

VISION OF EXCELLENCE IN SECONDARY SCHOOLS LEADERSHIP IN EKURHULENI EAST
DISTRICT

by

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DECLARATION

I declare that **VISION OF EXCELLENCE IN SECONDARY SCHOOLS LEADERSHIP IN EKURHULENI EAST DISTRICT** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....

SIGNATURE

(MR M MNGOMEZULU)

.....

DATE

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SUMMARY

This research investigates the vision of excellence in secondary schools leadership in Ekurhuleni East District (Gauteng East District) and the existence of a vision of excellence in schools. A literature study investigated models of leadership related to vision of excellence and aspects of vision of excellence in school leadership. An empirical investigation used both a quantitative and qualitative research design to collect data from a purposefully selected and stratified sample of participants and secondary schools in the Ekurhuleni East District (Gauteng East Education District). A questionnaire and focus group interviews were used to gather data from the respondents. Data were analysed and interpreted using quantitative and qualitative approach. The findings of both the literature study and the empirical research on the above-mentioned vision of excellence in secondary schools leadership in Ekurhuleni East District revealed that there is a lack of support from school leadership and the School Management Team (SMT) in realising a vision of excellence in secondary schools leadership. The main challenges that were identified by qualitative method were the lack of support by both the district office and school management or school leadership. The realisation of the vision of excellence is dependent on how the information is managed and disseminated by the school leadership, principals and SMTs. It appears that the realisation of the vision of excellence would enhance the level of understanding of new developments in the education system including the curriculum change and technological advancement.

KEY CONCEPTS

Vision of excellence, school leadership, school governing body (SGB), school management team (SMT), vision, excellence, leadership, academic performance, principal.

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGEMENTS.....	ii
SUMMARY.....	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES.....	ix
LIST OF GRAPHS	ix
CHAPTER 1.....	1
1. INTRODUCTORY ORIENTATION.....	1
1.1. INTRODUCTION	1
1.2. BACKGROUND OF THE STUDY.....	2
1.3. RESEARCH PROBLEM.....	7
1.3.1. Aim of the research.....	7
1.3.2. Objectives of the research	7
1.4 RESEARCH DESIGN AND METHODOLOGY	8
1.4.1 Research design	8
1.4.1.1 Literature study.....	8
1.4.1.2 Empirical research.....	9
1.4.1.3 Quantitative research approach	10
1.4.2 Sample.....	11
1.4.3 Data collection	12
1.4.3.1 Questionnaire.....	13
1.4.3.2 Focus group interview	13
1.5 RATIONALE AND SIGNIFICANCE OF THE STUDY.....	13
1.6 CLARIFICATION OF PERTINENT TERMS	14
1.6.1 A vision.....	14
1.6.2 A vision of excellence.....	15
1.6.3 Leadership.....	15
1.6.3.1 Leadership as influence.....	16

1.6.3.2	Leadership and values.....	16
1.6.3.3	Leadership and vision.....	16
1.7	CHAPTER DIVISION	17
1.8	CONCLUSION	18
CHAPTER 2.....		19
2.	LITERATURE REVIEW AND THEORETICAL FRAME WORK.....	19
2.1.	INTRODUCTION	19
2.2.	ASPECTS OF THE MODEL OF A VISION OF EXCELLENCE.....	21
2.2.1.	Vision of excellence	22
2.2.2.	Professionally inviting culture.....	23
2.2.3.	Effective communication	24
2.2.4.	Ethical foundation.....	25
2.2.5.	Empowerment of educators.....	26
2.2.6.	Personal mastery	27
2.2.7.	Collaboration.....	27
2.3.	OTHER ASPECTS IN BUILDING A VISION OF EXCELLENCE	28
2.3.1.	Clear vision for the school	29
2.3.2.	Responsibilities of educators	30
2.3.3.	Standards of excellence for the teaching staff (educators).....	31
2.3.4.	An ability to cope with changing circumstances	32
2.3.5.	Achievement of the school’s mission	33
2.4.	MODELS OF LEADERSHIP RELATED TO VISION OF EXCELLENCE	33
2.4.1.	Participative leadership	35
2.4.2.	Instructional leadership	37
2.4.3.	Transformational leadership.....	38
2.4.4.	Transactional leadership.....	40
2.5.	A VISION OF EXCELLENCE IN SECONDARY SCHOOLS LEADERSHIP – A WORKING DEFINITION	42
2.6.	CONCLUSION	46
CHAPTER 3.....		48
3.	RESEARCH DESIGN AND METHODOLOGY.....	48

3.1. INTRODUCTION	48
3.2. RESEARCH DESIGN.....	48
3.2.1. Literature study.....	48
3.2.2. Empirical research.....	49
3.3. RESEARCH METHODS	50
3.3.1. Quantitative research approach	50
3.3.2. Qualitative research approach	50
3.4. THE RESEARCH SETTING.....	51
3.5. THE CRITERIA FOR SELECTION OF SCHOOLS FOR EMPIRICAL INVESTIGATION	52
3.6. ARRANGEMENTS FOR ACCESS TO SCHOOLS.....	55
3.7. SAMPLING PROCEDURE	56
3.7.1. The study sample	56
3.7.2. The criteria for sample selection	56
3.7.3. Selection of the sample	56
3.8. PILOT STUDY.....	57
3.9. DATA GATHERING INSTRUMENTS.....	58
3.9.1. The questionnaire	58
3.9.2. Focus group interviews.....	59
3.10. THE VALIDITY AND RELIABILITY OF THE INSTRUMENTS.....	60
3.10.1. Validity.....	60
3.10.1.1. Face validity	60
3.10.1.2. Content validity	61
3.10.2. Reliability.....	62
3.10.3. Administration of the questionnaire and focus group interviews.....	62
3.11. DATA ANALYSIS AND INTERPRETATION METHOD	63
3.12. ETHICAL CONSIDERATIONS.....	63
3.13. CONCLUSION	64
CHAPTER 4.....	65
4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA GENERATED.....	65
4.1. INTRODUCTION	65
4.1.1. Presentation of the quantitative data	65

4.1.2.	Presentation of qualitative results.....	67
4.1.2.1.	Focus group interview for educators	68
4.1.2.2.	Focus group interviews of school management team.....	71
4.2.	ANALYSIS OF DATA AND INTERPRETATION OF RESULTS	73
4.2.1.	Procedure.....	74
4.2.2.	The sample.....	74
4.3.	QUALITATIVE METHOD	78
4.3.1.	Focus group interview of educators	78
4.3.1.1.	Theme One: Measurement, analysis and knowledge management	79
4.3.1.2.	Theme Two: Teaching staff focus	79
4.3.1.3.	Theme Three: Process management	80
4.3.1.4.	Theme Four: Leadership and strategic planning.....	80
4.3.1.5.	Theme Five: Improved results.....	81
4.3.2.	Focus group interview of School Management Team.....	81
4.3.2.1.	Theme One: Core responsibilities of educators.....	81
4.3.2.2.	Theme Two: Standard of excellence	82
4.3.2.3.	Theme Three: Principal’s vision	83
4.3.2.4.	Theme Four: An ability to cope with changing circumstances	83
4.3.2.5.	Theme Five: Inspiration towards achievement of school’s mission	84
4.4.	CONCLUSION	84
	CHAPTER 5.....	86
5.	SUMMARY, FINDINGS AND RECOMMENDATIONS.....	86
5.1.	INTRODUCTION	86
5.2.	SUMMARY OF THE STUDY	86
5.3.	FINDINGS OF THE STUDY.....	88
5.3.1.	Clear vision for the school	88
5.3.2.	Core responsibilities of educators	88
5.3.3.	Standard of excellence for the teaching staff.....	88
5.3.4.	An ability to cope with changing circumstances	89
5.3.5.	Achievement of the school’s mission	89
5.3.6.	Measurement, analysis and knowledge management.....	90

5.3.7. Teaching staff focus	90
5.3.8. Leadership and strategic planning.....	90
5.3.9. Improved learners' academic achievement	91
5.4. CONCLUSION OF THE STUDY.....	91
5.5. RECOMMENDATIONS.....	92
5.6. LIMITATIONS OF THE STUDY	94
5.7. CONCLUSION	95
References	97
Appendices.....	107

LIST OF TABLES

Table 3.1:	Schools selected for empirical research.....	52
Table 3.2 (a):	Grade 12 pass rates in %.....	52
Table 3.2 (b):	Grade 12 pass rates in %.....	53
Table 3.2 (c):	Grade 12 pass rates in %.....	53
Table 3.3 (a):	Total enrolments.....	53
Table 3.3 (b):	Total enrolments.....	54
Table 3.3 (c):	Total enrolments.....	54
Table 3.4 (a):	Classroom facilities and teaching staff.....	54
Table 3.4 (b):	Classroom facilities and teaching staff.....	55
Table 3.4 (c):	Classroom facilities and teaching staff.....	55
Table 4.1:	Categories to vision of excellence statements.....	65

LIST OF GRAPHS

Graph 1:	Distribution of the participants' gender according to age.....	73
Graph 2:	Distribution of the participant's age.....	74
Graph 3:	The post occupied at the time of the study.....	75
Graph 4:	Qualifications of the 50 participants.....	76
Graph 5:	Overall presentation of the results to the elements of vision of excellence..	77
Graph 6:	Total number of responses per school.....	78

CHAPTER 1

1. INTRODUCTORY ORIENTATION

1.1. INTRODUCTION

The constant arguments surrounding the outputs of secondary schools within South Africa leave much to be desired. The one argument relates to the lower grade 12 pass rates while the other argument is on the basis of school attendance by the learners and teachers. Accordingly, the arguments tend to occupy a wide spectrum of contestations within the educational sphere. Nonetheless, Moloi (2005:12) argues that there is a constant perception that a vision will enable schools to build up and develop competencies that will give schools an advantage over the ever-changing curriculum or competition worldwide.

The argument which may be posed at this stage is that schools exist within an ever changing environment. This may be changes in the political climate, cultural beliefs and values, the country's area of interest and so forth. The demand is thus for the schools to have the need to have a vision. In addition, the challenges posed by ever-changing curriculum, continuous amendment in education policies, redeployment of educators require an effort and/or intervention to try curb the negative influences which may be brought about by these changes. More so, ensure that the schools deliver what the society tends to expect of them, that is, educate the learners.

In this study, the researcher investigates the contribution of vision of excellence in school leadership within the management of secondary schools in the Ekurhuleni East District to try and explain how these can contribute in curbing the negative challenges to which the current schools are exposed to.

1.2. BACKGROUND OF THE STUDY

The above mentioned arguments suggest that there need to be some form of intervention to rectify the current state of affairs in schools to make them more efficient and effective. One of these arguments is to encourage schools to keep some form of a focus and create a vision and attain successes than failures. The vision of excellence, according to the researcher, is one element through which these successes might be attained.

Moloi (2005:12) notes that schools performances have been a major challenge in creating successful schools. For that reason the National Department of Education (DoE) has amended the South African Schools Act (Act 84 of 1996) to assist processes of identifying under-performing schools with an aim of supporting and developing the schools leadership to improve in their performances involving all stakeholders that is Schools Governing bodies (SGBs), SMTs, unions, educators, learners and the entire community. This is usually based on the premises that school leadership has to build a vision of excellence through strategic and best practices; this may provide a clear sense of direction in our schools, giving changing, challenging environment within which schools operate (Moloi, 2005:12).

Furthermore, school leadership in the 21st century is faced with challenges that are presented by globalization and technological advancement. Hence, leaders in our schools have to have their vision of excellence to stand and survive in competitions imposed by issues such as politics and technology onto the traditional teaching and maintain their successes. A vision that is clearly communicated has a potential to guide and redirect everyone in an organization to work towards the achievement of the organization's goals and objectives. The first black democratically elected president, Nelson Mandela had a vision that was clearly communicated to the entire population and state departments which was based on "Reconciliation", where the Truth and Reconciliation Commission (TRC) played a crucial role in working towards realizing this vision. Furthermore, the former president Thabo Mbeki also had a vision about "African Renaissance" supported by international communities to rebuild Africa (Pottinger, 2008:91 and MacMillan, 2010:63). This implies that the school principal has to have a unique achievable idea

(vision) that would keep everyone in learning organization motivated and glued towards realizing the goals or objectives of an organization.

Ivancevich and Matteson (1999:458) note that principals need to possess four fundamental skills of effective leadership and transformational leadership: strategic thinking, innovative thinking, rational decision making and human resource leadership. Further, a vision for Diversity (Constant, 2007:64) purports an excellent education in the 21st century which promises our students the necessary competencies to develop intellectually, to prepare professionally, to participate democratically, and to thrive personally. In our increasing diverse society and interconnected world, the future of our schools must reflect diversity and inclusive excellence as a major priority, but these remain a challenge because township schools continue to be dominated by only black African learners. Most of these schools are unable to admit or accommodate learners who have learning barriers or learning problems. Currently, educators are not trained to accommodate learners with learning barriers in their learning programme. This makes it difficult to achieve an idea of a free democratic society.

According to Moloji (2005:98), the schools have become more complex and dynamic systems. This implies that their function is highly competitive and ever changing. The latter may be a result of rapidly changing knowledge, technologies, societies and economics change. School leadership has a challenge in building a vision of excellence that would create belief in the possibility of success, effect a change in attitude among staff and learners, and breeds confidence.

In South Africa, schools are presently confronted with multifaceted ever-increasing challenges. Most notable of the challenges is the desire to obtain a competitive edge in the attraction of prospective learners, best qualified educators and potential donors to supplement the school fees and subsidies from the DoE (Department of Education, 1996:11). There is also an urgent need to improve grade 12 results, to combat illiteracy, unemployment, crime and so forth (Dlamini, 1999:2). Furthermore, there is a challenge that before the DoE was primarily responsible for all the schools provision of resources. But since then the South African Schools

Act (Act 84 of 1996) has allowed all schools to have control over their financial matters, to have responsibility to appoint and employ staff and to maintain healthy industrial relationship with all the stakeholders. All these responsibilities demand new knowledge, skills and high level of competency for the principals and senior staff or management. Therefore, the above demands require that 'school leaders' should work hard to make a difference in their schools.

The South African political dispensation of 1994 also brought with it new challenges to the schools themselves as contained in the South African Constitutional Act is the Bill of Rights (RSA, 1996a). The Bill of Rights, among other things, protects and guarantees the right to education to all learners. This right coupled with the provisions of the South African Schools Act (Act 84 of 1996), provide for the school open enrolment system. More importantly is that educational leadership is postulated as being a multifaceted and holistic concept (Dlamini 1999:3).

To the researcher it is therefore important for the principals and SMTs to be empowered on how to build a vision of excellence in their schools. It is also important to investigate the correlation between effective 'school leadership' and 'school effectiveness'. Furthermore, it is important to explore the following two questions: firstly, why are most South African schools still failing to build a vision of excellence? Secondly, how schools are empowered to accomplish a vision of excellence? Thus it appears imperative to address what is meant by a vision before an attempt is made in answering the before mentioned questions.

Literature postulates that the outstanding feature of vision is that it is not measurable, but gives a general description of the direction in which an organization is moving (Rossouw, Le Roux & Groenewald, 2003:16). According to Ylimaki (2006:622) leadership studies have conceptualized vision as a leader's mental image of an organization's future that is significantly more appealing than the status quo. Furthermore, a vision has been described as a desired destination for an organisation (school), a realistic picture of what an organisation could and should look like at some particular point of time in the future, a vision gives staff (educators) a direction for making sense out of how the various activities, programs, initiatives and decisions

at the school level fit together (Smith and Riley, 2010:4). A vision is also described as an ability to think about and plan for the future, using intelligence and imagination, especially in an organization (MacMillan English Dictionary: 2002). The above is supported by Mulford (2008:24) that vision implies the understanding of the operations of the organization and the farsightedness to change the mission of the organization in response to changes in the environment, and to communicate to the personnel clearly, enthusiastically and inspirationally.

What seems to be apparently clear is that a leader's vision provides a clear sense of where the organization wants to go and what the organization should try to achieve. According to Molo (2005: 57), a clear vision can encourage collaborative understandings in the school by facilitating the ability to plan lessons together and discuss difficult or problem areas. Hence Bush (2003: 78) points out that leaders and staff should have shared values and common interest, and they should engage all stakeholders in the achievement of educational objectives of their organizations. Furthermore, Dlamini (1999:3) argues that effective leadership has a potential to combine all the above mentioned factors in a holistic way so that their followers help them to achieve their vision of excellence in a collaborative way. Thus it becomes important that a clear vision empowers educators with competencies, skills and positive attitudes, to build collaborative work cultures and networks for improved performance (Pretorius, 2001:5).

Leadership in school should focus on building sound and shared values. These values should embrace honesty and integrity, openness, respect for human dignity, equal opportunities, acceptance of one another, the principle that learners come first, quality in everything we do, mutual trust and respect combined with team work, recognition of performance, participation and empowerment (Pretorius, 2001:5).

Denton and Wisdom (1992: 52) argue that some top managers succeed in promoting a shared vision that focuses everybody in the same direction. The ability to achieve this common focus and share the vision for the way things should be done is the heart of an organization's success as the result of management's ability to promote a shared vision in the organization. If shared

vision is achieved, everybody in the organization knows the direction in which the organization is heading and where it is focused.

A shared vision is more than an idea and more than a strategy. It is the ability of principals and SMTs to steer its staff and other resources in the correct direction. It is how principals and SMTs are able to get everyone pulling in the same direction. It is similar to pointing everybody's arrows at the same ultimate goal.

As a collaborative endeavor, school leaders need to engage and transform staff and learners, and also emphasize practical reasoning, moral behaviour, and thoughtful reflection within a diverse and inclusive community committed to learning. In order to assure diversity and inclusion, leaders should take proactive steps to ensure that their missions serve all stakeholders in schools. But the question might be asked at this point as to what is meant by leadership? In an attempt to respond to the latter, the researcher demarcates this concept into mini-concepts as to enable simpler understanding though the term leadership is being defined later in the document.

It remains to be reasoned that the articulation of a clear vision has the potential to develop schools but the empirical evidence of its effectiveness also remains mixed. A wider concern relates to whether school leaders are able to develop a specific vision for their schools, given the fact that the government would like schools to have visionary leadership as long as the visions do not depart in any significant way from government imperatives.

Putting a spanner onto the wheel is the argument by Grobler and Van Der Merwe (1996), closely coupled to the vision of excellence. In other words, Grobler and Van Der Merwe (1996) argue that there may be a vision, but this needs to be holistic in nature. Grobler and Van Der Merwe (1996) introduced a concept commonly known as 'hepterholistic leadership'. According to Grobler and Van Der Merwe (1996) the word 'hepterholistic leadership' comes from the seven factors that are involved in the educational leadership model. These factors are:

- A professional enabling culture;

- Effective communication;
- Ethical foundation;
- Vision of excellence;
- Empowerment of followers;
- Personal mastery;
- Collaboration.

It is thus against these arguments that in this study, the vision of excellence in school leadership within Ekurhuleni East District secondary schools management is investigated.

1.3. RESEARCH PROBLEM

The literature background purports that there is a strong need to understand how schools can improve their outputs by understanding their failures and/or successes. This suggests that there should be a clear focus and vision to which the school as well as its assets ranging from pupils to management should adhere to. Thus the current study intends to investigate whether the existence of a vision of excellence in schools determine the failure and/or success in their function as well as what causes some of the schools to fail to build a vision of excellence?

1.3.1. Aim of the research

The aim of the research study is twofold. Firstly is to investigate the existence and application of a vision of excellence in schools. Secondly, is to determine the success of a vision of excellence in schools where applied.

1.3.2. Objectives of the research

The current study has the following objectives to:

- Explore what exactly educators regard as being their core responsibilities;
- Determine the currently set standards of excellence for the teaching staff;
- Establish whether there is a clear vision for the schools under study;

- Explore the abilities to cope with changing circumstances in the schools;
- Explore the principal's demonstrated energy to inspire his or her followers towards the achievement of the school's mission.

1.4 RESEARCH DESIGN AND METHODOLOGY

1.4.1 Research design

According to Mouton (2001:55) a research design is a plan of how the researcher decides to approach the formulated research problem. According to McMillan and Schumacher (2001:30), in research design the researcher describes the procedures for conducting the study as well as the methods of collecting the empirical data. Further, Henning (2004:36) describe research design as a reflection of the methodological requirements of the research question and therefore of the type of data that will be elicited and of how the data will be processed. This section, therefore, explains the approaches used in carrying out the study undertaken, namely, literature study, empirical research, and quantitative research approaches.

1.4.1.1 Literature study

According to Newby (2010:211), a literature study is the means by which researchers tie their research intentions and outcomes to what other people working in the field have done, it is also the process of assembling literature pertinent to a topic or to an inquiry. Also sharing the same view are Wallen and Fraenkel (1997:54) who argue that literature study, in research, is about reading books, articles and research reports in order to find out what has already been done about the topic or problem that the researcher is investigating. For Leedy (1993:87), a literature study is the exploration of existing knowledge on the problem or topic of study. The assertion by Bell (1992:126) is that only books and articles which relate directly to the topic should be included in the literature study.

As reasons for the importance of a literature study, Mouton (2001:87) maintains that it enables the researcher to:

- ensure that he/she does not merely duplicate a previous study;
- discover how other scholars have theorized about the subject he or she is researching;
- find out about the most widely accepted empirical findings in the field of study;
- identify the available instrumentation that has proven validity and reliability, and
- identify the most widely accepted definitions of key concepts in the area of research.

For this study, a detailed literature study is carried out in chapter two. The focus is to investigate the existence and application of a vision of excellence in schools and to determine the success of a vision of excellence in schools if applied in school leadership.

1.4.1.2 Empirical research

Empirical research is defined by Wallen and Fraenkel (1997:04) as the part of research that involves the collection of first-hand information about the research problem. Arguing in support of this view, Mouton (2001:53) maintains that through empirical research, information in whatever form (data, documents, interviews, speeches, diaries, questionnaire responses and test scores) is gathered, then analyzed and finally interpreted in order to address the problem being investigated.

According to Leedy (1993:139) all data, all factual information and all human knowledge must reach the researcher either as words or numbers. If the empirical data are verbal, the methodological approach is said to be qualitative, and if the data are numerical, the approach is said to be quantitative (Leedy, 1993:139). According to Sprinthall, Schutte and Sirois (1991:100) the difference between qualitative and quantitative research is in the nature of data-gathering techniques and the actual data gathered. When both qualitative and the quantitative research

approaches are used simultaneously, Harris and Bell (1994:71) and Hitchcock and Hughes (1995:324) describe it as triangulation.

The empirical research for the present study will be conducted following the quantitative research approach.

1.4.1.3 Quantitative research approach

According to Best and Kahn (1993:89), quantitative research consists of those studies in which data are collected and analysed in terms of numbers. Leedy (1993:139) supports Best and Kahn that if data are collected in numerical form, the research is quantitative in nature. The authors such as Sprinthall et al., (1991:101) distinguish the quantitative research from other research as follows:

- The situation being studied is studied in quantitative terms (data are described in numerical form);
- Questionnaires are used as the research instruments;
- The researcher begins the research process by formulating the hypothesis statements.

Taking into consideration the above-mentioned authors' views on quantitative research, the present study will follow a quantitative approach.

Based on the premises that a study of such a nature does not seem to have been conducted in this particular setting, a descriptive research design was thus adopted. It is thus an exploratory study.

Furthermore, the researcher has used the model of Grobler and Van Der Merwer (1996), known as 'Hepterholistic leadership'. Using this model the researcher had tried to explore ways in which school leaders can attempt to build a vision of excellence in their schools. In order to avoid contamination and comparisons, the current researchers opted for the one adopted scale with an intention of limiting the findings to descriptive statistics and encourage further explorations based on the current study's findings.

Thus, taking the foregoing into consideration it appears that the problem may be addressed by an attempt to elicit responses from the following questions:

- What are the core responsibilities of educators?
- Which standards of excellence are set for the teaching staff?
- What is the leader's vision for the school?
- Does the leader indicate an ability to cope with changing circumstances?
- Does the leader demonstrate energy in order to inspire his or her followers towards the achievement of the school's mission?

Based on the fact that the adopted scale presents statements to which the participants have an options to tick on one section and narrate on the other, this study thus becomes a dominantly quantitative study and also partial qualitative.

1.4.2 Sample

Johnson and Christensen (2008:222) define sampling as the process of drawing a sample from a population. The sample refers to a set of elements (individuals, groups or objects) taken from a larger population according to certain rules. Furthermore, MacMillan and Schumacher (2001:401) describe sampling as a site selection, by which sites (e.g. secondary public schools) are selected to locate people involved in particular events. In view of the current study, the researcher intends to obtain data regarding the existence of a vision of excellence in school leadership.

A minimum sample of six Secondary Schools was randomly drawn from the Secondary Schools within the Ekurhuleni East District Schools for convenience and accessibility purposes. Random sampling refers to the inclusion of each member of the population with the same chance of being included in the sample and each sample of a particular size with the same probability of being chosen (Mouton, 2001:189). The interest was on the school principals thus a stratified-random sampling method was used to secure the required number of participants. According to

Kerlinger (1986:120) a stratified sampling is where “the population is divided into strata, such as men and women, black and white, and the like, from which random samples are drawn”. However, Welmer et al (2007:62) indicate that stratified sampling requires smaller samples than simple random sampling in order to obtain valid results. Thus, the research study was restricted to high schools in Ekurhuleni East District, in the Gauteng province.

The researcher requested permission from the Ekurhuleni East District Office to collect data from the school principals. This was also coupled with the request for the names of the school principals within the district as to enable the researcher to approach them. This sample was drawn from the Ekurhuleni East Secondary Schools members of the School Management Team. The focus was on the township secondary schools because these schools are facing challenges of vision of excellence and effective leadership (Gauteng East District grade 12 results analysis for 2009, 2010 and 2011).

1.4.3 Data collection

The study will use a questionnaire as data collection. According to MacMillan English Dictionary (2002) a questionnaire is described as a set of questions that people are asked as a way of getting information about what people think or do generally. This questionnaire consists of multiple-choice questions in which respondents have to select the response that best applies to them from among two or more alternative responses (Welman et al., 2007:174).

The researcher has utilized a questionnaire adopted from the National Institute of Standard and Technology on vision of excellence and adapted it to suit the current study. This is a questionnaire with statements to which the participants have options to choose as indicated under the research tool.

1.4.3.1 Questionnaire

The questionnaire consists of statements to which participants are expected to indicate whether they agree or disagree with those statements. This ranges from “strongly agree” to “strongly disagree” (see Appendix G). The statements are in seven categories namely:

- Leadership;
- Strategic planning;
- Customer and market focus;
- Measurement, analysis, and knowledge management;
- Workforce focus;
- Process management;
- Results.

1.4.3.2 Focus group interview

Welman et al., (2007:201) described focus groups as groups in-depth interviews which consist of a small number of individuals or interviewees that are drawn together for the purpose of expressing their opinions on a specific set of open questions. According to Fontana and Frey (1994:82), the purpose of group interviews is based on the collection of qualitative data. Therefore, group interviews are essentially a qualitative technique for collecting information.

1.5 RATIONALE AND SIGNIFICANCE OF THE STUDY

The researcher, after being a secondary school educator for approximately thirteen years, has observed under-performing secondary schools and participated in the Secondary Schools Intervention Programme (SSIP) in Ekurhuleni East District. Most of these schools continued to under-perform after having received management, leadership and curriculum implementation support from district officials or Provincial Education Department. The envisaged progress as anticipated by SSIP which is to improve grade 12 results has not been achieved.

The researcher has also noticed and experienced that most secondary schools leaders are lacking managerial expertise and leadership skills in directing and giving clear guidance toward the implementation of the curriculum and management of school resources. The MethewsGoniwe School of Leadership has been assigned to assist the currentSMTs, educating members of the SMTs more especially schools' principals. This programme has a primary focus on developing and empowering schools principals in their practice as school leaders and curriculum management.

The findings of this research will be useful to the Ekurhuleni District of Education to:

- Empower school leadership and SMTs in creating a vibrant learning organization in term of a vision of excellence, and
- Provide recommendations on how a vision of excellence in school leadership could be built.

1.6 CLARIFICATION OF PERTINENT TERMS

1.6.1 A vision

A school vision should be a descriptive statement of what the school will like at a specified time in the future (Robbins and Alvy, 2003:83). However, the vision should be collaboratively developed and reflective of the stakeholders it serves which are teachers, parents, learners and community members. Furthermore, Meador (2009:78) stated that a principal should be learners-centred and the school vision should centre on the betterment of the learners. These include every activity that occurs in school building to revolve around what is best for the learners. A school principal has the capacity to create a compelling vision that takes people to a new place, and to translate that vision into action (Chirichello and Richmond, 2007:1). This implies that leadership begins with a vision, relate stories about their vision, inspire followers to embrace their vision and they (leaders) understand how to make their vision become a reality.

Furthermore, Nanus (2003:354) suggested that a vision is a mental model of what can be and what we hope to achieve, and also vision inspires and clarifies direction, purpose and sets ambitious goals. School leadership should understand that vision cannot be forced on others and that vision should also capture the imagination of followers and reshape their reality.

1.6.2 A vision of excellence

According to Ylimaki (2006:26) excellence can be achieved by expecting the very best from ourselves and from one another. Thus, he conceptualizes a vision as a leader's mental image of an organization's future that is significantly more appealing than the status quo. It is considered that a vision of excellence may be as a result of bringing about meaningful change in schools where educators make an effort to nurture a sense of shared responsibility and commitment (Moloi, 2005:58). The school leader has to embrace change and develop the ability to sense changes in their environments, engage the heart and minds of everyone involved in the school to understand the challenges presented by changes.

1.6.3 Leadership

According to Bush (2003:5) leadership may take various forms. For the purpose of this study, leadership means influencing others' actions in achieving desirable ends, shaping the goals, motivation, and actions of others (Cuban, 1988).

Yukl (2002:4) argues that "the definition of leadership is arbitrary and very subjective". Some definitions are more useful than others, but there is no "correct" definition. As one expert put it, "there are almost as many definitions of leadership as there are persons who have attempted to define the concept." To the current researcher this might mean that there is no agreed definition of the concept of leadership. Furthermore, Yukl (2002:5) indicates that there are three dimensions of leadership that may be identified as a basis for developing a working definition, namely; leadership as influence, leadership and values, and leadership and vision.

1.6.3.1 Leadership as influence

A central element in many definitions of leadership is that there is a process of influence. Furthermore, leadership reflects the assumption that it involves a social influence process whereby intentional influence is exerted by one person or group over other people or group to structure the activities and relationships in a group or organization (Yukl, 2002:4). It also shows that leadership can be exercised by teams as well as individuals.

On the other hand Bush (2003:5) emphasizes that the influence process is purposeful and intends to lead to specific outcomes. Leadership refers to a process where initiatives and risks are taken, that lead to intentional and specific outcomes.

1.6.3.2 Leadership and values

Leadership may be understood as 'influence' but this notion is neutral in that it does not explain or recommend what goals or actions should be sought through this process. However, certain alternative constructs of leadership focus on the need for leadership to be grounded in firm personal and professional values (Bush, 2003: 5). This is supported by Wessberg (2000: 158) that the primary role of any leader is the unification of people around key values such as personal values, self-awareness, emotional and moral capability.

1.6.3.3 Leadership and vision

A Vision is increasingly regarded as an essential component of effective leadership. Beare, Caldwell and Millikan (1989) draw on the work of Bennis and Nanus (1985) to articulate ten 'emerging generalizations' about leadership, four of which relate directly to a vision:

- Outstanding leaders have a vision for their organizations;
- Vision must be communicated in a way which secures commitment among members of the organization;
- Communication of vision requires communication of meaning;

- Attention should be given to institutionalizing vision if leadership is to be successful.

1.7 CHAPTER DIVISION

The study is divided into five chapters. These can be distinguished as follows:

Chapter 1

This chapter consists of the background and motivation of the study, statement of the problem, aims of research, research design, demarcation of research, definition of terms, and the outline of chapters of the study.

Chapter 2

This chapter contains the review of literature and theoretical frame work with information on the meaning and vision of excellence in school leadership and its influence on educators' performance and learners' academic achievement.

Chapter 3

Chapter three deals with the research methodology and the procedures followed in the study. It discusses how the study is designed and conducted. This chapter describes the selection of participants and the manner in which the interviews were conducted, questionnaires administered. This chapter focuses on how data were collected. Basically, chapter three looks at all steps that were followed in order to investigate the research problem.

Chapter 4

This chapter presents the analysis of data and interpretation of results.

Chapter 5

This chapter concludes the research with the summary, findings, and conclusions, limitations of the study, recommendations and topics for further research.

1.8 CONCLUSION

This chapter serves as the orientation to the study. The aim of the research was to investigate the existence and application of a vision of excellence in schools, and to determine the success of a vision of excellence in schools.

In the next chapter the existence of a vision of excellence in schools leadership will be explored.

CHAPTER 2

2. LITERATURE REVIEW AND THEORETICAL FRAME WORK

2.1. INTRODUCTION

This chapter presents the literature on the management and leadership role of the secondary school principal. The researcher separates and sub-divides the management and leadership role of the secondary school principal in building the vision of excellence. This is done in order to give a detailed explanation and definition of the latter concepts and how they relate to education. In doing so, it is anticipated that the main problem in this study, that is: “the existence and application of a vision of excellence in schools’ leadership” shall be investigated and ultimately be addressed.

There seems to be a dearth of literature surrounding the successes of vision of excellence. This is in spite of the general acknowledgement that management and leadership role of the secondary school principal has been investigated and how it can contribute to the constructive building of visionary leadership especially in our townships. The term management role of the secondary school principal includes leadership of secondary school principal (Souls, 2005:16). To build vision of excellence in secondary school leadership, the secondary school needs good management as well as good leadership. The changing role of school management and leadership of the secondary school principal are not different, they go together because secondary school principals cannot be good managers without being good leaders or good leaders without being good managers.

Furthermore, Louis and Miles (2002:28) separate management and leadership. That is: leadership set the course for the organisation and management make sure that the course is followed; leadership make strategic plans and management design and oversee the way that plans are carried out; leadership stimulate and inspire and management use their influences

and authority to get people to work productively; leadership make new things happen and management keep things on track and headed in the direction that has been set.

In reality, leadership and management work together (Souls, 2005:16). They are two sides of the same coin. The school principal in leadership position cannot be an effective leader if he or she is an incompetent manager. Similarly, the management work of someone who co-ordinates day-to-day school functioning is undermined if there is no holistic view of the school's long-term development. Thus, school principals need both leadership and management skills to work effectively (Bush, 2003:8).

However, there are differences between management and leadership. Home and Stedman-Jones (2002:64) noted the following kinds of roles usually associated with leadership and with management. That is: leadership guides and management coordinates; leadership motivates and management organizes; leadership initiates and management maintains; leadership anticipates and management stabilizes; leadership builds visions and management realizes; leadership creates and management structures; leadership moves forward and management establishes parameters; leadership inspires and management handles; leadership breaks boundaries and management set boundaries.

The school principal in a leadership position cannot be effective leader if he or she is an incompetent manager. A school principal as a leader has to guide the staff team towards realizing a long-term vision. Similarly, school principal as a manager has to co-ordinates day-to-day school functioning with a holistic view of the school's long-term development.

The functions of leadership and management are inseparable. They support each other. There is also an area of overlap. Certain functions within the school are both management and leadership functions (Louis & Miles, 2002:15)

Given the roles of management and leadership above, these should not be separated because it is not helpful in building a vision of excellence in school leadership. Good management in secondary schools requires qualities of school leadership, and good leadership requires the

qualities of effective secondary schools where both qualities are needed. Good management in secondary schools involves good leadership and good leadership involves good management to ensure visionary leadership in our secondary schools and entire parent community. It is therefore clear that secondary school principals, SMTs and educators need both management and leadership skills.

The introductory discussion of leadership and management clearly points out the importance of appropriate and purposeful leadership in an institution that is pursuing a definite mission. The current chapter involves the discussion of vision of excellence in school leadership as it is the most needed in schools, particularly those aiming at improving the learners' academic performance. The main focus would be on the principal's various efforts to promote effective teaching and learning at schools. Firstly, the aspects of the heptaholistic or strategic leadership and other aspects of the mode in building vision of excellence would form part of this chapter. The models of leadership related to vision of excellence in school leadership will be discussed. Finally, vision of excellence in school leadership would also be examined in order to formulate a working definition for the current study.

2.2. ASPECTS OF THE MODEL OF A VISION OF EXCELLENCE

From the preceding chapter, it was noted that a vision is not measurable, but gives a general description of the direction in which an organization is moving. Therefore, for the schools to be altered into a vision of excellence in leadership, school principals need to solicit the participation of everybody (i.e. educators, learners, parents, department officials and relevant local community members). Today the most favored leadership model for the school is the one known as *heptaholistic leadership* (Glober and Van Der Merwe, 1996).

Heptaholistic leadership model comes from seven factors that are included in the education leadership models. These factors are: *vision of excellence, professionally inviting culture, effective communication, ethical foundation, empowerment of educators, personal mastery and collaboration*. Heptaholistic leadership means that the principal as the leader would seek to

accomplish all the seven above-mentioned factors in his or her leadership style. The idea is to capacitate others and improve vision of excellence in leadership (Dlamini, 1999:7). Therefore, heptaholistic leadership (strategic leadership) would assist in promoting visionary leadership in secondary schools.

Each of the factors of heptaholistic leadership model will be discussed in the subsequent section. To indicate upfront, some of the sub-topic or headings discussed earlier are part of the model, therefore there will be a repeat of some of them. This does not mean that there will be a repeat of the same discussion. However, other dimensions of these sub-topics or headings will be looked into, in an effort to explain the model to the full or in more details.

2.2.1. Vision of excellence

A lot has been said about a vision of excellence in school leadership is this discourse. In fact the whole study is based on this notion. However, vision of excellence means the school principal and the SMT are striving to achieve a high standard of professionalism. On the other hand, it means the principal and the SMT are exposing educators to various developmental orientation programmes, so that they can deliver quality education to learners. The principal and the SMT are working towards an impartial, fair, equitable and bias-free system of allocating and distributing resources, in order to promote the vision of excellence. However, the school principals and the SMTs should cultivate the following dispositions or perspectives to educators in order to ensure the vision of excellence:

- A constructivist philosophy of teaching and learning;
- Make educators to view themselves as responsible for all learners in the school;
- Allow broad participation in decision making;
- Show readiness to work together to accomplish the school's goals;
- Show willingness to improve their teaching practices (Lambert, 1998:78).

In addition, vision of excellence can be accomplished by using school resources wisely, and in an effective way. Responding to learners needs, as much as possible, is another way of trying to strive for a vision of excellence. The secondary school principal and the SMT should foster accountability, transparency and provision of information in an accessible and accurate way. Finally, they should strive to exercise good human resource management practices, such as, allocating a reasonable amount of work to educators and non-teaching staff (Naidu, Joubert, MosogeandNgcobo, 2008:22).

2.2.2. Professionally inviting culture

According to Lambert (1998:91) a professionally inviting culture refers to the attitude of all stakeholders towards the process of teaching and learning. Given that, a positive attitude of stakeholders towards this process would enhance the service delivery of the school. On the other hand, a professionally inviting culture in schools would improve the quality of teaching and learning. As it follows that quality teaching and quality learning would improve the learner's achievement outcome. Therefore, the principal and the SMT are obliged to play a decisive role in ensuring that there is quality teaching and learning in a school. This, however, can be done by creating more effective learning opportunities for all learners.

In addition, there is a general belief that professionally inviting culture leads to job satisfaction (Moloi, 2005:88). Job satisfaction makes educators to improve their performance and commitment to the process of teaching and learning. On the other hand, Lambert (1998:91) speaks about "*skilful participation of others*". Which means everybody is participating to share skill for the overall improvement of the school. People are participating to share their experience and knowledge to ensure a professionally inviting culture. Therefore, the school principal and the SMT should strive to create a platform for skilful participation for school improvement and effectiveness. As a final point, Lambert (1998:89) further emphasizes that in order to build the capacity for skilful participation of others, the principal and the SMT should:

- Hire personnel with the capacity to do leadership work;

- Make educators get to know one another;
- Develop a culture of inquiry;
- Implement their plans for building leadership capacity;
- Develop policies and practices that support a professionally inviting culture.

Therefore, having a staff that is skilful and working together will create a climate appropriate for a professionally inviting culture. The school principal and the SMT should develop practices that support this kind of an environment.

2.2.3. Effective communication

Effective communication is described as a message conveyed by a sender to a recipient(s), either verbally or non-verbally, with regard to activities, management tasks and/or relationships between educators, parents, learners and the school (Smith and Cronje, 1999:409). Normally, the purpose of effective communication is to inform, convince and remind educators of their responsibilities. Therefore, in a school setting, effective communication is a prerequisite for leadership and management functions. Van Deventer and Kruger (2003:158) provide the following guidelines which are helpful for effective communication:

- Communication should be open to a number of interpretations, but must be clear and unambiguous;
- In a situation where there is no opportunity for immediate feedback, the message must be conveyed in writing in order to prevent misunderstandings;
- Effective communication plays an important role in building the vision of excellence in school leadership;
- The planning that is taking place in a school has to be communicated to all involved;
- The school's aims and objectives should be clearly spelt and communicated to all interested parties;

- The school policies and learners' code of conduct should always be put in writing and made available to all interested parties;
- Decisions should be made on the basis of sufficient information, and the reasons should be made clear to those involved;
- Leadership skills, relationship-building, negotiation skills and motivation all depend on effective communication.

All these guiding principles show that effective communication plays a central role to make the school to be professional. Effective communication helps to coordinate processes and build capacity for networking. Effective communication also helps to build strong bonds with local communities and other interested parties, and to strengthen working relations among staff members. Therefore, the school principal and the SMT should ensure that there is effective communication, so that a vision of excellence can be built in a school.

2.2.4. Ethical foundation

Ethical foundation refers to the way a person approaches his or her job or career. In general, ethical foundation means a high degree of professionalism. Van Deventer and Kruger (2003:265) explain that ethical foundation means "accepting responsibility for the way in which the job is done". To develop this aspect (i.e. ethical foundation) of professionalism to educators to the full, the principal and the SMT should be familiar with all the legislations and obligations relating to the standards of quality and professionalism in education. The school principal, in particular, should know and understand the barriers to equal employment opportunities. The school principal should ensure that the SMT and educators are trained on various aspects of their job descriptions. Their training should incorporate aspects, such as: human rights and inequality, barriers and insensitive practices toward women and gender equality (National Education Policy Act, No. 27 of 1996).

However, to build strong ethical foundation to educators the school principal and the SMT should also be familiar with all aspects of labour legislations, especially, those that deal with code of Conduct for both educators and learners. Other important legislations that should be understood by education officers in South Africa include: Labour Relations Act of 1995, the Employment of Educators Act of 1998, Basic Conditions of Employment Act of 1997 and Employment Equity Act of 1998. Therefore, educators need to be familiar with these educational laws, in order to perform their day-to-day work in a professional way as good working ethics can promote vision of excellence in a school (Wallace, 1996:12).

2.2.5. Empowerment of educators

According to Naidu et al.,(2008:23) the school principal and the SMT are appointed to their positions on the basis of their professional and managerial expertise and broad knowledge of the educational field. Therefore, their role is to provide assistance, support and advice to educators in order to promote professional growth and development of educators. The SMT is expected to facilitate work rather than to dictate what educators should accomplish. They need to develop collegial relationships that will make educators to feel safe and supported (Bush, 2003:76). However, this can be done by allowing educators to decide the most suitable time for classroom observation and provide a constructive feedback.

Naidu et al., (2008:45) state that: “the SMT should encourage educators to keep records of teaching and learning events as a basis for reflections in order to improve on areas of weaknesses”. Another important aspect is that the SMT should give continuous feedback to educators regarding their progress. After doing that they need to give genuine praise where it is due, whilst also drawing attention to areas still requiring improvement in a non-threatening manner. They need to lead from the front by being visible and accessible for constant advice and support to educators. In fact, the school principal and the SMT should not hesitate to disclose their own work to educators, so that they encourage educators to realize the value of transparency. Therefore, by so doing the school principal and the SMT will be empowering their staff, so that the vision of excellence can be accomplished.

2.2.6. Personal mastery

As mentioned earlier, personal mastery is a specific level of proficiency and the ability to achieve the results that are truly desired (Senge, Kleiner, Roberts, Roos, Roth and Smith, 2001:84). Promoting personal mastery will help educators to be independent and to work confidently. Personal mastery will make educators to be competent, matured and to have a positive attitude towards their work. Senge et al., (2001:88) further concurs that the discipline of personal mastery teaches educators:

- To cultivate correct perspectives about their work;
- To work together in a collaborative way;
- To be aware of the tension that can pull educators forward into action;
- To be confident and competent in their work.

However, personal mastery will make educators to cope with their emotional tensions and fears of the current changes that are taking place in education. Personal mastery can also make educators not to be afraid to improve their knowledge, skill and competences.

2.2.7. Collaboration

According to Senge et al., (200:189), collaboration means working jointly as a team. In a school situation, collaboration means involving all the stakeholders in school activities (Kushman, 1992:7). Further, collaboration means taking participative decisions. According to Wallace (1996:10), collaboration usually laid a foundation for a vision of excellence in school leadership. Collaboration also helps to establish healthy relationship with local communities. This can help the school to gain potential community agencies and interest groups or organizations that are keen to assist.

According to Fullan and Hargreaves (1991:76) collaboration dispels the idea that the school principal is the fountain of wisdom that somehow surpasses what others in the school know.

Therefore, the school principal is expected to work with everyone who is involved. This kind of attitude can lead to an open communication and more disclosure among educators. The deep-seated problems can be solved with ease. As the whole discussion in this chapter has indicated, working collaboratively is the key in building the vision of excellence in school leadership.

In summary, the seven factors of heptaholistic leadership were explored and discussed. It was highlighted how each of these factors can contribute to the building of a vision of excellence in schools. Creating a vision of excellence is essential in making the school to provide its service effectively and efficiently. Hence, it has been indicated that: effective communication plays a vital role to inform educators about what is expected of them and in expanding network with the external environment; ethical foundation helps to make educators to perform their duties professionally; a vision of excellence contributes by maintaining high standards to the service provided by the school; both the personal mastery and empowering of educators help to make educators confident and productive in their work; and collaboration helps to make the school to be united and to function harmoniously.

The next part of this chapter will focus on the following aspects of a vision of excellence: *clear vision for the school, responsibilities of educators, standards of excellence for the teaching staff, an ability to cope with changing circumstances and the achievement of the school's mission.*

2.3. OTHER ASPECTS IN BUILDING A VISION OF EXCELLENCE

According to Coustant(2007:76) the ever-increasing and multiplication of administrative roles, duties and tasks of school principals require that school leaders should not only be educational leaders who can lead educators in improving the school curriculum and classroom activities, but visionaries who can inspire trust in educators, learners, parents and other stakeholders. Further, leadership and management in education has expanded and moved beyond mere administration of traditional activities. Leadership in education is much more “integrated into both management and strategic planning” processes of the education (Loock, Grobler&Mestry,

2006:14). In a school, the school principal and the SMT should play an active role to invite and inspire all stakeholders or other role-players to participate in school's affairs.

The next discussion will now focus on the role of school principals and the SMTs in ensuring that educators know their responsibilities, standards of excellence for the teaching staff is assured, clear vision for the school is accomplished, abilities to cope and acknowledge changing circumstances and the achievement of the school mission.

2.3.1. Clear vision for the school

Leadership studies have conceptualized a vision as “a leader's mental image of an organization's future that is significantly more appealing than the status quo” (Ylimaki, 2006:622). A leader's vision provides a clear sense of where the organization (for example, a secondary school) should try to go and what the organization (e.g. a secondary school) should try to do. School principals have to communicate the school vision well, incorporate messages about the vision into their daily activities, and also use every communication channel to talk about the school vision. Further, Norris, Barnett, Basom and Yerkes (2002:29) purport that a school vision gives direction for shared responsibility based on the shared values of the group. This is also supported by transformational leadership style in collegial model by Bush (2003:78) who emphasizes that school principal and educators should have shared values and common interest; and also engage all stakeholders in the achievement of educational objectives.

One of the greatest advantages of a clear vision is the ability to empower educators with competencies, skills and positive attitudes, to build a collaborative work cultures and networks for improved performance. Thus leadership in school should focus to build sound and shared values. These values embrace honesty and integrity, openness, respect for human dignity, equal opportunities, acceptance of one another, the principle that learners come first, quality in everything we do, mutual trust and respect combined with team work, recognition of performance, participation and empowerment (Pretorius, 2001:5). If the above mentioned are correctly applied, school performance may improve. Thus, school principal as effective visionary

leader has to inspire educators within the school to relate well to individual outside the school and sets the direction for the school to cope with change.

2.3.2. Responsibilities of educators

The school principal has to be fully informed of the duties and responsibilities of his or her staff (i.e. the educators) and be able to guide them in executing these responsibilities. As a point of departure, it is useful to explain what these responsibilities are. The National Education Policy Act (No. 27 of 1996) emphasizes that educators above learning and teaching have to serve the following seven roles which are:

- learning mediator (the educator mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning);
- interpreter and designer of learning programmes and materials (the educator understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning);
- leader, administrator and manager (the educator make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision making structures);
- scholar, researcher and lifelong learners (the educator achieve on-going personal, academic, occupational and professional growth through pursuing reflective study and research in a learning area);
- community, citizenship and pastoral role (the educator practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others);

- an assessor (the educator understand that assessment in an essential feature of the teaching and learning process and know how to integrate assessment into learning and teaching process);
- learning area or subject or discipline or phase specialist (the educator is well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational practice).

Based on the above, the school principal and the SMT have to place an emphasis upon models of professional development that impact directly upon classroom practice and accomplishment of school's aims and objectives.

2.3.3. Standards of excellence for the teaching staff (educators)

A vision of excellence in education has to inspire educators to develop intellectually, to prepare professionally, to participate democratically and to thrive personally (Coustant, 2007:79). Currently, educators have to be role models for learners. They need to instil good values, morals, attitude and knowledge and also considering the increasingly diverse society and interconnected world, including the future of our nation which depends on diversity and inclusive excellence. Bush (2003:75) asserts that, excellence would be made possible by the school principal who is expected to “adopt strategies which acknowledge that issues may emerge from different parts of the school and be resolved in a complex interactive process”. Goals for diversity and inclusive excellence are the responsibility of both school principal and educators who have to ensure that the vision is communicated broadly (to all stakeholders). Beyond consideration of equity, it has to be in the school's best interest to promote inclusive excellence and also recognize that educators have assets and talents that are developed for common benefit. The educators' excellence effort for inclusive excellence will results in expanded knowledge, a strong workforce, and an increased sense of responsibility and personal enrichment, all of which serve our school and parent community.

It stands to reason that school principals and SMT have to instil the culture of professionalism into educators, in order to enable educators to be punctual at work and in the classroom, prepare lesson plan(s), complete syllabus, participate in extra and co-curriculum activities, and also remain lifelong learners.

2.3.4. An ability to cope with changing circumstances

South African school system requires that leadership in school keep up to the challenges that are presented by transformation including curriculum change and policies amendments, which affect daily activities of learning and teaching. These challenges or changing circumstances can be classified as the *“human resource management system, diversity in the workplace, health and HIV/AIDS, stress and burnout, redeployment, technological and managerial changes in education”* (Loock et al, 2006:14).

Human resource management system has expanded the role that becomes much more diverse and complex. In the past, a workforce was dominated by white male in the middle and top management structure. Currently, workforce encompasses many different dimensions, including sex, race, national origin, religion, age and disability. Visionary leadership in secondary schools should consider that diversity in the workforce presents new and different challenges in school management and work on making a programme to manage these changes.

In order to cope with changing circumstances, the school principal has to adopt a participative leadership style which is based on participation that increases school effectiveness, participation that is justified by democratic principles and contextually site-based management and leadership that is potential available to legitimate stakeholders (Bush, 2003:78).

Therefore, the school principal need to become well-grounded in the basic disciplines of the profession and complexities of operational environment, and also acknowledges the expertise and skills of the educators and seek to harness these assets for the benefit of the learners. The purpose should be at facing up to the challenges of educational transformation.

2.3.5. Achievement of the school's mission

According to Soul (2005:62) the school's mission has to be collectively formulated for every educator to exercise ownership. On the other hand, a school principal has to inspire educators to actively participate in the decision-making including school policies drafting. Further, Chirichello and Richmond (2007:11) also purport that once a vision is understood and accepted by the school community, crafting a mission statement is essential, and a mission statement explains the school vision and its purpose. Thus, holistic relationships should be ideal cultures and interactions that determine explicit rules which apply to every member of staff. Shared decisions of collective members of staff have to be respected in order to effectively implement the school's mission. This is also supported by Norris et al. (2002:29) that shared vision, shared values and shared responsibilities are likely to be pursued for a common purpose and are also much more likely to be implemented effectively.

Summarily, it is noted that a strategic and holistic approach to leadership establishes a clear vision of excellence and the identity of the school including vision, mission, purpose and direction. Educators' responsibilities have to be incorporated into the mission and vision of the school, in order to cope with the changing circumstances and also assist educators and school principal to be inspired in fulfilling their core duties and responsibilities.

2.4. MODELS OF LEADERSHIP RELATED TO VISION OF EXCELLENCE

This part of the research reinforces the preceding section on definition of vision of excellence. The researcher, in this part of the study, attempts to add to the meaning and understanding of a vision of excellence in secondary schools leadership by looking at some models on leadership that are related to a vision of excellence.

A model is any simplification, substitute or stand-in for what researchers are actually studying or trying to predict and also use for conveniences (www.utexas.edu.html). For Mabuza-Suttle (2001:13) a model is a road map to success in what one wants to achieve. Further on the meaning of a model, Caldwell and Spinks (1993:45) quote Dye who defines a model as a

simplified representation of the real phenomenon. Caldwell and Spinks (1993:45) further maintain that a model focuses on the significant features and key issues of what that model represents.

In this study, models are essential because they contain views of different authors on the basics/tasks of visionary leadership in secondary schools. They also provide guidelines on what one should do when one wants to practice vision of excellence in secondary school leadership in order to improve the academic performance of learners and develop teachers' professionalism.

According to Tranter (2006:187), school leadership is one of the most significant elements of school life, although in the past school leadership was given less significance in South African schools. More emphasis was given to school management. However, there is a noticeable distinction between school leadership and school management. Soul (2005:42) further explains that the school management has to do with internal operations of the school, while, school leadership deals with aspects, such as: vision-building, guidance, direction and the future of the school". On the other hand, Neuman and Simmons (2000:54) associate the school leadership with the ability to direct change, and school management with maintaining the status-quo.

Similar to school management, school leadership ought to focus on improving learners' achievement outcomes, as well as, to create a positive culture of teaching and learning. Furthermore, school leadership should endeavor to create more extended learning opportunities for learners. When school leadership is effective, therefore, the vision of excellence can be achieved. However, before a vision of excellence can be accomplished, the school leadership needs to know and understand its roles and responsibility clearly. On the other hand, school leadership needs to be visionary and futuristic. The school leadership should be influential and provide direction at all times. In this way the school leadership can be able to be inspiring and motivational, especially during times of anxiety and stress.

The researcher will now focus on the different models of leadership that should be executed by the secondary school principal, so that a vision of excellence in school leadership is ensured.

These leadership models are: *participative leadership, instructional leadership, transformational leadership and transactional leadership.*

2.4.1. Participative leadership

Participative leadership assumes that the decision-making process of the group ought to be the central focus of the group (Leithwood, Jantzi and Steinbach, 1999:12). However, this is the normative model which is based on three criteria, which are:

- Participation will increase school effectiveness.
- Participation is justified by democratic principles
- In the context of school-based-management (SBM), leadership is potentially available to any legitimate stakeholder (Leithwood et al., 1999:13).

However, using this model of leadership, the school principal will endeavor to engage every member of the SMT when dealing with crucial issues and decisions-making. The principal will ensure that every member of the SMT is equally aware of what is going on in the school.

On the other hand, Blair (2012) indicates that participative leadership is based on respect and engagement, constructively focuses energy in every human to human encounter, a more advanced, more democratic and more effective model of leadership, it harnesses diversity, builds community , and creates shared responsibility for action. Participative leadership also deepens individual and collective learning yielding real development and growth. Therefore, participative leadership is a suitable model for broad-based participation and capacity building. Some authors describe this model of leadership as: *“shared leadership”, “distributive leadership”, “dispersed leadership”, “collaborative leadership”, “collegial” and “democratic leadership”* (Bush, 2003:187-188).

Participative leadership requires that there should be a redistribution of power and authority to all levels (Bush, 2003:187). This leadership model assumes that everyone has the potential and right to work as a leader. However, when this model of leadership is successfully implemented

in schools, it is likely to increase the commitment of educators in whatever decision that is taken, and will result into a collaborative vision of excellence.

On the contrary, the disadvantage of this model is that it is time consuming. Educators usually take time to reach agreement, particularly when there is a conflict of interests on matters under discussion. There may also be difficulties for the school principal, who remains accountable for decisions reached through the collective process to meet deadlines. For instance, submissions to the district may be delayed, while still waiting for the decisions to be taken by educators and the principal may be held accountable by the district officials for failing to meet the due-dates.

Moreover, this leadership approach requires a good communication skill, especially on the side of the school principal. Bisschoff and Mestry (2003:149) accentuate that, "the modern principals have to realize that interpersonal relationships with the staff and other role players are of crucial importance". Therefore, it follows that principals should endeavor to have open communication with everybody in the school community. This include: educators, parents, learners and local community members. In this way, the school principal will be widening the network and acting in the best interest of the school.

What is also of importance is that the school principal needs to have sound knowledge and understanding of the roles of the people in the school. The school principal should understand the uniqueness of each and every member of the staff, and the psychological factors influencing the behavior and actions of educators. The reason for this is that participative leadership approach works better when the staff is innovative and highly motivated (West-Burnham, 2001: 44). However, it needs to be noted that the principal is always responsible to determine what direction needs to be taken. Therefore, participative leadership when implemented reasonably in secondary schools will result in a vision of excellence in school leadership.

2.4.2. Instructional leadership

Instructional leadership is defined as those actions that a principal takes, or delegates to others, to promote growth in student learning (www.e-lead.org/resources/resources). In practice, this means that the principal encourages educational achievement by making instructional quality the top priority of the school and brings that vision to realization. A principal who is an instructional leader is charged with redefining his or her role to become the primary learner in a community striving for excellence in education. As such, it becomes the principal's responsibility to work with teachers to define educational objectives and set school wide or district wide goals, provide the necessary resources for learning, and create new learning opportunities for students and staff. On the other hand, Bush (2003:186) maintains that "instructional leadership focuses on the direction rather than the process of leadership". This model focuses mainly on the process of teaching and learning in school. Further, the instructional leadership has also been endorsed by the English National College of School Leadership (NCSL) for improving school effectiveness and effective leadership in securing high quality provision of school leadership and school management (NCSL, 2001).

On the contrary, Bush (2003:186) indicates that instructional leadership has two major limitations:

- It underestimates the other important aspect of education, such as: learners' welfare, socialization and the process of developing young people into responsible adults. It gives less emphasis to activities, such as sport, drama and music.
- This model of leadership says little about the process of development of others or empowerment of educators. It focuses on 'what' rather than the 'how' of educational leadership, and in this respect, it is a limited and partial model.

Southworth (2002:78) in addition postulates that "instructional leadership is strongly concerned with teaching and learning process and gives much attention to the professional

growth of educator, as well as, the growth of learners". Hallinger and Murphy (1985), Blasé and Blasé (1998) also state that instructional leadership comprises of six categories:

- defining the school mission;
- managing the instructional programme;
- promoting school climate;
- talking with educators;
- promoting educators' professional growth; and
- fostering educator reflection.

Instructional leadership remain vital because it targets the above school's central activities, teaching and learning.

It appears that instructional leadership may be a good model for the secondary school, because it encourages dialogue between the principal and educators. On the other hand, it encourages staff development and training. In this regard, the school principal becomes helpful to educators in managing their classroom practice and their effectiveness in a classroom. According to this model, the principal focuses primarily on the behaviour of educators when interacting with learners. This means that, the principal's influence is targeted at learner's learning and educators teaching. However, instructional leadership can lead to a positive culture of teaching and learning. When practiced reasonably in a schools context, the instructional leadership may pave way for school leadership to build a vision of excellence.

2.4.3. Transformational leadership

A study by Leithwood (1994:69-70) in many schools have indicated that transformational leadership appears to be in continuous pursuit of the following three fundamental goals.

- helping staff members to develop and maintain a collaborative culture, as well as, a vision of excellence;
- fostering teacher development; and

- helping educators to solve problems together in a most effective manner.

Transformational leadership is specifically linked with the motivation and inspiring of staff. Bass and Avolio (1994:2) confirm this by stating that transformational leadership is indicated when the school principal:

- stimulate interest among colleagues and view their work from new perspectives;
- generate awareness of the mission or vision of the team and the school;
- develop colleagues to higher levels of ability and potential, and
- motivate colleagues and followers to look beyond their own interest but toward those that will benefit the group.

In this model the school principal is not relying only on the personal charisma, but is attempting to empower educators by sharing some of the leadership functions. The school principal does this by delegating some of the responsibilities to the SMT members in order to capacitate them.

Thus, transformational leadership appears to be a good model for the school. Bush (2003:187) advocates that transformational leadership is currently vague as it accords closely with the present emphasis on vision as the central dimension of leadership. Accordingly, successful school principals are expected to engage with staff and other stakeholders to produce higher levels of commitment to achieve the goals of the school which, in turn, are linked to the school vision. Hence, Miller and Miller (2001:182) agree that through transformational leadership, the motives of the leader and followers emerge.

Conversely, Bush (2003:187) indicates that there is evidence to suggest that transformational leadership is effective in improving learners' outcomes, but this model has a major limitation:

- It may be used as a vehicle for the manipulation or control of educators who are required to support the vision of the leader.

Leithwood's (1994:506) research suggests that there is some empirical support for the transformational leadership model. The report on seven qualitative studies concludes that:

transformational leadership practices, considered as a composite construct, had significant direct and indirect effect on progress with school-restructuring initiatives and educator-perceived learners' outcomes. In a school context, this model helps to instil changes and increase participation of all significant role-players.

According to Miller and Miller (2001:107) transformational leadership allows the space for the empowerment of others and diversity to take place in the school. Leithwood (1994) conceptualizes transformational leadership along eight dimensions, which are: building school vision; accomplishing school goals; providing intellectual stimulation; offering individualized support; modelling best practices and important organizational values; demonstrating performance expectations; creating a predictive school culture and developing structures to foster participation in school decisions. All these dimensions are essential to building a vision of excellence in school leadership and a positive culture of teaching and learning.

2.4.4. Transactional leadership

Leithwood (1994) explains transformational leadership approach similar to the traditional management functions. This means that transactional leaders do what managers do. They clarify the role of subordinates. They initiate structures and provide appropriate rewards. They conform to organizational norms and values. Their leadership style is characterized by objectives, standards, evaluation and correction of performance, policies and procedures. However, the manager and transactional leader are characterized as directing and controlling a stable structure and having greater centralized authority. The following are the characteristics of transactional leadership:

- They operate on a stable, ongoing situation;
- They exchange or make agreements with followers;
- They point out what followers will receive if they do something right or wrong.

Leithwood (1994) also highlights that the transactional leadership approach only lasts as long as the needs of both the leader and followers are satisfied by the continuing exchange process. It

is consequently not a relationship that binds the leader and followers together in a mutual and continuing pursuit to higher purpose. However, in an environment such as South Africa where change is in progress, a pure transactional style of leadership may be counterproductive (Bush, 2003).

Bush (2003:187) further propounds that in transactional leadership approach, relationship with educators and stakeholders are based on a process of exchange. Leaders offer rewards or inducements to followers rather than seeking to improve their commitment and motivation, as it is, in the case of transformational leadership model. At its most basic, this model is demonstrated in contracts of employment where the employee's terms and conditions of work are articulated and the rewards structure and process are clarified. In a day-to-day management, school principal may offer inducements, such as promotion or discretionary salary increments, to persuade educators to support the plan or to undertake certain tasks. This model of leadership is good to motivate educators to perform their duties at the best of their abilities, if they know that they are going to be recognized and rewarded for their hard working.

On the other hand, Bush (2003:187) notes that some of the limitations of transactional leadership model are: the exchange is often short-term and limited to the specific issues under discussion; it does not have a wider impact on the behaviour of educators and on achievement outcomes; and it does not produce long-term commitment to the values and the vision that is promoted by the school.

Transactional leadership when used reasonably may lead to the accomplishment of a vision of excellence in secondary school leadership. This model can also elevate achievement outcomes of learners, when educators are rewarded for their effort. When educators are recognized and rewarded, this usually enhances their performance. The transactional leadership approach may also lead to a positive culture of teaching and learning, and creates environment conducive for building a vision of excellence in leadership.

In summary, all four models of leadership (participative, instructional, transformational and transactional) were explored and discussed in more details. Their significance to schools was

highlighted. Both their strength and weaknesses were shown. It was indicated, as well, that when they are reasonably implemented in a school setting, they may lead to a vision of excellence in school leadership.

2.5. A VISION OF EXCELLENCE IN SECONDARY SCHOOLS LEADERSHIP – A WORKING DEFINITION

A brief reference to the meaning of vision of excellence was made in section 1.6.1 of chapter one, however the concept in this chapter will be defined in greater detail in order to formulate a working definition of vision of excellence in secondary schools' leadership in the context of this study. Various authors have defined vision of excellence in different ways. The following are views or assertions of some authors.

Vision of excellence has been identified by Grobler and Van Der Merwe (1996), as one of the seven factors of heptaholistic leadership which are necessary components of strategic leadership. However, excellence can be achieved by expecting the very best from ourselves and from one another. Thus, vision has been conceptualized as leader's mental image of an organization's future that is significantly more appealing than the status quo (Ylimaki, 2006). On the other perspective, Moloi (2005:58) asserts that bringing about meaningful change in our schools; educators should make an effort to nature a sense of shared responsibility for and shared commitment to the shared vision.

The absence of a vision of excellence and core values in South African schools' leadership has led to conflicts resulting from differences in mental models, pedagogical approaches and organizational affiliation, leading to insubordination and confusion about roles and school issues. However, dialogue and discussion are crucial for clarifying roles and responsibilities, given the seemingly endless number of education policies and regulations, and the resultant confusion among most educators (Moloi, 2005:56).

A vision is the ability to think about and plan for the future, using intelligence and imagination, especially in politics and business, and it also articulates a realistic, credible, and attractive

future for the organization (MacMillan English Dictionary, 2006:1599). However, excellence means thinking, speaking, and writing clearly; judiciously and responsibly, investing our work with reason, faith, and imagination; and dedicating ourselves to a lifelong pursuit of learning (Coustant, 2007:64). Leaders in schools have to create a belief in the possibility of success, effect a change of attitude among staff and learners. Thus, leadership has to be transformational and conceptualizes these dimensions:

- building school vision;
- establishing school goals;
- providing intellectual stimulation;
- offering individualized support;
- modelling best practices and important organizational values;
- demonstrating high performance expectations;
- creating a productive school culture;
- developing structures to foster participation in school decisions (Leithwood 1994 in Bush, 2003:77).

In light of the conflicting ideas and goals supported by current reforms and policies, secondary school principals need to look beyond the mainstream definition of vision that is images and goals to drive schools toward excellence and long-range success (Ylimaki, 2006:621). As a collaborative endeavor, secondary school principals and SMTs need to engage and transform staff and learners, and also emphasize practical reasoning, moral behaviour, and thoughtful reflection within a diverse and inclusive community committed to the vacation of learning (Coustant, 2007:79). In order to ensure diversity and inclusion, secondary school principals should take proactive steps to ensure that their missions serve all stakeholders in school. According to Robbins and Alvy (2003:83) mission is a succinct, powerful statement on how the school will achieve its vision. Mission also provides guidance for actions on a daily basis in realising a vision.

Furthermore, Wilmore (2002:20) asserts that there are four steps to consider in order to realize the school vision. These steps are development, articulation, implementation, and stewardship of the vision. The researcher will briefly explain each step in relation to secondary schools leadership.

According to Wilmore (2002:20) the *development of the vision* involves getting the school, educators, parent, and all committees in the school together to talk, discuss, collaborate, and use data-driven decision making to determine exactly where the school is now and where it wants to be in the future. Wallace (1996:12) purport that the process of developing shared vision requires extensive dialogue between the key stakeholders to agree on a statement of beliefs about the desired future state of the school and also requires that each participant think seriously about personal beliefs regarding knowledge, learning, teaching assessment and the like. The place the school wants to be becomes the school vision. Everything the school does should be aligned with the vision. Goals and strategies should be developed to achieve the school vision, and also align all resources and staff development with the school vision. Furthermore, everything said, done, planned for, or purchased should focus on the “achievement of this collaboratively developed school vision”. The vision would be determined by situations and times (Wallace, 1996:5).

The second step is the *articulation of the vision*. According Smith and Riley (2010:2) articulation of the vision provides the school with a clear, reasoned direction and also draws clear boundaries around the scope of direction. Glanz (2006:27) further indicate that vision is predicated most fundamentally on an articulated, well-established and accepted mission, and series of goals for the school. It is critically important that everyone be a part of the plan. School principals, SMTs, educators and members of School Governing Body (SGB) must take part in developing the school vision to be able to articulate and communicate it effectively. In schools, SMTs must communicate to everyone – parents, community members, civic clubs, churches, strangers on the street – who SMTs are, what SMTs are there for, where SMTs are going, what plans do SMTs have. Everyone involved with or who has an interest in the school is a part of the school community. The differences between success and failure revolve around

analyzing and solving problems to overcome any barriers to success. School principal and SMT need everyone in the community to help in achieving the school vision.

Furthermore, the Department of Education's vision includes smart service delivery of quality public education, to promote dynamic citizenship for socioeconomic growth and development. The department aims to be at the cutting edge of curriculum delivery, providing access to quality lifelong learning opportunities. The department is committed to eliminating inequality in education (www.gautengonline.gov.za). The above mentioned vision is communicated and supported by all provincial departments in ensuring that DoE's vision is achieved.

According to Wilmore (2002:21), the achievement of the vision demands more than articulation. It needs more talking, discussing, and brainstorming from the school community. The same is true with the next step in the process of making the vision a reality: *implementation of the vision*. The School principal has to involve and empower all stakeholders in a school for support in building a vision of excellence. Ramsey (2003:54) asserts that if educators are to succeed in realizing a school vision, they have to set high standards and develop idealistic vision of how the schools could be versus how they actually are at current stage. When work together, educators can help in developing, articulating, and implementing the goals and strategies necessary for success.

Furthermore, school activities – whether curricular, co-curricular, extracurricular pertaining to professional development should also be aligned with achievement of a school vision. Everything in the school budget should be targeted toward school activities, goals, and achievement of the school vision.

Further, United Nations Education, Scientific and Cultural Organisation (UNESCO) have prioritised six goals to be achieved through education by 2015. These goals include expand early childhood care and education, provide free and compulsory primary education for all, promote learning and life skills for young people and adults, increase adult literacy by 50 per cent, achieve gender parity by 2005, gender equality by 2015, and improve the quality of

education. These goals call for improvement in the quality of education in all its aspects with an aim for a situation where people can achieve excellence (portal.unesco.org).

All resources necessary, including time management, must be identified and included in the school budget. Assessment must be integrated to ensure accountability of progress toward goal attainment. Therefore, all activities, instructional strategies, curriculum planning and so forth, should always have an assessment component to guarantee that progress is being made. All of the above-mentioned are part of implementing the shared school vision. Without the implementation of the school vision, it appears that underperforming schools in public township will not achieve.

According to Wilmore (2002:22) the principal and SMT have to take responsibility for a fourth step in the process of achieving the school vision. *Stewardship of the vision* is a point in the process when even effective school leadership can falter. Stewardship of the vision is much challenging. It is difficult to sustain momentum once it has been generated. It is the school principal's responsibility to support, nurture and sustain the vision of the school in good times and bad time, to encourage people when they are down and to keep everyone focused on attaining the vision of success built together. In addition, Price (1996:102) in addition postulates that stewardship of the vision is centred on a never-ending process of people articulating their common stories regarding the shared vision, purpose and values and about why their work as educators matters and how it fits into the larger world. Finally, stewardship of the vision influence school culture.

In summary, to promote the success of all learners, school principals and SMTs need to be responsible for the development, articulation, implementation, and stewardship of a school vision of learning (Wilmore, 2002:23).

2.6. CONCLUSION

The present chapter dealt with a literature study focusing on the vision of excellence in secondary school leadership and its impact on the academic achievement of learners. From the

literature study, it became evident that a vision of excellence in secondary school leadership practice involves a complex web of activities and strategic leadership role in realizing a vision of excellence. It also became evident that a vision of excellence in secondary schools leadership is essential for any school in order to achieve the main purpose of the school's existence.

The reality is that a vision of excellence in schools must be achieved if public township secondary schools are to survive. All aspects of the heptaholistic or strategic leadership model have to be considered in building an effective vision of excellence in schools. The assertion by many authors is that the practice of a vision of excellence in school leadership is strongly related to visionary leadership and to improved learner academic achievement.

The next chapter will presents the research design and methodology.

CHAPTER 3

3. RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

The present chapter focuses on the research methods and procedures followed during the collection of data from the research sites. As such, the chapter contains information on the research design and methods, namely, the quantitative method, qualitative approach, sampling procedure, the data collecting instrument as well as the discussion on validity and reliability. The chapter also explains the data analysis method which was used for analysing the data in Chapter Four.

3.2. RESEARCH DESIGN

According to Mouton (2001:55) a research design is a plan of how the researcher decides to approach the formulated research problem. Further, McMillan and Schumacher (2001:30) indicate that in research design the researcher describes the procedures for conducting the study as well as the methods of collecting the empirical data. This section, therefore, explains the approaches to be used in carrying out the study, namely, literature study, empirical research, and quantitative research approaches.

3.2.1. Literature study

According to Lauer (2006:83), the purpose of a literature study is to describe prior research as context for a study or to synthesize prior research to generate new understanding about the topic. On the other hand, sharing the same view is Henning (2004:27) who argue that literature study is used first and foremost in the contextualisation of the research topic, identify a niche to be occupied by research topic and also synthesise the literature on research topic and engage critically with the topic. For Wilson (2009:38) purpose of a literature study is threefold

which are: place the research in historical context, notice relationships between ideas and practice, and establish the context of the topic.

As reasons for the importance of a literature study, Mouton (2001:87) maintains that it enables the researcher to:

- ensure that he or she does not merely duplicate a previous study;
- discover how other scholars have theorized about the subject he or she is researching;
- find out about the most widely accepted empirical findings in the field of study;
- identify the available instrumentation that has proven validity and reliability; and
- identify the most widely accepted definitions of key concepts in the area of research.

For this study, a detailed literature study was carried out in Chapter Two. The focus was to investigate the existence and application of a vision of excellence in schools and to determine the success of a vision of excellence in schools if applied.

3.2.2. Empirical research

Empirical research is defined by Wallen and Fraenkel (1997:04) as the part of research that involves the collection of first-hand information about the research problem. Arguing in support of this view, Mouton (2001:53) maintains that through empirical research, information in whatever form (i.e. data, documents, interviews, speeches, diaries, questionnaire responses and test scores) is gathered, then analyzed and finally interpreted in order to address the problem being investigated.

According to Leedy (1993:139) all data, all factual information and all human knowledge must reach the researcher either as words or numbers. If the empirical data are verbal, the methodological approach is said to be qualitative, and if the data are numerical, the approach is said to be quantitative. According to Sprinthall et al. (1991:100) the difference between qualitative and quantitative research is the nature of data-gathering techniques and the actual data gathered. When both qualitative and the quantitative research approaches are used

simultaneously, Harris and Bell (1994:71) and Hitchcock and Hughes (1995:324) describe it as triangulation.

The empirical research for the present study will be conducted following the quantitative research approach and partial qualitative approach.

3.3. RESEARCH METHODS

3.3.1. Quantitative research approach

According to Wilson (2009:138) quantitative research means measuring a property of something or someone. That property is called a variable, and variables are entities that can vary. The researcher can collect quantitative data about individuals by designing questionnaires or tests. Alternatively, the researcher can simply record data by observing the subjects from afar. The authors such as Sprinthall et al. (1991:101) distinguish the quantitative research from other researches as follows:

- The situation being studied is studied in quantitative terms (i.e. data is described in numerical form);
- Questionnaires are used as the research instruments; and
- The researcher begins the research process by formulating the hypothesis statement

Based on the fact that the adopted scale presents statements to which the participants have an options to tick on one section and narrate on the other, this study thus becomes a dominantly quantitative study and partial qualitative.

3.3.2. Qualitative research approach

Qualitative researchers address many complex issues in education. According to Slavin (2007:121) most qualitative research is intended to explore social phenomena by immersing the investigator in the situation for extended periods. It is intended to produce information on

a given setting in its full richness and complexity. McMillan and Schumacher (2006:315) purport that qualitative research is an inquiry which researchers collect data in face-to-face situation by interacting with selected persons in their setting. Qualitative research is also concerned with understanding social phenomena from participants' perspectives, which is achieved by analyzing the contexts of the participants and by narrating participants' meanings of situations and events.

The researcher above using the quantitative approach will also use the qualitative approach with the intention of probing further and getting more rich information on the research problem (Slavin, 2007:139). This will also be done by building rich descriptions of a vision of excellence in school leadership and by giving directions for future research.

3.4. THE RESEARCH SETTING

This section discusses the place or site where the empirical research was conducted. The administration of the questionnaires was conducted in six secondary schools in Ekurhuleni East District. Three of the six secondary schools had a relatively high academic performance while the other three are schools with relatively low academic performance in the grade 12 final examinations, during the period of three years (Gauteng East District Results Analysis, 2008-2010). One school with relatively high academic performance and one school with relatively low academic performance were selected from three townships namely Duduza, Kwa-Thema and Tsakane (Section 1.4.2).

For this study, the secondary school classified as the school with relatively high academic performance was the one with a pass rate above 70% while the secondary school classified as the school with relatively low academic performance was the one with a pass rate below 50% in the grade 12 final examinations for three successive years. The six secondary schools selected for data collection purpose are listed as A1 and B1 in Table 3.1 below. The actual names of schools are not given for confidential and ethical reasons.

Table 3.1: Schools selected for empirical research

Duduza Township	Kwa-Thema Township	Tsakane Township
A1	A1	A1
B1	B1	B1

A1 = School with high academic performance. B1 = School with low academic performance.

All six secondary schools are located in the townships in the Ekurhuleni East District.

3.5. THE CRITERIA FOR SELECTION OF SCHOOLS FOR EMPIRICAL INVESTIGATION

The selection of the six schools for the empirical investigation was based on the following criteria or characteristics:

- The grade 12 pass rates of the six schools differ significantly, thus providing clearly extreme cases for comparisons. Academically, three schools constantly achieved the overall pass percentage above 70% while the other three schools constantly achieved the overall pass percentage below 50%. Table 3.2 (a), (b) and (c) show the grade 12 pass rates of the six schools chosen for empirical investigation.

Table 3.2 (a): Grade 12 pass rates in %

DUDUZA TOWNSHIP			
Schools	Years and pass rates		
	2008	2009	2010
A1	72,4%	62,7%	71,2%
B1	46,7%	36,8%	52,6%

Table 3.2 (b): Grade 12 pass rates in %

TSAKANE TOWNSHIP			
Schools	Years and pass rates		
	2008	2009	2010
A1	70,0%	81,8%	85,8%
B1	74,4%	46,6%	64,2%

Table 3.2 (c): Grade 12 pass rates in %

KWATHEMA TOWNSHIP			
Schools	Years and pass rates		
	2008	2009	2010
A1	94,5%	77,0%	88,0%
B1	36,2%	67,6%	49,3%

- Tables 3.3 (a), (b) and (c) show the total enrolments for the six secondary schools selected for the current study. The total enrolments are for the 2008, 2009 and 2010 academic years.

Table 3.3 (a): Total enrolments

DUDUZA TOWNSHIP			
Schools	Years and total enrolments		
	2008	2009	2010
A1	196	248	153
B1	228	230	198

Table 3.3 (b): Total enrolments

TSAKANE TOWNSHIP			
Schools	Years and total enrolments		
	2008	2009	2010
A1	249	171	169
B1	106	97	64

Table 3.3 (c): Total enrolments

KWATHEMA TOWNSHIP			
Schools	Years and total enrolments		
	2008	2009	2010
A1	224	221	120
B1	216	212	262

- The number of classroom facilities and teaching staff in the six schools were looked at. Tables 3.4(a), (b) and (c) show the number of classrooms and teaching staff at each of the secondary schools selected as cases in the current study.

Table 3.4 (a): Classroom facilities and teaching staff

DUDUZA TOWNSHIP						
Schools	Classroom facilities			Teaching staff		
	2008	2009	2010	2008	2009	2010
A1	38	38	38	60	60	60
B1	33	33	33	54	50	48

Table 3.4 (b): Classroom facilities and teaching staff

TSAKANE TOWNSHIP						
Schools	Classroom facilities			Teaching staff		
	2008	2009	2010	2008	2009	2010
A1	38	38	38	49	49	49
B1	24	24	24	29	29	29

Table 3.4 (c): Classroom facilities and teaching staff

KWATHEMA TOWNSHIP						
Schools	Classroom facilities			Teaching staff		
	2008	2009	2010	2008	2009	2010
A1	39	39	39	46	46	46
B1	36	36	36	43	43	43

- The six schools are situated in similar townships.
- The six schools have grade 8 as the lowest class and grade 12 as the highest class.
- The six schools have permanently appointed principal, two deputies' principals and eight heads of departments in each school.

3.6. ARRANGEMENTS FOR ACCESS TO SCHOOLS

A letter requesting permission to administer questionnaires in the six identified schools was written to the District Director in which the six schools are located (see Appendix C). The purpose of conducting research in schools was explained in the letter sent to the District Director.

3.7. SAMPLING PROCEDURE

3.7.1. The study sample

According to Slavin (2007:114) sampling is a systematic procedure for choosing the groups to be in a study. The assertion by Stoker (1989:100) is that a sample for the study is essential because it is not feasible to study the whole population directly, because of size, cost, limited time and lack of accessibility of the whole target population. For this study, the sample consists of six secondary townships schools selected from the Ekurhuleni East District. The sample was selected following the criteria listed in section 3.7.2 below.

3.7.2. The criteria for sample selection

In the choice of the sample for research, Merriam (1991:48) recommends that one should select the sample from which one can learn the most. This means that the selected sample should consist of people rich in the information needed by the researcher. When choosing the SMTs and grade 12 educators to be a sample of this study, the following criteria were taken into consideration:

- The SMTs and grade 12 educators were considered to be knowledgeable about the vision of excellence in secondary school leadership.
- The SMTs and grade 12 educators chosen to be part of the sample were those that had been at their schools for three years and more.
- The SMTs and grade 12 educators were easily accessible sources of information on the vision of excellence in secondary school leadership.

3.7.3. Selection of the sample

In selecting a sample for the current study, McMillan and Schumacher (2006:123) recommends that the researcher should first identify the case to be investigated. Then within the case a

sample is drawn. In this study, six secondary schools were identified on the basis of their typicality with regards to grade 12 pass rates in the national examinations to be the cases for investigation. The purpose of identifying two cases, instead of one case, was to cater for the comparative nature of the study. The study compared vision of excellence in secondary school leadership with an aim of explaining the differences in secondary schools' academic achievement.

Of the two identified cases, one was the case of the schools with higher academic achievement and the other one was the case of schools with lower academic achievement in the grade 12 final examinations. All the chosen schools for the study were rated in terms of the overall grade 12 learners' achievement in the grade 12 examinations (see Table 3.2 above). From the six identified schools, a sample of sixty educators was obtained to serve as the respondents for the study. Keeping in mind the criteria listed in section 3.5.2 before, the purposeful sampling method was used in building up the sample for the study.

According to McMillan and Schumacher (2006:126), purposeful sampling enables the researcher to select particular elements from the population that will be representative or informative about the topic of interest. On the basis of the researcher's knowledge of the population, a judgement is made about which subjects should be selected to provide the best information to address the purpose of the research study. Cohen and Manion (1994:89) maintain that, when choosing the sample through the use of purposeful sampling, the researcher hand-pick the respondents to be included in the sample on the basis of the researchers' judgement of the respondents' typicality. Accordingly, all grade 12 educators and the SMTs employed at the schools for two years were selected to serve in the sample of respondents for the current study.

3.8. PILOT STUDY

Before the research instrument(s) is/are used for collecting data from the respondents, it is essential for the researcher to conduct a pilot study (Schnetler, 1989:87). According to

Oppenheim (1992:47), the pilot study is a process of trying out the questionnaire(s). This means that a pilot study is done to test the research instrument(s) in order to see whether refinement is needed. The pilot study was conducted in one secondary school. The school that was used for pilot study was the school with most characteristics similar to the characteristics of the schools identified for the research. The secondary school that was involved in the study was then excluded from the main empirical research process of the study because the researcher intended to evaluate the feasibility, time, cost (statistical variability) in an attempt to predict an appropriate sample size and improve upon the study design prior to performance of a full-scale research project (en.wikipedia.org/wiki/Pilot_experiment). The secondary school was excluded because it could influence the later behaviour of the research project if it (secondary school) has already been involved in the research.

A letter requesting permission to conduct the pilot study in the school selected for such purpose was sent to the Ekurhuleni East District (see Appendix C).

3.9. DATA GATHERING INSTRUMENTS

To collect the needed data in this study, a questionnaire was used (see Appendix G) and two focus groups interviews (see Appendices H & I).

3.9.1. The questionnaire

Harris and Bell (1994:64) and Sibaya (1996:70) define the questionnaire as a collection of written statements or questions relating to the situation or phenomenon being studied. Welman et al. (2007:152) also maintain that a questionnaire has to obtain information such as biographical details, typical behaviour, opinions, beliefs, convictions and attitudes from the respondents. Accordingly, for the present study, a series of statements related to the vision of excellence in school leadership were formulated and arranged in such a way that the questionnaire is developed (see Appendix G).

The respondents are expected to rate the practical of vision of excellence in school ranging from strongly agree, agree, undecided, disagree and strongly disagree on seven categories in the questionnaire, while on eight (8) items in the questionnaire, the respondents are expected to respond on biographical questions. Each respondent had to respond to the items in the questionnaire by writing in the column provided for an answer (see Appendix G).

3.9.2. Focus group interviews

Welman et al. (2007:201) described focus groups as groups' in depth interviews which consist of a small number of individuals or interviewees that are drawn together for the purpose of expressing their opinions on a specific set of open questions. According to Fontana and Frey (1994:82), the purpose of group interviews is based on the collection of qualitative data. Therefore, group interviews are essentially a qualitative technique for collecting information.

McMillan and Schumacher (2006:351) state that the *in-depth interviews* are open-response questions to obtain data of participants' meanings on how individuals conceive their world and how they explain or make sense of the important events in their lives. The aim of using focus group interviews is not to replace individual interviewing but to gather information that can perhaps not be collected easily by means of individual interviews (Welman et al., 2007:201).

Stewart and Shamdasani (1990:92) highlight the following potential problems regarding the compilation of focus group interviews which should be considered:

- The members of a focus group should be selected carefully to prevent any problems regarding the quality of information;
- The participation of so-called "experts" on the subject under discussion should also be controlled or limited because they can intimidate or inhibit responses from others;
- Hostile respondents should also be controlled or not selected.

3.10. THE VALIDITY AND RELIABILITY OF THE INSTRUMENTS

3.10.1. Validity

According to McMillan and Schumacher (2006:130) validity is a judgment of the appropriateness of a measure for specific inferences, decisions, consequences, and uses that result from the scores that are generated. In addition, Budhal (2000:60) maintains that validity of research instrument(s) is crucial in all research regardless of discipline in which the research is conducted. Furthermore, Wallen and Fraenkel (1997:133) define validity as the appropriateness, meaningfulness and usefulness of the conclusions the researcher makes on the basis of the collected data. For Budhal (2000:61) validity in research is the authenticity of what is accurately happening in a particular situation that is being studied. All of the above mentioned definitions of validity imply the ability of research instrument(s) to collect valid data conclusions can be made on the basis of such data. In this study, validity was addressed in the following criteria:

3.10.1.1. Face validity

According to Dempsey and Dempsey (1996:61) and Coolican (1994:153), face validity is determined by inspecting the research instrument in order to see if it contains items on the important topics, variables and processes relating to the subject of study. Obviously, the researcher and the people assisting him/her during the face validation process of the research instrument will use personal judgement of whether the research instrument in question contains important variables on the subject of study. Thus, Cozby (1996:31), Nachmias (1992:158) and Uys and Basson (1991:78) maintain that face validity calls for a high degree of subjectivity.

In the current study, face validity was ensured by including in the questionnaire, items on important topics, variables and processes constituting the vision of excellence in school leadership as defined by authors or researchers regarded as having authority on the subject of

study. The topics, variables and processes regarded as being major components of vision of excellence in school leadership on which items will be included in the questionnaire are:

- Leadership.
- Strategic planning.
- Beneficiaries focus.
- Measurement, analysis and knowledge management.
- Teaching staff focus.
- Process management.

Content validity will also be considered during the designing of the questionnaire, as part of its validation process.

3.10.1.2. Content validity

Coolican (1994:153), Kerlinger (1989:417), Nachmias and Nachmias (1992:159), Rosenthal and Rosnow (1991:60) and Uys and Basson (1991:78) assert that content validity in a research instrument is the representativeness of the topics, variables and processes making up the subject of study. In other words, for the research instrument to have content validity, the researcher, when designing the research instrument should ask himself/herself the following question: “Are all the main components of the subject of study, as defined by people holding authority in the subject of study, represented by items in the research instrument”?

In the current study, content validity will be ensured by including, in the questionnaire, items per important variable of vision of excellence in school leadership as defined by people regarded as having authority on vision of excellence in school leadership (Wallace, 1996:5). Visions of excellence variables will be considered to be important in this study, and also discuss (i.e. items in Appendix G) at length in the literature review, are those mentioned in the face validity above.

Moreover, as a way of ensuring both face validity and content validity in the questionnaire, as research instrument for this study, suggestions from the supervisor and other experts in questionnaire design will be incorporated onto the questionnaire.

3.10.2. Reliability

According to McMillan and Schumacher (2006:130) instrument reliability refers to the consistency of measurement or the extent to which the scores are similar over different forms of the same instrument or occasions of data collection. The reliability of a research instrument such as the questionnaire is difficult to predict because it is determined statistically after the participants have completed the questionnaires. According to Brink (1989:158), the method chosen to determine the reliability of the research instrument depends on the nature of the instrument and the aspect of the instrument which is of great interest to the researcher.

Because the researcher has to use the questionnaire as the research instrument in the current study, the aspect of the instrument that will be of great interest to the researcher is the internal consistency. Brink (1989:159) defines the internal consistency as the extent to which items in the questionnaire measure the same thing. That is the extent to which items in the questionnaire measure the same characteristic or attribute. For the current study, the services of an expert in quantitative research at University of South Africa's Faculty of Education will be utilised.

3.10.3. Administration of the questionnaire and focus group interviews

The questionnaires and focus group interviews were administered to grade 12 educators and SMTs members simultaneously by the researcher. On the day of the visit to each school, the researcher requested 15minutes period from the principal for the completion of questionnaires. During the 15 minutes, the researcher gave a full explanation on the purpose of research to grade 12 educators and SMTs members of schools visited. The reasons for the choice of the selected schoolsand the research activities which the educators are expected to participate in were explained during the requested 15 minutes period.

Before the completion of the questionnaires, the respondents had to complete the questionnaires honestly and independently. Each respondent was requested to complete one questionnaire. The respondents had to write their response to questionnaire items on the space provided (see Appendix G). All completed responses were collected from the respondents by the researcher.

3.11. DATA ANALYSIS AND INTERPRETATION METHOD

According to Kerlinger (1989:125), data analysis means categorising, ordering, manipulating and summarising data in order to obtain answers to a research problem. Mason and Bramble (1997:194) assert that the method selected for analysis of data depends on the nature of the data arising out of research instrument used and the chosen research design, whether it is qualitative or quantitative.

In the current study, the frequencies of responses to each statement or question in the questionnaire were calculated. The frequencies were converted into percentages in order to make it easy to interpret the results of data analysis. Bless and Kathuria (2001:15) maintain that it is easier to compare percentages than frequencies because frequencies may be based on samples that are not of the same size.

3.12. ETHICAL CONSIDERATIONS

Ethical behaviour is important in research as in any other field of human activity. According to Welma et al. (2007:181) certain ethical considerations, concerned with such matters such as plagiarism and honesty in reporting of results arise in all research, but additional issues arise when the research involves human subjects, in both the biological and social sciences. McMillan and Schumacher (2006:142) state that ethics generally are considered to deal with beliefs about what is right or wrong, proper or improper, good or bad. Naturally, there is some degree of disagreements about how to define what is ethically correct in research. Ethical considerations remain an important issue in conducting research in such a way as to protect the right and welfare of the subjects.

Most relevant for educational research are the ethical principles published by the American Educational Research Association which emphasise that the researcher:

- Be knowledgeable about ethical principles, professional guidelines, and legal requirements;
- Maximize potential benefits;
- Minimize potential risks;
- Obtain needed permission;
- Minimize potential misinterpretations and misuses of results;
- Obtain informed consent; and
- Protect the privacy and confidentiality of the subjects.

For the current study, the research request form was completed and sent to the Gauteng Department of Education (see Appendix A). Permission to conduct a research study was granted by the Gauteng Department of Education (see Appendix E). A letter requesting permission to conduct a pilot study (see Appendix B) and research study (see appendix C) in selected schools together with the permission letter from GDE (see Appendix E) was written and sent to the District Director, Gauteng East Education District. Permission (see Appendix D & F) was granted by the Gauteng East Education District Director to conduct a pilot study and educational research.

3.13. CONCLUSION

The research design discussed in the present chapter included the setting for the empirical research, sampling procedure, research instrument and other information pertinent to it, as well as, data analysis method. The next chapter will presents the results of data analysis and the interpretation thereof.

CHAPTER 4

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA GENERATED

4.1. INTRODUCTION

In the current chapter, the analysis of data and the interpretation of results are presented. According to Kerlinger (1989: 125-126), the analysis of data means categorising, ordering, manipulating and summarising data in order to obtain answers to a research problem. Kerlinger further defines the interpretation of results as taking the results of data analysis and making inferences pertinent to the research relations studied in order to draw conclusions about these relations. Furthermore, from the analysis of data and the interpretation of results, the researcher obtains more meaningful implications that the studied variables have for the research problem.

By using graphs, the researcher presents the analysis of data and the interpretation of results in the next section of the present chapter. To facilitate the interpretation of results, the percentages of the responses that are in the same direction, namely, strongly agree and agree, and strongly disagree and disagree were added together. The latter was done in order to measure the attitudes to set statements put by the questionnaire (Wilkinson and Birmingham, 2003:12). In addition, this was done on the basis that the provided possible statements in the questionnaire were of such a nature that the respondents would be able to either “strongly agree” or “strongly disagree” with (*Ibid*). The responses of the focus groups interview will be analysed and interpreted as per themes.

4.1.1. Presentation of the quantitative data

Based on the postulations by Wilkinson and Birmingham (2003:8) that researcher often require information on a range of subjects and to obtain that information researchers may be required to ask people questions, the current researcher deemed it essential that the demographics of

the sample be obtained. This was aimed at ensuring that when interpretation of results is done, there is a clear indication of what influential variables were there. Also the aim was to ensure that useful and accurate information or data from the respondents is being transmitted to the researcher (*Ibid*).

Subsequently, the demographic data of the sample is presented in (Appendix J) using the following codes:

- i. E = Esibonelosihle Secondary School
- ii. PH = Phulong Secondary School
- iii. MO = M.O.M. Seboni Secondary School
- iv. JE = JE Malepe Secondary School
- v. KM = Kenneth Masekela Secondary School
- vi. RE = Reshogofadistwe Secondary School

Furthermore, presenting the entire database in (Appendix J) proved impossible due to limited space issues. However, the responses to each statement in the questionnaire were allocated the figure 1 (one) as to enable analysis. If a respondent opted to chose, say for example “strongly agree” with the said statement, the figure 1 would be punched in on the database next to the statement under the responded. These statements were clustered into seven categories, namely (See Appendix G for the statements):

Categories to vision of excellent statements

CATEGORY	NUMBER OF STATEMENTS
Leadership	FIVE (05)
Strategic planning	FIVE (05)
Beneficiaries focus	FIVE (05)
Measurement, analysis and knowledge management	FIVE (05)
Teaching staff focus	SIX (06)
Process management	FOUR (04)
Results	NINE (09)

The total to each category in accordance to the statements is presented hereunder:

Category	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
LEADERSHIP	67	112	33	29	9
STRATEGIC PLANNING	54	118	28	32	17
BENEFICIARIES FOCUS	71	132	27	14	6
MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT	80	125	26	4	0
TEACHING STAFF FOCUS	87	130	48	34	1
PROCESS MANAGEMENT	37	102	46	15	0
RESULTS	104	216	76	53	1

Furthermore, the total to each school for the entire categories total is presented hereunder:

Name of School	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
E	99	154	55	34	4
JE	105	124	2	3	0
KM	145	192	18	16	9
MO	80	218	68	18	6
PH	7	59	65	55	9
RE	64	188	76	55	6

The quantitative data has been presented through the use of categories to the vision of excellent statements or elements including participants' responses. The presentation of qualitative results follows in the next section.

4.1.2. Presentation of qualitative results

Two focus groups sessions were arranged for educators and those individuals who form part of the SMT (see appendix H & I). There were four educators and they were each given a chance to

respond to the five open-ended questions which the researcher prepared prior the focus group session. The same was done for the four SMT members participating in the study. The following responses were received from both the educators and the SMT participants in no specific response order but presented in the current document in a sequence. The researcher opened with a question and each participant gave a response to each question statement which was captured and may be presented as follows:

4.1.2.1. Focus group interview for educators

RESEARCHER:*What measures are in place for the quality of educators' performances or practices?*

Response: EDU 1 - Senior teachers perform same HOD duties in monitoring educators work. HODs work is supposed to be monitored by Deputy Principals and the Deputy Principals by the principal. Lastly, there is Integrated Quality Management System (IQMS). This protocol is seldom followed.

Response: EDU 2 - The school has set up working programmes such as, work schedules to guide and monitor the performance of educators. Results analysis is another measure put in place to monitor performance. For every test and exams analysis is conducted to monitor possible variations in the performance of learners.

Response: EDU 3 - The government is using the IQMS tool to measure the educators' performance. The learner achievement can also be used as a tool to measure the educators' performance in his or her learning area. Then the school can be analysed according to those tools.

Response: EDU 4 - IQMS short courses to develop educators, but under IQMS programmes educators do not get the development they require or need. The allocated time for short courses not sufficient to develop educators.

RESEARCHER:*How are educators motivated to perform at their best possible abilities in their practices?*

Response:EDU 1 - Very little measures are undertaken to motivate educators. Factors: overcrowding, poor performance of learners, unsupportive parents and district officials.

Response:EDU 2 - So far in the school where I am teaching they are no incentives for educators who go on extra-mile. Some of the teachers are self-motivated, I think that is the reason the school keep on holding.

Response:EDU 3 - It depends on an individual leader or manager of a particular institution. Some leaders don't give support that is why educators will burn out due to stress, because they had to do their best especially finishing the syllabus on time, therefore motivation become a very scarce practice.

Response:EDU 4 - Educators are not motivated at all, when something goes wrong with learners especially their academic performance, blame is put on teachers and they have to account.

RESEARCHER:*What types of support is given by the School Management Team (SMT) to educators?*

Response:EDU 1 - Little. Management is visible only when certain tasks have to be handed in, like setting question papers or handing in mark lists.

Response:EDU 2 - I can count very few instances where support was provided. In most cases teachers are not supported. As a teacher you need to develop coping skills on your own.

Response:EDU 3 - It also takes an individual HOD to support his or her subordinates. Others they do not just care about your wellbeing, the only thing is to give instructions even if you were not developed nor inducted. Educators help themselves on their own.

Response: EDU 4 - None, instead the very same SMT would ask their subordinates to help them in some instances. Educators support each other and cannot expect any from the SMT.

RESEARCHER:*How does the management share information among all stakeholders?*

Response:EDU 1 - By calling meetings and by writing on instruction book. Departmental meetings of different learning areas are far and between.

Response:EDU 2 - I do not remember any meeting between teachers and School Governing Body (SGB). Although parents meeting are seldom called by the principal. Those meeting are not for the purpose of information sharing, they are only called for providing reports and making announcements.

Response: EDU 3 - Other managers are professional enough to explain the Memos and Circulars to their juniors, others they just give information raw as it is without explaining. I can say, it depends according to an individual and at the end, there's none.

Response:EDU 4 - Through circulars and writings on notice boards. We rarely have staff meetings, not unless the district office need something then a meeting will be called.

RESEARCHER:*What would you say are the basic functionality of the school defined or explained to educators for the improved achievement of learners' results?*

Response:EDU 1 - No clear strategy is in place except the usual afternoon and morning classes.

Response:EDU 2 - The school is strict when it's come to class attendance of educators and arriving on time (punctuality of educators) and register keeping. I think the principal uses these tools to improve the learners achievement out-comes.

Response:EDU 3 - The government assist in organising the intervention programmes to help especially with the matriculants. The surrounding companies also sponsor the schools by employing educators after contact times to give extra lessons in order for better results to be achieved.

Response:EDU 4 - The school does not have any plans for the improvement of results. Individual educators see to it on how to improve learners' results.

4.1.2.2. Focus group interviews of school management team

RESEARCHER:*What do you think is contained in the education policies guiding the educators' responsibilities?*

Response: SMT 1 - Employment of educators Act 76 of 1998, clearly guide educators on how they should execute their responsibilities to ensure that they become effective educators in their practice. National Education Policy Act 27 of 1996 also assists educators in their practice.

Response: SMT 2-Core duties: educators should engage in class activities for purposeful progression of learners. Extra co-curriculum: cater for educational welfare of learners. Administration: co-ordinate and control all academic activities of each learning area.

Response: SMT 3 - PAM – Personnel and Administrative Measures – it outlines the terms and conditions of Employment of Educators. Duties and responsibilities – expectation from educators with regards to post description.

Response: SMT 4 - Guidelines of what is expected of teachers in terms of teaching and assessment of teachers. This does not yield good results because there is no proper follow up and timeframe for development.

RESEARCHER:*Which standards of excellence are set by school management for the teaching staff?*

Response: SMT 1 - Educators are normally encouraged to have a plan of action in their different learning areas. These include collective planning of lessons programmes, discussion of problems areas or challenges per learning areas. Punctuality is also encouraged in term of class attendance.

Response: SMT 2 - Staff development programmes to keep educators up to date with the changing curriculum. Supervision of work and performance to check on the quality of work delivered and the level of learners' achievement.

Response: SMT 3 - Provision of professional leadership, liaising with all the stakeholders in maintaining an efficient and smooth running of the school and development of staff in line with the programmes of an employer.

Response: SMT 4 - Exemplary in terms of honouring periods, syllabus completion and submission of tasks and development of educators.

RESEARCHER:*What is the principal's vision for the school?*

Response: SMT 1 - To work toward maintaining high and quality learners' performance and collective educators' achievement.

Response: SMT 2 - To see the school producing purposeful and quality learners who are members of the society. To see the school playing a role as being part of the community it serves by assisting in alleviating social challenges (i.e. poverty, crime, HIV/AIDS etc) which face the community.

Response: SMT 3 - Ensure that the school is effectively and efficiently managed in accordance with the legislation. Ensure that the school prepare kids for the future so they become responsible citizens.

Response: SMT 4 - To improve the standard of performance of educators as well as learners so that the school becomes one of the best performers in the country.

RESEARCHER:*Does the principal indicate an ability to cope with changing circumstances?*

Response: SMT 1 - One of the challenges facing school principals is to work collective with educators, assign duties and responsibilities to his or her subordinates and also seeking assistance from more informed educators within the school and learn new developments in education.

Response: SMT 2 - Yes, by listening to opinions of all the stakeholders and implement them where necessary. Principal (she) engage herself in the curriculum that best serves the needs of the modern lifestyle of people (i.e. introduction of technical drawings etc.).

Response: SMT 3 - Yes – Principal (he) is a life-long learner, eager to develop himself and familiarise with the new developments in education system.

Response: SMT 4 - Yes, principal (he) is technologically savvy.

RESEARCHER:*What would you say the principal uses to demonstrate energy in order to inspire his or her followers towards the achievement of the school's mission?*

Response: SMT 1 - Attempts are made in ensuring that all school committees are operational. Parents meetings are conducted in ensuring that all stakeholders are encourage supporting learners and the educators to work at their best possible abilities with an aim of achieving or realising the school's vision.

Response: SMT 2 - Principal (she) inspires teachers to be hardworking and dedicated towards their work and also to be involved in community programmes. She aims high to reach the goal of producing quality young citizens. She encourages teachers to engage themselves in life-long learning.

Response: SMT 3 - Delivery of quality public education, promotion of dynamic citizenship for socio-economic growth and application of principles with accordance to transformation, equity and *ubuntu*.

Response: SMT 4 - Principal (she) conducts extra classes to improve the performance of learner. She is mandated by the district office to develop the SMT of other schools and to mentor new principals.

4.2. ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

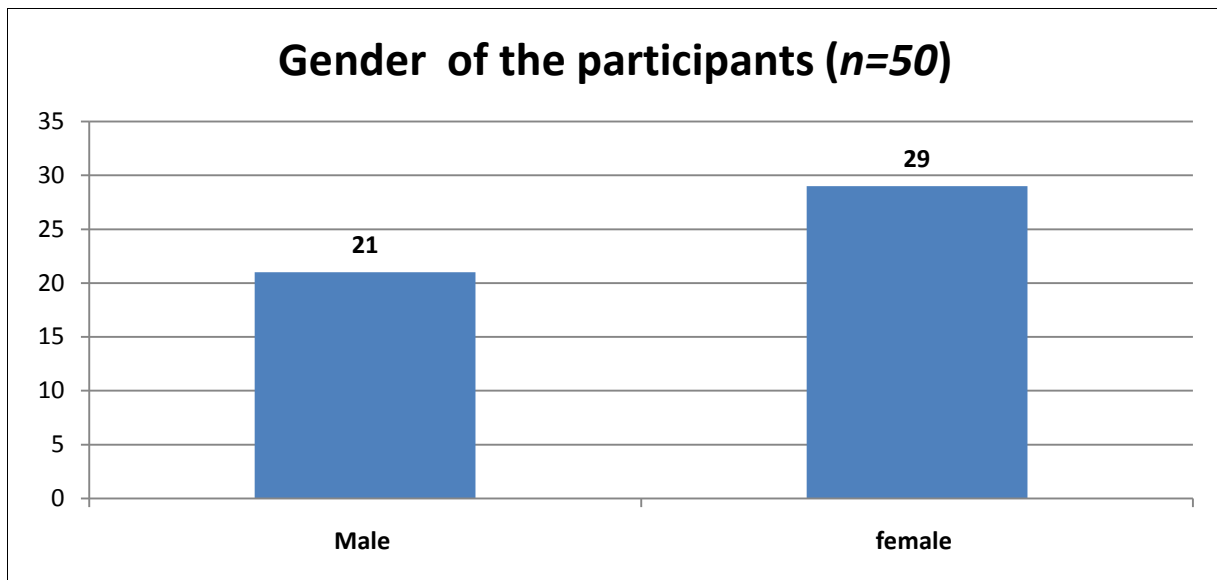
This section is divided into two sub-sections, namely, the biographical details of the respondents and the respondents' views on the vision of excellence in school leadership in the selected secondary schools in the Ekurhuleni East District in Gauteng.

4.2.1. Procedure

The researcher received permission from the Gauteng Provincial Office (see Appendix E) and the Ekurhuleni East District office (see Appendix F). Sixty questionnaires (see Appendix G) were distributed to the six identified schools. Each school was given ten questionnaires to be distributed randomly by the school principals within their schools. The researcher received back 83% of the distributed questionnaires.

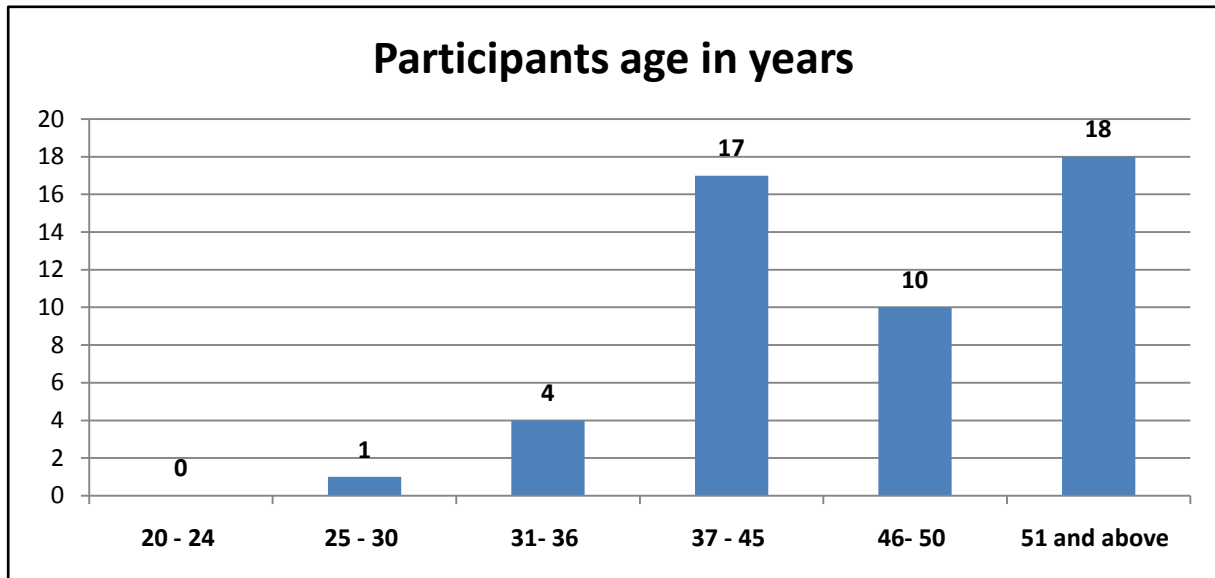
4.2.2. The sample

The results of the collected data suggest that a total of 50 participants completed the questionnaires. The results suggest that 48% of the participants were females while 42% were males. These are graphically presented in graph 1 below.



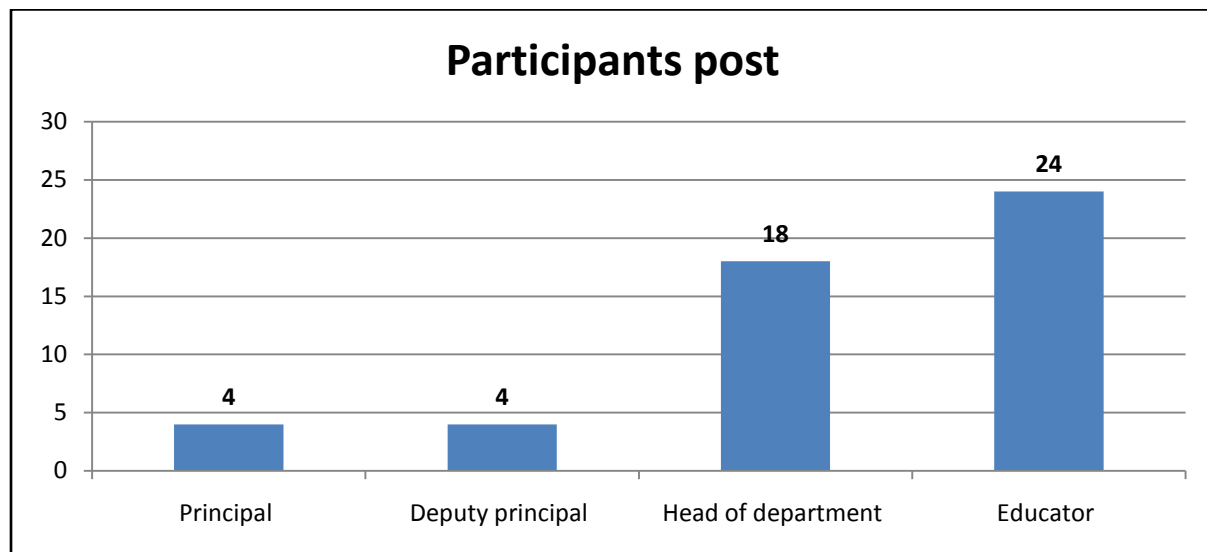
Graph 1: Distribution of the participant's gender according to age

Furthermore, in Graph 2 the results indicate that the majority (36%) of the participants were between the ages of 51 and above at the time of the study.



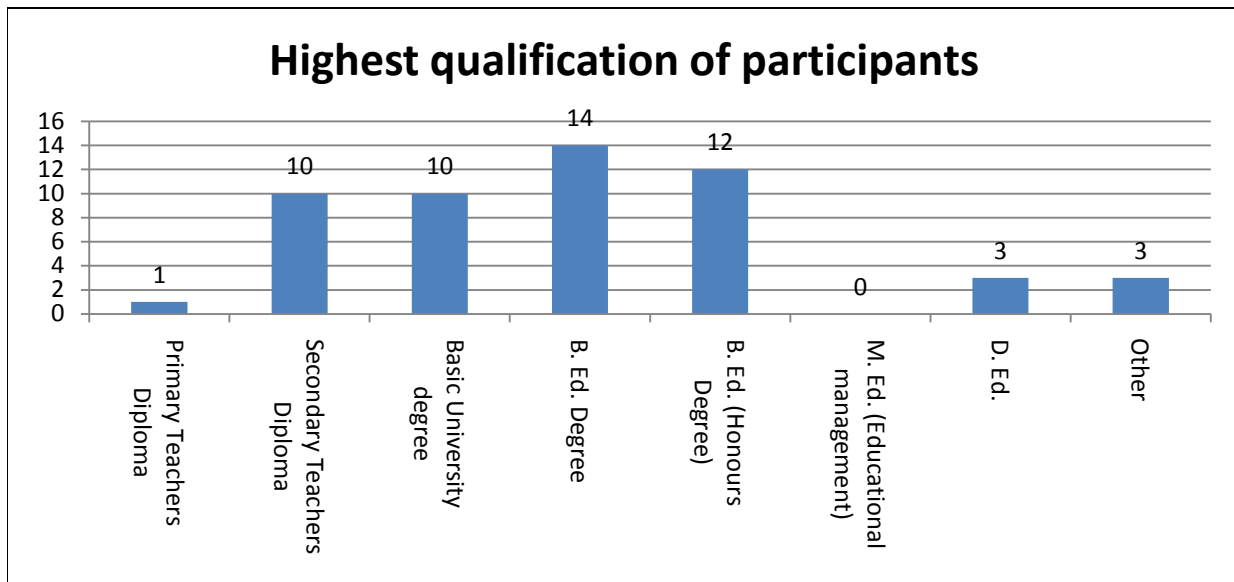
Graph 2: Distribution of the participant's age

The graph below shows the rank or post of educators (respondents) during the time of the study. The respondents' categories were principals, deputy principals, heads of departments and educators.



Graph 3: The post occupied at the time of the study

In as much as the majority of the participants were between the ages of 51 and above, the same could be said about the participants' occupation grading in accordance to the government occupations levels. The data in Graph 3 suggests that 48% of the participants were educators, 36 % were heads of departments, 8 % were deputy principals and principals were also 8%.



Graph 4: Qualifications of the 50 participants

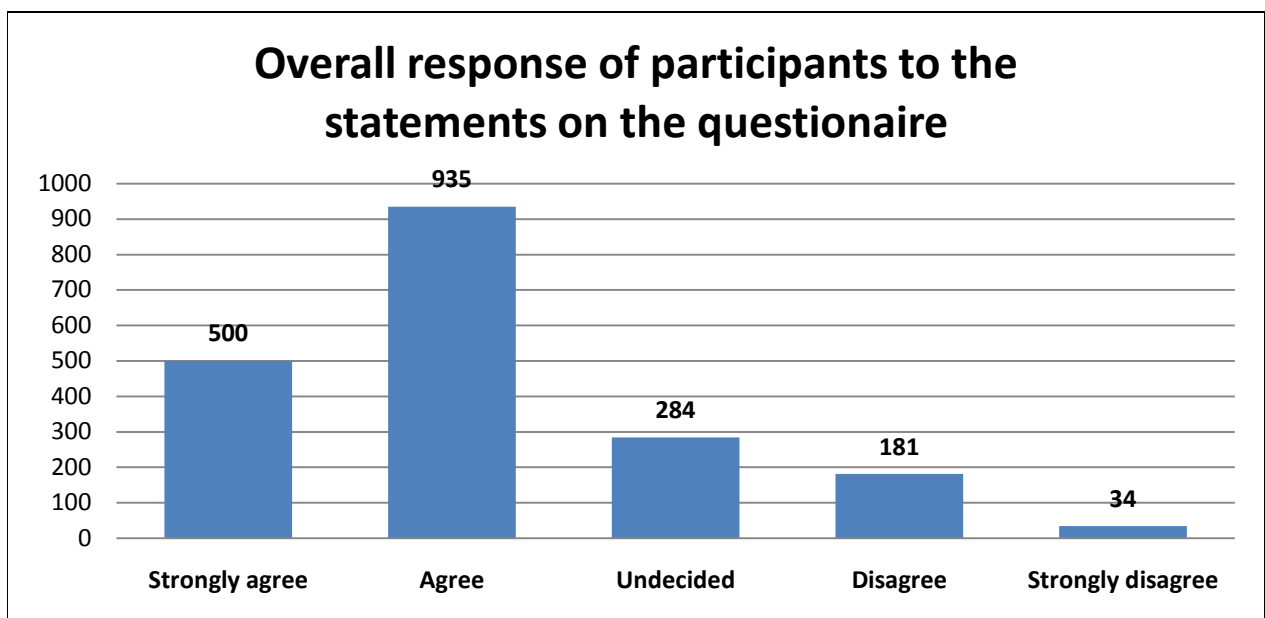
The data in Graph 4 suggest that the majority (28%) of the participants were in possession of Bed degrees while minority (2%) had PTDs. None (0%) of the participants had MEd degree. Only 6% of the participants were in possession of a Doctoral degree, 20% of participants were in possession of STDs and also 20% in possession of Basic University degrees. The other 6% of the participants could not disclose their qualifications.

The second section of the questionnaire (See appendix D) explored six essential elements to the realisation of the vision of excellence in school leadership. This questionnaire statements were clustered into seven categories as explained under section 4.1.1. Fifty participants responded to these elements. These elements are:

- Leadership
- Strategic planning

- Beneficiaries focus
- Measurement, analysis and knowledge management
- Teaching focus
- Process management

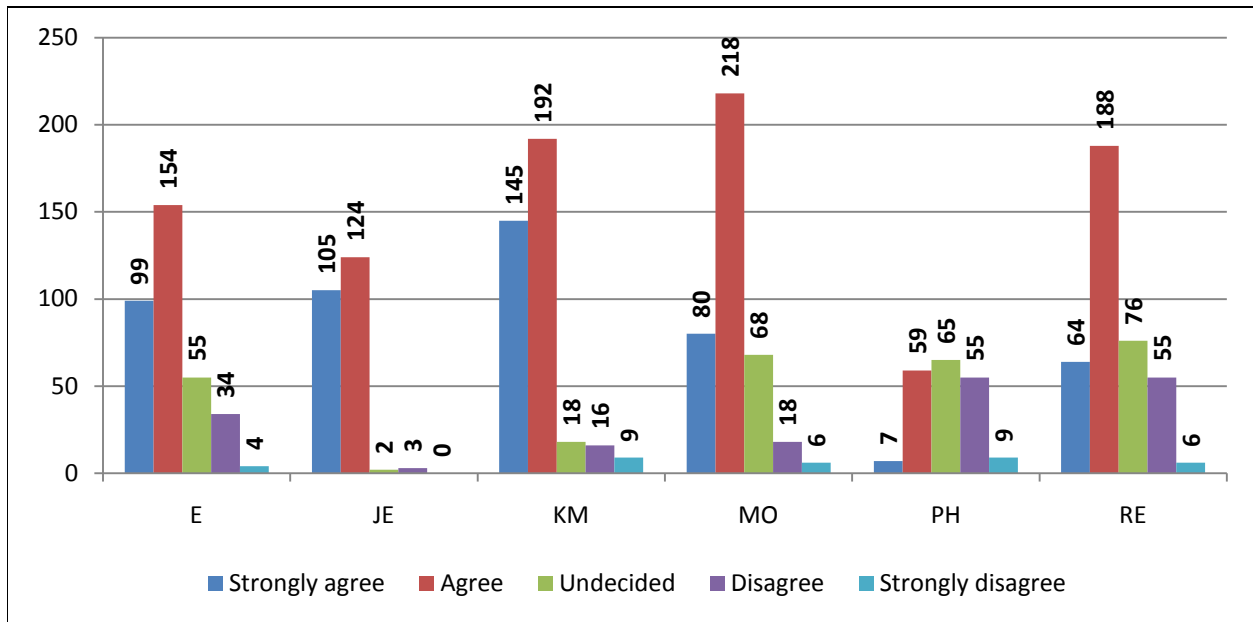
The statements made under these elements included statements such as “I know my school's mission (what it is trying to accomplish)”. The overall picture of the participants’ responses can graphically be presented as follows:



Graph 5: Overall presentation of the results to the elements of vision of excellence

In Graph 5, the results indicate that the majority of the participants agreed with 935 statements within the questionnaire. On 34 statements, the participants indicated that they strongly disagree. The latter included statements such as “I know who my most important beneficiaries are (i.e. educators, learners and parents)” and “School management team share information about the school”.

Clearly most of the agreed statements (218) in the questionnaire were from MO while the least agreed statements were from PH. The larger chunk of the strongly agree were however from JE. These are graphically presented in Graph 6.



Graph 6: Total number of responses per school

The study further explored these concepts through focus groups. The qualitative responses thereof were analysed and themes were used. These are being presented hereafter.

4.3. QUALITATIVE METHOD

In view of the fact that the participants at times have a wealth of information gathered through experience, it was equally important that these be tapped through the use of focus group interviews.

4.3.1. Focus group interview of educators

The focus group data was analysed through a thematic analysis process. Five themes were deduced from the responses and these are presented hereunder as per the identified theme. In all these instances, four participants formed a group totalling to eight participants if both groups were to be merged.

4.3.1.1. Theme One: Measurement, analysis and knowledge management

There was an utterance by the educators that “there is an IQMS in place”. The participants see this as a necessary tool to improve performance. As a result, the participants advocate that this method advantages the learners and educators. This also helps in monitoring and evaluating in the teaching and learning processes. This also helps to ensure that the Employment of Educators Act 76 of 1998 is being executed thereby enabling issues such as Personnel Administration Measures (PAM) get realised.

As a result, this confirms the postulations by Moloi (2005) who asserts that vision of excellence is of vital importance in school as it is crucial in the achievement of educators and learners in school. This may also set the basis from which the South African Schools Act 84 of 1996 was created as to give schools autonomy. Coupled to the latter is the need as earlier argued that SMT be empowered as to ensure that vision of excellence is realised.

In summary, the IQMS points the need to have the hepteholistic leadership so that the following can be realised: a professional enabling culture, effective communication, ethical foundation, vision of excellence, empowerment of followers, personal mastery and collaboration.

4.3.1.2. Theme Two: Teaching staff focus

Educator number one stated that in most cases teachers are not supported and as a teacher one needs to develop own coping skills. This is a clear indication that there is an outcry that educators are not supported even those who go an extra-mile in their practice. This is in contrast to the argument by Moloi (2005:58) purporting that one of the greatest advantages of vision of excellence is its ability to empower educators with competencies, skills and positive attitudes, to build collaborative work cultures and networks for improved performance.

No incentives for educators who perform at their best possible abilities. The lack of motivation perpetrates burnout due to stress, because educators do their best especially finishing the

syllabus on time. It is also alluded that very little measures are undertaken to motivate educators. Factors that contribute could be overcrowding, poor performance of learners, lack of support from parents and district officials. However, some of the educators are self-motivated and that could be the reason why school maintains its standard of performance or results. It is also noted that educators are to take blame on the poor performance of learners. The latter is evident from the statement by Educator 3 and 4 during the focus group interviews when stating that educators help themselves on their own. None, instead the very same SMT would ask their subordinates to help them in some instances. Educators support each other and cannot expect any from the SMT.

4.3.1.3. Theme Three: Process management

All the respondents (4 educators) seem to agree that the SMT are not supportive. In term of SMT job description, they have to support educators and ensure that the curriculum is implemented effectively and efficiently. The support from the SMT is minimal. The respondents also alluded to the fact that SMT tends to spend much time on giving instructions to their subordinates rather than supporting and developing educators in their practice (i.e. curriculum implementation). However, educators put their own efforts in ensuring that they develop themselves.

4.3.1.4. Theme Four: Leadership and strategic planning

The participants seem to agree that circulars and district memos are the tools used by the school management to inform and share information with members of staff. Writing on the notice board and staff, departmental meetings are also used as tools for information sharing. This is certainly a concern as this practise does not allow for ownership of the set agreements.

More so, the educators indicated that meeting between educators and SGB, parent annual general meeting are seldom convened by the school principal. This is a clear indication of a lack of information sharing as advocated for by Souls, (2005:16) when stating that leadership and management work together.

Furthermore, school management give raw information to educators without explaining or clarifying vital matters. There is also an outcry that school principal convene meeting on the instructions of the district office. These meeting ended up serving the purpose of the district office not the entire stakeholders. Finally, these meeting are only convened to providing reports and making announcements. The latter is based on the arguments by educator 3 and 4 when stating that other managers are professional enough to explain the Memos and Circulars to their juniors, others they just give information raw as it is without explaining. "I can say it depends according to an individual and at the end, there's none and through circulars and writings on notice boards. We rarely have staff meetings, not unless the district office need something then a meeting will be called".

4.3.1.5. Theme Five: Improved results

There is an emphasis on class attendance by educators and punctuality for improved results. Class registers' marking and keeping are also used as tools to improve the learners' achievement. Secondary Schools Improvement Programmes (SSIP) assist the grade 12 learners to better improve learners' results; the surrounding companies also sponsor the schools by employing educators after contact times to give extra lessons. However, schools do not have clear strategies or clear plans in place except the usual afternoon and morning classes. Educators have to design their own strategies for improving learners' results.

4.3.2. Focus group interview of School Management Team

4.3.2.1. Theme One: Core responsibilities of educators

Personnel and Administrative Measures outlines the terms and conditions of employment of educators. Duties and responsibilities are expectation from educators with regards to post description. This is a clear indication of the externalisation habit of the SMT. Educators should engage in class activities for the purpose of progression of learners including extra and co-curriculum to cater for educational welfare of learners. Further, educators are to administer,

coordinate and control all academic activities of each learning area. It is alluded that guidelines are in place to assist educators in assessing the learners. Furthermore, Employment of Educators Act 76 of 1998 clearly guides educators on how they should execute their responsibilities to ensure that educators become effective in their practice.

This are in line with the arguments presented by Glatter (1999:16) when explaining that the school management has to do with internal operations of the school, while, school leadership deals with aspects such as vision-building, guidance, direction and the future of the school. Also supported by Neuman and Simmons (2000) it is an assertion that when making an association that the school leadership must have ability to direct change, while school management maintains the status-quo.

In contrast this does not seem to be in line with what the educators need as they seem to be floating by themselves. Educators are arguing that they are not receiving any support doing things by themselves. Therefore, this might be a great challenge if the set vision is not being supported holistically.

4.3.2.2. Theme Two: Standard of excellence

Leadership in school seem to be a driving force in ensuring standard of excellence by school management. The SMT has to spearhead the supervision of work and performance of educators and also check on the quality of work delivered and the level of learners' achievement. Leadership in school has to liaise with all the stakeholders in maintaining an efficient and smooth running of the school and is to develop staff in line with educational policies as to enable educators to cope or keep up to date with the changing curriculum.

Effective school leadership can be realised through collative planning and discussion of challenging issues in the school and or the curriculum. This confirms the advocacy by Leithwood (1994) that leadership has to be transformational in building the school's vision and developing structure to foster participation in school decision.

Staff development is necessary for ensuring effective and efficient implementation of departmental policies or programmes. This could be made possible through the pro-active leadership in school that would encourage educators to honour their periods and complete syllabus on time.

4.3.2.3. Theme Three: Principal's vision

Performance is seen as the main tool that can assist school principals in measuring vision of excellence in their practice. Performance can be realised through the school producing purposeful and quality learners who are members of the community. One of the goal of educators' performance is ensuring that the school prepares learners for the future so that they (learners) become responsible citizens. The school should serve the community by assisting in the alleviation of social challenges (i.e. poverty, crime, HIV/AIDS, etc.) which are facing the community.

The above confirms that vision of excellence is increasingly regarded as an essential component of effective leadership (Caldwell & Millike, 1989). However, Pretorius (2001:5) also states that clear vision empowers educators with competencies, skills and positive attitudes, to build collaborative work culture and networks for improved performance.

4.3.2.4. Theme Four: An ability to cope with changing circumstances

There is an assertion that the school principal has to keep up or be informed about new developments in the educational system. This includes curriculum changes and technological advancement that encourages the school principal to be life-long learner, who is also eager to develop and familiarise him or her with new changes in their practice (as a school principal). Furthermore, the school principal has to work collectively with all stakeholders in the school to ensure that curriculum changes are effectively implemented and taking into consideration the modern lifestyle of the people.

However, there are challenges facing school principals in working collectively with educators, assign duties and tasks to their sub-ordinates and also seek assistance from more informed educators within the school and also learn new developments that are presented by technological advancement.

The above confirms the postulation by Moloji (2005:58) that a vision of excellence may be as a result of bringing about meaningful changes in school where educators make an effort to nurture a sense of shared responsibilities and commitment in their practice.

4.3.2.5. Theme Five: Inspiration towards achievement of school's mission

Delivery of quality public education is the Gauteng provincial education department vision which has to be realised through the promotion of a dynamic citizenship for socio-economic growth and the application of principles with accordance to transformation, equity and *Ubuntu* (Gauteng Education Department) (Gauteng Online, 2012-10-10).

The above are the expectations of the Gauteng Education Department in term of a vision and mission. However, attempts are being made by school principal in ensuring that educators are inspired to become hardworking and dedicated towards their work and also to be involved in community programmes and life-long learning. This could be realised by ensuring that all stakeholders are encouraged to support learners to work at their best possible abilities with an aim of improving educators' performances and learners' achievement.

Furthermore, school principals need to look beyond the vision (i.e. images and goals). They should drive schools toward excellence and long-range of successes that would enable them to engage and transform staff and learners within a diverse and inclusive community committed to learning (Ylimaki, 2006).

4.4. CONCLUSION

In the foregoing chapter the researcher presented the results of the analysis of data, the interpretation of results of both the questionnaires responses and the focus group interviews

responses (quantitative and qualitative methods). From the results of data analysis, it became apparent that there is lack of support by the school leadership and school management team in realising a vision of excellent in school leadership. The main challenges that were identified by the focus group interviews were the lack of support by both the district and school management or school leadership. Lastly, there is an assertion that for the vision of excellent to be realised by school leadership, principals and management teams have to be informed about new development in the education system including curriculum change and technological advancement.

In the next chapter, the researcher presents the summary, limitations, conclusions and recommendations of the study.

CHAPTER 5

5. SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1. INTRODUCTION

When a person is appointed into the position of a principal in any school, that person is immediately entrusted with various roles and responsibilities to play at the school. Vision of excellence in secondary school leadership is one of the critical factors which must constantly receive the principal's attention at school. This is because it is the principal's role that directly focuses on the main mission of the school, namely, the teaching and learning which culminates in the quality of the learners' academic achievement.

However, from experience in the teaching profession in the last fourteen years, the researcher has observed that in most schools vision of excellence in secondary schools leadership is unfortunately not given sufficient attention. Implementation of vision of excellence in secondary schools leadership in Ekurhuleni East District is viewed by the researcher, as having a great impact on the educators' performance and learners' academic achievement at secondary schools in the Ekurhuleni East District in the Gauteng province.

Chapter 5 presents the summary of the study, the findings and recommendations. Further, conclusions, limitations of the study and the suggested topics for further research on the vision of excellence in secondary school leadership will also be discussed in the sections to follow.

5.2. SUMMARY OF THE STUDY

The problem of the study was to investigate whether the existence of a vision of excellence in schools determine the failure and/or success in their function as well as what causes some of the schools to fail to build a vision of excellence.

In Chapter Two, a detailed discussion of the vision of excellence in school leadership and what it entails was elaborated on/elucidated. An attempt was made to gain deeper understanding of vision of excellence in secondary school leadership in Ekurhuleni East District by exploring some of the aspects of the model of a vision of excellence (See 2.2). To facilitate the understanding of vision of excellence in secondary school leadership in Ekurhuleni East District, the models as well as the working definition of a vision of excellence were also given attention in chapter two (See 2.4 and 2.5 respectively). Furthermore, the leadership models related to vision of excellence in secondary schools leadership in Ekurhuleni East District were discussed in detail under sub-sections 2.4.1 to 2.4.4 of the current study.

In Chapter Two, the relationship between management and leadership (section 2.1) was explained to facilitate the arguments on the need to build vision of excellence in secondary schools leadership in Ekurhuleni East District. The latter was on the premise that the presented literature suggests that secondary schools needs good management as well as good leadership. Other aspects in building a vision of excellence were also considered as significant (See 2.3).

Chapter Two finally presented the assertion by many authors that the practice of a vision of excellence in secondary school leadership is strongly related to visionary leadership and in improving learners' academic achievements (See 2.6).

Chapter Three presented the detailed explanation of research design, methods and procedures followed in carrying out the study, and the research instrument used for collecting empirical data. The sampling procedure as well as the selection of schools for the study formed part of Chapter Three.

Chapter Four presented the analysis of data and interpretation of results. In Chapter Five, the study is finally concluded with the presentation of the findings, conclusions, recommendations, limitations and the topics for further research. The findings of the study are presented in the next section.

5.3. FINDINGS OF THE STUDY

This section integrates prior research and theory reviewed in Chapter two with the significant themes uncovered in the qualitative investigation. The findings relate to the vision of excellence in secondary schools leadership in the Ekurhuleni East District (Gauteng Province).

5.3.1. Clear vision for the school

The findings of the study revealed that performance (See 1.6.2) is the main tool to assist schools' principals in measuring vision of excellence in their practice through the school producing purposeful and quality learners who are members of the community (See 4.3.2.3). Chapter Two also alluded to the fact that a clear vision has the ability to empower educators with competencies, skills and positive attitudes, to build collaborative work cultures and networks for improved performance (See 2.3.1).

5.3.2. Core responsibilities of educators

The research showed that participants agree on Personnel and Administrative Measures (PAM) which outlines the terms and conditions of employment of educators. Participants further agreed that educators should engage in class activities for the purpose of progression of learners including extra and co-curriculum to cater for educational welfare of learners and the administration to co-ordinate and control all academic activities of each learning area (See 4.3.2.1). The emphasis should be upon the models of professional development that impact directly on classroom practice and accomplishment of school's aims and objectives (See 2.3.2).

5.3.3. Standard of excellence for the teaching staff

This research showed that school principals and SMTs have to spearhead the supervision of work and performance of educators and also check on the quality of work delivered and the level of learners' achievements. Staff development is also necessary for ensuring effective and

efficient implementation of departmental policies or programmes (See 4.3.2.2). School principals and SMTs have to instil the culture of professionalism into teachers, in order to enable them (teachers) to be punctual at work and in the classroom, prepare lesson plans, complete syllabus, participate in extra and co-curriculum activities and also remain lifelong learners (See 2.3.3).

5.3.4. An ability to cope with changing circumstances

The findings (See 4.3.2.4) show that school principals are facing challenges of working collectively with educators, assign duties and tasks to their sub-ordinates and also seek assistance from more informed educators within the school and learn new developments that are presented by technological advancement (See 4.3.2.4). The research showed that school principals have to keep up or be informed about new developments in the education system. These include curriculum changes and technological advancement that encourages school principals to be life-long learners, who are eager to develop and familiarise themselves with new changes in their practice (as school principals).

5.3.5. Achievement of the school's mission

The investigation showed that attempts are made by school principals in ensuring that educators are inspired to become hardworking and dedicated towards their work and also to be involved in community programmes and life-long learning (See 4.3.2.5). The research showed that delivery of quality public education is the Gauteng Provincial Education Department's vision. It also appears that this vision has to be realised through the promotion of a dynamic citizenship for socio-economic growth and the application of principles with accordance to transformation, equity and *Ubuntu*.

The research also confirms the postulation by Moloi (2005:58) that a vision of excellence may be as a result of bringing about meaningful changes in schools where educators make an effort to nurture a sense of shared responsibilities and commitment in their practice.

5.3.6. Measurement, analysis and knowledge management

The investigation showed that there is an Integrated Quality Management System (IQMS) in place (See 4.3.1.1). The research showed that the participants see this as a necessary tool to improve performance. As a result, the participants are of the idea that this method assists learners and educators. This also helps in monitoring and evaluation in the teaching and learning processes, thus ensuring the implementation of educators Act 76 of 1998. The execution of this act appears to be vital in enabling other measures such as the (PAM).

5.3.7. Teaching staff focus

The research illustrated the problems experienced by educators with regard to the lack of support from the school principal, SMT and district officials (See 4.3.1.2). The lack of motivation proliferates stress and burnout as educators feel the pressure to perform and complete the syllabus on time. The research results suggest that very little measures are undertaken to motivate educators. The factors that seem to contribute immensely are overcrowding, poor performance of learners and the lack of support from the parent community.

5.3.8. Leadership and strategic planning

The investigation revealed that the participants seem to agree about circulars and memoranda that are used by the SMT as tools to inform and share information with teachers (See 4.3.1.4). There is also a concern that meetings between educators and the SGB are seldom convened by the school principals who are by law the accounting officers. As this happens, it confirms Souls (2005:16) argument that lack of information sharing compromises leadership and management from working together. The research also showed that SMT give raw information to educators without explaining or clarifying issues. This leads to individual interpretations resulting into confused execution. There is also an outcry that school principals convene meeting on the

instructions of the District Office. Such meeting ended up serving the purpose of the District Office to the detriment of all concerned.

5.3.9. Improved learners' academic achievement

The investigation showed that there is an emphasis on class attendance by educators and punctuality for improved results (See 4.3.1.5). The research also showed that Secondary Schools Improvement Programmes (SSIP) assist the grade 12 learners to better perform at the best possible level. Also, the surrounding companies sponsored the schools by employing educators after contact times to give extra lessons. However, it appears that schools have no clear strategy in place, except the usual afternoon and morning classes.

5.4. CONCLUSION OF THE STUDY

Based on the findings of the current study, the following conclusions are made about vision of excellence in secondary schools leadership in Ekurhuleni East District (Gauteng province).

The findings of this study indicate that the school principal is spearheading the academic achievement of learners and the teachers' performances with an aim of improving performance of learners in school. The study findings also reveal that visionary leadership is of vital importance in school leadership as it is crucial in the achievement of educators and learners in school. This then means that it can be concluded that vision of excellence in secondary schools leadership creates a conducive environment for improved academic performance.

The second conclusion is that there are challenges presented by transformation. This include the curriculum change, human resource management system, diversity in the workplace, health and HIV/AIDS, stress and burnout, redeployment, technological and managerial changes in education and policies amendments which affect daily activities of learning and teaching. Visionary leadership in secondary schools need to consider that diversity in the workforce presents new and different challenges in school management and work. This would ensure that programmes are developed to manage these changes. Furthermore, to cope with changing

circumstances the school principal has to adopt a participative leadership style which is based on participation that increases school effectiveness.

The third conclusion is the impact in the practice of vision of excellence in secondary school leadership by school principals and SMTs of different schools. This impact appears to contribute significantly to the sharing of information about the schools in the Ekurhuleni East District (Gauteng province). This could be seen in schools performance discrepancies in this District. Base on the findings as well as the conclusions of the study, the following recommendations are made.

5.5. RECOMMENDATIONS

The aims of the current study were (a) to investigate the existence and application of a vision of excellence in selected secondary schools of Ekurhuleni East District (Gauteng province), and (b) to determine the success of a vision of excellence in secondary schools where applied. In order to realise these aims, an in-depth literature review and an empirical research were conducted so as to lay the foundation for the findings of the study. On the bases of the findings and the conclusions of the study, the researcher makes the following recommendations.

Recommendation 1

The information obtained from the literature review and the empirical research suggests that visionary leadership in secondary schools creates a conducive environment for effective and efficient leadership and management in school for improved academic results. The researcher strongly recommends that school principals and SMTs should continuously receive in-service training on visionary leadership and school management and also be monitored in their practice. The DoE should set aside the funds that should be used for such in-service training of secondary school principals and SMTs. Further, the DoE should employ the service of expert lecturers from the tertiary institutions or consultants to conduct the in-service training sessions.

Recommendation 2

In order for the school principals and SMTs to realise the school vision, they should be informed about visionary school leadership and school management. It is, therefore, recommended that the secondary school principals, SMTs and educators be trained in management and leadership skills. Schools and District Office should have intensive and on-going development programmes for school principals and SMTs so that they become acquainted with the functions of leadership and management in schools. It is also recommended that principals and SMTs should network with other principals and SMTs of those schools that are performing well.

Recommendation 3

School principals need to solicit the participation of stakeholders (i.e. educators, learners, parents, department officials and relevant local community members) for the schools to espouse a vision of excellence in leadership. It is therefore, recommended that principals and SMTs should be adequately trained in visionary leadership. This training may assist in ensuring performance excellence and maintenance of high standards in schools. .

Recommendation 4

The secondary school principals and the SMTs should foster accountability, transparency and provision of information in an accessible and accurate way. The above mentioned aspects could help in accomplishing vision of excellence by using schools resources wisely, and in an effective way. Also responding promptly to learners' needs by school principals and SMTs could be another way of striving for a vision of excellence in school leadership.

Recommendation 5

The secondary schools need to introduce incentive methods for educators who perform at their best possible abilities. This should be a way of motivating educators in their practice more especially educators who go an extra-mile. This will advance one of the greatest advantages of vision of excellence which is its ability to empower educators with competencies, skills and positive attitudes, to build collaborative work cultures and networks for improved performance.

Although the study succeeded in generating the findings on which the recommendations of the study are based, the following limitations were noted during the course of the study.

5.6. LIMITATIONS OF THE STUDY

The primary goal of this research was to investigate the existence and application of a vision of excellence in secondary schools in Ekurhuleni East District and to determine the success of a vision of excellence in schools where applied. This study, however, demonstrates both the strengths and the limitations of such an investigation. These are:

- The sample size, typical of qualitative research is the obvious limitation of the study. The researcher used a focus group interviews as one of the methods to collect data whereby, preference was given to key informants who, on account of their positions or experience, have more information than regular group members and/or are better able to articulate information. It cannot support a general theory on the vision of excellence in secondary schools leadership in Ekurhuleni East District. Different schools would have disclosed different findings. This research was designed to be exploratory and descriptive in nature, as a result no attempt is made to generalise or quantify the findings.
- The sample size was not large enough to generalise the findings to all secondary schools of Ekurhuleni East District (Gauteng province). However, the researcher used a stratified random sampling that requires smaller samples in order to obtain valid results (See 1.4.2).
- This research was purposefully limited to schools chosen on the basis of accessibility. Schools that participated in the research were chosen on the basis of their previous year's grade 12 results (See 3.5). The participants and schools were also chosen on the basis of their willingness to take part in the research. This implies that different results might be obtained in different situations, for example, if schools that were reluctant to participate were included in the research.

Despite these limitations, data gathered from this study yielded key areas (See 4.3) that contributed to a better understanding of the vision of excellence in secondary schools leadership in the Ekurhuleni East District (Gauteng province). These key areas also indicated aspects in which further research can be done.

TOPICS FOR FURTHER RESEARCH

It is recommended that further research be conducted on the following topics:

- How parents contribute to vision of excellence in secondary school leadership?
- How education policy enhance vision of excellence in secondary school leadership?

5.7. CONCLUSION

This study indicated that a vision of excellence in secondary school leadership in the Ekurhuleni East District practice involves a complex web of activities and strategic leadership role in realising a vision of excellence. It also became evident that a vision of excellence in secondary school leadership is essential for any school in order to achieve the main purpose of the school's existence. The literature study and empirical research indicated that (a) educators should know their responsibilities, (b) the standards of excellence for the teaching staff should be improved, (c) the clear vision for the school should be clearly defined, (d) the schools should have an ability to cope and acknowledge changing circumstances and (e) the school's mission as determined, should be achieved. The impact of these aspects of vision of excellence in school leadership and other aspects were investigated.

The findings of both the literature study and the empirical research on the above-mentioned vision of excellence in secondary school leadership in Ekurhuleni East District revealed that there is a lack of support by the school leadership and SMT in realising a vision of excellence in school leadership. The main challenges that were identified by qualitative research were the lack of support by both the District Office and SMT or school leadership. The realisation of the vision of excellence is dependent on how the information is managed and disseminated by the

school leadership, principals and SMTs. It appears that this would enhance the level of understanding of new developments in the education system including the curriculum change and technological advancement.

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APPENDICES

Appendix A: Research request form to conduct educational research in institutions
and/or offices of the Gauteng Department of Education

GAUTENG DEPARTMENT OF EDUCATION



RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1 Details of the Researcher	
Surname and Initials:	MHGOMEZULU M.
First Name/s:	MISHACK
Title (Prof / Dr / Mr / Mrs / Ms):	MR
Student Number (if relevant):	45943648
ID Number:	

1.2 Private Contact Details	
Home Address	Postal Address (if different)
03 HARRIES ROAD	
DUNHOTTAR	
NIGEL	
Postal Code: 1492	
Tel: 011 810 0902/3/4 (WORK)	
Cell:	
Fax: 011 810 0905	
E-mail: mishack03@yahoo.com	

2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	Purpose of the Research (Place cross where appropriate)	
	<i>Undergraduate Study - Self</i>	
	<i>Postgraduate Study - Self</i>	X
	<i>Private Company/Agency – Commissioned by Provincial Government or Department</i>	
	<i>Private Research by Independent Researcher</i>	
	<i>Non-Governmental Organisation</i>	
	<i>National Department of Education</i>	
	<i>Commissions and Committees</i>	
	<i>Independent Research Agencies</i>	
	<i>Statutory Research Agencies</i>	
	<i>Higher Education Institutions</i>	

2.2	Full title of Thesis / Dissertation / Research Project
	INVESTIGATING VISION OF EXCELLENCE IN SECONDARY SCHOOLS LEADERSHIP IN EKURHULENI EAST EDUCATION DISTRICT.

2.3	Value of the Research to Education (Attach Research Proposal)
	- EMPOWER SCHOOL MANAGEMENT TEAMS IN CREATING A VIBRANT LEARNING SCHOOLS.
	- PROVIDE RECOMMENDATIONS ON HOW A VISION OF EXCELLENCE IN SCHOOL LEADERSHIP COULD BE BUILT. (RESEARCH PROPOSAL ATTACHED)

2.5	Student and Postgraduate Enrolment Particulars (if applicable)	
	<i>Name of institution where enrolled:</i>	UNISA
	<i>Degree / Qualification:</i>	MED. EDUCATION MANAGEMENT
	<i>Faculty and Discipline / Area of Study:</i>	EDUCATION MANAGEMENT
	<i>Name of Supervisor / Promoter:</i>	PROF. MAILA

2.6	Employer (where applicable)
Name of Organisation:	(GDE) GAUTENG EDUCATION DEPT.
Position in Organisation:	
Head of Organisation:	
Street Address:	
Postal Code:	
Telephone Number (Code + Ext):	
Fax:	
E-mail:	

2.7	PERSAL Number (where applicable)
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--

3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

3.1 Questionnaire/s (If Yes, supply copies of each to be used)

YES	X	NO	
-----	---	----	--

3.2 Interview/s (If Yes, provide copies of each schedule)

YES		NO	X
-----	--	----	---

3.3 Use of official documents

YES	X	NO	X
If Yes, please specify the document/s:			
RESULTS ANALYSIS / STATISTICS GRADE 12 FOR			
2008, 2009 AND 2010.			

3.4 **Workshop/s / Group Discussions (If Yes, Supply details)**

YES		NO	X

3.5 **Standardised Tests (e.g. Psychometric Tests)**

YES		NO	X
<i>If Yes, please specify the test/s to be used and provide a copy/ies</i>			

4. **INSTITUTIONS TO BE INVOLVED IN THE RESEARCH**

4.1 **Type of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)**

INSTITUTIONS	Mark with X here
<i>Primary Schools</i>	
<i>Secondary Schools</i>	X
<i>ABET Centres</i>	
<i>ECD Sites</i>	
<i>LSEN Schools</i>	
<i>Further Education & Training Institutions</i>	
<i>Other</i>	

4.2 **Number of institution/s involved in the study (Kindly place a sum and the total in the spaces provided)**

Type of Institution	Total
Primary Schools	
Secondary Schools	7
ABET Centres	
ECD Sites	
LSEN Schools	
Further Education & Training Institutions	
Other	
GRAND TOTAL	7

4.3 **Name/s of institutions to be researched (Please complete on a separate sheet if space is found to be insufficient)**

Name/s of Institution/s
M.O.M. SEBONE SECONDARY SCHOOL
ESIBONEWESIHLE SECONDARY SCHOOL
JE MALEPE SECONDARY SCHOOL
RESHOKOFALETSWE SECONDARY SCHOOL
KENNETH MASEKELA SECONDARY SCHOOL
PHOLONG SECONDARY SCHOOL
N. N. NDEBELE SECONDARY SCHOOL (PILOT STUDY)

4.4 District/s where the study is to be conducted. (Please indicate by placing a cross alongside the relevant district/s)

District	
Gauteng North	
Gauteng West	
Gauteng East	X
Tshwane South	
Tshwane West	
Tshwane North	
Ekurhuleni South	
Ekurhuleni North	
Sedibeng East	
Sedibeng West	
Johannesburg East	
Johannesburg North	
Johannesburg Central	
Johannesburg South	
Johannesburg West	

If Head Office/s (Please indicate Directorate/s)
N/A

NOTE:

If you have not as yet identified your sample/s, a list of the names and addresses of all the institutions and districts under the jurisdiction of the GDE is available from the department at a small fee.

4.5 Number of learners to be involved per school (Please indicate the number by gender)

Grade	1		2		3		4		5		6	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

Grade	7		8		9		10		11		12	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

4.6 Number of educators/officials involved in the study (Please indicate the number in the relevant column)

Type of staff	Educators	HODs	Deputy Principals	Principal	Lecturers	Office Based Officials
Number	42	30	6	6	—	—

4.7 Are the participants to be involved in groups or individually?

Participation	
Groups	
Individually	X

4.8 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes)

Participant/s	Activity	Time
EDUCATOR	QUESTIONNAIRE	30 MINUTES
HODS	QUESTIONNAIRE	30 MINUTES
PRINCIPALS	QUESTIONNAIRE	30 MINUTES

4.9 Time of day that you propose to conduct your research.

School Hours	During Break	After School Hours
		X

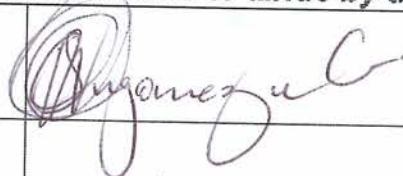
4.10 School term/s during which the research would be undertaken

First Term	Second Term	Third Term
		X

DECLARATION BY THE RESEARCHER

- I declare that all statements made by myself in this application are true and accurate.
- I have taken note of all the conditions associated with the granting of approval to conduct research and undertake to abide by them.

Signature:



Date:

21.06.2011

DECLARATION BY SUPERVISOR / PROMOTER / LECTURER

I declare that: -

1. *The applicant is enrolled at the institution / employed by the organisation to which the undersigned is attached.*
2. *The overall research processes meet the criteria of:*
 - *Educational Accountability*
 - *Proper Research Design*
 - *Sensitivity towards Participants*
 - *Correct Content and Terminology*
 - *Acceptable Grammar*
 - *Absence of Non-essential / Superfluous items*

Surname:	Prof MW Maïla
First Name/s:	Mago William
Institution / Organisation:	UNISA
Faculty:	COLLEGE OF EDUCATION
Department:	TEACHER EDUCATION
Telephone:	012-429 8030
Fax:	012-429 4909
Cell:	0781438313
E-mail:	maïlamw@unisa.ac.za
Signature:	<i>[Handwritten Signature]</i>
Date:	23/06/11

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Ebrahim Farista (ebrahimf@gpg.gov.za) or Nomvula Ubisi (nomvulau@gpg.gov.za). The last 2 pages of this document must however contain the original signatures of both the researcher and his/her supervisor or promoter. These pages may therefore be faxed or hand delivered. Please mark fax - For Attention: Ebrahim Farista at 011 355 0512 (fax) or hand deliver (in closed envelope) to Ebrahim Farista (Room 911) or Nomvula Ubisi (Room 910), 111 Commissioner Street, Johannesburg.

Appendix B: Letter - Request for permission to conduct Pilot study at NN Ndebele Secondary School

Enquiries : M Mngomezulu P O Box 2008

Cell : *** ** * NIGEL

Fax : 011 810 0905 1490

Email address: mishack03@yahoo.com July 2011

The District Director

Gauteng East Education District

SPRINGS

1560

Madam

REQUEST FOR PERMISSION TO CONDUCT PILOT STUDY AT NN NDEBELE SECONDARY SCHOOL.

I am currently involved in a study of the vision of excellence in secondary schools leadership and its influence on the academic achievement of grade 12 learners. I write this letter to request permission to conduct a pilot study at NN Ndebele Secondary School. The aim of the pilot study is to test the questionnaire.

The questionnaire will be administered on all grade 12 educators and School Management Team (SMTs) members simultaneously. The completion of the questionnaire will take + or _ 30 minutes. All information collected will be treated confidentially and names of participants will not be used in the study, pseudonyms will be used in their place.

Thank you in anticipation.

Yours sincerely

M Mngomezulu

Appendix C: Letter - Request for permission to conduct educational research

Enquiries : M Mngomezulu Asser Maloka Secondary School
 Cell : ***** P O Box 2008
 Fax : 011 810 0905 NIGEL
 Email address: mishack03@yahoo.com 1490

July 2011

The District Director

Gauteng East Education District

SPRINGS

1560

Madam

REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH

I am currently involved in a study of the vision of excellence in secondary school leadership and its impact on academic performance on Grade 12 learners. The study is toward the M.Ed. degree at Unisa. The topic of the dissertation is: **Investigating vision of excellence in secondary schools in Ekurhuleni East Education District**. The study is carried out under the supervision of Prof. Maila. I am, therefore, writing this letter to request permission to conduct the research in selected secondary schools in your district. When conducting research, a questionnaire which take + or – 30 minutes to complete will be administered on educators teaching grade 12 and

School Management Team (SMT) members. The research will be conducted under the following conditions:

- All collected information will be treated confidentially.
- No disturbance will be caused to school's normal tuition procedures.
- School's name will not be reflected anywhere.
- Research data will be analysed by computer, and therefore, no personal prejudice will be involved.

The following are the schools that have been identified for research purpose:

1. MOM Sebone Secondary School
2. Esibonelwesihle Secondary School
3. JE Malepe Secondary School
4. Reshogofaditswe Secondary School
5. Kenneth Masekela Secondary School
6. Phulong Secondary School

Thanking you in anticipation.

Yours sincerely

M Mngomezulu

Appendix D: Approval in respect of request to conduct a pilot study at NN Ndebele

Secondary School

GAUTENG EAST

TO: MISHACK MGOMEZULU

FROM: MAUREEN MTHIMUNYE

DISTRICT DIRECTOR

DATE: 18 JULY 2011

**SUBJECT: APPROVAL IN RESPECT OF REQUEST TO CONDUCT A PILOT STUDY AT NN
NDEBELE SECONDARY SCHOOL**

This letter serves to confirm that permission has been granted to you to conduct the Pilot Study at NN Ndebele Secondary School, subject to conditions outlined in the attached memo from Gauteng Department of Education (Information and Knowledge Management Directorate)

The Gauteng East District wishes you the best in your studies.

Thank you

MAUREEN MTHIMUNYE

DISTRICT DIRECTOR

Appendix E: Approval in respect of request to conduct research

Date:	27 June 2011
Name of Researcher:	MngomezuluMishack
Address of Researcher:	03 Harries Road
	Dunnottar
	Nigel 1492
Telephone Number:	0118100902/*****
Fax Number:	0118100905
Research Topic:	Investigating Vision of Excellence in Secondary Schools Leadership in Ekurhuleni East Education District
Number and type of schools:	7 Secondary Schools
District/s/HO	Gauteng East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

- 1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.***

2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study*
4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend*

on the goodwill of the institutions and/or the offices visited for supplying such resources.

- 11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.***
- 12. *On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.***
- 13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.***
- 14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.***

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

NomvulaUbisi

DEPUTY CHIEF EDUCATION SPECIALIST: RESEARCH

The contents of this letter has been read and understood by the researcher.	
<i>Signature of Researcher:</i>	
<i>Date:</i>	

Appendix F: Approval in respect of request to conduct research in 7 Gauteng East

Secondary Schools

Enquiries: M Mngomezulu	Asser Maloka Secondary School
Cell : *****	P O Box 2008
Fax : 011 810 0905	NIGEL
Email : mishack03@yahoo.com	September 2011

The Principal

Esibonelwesihle Secondary School

Duduza Nigel

1490

Madam

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY

I am currently involved in a study of the vision of excellence in secondary school leadership and its impact on academic performance on Grade 12 learners. The study is toward the M.Ed. degree at Unisa. The topic of the dissertation is: **Investigating vision of excellence in secondary schools in Ekurhuleni East Education District**. The study is carried out under the supervision of Prof. Maila. I am, therefore, writing this letter to request permission to conduct a research study. When conducting research study, a questionnaire which take + or – 15 minutes to complete will be administered on educators teaching grade 12 and School Management Team (SMT) members. The study will be conducted under the following conditions:

- All collected information will be treated confidentially.

- No disturbance will be caused to school's normal tuition procedures.
- School's name will not be reflected anywhere.
- Research data will be analysed by computer, and therefore, no personal prejudice will be involved.

Thanking you in anticipation.

Yours sincerely

M Mngomezulu

Appendix G: Vision of excellence questionnaire

CONFIDENTIAL (when completed)

VISION OF EXCELLENCE QUESTIONNAIRE

Dear Educator,

This questionnaire is aimed at finding out how the school leader (e.g. principals, head of department and grade 12 educators) creates a vision of excellence. In the context of a changing educational system, the school leaders for instance, need to develop a vision for future education along with strategies for producing changes.

In order to do this, the leader needs to effectively communicate and align his/her vision by inspiring educators despite major obstacles. This is based on the argument that getting followers to believe your message also requires credibility; integrity, trustworthiness and consistency on the part of the school principal thus the request to you to complete the attached questionnaire as to assess your personal interpretation of vision of excellence in school leadership. The information you provide will be important in helping us understand the state of leadership in your school.

Please answer the questions as honestly as possible. All the information provided will be treated confidentially and your name will not be disclosed but instead, pseudonyms will be used. All ethical considerations will be observed. It is therefore not necessary to write your name or identification number or any other information that may disclose your identity. However, you are requested to complete all biographical information as this will only be used for statistical purposes.

Your participation is greatly appreciated!

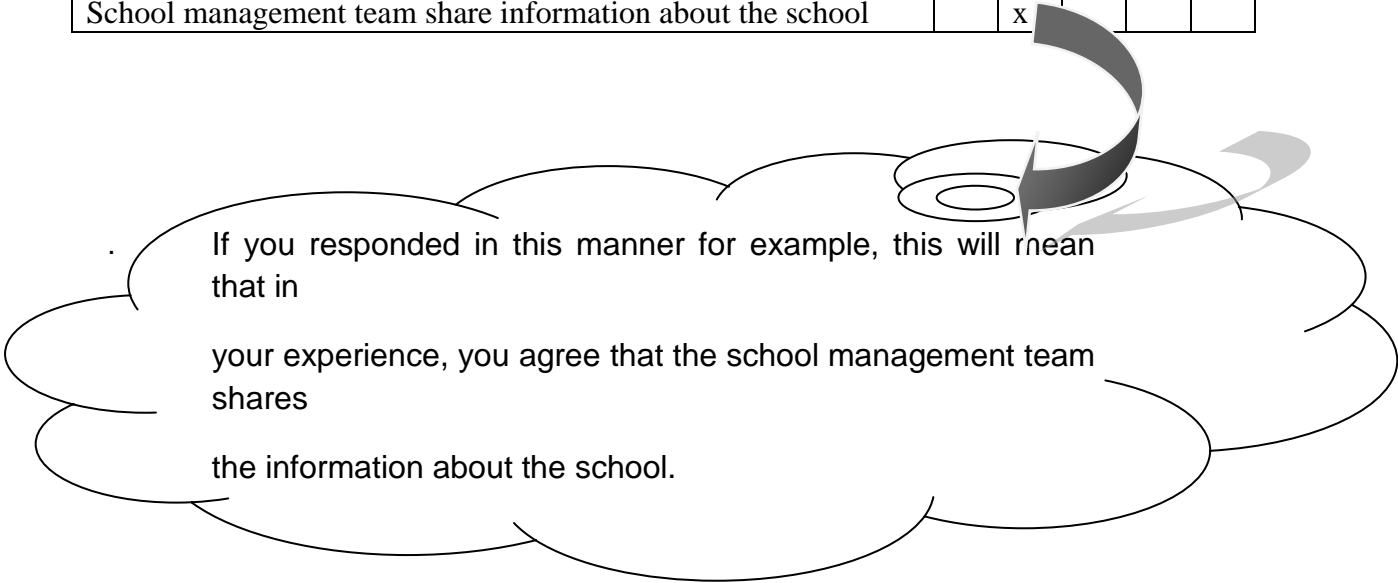
GENERAL INSTRUCTIONS:

- ☺ To answer the questions on this questionnaire, you will need a soft pencil (HB) or a black pen. If you do not have these materials or it has not been provided to you, please ask for assistance.
- ☺ Make sure you answer *all* the questions provided by an "X" next to each question. In all questions you are requested to give only one answer. So, make sure you read the section instructions very carefully. Do not colour in more than one box, *unless you are asked to do so*. Do not just mark in any box, choose your rated answer best suited for the question, and cross the appropriate box value *to the question*, and *in the column of your choice*.
- ☺ Make sure that you do not cross the lines of the circle when marking your "X"s.
- ☺ If by mistake, you mark in the wrong value, erase it properly (if you are using a pencil) so that there is no trace of a pencil mark left. If you want to use a black pen, please make sure that you are sure of your answer before making your mark.
- ☺ Remember there are no right or wrong answers - simply choose the one that is best for you!

CONFIDENTIAL (when completed)

Here is a practice example:

Statements	Response Option				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
School management team share information about the school		<input checked="" type="checkbox"/>			



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SECTION 1: BIOGRAPHICAL SECTION

In this section, *mark with an 'X' next to the answer that is applicable to you.* Make sure that you choose *only one answer* for each question except for the questions where you are supposed to provide a numerical value.

1.1 Gender:	Male		female	
1.2 Age (in years):	20 - 24		25 - 30	
	31- 36		37 - 45	
	46- 50		51 and above	
1.3 Race:	Asian		African	
	Coloured		White	
	Indian		Other	
1.4 Which of the following best describes your present post	Principal		Head of department	
	Deputy principal		Educator	
1.5 How would you classify the present level of discipline in your school:	Excellent		Average	
	Good		Poor	
1.6 What is your highest qualification:	Primary Teachers Diploma		Secondary Teachers Diploma	
	Basic University degree		B. Ed. Degree	
	B. Ed. (Honours Degree)		M. Ed. (Educational management)	
	D. Ed.		Other	
1.7 Term of service? (How long have you been on the post)	0- 12 months		01- 05 years	
	06 - 10 years		11 years and more	
1.8. Are you currently registered in an academic institution to further your studies?	Yes		No	

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SECTION TWO:

On the following two (2) pages, you will find a list of common vision of excellence statements. Respond to each of the corresponding response scales (Strongly agree, Agree, Undecided, Disagree or Strongly Disagree) as your guide. Please do not leave any items blank:

Vision of excellence Statement	Response Option				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<i>CA TEGORY 1: LEADERSHIP</i>					
a) I know my school's mission (what it is trying to accomplish).					
b) I know my school's vision (where it is trying to go in the future).					
c) Senior management (principal and deputies) use our school's values to guide us.					
d) My senior leaders create a work environment that helps me do my job.					
e) School management team share information about the school.					
<i>CA TEGORY 2: STRATEGIC PLANNING</i>					
a) As it plans for the future, my school leadership asks for my ideas					
b) School leadership encourages totally new ideas (innovation).					
c) I know the parts of my school's plans that will affect me and my work.					
d) I know how to tell if we are making progress on my work group's part of the plan.					
e) School leadership is flexible and can make changes quickly when needed					
<i>CATEGORY 3: BENEFICIARIES FOCUS</i>					
<i>Note: Your beneficiaries are the people who use the products of your work.</i>					
a) I know who my most important beneficiaries are (i.e. educators, learners and parents).					
b) I regularly ask educators, learners and parents what they need and want.					
c) I ask if my beneficiaries are satisfied or dissatisfied with my work.					
d) I am allowed to make decisions to solve problems for my beneficiaries.					
e) I also know who my organization's most important beneficiaries are.					

CONFIDENTIAL (when completed)

<i>CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT</i>				
a) I know how to measure the quality of my work.				
b) I can use this information to make changes that will improve my work.				
c) I know how the measures I use in my work fit into the school's overall measure of improvement.				
d) I get all the important information I need to do my work from school management.				
e) I know how my school as a whole is doing in terms of curriculum implementation.				
<i>CATEGORY 5: TEACHING STAFF FOCUS</i>				
a) The people I work with cooperate and work as a team.				
b) My leaders encourage me to develop my job skills so that I can advance in my career.				
c) I am recognized for my work.				
d) I have a safe workplace.				
e) My leaders and my school care about me.				
f) I am committed to my school's success.				
<i>CATEGORY 6: PROCESS MANAGEMENT</i>				
a) I can get everything I need to do my job.				
b) School management team have good processes for doing work.				
c) I have control over my work processes.				
d) School management team is prepared to handle an emergency.				
<i>CATEGORY 7: RESULTS</i>				
a) My work performance meets all requirements.				
b) Stakeholders are satisfied with my work.				
c) I know how well my school is doing financially.				
d) My school has the right people and skills to do its work.				
e) School leadership removes things that hinder progress.				
f) My school obeys laws and regulations of Education Department				
g) My school practices high standards and ethics.				
h) My school support me help my community.				
i) My school is a good place to work at				

Appendix H: Interview guide: Focus group interview of School Management Team
(SMT)

INTERVIEW GUIDE: FOCUS GROUP INTERVIEW OF SCHOOL MANAGEMENT TEAM (SMT)

This guide was used only to ensure that important issues are included in the discussion. At no time was the interview guide used to dictate the course of the discussion and all participants were allowed to raise issues which were of concern to them.

A. CORE RESPONSIBILITIES OF EDUCATORS

What do you think is contained in the education policies guiding the educators' responsibilities?

B. STANDARDS OF EXCELLENCE

Which standards of excellence are set by school management for the teaching staff?

C. LEADER'S VISION

What is the principal's vision for the school?

D. ABILITY TO COPE WITH CHANGING CIRCUMSTANCES

Does the principal indicate an ability to cope with changing circumstances?

E. INSPIRATION TOWARD ARCHIEVEMENT OF SCHOOL'S MISSION

What would you say the principal uses to demonstrate energy in order to inspire his or her followers towards the achievement of the school's mission?

Appendix I: Interview guide: Focus group interview of grade 12 educators regarding
vision of excellence in secondary schools leadership

**INTERVIEW GUIDE: FOCUS GROUP INTERVIEW OF GRADE 12 EDUCATORS REGARDING VISION
OF EXCELLENCE IN SECONDARY SCHOOLS LEADERSHIP**

This guide was used only to ensure that important issues are included in the discussion. At no time was the interview guide used to dictate the course of the discussion and all participants were allowed to raise issues which are of concern to them.

A. MEASUREMENT, ANALYSIS AND KNOWLEDGE MANAGEMENT

What measures are in place for the quality of educators' performances or practices?

B. TEACHING STAFF FOCUS

How are educators motivated to perform at their best possible abilities in their practices?

C. PROCESS MANAGEMENT

What types of support is given by the School Management Team (SMT) to educators?

D. LEADERSHIP AND STRATEGIC PLANNING

How does the management share information among all stakeholders?

E. IMPROVED RESULTS

What would you say are the basic functionality of the school defined or explained to educators for the improved achievement o

Appendix J: The demographic data of the respondents**The demographic data of the respondents**

VARIABLE	RESPONSES	TOTALS						GRAND TOTAL
		E	PH	MO	JE	KM	RE	
Gender	Male	4	4	4	2	3	4	21
	Female	5	1	6	4	7	6	29
Age	20 - 24	0	0	0	0	0	0	0
	25 - 30	0	0	0	0	1	0	1
	31- 36	1	0	1	0	1	1	4
	37 - 45	1	1	2	4	3	6	17
	46- 50	3	4	0	0	2	1	10
	51 and above	4	0	7	2	3	2	18
Race	Asian	0	0	0	0	0	0	0
	African	9	5	10	6	10	10	50
	Coloured	0	0	0	0	0	0	0
	White	0	0	0	0	0	0	0
	Indian	0	0	0	0	0	0	0
	Other	0	0	0	0	0	0	0
Current Post level	Principal	0	0	2	0	1	1	4
	Deputy principal	1	1	0	0	2	0	4
	Head of department	3	2	4	3	2	4	18
	Educator	5	2	4	3	5	5	24
School Discipline	Excellent	0	0	0	2	1	0	3
	Good	3	0	2	2	5	4	16
	Average	5	2	7	1	4	6	25

	Poor	1	3	1	0	0	0	5
Highest Qualificatio n	Primary Teachers Diploma	0	0	1	0	0	0	1
	Secondary Teachers Diploma	3	2	3	1	0	1	10
	Basic University degree	4	0	1	0	2	3	10
	B. Ed. Degree	0	1	3	2	5	3	14
	B. Ed. (Honours Degree)	1	3	2	1	2	3	12
	M. Ed. (Educational management)	0	0	0	0	0	0	0
	D. Ed.	0	0	1	2	0	0	3
	Other	1	0	1	0	1	0	3
Term of Service	0- 12 months	0	0	0	1	1	1	3
	01 - 05 years	1	1	3	2	0	1	8
	06 - 10 years	3	0	0	0	0	2	5
	11 years and more	6	4	7	3	8	6	34
Current studies	Yes	2	3	3	2	5	4	19
	No	6	2	7	4	5	6	30