heads underneath the headings of the seven roles of the teacher. However, and again for the purposes of this dissertation of limited scope, only three of the seven roles are seen to be relevant. Consequently, this literature study will focus on grade heads as (1) learning mediators, as (2) leaders, administrators and managers and as (3) community, citizenship and pastoral role keepers only in terms of the seven roles of the teacher.

A teacher is seen to have an all-encompassing role both in the classroom and in the wider school environment. A grade head has not only these broad responsibilities as a leader in his or her own teaching field, but also the additional responsibilities of being in charge of a grade. For example, in the classroom, the teacher will be in charge of the learner’s progress for his or her own subject only, whereas the grade head now takes on the responsibility of monitoring each learner of the grade’s entire subject base and school report.

The grade head system places the grade head in a position of authority within which the grade head must communicate with and relate to other stakeholders, thereby inferring the use of leadership skills. With this in mind, the focus of the literature study remains on leadership.

2.2 THE DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT

Leadership and management, although linked, are separately definable concepts as indicated in Chapter 1. Management is seen to be a far more practical task of organising, arranging, monitoring and ensuring an assignment is completed on time and effectively. Managers are planners, action-takers and problem-solvers and are seen to have formal authority. Leadership, on the other hand, is a far more emotional task. It involves the human elements of manipulation, persuasion, gaining respect, motivating action and communicating with others in a way that will promote a particular response. Leaders are visionaries and “have followers, and following is always a voluntary action” (Straker, 2002). Therefore, the leader must convince his followers to participate in the action required to move the organisation on a particular course.

According to Gupta (2009), leadership has a long-term impact whilst management has short-term goals. In addition, leadership is an intention of reaching the next level whereas management is the process of ably executing the plan. Clark (2004) summarises the difference between management and leadership by noting that management’s main function is to produce order and consistency through processes, such as planning, budgeting, organising, staffing, and problem solving whilst leadership’s main function is to produce movement and constructive or adaptive change through processes, such as establishing direction through visioning, aligning people, motivating and inspiring.

Ultimately, the term ‘leadership’ can be broadly defined and holds numerous dimensions, but mostly it includes the belief that leaders in education are seen to have the goal of creating “a contemporary and planned management understanding” (Özel et al, 2007: 92). It also embraces a motivational discernment in order to improve the input and output of the educational organisation.

2.3 THE LEADERSHIP TERMINOLOGY OF RESPONSIBILITY, ACCOUNTABILITY AND AUTHORITY

Authority is defined by Patil (2013) as “the right and power of making decisions, giving orders and instructions to subordinates. Authority is delegated from above but must be accepted from below i.e. by the subordinates” and **responsibility** is defined by Chapman (1999) as “a duty or set of duties that a person is given, or ideally agrees to deliver/achieve”.

Accountability, however, is defined by Mammen (2011) as a management philosophy whereby individuals are seen to be liable for how well they use their authority and responsibility for performing predetermined activities. Accountability can be subdivided into **academic accountability** (educational leaders are accountable for the life, needs and aspirations of the people in their society with the aim of improving pupil achievement and academic effectiveness), **moral accountability** (educational leaders are accountable to students and parents in providing the best services they can for the children in their care), **professional accountability** (educational leaders are accountable towards the education profession and their colleagues), **legal accountability** (educational leaders are bound by the law of the land), **intellectual accountability** (educational leaders are accountable for ensuring they have and promote appropriate academic knowledge and skills) and **social accountability** (educational leaders have social responsibility toward their particular communities).

2.4 LEADERSHIP MODELS

A leadership model (Chapman, 1999) is “a structure or framework or process which can be used to learn, teach, apply and adapt leadership – or a tool that enables people to lead effectively and grow as leaders”. Leadership models allow for different types of followers, situations and leaders, and are adaptable. They may also contain a component for measuring standards and ranges.

Chapman (1999) divides leadership models into five sub-categories: Trait-Based (including the theories of Carlyle and Galton, Stogdill, and Kouzes and Posner), Behavioural (including Blake and Mouton’s Managerial Grid), Situational/Contingency (including Kurt Lewin’s Three Styles Model, Tannenbaum and Schmidt’s Leadership Behaviour Continuum, Fiedler’s Contingency Model, House’s Path-Goal Theory, Hersey and Blanchard’s Situational Leadership Model, and

Bolman and Deal's Four-Frame Model), Functional (including John Adair's Action-Centred Leadership Model, and Kouzes and Posner's Five Leadership Practices Model), and the Integrated Psychological approach (including Scouller's Three Levels of Leadership Model).

For the purpose of this dissertation of limited scope, a closer examination of only three of these models follows. The first model which will be applied to the collected data is that of Scouller's Four-Dimensional Definition of Leadership (Appendice 7a). Scouller (Chapman, 1999) sets out that leadership is a process that involves four parts: setting a purpose and direction which inspires people to combine and work towards willingly (Motivating Purpose); paying attention to the means, pace and quality of progress towards the aim (Task, Progress, Results); upholding group unity; and attending to individual effectiveness throughout (Attention to Individuals). Scouller notes, in the explanation of his model, that "leadership does not have to rely on one person" (Chapman, 1999) and that shared leadership is possible.

The second relevant model is that of Kouzes and Posner's Five Leadership Practices Model (Appendice 7b). In this case, the three elements of Model the Way and Challenge the Process can be incorporated into Scouller's category of Task, Progress, Results. Kouzes and Posner's element of Enable Others to Act fits in with Scouller's definition of Attention to Individuals and Kouzes and Posner's element of Inspiring a Shared Vision links with Scouller's Motivating Purpose. However, Kouzes and Posner's element of Encouraging the Heart is not contained in Scouller's model and it is this element which also connects with this dissertation of limited scope. Encouraging the Heart involves the recognition of individual contributions to the success of the project and the praising and celebration thereof. This is a vitally important element when dealing with human resources and will also link to the motivation of staff or children through a sagely chosen leadership style. Since a person's personality is, in actual fact, a combination of traits, it can be inferred that certain personalities are able to inspire better performance, trust and development in others (Cancelleri, 2008: 40).

The final model which holds value for this dissertation of limited scope is that of Kouzes and Posner's trait theory (Chapman, 1999). Kouzes and Posner list the top ten leadership traits of being honest, forward-looking, inspirational, competent, fair-minded, supportive, broad-minded, intelligent, straight forward and dependable. When working with people, individual character influences cannot be ignored and so trait theory becomes somewhat applicable in this

dissertation of limited scope in that the learners are asked to rate the importance of certain traits of a grade head.

A combination of these three leadership models would result in the schematic presentation seen below:

<p>Motivating Purpose</p> <p>Inspiring a shared vision</p>	<p>Relevant Traits</p>	<p>Task, Progress, Results</p> <p>Model the way Challenge the process</p>
<p>Relevant Traits</p>	<p>Encouraging the Heart</p>	<p>Relevant Traits</p>
<p>Upholding Group Unity</p>	<p>Relevant Traits</p>	<p>Attention to Individuals</p> <p>Enabling others to act</p>

Table 1: A schematic representation of the combination of the relevant aspects of Kouzes and Posner’s Trait Theory, Kouzes and Posner’s Five Leadership Practices Model and Scouller’s Four-Dimensional Definition of Leadership.

In this unified model, Scouller’s four definitions of leadership form the outer cornerstones and are portrayed in black font. The five elements from Kouzes and Posner’s leadership model are displayed in red font and indicate the correlation they have with three of Scouller’s definitions. The element of Encouraging the Heart is not mentioned by Scouller. It is, therefore, placed in the centre as dealing with people is an emotional experience and would, along with Kouzes and Posner’s Trait Theory, consequently be central to any leadership communication. Since people have a variety of personalities and would display a range of traits during different communicative processes, the type of traits have not been specified, although these individual traits are recognised as being influential in the leadership process.

2.5 LEADERSHIP PHILOSOPHIES

A leadership philosophy (Chapman, 1999) is an approach to leading that is driven by a set of values and beliefs. These values direct the aims that a leader pursues and the way he or she acts. For example, the servant leadership philosophy is based on the concept that the leader's beliefs and actions revolve around serving his people; authentic leadership involves the leader being true to his or her own emotions; ethical leadership concerns common morals and principles used as a basis for leadership technique; values-based leadership involves the leader drawing on his or her own and followers' values for direction, inspiration and motivation; and French and Raven's Sources of Leadership Power concerns itself with understanding from where power comes, how power is perceived, how the perceptions of the power affect the leader and how the leader will be able to use the power to lead.

Leadership philosophies convey a sense of connection and relationship between leadership and the world outside the group being led. The grade head's philosophy will impact his or her behavioural response. Le Roux & de Klerk (2001: 10) write that emotional intelligence involves having emotional awareness. This refers not only to the awareness of self, but also being able to recognise, understand and respond appropriately to the feelings of others. When the grade head's response to the emotions of others occurs in a regulated manner, with the grade head having the ability to listen to others, empathise with them and communicate effectively in terms of emotions and thoughts, the grade head is then known to have emotional control.

This enactment of the controlled management of thoughts and feelings, can lead the grade head to improved communication with others which will give rise to healthier relationships. If a grade head simply responds to learners with threats or by shouting at them, the grade head will not form good relationship with the learners and will not achieve the outcomes of the specialism of grade head work. The acumen of a grade head in his or her choice of leadership philosophy will thus link directly to his or her leadership style.

2.6 LEADERSHIP STYLES

A leadership style (Chapman, 1999) is a narrow set of behaviours which portray a leader's manner of providing direction, implementing plans and motivating people. Leadership styles

are difficult to define and apply as people have an inexhaustible range of different personality types and characteristics. For example, a transformational leadership style involves a leader focusing on his followers' higher needs and values and inspiring them to achieve a common, moral purpose, whereas a transactional leadership style involves a leader causing a follower to act in a particular manner in return for something the follower either wants to have or wants to avoid. A charismatic leadership style involves the leader using his or her own personality to influence the people around him and her, and a narcissistic leadership style concerns itself with a leader who feels inadequate and subsequently uses dominance to gain control.

The grade head, in exercising leadership skills, must show initiative. Nye Jr (2008: 101) explains that the uniqueness of a situation will affect a leader's style of response. This may include co-ordination and action as well as diversity in the group that makes the decisions. Nye Jr (2008: 101) also remarks that although greater participation may slow down the decision-making process, it will also lead to a larger base of ideas and may lead to greater stimulation for the work to be done.

The grade head is also partially responsible for the psychological wellbeing and development of the grade and, in choosing a leadership style, the grade head must be aware of the environment in which his or her leadership will function. Ornstein & Hunkins (2004: 12) warn that "[w]e may fail to realise the power of the hidden curriculum, that part of the curriculum that, while not written, will certainly be learned by students" and so a measure of common sense must be applied by the grade head in his or her decision-making. It is also seen to be advantageous for the grade head, when dealing with hidden curricula, to work with the school psychologist to implement pertinent programmes such as study skills courses or anti-bullying programmes. It is also sufficient for the grade head to simply arrange a session for his or her grade with a person more qualified in a particular area like the school psychologist or perhaps an expert on study methods or reading techniques. In either event, the manner in which the grade head conducts himself or herself in leading the children in his or her care, will influence the responses from the children themselves. The grade head needs to be astute in deciding which leadership style to use in which situation and should be careful not to alienate children, and thereby hinder the progress of the individuals and the group.

2.7 LEADERSHIP PURPOSE

Scouller (in Chapman, 1999) puts forward that the

“purpose of a leader is to make sure there is leadership – to ensure that all four dimensions of leadership (refer to Scouller’s Four-Dimensional Definition of Leadership above) are being addressed ... This means the leader does not always have to lead from the front; he or she can delegate, or share part of their responsibility for leadership. However, the buck still stops with the leader. So although the leader can let someone else lead in a particular situation, he or she cannot let go of responsibility to make sure there is leadership”.

Scouller further comments that the leader has to make certain there is a vision or a goal that the majority of group members want to deliver, but that the vision does not have to be defined solely by the leader. What is important is that the leader holds ultimate responsibility for this vision or goal.

The purpose of leadership is thus regarded as a way of focusing and motivating a group to enable them to achieve their aims whilst the fundamentals of responsibility, accountability and authority apply to the leader himself or herself.

2.8 THE GRADE HEAD IN RELATION TO THREE OF THE SEVEN ROLES OF THE TEACHER

The seven roles of the teacher set out in The Norms and Standards for Educators, 2000 (www.education.gov.za) as learning mediator; interpreter and designer of learning programmes and materials; leader, administrator and manager; scholar, researcher and lifelong learner; community, citizenship and pastoral role; assessor; and learning area/subject/discipline/phase specialist form the basis of the grade head’s tasks.

However, since this dissertation of limited scope is concerned with education management and the leadership involved in the implementation of the grade head tasks, it is necessary to reclassify these roles into leadership categories. It fits then that, for the purpose of this mini-

dissertation, and in lieu of the large amount of data collected, that careful selection of the material for use in this dissertation must be and has been made (cf § 3.4.1).

This selection finds at its base that some of the seven roles of the teacher form leadership tasks. In this light, the grade head as learning mediator falls under the scope of the grade head as an instructional leader. The grade head as leader, administrator and manager falls under the scope of the grade head as an operational leader and the grade head in a community, citizenship and pastoral role falls under the grade head task of being a pastoral leader.

As mentioned in the introduction to this chapter, the above three roles of the teacher are considered relevant. The four remaining roles of interpreter and designer of learning programmes and materials; scholar, researcher and lifelong learner; assessor; and learning area/subject/discipline/phase specialist have been disregarded as they do not directly and specifically focus on the concept of leadership as required by this purpose of the present research report.

2.8.1 The grade head as learning mediator (Instructional Leader)

The Norms and Standards for Educators (February 2000), sets out that under this role of the teacher, “an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context”. Education in South Africa has been undergoing great changes since the move from Apartheid to Democracy in 1994. Nearly two decades on, and with all the problematic aspects of bringing quality education to the masses, particularly in poorer areas of the country, it is observed that South Africa is still in transformation.

With this constant change in educative and subject requirements, transformational leadership is required. As a learning mediator, a grade head is, therefore, required to be aware of the broader political context in South Africa as well as the smaller school-based context in and under which he or she may teach. In this regard, as Nye Jr (2008: 87) terms it “contextual intelligence” is a useful acumen to possess. Having contextual intelligence implies that a leader can examine his or her own environment, identify needs and objectives, and then form strategies to achieve the necessary outcomes.

It is this understanding and perspective of one's own context that will, in turn, determine an educator's leadership style and mediation approach. Nye Jr (2008: 87) expounds that some leaders are relationship-orientated and that their self-esteem as a leader will come from the completion and achievement of a task. In order to achieve the task though, the leader must understand the nature of the group, have a clear task to undertake and have enough authority and control to be able to accomplish the task at hand in the particular circumstances in which the leader, or in this case, the grade controller finds himself or herself.

A grade head as a learning mediator must be able to assess the educational milieu of his or her own circumstance and make leadership decisions which assist to "construct learning environments that are appropriately contextualised and inspirational" (The Norms and Standards for Educators, February 2000). If one considers that "[l]eaders act in situations that are defined by others' actions" (Spillane, 2005: 145), then the grade head must have the ability to work with both teachers and learners in a way that invokes positive responses and outcomes based on set learning goals. There is, in this role, the need to have initiative and a personality which stimulates learning, in a fitting manner, applicable to the context in which the grade head works.

The grade head's ability to motivate and guide the learning process mediation is part of his or her facilitative role and where relationships between people are involved, the character, personality and emotional response of the grade head cannot be ignored. James et al (2007: 82) comments that it is not enough for a leader to be sympathetic toward individuals. Rather, a leader must have the ability to understand the apprehensions and pressures that form part of the organisation as a whole and which stem from the tasks of the organisation and the relationships between people who are aiming to achieve a particular task together.

In a discussion on how roles and actions reflect broad involvement, collaboration, and collective responsibility, Lambert (2002: 38) comments that "[p]articipants engage in collaborative work across grade levels through reflection, dialogue, and inquiry. This work creates the sense that 'I share responsibility for the learning of all students and adults in the school.'" A sense of communal accountability is seen to be a pillar to the development of democratic ideals in the classroom context where the teacher as a leader, as Spillane (2005: 70) points out, is involved in the practice of leading and managing, and where he/she "must appreciate that [leadership] practice is more about interaction than action". Indeed, in order for there to be a constructive

interaction, the grade head or leader is expected by the learners to have a compassionate disposition. In this regard, the criteria of the educator mediating learning “in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning” (The Norms and Standards for Educators, February 2000) comes to the fore.

The grade head may, to some degree, have to monitor learners’ lessons either if the learners are misbehaving and a teacher requires additional disciplinary support from the grade head or if the learners have a complaint regarding a teacher not teaching them. Therefore, in grade head work, the grade head cannot work in isolation. The grade head must be able to work with other teachers, school psychologists, parents and, most importantly, with the learners themselves. The grade head must encourage the learners to take responsibility for their own work, behaviour, goal-setting and achievement. In this way, the grade head promotes and enhances the learners’ own leadership skills.

This transition from hierarchical authority to the encouragement and usage of a more democratic approach where the learners become part of the decision-making and action-taking process is psychologically demanding (James et al, 2007: 82), however, the grade head’s ability to show a sense of emotional connection most often endears the grade head to the learner, creating a rapport, sense of maturity, humanisation and connection in communication with the learner. This emulates The Norms and Standards for Educators’ (February 2000) requirement of “[c]ommunicat[ing] effectively” and allows for the various participants to work more easily to achieve goals together.

In addition, the ability to communicate well with others also links to the concept of “showing recognition of and respect for the differences of others”, a trait particularly required in the school context where so many individuals are to be found, all carrying unique needs and characteristics. Communication here also includes the grade head creating a relevant understanding between the learners and various pieces of information. For example, informing the learners about a timetable change or collating information regarding the learners for the government (as in the start-of-year attendance registers).

In some schools, the grade head as learning mediator must provide the learners with appropriate and workable tutorial schedules as well as provide study programmes. These programmes may either be in the form of examination preparation timetables created for the entire grade or on an

individual basis where a child may need assistance in putting together a daily study programme to improve his or her marks. In an individual case, the grade head may also have to pace a learner, particularly a struggling one, in his or her study programme.

The grade head as learning mediator thus holds great responsibility in terms of being able to present himself or herself as an approachable communicator to the learners and the staff in order to create a focused activity to reach the learner and school outcomes fashioned under the democratic South Africa's transformative educational structure.

2.8.2 The grade head as leader, administrator and manager (Operational Leader)

The grade head is the leader of his or her grade and, as The Norms and Standards for Educators (February 2000) states, should "make decisions appropriate to the level". For example, the grade 8s may require more intervention with regard to their study programmes and taking initiative to study timeously in preparation for tests and examinations and so the grade 8 grade head will deal with the learners of this age group differently than the grade 11 grade head may deal with the older children who are expected to take more responsibility for their own learning process. This concept also links with The Norms and Standards for Educators' (February 2000) requirement of the educator "manag[ing] learning in the classroom".

The grade head may have registered class teachers, homeroom teachers or mentors working underneath him or her who are each responsible for a class within the grade. The grade head may then not only be a leader of the children, but also a leader of the homeroom teachers who assist the grade head. Ash and Persall (2000:17) note that teachers should be viewed as leaders and, by the same token, grade heads should be considered leaders of leaders in the form of class mentors and the children in the school.

The grade head may also have to collate and organise the administrative duties of the mentors. This means that the grade head is responsible for "carry[ing] out classroom administrative duties efficiently" (The Norms and Standards for Educators, February 2000). For example, the grade head may have to collect reply slips for functions from the class mentors or collect daily registration lists from each of the class mentors.

Grade heads usually have regular scheduled meetings with the other grade heads and with a senior manager of the school. Since part of the function of a grade head is to assist in helping the school to run more effectively, it is necessary for the grade heads to “participate in school decision making structures” (The Norms and Standards for Educators, February 2000). An example here may include the involvement of the grade head in the report process of the school. The grade head may even be involved in the decision-making process of whether or not a child may receive a condoned pass.

As leader, administrator and manager, the grade head is, in fact, serving the school community and may be seen as a servant leader. Baguley (2010: 221) comments that the servant leaders must serve the people they lead and this process of service, in itself, becomes a task. The task is not simply seen as the end result of organisational purpose. When leading in this manner, the leaders should possess the following qualities: “listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to people’s growth and community building”.

Baguley (2010: 170) further notes that leaders need to:

- “Recognise that persuasion is an act of communication;
- Accept that persuasion is a conscious act that respects the autonomy of everyone involved;
- Acknowledge that the desired outcome of persuasion is change; and
- Be conscious of the fact that the roles of persuader and persuadee are interchangeable”.

Thus, the grade head may have to possess the skills of being a problem-solver, organiser, co-ordinator, delegator and administrator of paperwork. For these functions to be carried out effectively, the grade head may then have to possess the qualities of knowing when to be stricter and when to be more flexible. Grade heads may have to use firm rules when dealing with certain tasks or people and may have to give orders if they ultimately wish to have control, especially over more bureaucratic matters and tasks. Indeed, the grade head must always keep in mind that the tasks he or she executes must “be performed in ways which are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs” (The Norms and Standards for Educators, February 2000).

2.8.3 The grade head in a community, citizenship and pastoral role (Pastoral Leader)

The Norms and Standards for Educators (February 2000) state that the “educator will practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others”. In terms of the school climate and culture, the grade head is responsible for promoting the values and attitudes that show respect and responsibility for others within the school. Baguley (2010: 203) observes that a leader must know his or her own set of ethics and that these values cannot be vague and intangible. Ethics should be specific and demonstrable and should be in line with the principles of the organisation. Baguley (2010: 203) further notes that a person’s ethics will be a fundamental part of their leadership style.

The Norms and Standards for Educators (February 2000) also note that the educator “will develop supportive relations with parents and other key persons and organisations based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV/AIDS education.” Lambert (2002: 37) notes that “[i]nstructional leadership must be a shared, community undertaking”. The grade head must assist in creating good relations amongst learners in the grade, learners and teachers and also between the school and parents, providing parents with the necessary information regarding their child’s overall education and progress. In the role of community, citizenship and pastoral assistant, the grade head must act as a team builder in the relationships of the various stakeholders of the school, whilst also bearing in mind relevant family circumstances.

The Norms and Standards for Educators (February 2000) state that the educator “will uphold the constitution and promote democratic values and practices in schools and society”. Indeed, the practices of the school must emulate the vision for the country as a whole. Grade heads are influential in their position as leaders and role models for learners and their behaviour will influence the children in their charge. Covey (1989: 28) explains that external influences such as family, religious practices and social archetypes make an unconscious impact on individuals. This impact results in a framework of attitudes and behaviours. In this regard, the grade head, as well as the grade head’s mentors, have a responsibility to behave and act in a fitting manner that shows patriotism and endorses the constitution and democratic values within the school’s own spaces whilst at the same time creating a positive climate and holding a positive attitude.

The Norms and Standards for Educators (February 2000) note that within the school, “the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators”. The grade head is often seen as the school ‘mother’ or ‘father’ of the children in the grade. The learners will often come to the grade heads with personal problems or life difficulties and the grade head dispenses advice and tries to guide the learners in a positive and moral direction. The grade heads, therefore, need to have not only a compassionate outlook, but also some pastoral and emotional intelligence which will direct them in assisting the learners. The learners must also view the grade head as trustworthy if the grade head is to be able to make a positive impact on the learners’ situations.

The grade head is called upon to monitor students’ behaviour. Covey (1989: 28) advises that it is futile to try to change external attitudes and behaviours. Change will only occur if there is an understanding of the source of the views and actions and how these influence a person in his or her dealings with others. The grade head must then have a sensible approach and should also know when the child has a greater need than that for which the grade head can provide. The grade head should not be afraid to approach other more qualified or specialised people such as the school chaplain or the school psychologist for additional help with the particular child concerned.

The grade head should have a vision for his or her grade and in order to carry out this vision, the grade head must be aware of his or her method of approach when dealing with the learners. The grade head may have to adjust his or her role from disciplinarian to a more non-threatening approach (having a fearful presence is not seen to be in line with democratic values). Grade heads may, at times, be required to be more accommodating than usual and may need to learn to choose their approach to the different learners in the grade wisely.

2.9 CONCLUSION

Leaders will not be able to apply all leadership models, styles and philosophies in all situations and at all times and are, therefore, required to be selective in their choices and approach to leadership. In reality, leaders should be able to use their own rationale to apply their knowledge, skills and values appropriately and effectively to different leadership situations, using their authority responsibly whilst being held accountable for their decisions and actions.

The position of the grade head is a multi-layered one in which the grade head must behave in conjunction with the outlined seven roles of the teacher. In terms of leadership, in particular, the grade head must be able to take on the roles of learning mediator in the form of an instructional leader; be a leader and administrator and manager in the form of an operational leader; and be involved in the community, citizenship and pastoral role in the form of a pastoral leader. Within these structures of the seven roles of the teacher, the grade head must also be able to think laterally and become inspiring for the learners. The grade head must motivate learners to achieve both individually and as a grade and must, without doubt, then possess leadership skills to achieve these aims. Working with the parents, learners, teachers, school psychologists and school pastors (where applicable), the grade head must have people-skills and a vision in line with the context of the school at which he or she works.

The stakeholders are dependent on the grade head's quality of work and, although fostering a sense of independence in the learners, and providing them with opportunities to develop this independence and a sense of their own responsibility, the grade head, whilst working with all the stakeholders of the school, should also hold an attitude and approach that values interdependence.

When the tasks of the grade head are carried out properly, the whole school can achieve more outcomes quicker and more efficiently, realising the overall goal of effective learning and teaching in a productive educational climate and culture.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Research design is an integral part of the research process. Research design describes the procedures for conducting the study, including the population and sampling of the participants, the type of design, data collection strategies and data analysis strategies to be used. In the formation of the research design, ethical considerations must take place. A detailed understanding of research design processes and strategies is needed before application of the design to the study matter at hand can take place and, therefore, the researcher must ensure that he or she holds sufficient knowledge regarding research design, achieved through the analysis of literature already in existence.

The decision of which method to use must be sensibly considered. Quantitative research design has the advantage of focusing on a more objective measuring system through the use of number indications. However, quantitative research design may limit participants' responses to statistical data only and, in turn, this may lead to a lack of clear explanation in the interpretation of the information. Qualitative research design on the other hand, lends itself to more subjective word responses from participants. However, these responses may, in turn, give a more comprehensible indication of why participants feel a particular way or why a phenomenon can be interpreted in a certain manner.

A mixed-method approach combines elements of both qualitative and quantitative research methodology and techniques. In the case of this dissertation of limited scope, the decision to employ a mixed-method research design stemmed from the desire to create as holistic a view of the importance of leadership tasks of grade heads in an urban secondary school as possible. The use of quantitative statistical data as a starting point and the incorporation of a qualitative research design aspect to aid in the interpretation of statistical data was, therefore, carefully thought-out with the focus on ensuring that the data can be regarded as reliable, valid and trustworthy.

3.2 RESEARCH DESIGN

The research design of this dissertation of limited scope follows a mixed-method approach involving both qualitative and quantitative strategies. According to Bryman (2012: 649), mixed-method research may offer a broader understanding than if just one method is used, giving increased “confidence” in the findings. In this dissertation of limited scope, mixed-method strategies include the data collection strategy of a quantitative questionnaire (Appendice 2 Section A) where learners are asked to rate the leadership tasks of the grade heads in terms of importance and Section B (Appendice 2) of the questionnaire also follows a qualitative research application as learners are able to give written language responses to the questions posed here. Interviews with grade heads form part of the qualitative process and qualitative focus group meetings are reserved if the need arises to clarify or elaborate on raised issues.

3.3 POPULATION AND SAMPLING

Population, according to McMillan and Schumacher (2010: 129), refers to the group of individuals who conform to specific criteria and which are intended to be used to generalise the results of the research. In this dissertation of limited scope, the population of the research comprises an urban secondary school with a grade head system in place.

Sampling then is derived from the population and refers to the group of individuals from whom data is collected (McMillan and Schumacher, 2010: 129). The sample in this study involves one selected school as the research relates to a dissertation of limited scope. In this regard, one school would provide sufficient depth of material from which the researcher would be able to explore the various leadership tasks of the grade head system in relation to the relevant literature consulted. Furthermore, the research spans across all five secondary school grades and includes both genders.

Sampling occurs from a convenience perspective as the secondary school employs the grade head system and, subsequently, involves cluster sampling as this targets a randomly selected group rather than specific individuals. In this case, all five grades at the urban secondary school were selected for sampling participants.

3.4 DATA COLLECTION STRATEGIES

3.4.1 Quantitative strategies

Quantitative strategy will use the technique of comparing and contrasting the responses of learners amongst the various grades. This will determine patterns of high and low responses relating to the importance of the leadership tasks of the grade head at an urban secondary school. Although the categories will be sub-divided into the three applicable roles of the teacher and the relevant leadership tasks (the grade head as learning mediator arises as an instructional leader; the grade head as a leader, administrator and manager arises as an operational leader; the grade head involved in the community, citizenship and pastoral role arises as a pastoral leader), additional patterns may occur.

These patterns may be seen through the analysis of the questionnaire (Appendice 2: Leadership Tasks of the Grade Head System - Survey) designed for the collection of data regarding the learners' perception of the importance of the leadership tasks of the grade head at an urban secondary school. McMillan and Schumacher (2010: 195) note that the use of a questionnaire is fairly economical, it has the "same questions for all subjects, and can ensure anonymity". The questionnaire was chosen as a data collection technique since it was manageable to distribute and allowed for all subjects to receive the same questions. Anonymity was achieved through participants being asked not to indicate their names on the questionnaires.

The questionnaire was pre-empted with a note that stated that the survey was not a personal assessment of the learners' particular grade head and that it was rather looking at the tasks of grade heads in general and the degree to which learners found these tasks to be important. It was necessary to include this direction so as to not evoke subjected and unfounded emotional statements regarding individual grade heads in their personal capacity as such and to rather focus the learners more objectively on the leadership tasks of grade heads instead.

Following the introduction, learners were asked three demographic questions only (grade, age and gender) in order to maintain a level of anonymity, but also to provide the researcher with the necessary grade association details for interpretation.

Section A of the questionnaire then divided each of the seven roles of the teacher into specific tasks that were deemed by the researcher to be in accordance with the particular roles of the teacher. Subsequent to this, and due to the nature of the research being a dissertation of limited scope, only three of the categories were selected for study in this research: the grade head as learning mediator (instructional leader) which involved ten questions; the grade head as a leader, administrator and manager (operational leader) which involved twelve questions; and the grade head in the community, citizenship and pastoral role (pastoral leader) which involved twenty questions. The number of questions actually studied for this dissertation of limited scope was then reduced (cf Chapter 4).

Participants were then given the option to rate these tasks using a Likert scale where option 1 was 'very important', option 2 was 'important', option 3 was 'neither important nor unimportant', option 4 was 'unimportant' and option 5 'very unimportant'. Again, for the purpose of the study being a dissertation of limited scope, these responses were then isolated in terms of 'very important' responses only for the graphical interpretation in the findings (cf Chapter 4).

Section B Question 3 also asked participants to rate the personal impact of the grade head system on them using another Likert scale ranging from positively to very negatively. This response has also been recorded graphically in Chapter 4.

The above questions were closed question forms, not allowing the participants to waver from the Likert scale supplied. However, three questions in Section B allowed for a more open response through the use of written participant language.

Section B of the survey asked participants to describe additional tasks that were seen to be important or unimportant according to the learner and that had not been included in the lists in Section A. The final question of the questionnaire fell into qualitative research methodology as it allowed for the participants to add in additional comments in participants' language regarding the tasks of grade heads. It is these comments that may add additional influence to the interpretation of the statistical data.

Participants were not forced to answer all the questions and, therefore, individual autonomy was respected in that they could choose to leave out a question for any reason including if they felt uncomfortable answering it or if they were uncertain about the scaling options.

3.4.2 Qualitative strategies

3.4.2.1 Individual interviews

A semi-structured questionnaire was utilised in the interviewing of grade heads (Appendice 8). The motivation for the inclusion of these interviews was to allow for individual perspectives of the grade head from the vantage point of the instructional, operational and pastoral leader.

A total of nine questions was asked and although these questions specified a direction of thought, they allowed for open answers. However, not all grade heads agreed to the interview and time constraints seemed to be a factor in their refusal. In addition, grade heads wished to record and transcribe their responses to the questions themselves. Some also requested a written copy of the interview questions and preferred to respond in their own time and at their own pace, without the researcher present. With these discrepancies in mind, and with the fact that the data acquired through the learner survey (Appendice 3, 4 and 5) proved sufficient in providing substantial information for analysis with the awareness of the research being a dissertation of limited scope, it was decided that these interviews be excluded.

3.4.2.2 Focus group interviews

Focus groups are used to gain a fuller understanding of an issue under investigation. McMillan and Schumacher (2010: 363) note that by “creating a social environment in which group members are stimulated by one another’s perceptions and ideas, the researcher can increase the quality and richness of data through a more efficient strategy than one-on-one interviewing”. The motivation for using a focus group was thus to clarify or expand upon issues that arose from the initial research collection of the learner survey. However, since the data acquired through the learner survey (Appendice 3, 4 and 5) proved sufficient in providing substantial information for analysis with the awareness of the research being a dissertation of limited scope, it was deemed unnecessary to proceed with focus group interviews.

3.5 DATA ANALYSIS STRATEGIES

The purpose of using a mixed-method design was to achieve a more holistic view of the perception in terms of value of the leadership tasks of grade heads at a secondary school. Since qualitative data involves the statistical interpretation of results, graphic representations and averages can be determined in relation to the specific population group. In turn, the addition of qualitative written responses may add to the understanding of why learners feel as they do about the significance of the grade head leadership tasks. De Lisle (2011: 113) comments that “the explanations provided by the qualitative component can provide extended explanation grounded in the data, along with deeper insight into recurring processes and repeated patterns identified in large-scale empirical data”. In this way, comments provided by learners qualitatively can assist in providing some explanation for particularly high or low responses to the importance of grade head leadership tasks.

The inclusion of narrative text also allows for the participants to voice their opinions in their natural language usage. This will provide learners with the opportunity to feel more integrated in the research and to feel that they have not been limited through responding with a numerical scale only. Consequently, a more accurate reflection of the learners’ beliefs will be obtained.

3.6 RELIABILITY, VALIDITY AND TRUSTWORTHINESS OF RESEARCH

Reliability is the degree to which there is consistency of measurement. In this dissertation of limited scope, reliability will be seen through the internal consistency of the responses to the learner questionnaire (Appendice 2). Howell et al. (1994-2012) comment that this “type of reliability often helps researches interpret data and predict the value of scores and the limits of the relationship among variables”. McMillan and Schumacher (2010: 185) note that internal consistency is the most common form of reliability as it can be “estimated from giving one form of a test once”. McMillan and Schumacher (2010: 183) also note that when “measuring human traits, whether achievement, attitude, personality, physical skill, or some other trait, you will almost never obtain a result that does not have some degree of error”. This is in line with Bryman (2012: 46) who notes that in terms of reliability, the researcher must be concerned with the stability of a measure. However, since this questionnaire is opinion-based and seeks to explore the learners’ ratings of the importance of the leadership tasks of a grade head in a secondary school, the consistency will be seen through the majority of responses in agreement

with one another. Moreover, learners have the option to respond using written language in Section B of the survey (Appendice 2). In this way, learners may provide a reasonable explanation for disparate results or for communal consensus regarding ratings.

Whilst reliability examines the measurement instrumentation, validity examines the interpretation of the data gained through the use of the measurement instrumentation. Bryman (2012: 47) sets out that validity is concerned with the “integrity” of the conclusions that are drawn from the research. In this dissertation of limited scope, validity will be enhanced through the use of the multi-method design since ratings may be correlated with written language descriptions. Howell et al. (1994-2012) specify face validity as being “concerned with how a measure or procedure appears” and the extent to which the researcher uses a reasonable process to gain the information being sought. Howell et al. (1994-2012) also indicate that “face validity does not depend on established theories for support”. Since the research in this dissertation of limited scope revolves around learner perception and opinion in their rating of the leadership tasks of the grade head system, face validity will apply.

Newton Suter (2012) refers to the believability of the findings being incurred through evidence such as

“confirming evaluation of conclusions by research participants, convergence of multiple sources of evidence, control of unwanted influences, and theoretical fit. Maximum confidence in the believability of conclusions comes from support provided by participants’ agreement, analysis of multiple sources of data, others’ interpretations, and prediction based on relevant theoretical models (i.e., a predicted pattern matches an actual pattern).”

The trustworthiness of the research will then be observed through the patterns emerging from the learner responses as seen in the statistical data. This will occur with a focus on credibility, seen by Bryman (2012: 390) as being particularly evident through multiple accounts of social reality.

In addition, the researcher, being a participant in the research process herself, must control researcher bias through self-examination. Newton Suter (2012) also notes that bias “is an ever-present concern, but unbiased interpretations are more likely once researcher self-reflection recognises them overtly and factors them into the design by, for example, intentionally seeking

potentially contradictory evidence predicted by alternatives (essentially different biases or worldviews).”

Therefore, in this dissertation of limited scope, reliability, validity and trustworthiness of the research will be seen through the multi-method approach to data collection and analysis.

3.7 GENERALISABILITY

Barnes et al. (1994-2012) define generalisability as “the extension of research findings and conclusions from a study conducted on a sample population to the population at large”. They note that the application of research findings from one study on a new population may not be absolute, but may be statistically probable. Bryman (2012: 392) expands on this by noting that thick description can assist other in forming a “database for making judgements about the possible transferability of findings to other milieu”. In the case of this dissertation of limited scope, the findings may be generalised to a co-education secondary school with a grade head system in place.

Furthermore, the generalisability of research findings occurs more likely when data is based on large populations. In this particular study, an entire secondary school population was accessed which lends itself to the generalisability of the results in a similar context. However, generalisability may be limited in terms of the dynamic nature of different schools’ climates and cultures. In addition, the role of the grade head involves a certain level of autonomy in the wide-ranging tasks and methodology of task application. Therefore, it would seem probable that some of the findings would apply in a similar schooling environment, however, the results will not be able to be seen to be prescriptive.

3.8 TRIANGULATION

Bryman (2004) describes triangulation as “the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings”. By using a mixed-method research design which includes methodological triangulation (the use of more than one method for gathering data) of a questionnaire which includes both questions with a rating scale and questions with a space for written responses, interviews and focus groups (if required), this dissertation of limited scope seeks to build confidence and assurance in its results

by arriving at convergent findings. Statistical data (Appendice 2 Section A of the learner survey) recorded in the learner survey is to be confirmed through reviewed written learner responses (Appendice 2 Section B of the learner survey). Interviews conducted with grade heads aim to add knowledge to the comprehensive understanding of the grade head tasks and focus groups are reserved to target any unclear or problematic findings, should the need arise.

3.9 ETHICAL CONSIDERATIONS

According to the British Psychological Society, the essential ethical principle in the research investigation is that “foreseeable threats to [participants] psychological well-being, health, values or dignity should be eliminated”. Similarly, Canterbury Christ Church University (2006) phrases this principle as “the need to acknowledge and respect human dignity”. Correspondingly, Unisa’s Policy on Research Ethics¹ (2012) divides the basic principles of ethics into moral principles and general ethics principles. Morally, the autonomy, rights and dignity of the research participants must be respected. In addition, the beneficence, nonmaleficence and justice of participants must be taken into account.

Bryman (2012:135) also comments on the researcher’s need to be aware of any harm that the research could cause the participants as also notes that participants must be fully briefed regarding the research so that they may be able to make an informed decision about their choice to participate (Bryman, 2012: 138). Additionally, Bryman (2012: 142) also states that “the research participant does not abrogate the right to privacy entirely by providing informed consent. For example, when people agree to be interviewed, they will frequently refuse to answer certain questions on whatever grounds they feel are justified”. Bryman (2012: 142) further specifies that often these refusals may occur when questions relate to income, religious beliefs or sexual activities, none of which are broached in the questionnaire nor interviews within this dissertation of limited scope.

Generally, Unisa’s Policy on Research Ethics¹ (2012) notes ten principles. Essentiality and relevance must take note of existing literature. As mentioned in Chapter 1, there exists little literature regarding the grade head system specifically in South Africa, but rather there is some literature regarding different facets of it such as management, leadership and pastoral care. This dissertation of limited scope, therefore, aims to add knowledge to the field of Education Management through the examination of the leadership tasks of the grade head system.

Maximisation of public interest and of social justice has been noted with this study's aims to add knowledge to the field of education and, in particular, to a school wishing to implement or improve a grade head system. Competence, ability and commitment to research is seen through the researcher holding an interest in the dynamics of the grade head system specifically. Respect for and protection of the rights and interests of participants and institutions as well as risk minimisation is seen since, for the purpose of this study, participant research was not seen to negatively impact the participants or the institution. Also, the questions concerned the perceived importance of the leadership tasks of the grade head rather than deeply personal issues. In addition, the question pertaining to the personal impact of the grade head system was broad. Therefore, non-exploitation occurred as participants had autonomy and veracity through the option not to complete questions where they felt uncomfortable or not to participate in the research at all. Questions were then analysed individually according to the number of participants who chose to answer each particular question before an overall average was obtained where appropriate. Integrity, transparency and accountability along with informed and non-coerced consent was obtained from the participants and surveys were completed anonymously. Interviews were conducted with the agreement that grade heads would not be named. Respect for cultural difference and justice, fairness and objectivity occurred through all secondary school learners being included by being given the option to participate or not participate in the research.

3.10 CONCLUSION

The choice of incorporating both quantitative and qualitative methodology in the research design of this dissertation of limited scope, was carefully considered. It is noted that a combination of the design within one data collection tool – the learner survey (Appendice 2) – was indeed sufficient considering the fact that this study is a dissertation of limited scope.

In fact, the amount of research obtained from the questionnaires was almost overwhelming, so much so that not everything could be presented in this study. Statistical data are explained extensively through the open-ended questions in the questionnaire and it became superfluous to conduct additional focus group interview or to use the grade head interviews. Although it had initially been seen to be necessary, it unfolded that these interviews were not essential. The findings, as presented in Chapter 4, thus indicate the selected data stemming from the research design and implementation process.

CHAPTER 4: ANALYSIS AND DISCUSSION OF THE RESEARCH FINDINGS

4.1 INTRODUCTION

The findings in this chapter have been carefully selected from the extensive amount of data collected, particularly as this is a dissertation of limited scope only. All information from the learner surveys (Appendice 2) has been tabulated and attached as (Appendice 3). Only selected information regarding specifically high or low responses in the “very important” category of each item that was included in the survey, has been recorded graphically and briefly discussed. “Selected information” in the previous sentence refers specifically to the presentation of results regarding the role of the grade head as operational leader and as pastoral leader. The questionnaire made provision for 12 “operational leader” and 20 “pastoral leader” questions (see Appendice 2). However, in order to reduce the data related to these two roles of the grade head to a manageable size, it was decided to remove two categories from the “instructional leader” data (“To be co-ordinators” and “To give orders”) and six from the “pastoral leader” data (“to uphold moral values”, “to be a guide/role model to learners”, “to be a disciplinarian”, “to have a positive attitude”, “to monitor behaviour” and “to have a fearful presence”). The decision on which categories to remove was taken on the following bases: percentages which fell below “very important” in learner responses as well as responses to questions that lacked relevance to the particular focus of the relevant literature were omitted in order to lower the number of categories per section. Questions that were included involved those with high percentages in the very important category as they are the areas about which the children felt most strongly as well as questions that held particular relevance to the literature studied.

The survey began with a demographic section and then went on to deal with specific questions under each of the seven roles of the teacher as described in the Norms and Standards for Educators (February 2000) (Appendice 1). Demographics according to grade and gender are recorded for the responses in the questionnaire overall and as subsets for the three written response questions regarding the grade head system’s impact, with respondents remaining anonymous. Although a significant amount of data was collected regarding information in the questionnaire categorised under the seven roles of the teacher (Norms and Standards for Educators, February 2000), only three sections were selected for use within this dissertation of

limited scope. The three sections included are: The grade head as learning mediator (Instructional Leader), The grade head as leader, administrator and manager (Operational Leader) and The grade head in a community, citizenship and pastoral role (Pastoral Leader).

The focus of the findings remains on the leadership tasks of grade heads although the additional data collected can also be relevant in an indirect manner. Since “unimportant” and “very unimportant” scores are almost non-existent, they are mostly ignored for the purposes of this dissertation. Although the other scores (“important” and “neutral” scores) also have the potential to tell the researcher something about the views of learners on the leadership tasks of the grade head, only “very important” scores will be discussed.

The decision to engage with descriptive statistics only and not to venture into the field of inferential statistics, was a premeditated one. One could, for example, have conducted tests to determine the statistical significance of differences and similarities between certain sets of data. However, an acceptable inferential presentation and discussion of that data would undoubtedly have pushed this research report beyond the limits of a dissertation of limited scope.

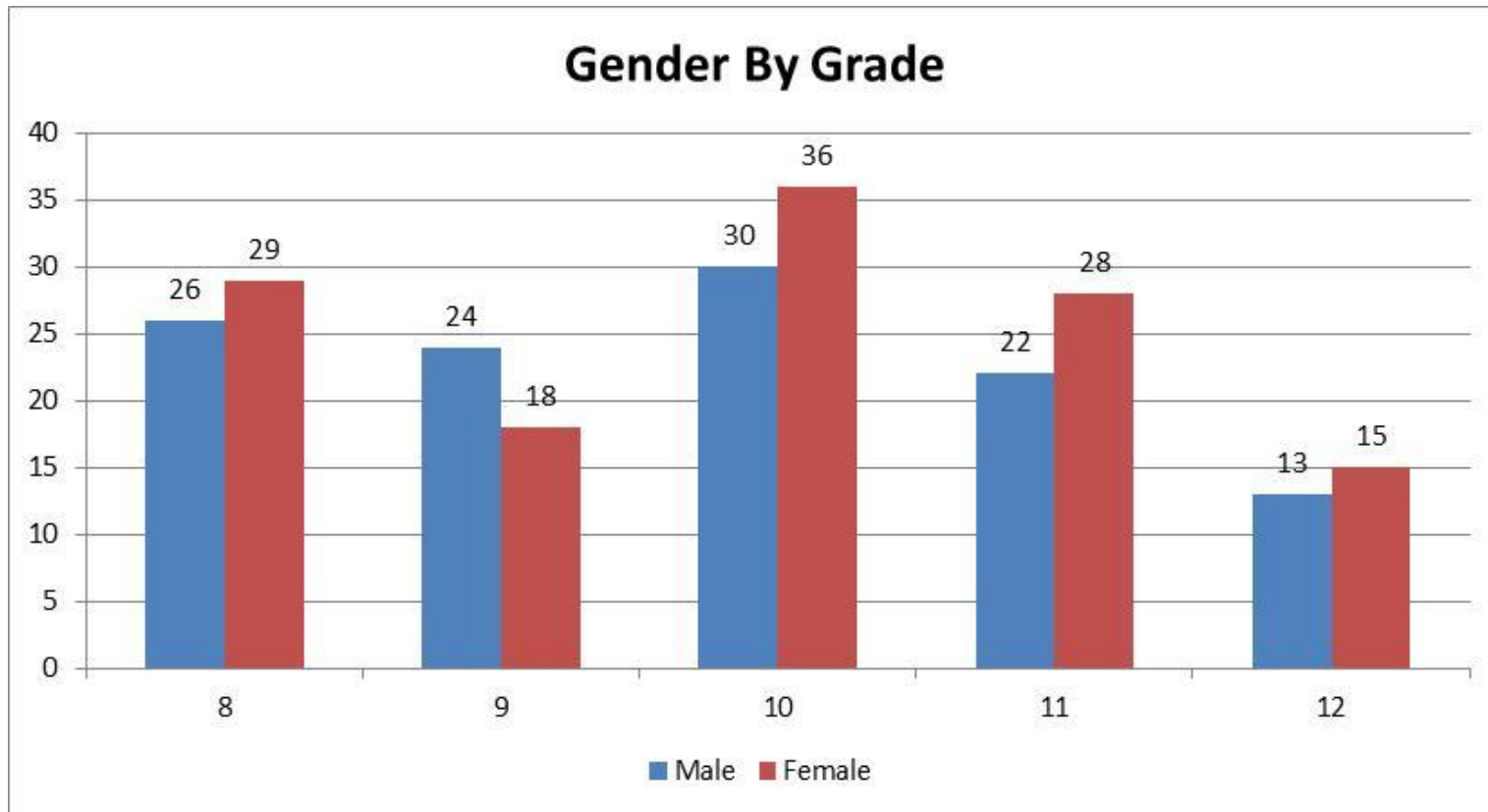
4.2 RESULTS OF THE LEADERSHIP TASKS OF THE GRADE HEAD SYSTEM SURVEY

A total of 241 learners responded to the questionnaire. 115 were male respondents. 126 were female respondents.

4.2.1 Respondent demographics according to grade and gender

Except for Grade 9, there were more females in each grade who responded to the questionnaire as can be seen in Figure 1 below.

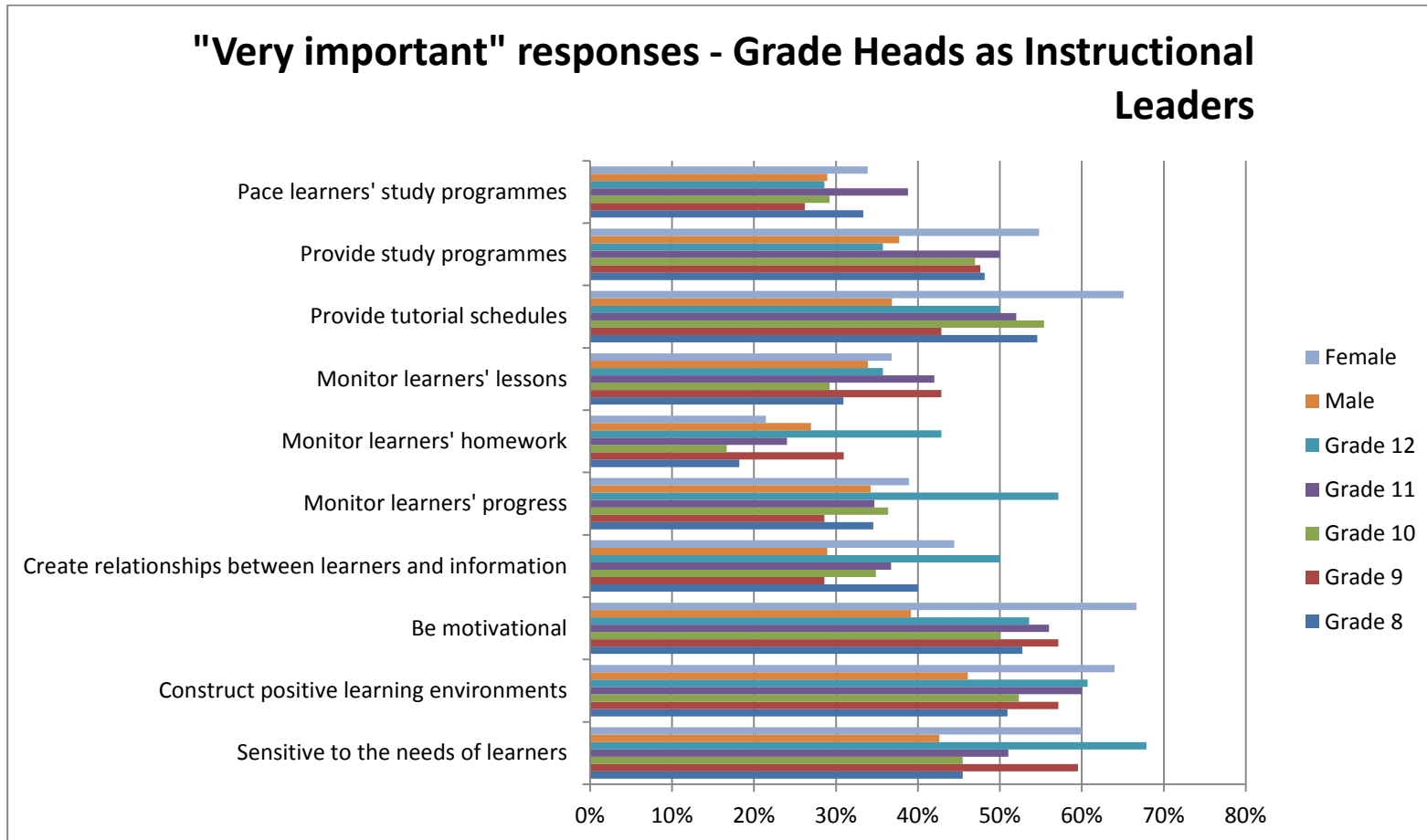
Figure 1: Respondent demographics according to grade and gender



4.2.2 Grade heads as Instructional Leaders (Appendice 3)

The following discussion surrounds the learners' "very important" responses to section A of the learner survey (Appendice 2) regarding grade heads as learning mediators under the seven roles of the teacher (The Norms and Standards for Educators, February 2000) and which translates, for the purposes of this dissertation of limited scope, into the grade head as an instructional leader. The discussion refers also to those written responses given by the learners in section B of the survey that show a relationship with the quantitative part of the survey seen in both Appendice 3 and Figure 2 below.

Figure 2: “Very important” learner responses for the learner survey regarding grade heads as Instructional Leaders



The overall picture that emerges in Figure 1 is that learners place a very high premium on the motivational role of the grade head and the need for him/her to create a positive learning environment. All the “very important” responses for all grades in the motivational category are higher than 50%. It is conspicuous that especially the higher grades, Grade 11s and 12s (with scores of 63% and 61% respectively), regard the creation of positive learning environments as very important. An explanation for this phenomenon can possibly be found in the emphasis most South African secondary schools place on good matriculation results and the resultant focus on learning in these grades. Learners substantiate these results by commenting in the written responses that grade heads should “inspire”, provide “positively inspirational talks to motivate learners”, “they must motivate and inspire to [help learners] realise their full potential”, “give learners encouragement to perform in what they are good at” and “conduct [themselves] in a manner which inspires children to develop and grow for the better at all times”.

Two other roles of a grade head which learners (in general) regard as very important, but not quite as important as the motivational role and the creation of positive learning spaces, were that of providing tutorial schedules and being sensitive to the needs of learners. Whereas a majority of Grade 8s (55%) and Grade 10s (55%) would very much like to see grade heads providing them with tutorial schedules, only 42% of Grade 9s attached the same value to this aspect. Tutorial schedules in this school refer to the timetabling of additional subject- and grade-specific lessons after school which learners may attend at no additional cost. These lessons are run by the subject-grade teacher who will assist learners with problem areas and provide extra notation and exercises where necessary. Learners note in the written responses that they feel it important for grade heads to provide “time schedule sheets”. In particular, the grade 10 females (26 out of 36 respondents, or 73%), known to be a strong academic and academically competitive group, show the most need for the grade head to provide tutorial schedules.

As regards sensitivity to the needs of learners, it is especially Grade 12s (68% of the total number of Grade 12 respondents) and Grade 9s (60%) who feel the greatest need for grade heads to be sensitive to their needs. One can only speculate as to the reason for this, but it may not be too far-fetched to look for a connection between this need and the academic and other pressures often being exerted on Grade 9s (who, in terms of South African educational

legislation have the right to leave school at the end of their ninth year of schooling) and Grade 12s who are also facing a school-leaving situation. Written responses indicate that learners feel it important that grade heads “care about students and help [them] whenever they need [help]”, “provide help if needed”, “assist whenever help is needed” and should be “more open and be there for [the learners] if [they] have any questions”. However, it is also noted that learners feel it is not important for grade heads to “track learners”, “constantly spy”, “be strict and study [the learners’] every move” and “be very strict and not understanding”. Repeated comments surround the notion of the grade head being sensitive to the learners needs yet not becoming “involved in [the learners’] personal [lives]”, “not getting involved in other learners’ personal lives, especially learners who don’t want others knowing about their personal lives”, not involving “themselves in the learners’ personal [lives] out of school life” and not interfering “with social likes of students”.

The role of the grade head that has received the least number of “very important” responses from the respondents in general, is that of monitoring learners’ homework. Only 58 of the 241 learners involved in the study (24%) indicate that they regard it as very important for grade heads to monitor their homework, and this percentage is much influenced by the 12 Grade 12s and the 13 Grade 9s who emphasise this role. Should one only take the expressed opinions of the Grade 8s, 10s and 11s into account, it appears as though only one fifth of the relevant learners (35 out of a total of 171; 21%) would very much like to see the grade head involved in the monitoring of learner’s homework. One learner expresses that it is not important for grade heads to “ask [the learners] for work. It is not their responsibility unless, of course, the learner might have a problem or make sure that learners do their work – it’s obvious by now that charity begins at home”. Another learner notes that it is not important for grade heads to “interfere with the students’ personal timetable. The [grade heads] can only make programmes available but it is the responsibility of the student to monitor the programmes; hence promoting independence”.

Two more important observations pertaining to specific grade groups can be made: first, it appears as though Grade 12s regard the creation of relationships between learners and information as very important, as half of the total group of Grade 12s has selected the “very important” option next to this aspect in the survey questionnaire. Written responses include the comments that learners feel it important for grade heads to “notify learners about school

activities”, “get messages to all students”, have “more organised systems e.g. getting messages across to learners”, to “inform students about events and tasks” and “be knowledgeable [about] school events and activities”.

Second, Grade 12s also place a high premium on a grade head monitoring their progress. As many as 16 of the 28 Grade 12s who participated in the study (57%) indicate that a very important task of a grade head is to monitor learners’ progress, whereas less than 37% of all the other respondents in other grades express a similar opinion. It appears as though the Grade 12s have a great need for knowing whether they satisfy the work expectations of more experienced members of the school community. This could also be an indication of Grade 12s’ concern about the upcoming matriculation examination and their uncertainty about whether or not they will achieve as expected. Written responses note that it is important for grade heads to “monitor progress and identify strengths and weaknesses”. However, learners also state that it is not important for grade heads to “monitor sporting activities”, to “[control] sports” and to “monitor the child’s growth unless asked to do so”.

In the category pace learners’ study programmes, Grade 11s scored the highest in the “very important” response (39%). This may be seen to be in line with the fact that in this particular school, the Grade 11 year is seen to be a year filled with leadership and fundraising activities (including the Prefect Elections midway through the year). Learners must, therefore, balance these tasks with the academic responsibility of producing an end-of-year report acceptable enough to be included as a first application to universities. It would appear then that the Grade 11s may struggle to find an equilibrium in the completion of the various school responsibilities with which they are faced.

In addition, Grade 11s along with Grade 9s scored the highest in terms of monitoring learners’ lessons, with scores of 42% and 43% respectively. Considering the previous paragraph, as well as the fact that the Grade 11 report is used as a first application for tertiary education, and that the end of Grade 9 is the first exit level examination, it seems that these two years have a serious educational aspect to them and external academic pressure may apply here.

This connects with the high response from Grade 11s for grade heads to provide study programmes (50%), superseded only by 55% of females as a whole who respond with “very

important” in comparison with the male responses of 38%. Perhaps this signifies a desire to be assisted in academic work but to be allowed some leeway not to be checked on.

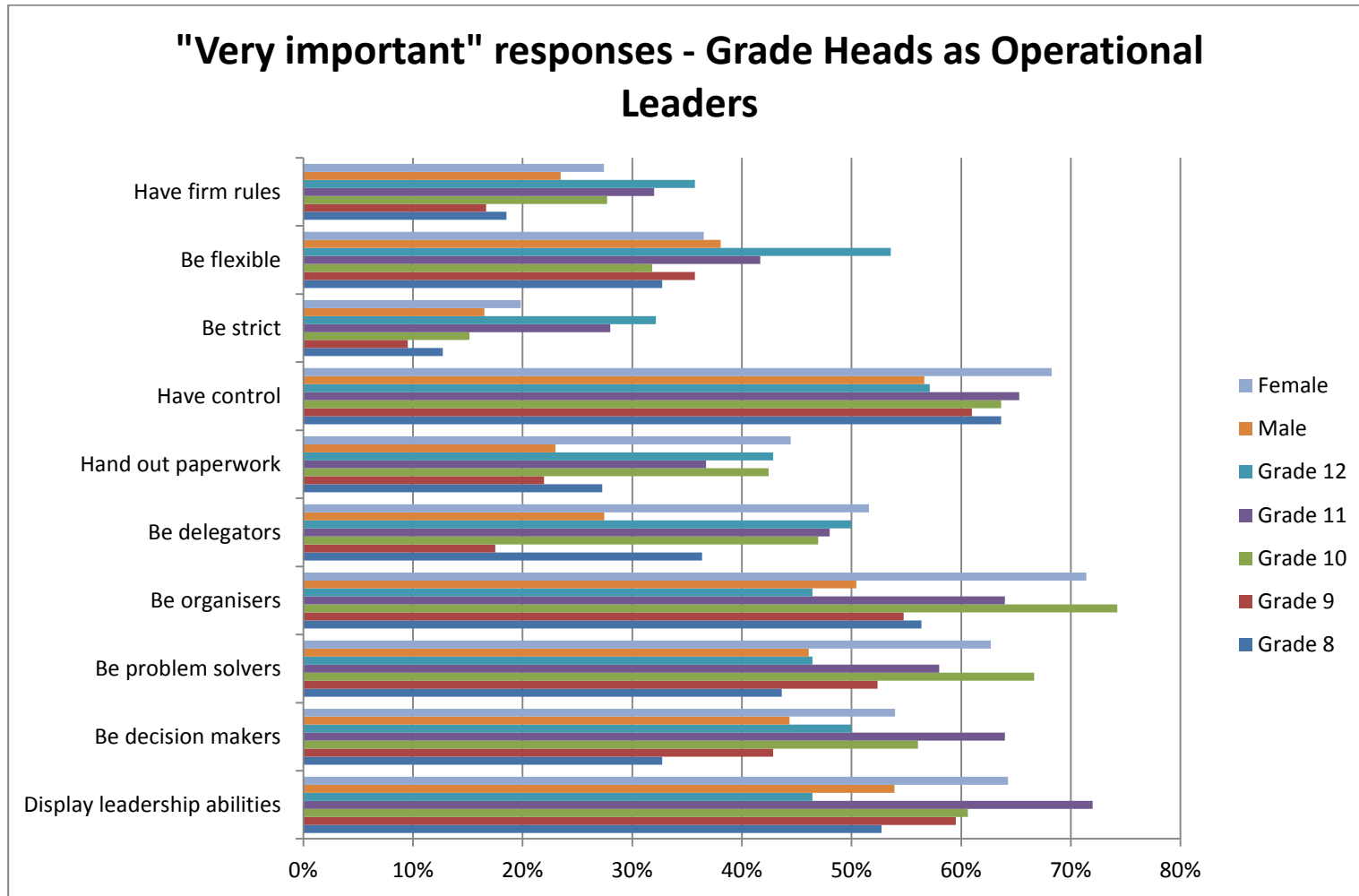
In terms of constructing positive learning environments, females again score the highest 64% then Grades 12 (61%) and 11 (60%). One learner comments that grade heads “should be able to teach certain students that struggle...in a way that they and the whole class would understand”. These leads on to the category of be motivational, where the biggest difference is between females (67%) and males (39%). In addition, females of all grades have a consistent trend whereby they feel sensitivity from the grade head is important. This finding corresponds with pronouncements in role theory, a discussion of which is regarded as falling outside the scope of this study but which is well-known in academic circles.

In terms of grade only and not a gender split, Grade 12s scored the highest in 5 of the categories (monitor homework, monitor progress, relationships with information, positive learning environments and sensitivity to needs). This could emphasise a focus on teaching and learning which correlates with the finding that overall, all grades consider a positive learning environment important or very important. This finding is not surprising since the creation of a positive learning environment is in line with the core purpose of a school i.e. teaching and learning. With the exception of one Grade 8 male, no respondents answered in the category of unimportant in this regard.

4.2.3 Grade heads as Operational Leaders (Appendice 4)

The following discussion surrounds the learners’ “very important” responses to section A of the learner survey (Appendice 2) regarding grade heads as leaders, administrators and managers under the seven roles of the teacher (The Norms and Standards for Educators, February 2000) and which translates, for the purposes of this dissertation of limited scope, into the grade head as an operational leader. The discussion refers also to those written responses given by the learners in section B of the survey that show a relationship with the quantitative part of the survey seen in both Appendice 4 and Figure 3 below.

Figure 3: “Very important” learner responses for the learner survey regarding grade heads as Operational Leaders



The Grade 11 learners feel it is very important (72%) that the grade head should display leadership abilities. Considering that Grade 11 is a leadership year, this is in line with learners focusing on leadership perspectives, theory and skills and perhaps shows a new awareness of the grade head as a position of leadership and authority. In addition, Grade 11s also score the highest (64%) in terms of viewing the grade heads as being decision makers. This fits with the knowledge that grade 11s have a substantial amount of functions to organise and perhaps they wish to have more guidance from the grade head in order to obtain greater success in the administration of their tasks.

It is interesting to note that Grade 10s score highest (74%) in the category of grade heads as organisational leaders being organisers. This may signify a build up to the prefect elections in grade 11 and the knowledge that the grade 11 year is filled with leadership activities, requiring teamwork and structure in the implementation thereof. Grades 10, 11 and 12 scored similarly (between 47% and 50 %) in terms of the grade heads being delegators. This lends itself to the perception that as children develop in the school, they tend to take on more responsibility.

In the category of have control, Grades 8s to 11s all have similar scores in the very important responses ranging between 61% and 65% but Grade 12 score lower at 57% which possibly indicates once more that, as children mature, they become more independent, wanting to take on more control in their own environments and for the grade head to have less control at this developmental stage. Along with this finding, the Grade 12s also score the highest (54%) in viewing it as very important that the Grade Head be flexible, far higher than the next score which is the Grade 11s at 42%. It appears then that learners would like the grade head to have some authority, without being inflexible. This can relate to leadership styles and the individual way in which people view leaders, on a scale from authoritative to democratic.

These findings correlate with the category of being strict in which the Grade 12s score highest in the very important category with 32% and Grade 11s are next in line with 28%. This also links with the category of have firm rules where Grade 12s again score highest with 36% and the Grade 11s second with 32%. In the written responses, one learner states that grade heads need to “implement rules and regulations the learners will follow”. Perhaps it can be deduced that as the learners advance up the grades to the final two academic years, the older grades want

more rules as this is conducive to a more structured learning environment in which to achieve their best in their final academic years.

Learners feel it is important for the grade head to “check on classes” in terms of discipline and behaviour and to make sure that there is discipline toward “specific learners”. In general, there are numerous comments that stated that “discipline is poor” and that maintaining discipline is a very important task of the grade head. One learner comments that grade heads “should walk into classes whenever possible to make sure everyone is working”. Many learners feel “discipline in our classes needs to be looked at”. It is suggested that grade heads be “a step in a disciplinary action system. They should ensure that learners are on track and confront learners when they are travelling in the wrong direction” and also “take care of children who disrespect others”. Another learner comments that grade heads should “establish a disciplinary system to combat class nuisances and a zero tolerance policy” should be enforced. Many learners state “do not punish the majority” for the mistakes of one disobedient learner. In addition, learners feel grade heads should also “improve the school uniform” indicating learners’ association of the school uniform with a display of discipline.

Many of the learners associate the grade head with handing out paperwork with the Grade 12s scoring highest with 43%. This may indicate that the Grade 12s require more direction and notes for their final matriculation year. In the written responses, learners note that they feel providing notes and, in particular, study guides is a very important task for grade heads to undertake. Study programmes and time-schedule sheets are also seen to be important. Learners note that they feel grade heads should “notify learners about school activities, take register and enforce respect”. In the same vein, many learners feel it is important that the grade head should “be organised and up-to-date with deadlines” and “preparation for the learners”.

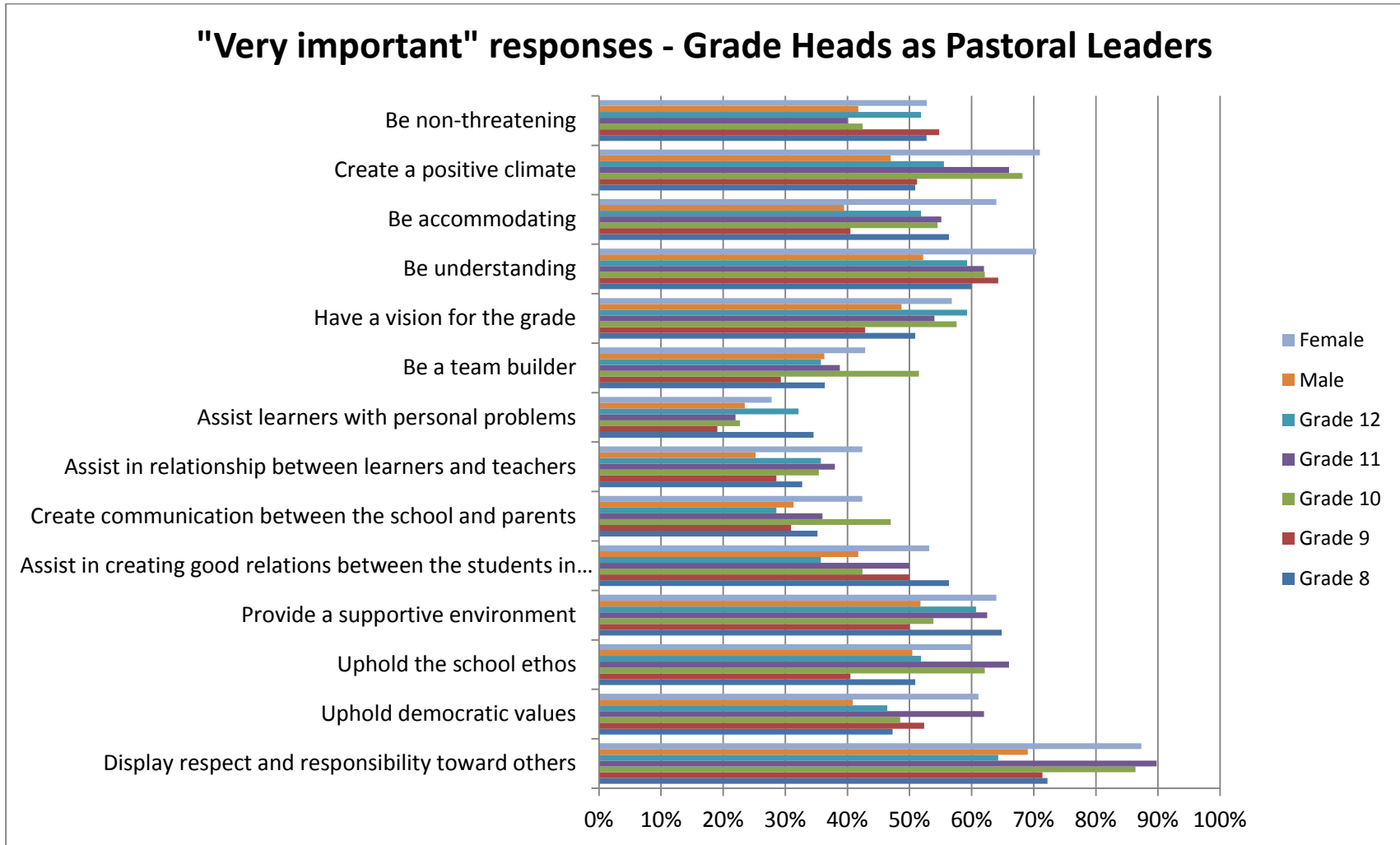
One learner, in particular, comments that the grade head and mentors “should be very organised and should be 100% aware of the grade and situations within the grade”. This insinuates that grade heads should be problem solvers, especially for Grade 10s who score the highest (68%) in this regard, with this possibly indicating that the Grade 10 year is one in which learners are finding their identities within the grade as a precursor to the grade 11 leadership selection year. This too would be in agreement with the expectation of management that grade heads solve problems. Another learner writes that it is unimportant for the grade head as operational leader

to “interfere with the students’ personal timetable. The grade heads can only make programmes available but it is the responsibility of the student to enter the programmes; hence promoting independence”. This suggests that grade heads need to find a balance between assisting learners and becoming invasive.

4.2.4 Grade heads as Pastoral Leaders

The following discussion surrounds the learners’ “very important” responses to section A of the learner survey (Appendice 2) regarding grade heads as community, citizenship and pastoral role keepers under the seven roles of the teacher (The Norms and Standards for Educators, February 2000) and which translates, for the purposes of this dissertation of limited scope, into the grade head as a pastoral leader. The discussion refers also to those written responses given by the learners in section B of the survey that show a relationship with the quantitative part of the survey seen in both Appendice 5 and Figure 4 on the next page.

Figure 4: “Very important” learner responses for the learner survey regarding grade heads as Pastoral Leaders



In terms of grade heads as pastoral leaders, Grade 11 learners also feel it is very important (62%) that the grade head upholds democratic values which correlates with the transformative educational milieu of the country since the change from Apartheid to Democracy. It is these values that also specifically link with the morals learners perceive a grade controller to have, or lack, and to demonstrate in their leadership style. This too can be viewed in relation to the Grade 11 year being focused on prefectship and leadership development.

Overall, the respondents feel that it is very important that grade heads be understanding, with similar scores in the scope of very important being evident across the grades ranging between 59% and 64%. Female respondents feel it is very important (64%) that grade heads be accommodating as well. Learners note in the written responses that they feel it is important for the grade heads to actually “do their job” and “be reasonable”, “be approachable”, “be flexible” and “be nice to others” whilst doing it. Learners also feel that grade heads should be both “fair and firm” and “be very involved in activities learners take part in”.

Some learners note in the written responses that it is unimportant for the grade head to “shout” and have “negative attitudes”. Learners also feel it is unimportant for the grade head to “be strict and study [learners’] every move”. Learners feel grade heads should not “show favouritism” and should “take the learners suggestions into consideration”. Grade heads should “say please” and show manners when dealing with learners. This relates to the high response in the very important area of the grade heads displaying respect and responsibility toward others where the grade 10s scored 86% and grade 11s 90%. Perhaps these scores relate to the prefectship whereby learners will be in charge of others in the school and may have developed a greater awareness of the inter-relations between school members.

Additionally, learners believe that grade heads should “be fun and likeable” and “realise that [learners] are humans with proper feelings”. Grade heads should not “scream and make children hate school because of them”. Grade heads should work at more “co-ordination” and one learner feels that grade heads “should be more vocal in decision-making and most other aspects concerning the students in their grade”. Another learner comments that “good grade heads and mentors make us feel better about the year ahead and more open to approach about problems we are facing”. The grade head should be “responsible, kind, helpful and not hypocritical”.

This, in turn, relates to the category of assist in relationship between learners and teachers where Grade 8s scored the highest at 56%. Since this is an entry level year into secondary school, it may suggest that the new pupils require some assistance in getting to know their teachers and fellow learners as they are adjusting to a different environment². As one learner puts it, the grade head should also “be a form of communication between classes and learners”.

This leads on to assist in creating good relations between the students where the grade 8s again scored highest at 56%³ as they did in the area of assist learners with personal problems where they scored 35%. In the written responses, one learner comments that “our grade heads need to be more open and be there for us if we have any questions” whilst another notes that the grade head should “show care toward people’s personal problems”. This links with Figure 3 where the Grade 8s, 9s and 12s held similar responses ranging from 52% to 55% that the grade head be non-threatening. It also connects with the category of grade heads providing a supportive environment where Grade 8s score the highest (65%), possibly as they need to learn new systems and may be feeling insecure in their new stage of school.

In terms of create a positive environment Grades 10 and 11 scored the highest with 68% and 66% respectively. Learners wrote that grade heads should “provide help when needed” and “motivate and inspire learners to reach their full potential”. Grade heads should “monitor learners’ progress and identify strengths and weaknesses” and “should give learners encouragement to perform in what they are good at”.

² The converse is seen in the Grade 12s low score of 36% suggesting that the older the learners are, the less they want or need assisting in relationships, possibly as they are by now familiar with the teachers and learners in the school.

³ Grade 12s again scored the lowest at 36%. Once again, this may be due to the familiarity with the school members and environment.

One learner feels that the grade head should “be more helpful when the scholar has been ill”. Other learners feel that grade heads should “take complaints against others in a more anonymous manner to protect students” and “ensure that they separate their issues from the students’ issues and not project any of their issues on a student, as well as not project students’ issues onto colleagues”. Learners feel grade heads should “be able to listen and understand the situation if children are having problems” and they should “help students set reasonable goals based on their individual abilities”. One student feels that grade heads “should not be afraid to ask others for help or advice even if they are the people you are mentoring”.

One learner comments that grade heads should “provide solutions for the variety of children and teach kids that life is not a cake walk”. However, another comments that grade heads should not to “get involved in our personal lives” to the point where grade heads “influence learners with their personal opinions”.

Additionally, Grade 10s respond with the highest score of 47% to the task of the grade head to create communication between the school and the parents, perhaps showing that as they begin to focus on leadership, they develop a new appreciation of value of connecting stakeholders in the school.

In the category of having a vision for the grade, Grade 12s scored the highest with 59%. This may be indicative of the learners completing their final year of secondary schooling where they are focused both on academics and grade bonding (possibly as a forerunner to their separation as a group at the end of the year) and may also be seen in the insignia of the learners such as matriculation jackets.

The Grade 10s scored highest at 52% in the category of grade heads being team builders. In the written responses, many learners comment that they feel it is important for the grade head to take them on outings and tours more often such as sports tours and educational tours. It is also mentioned that “teambuilding is fun, educational and great to get to know your peers”. One learner comments that “we must have activities as a group” so that “we can all support each other” and “all benefit.” It is also mentioned that “fun exercises” are important for the grade head to do with his or her grade and that grade heads should “ensure that unity amongst scholars in a grade is maintained”.

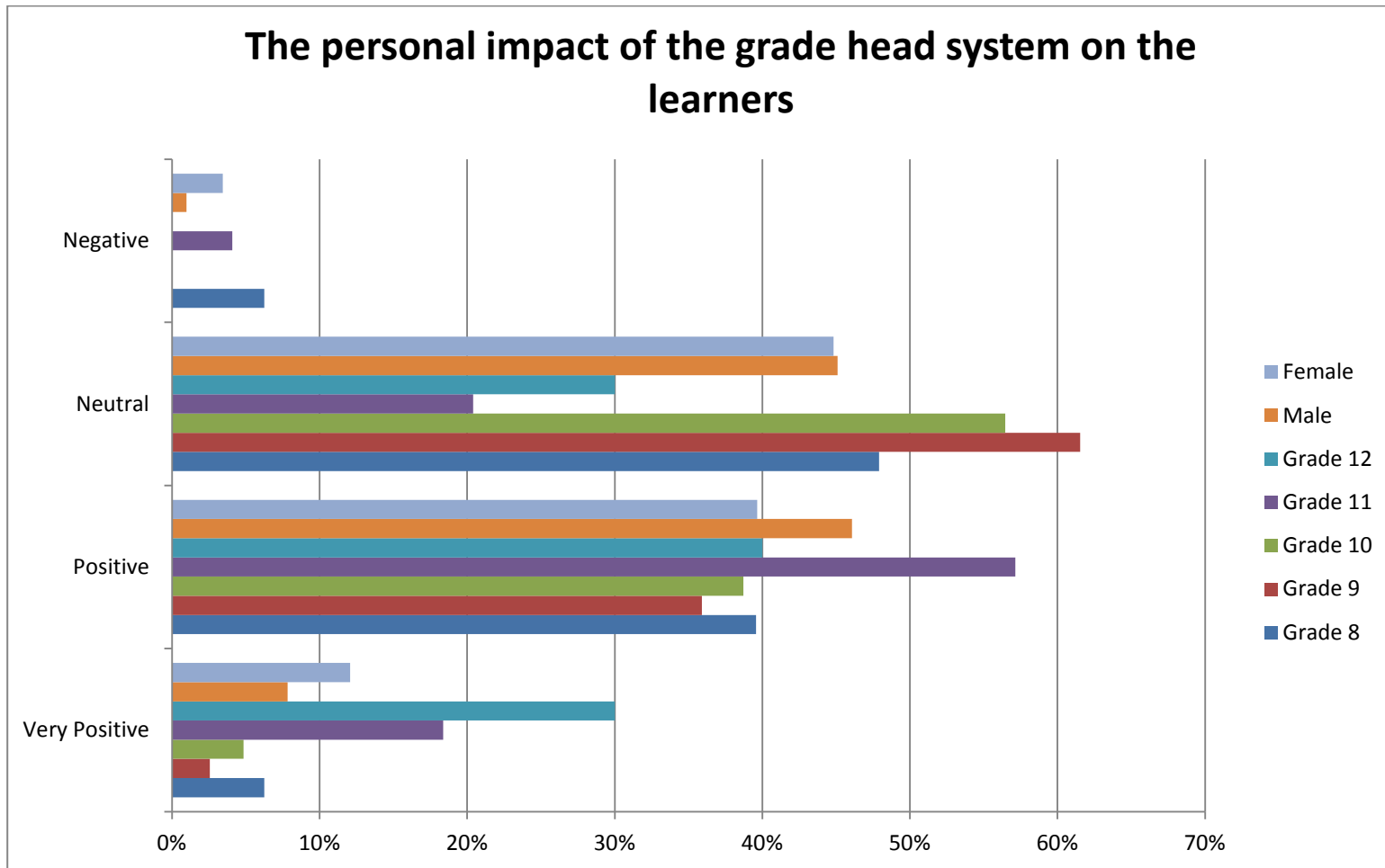
In addition, Grades 10 and 11 score highest with regard to upholding the school ethos with 62% and 66% respectively. Again, this may be indicative of a new awareness of the leadership aspects of the school which develop in the later grades.

Overall, learners appear to feel that grade head as pastoral leader should be “the [parent] away from home”, “conduct themselves in a manner which inspires children to develop and grow for the better at all times” and “care about students and help whenever they need it”.

4.3 THE GRADE HEAD SYSTEM’S IMPACT

The following discussion surrounds the learners’ responses to section B(c) of the learner survey (Appendice 2) regarding the personal impact of the grade head system on the learners (Figure 5 below). The discussion refers also to those written responses given by the learners in section B(d) of the survey that show a relationship with the personal impact of the grade head system on the learners (also seen in Appendice 6).

Figure 5: The personal impact of the grade head system on the learners



From the data, it is seen that 1017 responses out of 2400 (42%) show that the role of the grade head as instructional leader is very important. 1064 responses out of 2400 (44%) indicate that the role of the grade head as operational leader is very important. However, the greatest impact appears to be in the role of the grade head as pastoral leader where 1682 responses out of 3356 give a very important response of 50%. Being that this particular role is emotionally based and reflects greatly on interpersonal relations between the learner and the grade head, it can be deduced that the grade head's role cannot be separated from the effect (positive or negative) of the interaction with the learners.

Figure 4 shows that the majority of respondents feel that the grade head system impacts them personally in a neutral to positive way. In particular, Grade 11 learners feel that the grade head system impacts them positively and Grade 9 and Grade 10 learners have a relatively high number of neutral responses. Considering that the majority of responses to the individual questions on the learner survey were largely positive or very positive, this raises the question of why this graph does not correlate with the learners' views of the high importance of the tasks of grade heads. If learners feel that the tasks are greatly important, it is concerning that they do not feel that the grade head system influences them in an equally important manner.

It appears from both the statistical data (with the grade head as pastoral leader superseding the other two roles in importance) and the individual written response questions that the answer may lie in the grade head's particular leadership style. As one learner puts forward, grade heads "can be great if they are really interested in the grade". Although learners may feel that the actual leadership tasks of the grade heads are important, it appears that learners have concerns regarding the way in which certain grade heads essentially lead. For example, another respondent writes that "grade heads are doing a very good job. They must keep it up but they should take discipline very seriously".

Overall, however, the impact of the grade head system is shown to be positive and, as one learner points out, the grade heads are "very good toward children". There is also a sense of appreciation from the learners regarding the tasks grade heads carry out with one learner pointing out that "every task we had was a lot of fun. A lot of effort was put into them to make it enjoyable". There is also a sense that the grade head system is worthwhile with

one particular learner giving the opinion that “most schools should implement this system of grade heads and mentors”.

There is not a great difference between females (12%) and males (8%) viewing the grade head system as holding a very positive influence overall. The differentiator here is age rather than gender. There is a huge step from Grade 8, 9 and 10 very positive responses which remain in the low single digits to where it increases to 18% in Grade 11 and then nearly doubles to 30% in Grade 12. A possible reasoning here would be that the learners see the value in the grade head system as they progress through it, develop and mature. Opportunities to engage more in the school environment and a stronger academic focus with exit levels in mind may also cause Grade 11s and Grade 12s to see greater value in the system holistically.

The question now (cf Chapter 5) is how do we get the Grade 8s, 9s and 10s to become more invested in the system to gain better value from it?

4.4 CONCLUSION

In summary, it appears as though learners feel that grade heads as instructional leaders undertake highly important tasks. In particular, it is seen that all grades consider the creation of a positive learning environment by the grade head as very important. In addition, the learners feel that grade heads should deliver both tutorial schedules and study programmes for the learners. Overall, this links with the core purpose of a school concerning teaching and learning.

Learners feel that grade heads as operational leaders should definitely display leadership abilities. Learners also feel that the grade heads’ particular leadership tasks should be carried out in a manner that shows that grade heads should have control, be organisers, be decision-makers and be able to solve problems. Grade 9 and Grade 12 males both have a high rating for the sensitivity of the grade head to the needs of learners and generally it is felt that the grade head needs to be motivational in his or her response to the learners.

In addition, in the written responses, discipline stands out as a main concern for learners. Learners indicate that they feel grade heads should monitor classes and behaviour and take action when learners' disrupt other learners in class. It is also noted that some learners feel the way in which grade heads deal with disciplinary issues needs to be fair and consistent.

Generally, learners feel that grade heads as pastoral leaders should display clear leadership styles and particular leadership traits. These involve the grade head displaying respect and responsibility first and foremost in any interactions they have with the learners. Learners also feel that grade heads should display democratic values such as being understanding and accommodating.

There are distinctive signs that learners feel that it is unnecessary for the grade head to be strict and aggressive when communicating with learners. Rather, grade heads should have manners and provide assistance and support for learners when needed whilst maintaining a professional boundary in the teacher-learner relationship. Learners especially feel that grade heads should provide a supportive environment and a positive climate in which they can develop and thrive. Within this situational setting, grade heads should also work on team-building and ensuring that good relationships and unison is maintained within the grade.

Although the individual tasks of the grade head are generally viewed by the learners as being important, the grade head system itself is not viewed to be an overtly positive experience for the learners. This perhaps suggests that the individual personalities and leadership styles of the grade heads do, in fact, impact the learners' perceptions more greatly than do the individual grade head tasks themselves. Nevertheless, the overall discernment of the grade head system appears to have a more positive impact on the learners rather than a negative one.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study involved an in-depth case study on the leadership tasks of the grade heads at a private secondary school in Gauteng. Learners at the particular school under study were asked to rate given leadership tasks according to different levels of importance. In addition, learners had the option of including written responses regarding the tasks of the grade heads.

A closer examination of some of the tasks of grade heads showed that these tasks could be categorised in keeping with the grade head as instructional leader, as operational leader and as pastoral leader. Each category connected with the Norms and Standards for Educators (February 2000), namely the three standards referring to educational practitioners as learning mediators; leaders, administrators and managers; and community, citizenship and pastoral role-keepers.

Considering that one of the objectives with the study was to determine the effects of the individual tasks of the grade head on the stakeholders of the school, this initial understanding of individual areas of the grade head system should lead to a holistic perspective of the leadership tasks of grade heads on the overall school environment.

An overwhelming amount of data was received from the questionnaires, so much so that not everything could be presented in this study. Eventually the statistical data were extensively explained in the narrative data obtained from the open-ended questions in the questionnaire. It became superfluous to conduct additional focus group interviews. Therefore, although it was foreseen that it might be necessary, such interviews were not essential.

The final chapter of this dissertation of limited scope, therefore, now examines the findings presented in Chapter 4 and comments on their significance, particularly in relation to the relevant literature on leadership as mentioned in Chapter 2, and with a focus on suggested conclusions and recommendations.

5.2 SUMMARY OF THE FINDINGS

5.2.1 Grade heads as instructional leaders

According to the research, learners feel that grade heads as instructional leaders assume highly important tasks. It is seen that all grades, but especially the higher grades of the school (Grades 11 and 12) consider the creation of a positive learning environment by the grade head to be very important. Grade 11 females feel the strongest about this aspect. Perhaps this result is a response to the enormous pressure placed on learners to achieve an academically acceptable report at the end of grade 11 as this is the first report which will be used to apply for university acceptance. In this regard, Grade 12 learners also feel relatively strongly that grade heads should monitor learners' progress and homework, most obviously as the matriculation report will be the learners' final academic result before their tertiary education ensues. In addition, they feel that grade heads should be a communication link between the learners and the school. As instructional leaders, it appears that the grade head holds a valuable task in assisting the learners to achieve academically.

5.2.2 Grade heads as operational leaders

As operational leaders, grade heads are seen by the learners to be in a position whereby leadership skills are to be displayed. Although learners, particularly Grade 12 learners, feel the grade head should be flexible, they also have a clear belief that this flexibility needs to occur in a controlled environment where unambiguous, concrete rules are a pre-requisite, especially in terms of discipline. Discipline repeatedly arose as an issue with females across grades generally feeling more strongly than males that grade heads should have control. Perhaps, this links with the general perception that girls exact more controlled behaviour than boys.

5.2.3 Grade heads as pastoral leaders

Learners feel that grade heads as pastoral leaders should display clear leadership styles and particular leadership traits, most importantly showing respect at all times, with an overwhelming agreement amongst learners that this is a principally important aspect. Indeed, an average response across grades and genders surmounts to a 78.7% vote that this is a very important task. Within this result, grade 9, 10 and 11 females all produced responses that fell in the 90% range with regard to the importance of respect and responsibility of the grade head toward others. An encouraging environment conducive to holistic learner development should be shaped by the grade head.

5.2.4 The personal impact of the grade head system on the learners

It appears that the learners' overall perception of the grade head system is positive, although not as highly so as their perception of individual tasks. This raises the matter of the degree of influence individual grade head leadership styles and characteristics play on the learners' perceptions of the grade head system in its entirety. Grade 12 learners feel the strongest positive impact of the grade head system on them personally. Reasons for this may be a good relationship with their grade head, a maturity level not yet reached in the other grades in the understanding of the grade head-learner relationship and impact and/or an awareness of the importance of their final year of schooling.

5.3 CONCLUSIONS

5.3.1 The research in relation to Scouller's Four-Dimensional Definition of Leadership

Scouller (Chapman, 1999) believes that leadership is a process that can involve four parts. The following correlations centre upon the highest scores appearing in Figures 2, 3 and 4.

The first part concerns motivating purpose. From the research, it can be concluded that learners feel that the grade head should, indeed, set a vision for the grade and that the grade head needs to arouse enthusiasm for the grade to achieve the vision. The vision can be

linked to the grade head as instructional leader where the highest scores indicate that learners feel it is important for the grade head to be motivational and construct positive learning environments. Within the vision and purpose, learners hold that it is important for grade heads as pastoral leaders to uphold the school ethos and democratic values.

The second part is that of the task, progress and results which connect with the grade heads' task of instructional leader, providing study programmes, tutorial schedules and monitoring learners' progress. This also links with the grade head as operational leader where high scores arose in the categories of displaying leadership abilities, being organisers, having control, being problem-solvers, and being decision-makers.

The third part is upholding group unity. This part connects with the grade head as operational leader displaying leadership abilities. Also, the grade heads' pastoral task of providing a supportive environment and being a team-builder applies here.

The fourth part is giving attention to individuals. This correlates with the grade head as pastoral leader showing respect and responsibility toward others, creating a positive climate, being accommodating, and being understanding. This part additionally relates to the grade head as instructional leader where a high score was recorded regarding grade heads being expected to be sensitive to the needs of learners.

Scouller's Four-Dimensional Definition of Leadership can be applied comprehensively to the tasks of grade heads in the secondary school under analysis.

5.3.2 The research in relation to Kouzes and Posner's Five Leadership Practices Model

Kouzes and Posner's element of Encouraging the Heart is not contained in Scouller's model. Encouraging the Heart involves the recognition of individual contributions to the success of the project and the praising and celebration thereof. In this regard, learners state that the grade heads' duty "as a motivator is of paramount importance for the wellbeing of a student". It stands out strongly from the research that learners feel grade heads should

show respect and responsibility toward others, whilst stimulating learners to achieve desired goals and inspiring learners to reach their full potential.

5.3.3 The research in relation to Kouzes and Posner's trait theory

Kouzes and Posner list the top ten leadership traits of being honest, forward-looking, inspirational, competent, fair-minded, supportive, broad-minded, intelligent, straightforward and dependable.

In particular, learners feel strongly that grade heads should not be "hypocritical" (be honest), set a vision for the grade (be forward-looking), be motivational (inspirational), to "do their job" (be competent), be "fair" (fair-minded), provide a supportive environment in which grade heads are understanding and accommodating (supportive), should not "influence learners with their personal opinions" (broad-minded), "should be 100% aware of the grade and situations within the grade", monitor learners' work and provide additional academic support when needed (intelligent), be more "open" (straight forward), and should be "helpful", "provide solutions for the variety of children", and create a positive climate (dependable).

It appears then that the learners' perception of the most important traits that grade heads should possess does, in fact, link with Kouzes and Posner's list of the top ten leadership traits.

5.3.4 After defining the leadership tasks of grade heads at a private secondary school in Gauteng, how important do the learners view the individual grade head tasks to be?

In defining the leadership tasks of grade heads at a private secondary school in Gauteng, the leadership tasks have been examined in the research and are seen to fit into the categories of the seven roles of the teacher (the Norms and Standards for Educators, February 2000). The initial subdivision of the tasks of grade heads into the areas of pastoral care, discipline, communication, academics, administration and leadership do indeed relate to the stipulated seven roles of the teacher, and specifically for the purpose of

this dissertation of limited scope, the three roles involving the grade head as learning mediator, as leader, administrator and manager and as community, citizenship and pastoral role-keeper.

Pastoral care falls into the role of grade head as community, citizenship and pastoral role keeper. Discipline, administration and leadership falls into the role of the grade head as leader, administrator and manager. Communication and academic aspects fall into the role of the grade head as learning mediator. Furthermore, these categories can be linked to the position of the grade head as an instructional leader, an operational leader and a pastoral leader.

Overall, the learners indicate that they viewed the individual tasks of the grade heads to be of high importance. Notably, the learners feel that having respect and responsibility for others is the uppermost task in importance of the grade head.

5.3.5 In what way/s do the individual tasks of the grade head affect the stakeholders of a school?

The individual tasks of the grade head affect the stakeholders of a school positively, although it can be concluded that individual leadership styles and traits of grade heads may influence learners' perceptions of the grade head system as a whole.

5.3.6 In what way/s are the individual tasks of the grade head interlinked to produce an overall effect and perspective which, in turn, influences the holistic school environment? And can the implementation of the grade head system in secondary schools positively influence the overall climate and culture of the school?

It emerged that the individual grade head tasks would, in effect, influence the holistic environment through improved academic achievement, a more positive climate and smoother operational functioning. Taken as a whole, it would seem that an improvement in a particular grade's performance would improve the running and ambience of the school, producing an environment more conducive to a school's purpose of teaching and learning.

Learners find it important that grade heads assist in creating a positive climate and a supportive environment.

5.3.7 What is the understanding of the roles and functions of the grade head?

The understanding of the roles and functions of the grade head is that these roles and functions link to the tasks of the grade head and to the Norms and Standards for Educators (February, 2000) and that these are multifaceted, complex, interlinked. They do, essentially, impact the entire school as a whole.

5.3.8 How can a sense of dependence and independence be managed to lead to interdependence within a grade or a school?

Arising from the learner survey is the grade head's tasks of assisting learners to become positively independent both in their general conduct and academic responsibility. As one learner stated: it is unimportant for the grade head to "ask us for work as it is really not their responsibility, unless, of course, the learner might have a problem or make sure that learners do their work. It's obvious by now that charity begins at home". In order to develop a sense of independence, learners need to be able to depend on their grade heads. Learners tend to agree that the grade head needs to be "helpful", "supportive" and motivating. The grade head should assist learners with problems and should monitor learners' work. This relationship between the grade head and the learners indicates an interdependence in the development and progression of the learners. In particular, one learner phrased this team-building and unification as having "activities as a group" so that "we can all support each other" and "all benefit".

5.3.9 Is the grade head system worth implementing in secondary schools which lack particular grade management or wish to improve the management and support of learners in a grade?

It is implied that the answer here is 'yes'. From the words of the learners, the grade heads are "very good toward children", grade heads "can be great if they are really interested in the grade" and "most schools should implement this system of grade heads and mentors". In addition, the results showed mostly positive feelings regarding the grade heads' leadership tasks and the grade head system itself.

5.4 RECOMMENDATIONS

From the research, it stems that the leadership tasks of the grade head and the grade head system as a whole has a positive impact on the learners and the holistic school environment. Therefore, it is recommended that the particular school under study continue with the structure of grade heads.

It is recommended also that the leadership roles of the grade head continue to function within the seven roles of the teacher as this provides a clear background for an organised educative approach to leadership within a grade head system.

Additionally, learners appear to appreciate the academic involvement of grade heads in their lives, both as guides and providers of information and resources. There is some dissention amongst learners regarding the degree of involvement the grade head should have when dealing with, for example, learners' personal problems. However, the majority feel that the grade head should become involved by extending advice and assisting to formulate solutions to problems. It is recommended then that the grade head continue to work in 'loco parentis' in this pastoral leadership role, yet the involvement of the school guidance counsellor and/or school psychologist should never be ignored. Grade heads should, perhaps, form even stronger relationships with these figures if they are to assist learners fully.

For the particular school under study, it is recommended that a serious investigation into the perceived disciplinary problems be initiated. Learners appear to be specifically concerned about class and learning disruptions rather than with a general unruliness. Of interest here is also the manner in which learners wish grade heads to maintain and enforce discipline. Many learners note that grade heads need to be fair and strict without being fearsome. Learners also tended to agree on the maxim that individuals should be punished for their own indiscretions and that the group should not suffer because of others' poor behaviour.

5.5 RECOMMENDATIONS FOR FURTHER STUDY

It is noticeable that females scored significantly higher than males in the following categories of the grade head as operational leader: have control (females 68% males 57%), be organisers (females 71% males 50%), be decision-makers (females 54% males 44%), display leadership abilities (females 64% males 54%), hand out paperwork (females 44% males 23%), be delegators (females 52% males 27%) and be problem-solvers (females 63% males 46%).

In the categories of the grade head as pastoral leader, females again consistently scored the highest: uphold democratic values (females 61% males 41%), be accommodating (females 64% and males 40%), be understanding (females 70 % males 52%), display respect and responsibility toward others (females 87% males 69%), be non-threatening (females 53% males 42%), create a positive climate (females 71% males 47%), have a vision for the grade (females 57% males 49%), be a team builder (females 43% males 36%), assist learners with personal problems (females 28% males 24%), assist in relationship between learners and teachers (females 53% males 42%), create communication between the school and parents (females 42% males 31%), assist in creating good relations between the students (females 53% males 42%), provide a supportive environment (females 64% males 52%) and uphold the school ethos (females 60% males 50%).

This suggests a clear differential gender perception between males and females as to the degree of importance of the Grade Head as Operational Leader and the Grade Head as Pastoral Leader. It is, therefore, recommended that further study be explored concerning the differences between gender perceptions of leadership tasks of the grade head.

If one considers that schools often contain bullying, then a future area for study could be the differences in how girls and boys act toward others in relation to how they know they should act toward others in terms of respect and responsibility. 87% of girls rate display respect and responsibility toward others as very important. The question then could be enhanced by exploring how this statistic relates to observed patterns of bullying both within genders and across genders.

Since, this study focuses on the leadership tasks of the grade head, a recommendation for further study would also be a comparison of the leadership tasks of the grade head with the leadership tasks of the school principal, particularly with a view to understanding the different tiers of leadership within a school.

It is recommended that further study be commenced examining the importance of the relationship of the grade head with the school guidance counsellor or school psychologist. Since the grade head will generally not be qualified in psychology or counselling, but will be expected to assist learners with personal problems (as teachers are often required to act in 'loco parentis' to the learners), this could be a way of developing healthier mental, emotional and social wellbeing of the learners in a school. The grade head acts here as an assistant to the school psychologist as well as a mentor for the learners. Following this, further study into the specific needs of the grades, in particular at secondary school entry and exit levels (grade 8 and grade 12) would be beneficial in targeting the grade head tasks to suit the grade requirements more precisely.

As a supplementary concern, lies the problem of discipline. Learners appear to be bothered by a poor disciplinary structure and poor responses to incidents in this particular school. A further investigation into the disciplinary issues of this specific school could be helpful in addressing the issue with which grade heads are faced. Furthermore, an examination of the effects of disciplining learners individually or as a group may add further insight into the reason many learners consider the grade head system to neutrally or positively affect them, rather than to very positively affect them.

5.6 CONCLUDING REMARKS

It is seen that the term 'leadership' is a broad term encompassing numerous tasks of the grade head system and that grade heads do indeed require leadership abilities if they are to carry out their tasks effectively. Often the grade head will be required to use common sense and make judgement calls regarding decisions for both the individuals in the grade and the grade as a whole. In making these decisions and leading the grade toward a vision, the grade head will need to utilise not only one particular leadership style, but perhaps many, varying the style according to the demands of the situation at hand.

In a similar vein, the application of leadership models will apply and it may occur that one leadership model is simply not enough to describe the expansive atmosphere and culture of a particular school. Although a grade head as a leader may have a certain leadership philosophy, this may not always function in a fixed manner. What is important is that the grade head is provided with a framework from which to work. With the background of the grade heads tasks encompassing instructional leader, operational leader and pastoral leader falling to the Norms and Standards for Educators (February 2000), comes a definite ideology which pertains to the democratic values of our society, seen to be viewed as important by the learners of this study. If grade heads can work from this outline, it appears, as in this study, that the learners will regard the leadership tasks of the grade head as important. Then the grade head system itself will have a positive personal impact on the learners.

This will, consequently, directly impact and link the functioning of the grade head to the purpose of leadership. As Scouller (Chapman, 1999) points out, the purpose of leadership is seen to be a way of focusing and motivating a group to enable them to achieve their aims whilst the fundamentals of responsibility, accountability and authority apply to the leader himself or herself.

From this study it can be concluded that secondary school learners have an expectation of the grade head to be responsible and accountable, and to display authority in a respectful, yet effective way.

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APPENDICE 1: The norms and standards for Educators (February, 2000) (extract)

Learning mediator

The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; communicate effectively showing recognition of and respect for the differences of others. In addition an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

Leader, administrator and manager

The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision making structures. These competences will be performed in ways which are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs.

Community, citizenship and pastoral role

The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators.

Furthermore, the educator will develop supportive relations with parents and other key persons and organisations based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV/AIDS education.

http://us-cdn.creamermedia.co.za/assets/articles/attachments/08137_notice82.pdf

APPENDICE 2: Leadership Tasks of the Grade Head System - Survey

The following survey is not a personal assessment of your particular grade head. This survey is looking at the tasks of grade heads in general and the degree to which you find these tasks to be important.

GRADE: _____

AGE: _____

GENDER: _____

SECTION A

Please rate the importance of the following tasks as you view them with regards to the grade head and mentor system currently in place using the given scale:

	Very Important	Important	Neither important nor unimportant	Unimportant	Very Unimportant
	1	2	3	4	5
Grade head and mentors as Learning Mediators should be:					
1. sensitive to the needs of learners					
2. construct positive learning environments					
3. be motivational					
4. create relationships between learners and information					
5. monitor learners' progress					
6. monitor learners' homework					
7. monitor learners' lessons					
8. provide tutorial schedules					
9. provide study programmes					
10. pace learners' study programmes					

Grade heads and mentors as Interpreters and designers of learning programmes materials should:					
1. implement learning programmes					
2. implement leadership programmes					
3. implement spiritual programmes					
4. implement counselling programmes					
5. pace learning programmes					
6. provide study skills courses					
7. provide moral lessons					
8. provide life lessons					
Grade heads and mentors as Leaders, administrators and managers should:					
1. display leadership abilities					
2. be decision-makers					
3. be problem-solvers					
4. be organisers					
5. be co-ordinators					
6. be delegators					
7. hand out paperwork					
8. have control					
9. give orders					
10. be strict					
11. be flexible					
12. have firm rules					
Grade heads and mentors as Scholars, researchers and lifelong learners should:					
1. be academic learners					
2. continue with professional growth					
3. inspire learning in scholars					
4. have good general knowledge					
5. have good current affairs knowledge					
6. only require subject specific knowledge					
Grade heads and mentors as Community, citizenship and pastoral role keepers should:					
1. display respect and responsibility toward others					
2. uphold democratic values					
3. uphold the school ethos					
4. uphold moral values					

5. provide a supportive environment					
6. assist in creating good relations between the students in the grade					
7. create communication between the school and parents					
8. assist in relationships between learners and teachers					
9. assist learners with personal problems					
10. be a guide/role model to learners					
11. be a team builder					
12. have a vision for the grade					
13. be a disciplinarian					
14. be understanding					
15. be accommodating					
16. create a positive climate					
17. have a positive attitude					
18. monitor students' behaviour					
19. be non-threatening					
20. have a fearful presence					
Grade heads and mentors as Assessors should:					
1. be able to identify the needs of learners					
2. be able to track learner progress					
3. be able to diagnose problems					
4. help learners improve work					
5. monitor learners academically					
6. monitor learners' cultural activities					
7. monitor learners' sporting activities					
Grade heads and mentors as Learning area/subject specialists should:					
1. be knowledgeable					
2. have principles					
3. have diverse teaching methods					
4. be able to relate to learners' contexts					
5. have counselling knowledge and capabilities					
6. know how to approach learners					

SECTION B

Please answer the questions below:

- a) List any other tasks you feel are important for grade heads and mentors to perform.

- b) List any other tasks you feel are not important for grade heads and mentors to perform.

- c) The grade head system impacts you personally in the following way (circle your answer):

Very positively	Positively	Neutrally	Negatively	Very negatively
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- d) Additional comment you would like to make regarding the tasks of grade heads and mentors:

APPENDICE 3: TABULATED LEARNER RESPONSES REGARDING GRADE HEADS AS INSTRUCTIONAL LEADERS

Category	Grade	Very Important		Important		Neutral		Unimportant		Total		
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	
Sensitive to the needs of learners	8 Girls	17	58.6%	12	41.4%	0	0.0%	0	0.0%	29	100.0%	
	8 Boys	8	30.8%	13	50.0%	4	15.4%	1	3.8%	26	100.0%	
	9 Girls	10	55.6%	7	38.9%	1	5.6%	0	0.0%	18	100.0%	
	9 Boys	15	62.5%	5	20.8%	3	12.5%	1	4.2%	24	100.0%	
	10 Girls	18	50.0%	15	41.7%	3	8.3%	0	0.0%	36	100.0%	
	10 Boys	12	40.0%	14	46.7%	4	13.3%	0	0.0%	30	100.0%	
	11 Girls	19	70.4%	7	25.9%	1	3.7%	0	0.0%	27	100.0%	
	11 Boys	6	27.3%	11	50.0%	4	18.2%	1	4.5%	22	100.0%	
	12 Girls	11	73.3%	3	20.0%	1	6.7%	0	0.0%	15	100.0%	
	12 Boys	8	61.5%	5	38.5%	0	0.0%	0	0.0%	13	100.0%	
	Total	124	51.7%	92	38.3%	21	8.8%	3	1.3%	240	100.0%	
	Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
			(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Construct positive learning environments	8 Girls	19	65.5%	10	34.5%	0	0.0%	0	0.0%	29	100.0%	
	8 Boys	9	34.6%	14	53.8%	2	7.7%	1	3.8%	26	100.0%	
	9 Girls	12	66.7%	6	33.3%	0	0.0%	0	0.0%	18	100.0%	
	9 Boys	12	50.0%	11	45.8%	1	4.2%	0	0.0%	24	100.0%	
	10 Girls	19	54.3%	13	37.1%	3	8.6%	0	0.0%	35	100.0%	
	10 Boys	15	50.0%	10	33.3%	5	16.7%	0	0.0%	30	100.0%	
	11 Girls	21	75.0%	6	21.4%	1	3.6%	0	0.0%	28	100.0%	
	11 Boys	9	40.9%	12	54.5%	1	4.5%	0	0.0%	22	100.0%	
	12 Girls	9	60.0%	5	33.3%	1	6.7%	0	0.0%	15	100.0%	
	12 Boys	8	61.5%	3	23.1%	2	15.4%	0	0.0%	13	100.0%	
	Total	133	55.4%	90	37.5%	16	6.7%	1	0.4%	240	100.0%	
	Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
			(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Be motivational	8 Girls	17	58.6%	10	34.5%	2	6.9%	0	0.0%	29	100.0%	
	8 Boys	12	46.2%	10	38.5%	3	11.5%	1	3.8%	26	100.0%	
	9 Girls	14	77.8%	4	22.2%	0	0.0%	0	0.0%	18	100.0%	
	9 Boys	10	41.7%	10	41.7%	3	12.5%	1	4.2%	24	100.0%	
	10 Girls	22	61.1%	12	33.3%	1	2.8%	1	2.8%	36	100.0%	
	10 Boys	11	36.7%	15	50.0%	4	13.3%	0	0.0%	30	100.0%	
	11 Girls	22	78.6%	6	21.4%	0	0.0%	0	0.0%	28	100.0%	
	11 Boys	6	27.3%	15	68.2%	1	4.5%	0	0.0%	22	100.0%	
	12 Girls	9	60.0%	6	40.0%	0	0.0%	0	0.0%	15	100.0%	
	12 Boys	6	46.2%	5	38.5%	0	0.0%	2	15.4%	13	100.0%	
	Total	129	53.5%	93	38.6%	14	5.8%	5	2.1%	241	100.0%	
	Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
			(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Create relationships between learners and information	8 Girls	14	48.3%	12	41.4%	3	10.3%	0	0.0%	29	100.0%	
	8 Boys	8	30.8%	10	38.5%	6	23.1%	2	7.7%	26	100.0%	
	9 Girls	6	33.3%	9	50.0%	3	16.7%	0	0.0%	18	100.0%	
	9 Boys	6	25.0%	9	37.5%	7	29.2%	2	8.3%	24	100.0%	
	10 Girls	15	41.7%	16	44.4%	5	13.9%	0	0.0%	36	100.0%	
	10 Boys	8	26.7%	15	50.0%	5	16.7%	2	6.7%	30	100.0%	
	11 Girls	14	50.0%	10	35.7%	4	14.3%	0	0.0%	28	100.0%	
	11 Boys	4	19.0%	13	61.9%	3	14.3%	1	4.8%	21	100.0%	
	12 Girls	7	46.7%	6	40.0%	2	13.3%	0	0.0%	15	100.0%	
	12 Boys	7	53.8%	5	38.5%	1	7.7%	0	0.0%	13	100.0%	
	Total	89	37.1%	105	43.8%	39	16.3%	7	2.9%	240	100.0%	
	Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
			(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Monitor learners' progress	8 Girls	9	31.0%	14	48.3%	6	20.7%	0	0.0%	29	100.0%	
	8 Boys	10	38.5%	10	38.5%	4	15.4%	2	7.7%	26	100.0%	
	9 Girls	7	38.9%	10	55.6%	1	5.6%	0	0.0%	18	100.0%	
	9 Boys	5	20.8%	18	75.0%	1	4.2%	0	0.0%	24	100.0%	
	10 Girls	13	36.1%	15	41.7%	6	16.7%	2	5.6%	36	100.0%	
	10 Boys	11	36.7%	13	43.3%	5	16.7%	1	3.3%	30	100.0%	
	11 Girls	10	35.7%	16	57.1%	2	7.1%	0	0.0%	28	100.0%	
	11 Boys	7	33.3%	11	52.4%	3	14.3%	0	0.0%	21	100.0%	
	12 Girls	10	66.7%	3	20.0%	2	13.3%	0	0.0%	15	100.0%	
	12 Boys	6	46.2%	4	30.8%	3	23.1%	0	0.0%	13	100.0%	
	Total	88	36.7%	114	47.5%	33	13.8%	5	2.1%	240	100.0%	

Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Monitor learners' homework	8 Girls	4	13.8%	14	48.3%	9	31.0%	2	6.9%	29	100.0%
	8 Boys	6	23.1%	10	38.5%	6	23.1%	4	15.4%	26	100.0%
	9 Girls	6	33.3%	6	33.3%	5	27.8%	1	5.6%	18	100.0%
	9 Boys	7	29.2%	9	37.5%	5	20.8%	3	12.5%	24	100.0%
	10 Girls	4	11.1%	14	38.9%	13	36.1%	5	13.9%	36	100.0%
	10 Boys	7	23.3%	9	30.0%	10	33.3%	4	13.3%	30	100.0%
	11 Girls	6	21.4%	13	46.4%	6	21.4%	3	10.7%	28	100.0%
	11 Boys	6	27.3%	5	22.7%	9	40.9%	2	9.1%	22	100.0%
	12 Girls	7	46.7%	5	33.3%	2	13.3%	1	6.7%	15	100.0%
	12 Boys	5	38.5%	5	38.5%	1	7.7%	2	15.4%	13	100.0%
Total	58	24.1%	90	37.3%	66	27.4%	27	11.2%	241	100.0%	
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Monitor learners' lessons	8 Girls	9	31.0%	10	34.5%	8	27.6%	2	6.9%	29	100.0%
	8 Boys	8	30.8%	10	38.5%	7	26.9%	1	3.8%	26	100.0%
	9 Girls	9	50.0%	6	33.3%	2	11.1%	1	5.6%	18	100.0%
	9 Boys	9	37.5%	7	29.2%	7	29.2%	1	4.2%	24	100.0%
	10 Girls	11	31.4%	9	25.7%	11	31.4%	4	11.4%	35	100.0%
	10 Boys	8	26.7%	9	30.0%	10	33.3%	3	10.0%	30	100.0%
	11 Girls	12	42.9%	12	42.9%	3	10.7%	1	3.6%	28	100.0%
	11 Boys	9	40.9%	6	27.3%	4	18.2%	3	13.6%	22	100.0%
	12 Girls	5	33.3%	8	53.3%	2	13.3%	0	0.0%	15	100.0%
	12 Boys	5	38.5%	4	30.8%	2	15.4%	2	15.4%	13	100.0%
Total	85	35.4%	81	33.8%	56	23.3%	18	7.5%	240	100.0%	
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Provide tutorial schedules	8 Girls	19	65.5%	8	27.6%	1	3.4%	1	3.4%	29	100.0%
	8 Boys	11	42.3%	9	34.6%	4	15.4%	2	7.7%	26	100.0%
	9 Girls	9	50.0%	7	38.9%	2	11.1%	0	0.0%	18	100.0%
	9 Boys	9	37.5%	7	29.2%	7	29.2%	1	4.2%	24	100.0%
	10 Girls	26	72.2%	7	19.4%	2	5.6%	1	2.8%	36	100.0%
	10 Boys	10	34.5%	14	48.3%	5	17.2%	0	0.0%	29	100.0%
	11 Girls	18	64.3%	8	28.6%	2	7.1%	0	0.0%	28	100.0%
	11 Boys	8	36.4%	11	50.0%	3	13.6%	0	0.0%	22	100.0%
	12 Girls	10	66.7%	4	26.7%	1	6.7%	0	0.0%	15	100.0%
	12 Boys	4	30.8%	7	53.8%	2	15.4%	0	0.0%	13	100.0%
Total	124	51.7%	82	34.2%	29	12.1%	5	2.1%	240	100.0%	
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Provide study programmes	8 Girls	14	48.3%	11	37.9%	3	10.3%	1	3.4%	29	100.0%
	8 Boys	12	48.0%	5	20.0%	5	20.0%	3	12.0%	25	100.0%
	9 Girls	9	50.0%	4	22.2%	5	27.8%	0	0.0%	18	100.0%
	9 Boys	11	45.8%	9	37.5%	3	12.5%	1	4.2%	24	100.0%
	10 Girls	22	61.1%	10	27.8%	3	8.3%	1	2.8%	36	100.0%
	10 Boys	9	30.0%	13	43.3%	7	23.3%	1	3.3%	30	100.0%
	11 Girls	19	67.9%	8	28.6%	0	0.0%	1	3.6%	28	100.0%
	11 Boys	6	27.3%	12	54.5%	4	18.2%	0	0.0%	22	100.0%
	12 Girls	5	33.3%	6	40.0%	4	26.7%	0	0.0%	15	100.0%
	12 Boys	5	38.5%	4	30.8%	2	15.4%	2	15.4%	13	100.0%
Total	112	46.7%	82	34.2%	36	15.0%	10	4.2%	240	100.0%	
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Pace learners' study programmes	8 Girls	10	35.7%	10	35.7%	7	25.0%	1	3.6%	28	100.0%
	8 Boys	8	30.8%	11	42.3%	5	19.2%	2	7.7%	26	100.0%
	9 Girls	4	22.2%	7	38.9%	6	33.3%	1	5.6%	18	100.0%
	9 Boys	7	29.2%	8	33.3%	7	29.2%	2	8.3%	24	100.0%
	10 Girls	13	37.1%	9	25.7%	10	28.6%	3	8.6%	35	100.0%
	10 Boys	6	20.0%	9	30.0%	13	43.3%	2	6.7%	30	100.0%
	11 Girls	12	42.9%	9	32.1%	5	17.9%	2	7.1%	28	100.0%
	11 Boys	7	33.3%	7	33.3%	7	33.3%	0	0.0%	21	100.0%
	12 Girls	3	20.0%	8	53.3%	1	6.7%	3	20.0%	15	100.0%
	12 Boys	5	38.5%	4	30.8%	1	7.7%	3	23.1%	13	100.0%
Total	75	31.5%	82	34.5%	62	26.1%	19	8.0%	238	100.0%	

APPENDICE 4: TABULATED LEARNER RESPONSES REGARDING GRADE HEADS AS OPERATIONAL LEADERS

Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Display leadership abilities	8 Girls	16	55.2%	12	41.4%	1	3.4%	0	0.0%	29	100.0%
	8 Boys	13	50.0%	9	34.6%	4	15.4%	0	0.0%	26	100.0%
	9 Girls	13	72.2%	4	22.2%	1	5.6%	0	0.0%	18	100.0%
	9 Boys	12	50.0%	8	33.3%	4	16.7%	0	0.0%	24	100.0%
	10 Girls	23	63.9%	12	33.3%	1	2.8%	0	0.0%	36	100.0%
	10 Boys	17	56.7%	11	36.7%	2	6.7%	0	0.0%	30	100.0%
	11 Girls	22	78.6%	5	17.9%	1	3.6%	0	0.0%	28	100.0%
	11 Boys	14	63.6%	8	36.4%	0	0.0%	0	0.0%	22	100.0%
	12 Girls	7	46.7%	7	46.7%	1	6.7%	0	0.0%	15	100.0%
	12 Boys	6	46.2%	3	23.1%	2	15.4%	2	15.4%	13	100.0%
Total	143	59.3%	79	32.8%	17	7.1%	2	0.8%	241	100.0%	
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
Be decision makers	8 Girls	10	34.5%	17	58.6%	2	6.9%	0	0.0%	29	100.0%
	8 Boys	8	30.8%	15	57.7%	3	11.5%	0	0.0%	26	100.0%
	9 Girls	9	50.0%	8	44.4%	1	5.6%	0	0.0%	18	100.0%
	9 Boys	9	37.5%	11	45.8%	3	12.5%	1	4.2%	24	100.0%
	10 Girls	20	55.6%	13	36.1%	3	8.3%	0	0.0%	36	100.0%
	10 Boys	17	56.7%	13	43.3%	0	0.0%	0	0.0%	30	100.0%
	11 Girls	20	71.4%	6	21.4%	2	7.1%	0	0.0%	28	100.0%
	11 Boys	12	54.5%	10	45.5%	0	0.0%	0	0.0%	22	100.0%
	12 Girls	9	60.0%	5	33.3%	1	6.7%	0	0.0%	15	100.0%
	12 Boys	5	38.5%	6	46.2%	1	7.7%	1	7.7%	13	100.0%
Total	119	49.4%	104	43.2%	16	6.6%	2	0.8%	241	100.0%	
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
Be problem solvers	8 Girls	15	51.7%	11	37.9%	3	10.3%	0	0.0%	29	100.0%
	8 Boys	9	34.6%	15	57.7%	2	7.7%	0	0.0%	26	100.0%
	9 Girls	9	50.0%	7	38.9%	1	5.6%	1	5.6%	18	100.0%
	9 Boys	13	54.2%	7	29.2%	4	16.7%	0	0.0%	24	100.0%
	10 Girls	26	72.2%	9	25.0%	1	2.8%	0	0.0%	36	100.0%
	10 Boys	18	60.0%	12	40.0%	0	0.0%	0	0.0%	30	100.0%
	11 Girls	21	75.0%	5	17.9%	2	7.1%	0	0.0%	28	100.0%
	11 Boys	8	36.4%	12	54.5%	2	9.1%	0	0.0%	22	100.0%
	12 Girls	8	53.3%	6	40.0%	1	6.7%	0	0.0%	15	100.0%
	12 Boys	5	38.5%	7	53.8%	0	0.0%	1	7.7%	13	100.0%
Total	132	54.8%	91	37.8%	16	6.6%	2	0.8%	241	100.0%	
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
Be organisers	8 Girls	19	65.5%	7	24.1%	3	10.3%	0	0.0%	29	100.0%
	8 Boys	12	46.2%	10	38.5%	4	15.4%	0	0.0%	26	100.0%
	9 Girls	11	61.1%	6	33.3%	0	0.0%	1	5.6%	18	100.0%
	9 Boys	12	50.0%	10	41.7%	2	8.3%	0	0.0%	24	100.0%
	10 Girls	28	77.8%	7	19.4%	1	2.8%	0	0.0%	36	100.0%
	10 Boys	21	70.0%	8	26.7%	1	3.3%	0	0.0%	30	100.0%
	11 Girls	23	82.1%	5	17.9%	0	0.0%	0	0.0%	28	100.0%
	11 Boys	9	40.9%	11	50.0%	0	0.0%	2	9.1%	22	100.0%
	12 Girls	9	60.0%	6	40.0%	0	0.0%	0	0.0%	15	100.0%
	12 Boys	4	30.8%	8	61.5%	0	0.0%	1	7.7%	13	100.0%
Total	148	61.4%	78	32.4%	11	4.6%	4	1.7%	241	100.0%	
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
Be delegators	8 Girls	14	48.3%	11	37.9%	4	13.8%	0	0.0%	29	100.0%
	8 Boys	6	23.1%	14	53.8%	4	15.4%	2	7.7%	26	100.0%
	9 Girls	4	22.2%	10	55.6%	4	22.2%	0	0.0%	18	100.0%
	9 Boys	3	13.6%	13	59.1%	4	18.2%	2	9.1%	22	100.0%
	10 Girls	20	55.6%	12	33.3%	4	11.1%	0	0.0%	36	100.0%
	10 Boys	11	36.7%	12	40.0%	6	20.0%	1	3.3%	30	100.0%
	11 Girls	18	64.3%	9	32.1%	1	3.6%	0	0.0%	28	100.0%
	11 Boys	6	27.3%	13	59.1%	3	13.6%	0	0.0%	22	100.0%
	12 Girls	9	60.0%	5	33.3%	1	6.7%	0	0.0%	15	100.0%
	12 Boys	5	38.5%	7	53.8%	1	7.7%	0	0.0%	13	100.0%
Total	96	40.2%	106	44.4%	32	13.4%	5	2.1%	239	100.0%	

Category	Grade	Very Important		Important		Neutral		Unimportant		Total		
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	
Hand out paperwork	8 Girls	9	31.0%	16	55.2%	3	10.3%	1	3.4%	29	100.0%	
	8 Boys	6	23.1%	11	42.3%	6	23.1%	3	11.5%	26	100.0%	
	9 Girls	6	33.3%	8	44.4%	3	16.7%	1	5.6%	18	100.0%	
	9 Boys	3	13.0%	9	39.1%	8	34.8%	3	13.0%	23	100.0%	
	10 Girls	21	58.3%	9	25.0%	5	13.9%	1	2.8%	36	100.0%	
	10 Boys	7	23.3%	15	50.0%	7	23.3%	1	3.3%	30	100.0%	
	11 Girls	12	42.9%	10	35.7%	5	17.9%	1	3.6%	28	100.0%	
	11 Boys	6	28.6%	8	38.1%	7	33.3%	0	0.0%	21	100.0%	
	12 Girls	8	53.3%	5	33.3%	2	13.3%	0	0.0%	15	100.0%	
	12 Boys	4	30.8%	7	53.8%	2	15.4%	0	0.0%	13	100.0%	
	Total	82	34.3%	98	41.0%	48	20.1%	11	4.6%	239	100.0%	
	Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
			(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Have control	8 Girls	20	69.0%	7	24.1%	2	6.9%	0	0.0%	29	100.0%	
	8 Boys	15	57.7%	11	42.3%	0	0.0%	0	0.0%	26	100.0%	
	9 Girls	14	77.8%	3	16.7%	1	5.6%	0	0.0%	18	100.0%	
	9 Boys	11	47.8%	10	43.5%	2	8.7%	0	0.0%	23	100.0%	
	10 Girls	23	63.9%	10	27.8%	2	5.6%	1	2.8%	36	100.0%	
	10 Boys	19	63.3%	10	33.3%	0	0.0%	1	3.3%	30	100.0%	
	11 Girls	21	75.0%	6	21.4%	1	3.6%	0	0.0%	28	100.0%	
	11 Boys	11	52.4%	7	33.3%	3	14.3%	0	0.0%	21	100.0%	
	12 Girls	8	53.3%	6	40.0%	1	6.7%	0	0.0%	15	100.0%	
	12 Boys	8	61.5%	4	30.8%	1	7.7%	0	0.0%	13	100.0%	
	Total	150	62.8%	74	31.0%	13	5.4%	2	0.8%	239	100.0%	
	Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
			(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Be strict	8 Girls	4	13.8%	10	34.5%	8	27.6%	7	24.1%	29	100.0%	
	8 Boys	3	11.5%	10	38.5%	8	30.8%	5	19.2%	26	100.0%	
	9 Girls	1	5.6%	10	55.6%	5	27.8%	2	11.1%	18	100.0%	
	9 Boys	3	12.5%	7	29.2%	11	45.8%	3	12.5%	24	100.0%	
	10 Girls	5	13.9%	16	44.4%	13	36.1%	2	5.6%	36	100.0%	
	10 Boys	5	16.7%	9	30.0%	11	36.7%	5	16.7%	30	100.0%	
	11 Girls	9	32.1%	11	39.3%	5	17.9%	3	10.7%	28	100.0%	
	11 Boys	5	22.7%	11	50.0%	4	18.2%	2	9.1%	22	100.0%	
	12 Girls	6	40.0%	3	20.0%	4	26.7%	2	13.3%	15	100.0%	
	12 Boys	3	23.1%	4	30.8%	3	23.1%	3	23.1%	13	100.0%	
	Total	44	18.3%	91	37.8%	72	29.9%	34	14.1%	241	100.0%	
	Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
			(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Be flexible	8 Girls	8	27.6%	14	48.3%	6	20.7%	1	3.4%	29	100.0%	
	8 Boys	10	38.5%	10	38.5%	3	11.5%	3	11.5%	26	100.0%	
	9 Girls	6	33.3%	10	55.6%	1	5.6%	1	5.6%	18	100.0%	
	9 Boys	9	37.5%	9	37.5%	5	20.8%	1	4.2%	24	100.0%	
	10 Girls	11	30.6%	16	44.4%	8	22.2%	1	2.8%	36	100.0%	
	10 Boys	10	33.3%	13	43.3%	7	23.3%	0	0.0%	30	100.0%	
	11 Girls	13	46.4%	13	46.4%	2	7.1%	0	0.0%	28	100.0%	
	11 Boys	7	35.0%	9	45.0%	4	20.0%	0	0.0%	20	100.0%	
	12 Girls	8	53.3%	4	26.7%	3	20.0%	0	0.0%	15	100.0%	
	12 Boys	7	53.8%	5	38.5%	1	7.7%	0	0.0%	13	100.0%	
	Total	89	37.2%	103	43.1%	40	16.7%	7	2.9%	239	100.0%	
	Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
			(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Have firm rules	8 Girls	4	14.3%	13	46.4%	9	32.1%	2	7.1%	28	100.0%	
	8 Boys	6	23.1%	12	46.2%	2	7.7%	6	23.1%	26	100.0%	
	9 Girls	3	16.7%	12	66.7%	3	16.7%	0	0.0%	18	100.0%	
	9 Boys	4	16.7%	11	45.8%	7	29.2%	2	8.3%	24	100.0%	
	10 Girls	11	31.4%	18	51.4%	5	14.3%	1	2.9%	35	100.0%	
	10 Boys	7	23.3%	17	56.7%	6	20.0%	0	0.0%	30	100.0%	
	11 Girls	11	39.3%	14	50.0%	2	7.1%	1	3.6%	28	100.0%	
	11 Boys	5	22.7%	14	63.6%	3	13.6%	0	0.0%	22	100.0%	
	12 Girls	5	33.3%	7	46.7%	2	13.3%	1	6.7%	15	100.0%	
	12 Boys	5	38.5%	3	23.1%	5	38.5%	0	0.0%	13	100.0%	
	Total	61	25.5%	121	50.6%	44	18.4%	13	5.4%	239	100.0%	

APPENDICE 5: TABULATED LEARNER RESPONSES REGARDING GRADE HEADS AS PASTORAL LEADERS

Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Provide a supportive environment	8 Girls	19	67.9%	7	25.0%	2	7.1%	0	0.0%	28	100.0%
	8 Boys	16	61.5%	6	23.1%	4	15.4%	0	0.0%	26	100.0%
	9 Girls	11	61.1%	7	38.9%	0	0.0%	0	0.0%	18	100.0%
	9 Boys	10	41.7%	10	41.7%	4	16.7%	0	0.0%	24	100.0%
	10 Girls	22	61.1%	13	36.1%	1	2.8%	0	0.0%	36	100.0%
	10 Boys	13	44.8%	12	41.4%	4	13.8%	0	0.0%	29	100.0%
	11 Girls	17	60.7%	10	35.7%	1	3.6%	0	0.0%	28	100.0%
	11 Boys	13	65.0%	7	35.0%	0	0.0%	0	0.0%	20	100.0%
	12 Girls	11	73.3%	4	26.7%	0	0.0%	0	0.0%	15	100.0%
	12 Boys	6	46.2%	6	46.2%	1	7.7%	0	0.0%	13	100.0%
	Total	138	58.2%	82	34.6%	17	7.2%	0	0.0%	237	100.0%
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Assist in creating good relations between the students in the grade	8 Girls	16	55.2%	9	31.0%	3	10.3%	1	3.4%	29	100.0%
	8 Boys	15	57.7%	6	23.1%	5	19.2%	0	0.0%	26	100.0%
	9 Girls	11	61.1%	5	27.8%	2	11.1%	0	0.0%	18	100.0%
	9 Boys	10	41.7%	7	29.2%	6	25.0%	1	4.2%	24	100.0%
	10 Girls	17	47.2%	14	38.9%	4	11.1%	1	2.8%	36	100.0%
	10 Boys	11	36.7%	11	36.7%	8	26.7%	0	0.0%	30	100.0%
	11 Girls	16	57.1%	8	28.6%	4	14.3%	0	0.0%	28	100.0%
	11 Boys	9	40.9%	11	50.0%	2	9.1%	0	0.0%	22	100.0%
	12 Girls	7	46.7%	5	33.3%	1	6.7%	2	13.3%	15	100.0%
	12 Boys	3	23.1%	7	53.8%	1	7.7%	2	15.4%	13	100.0%
	Total	115	47.7%	83	34.4%	36	14.9%	7	2.9%	241	100.0%
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Display respect and responsibility toward others	8 Girls	22	75.9%	7	24.1%	0	0.0%	0	0.0%	29	100.0%
	8 Boys	17	68.0%	7	28.0%	1	4.0%	0	0.0%	25	100.0%
	9 Girls	17	94.4%	1	5.6%	0	0.0%	0	0.0%	18	100.0%
	9 Boys	13	54.2%	10	41.7%	1	4.2%	0	0.0%	24	100.0%
	10 Girls	33	91.7%	3	8.3%	0	0.0%	0	0.0%	36	100.0%
	10 Boys	24	80.0%	6	20.0%	0	0.0%	0	0.0%	30	100.0%
	11 Girls	26	92.9%	1	3.6%	1	3.6%	0	0.0%	28	100.0%
	11 Boys	18	85.7%	2	9.5%	1	4.8%	0	0.0%	21	100.0%
	12 Girls	12	80.0%	3	20.0%	0	0.0%	0	0.0%	15	100.0%
	12 Boys	6	46.2%	5	38.5%	1	7.7%	1	7.7%	13	100.0%
	Total	188	78.7%	45	18.8%	5	2.1%	1	0.4%	239	100.0%
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Uphold democratic values	8 Girls	16	55.2%	7	24.1%	6	20.7%	0	0.0%	29	100.0%
	8 Boys	10	38.5%	12	46.2%	3	11.5%	1	3.8%	26	100.0%
	9 Girls	12	66.7%	3	16.7%	2	11.1%	1	5.6%	18	100.0%
	9 Boys	10	41.7%	5	20.8%	7	29.2%	2	8.3%	24	100.0%
	10 Girls	20	55.6%	11	30.6%	3	8.3%	2	5.6%	36	100.0%
	10 Boys	12	40.0%	14	46.7%	4	13.3%	0	0.0%	30	100.0%
	11 Girls	18	64.3%	9	32.1%	0	0.0%	1	3.6%	28	100.0%
	11 Boys	13	59.1%	8	36.4%	1	4.5%	0	0.0%	22	100.0%
	12 Girls	11	73.3%	3	20.0%	1	6.7%	0	0.0%	15	100.0%
	12 Boys	2	15.4%	9	69.2%	1	7.7%	1	7.7%	13	100.0%
	Total	124	51.5%	81	33.6%	28	11.6%	8	3.3%	241	100.0%
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Uphold the school ethos	8 Girls	15	51.7%	11	37.9%	3	10.3%	0	0.0%	29	100.0%
	8 Boys	13	50.0%	3	11.5%	7	26.9%	3	11.5%	26	100.0%
	9 Girls	8	44.4%	10	55.6%	0	0.0%	0	0.0%	18	100.0%
	9 Boys	9	37.5%	7	29.2%	5	20.8%	3	12.5%	24	100.0%
	10 Girls	22	61.1%	8	22.2%	6	16.7%	0	0.0%	36	100.0%
	10 Boys	19	63.3%	10	33.3%	1	3.3%	0	0.0%	30	100.0%
	11 Girls	19	67.9%	9	32.1%	0	0.0%	0	0.0%	28	100.0%
	11 Boys	14	63.6%	7	31.8%	1	4.5%	0	0.0%	22	100.0%
	12 Girls	11	78.6%	3	21.4%	0	0.0%	0	0.0%	14	100.0%
	12 Boys	3	23.1%	6	46.2%	1	7.7%	3	23.1%	13	100.0%
	Total	133	55.4%	74	30.8%	24	10.0%	9	3.8%	240	100.0%

Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Create communication between the school and parents	8 Girls	11	39.3%	10	35.7%	6	21.4%	1	3.6%	28	100.0%
	8 Boys	8	30.8%	11	42.3%	6	23.1%	1	3.8%	26	100.0%
	9 Girls	6	33.3%	10	55.6%	2	11.1%	0	0.0%	18	100.0%
	9 Boys	7	29.2%	9	37.5%	8	33.3%	0	0.0%	24	100.0%
	10 Girls	18	50.0%	14	38.9%	2	5.6%	2	5.6%	36	100.0%
	10 Boys	13	43.3%	12	40.0%	5	16.7%	0	0.0%	30	100.0%
	11 Girls	14	50.0%	10	35.7%	3	10.7%	1	3.6%	28	100.0%
	11 Boys	4	18.2%	14	63.6%	2	9.1%	2	9.1%	22	100.0%
	12 Girls	4	26.7%	4	26.7%	7	46.7%	0	0.0%	15	100.0%
	12 Boys	4	30.8%	6	46.2%	0	0.0%	3	23.1%	13	100.0%
	Total	89	37.1%	100	41.7%	41	17.1%	10	4.2%	240	100.0%
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Assist in relationship between learners and teachers	8 Girls	12	41.4%	11	37.9%	5	17.2%	1	3.4%	29	100.0%
	8 Boys	6	23.1%	16	61.5%	3	11.5%	1	3.8%	26	100.0%
	9 Girls	6	33.3%	9	50.0%	3	16.7%	0	0.0%	18	100.0%
	9 Boys	6	25.0%	12	50.0%	6	25.0%	0	0.0%	24	100.0%
	10 Girls	16	45.7%	7	20.0%	11	31.4%	1	2.9%	35	100.0%
	10 Boys	7	23.3%	16	53.3%	7	23.3%	0	0.0%	30	100.0%
	11 Girls	14	50.0%	9	32.1%	4	14.3%	1	3.6%	28	100.0%
	11 Boys	5	22.7%	11	50.0%	5	22.7%	1	4.5%	22	100.0%
	12 Girls	5	33.3%	6	40.0%	3	20.0%	1	6.7%	15	100.0%
	12 Boys	5	38.5%	6	46.2%	1	7.7%	1	7.7%	13	100.0%
	Total	82	34.2%	103	42.9%	48	20.0%	7	2.9%	240	100.0%
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Assist learners with personal problems	8 Girls	9	31.0%	11	37.9%	7	24.1%	2	6.9%	29	100.0%
	8 Boys	10	38.5%	3	11.5%	7	26.9%	6	23.1%	26	100.0%
	9 Girls	2	11.1%	8	44.4%	6	33.3%	2	11.1%	18	100.0%
	9 Boys	6	25.0%	7	29.2%	7	29.2%	4	16.7%	24	100.0%
	10 Girls	11	30.6%	12	33.3%	10	27.8%	3	8.3%	36	100.0%
	10 Boys	4	13.3%	13	43.3%	10	33.3%	3	10.0%	30	100.0%
	11 Girls	8	28.6%	10	35.7%	7	25.0%	3	10.7%	28	100.0%
	11 Boys	3	13.6%	10	45.5%	7	31.8%	2	9.1%	22	100.0%
	12 Girls	5	33.3%	6	40.0%	1	6.7%	3	20.0%	15	100.0%
	12 Boys	4	30.8%	3	23.1%	4	30.8%	2	15.4%	13	100.0%
	Total	62	25.7%	83	34.4%	66	27.4%	30	12.4%	241	100.0%
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Be a team builder	8 Girls	11	37.9%	12	41.4%	6	20.7%	0	0.0%	29	100.0%
	8 Boys	9	34.6%	6	23.1%	6	23.1%	5	19.2%	26	100.0%
	9 Girls	5	27.8%	12	66.7%	1	5.6%	0	0.0%	18	100.0%
	9 Boys	7	30.4%	8	34.8%	8	34.8%	0	0.0%	23	100.0%
	10 Girls	20	55.6%	8	22.2%	6	16.7%	2	5.6%	36	100.0%
	10 Boys	14	46.7%	10	33.3%	5	16.7%	1	3.3%	30	100.0%
	11 Girls	13	46.4%	13	46.4%	1	3.6%	1	3.6%	28	100.0%
	11 Boys	6	28.6%	10	47.6%	5	23.8%	0	0.0%	21	100.0%
	12 Girls	5	33.3%	9	60.0%	1	6.7%	0	0.0%	15	100.0%
	12 Boys	5	38.5%	7	53.8%	1	7.7%	0	0.0%	13	100.0%
	Total	95	39.7%	95	39.7%	40	16.7%	9	3.8%	239	100.0%
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Have a vision for the grade	8 Girls	14	48.3%	10	34.5%	5	17.2%	0	0.0%	29	100.0%
	8 Boys	14	53.8%	3	11.5%	7	26.9%	2	7.7%	26	100.0%
	9 Girls	11	61.1%	5	27.8%	2	11.1%	0	0.0%	18	100.0%
	9 Boys	7	29.2%	11	45.8%	5	20.8%	1	4.2%	24	100.0%
	10 Girls	22	61.1%	8	22.2%	3	8.3%	3	8.3%	36	100.0%
	10 Boys	16	53.3%	6	20.0%	8	26.7%	0	0.0%	30	100.0%
	11 Girls	16	57.1%	12	42.9%	0	0.0%	0	0.0%	28	100.0%
	11 Boys	11	50.0%	8	36.4%	3	13.6%	0	0.0%	22	100.0%
	12 Girls	8	57.1%	5	35.7%	1	7.1%	0	0.0%	14	100.0%
	12 Boys	8	61.5%	4	30.8%	1	7.7%	0	0.0%	13	100.0%
	Total	127	52.9%	72	30.0%	35	14.6%	6	2.5%	240	100.0%

Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Be understanding	8 Girls	18	62.1%	9	31.0%	2	6.9%	0	0.0%	29	100.0%
	8 Boys	15	57.7%	9	34.6%	1	3.8%	1	3.8%	26	100.0%
	9 Girls	16	88.9%	2	11.1%	0	0.0%	0	0.0%	18	100.0%
	9 Boys	11	45.8%	11	45.8%	2	8.3%	0	0.0%	24	100.0%
	10 Girls	27	75.0%	7	19.4%	2	5.6%	0	0.0%	36	100.0%
	10 Boys	14	46.7%	16	53.3%	0	0.0%	0	0.0%	30	100.0%
	11 Girls	20	71.4%	7	25.0%	1	3.6%	0	0.0%	28	100.0%
	11 Boys	11	50.0%	8	36.4%	3	13.6%	0	0.0%	22	100.0%
	12 Girls	7	50.0%	6	42.9%	1	7.1%	0	0.0%	14	100.0%
	12 Boys	9	69.2%	4	30.8%	0	0.0%	0	0.0%	13	100.0%
Total	148	61.7%	79	32.9%	12	5.0%	1	0.4%	240	100.0%	
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Be accommodating	8 Girls	19	65.5%	8	27.6%	2	6.9%	0	0.0%	29	100.0%
	8 Boys	12	46.2%	9	34.6%	4	15.4%	1	3.8%	26	100.0%
	9 Girls	10	55.6%	7	38.9%	1	5.6%	0	0.0%	18	100.0%
	9 Boys	7	29.2%	12	50.0%	4	16.7%	1	4.2%	24	100.0%
	10 Girls	24	66.7%	9	25.0%	2	5.6%	1	2.8%	36	100.0%
	10 Boys	12	40.0%	15	50.0%	3	10.0%	0	0.0%	30	100.0%
	11 Girls	19	67.9%	9	32.1%	0	0.0%	0	0.0%	28	100.0%
	11 Boys	8	38.1%	12	57.1%	1	4.8%	0	0.0%	21	100.0%
	12 Girls	8	57.1%	6	42.9%	0	0.0%	0	0.0%	14	100.0%
	12 Boys	6	46.2%	7	53.8%	0	0.0%	0	0.0%	13	100.0%
Total	125	52.3%	94	39.3%	17	7.1%	3	1.3%	239	100.0%	
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Create a positive climate	8 Girls	16	55.2%	12	41.4%	1	3.4%	0	0.0%	29	100.0%
	8 Boys	12	46.2%	6	23.1%	6	23.1%	2	7.7%	26	100.0%
	9 Girls	12	70.6%	5	29.4%	0	0.0%	0	0.0%	17	100.0%
	9 Boys	9	37.5%	9	37.5%	5	20.8%	1	4.2%	24	100.0%
	10 Girls	29	80.6%	5	13.9%	1	2.8%	1	2.8%	36	100.0%
	10 Boys	16	53.3%	13	43.3%	1	3.3%	0	0.0%	30	100.0%
	11 Girls	22	78.6%	6	21.4%	0	0.0%	0	0.0%	28	100.0%
	11 Boys	11	50.0%	10	45.5%	1	4.5%	0	0.0%	22	100.0%
	12 Girls	9	64.3%	5	35.7%	0	0.0%	0	0.0%	14	100.0%
	12 Boys	6	46.2%	6	46.2%	1	7.7%	0	0.0%	13	100.0%
Total	142	59.4%	77	32.2%	16	6.7%	4	1.7%	239	100.0%	
Category	Grade	Very Important		Important		Neutral		Unimportant		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Be non-threatening	8 Girls	16	55.2%	7	24.1%	5	17.2%	1	3.4%	29	100.0%
	8 Boys	13	50.0%	3	11.5%	6	23.1%	4	15.4%	26	100.0%
	9 Girls	8	44.4%	6	33.3%	3	16.7%	1	5.6%	18	100.0%
	9 Boys	15	62.5%	7	29.2%	1	4.2%	1	4.2%	24	100.0%
	10 Girls	19	52.8%	11	30.6%	4	11.1%	2	5.6%	36	100.0%
	10 Boys	9	30.0%	12	40.0%	8	26.7%	1	3.3%	30	100.0%
	11 Girls	15	53.6%	11	39.3%	2	7.1%	0	0.0%	28	100.0%
	11 Boys	5	22.7%	6	27.3%	6	27.3%	5	22.7%	22	100.0%
	12 Girls	8	57.1%	5	35.7%	1	7.1%	0	0.0%	14	100.0%
	12 Boys	6	46.2%	6	46.2%	1	7.7%	0	0.0%	13	100.0%
Total	114	47.5%	74	30.8%	37	15.4%	15	6.3%	240	100.0%	

**APPENDICE 6: TABULATED LEARNER RESPONSES REGARDING GRADE
HEAD SYSTEM'S PERSONAL IMPACT ON LEARNERS**

Category	Grade	Very Positively		Positively		Neutrally		Negatively		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
The grade head system impacts you personally in the following way	8 Girls	2	7.1%	11	39.3%	13	46.4%	2	7.1%	28	100.0%
	8 Boys	1	5.0%	8	40.0%	10	50.0%	1	5.0%	20	100.0%
	9 Girls	1	5.6%	8	44.4%	9	50.0%	0	0.0%	18	100.0%
	9 Boys	0	0.0%	6	28.6%	15	71.4%	0	0.0%	21	100.0%
	10 Girls	1	2.9%	11	32.4%	22	64.7%	0	0.0%	34	100.0%
	10 Boys	2	7.1%	13	46.4%	13	46.4%	0	0.0%	28	100.0%
	11 Girls	6	21.4%	15	53.6%	5	17.9%	2	7.1%	28	100.0%
	11 Boys	3	14.3%	13	61.9%	5	23.8%	0	0.0%	21	100.0%
	12 Girls	4	50.0%	1	12.5%	3	37.5%	0	0.0%	8	100.0%
	12 Boys	2	16.7%	7	58.3%	3	25.0%	0	0.0%	12	100.0%
Total	22	10.1%	93	42.7%	98	45.0%	5	2.3%	218	100.0%	

APPENDICE 7: LETTER FROM ETHICS COMMITTEE



TO:
Ms M Voyadis [Student Number: 4244 1951]
46 Byron Road
Lombardy East
Johannesburg
2090

DATE: 23 July 2013

Dear Ms Voyadis

Your application for ethics clearance for your master's study *The leadership task of grade heads at a private secondary school in Gauteng* with Prof JJ Booysse as supervisor was tabled at the July 2013 meeting of the College of Education Ethical Review Committee (CEDU REC) refers. In your application you indicated that the application is retrospective and your compliance with the Unisa Ethics Policy that provides for circumstances such as those in which you found yourself.

The CEDU REC committee's decision was that a memo be provided to indicate that you did indeed submit a retrospective application for ethics clearance in which you indicated the manner in which you had proceeded with your data collection in an effort to conduct the research following ethical procedures and to comply with the principles that govern research with human participants.

The committee noted its appreciation for the fact that you submitted this application and for the integrity shown.

Please refer any comments or requests for clarification to me if necessary.

Kind regards

A handwritten signature in black ink, appearing to read "CS le Roux", written over a light blue circular stamp.

Prof CS le Roux
CEDU REC (Chairperson)
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