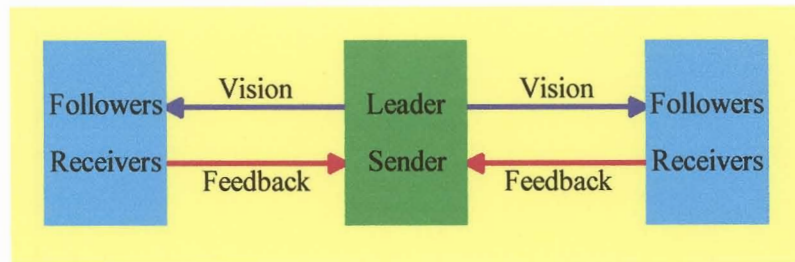**Figure 4-2: The Process of Communication**

Daft (1999:155) makes a distinction between management communication and leadership communication. According to him, managers communicate facts, statistics, and decisions; whereas leaders communicate a vision. He furthermore perceives a leader as a communication champion because it is by means of communication that a leader pursues an organisational vision. The distinction made by Daft (1999) between a leader and a manager is confusing. Does a manager for example, not have a vision as to where he or she wants to take the organisation that he or she manages? Whetten and Cameron (1998:13) share the same concern and sentiment. It is because of this that they do not differentiate between the concepts leadership and management.

Be that as it may, the fact of the matter is that a principal of a school is a leader though it has been discovered that principals of the traditional black schools seem not to be playing the role of a leader. The events that were sketched in Chapter 2 bear testimony to this. The events also suggest that there is no effective communication at some of the schools already mentioned. A situation at one of the schools in Khayelitsha near Cape Town is cited as an example. At that school a principal assaulted an educator in front of the learners. In fact, it was expected of the principal to have created an open communication policy that allows all those involved to air opinions, not to fight. The deduction which is made here is that the principal could not effectively communicate with her educators to influence them positively (Jordan 1998:7).

A successful leader is one who has an open communication policy which creates a climate conducive to open communication. According to Daft (1999:156) a climate of open communication "means sharing all types of information throughout the company, especially across functional and hierarchical levels." Open communication is not like the top-down type of communication which is used by traditional and conservative leaders who believe in talking down to the people instead of coming down to the people to share the vision of the organisation with

them. In an open communication system, communication flows in all directions, and there are no boundaries, and it effectively influences the followers (Daft 1999:158).

An example of communication which is not effective is discernible at a school where an educator meted out severe corporal punishment to a seven year old child, despite the fact that corporal punishment has been legally abolished. It was reported that the educator hit the learner with a stick till it was broken. Seeing that the stick was broken, the educator made use of a wooden spoon to further assault the learner (Xabanisa 1998:1). The deduction which is made here is that there was no effective communication and no open communication policy at that school. If the principal was an effective communicator, the educator could have been convinced that corporal punishment had been abolished in terms of section 10(1) of SASA (No. 84 of 1996).

Another communication skill that is expected of a leader is listening. A leader must understand and interpret what is being said in order to get a clear meaning or to make sense out of the communication. A leader can only grasp the contents of communication at hand if he or she listens attentively. He or she must also have the listening skill and energy to listen (Daft 1999:160). In listening carefully to what a follower says, a leader develops understanding. A leader who does not pay attention to what followers say may misconstrue the ideas, and this may impair the vision of the organisation. On the other hand, understanding followers may give a leader an opportunity to influence them positively towards the attainment of goals (Evenden & Anderson (1992:110).

Educators as one of the situational variables within a school as an organisation affect the performance of schools. The Grade 12 examination results at schools that were controlled by the erstwhile DET bear testimony to this. Some of the educators at these schools contravene section 17(1)(k) of the EEA (No. 76 of 1998), which stipulates that an educator shall be guilty of misconduct if he/she misappropriates or makes improper use of any property of State. The misuse of the school property by an educator discussed in paragraph 2.4.4 suggests that there was ineffective or lack of communication at that school. The contravention of statutes by educators, such as the educator mentioned above impacts negatively on the performance of learners (cf. Table 4-1 & Figure 5-1).

At one of the schools in Kutlwanong near Odendaalsrus in the Free State, for example, an educator who abuses dagga influenced the communications of the principal adversely. According

to official reports, the principal is always emotional when communicating with the dagga smoker because he does not show any respect to the principal (cf. paragraphs 5.6.2.3.4). The lack of respect for the authority of the principal displayed by the dagga smoker suggests that it has a negative impact on the communication of the principal, hence the principal is always emotional when dealing with him. Everything the principal says to him is not effective, and this has a negative impact on his performance. For instance, all the Grade 12 learners taught by the dagga abuser failed the final examination in 1999, and the overall percentage pass at that school was 24,79% (cf. Table 4-1 & Figure 5-1).

Negligence or indolence as spelt out in section 17(1)(d) of the EEA (No. 76 of 1998) also impacts negatively on the communication skills of principals, hence the leadership vision of most principals at the traditional black schools is not being realised. It is for this reason that parents whose children attend schools in the townships complain about educators who do not have the interest of their children at heart because of numerous reasons, one of which being that educators' children attend the former model C schools, and as a result, they go on illegal strikes for weeks (Dhlamini 1998:6). This is confirmed by the fact that in one of the conferences held in Durban, SADTU officials were told by the ANC president Thabo Mbeki to crack down on undisciplined educators who neglect learners by abusing alcohol and by toyi-toying during working hours (Khumalo 1998:3).

Feedback as one of the elements of communication must also be given attention by a leader, and this could be done if a leader gives it to followers whenever they say something to him or her, whether verbally or written. On the other hand, followers must also give feedback when a leader says something to them (cf. Figure 4-2). Evenden and Anderson (1992:106) express anxiety that feedback which is not well structured or which is negative may result in a leader being attacked or blamed, that is why they suggest that a leader must always be calm while guarding against personalising issues when giving feedback. Daft (1999:170) concurs with Evenden and Anderson (1992) by stressing the fact that giving feedback is a sensitive issue that needs to be handled with care.

In the light of the foregoing paragraphs, it becomes clear that it is by means of communication that a leader is able to influence and to inspire his or her followers to direct their activities towards a shared goal (Yukl 1998:3-4). It is also notable that there are channels which are used by leaders when communicating with their followers. Daft (1999:164) defines a channel as "a

medium by which a communication message is carried from sender to receiver." The following are the communication channels that could be made use of: meetings, oral presentations and written presentations. In all communication channels, a leader must display skills which help him or her to clearly put his or her message across (Whetten & Cameron 1998:483,521).

As may be seen from the foregoing paragraphs, effective communication in schools is needed so as to enable a principal as a leader to influence and to inspire educators to teach effectively towards the producing of desired examination results in general, and the Grade 12 examination results in particular. Mention must be made that communication is also used to influence, to motivate and to inspire educators to achieve other goals like academic standards, professionalism, human relations, etc. In schools which are characterised by anarchy and lawlessness, as is the case at some of the traditional black schools, influencing and inspiring of educators by means of effective communication is highly dubious. In the situation as spelt out above, it is found to be fit and proper to say that principals as leaders are not followed by educators but "chased" by educators.

4.3.1.3   Human relations

Human relations have been a concern for many scholars of organisations from time immemorial. People like Kurt Lewin and Elton Mayo are remembered for their contributions in this regard (Greenberg & Baron 1997:12-14, Sherman & Bohlander 1992:11). The scholars argue that sound human relations contribute to the desired results or outputs. The exponents of human relations hold the view that employees' feelings and attitudes should be considered if one wants to attain objectives (Hersey *et al.* 1996:100-101). Sound relations are needed for the leader to be able to influence the employees or followers towards the achievement of goals. A leader who is self-centred, and is not concerned about helping others to grow and develop, retards the progress of the organisation he or she leads (Daft 1999:41).

A leader can create sound human relations by effectively interacting with followers. This could be done if a leader considers and accepts his or her followers. More importantly, a leader should be concerned about the needs and feelings of his or her followers. A leader who does the aforementioned, and who is also friendly, is likely to win the friendship and loyalty of the followers (Yukl 1998:94). Hostility and animosity abound in schools where principals lack interactive skills. A school in Daveyton, on Gauteng's East Rand is cited as an example. It was

reported that in that school educators contravened section 17(1)(b) of the EEA (No. 76 of 1998) and Chapter 2, regulation C.1.3 of the PSA Regs (No. R. 679 of 1999) by fighting with each other, and by being disloyal in that they refused to teach for almost a year (Khupiso & Pretorius 1998:4).

The situation mapped above is likely not to happen if a principal as a leader maintains effective interpersonal relationships. The fighting by the educators of the school mentioned above affected the interactive skills of the principal. According to Khupiso and Pretorius (1998), the principal locked herself up daily in her office instead of interacting with her educators. The reason for doing this was that she was powerless to do anything about the state of affairs at her school. As may be seen from the foregoing assertion, the conduct of educators as discussed in paragraph 1.2, as well as in chaper 2 of the research project has a negative impact on the leadership skills and techniques of principals.

Ather aspects of leadership which are very important, and which need to be mentioned are friendliness and firmness (Yu kl 1998:94). In the case of this principal who locked herself daily in her office, it is difficult to say that she was friendly or not. Secondly, her inability to deal or to handle conflicts and situational problems do not suggest that she was unfriendly. Instead, one is inclined to believe that she could not apply leadership skills and techniques because of the conduct of educators discussed in paragraph 1.2 and chapter 2. Thirdly, it can be concluded that the conduct of the educators negatively affected her firmness.

Yukl (1998:95) furthermore argues that a friendly, co-operative and supportive follower (educator) contributes to job satisfaction and attainment of goals. On the contrary, a hostile and impersonal (follower) educator contributes to a low pass rate. This sentiment was echoed by the North West Education MEC, Mr Tolo, after the release of the Grade 12 examination results at the end of 1997, He commented that hostile educators embarked on illegal strikes that ran for several days, and that this move affected the performance of learners negatively. The remark was made because of the poor matric performance. Out of 48 524 candidates of the North West who sat for the examination in 1997, only 50% managed to pass. Out of that number, 11% obtained matric exemption, and 39% passed without matric endorsement (Dhlamini 1998:6).

In paragraph 2.2.2; 2.2.4 and 2.2.7, alcoholism, drug abuse and absenteeism were discussed, and according to Yukl (1998:95), they contribute to job dissatisfaction and stress among leaders

because they prevent followers from working towards the attainment of goals. From what Yukl (1998) has stated, it is deduced that a principal as a leader should interact with the educators with a view to supporting and helping them. If a leader supports his or her followers, they become satisfied with their leader and their job, and they are likely to stop contravening legislation and codes of conduct.

To build sound human relations, it is of vital importance to show acceptance and positive regard to followers. It is therefore expected of a principal as a leader, to refrain from bursting out in anger, insulting or using abusive language to educators, as well as criticising them unnecessarily. A principal should rather maintain a pleasant and cheerful disposition. This could be done by regularly spending time with the educators. A principal who does this gets to know his or her educators better. For example, he or she is in the position of knowing their personal problems, their family matters and their interests (Yukl 1998:95).

On the other hand, a principal who keeps himself or herself aloof from the educators, and who does not support them is faced with a shocking surprise. For example, an educator attached to a school in Attridgeville near Pretoria shocked the principal at the end of 1996 when he could not submit the marks of 37 learners. This suggests that the principal did not keep regular contact with the educator with a view to supporting him. The educator in question acted irresponsibly because he disappeared without preparing the learners' reports, and as a result, the learners did not receive their end of year examination results (Sowetan Reporter 1997:4).

Interactive skills and supporting educators are important. If the principal of the school discussed above was serious about supporting educators, it is believed that the incident would not have occurred. Many principals fail to provide social support and to show sympathy when one of the educators is aggrieved or upset (Yukl 1998:96). A principal of a school in Kayelitsha near Cape Town did not act professionally and sympathetically when dealing with her educator's case. Instead, she slapped the educator in full view of her learners, thereby contravening section 17(1)(a)(b) of the EEA (No. 76 of 1998). The principal was supposed to have collected facts from the educator and other sources rather than assaulting her. It appeared as if the principal was having a vendetta against the educator, and that is why she engaged in an act which did not befit a leader (Jordan 1998:7).

It is expected of a principal to be polite, patient and to refrain from displaying rudeness when talking to his or her educators. A person who is arrogant runs the risk of thinking that he or she knows better than educators whereas it is not the case. Among the educators, there may be someone who knows better than the principal. An arrogant principal wants to sound superior when talking to educators. On the contrary, a principal who has sound interactive skills is always polite, diplomatic, and he or she is prepared to help. For instance, in the event where an educator has not reported for duty for one reason or another, or when the educators cannot cope with the workload as set out in Chapter A, paragraphs 3.1 and 3.2 of the EEA Regs (No. R. 222 of 1999), the principal offers to assist (Whetten & Cameron 1998:434).

A supportive principal always strives to develop educators. If an educator has, for an example, done something wrong, he or she positively assists to improve self-confidence. A supportive principal also gives attention to the educators' personal problems such as family matters; financial matters; alcohol and drug abuse (Daft 1999:96). The leadership techniques that were discussed in paragraphs 4.2.2.5 could help in this regard. Owing to the circumstances mentioned above, it becomes clear that a principal as a leader must give attention to human relations, more especially in the new dispensation where people misconstrue our Constitution, which is underpinned by democratic values and principles, as giving them licence to do whatever they want to do.

4.3.1.4 Leadership styles

When a group of people come together for a certain purpose, one of them becomes a leader who has a different approach in leading such a group. It is this approach that affects the performance of a group. In their research Lewin, White and Lippin used three different groups of boys to find out how the approach each leader of the group used affected the performance of the group. The research revealed that the approach a leader used was a decisive factor that determined the climate and the atmosphere in each group (Buchanan & Huczynski 1997:231-232). The results of the research were also an eye opener that prompted other scholars like Tannenbaum and Schmidt to develop a continuum of leadership styles (George Jr. & Cole 1992:75).

In terms of the continuum of leadership styles there are the following types of leaders: a leader who always tells his or her group what to do, a leader who sells his or her ideas to his or her group; a leader who consults with his or her group to invite suggestions before he or she makes decision; a leader who decides jointly with his or her group and a leader who delegates his or her

responsibility and accountability to his or her group. The first two types of leaders are authoritarian leaders, the second two types of leaders are democratic leaders and the last type of leaders are laissez-faire leaders (George Jr. & Cole 1992:75).

In light of the above, it becomes clear that leadership styles that are used by different leaders are not the same, and that they affect the performance of the group. For example, Buchanan and Huczynski (1997:232-233) noted that a leader who opts for a laissez-faire style denies responsibility and he or she also abdicates authority. A group which is led by such a leader does less and delivers poor work, while play or hide and seek is the order of the day among the group members or followers. This is supported by what is happening in some of the traditional black schools. It is reported by Bierman (1998:11) that the parents of some schools around Ermelo lodged a complaint that half of the educators report for duty on Mondays, some are two hours late, while some arrive at school few minutes before knock-off time.

It was furthermore reported by Bierman (1998) that it was the practice for some of the educators to leave schools on Fridays as early as 10h00. According to the report, the situation in the rural schools was found to be the worst because some of the educators did not report for duty on Mondays and Fridays. Absenteeism and lack of punctuality occurred at an alarmingly high rate. At one of the schools an educator was reported to have slept throughout the day on a Monday within the school with strict instructions not to be disturbed. By sleeping while he was supposed to teach, the educator contravened section 17(1)(d) of the EEA (No. 76 of 1998), which stipulates that an educator shall be guilty of misconduct if he/she is negligent or indolent in the carrying out of the duties attached to his/her post. The laissez-faire type of situation depicted above contributed to some educators under-performing and low productivity at some schools (Dhlamini 1998:6).

In a situation where a laissez-faire leadership is used, communication is horizontal among the educators, and they are leaderless. As a result educators move around aimlessly without being given direction by a leader, hence the situation depicted above (Swanepoel et al. 2000:377). The laissez-faire leadership style does not allow the educators the opportunity to participate in the decision making. In spite of the fact that the laissez-faire leadership is viewed negatively, it yields desirable results if the educators are motivated, committed and highly skilled because as professionals, they know as to what is expected of them to do. However, some scholars do not

recommend this style because according to them it fails the educators in attaining standards and goals (George Jr. & Cole 1992:74).

Democratic leadership is perhaps the one that is most acceptable in general and in South Africa in particular because in the past, the political policy of this country gave preferential treatment to the whites when it came to appointing people in managerial positions, and that posed a problem of organisations being managed by whites only (Swanepoel *et al.* 2000:398). Now that South Africa is a sovereign and democratic country where all its citizens are equal in all respects, national cultural differences should be taken into consideration. White managers should know that gone are the days when whites alone led organisations, because section 3(2)(a) of the Constitution (No. 108 of 1998) clearly states that all citizens of this country are equally entitled to the rights, privileges and benefits.

Now that our country has a new Constitution that is underpinned by democratic values and principles as spelt out in section 7(1)-(3) of the Constitution (No. 108 of 1996), democracy should be practised even in the workplace. According to Buchanan and Huczynski (1997:233), a leader who opts for democratic leadership normally discusses with his or her followers the policy of the organisation before it is implemented. Similarly, Swanepoel *et al.* (2000:377) point out that, in a democratic workplace, a leader delegates authority while retaining responsibility, and he or she allows his or her followers to participate in decision making by using a two-way communication structure.

Swanepoel *et al.* (2000) furthermore stress the fact that, the democratic leadership style has advantages and disadvantages. According to them, its advantages are that followers become committed because of the sense of ownership, and on the contrary they found that the democratic leadership wastes a lot of time on consultation and discussion of issues related to work. In addition to this, it was found by Mecoamere (1999:1) that some educators abuse democracy in that they think that if they belong to the ANC or to SADTU, they are entitled to dominate others in the workplace.

A good example of what has been said above is some of the educators who operate under the auspices of SADTU. It was reported that educators at one of the schools in Gauteng contravened section 17(1)(a)(b) of the EEA (No. 76 of 1998) by instigating learners to throw eggs and tomatoes at the other educators who did not belong to their union. Instead of

approaching the problem diplomatically and democratically, the principal of that school was scared away, and daily locked herself in her office in fear of the educators she was supposed to be leading (Khupiso & Pretorius 1998:4). In as far as this case is concerned, it was expected of the principal of that school to have actively involved educators in the solving of the problem, and also in the decision making with regard to that problem.

In another incident some of the educators affiliated to SADTU contravened section 17(1)(g) of the EEA (No. 76 of 1998) by illegally dismissing their principal. According to the report, the principal was illegally and unofficially dismissed, and the keys of the school were handed over to other members of SADTU who were attached to another school. What the SADTU members did to the principal infuriated parents whose children attended that school, and this led to them taking a resolution in a meeting to reinstate the illegally dismissed principal (Mkhwanazi 1996:2). The actions and the stance taken by SADTU members constituted insubordination as spelt out in section 17(c) of the EEA (No. 76 of 1998), and it also impacted negatively on democracy in the workplace.

As has already been mentioned, another leadership style that is used by some of the principals is the authoritarian leadership style. Before any attempt could be made at looking into this style, it must be noted that George Jr. and Cole (1992:74) draw an unconvincing distinction between authoritarian and dictatorial leadership styles. For the purpose of this study, the concept authoritarian leadership style will be given attention. According to Swanepoel *et al.* (2000:377), a leader who opts for the authoritarian leadership style does not delegate authority, does not assign followers to clearly defined tasks and uses a top down type of communication.

The three types of leadership styles namely authoritarian, democratic and laissez-faire can be consolidated in some instances in order to get things done. In a situation which is volatile and life threatening (cf. paragraph 1.3.1 & 2.3.4), a leader may be obliged to opt for the laissez-faire leadership style. This style can also be used if educators are committed and motivated. Similarly, the authoritarian leadership style can be used if the decision which was taken by all concerned (if the democratic process has taken place) is not implemented because this style enforces order and discipline, and it also gets results in some other incidents (George Jr. & Cole 1992:74; Swanepoel *et al.* 2000:377).

Leaders who opt for an authoritarian leadership style must do so when the situation allows it because this leadership style may spark hostility, dissatisfaction and resistance (George Jr. & Cole 1992:74). This notion is supported by the situation where a principal of one of the schools in Khayelitsha outside Cape Town arrogantly and haughtily enquired about the money alleged to have been stolen by the educator in the presence of her forty startled Grade One learners. This confrontation led to the educator becoming hysterical and insulting the principal, and this resulted in fighting between the two (Jordan 1998:7). To avoid this confrontation, the principal should have called the educator to her office where the matter then could have been discussed.

4.3.1.5 Risk and decision making

A leader continually makes decisions as long as the organisation he or she leads exists. The decisions he or she makes sometimes involves risks. When a leader takes risks, that means that he or she forges ahead with the decision even if he or she is not sure about the consequences of an action he or she embarks upon. It is always of vital importance for a leader to know that in most decisions there could be a risk or uncertainty (Northcraft & Neale 1990:188).

Research conducted in America revealed that people differ regarding the taking of risks. The indecisiveness is at times determined by the time needed by a leader to seek information that could help him or her in taking decision. There are high risk taking leaders and low risk taking leaders. A high risk taking leader hastily takes decisions without having sorted out the logistics such as information, time frames, money involved, etc. In contrast to a high risk taking leader, a low risk taking leader is careful and takes logistics into consideration before decisions are taken. What is interesting is that the outcome or results of their risk taking are the same (Robbins 1992:62).

It has however been noted that leaders in general have an aversion to risk taking. The risk-aversive leaders ignore the expected outcome of the risk taken, and as a result of this they opt for less risk taking decision. Contrary to this, a leader may be neutral i.e. he or she may be caught between risky and certain outcomes (Northcraft & Neale 1990:191). Similarly, there are factors that influence a leader to take decisions such as the "situational variables pertaining to the external, observable situation in which individuals find themselves" (Donnelly, Jr., Gibson & Ivancevich 1995:137).

In some of the traditional black schools, there are variables that make principals as leaders risk-aversive. One of the schools in Gauteng is cited as an example. The educators of that school did not align themselves with paragraphs 6.1 and 6.4 of the SACE Code of Conduct, which stipulate respectively that an educator shall refrain from undermining the status and authority of his or her colleagues; and that an educator shall use proper procedures to address issues of professional incompetence or misbehaviour (Boshoff & Morkel 1999:4-10). Instead of supporting one of the educators at their school as their colleague who needed assistance, they scolded, taunted and tormented him, and this led to his shooting one of them dead (cf. paragraph 2.2.5).

In addition to this, they contravened Chapter 2, regulations C.3.3 and C.3.6 of the PSA Regs (No. R. 679 of 1999), which stipulate that the public servant must refrain from favouring relatives and friends in work-related activities and that he/she must never abuse her or his authority or influence another employee, nor be influenced to abuse her or his authority; and that he or she must deal fairly, professionally and equitably with other employees, irrespective of race, gender, ethnic or social origin, colour, sexual orientation, age, disability, religion, political persuasion, conscience, belief, culture or language. These educators chased away the principal who had been legally appointed because he was not affiliated with their labour union (cf. paragraph 2.4.8.5).

Lastly and more importantly, they contravened section 17(1)(a)(g) of the EEA (No. 76 of 1998), which stipulate respectively that an educator shall be guilty of misconduct if he/she contravenes or fails to comply with a provision of the EEA or any law relating to education; or he/she behaves in a disgraceful, improper or unbecoming manner, or, while on duty, is discourteous to any person. According to Khupiso and Pretorius (1998:4), one of the educators at that school did not comply with the foregoing stipulations because he incited learners to throw eggs and tomatoes at some of the educators because he was not appointed as a principal and this caused a rift among the educators.

Khupiso and Pretorius (1998), went further by stressing the fact that the rift caused by the egg and tomato throwing formed two factions which literally fought each other. Instead of the principal taking a risk by deciding to deal with the situation, she passed the buck by reporting the matter to the parents and the officials of the department. Parents aggravated the matter by suspending the instigator educator, a role which in terms of section 20(1)-(3) of the EEA (No. 76

of 1998) is played by the employer. In support of the illegally suspended educator, fifteen of her colleagues also stayed away from school (Khupiso & Pretorius 1998:4).

In the light of the above, it can be said that there was insubordination which needed serious attention and prompt decision taking by the principal of that school. Instead the principal had an aversion to risk taking, for she was scared of the educators, hence locking herself in her office everyday (Khupiso & Pretorius 1998:4). In addition to this it can be said that the principal did not know the procedures to follow when dealing with misconduct as laid down by section 18(1)-(2) to section 25(1)(5) of the EEA (No. 76 of 1998).

When taking a decision, a principal as a leader should always consider democratic values and principles as well as the principles of common law. As a leader who is leading a team of educators, a principal should remember to involve them in decision making. According to Hersey *et al.* (1996:440), the involvement of educators in decision making is only done if a principal has satisfied himself or herself that educators have knowledge of the issue they have to be involved in, and that the educators are willing to be involved.

In the case where it appears that the educators are not on the same wave length as the principal, they must be allowed to brainstorm, to use the *Delphi Technique* that uses questionnaires, and to use the *Nominal Group Technique* that uses a few educators who sit around the table where each of them writes ideas on a piece of paper without saying anything to each other. Research revealed that the above-mentioned two techniques namely the Delphi Technique and the Nominal Group Technique are more effective than the *Brainstorming Technique* (Donnelly, Jr. *et al.* 1995:142-144).

The involvement of educators in decision making is referred to as consultative decision making by Hersey *et al.* (1996:440). Consultative decision making has proved to be the best for the educators who are committed and devoted to their work. It was also found that educators perceive the decision taken as theirs. However, Robbins (1998:267) is of the opinion that group decision making is time consuming because groups do take a long time to reach a conclusion or solution, and that in some instances there is an influence from other members exerted on other members to conform. This can result in members who are pressurised not to implement the decision made.

Whether a decision has been made together with the group or not, a leader should always be responsible for the decision made and be accountable for everything that may result from the decision made unilaterally. The decision can be made bilaterally and as such it is referred to as authoritative decision making. A leader applies the authoritative decision making style if he or she has the knowledge of something about which he or she has to take a decision. Taking a decision alone is also influenced by inability, unwillingness on the side of the followers and the confidentiality of the issue at hand (Hersey *et al.* 1996:440).

According to Mothapo (1997:10) some educators contravened section 17(1)(c)-(d) of the EEA (No. 76 of 1998) and Chapter A, paragraphs 4.2(e)(i) and 4.5(e)(i) of the EEA Regs (No. 222 of 1999) by refusing to be class visited by principals with a view to exercising control over their professional work and by refusing to prepare and plan their lessons daily, which is something that is a world wide principle of education. Mothapo (1997) furthermore indicated that the refusal of educators to submit to supervision and guidance contributes to the decline of education. This situation could be arrested if principals are prepared to take a firm authoritative decision regarding preparation and control. After all, a principal is an instructional leader who must take a lead in this regard, and he or she must also bear in mind that principals are empowered by the law to carry out their duty (cf. Chapter A, paragraph 4 of the EEA Regs, No. 222 of 1999).

It is of the utmost importance to note that in each and every organisation a leader makes a final decision. The followers must therefore be made aware that their inputs are weighed before they are put into practice, and a leader must guard against the situation where followers dictate terms. This could be done if a leader uses the *facilitative decision* making style which allows a leader and followers to work together in view of reaching a shared vision. In this way the followers share authority with a leader when taking decision. For example, a principal can work together with the educators in deciding how the fund raising campaign can be embarked upon (Hersey *et al.* 1996:441).

The last decision making style that could be made use of by a leader is *delegative*. This style is employed when a leader is convinced that followers are ready to take a decision, that they have the necessary and required experience and that they have information that will assist them in taking a decision. A leader identifies an individual who knows the subject to work on it, and to report to a leader on completion. The delegative decision making style can be entrusted to educators who are self-motivated and who are also prepared to work on their own. It is notable

that there are situations where *authoritative, consultative* and *delegative* decision making styles work successfully. It is therefore incumbent on a leader to choose the style which will suit the situation (Hersey *et al.* 1996:442).

As is clear from some of the examples mentioned above, principals at some of the traditional black schools face crises of credibility, legitimacy and authority as well as frustration as a result of tensions caused by the legacy of a political struggle; uncertainties and conflicting convictions to decide whether to belong to a disruptive teacher union or a professional teacher union. Owing to these circumstances, some of the principals are going through a traumatic period because of the relentless misconduct that the educators commit, and as such they are unable or unwilling to take decisions whether bilaterally or unilaterally (Matseke 1998:11).

The situation in some schools is aggravated by the fact that principals are instructed by anybody and everybody, including their educators and learners who are supposed to be their followers (Mtseke 1998:11). As a result of the above-sketched situation, principals may find it difficult if not impossible to make use of decision making techniques such as authoritative, consultative and delegative; and as such, schools are not effectively and efficiently managed; hence the academic standards, performance of learners and of educators, goals and motivating of educators are not achieved (cf. paragraphs 4.2.1.5 & 4.2.1.6).

4.3.1.6 Conflict and problem solving

Conflict and problems are two different concepts whose meanings are not the same. These concepts are interrelated and may be used interchangeably. It is expected of a principal to have the skills and to be able to use the techniques to deal with conflict and problem situations within a school as an organisation. According to Daft (1999:286), "conflict refers to hostile or antagonistic interaction in which one party attempts to thwart the intentions or goals of another." Similarly, George, Jr. and Cole (1992:118) define conflict "as verbally and/or non-verbally expressed disagreement between individuals or groups."

On the other hand, Robbins (1998:434) defines conflict "as a process that begins when one party perceives that another party has negatively affected, or is about to negatively affect, something that the first party cares about." Donnelly, Jr. *et al.* (1995:363) hold the view that conflict occurs every day in people's lives, and that it "results when there are incompatible goals, cognitions, or

emotions within or between individuals or groups, that lead to opposition or antagonistic interaction." From the above definitions, it becomes clear that conflict occurs as a result of opposition and disagreement between individuals or groups, and that disagreement results in one group preventing the other group from attaining its objectives.

When dealing with a conflict and a problem, it is said that a conflict is resolved while a problem is said to be solved. This means that a conflict is not a problem, and that a problem is not a conflict. In fact, if a conflict is not resolved, it leads to a problem (George, Jr. & Cole 1992:118). An example of a conflict is the situation where there were two factions at one of the schools in Gauteng. The goal or the objective of the one faction was that an educator whom they hero-worshipped should be appointed as a principal. On the other hand, the other faction did not want that particular educator to be appointed as a principal. Those two conflicting ideas caused conflict, and the interaction between the two factions became hostile with the result that a fight between the two ensued (Khupiso & Pretorius 1998:4). The consequence of that conflict was that the management of the school was negatively affected.

The fighting, which is of course misconduct in terms of section 17(1)(a)(b) of the EEA (No. 76 of 1998), scared the principal of that school away, and that led to the problem which remained unsolved. It follows that the officials of the Department of Education also took time before that problem could be solved because of their lack of problem-solving expertise and the lack of knowledge of dealing with misconduct cases (Khupiso & Pretorius 1998:4). Leaders who have the capabilities and abilities to handle conflict are those who are assertive, while other leaders are aggressive or passive in resolving a conflict. An aggressive leader wants to win whereas a passive leader adopts a submissive attitude towards a conflict. This attitude may aggravate a conflict situation, in that followers may take advantage of a leader's passivity (George, Jr. & Cole 1992:119).

Both aggressive and passive ways of dealing with a conflict are unacceptable because they can lead to the building up of resentment which may lead to disruption, violence and the organisational goals not being attained (Robbins 1998:447). The educator who killed another educator on the school premises of one of the schools in Soweto near Johannesburg is cited as an example. It is reported by Malefane (1999:1-2) that, before killing his colleague, the educator was isolated by other educators who formed a clique that was opposing what the isolated educator was doing and saying. The clique prevented the isolated educator from attaining his

goals. According to Malefane (1999), the principal knew about the circumstances surrounding that case, but he remained passive, and the result was that the isolated educator fatally shot one of the educators of the clique that opposed him and other members of the clique were injured, thereby contravening section 17(1)(b)(g)(*l*) of the EEA (No. 76 of 1998).

In this particular case, it was expected of the principal of that school, to mediate a peace settlement between the isolated educator and the educators who formed a clique before the killing, instead of being passive, or passing the buck by reporting his school's conflict to the education officials (Malefane 1999:1-2). Similarly, the principal was supposed to have used the styles that are used by leaders when resolving a conflict. For instance, *negotiation as a technique* of resolving conflict was supposed to have been used. This technique allows the two opposing parties the opportunity to negotiate peace while a principal acts as a facilitator. More importantly, the technique demands a compromise where no one loses and no one wins (Robbins 1998:449; Nortcraft & Neale 1990:244-245, Daft 1999:288).

Another technique of handling a conflict is *mediation*, where a principal as a third person mediates a peace settlement between the two factions. Or alternatively, where a neutral person either from within the school or from the Human Resources section at the district level or a union member is involved to resolve the conflict (Robbins 1992:455, Daft 1999:289). A conflict could also be *bargained* so that at end of the day all the parties involved in the conflict resolution win. This strategy or technique involves negotiating between two parties so that each party wins or gains. It is of the utmost importance to note that everyone involved in bargaining wants to win (Robbins 1998:450-451, Northcraft & Neale 1990:246).

The above-mentioned techniques are not the only ones that can be employed in conflict resolution. For the purpose of this study, the above discussed techniques suffice, and this brings us to the management of problems. According to Robbins (1992:103) a problem is "a discrepancy between some current state of affairs and some desired state." Hersey *et al.* (1996:291-292) point out that "a problem exists where there is a difference between what someone is doing and what that person's manager and that individual believe is really happening."

Robbins (1998) and Hersey *et al.* (1996) do perceive the concept problem the same way. They hold the view that a problem exists if there is a difference between two persons or any state of affairs, or alternatively, a problem can exist if two persons or more fail to agree on an issue

because of the different views or opinion they hold. In South Africa in general, and in the education public sector in particular, the knowledge and skills of conflict management are needed more than ever before, because learners and educators' way of doing things, prompts one to come to the conclusion that educators and learners confuse democracy with licence, hence the problems that occur daily in the schools (cf. paragraphs 2.3.3 & 2.3.5).

As has already been mentioned, a conflict causes a problem. The educators who contravened section 17(1)(d) of the EEA (No. 76 of 1998) by coming to school late and by whiling away time sitting in the staff-room all day long, caused conflict (cf. paragraphs 2.2.3 & 2.2.4). The conflicting idea with regard to this behaviour is that the principal wants the educators to be punctual and take their classes. The educators do not share the same vision as the principal. As a result of this, the following problems exist; low morale of educators; low performance on the side of educators; high failure rates in Grade 12; educators forging and selling reports; and educators allotting marks to learners without marking their scripts (cf. paragraphs 2.4.3 & 2.4.5).

The above-mentioned are some of the problems that make some of the traditional black schools in South Africa difficult to manage. Hence the need for equipping principals with knowledge of conflict management so that they are in the position to make use of techniques and methods that are used when dealing with problems. A principal as a leader must also make sure that he or she understands the nature of a problem before an attempt could be made at solving it. This could be done by calling educators, who are believed not to be seeing eye to eye because of the different opinions that they share to the office. Having satisfied himself or herself of the findings a principal must then *summarise a problem*. As the discussion continues, a principal gets new information that may help to solve a problem (George, Jr. & Cole 1992:126).

The second step is to elicit ideas from the educators who are involved in a problem or who are causing it. This is done by encouraging dialogue among the educators (Hersey *et al. 1996:370*). By so doing, a principal is striving to *search for mutually acceptable solutions*. In this stage a principal tries to look for mutually acceptable solutions that will help solve the problem. The techniques that are normally made use of are *brainstorming, chunking* and *more information*. It is however, advisable for a principal to *evaluate the possible solutions* before an attempt is made to reach a conclusion because a permanent workable solution is needed. More importantly, a principal must *decide together* with educators involved in a problem to enhance their ownership of the soluton (George, Jr. & Cole 1992:127, Hersey *et al.* 1996:370-371).

4.3.1.7 Influence and power

Influence and power go together in that a person is able to influence another person if he or she has the power to do so. That is why more often than not we hear people saying that an influential person is powerful. It is expected of a leader to be powerful because one of his or her tasks is to influence his or her followers in the pursuit of goals. Yukl (1998:176) defines influence as a "process by which the agent affects the target [which may be] people, things, or events." According to him another person may influence the attitudes, perceptions and behaviour of another person in order to get the desired outcomes.

The outcomes that a leader may get when influencing his or her followers are compliance, commitment and resistance. The influence of a leader may result in followers committing themselves to carrying out a leader's request or to implementing a leader's decision effectively. A leader who succeeds in committing his or her followers is able to attain goals, because committed followers can tackle difficult and complex tasks whereas uncommitted followers find it difficult to do so. A leader also influences his or her followers in order to comply with what he/she wants them to do. The leader influences them to be willing to do whatever he or she wants them to do e.g. a leader may influence them to improve their performance. It is however noted that followers may resist what a leader wants to influence them to do (Yukl 1998:176).

There are skills and techniques that are used in influencing followers within an organisation. The *building of coalition* is a technique that may be used. Here a leader describes and explains problems in the organisation, and he or she consults the followers whenever there is a change. By so doing, a leader builds human relations, trust and respect. A leader can *expand the network* by contracting even those who are unwilling and the dissenters. In this way, a leader's vision can be achieved. More importantly, for a leader to succeed, it is expected of him or her to *use legitimacy and expertise* i.e. he or she exerts influence on the area where there is legitimacy and knowledge of the carrying out the task (Daft 1999:475-476).

Influencing followers is easier if a leader uses an *information and analysis* strategy. This means that a leader should gather facts, and thereafter analyse them before an attempt is made at influencing the followers to support a proposed course of action. The *use of symbolic action* could also help a leader in influencing his or her followers. By this, it is meant that he or she can

use symbols, stories, heroes, slogans and ceremonies that are influential. For instance, a story of a person who achieved against all odds, can influence and motivate followers towards the achievement of goals. Lastly, a leader can influence his or her followers if he or she is *assertive*. This means that a leader says convincingly what he or she believes in to persuade his or her followers to strive for the attainment of goals (Daft 1999:476).

The techniques and skills of influencing educators by principals are affected by laxness and laissez-faire type of attitudes created by politics in South Africa. One of the goals of the secondary schools which is not realised, is to improve the Grade 12 examination results (cf. Table 4-1 & Figure 5-1). This can only be done successfully or effectively, if a principal influences educators to work harder towards the attainment of this goal. The desired results of the Grade 12 learners do not happen accidentally, but they happen as a result of educators planning and working hard towards the attainment of these. A well-planned and prepared lesson, as well as effective teaching which has been influenced by a principal, helps in this regard (cf. paragraph 4.2.1.1 & 4.3.1.2).

In a situation where educators contravene section 17(c) of the EEA (No. 76 of 1998) by refusing to prepare their lessons, or to submit their lesson preparation for control, or to allow the principals access to their classes, and to teach effectively, the influence of a principal as an instructional leader is affected by insubordination. The educators of one of the schools in Monyakeng near Wesselsbron in the Free State are cited as example. Some educators of the school who belong to SADTU took the position that they would not allow the principal to control their professional work. They specifically indicated that they did not want their work books controlled, nor the principal paying them a class-visit (File No. 16/1/2/1EMIS No. 44908243: Odendaalsrus).[*]

The second concept that interrelates with influence, and that needs our attention, is power. It must be noted up front that power is not authority, but the ability of a leader to influence followers. Yukl (1998:177) defines power "as an agent's potential influence over the attitudes and behavior of one or more designated target persons." On the other hand, Robbins (1998:396)

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[*] The File No. 16/1/2/1 EMIS No. 44908243: Odendaalsrus is used in order to protect the identity of the school and that of the educators concerned. The information can be retrieved by using this number if need be.

defines power as "a capacity that A has to influence the behavior of B so that B acts in accordance with A's wishes." Lastly, Daft (1999:470) defines power as "the ability of one person or department in an organisation to influence other people to bring about desired outcomes." In addition to these, Beckmann (2000:5) maintains that power is derived from the relationship that exists between the leader and the followers. If there are no sound relations within the organisation, it will be difficult for the leader to derive power that will help him/her to influence the followers.

Power has an origin or source, and research has shown that there are five bases or sources of power. A principal who is formally, officially and legally appointed has *legitimate power*, and he or she is empowered by the legislation to direct his or her followers who in turn must respect and work towards the school's goals (Robbins 1998:399). Another power comes as a result of reward, and as such it is referred to as *reward power*. A person is for instance promoted from a position of an ordinary educator to a position of a principal, and as such gets salary increase or reward as a result of promotion. Because he or she gets more pay, he or she has power over those who value what he or she gets. The increased salary he or she gets can influence others to work harder so that they may also be elevated to a higher position (Daft 1999:471).

The opposite of reward power is *coercive power*. A principal may have a coercive power if he or she is empowered by the regulations to dismiss or to recommend dismissal. Coercive power can also be evident when a principal is reprimanding, criticising or when he or she recommends demotion or leave without pay (Daft 1999:471). Similarly, a principal may derive his or her power from expertise, and such power is referred to as *expert power*. If a principal has knowledge, educators go along with his or her recommendations. In other words his or her expertise influences the educators. The last resource of power is *referent power* which comes about as a result of a leader is personal characteristics such as respect, honesty, trust etc. Research has shown that educators tend to identify themselves with a principal who commands respect, and this makes it easier for a principal to influence them (Robbins 1998:399, Daft 1999:471).

The aforementioned sources of power are very important for principals to influence their followers. However, it has been noted that most principals are frustrated, and that they do not know where to start, and how to start in bringing duty consciousness to educators or to influence them because educators do not want to change from a state of defiance and negativism to that of

co-operation, dedication and constructivism, even in the new dispensation. All these render principals as leaders powerless, with the result that they feel relegated to the ordinary status of a follower (Mothapo 1997:10).

The above-mentioned are supported by the fact that some of the educators affiliated to SADTU acted *ultra vires* by illegally dismissing an officially, formally and legally appointed principal, and as such they despised and tarnished legitimate power that had been vested in the principal by virtue of him having been elevated to the position of principal. The incident occurred in one of the schools in Soweto near Johannesburg, thereby impacting on the influential skills and techniques of the principal (Mkhwanazi 1996:2). Even if educators were empowered by statute to dismiss who ever they deemed fit to dismiss, it is an unfair labour practice in terms of section 188(1)(2) of the LRA (No. 66 of 1995) to dismiss an employee without taking into account relevant codes of good practice.

4.3.1.8 Leadership and teams

In many organisations work is organised according to well-defined teams. This is done in order to bring about high quality productivity, faster service delivery and customer satisfaction. Daft (1999:269) defines a team as "a unit of two or more people who interact and co-ordinate their work to accomplish a specific goal." It is however notable that a team is not an ordinary group of people, but a unit of people or work team coming together to work towards a goal. According to Robbins (1998:286), a work team is "a group whose individual efforts result in a performance that is greater than the sum of those individual inputs."

There are different types of teams that are discernible because of the objectives they pursue. *A problem-solving team* for example is a team of employees whose object is to discuss the improvement of production, work conditions and efficiency. Members of this team share ideas and they also suggest the methods that could help in solving problems (Robbins 1998:287). This team could help a great deal at our schools should they be established, because some of our schools are festering with problems (cf. paragraphs 2.2; 2.3 & 2.4). Similarly, there is a team referred to as *a functional team*. The members of this team in a school setting, are those in the top management of the school and they are the subject heads, the heads of department, the deputy principal and the principal. Together with the principal, the members of this team manage a school (Dessler 1997:322).

Another team which is identifiable is *a cross-functional team*. This team is composed of members from each of the functional sub units. It may also include outsiders from the district office of education. In a school setting, educators from different departments such as the departments of Social Science, Natural Science, African Languages as well as the members of the top management can be included in this team. The task of the team is to plan, to co-ordinate, to initiate co-operation and to solve problems (George & Jones 1999:547-548). This team could help in improving the state of affairs in some of the traditional black schools.

The last team that needs our attention for the purpose of this study is *a self-directed team*. This team consists of members who rotate with a view to producing an entire product. The product is usually produced after a long period of time. The example here is educators who teach the Grade 12 learners. These educators rotate in teaching the learners. For example, a Geography educator teaches for a period of 35 minutes or so, and he or she is followed by an educator who teaches perhaps Biology, and so they rotate. Here an educator specialises in the subject he or she knows and likes the best, and they are also given the necessary resources such as teaching aids, laboratory equipment, library books etc., and these educators are empowered to make decisions regarding their subjects (Dessler 1997:273).

In each of the teams discussed above, there is a designated team leader except in the self-directed team where we find that the team works with minimum supervision (Daft 1999:273). For the teams to be successful, they must have confidence and a confident team leader. An effective leader is one who is flexible. This means that he or she changes easily to suit the situation and he or she does not cling too much to the past. A good team leader does not believe too much in command and control systems, and he or she asks questions when he or she does not know (Robbins 1998:292).

A good leader is one who takes care of a team he or she leads. He or she adheres to the SACE Code of Conduct, and this is done by encouraging the team to treat the learners with respect and the dignity they deserve, while acknowledging the individual differences among the learners. Above all, they develop learners in line with the Bill of Rights as enshrined in the Constitution, and by exercising authority over the learners with compassion. Lastly, it is expected of a leader to support and to back up the team he or she leads (Ivancevich & Matteson 1999:322-325).

A leader must have communication skills because it is by means of communication that a leader is able to influence, to motivate and to inspire the team to work harder towards the organisational goals (cf. paragraph 4.3.1.2). To communicate effectively, a leader must have power that helps him or her to influence the team. This is possible if a leader is prepared to listen, to learn and to ask questions. A skillful leader is able to make decisions and to solve problems (Hersey *et al.* 1996:230). In order to lead a team effectively, a leader must learn to share power, because this helps a team to trust a leader if information and responsibilities are shared, and where there is trust, there is integrity, competence, consistency, loyalty and openness (Robbins 1998:294).

A leader must have a meaningful purpose that he or she shares with a team he or she leads. In fact, a team is united by values and commitment of the organisation. Hence team work should be promoted by means of things to which a team aspires such as the stories of principals or schools that do well academically and otherwise (Daft 1999:276). A leader must have a vision which is of course broader than a goal that he or she must share with a team to enhance the team's commitment, directness and efficacy. Research has shown that in an organisation where a team has a purpose, that organisation is capable and able to compete with flourishing organisations (Robbins 1998:292).

It is incumbent on a leader to see to it that a team works effectively and efficiently. It is, however, notable that educators at some of the traditional black schools relentlessly commit misconduct (cf. paragraphs 2.2; 2.3 & 2.4). As a result of this, the self-directed teams under-performed in the 1999 Grade 12 examinations. The 1999 analysis of the results of the Grade 12 of the four traditional black schools that have been selected according to their scholastic achievement and the performance of their educators from the schools in the Goldfields area of the Free State Provincial Education Department are as follows:

Table 4-1: The 1999 Grade 12 Examination Results of the Project Schools

School	Candidates	SDT	SS + M		SS		PASSED		FAILED	
			N	%	N	%	N	%	N	%
A	121	14	4	3,31	26	21,49	30	24,79	90	75,21
B	89	8	3	3,37	8	8,99	11	12,36	78	87,64
C	197	13	5	2,54	18	9,14	23	11,68	174	88,32
D	316	18	1	0,32	19	6,01	20	6,33	296	93,67
Total	723	53	13	1,8	71	9,82	84	11,62	638	88,24

SS + M= Matric with exemption; SS= Matric without endorsement; N= Number; SDT= Self-directed teams

From the above Grade 12 examination results Table 4-1, it becomes clear that the four project schools under-performed in 1999. The self-directed team that was handling the Grade 12 learners in school A consisted of 14 educators who are qualified to teach the Grade 12 subjects. It must also be mentioned that the school did not experience any shortage of text books, stationery and educators. Another thing that needs to be mentioned is that the school is well equipped, is a modern double storey building which has all the modern facilities like a laboratory, library, Home Economics centre and a modern administration block. There is nothing that prevents or hinders the self-directed team to perform well. However, the poor matric results can be attributed to the fact that educators are not on the level of readiness that requires educators to engage in meaningful teaching (cf. paragraph 4.3.1.10).

It must also be noted that the school A had 121 candidates, and that from this number the school managed to produce only 4 learners with matric exemption, while 20 passed without matric endorsement, and the remaining 91 were total failures. School B's Grade 12 learners were taught by a self-directed team consisting of 8 educators. 89 learners sat for the examination. Out of these learners, 3 obtained matric exemption, and 8 learners obtained matric without endorsement, while 78 failed the Grade 12 examination. The results of the school imply that educators are not yet ready to engage themselves in meaningful teaching, and that they have not yet changed their mind set (cf. paragraph 4.3.1.10).

School C had 197 learners who sat for the Grade 12 examination, and out of this total, only 5 learners managed to obtain matric with exemption, while 18 learners obtained School Leaving Certificates. The remaining 174 learners failed the Grade 12 examination. This is indicative of the fact that the 13 educators who constituted the self-directed team did not perform as was expected of them, the reason being relentless commitment of misconduct as set out in section 17(1)(a)-(n) of the EEA (No. 76 of 1998) preventing them from performing as they should. School D had 316 learners who sat for the Grade 12 examination. Out of these learners, only 1 learner obtained matric exemption, and 19 obtained school leaving certificates, while the remaining 292 learners failed the examination. The deduction which is made here is that the 18 educators who constituted the self-directed team at that school were not on the level of readiness to engage in meaningful tuition (cf. paragraph 4.3.1.10).

The results of school D confirm the fact that it is festering with the legacy of the struggle. At this school it is difficult to detect as to who the principal is because everybody wants to play the role of principal, thereby committing misconduct as set out in section 17(1)(a)-(n) of the EEA (No. 76 of 1998). They, for example, illegally dismissed the principal by inciting the learners to chase him away from school in 1998 (cf. paragraph 4.3,1.7). The action taken by those educators was in contrast with the code of good practice as contemplated in Sch. 8, item 2(1)-(4) of the LRA (No. 66 of 1995). It is the results of his unfair labour practice that led to the school obtaining 6,33% which was the worst matric results in the Odendaalsrus district of education in 1999.

The Grade 12 examination results indicate that the functional team of school D did not do their job. Yet, the school has a full complement of a school management team/functional team. There is for instance, a principal, two deputy principals, and eight heads of department at that school. This means that the team consists of 11 members. Mention must be made that the school has recently been built, and that it has all the modern facilities, equipment, textbooks, prescribed books and stationery which make it easier for educators to teach. It is, however, evident that the contributory factor to the poor matric results is misconduct that impacts negatively on the leadership, skills and techniques of the principal.

Table 4-1 and Figure 5-1 depict that the cross-functional team did not do its job. Here reference is made to the learning facilitators (subject advisors), the heads of department and the subject heads. The learning facilitators are willing to contribute towards the attainment of quality

examination results and towards educative teaching and meaningful learning, but they are prevented from doing so by the educators who do not want to submit to control and supervision (cf. paragraph 4.2.1.1). In terms of section 17(1)(c) of the EEA (No. 76 of 1998), an educator who disregards a lawful order by word or conduct displays insubordination. It is this insubordination that had an adverse impact on the control, planning and organising of the cross-functional team. In some instances, the learning facilitators are despised, humiliated, while their authority is undermined and eroded (cf. paragraph 4.2.2.7).

4.3.1.9 A leader and followers

It must be mentioned from the outset that some scholars and writers make distinctions between a leader and a manager (Swanepoel *et al.* 2000:390, Yukl 1998:4-5, Robbins 198:346-347). In paragraph 4.2.1, a manager and his or her practical activities within the organisation were discussed. It is therefore not necessary to repeat the description of the concepts manager and management here. However, allusion will be made to management and manager where necessary. Similarly, there are scholars and writers who do not draw a line of demarcation between a leader and a manager. Such scholars are Whetten and Cameron (1998:13-14) who maintain that "effective managers and effective leaders do exactly the same thing" and that a leader and a manager cannot be separated.

A leader comes to the fore whenever there are two people and more coming together for a specific purpose. From the group of people, one emerges as a leader who influences the behaviour of the group members. This is evident when there emerges a leader among a group of boys as young as three years whenever they play together. This is also true of relatives, friends, associates etc. (Hersey *et al.* 1996:91). Scholars who have attempted defining the word leader have done so in relation to the goal or the vision of the organisation. They, for instance, perceive a leader as someone who influences and inspires his or her followers to strive towards the attainment of goals or towards the realisation of a shared vision (Robbins 1998:347).

In South Africa, a study was conducted at the University of South Africa (UNISA), in the school of Business Management where the MA students were involved. The definition the students came up with differed a little bit from that of the other scholars from the other countries in that they reflected the South African perspective and culture. For example, they hold the view that an effective leader is (i) "an accepted person who displays a natural ability in a given situation to

inspire others to willingly follow an ideal or vision," (ii) "a leader is a person who leads followers to believe in themselves, their own strengths, abilities and worth, who inspires followers to commitment, motivation and self-confidence," and (iii) "a leader is a person who is capable of paradigm shifts, who takes risks, is a facilitator of people and empowers people, and who is perceived to be a trustworthy person with high moral values" (Swanepoel *et al.* 2000:375).

The foregoing definitions of a leader reflect a leader, followers, the act of inspiring, situation and charisma such as capability to change, risk in taking decisions, courageous, trustworthy, and leader's moral values. On the other hand, George and Jones (1999:404) perceive a leader as someone who motivates followers towards the achievement of the organisational objectives, and who develops the skills and confidence of the followers. Similarly, Greenberg and Baron (1997:434-435) perceive a leader as someone who initiates change if there are obstacles, so that he or she is able to attain the desirable goals. They also go further by saying that a leader is someone who gets things done.

By influencing, inspiring, motivating etc., a leader leads followers within the organisation. The act of leading is defined by Robbins (1998:3) as "a function that includes motivating subordinates, directing others, selecting the most effective communication channels, and resolving conflicts." In a school setting, a principal is a leader because he/she finds him/herself among educators whom he or she motivates, directs, inspires, influences, interacts with. He/she also resolves the conflicts that might be present within a school. Because of these reasons, educators are a principal's followers, and without them it is impossible for a principal to be a leader. In fact, Hersey *et al.* (1996:193) make it abundantly clear that a leader cannot exist if there are no followers.

Educators as followers who purposely form a formal group, which is perceived by Robbins (1998:240) as "a designated work group defined by the organization's structure," work together daily under the leadership of a principal. It is for this reason that educators must always be prepared to follow a principal. Should they be ineffective in this regard, the school's activities will be handicapped, and this impacts negatively on performance standards. In fact, research has shown that people within the organisation who do not want to follow are not courageous, honest, credible, working independently, committed to their work, and that this results in them under performing because they are unable to manage themselves (Robbins 1998:382).

It has been discovered that self-management is lacking among some of the educators. It is because of this reason that educators are unable to manage time, and as a result they commit misconduct by coming to school late, by dodging and bunking periods (cf. paragraph 4.2.2.8). It has also been discovered that some of the educators cannot think for themselves. A good example here is the question of lesson preparation and class-visits. The two issues are topical in our schools because some educators wait for SADTU to come and confuse them, and yet they know how to prepare a lesson, because each and every educator has undergone training in lesson preparation at the institution of higher learning where they qualified as educators. A case in point here is the educators attached to one of the school in Monyakeng township near Wesselsbron (cf. paragraph 4.2.1.1)

Most of the educators attached to the erstwhile DET cannot work independently due to the fact that they lack self-control, and as a result they refuse to follow principals who are their leaders (cf. paragraph 4.2.2.7 & 4.2.2.8). At a school where educators refuse to follow a principal, a school produces poor examination results at the end of the year, and the learners produced by such a school cannot fit in the society (cf. paragraph 4.2.2.6). Table 4-1 and Figure 5-1 bear testimony to this. The four project schools did not pass many learners in Grade 12, and the results they produced were not quality results. The following results of the four schools support the notion: School A's pass rate was 24,79%, school B's 12,36%, school C's 11,68% and school D's 6,33%.

It has been proved beyond reasonable doubt that some educators who do not want to follow a principal as their leader are not honest, and that they contravene section 17(1)(c) of the EEA (No. 76 of 1998) by misusing the school funds, by absenting themselves from schools, by falsifying records, by ignoring the starting and ending time and by abdicating responsibility (cf. paragraph 2.2.1). It follows that a dishonest educator at one of the schools in Thabong near Welkom, in the Free State collected money from the learners, and failed to report it to the school's secretary knowing full well that the policy of the school dictated that the money was to be reported (cf. paragraph 2.4.2).

Another example of a dishonest educator is the one who forged reports and sold them to learners. According to the report, the educator stole blank report forms and the school's stamp from the principal's office, and he allotted marks to the learners indiscriminately, and that led to the learners being given marks even for the subjects they did not do. Upon completion of the forms the

educator forged the signature of the principal thereby committing serious misconduct (cf. paragraph 2.4.3). In another incident, it was reported that an educator misused the school hall by allowing the local people to use it without the permission of the principal, and that he lined his pockets with the money he got from the users. All these are indicative of the refusal of some of the educators to follow principals (cf. paragraph 2.4.4).

4.3.1.10 Situational variables

There are variables in the situation where a leader finds himself or herself. These variables can contribute positively or negatively towards the leadership skills and techniques of a leader, and that is why they are referred to as the situational variables. Hersey *et al.* (1996:164) discuss the situational variables from another dimension and the business point of view. In as far as this research project is concerned, the converse will be true because the research project is concerned with the education public sector. However, the principles of the environmental variables noted by Paul Hersey, Kenneth H. Blanchard and Dewey E. Johnson will be applied, while taking into account that the situational variables differ from situation to situation (Hersey *et al.* 1996:164).

For the purpose of this study the following situational variables are of vital importance, and they are therefore given attention more than any other variables: organisational goals, social change, job demands, time and external variables (Hersey *et al.* 1996:173-177). One of the characteristics of an organisation is organisational goals. In fact, an organisation exists because of the goals that it pursues. According to Hersey *et al.* (1996:173) organisational goals consist of output variables and intervening variables. In a school setting where the mission of a school is to develop a child, the output variables will be moral values, healthy body, intellect and pass rate (at the end of the year or continuous evaluation) or failure rate. Hersey *et al.* (1996) refer to the output variables as short term goals which are measurable.

On the other hand, the intervening variables are capacity for effective interaction, communication and decision making. These variables are long term goals that are not measurable (Hersey *et al.* 1996:1733). The output variables impact on the leadership skills and techniques of a principal in that they change the leadership style of a principal. In schools traditionally referred to as black schools, some of the educators flout the SACE code of conduct which is related to the learners. For example, they do not do not respect the dignity, belief and the constitutional rights of learners because they involve them in disputes and issues such as political matters which do not concern

them, thereby affecting learners' moral standards that have been set by principals as leaders (Mabe 1990:9).

Now that South Africa is a democratic country, principals as leaders must uphold democratic values and principles in schools (cf. section 7(1)-(3) of the Constitution, No. 108 of 1996). In addition to this, principals must bear in mind that their followers have changed tremendously since the new dispensation was ushered in. The fact that South Africa is a member of the global village should be the principals' cause for concern because people are now moving easily from other countries to South Africa, as is the case with South Africans, and this changes the social mores of the people of the world. In South Africa for example, employees imitate and emulate other employees from elsewhere e.g. they resent being treated as subordinates who are being told from the top downwards (Greenberg & Baron 1997:339).

Social change as a situational variable has an adverse impact on the leadership skills and the techniques of principals. Some of the educators are critical of some of the things that are happening in schools in general and in the education system in particular (Hersey *et al.* 1996:177). This is compounded by the fact that the LRA allows the educators to participate in labour actions (cf. sections 64(1)(a)-(c) & 69(1)(a)(b) of the LRA, No. 66 of 1995). Some of the educators question the authority of principals whenever principals want to exercise control over educators' professional. Such educators may contravene section 17(1)(c) of the EEA (No. 76 of 1998) (Mothapo 1997:10). The involving of educators in the appointment of other educators in all levels affects the leadership skills and techniques of principals in that educators prefer their friends to competent applicants (Seloane 1997:3).

The work that has been assigned to educators to perform is one of the important situational variables. For instance, a structured job requires high task behaviour and direction. This means that principals are expected to give educators direction, and they must analyse the situation by interacting with the educators in their classes. Some educators annoy principals by not adhering to the rules and regulations, instead they do things incorrectly, knowingly and deliberately, thereby wilfully defaulting in carrying out their duty (cf. section 17(1)(c) of the EEA, No. 76 of 1998).

An educator attached to one of the schools in Masilo near Theunissen, in the Free State, was found by the SMD to have dated a Mercantile Law test as September, when in actual fact the

SMD was at that school in April 2000. Secondly, marks allocated did not correspond with marks on the memorandum of marking. Thirdly, it was discovered that the 1999 lesson preparations were used in the academic year 2000, and also that the class-work given on that day did not add up to 50 marks as indicated, but to 54 marks. All these constitute misconduct as spelt out in section 17(1)(b)(d) of the EEA (No. 76 of 1998), and it also indicates that the educator could not cope with the job demand (File No.16/1/2/1 EMIS No. 44008151: Odendaalsrus).*

A school is an open system that is open to external variables such as the economy, religion, politics etc. (Hersey *et al.* 1996:176). For the purpose of this study politics is given attention because it is the variable that played a leading role in the decline of leadership skills and techniques of principals. It is a well known fact that in the past educators were involved in politics. As a result of their involvement in politics, some of the educators perceive themselves as politicians, that is why they threaten, intimidate, harass principals, and in some instances instigate learners to beat principals or burn down principals' properties (cf. paragraphs 2.3.1, 2.3.6, 2.4.8.4 & 2.4.8.5).

The politicisation was so intense that some of the educators saw it fit to embark on political activities, rather than on educational activities, hence the slogan *[political] liberation before education*. Educators who took part in politics, rallied learners and outsiders around them to make schools and the townships ungovernable. The politicised educators told the learners not to pay their school fees. They also instructed the township residents not to pay for essential services, and they organised mass actions thereby destroying the economy of this country. All these were done because educators who initiated them claimed that schools were not isolated from the community. This political strategy impacted negatively on the leadership skills and techniques of principals (Montgomery 1993:15).

Time is a major factor in the situation in which a principal as a leader finds himself or herself. A principal needs time to complete managerial work or to work towards the attainment or achievement of goals and so is the case with educators (Hersey *et al.* 1996:175). The work that is

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* File No. 16/1/2/1 EMIS No. 44008151: Odendaalsrus. This number is used to protect the identity of the educators and the school where they are attached. To have access to the information, this number can be used.

not completed within the stipulated time has an adverse impact on the skills and techniques of a principal as a leader. A case in point here is some of the educators who did not care about time. It was reported that half of the educators around Ermelo in Mpumalanga came late to school on Mondays, while some were always two hours late every day, and that others arrived at schools two hours before knock off time (Bierman 1998:11). At the schools where this is a common practice, a principal is unable to apply his or her leadership skills and techniques.

4.3.2 Impact of misconduct on the leadership of principals

4.3.2.1 Introduction

The concepts of leadership and a leader have been explained in the previous paragraphs. Here, it suffices to say that the two concepts have attracted the attention of scholars and writers who study organisations, and they discovered that leadership manifests itself in any organisation. The scholars came up with many definitions of leadership. Daft (1999:5), for instance, defines leadership as "an influence relationship among leaders and followers who intend real changes that reflect their shared purpose." Greenberg and Baron (1997:433) define leadership as the "process whereby one individual influences other group members toward the attainment of defined group or organizational goal."

In the light of the above definitions, it becomes clear that there is a difference between a leader and leadership. A leader purposely leads a group in order to achieve something (George & Jones 1999:404). On the contrary, leadership is a process that takes place whenever someone influences, inspires and motivates a group of people to strive or to work towards a set goal. Leadership is impossible without followers, influence, intention, shared purpose or vision, change and personal responsibility (Sherman & Bohlander 1992:476-477). It is of vital importance to note that the process of leadership is the function of a leader, followers and the situational variables that influence the style of a leader, hence the situational leadership (Ivancevich & Matteso (1999:408-409).

4.3.2.2 Situational leadership

In the situation where a leader finds himself or herself, there are situational variables, and it is incumbent upon a leader to sense or to diagnose situational variables. In other words, a good

leader is a good diagnostician who has the ability to sense and to identify variables that are situation based. The ability to diagnose the situation hones leadership skills and techniques, and this results in a leader adapting to a situation, or it can result in a leader changing his or her leadership style in order to suit a given situation. A good diagnostician is also in the position of varying his or her behaviour in order to meet the demands of the situation that confronts him or her (Hersey *et al.* 1996:189).

Some of the situational variables that affect or influence the leadership skills and techniques of a principal, and that must be diagnosed or sensed by a principal as a leader were discussed in paragraph 4.3.1.10. Hersey *et al.* (1996:189) express the view that a model they have developed, and which can be used by leaders to influence followers, results in situational leadership. According to them, situational leadership involves the direction and the guidance a leader gives to his or her followers; the way in which a leader relates to his or her followers; the level of readiness on which the followers are. In other words, a leader must take cognisance of the fact that all these affect one another (Swanepoel *et al.* 2000:382-383).

The followers as the most important variables are school based. It is for this reason that the emphasis in situational leadership is on the manner in which a leader relates to his or her followers because relationships can contribute to the leader not being rejected or accepted by followers who also determine the power that a leader may have to influence them (cf. paragraph 4.3.1.7). It must always be remembered that there are leadership theories and models, and that theories and models are not the same. Hersey *et al.* (1996:190) define, a theory and a model respectively as follows: "a theory attempts to explain why things happen as they do. As such, it is not designed to recreate events. A model, ... is a pattern of already existing events that can be learned and therefore repeated."

In dealing with the situational leadership model, one is looking at a process through which a leader takes decisions to effectively influence his or her followers, and it is also important to note that a situational leadership model is not a theory because in this model there are procedures, actions and outcomes which are based on methods that have been tested and which are practical and easy to apply. It is also important to note that the relationship which is important in terms of the situational leadership is the leader-followers relationship (Greenberg & Baron 1997:453-454).

The level of readiness which is the extent to which followers display willingness and ability to do the work was alluded to earlier on. A leader should know whether the people he or she wants to influence towards the attainment of goals are on an appropriate level of readiness. A leader also uses leadership styles in the leadership model as well as the readiness of the followers when influencing them. The styles that may be used are *task behaviour* and *relationship behaviour* which are respectively defined by Hersey *et al.* (1996:191) as follows: "Task behaviour is the extent to which the leader engages in spelling out the duties and responsibilities of an individual or group. Relationship behaviour is the extent to which the leader engages in two-way or multi way communication."

The relationship behaviour style is needed when a leader has to encourage his or her followers. He or she, should for example, communicate effectively with followers, and this is done by way of listening carefully and facilitating the activities, while supporting followers where necessary. The task behaviour comes to the fore when a leader gives directions by way of using a one way communication which is only from a leader to followers. When using task behaviour style, a leader is not concerned with the feelings of his or her followers, but he or she is concerned with the followers attaining goals. The relationship and task behaviours are two different styles that may be used by a leader in a given situation depending on the readiness of the followers (Sherman & Bohlander 1992:482).

Leaders should adapt to the situation in which they find themselves so that they are in a position to influence the followers towards the attainment of goals. It must, however, be noted that the situation in which a leader finds himself or herself, is in turn influenced by the situational variables that are situation based. As has already been mentioned, such variables, among others are followers without whom leadership is impossible. If it happens that followers decide not to follow, leadership and the production of the organisation are adversely affected. It is for this reason that it is believed that followers are very important variables (Swanepoel *et al.* 2000:380).

In order to establish and maintain the leader-follower relationship, a leader should work in close contact with followers. It is for this reason that a leader should continually create clearly defined outcomes, objectives, sub-tasks etc. More importantly, a leader should note that followers may not be on the level of readiness to work towards the attainment of the outcomes and objectives. Hersey *et al.* (1996:193) define readiness "as the extent to which a follower demonstrates the ability and willingness to accomplish a specific task."

As may be seen from the foregoing definition, the components of readiness are ability and willingness which are in turn respectively defined by Hersey *et al.* (1996:194-195) as follows: "*Ability* is the knowledge, experience, and skill that an individual or group brings to a particular task or activity. *Willingness* is the extent to which an individual or group has the confidence, commitment, and motivation to accomplish a specific task." In the traditional black schools, followers have proved beyond reasonable doubt that they are not on an appropriate level of readiness because most of them regularly commit misconduct which has a negative impact on the leadership of principals.

For example, an educator who continually arrives late and who also whiles away time in the staff-room is not willing to accomplish a specific task of imparting knowledge to learners (cf. paragraph 2.2.4). Another example is that of an educator who contravened section 17(h)(j) of the EEA (No. 76 of 1998) by smoking dagga and illegally selling it at one of the high schools in Umlazi, South of Durban. It is reported that an educator attached to the school smoked dagga with the learners belonging to the same school in the room they referred to as the smoking room, in which the educator also sold dagga to the thugs who entered the school premises freely (Thulo 2000:3). The action of that educator smacked of a high level of unwillingness, and it has an adverse impact on the leadership of the principal.

What has been said above indicates that the educator was not on an appropriate level of readiness. The principal of the school was neither task behaviour oriented nor was he relationship behaviour oriented because he himself was a dagga smoker (Thulo 2000:4). In spite of the fact that the matric results of the country have been poor for the last 5 years and more, educators are still unwilling to teach. Subsequent to the release of the worst matric results of 1998, SADTU contravened section 17(1)(b)(c)(d) of the EEA (No. 76 of 1998) by holding a meeting during school hours at the Durban City Hall to discuss the issues of rationalisation and redeployment (Shiba 1999:6). If they were ready to teach, they would not have held that meeting during school hours.

It is difficult for some of the principals of the township schools to adapt to the situation by applying the task behaviour which demands that a principal must give direction in order for the educators to achieve goals. The relationship behaviour style which demands that a principal must encourage and facilitate the educators' activities is also difficult to apply in a situation such as the

one depicted above. In another incident, educators attached to one of the schools in Daveyton, on Gauteng's East Rand contravened section 17(1)(b)(d) of the EEA (No. 76 of 1998) by fighting among themselves in the school premises, and subsequent to that they neglected learners for almost the whole of the 1998 academic year.

As has already been mentioned, refusal to submit to authority and control constitutes insubordination in terms of section 17(1)(c) of the EEA (No. 76 of 1998). However, it appears that some educators still refuse their SMT's access to their classes because they perceive class visitation as an anathema and interference with their work, and yet according to the principles of management, control and supervision cannot be sacrificed or neglected if the educational problems in some of the traditional black schools have to be solved (Mothapo 1997:10). The attitude of some of the educators who do not want to be controlled show that they are not yet ready to teach as defined by Hersey *et al.* (1996). Moreover, educators who do not want to be class-visited are not aware that in terms of Chapter A, paragraph 4.2 of the EEA Regs (No. 222 of 1999) the prerogative of the principal as the representative of the employer is to guide, supervise and offer professional advice on the work of educators, and that he/she can only do this, if he/she has access to the educators' classrooms and professional work.

It has also been discovered that the downsizing of the work force plays a role in the decline of leadership quality of principals (Dessler 1997:609-610). Subsequent to the ushering in of the democratic order in South Africa, a voluntary severance package was offered to everybody including the educators attached to the former white schools. However, at the traditional black schools, some educators were forced by the circumstances such as lax morals, laissez-faire types of attitudes and appalling conditions that led to educators neglecting learners to leave teaching (cf. paragraph 2.2.4). Because of this move, there was a loss of talent, valuable skills and knowledge, and this impacted negatively on the leadership of principals who were forced to start afresh building up what had been lost (Matseke 1997:12).

The foregoing circumstances that have been sketched, suggest that principals of the traditional black schools must be more diagnostic in the situation they find themselves more than any other principal, because of our past history that has negatively influenced the attitude of most of the educators attached to the schools controlled by the erstwhile DET. Principals who have good diagnostic ability are able to enquire or to sense what happens in the situation where they find

themselves. The skills to diagnose the situation helps principals to be flexible in managing schools, and this enables them to vary their methods of leading their followers.

4.3.2.3 Transactional leadership

The term transaction is used in the business world when a businessman exchanges a deal with a client or when a businessman negotiates a deal with a client. Here, a businessman gives, and so does a client. For instance, a businessman may give a client a certain commodity in exchange for money from the client, and this act is referred to as a transaction. In leadership, the word transactional is used to indicate the situation where a leader recognises a specific follower's desires, and in turn he or she provides goods to meet those desires (Daft 1999:427).

In transactional leadership, both the leader and the follower gain. For example, a follower receives reward for work done, while a leader receives benefit for the work completed. Here, it becomes clear that in transactional leadership there are economic and social transactions needed for the follower to accomplish a goal, and that the exchange involve goods. It is important to note that transactional leaders are good at following rules, planning, controlling, organising and goal setting. The rewards which are given to followers as incentives, encourage them to work harder while at the same time the followers are made to feel happy in the organisation, and this may improve the productivity and the morale of the followers. Transactional leadership does not effect change in spite of the fact that it promotes stability (George & Jones 1999:434-435).

Another example of transactional leadership is where a leader negotiates a reward with a follower for an effort that a follower shows. More importantly, a follower is given something by a leader for the performance and the work he or she completes (Swanepoel *et al.* 2000:388). In other words, what is said by Swanepoel *et al.* (2000) is supported by the following statement made by Daft (1999:427), when he pointed out that "a transaction or exchange [is a] process between leaders and followers." The foregoing assertion also assumes that transactional leadership recognises the effort a follower puts in, in an attempt to attain goals or a certain duty in the form of a reward.

Transactional leadership is needed in schools in order to encourage educators to work harder towards the attainment of goals and objectives, and also for the principals to design work flow as well as to delegate assignments to the educators (Swanepoel *et al.* 2000:388). As may be seen

throughout the discussion in this research project, the traditional black schools are festering with problems of educators who commit misconduct, and that this leads to educators being demotivated, uncommitted and dispirited. What has been said is supported by the fact that some of the educators report for duty, only to loaf at work instead of doing what they have been employed for. Another example is that of some of educators who persistently come late to school, and as such, the attainment of goals and objectives are affected (cf. paragraph 2.2.4).

In terms of section 22(b)(f) of the DETA (No. 90 of 1979), an educator was regarded to have committed misconduct, if he or she caused any act which was prejudicial to the administration and discipline of the DET, or if an educator publicly criticised derogatively the administration of the department. However, educators contravened the provisions of the above-mentioned section by denying the principals, as leaders, opportunities to identify educators who qualified for the merit award and promotion to a higher position, and as such impede the transactional leadership principle. It appears that the Vaal educators went on an illegal strike for a period of three weeks, after which they decided to return to class, but still handed a memorandum to the officials of the DET, in which it was clearly spelt out that the DET must stop giving educators merit awards (Mhlongo 1990:9).

The situation at the schools mentioned above could be arrested if the transactional leadership looks into the deviation from standards, and if it corrects those mistakes that might be there within the schools. Because it aims at looking at the followers who deviate from the rules and standards such as relentlessly committing misconduct, transactional leadership must be applied with the view to correcting the deviant behaviour of educators (Swanepoel *et al.* 2000:388). For instance, it is believed that the application of transactional leadership can help in dealing with educators who leave learners during school hours to attend to union's meetings (cf. paragraph 2.3.1).

4.3.2.4 Cross-cultural leadership

In South Africa there is a diversity of cultures. It is because of this reason that the work-force is composed of blacks, whites, coloureds, indians and others. The former president of this country, Mr Mandela, was aware of this diversity, and that is why he at one stage referred to the people of our country as the rainbow nation (Nyatsumba 2000:14). The different South African people speak different languages, while practising different religions, and different ways of life. For

example, a black man or woman whose next of kin has passed away would like to be released from work for about a week or more to prepare for the funeral. In addition to this, it must be noted that there are customs among the blacks that must be observed such as rituals, ancestral cults etc. (Swanepoel *et al.* 2000:393).

South Africa is not only a rainbow nation, but it also has been internationalised. Because it is part of the global village, other nations are allowed to come here to seek employment. Technology has also advanced in so much as there are sophisticated networks such as the internet, the telephone and others which make communication easier between the countries of the world. It is for this reason that a leader must be conversant with the culture, the values and the philosophy that other countries cherish. Another phenomenon which needs to be mentioned is that in our country women are entering leadership positions (Swanepoel *et al.* 2000:393).

For South Africa to develop effectively, the cultural diversity must be understood by leaders of this country in general, and the educational leaders in particular. Cultural issues could impact negatively on the leadership of a principal if they are not effectively managed. In South African schools in the past, white male principals were managing most of the high schools, while competent blacks were marginalised and side stepped (Swanepoel *et al. 2000:398*). This practice was abhorred by black educators who protested against it. Because they were not allowed to register their concern, they resorted to inciting the learners to stone and chase away the white principals and white educators from the traditional black high schools and thereby contravened section 22(b)(f) of the DETA (No. 90 of 1979).

Subsequent to the introduction of the democratic dispensation in South Africa, some of the educators committed misconduct, while hiding behind the cloak of the democratic rights. Two educators of Vosloorus in Gauteng for example, contravened section 17(1)(c)(g) of EEA (No. 76 of 1998) by disobeying the carrying out a lawful order given to them by the principal of the school, and also by behaving in a disgraceful manner while on duty in that they quarrelled with the principal in full view of everybody. This came about as a result of the two educators involving learners in a strange religion in which Satan was the main emphasis, unlike the Christian belief where Jesus Christ is the emphasis. When instructed to stop their religious practices, they refused by saying that there was a freedom of religion in terms of the Constitution of South Africa (Mbonambi & Dladla 1998:2).

It is true that section 15(1) of the Constitution (No. 108 of 1996) confers on the individuals the right to freedom of conscience, religion, thought, belief and opinion. But, it does not allow individuals to do mischievous things and thereafter hide behind the cloak of religion. According to the report, the two female teachers in question were rude and discourteous when talking to the principal and the officials from the department of education. Moreover, they provoked the principal by holding "prayer meetings" at the spot where the principal was parking her car, and at the time when the principal was supposed to lock the gates and leave for home, making a remark that Satan was on the school premises (Mbonambi & Dladla 1998:2).

The intervention of the education officials in this matter did not come to fruition either. Instead, the two female teachers who involved learners in the strange belief swore and hurled abusive language at the principal in the presence of the education officials thereby committing gross insubordination (Mbonambi & Dladla 1998:2).

Another similar incident is that of an educator attached to a school in Kutlwanong near Odendaalsrus in the Free State. The educator smoked dagga with the learners, and he saw nothing wrong because, when confronted by the principal and told to stop the practice, he indicated that Rastafarianism was a religion, and that they were worshipping Haile Selassie as their God. He furthermore went on to say that there was nothing wrong with worshipping their god because the Constitution of this country allows freedom of religion (cf. paragraph 2.2.7).

In the Free State, black traditional secondary schools that were managed by whites, were targeted because, when appointments were made, blacks were bypassed or sidelined in favour of whites. One of the schools in Makeleketla near Winburg is cited as an example. At one stage, the white principal and white educators of the school found themselves in a very dangerous situation because they were confronted with lethal weapons ranging from knives to pangas, while abusive slogans were hurled at them. On the other hand, their cars were petrol bombed, and they had to call for the protection of the police (Dedekind & Hoeksma 1990:1).

The above incident was not the only one of its kind. There were many of these, and to avoid unecessary repetition, they need not be recorded as they are similar in nature. Now that South Africa is in terms of section 1(b) of the Constitution (No. 108 of 1996) one, sovereign, democratic state, founded on non-racialism and non-sexism, the principals must consider the country's cultural diversity as stipulated in sections 30 and 31 of the Constitution (No. 108 of

1996) that everyone has the right to use the language and to participate in the cultural life of their choice; and to form, join and maintain cultural, religious and linguistic associations and other organs of civil society.

Another issue in South African education that needs to be considered by the leaders is affirmative action. According to this programme, when promotions are to be made, the South African people across the spectrum must be considered (Swanepoel *et al.* 2000:398). In spite of this fact, many mistakes have been made regarding affirmative action in our young democracy, because when leaders are appointed, good people, with good track records are bypassed or sidelined in favour of officials' friends and siblings (Matseke 1998:15). This practice has caused the following among the employees in this country: distrust, tension and negative attitudes which affect the morale of employees, hence silent resistance and resentment that impact negatively on the leadership of leaders in general, and principals in particular (Matsebula 1997:15).

4.3.2.5 Educational leadership

Educational leadership needs to be reviewed and taken seriously more than ever before in our country, more so because some people have mistaken it to be denoting status that enables people to drive expensive German cars, and to earn a lot of money should they be promoted to the position of a leader (Mamaila 2000:6; Bereng 2000:9). Contrary to these ideas, educational leaders should be individuals who are dedicated, loyal, and above all, they should be like captains of a ship because without them schools cannot sail through the turbulent sea of ignorance. In addition to this, educational leaders must perceive themselves as leaders of an army in the battle for true intellectual liberation, and leaders who liberate the minds of learners from ignorance. It is because of these reasons that it is expected of principals as educational leaders to have characteristics of a good leader (Matseke 1998:11).

Unlike business leaders, an educational leader moulds learners who are also his or her followers and he or she unfolds reality to them. It is for this reason that an educational leader should be exemplary and he or she should command respect. The definitions of a leader by Swanepoel (2000:375) are relevant to an educational leadership. For instance, a principal must be capable of paradigm shifts i.e. his or her mind set must change with the changing world. In our country, corporal punishment has been abolished in terms of section 10(1)(2) of the SASA (No 84 of

1998). It is therefore expected of a principal to change and adhere to the provisions of this section and other prescripts.

A principal as a leader must take a risk in making decisions. In the case of educators who defy and intimidate him or her as discussed in paragraphs 2.5.3 and 2.5.4, a principal must take a firm decision to follow all the procedures that are laid down in respect of maintenance of discipline and management of misconduct. More importantly, a good principal is one who facilitates the activities of the educators and who also empowers them. The selling of reports as well as the allotment of marks to learners without marking their scripts as discussed in paragraphs 2.4.3 and 2.4.5, suggest that principals of schools where educators practise these are ineffective in facilitating and empowering educators.

Lastly, a principal should be a trustworthy person, with high moral values because he is imitated and emulated by educators and learners he or she leads. If a principal has a behavioural problem as is the case with some of the principals, schools are not led as they should. A principal of one of the schools in Umlazi near Durban is a case in point. It was reported that he smoked dagga with learners and one of the educators attached to the school. That principal not only flouted section 17(1)(h) of the EEA (No. 76 of 1998) by smoking dagga, but he also contravened section 17(1)(g)(k) of the EEA (No. 76 of 1998) in that he misappropriated the school fund and in that he behaved in a disgraceful manner when confronted by the governing body of the school (Thulo 2000:4).

In another incident that was reported by Lengane (1996:1), a principal of a school in Soweto near Johannesburg was severely assaulted by the residents because it was alleged that he repeatedly raped a nine-year old girl who was a learner at his school. If the allegations were true, the principal did not only contravene section 17(1)(g) of the EEA (No. 76 of 1998) by sexually harassing the little girl, but he also flouted criminal law in that he violated the dignity of the young girl, and in that he inflicted psychological and bodily harm on her (cf. paragraph 3.2.3). Similarly, a principal of a school in Bushbuckridge in the Northern Province shot dead an educator who was alleged to have had a love affair with his wife thereby flouting criminal law and section 17(1)(b) of the EEA (No. 76 of 1998).

The behaviour of the principals sketched above suggests that they fail in leading their schools, and that they lack direction as they engage themselves in doing things that are not accepted by the

society. Unfortunately, lack of direction resulted in them misleading schools. Hence one of them involving learners in smoking dagga. A good principal does not act impulsively as was the case with one of the above-mentioned principals. In fact, it was expected of him to seek out advice because wisdom is what is needed when someone is leading an organisation (Matseke 1998:11). Another thing that needs to be seriously considered is that South Africa is now a secular state. It is because of this reason that there is no clearly defined religion programme in schools to mould good character in everybody who has to do with the educational leadership (Letsoko 1999:12).

As may be seen from the above-mentioned paragraphs, schools need true educational leadership that builds confidence through respect which is the cornerstone of any organisation. True leadership continually acquires knowledge that helps in capacitating and developing educators who are demotivated, dispirited and who lack commitment and self-confidence (cf. paragraphs 4.2.1.4; 4.2.1.5 & 4.3.1.10). In addition to this, a principal as a leader must inspire trust in educators in order for them to do what needs to be done or what is expected of them to do. The organisation functions effectively if trust is established within it, and where there is trust, there is always accountability, reliability and unity (Swanepoel 2000:391).

A true educational leader is a visionary leader who has dreams. It is for this reason that principals must have a vision that must be shared with educators in order to arrest the deplorable situation and the deteriorating standards of education in our country (cf. Table 4-1 & Figure 5-1). It must be noted that it is a fallacy to think that a vision is attainable without meaningful communication. It is therefore necessary for a principal as a leader to communicate effectively with educators as followers in order to clarify the vision and to make it meaningful, because this helps to motivate educators to go the extra mile, while enhancing understanding between them and the principal (Swanepoel 200:391).

4.3.2.6 Charismatic leadership

A person who has inherent power to attract, inspire, influence and motivate others to follow him/her and to admire his/her ideas is said to have charisma. Charisma is a talent given by God to someone for him/her to be able to inspire or to influence those who follow him/her towards the attainment of goals or objectives. The objectives may be bad or good. King Moshoeshoe of the Basotho nation had charisma to inspire his followers for a good cause. A well known villain in

the history of our country is Mr Eugene Terreblanche who also possesses charisma. Contrarily, his charisma enabled him to inspire his followers towards the attainment of bad objectives.

The two different leaders referred to in the preceding paragraphs are charismatic leaders. A charismatic leadership is characterised by charisma and traits which help in inspiring, motivating and influencing others towards the attainment of objectives. A charismatic leader is diplomatic, enticing, democratic, calm, intelligent and courageous (Swanepoel 2000:375). Another example of a charismatic leader is Mr Nelson Mandela who changed and transformed politics in our country. There is no doubt about it that Mr Mandela's political views and ideology are cherished by most citizens of these country.

Charismatic leadership is what is needed in our education in general, and in our schools in particular, more especially at this point in time when our schools are so difficult to be led and to be managed (cf. paragraphs 2.2; 2.3; 2.4 & 2.5). Principals need to be intelligent in order to deal with issues that are affecting their leadership and schools as an organisations. For example, an issue surrounding an educator who was alleged to have stolen money collected from parents to buy track suits was not supposed to have resulted in the headmistress quarrelling and fighting with the educator, who was alleged to have stolen the money, in front of the learners thereby contravening section 17(1)(b)(g) of the EEA (No. 76 of 1998), (Jordan 1998:7).

According to George and Jones (1999:432) a charismatic leader is assertive and self-confident. In the above-mentioned case, it is evident that the principal was not assertive and self-confident. For instance, she never called the educator to her office to discuss the matter with her and also to establish rapport It was also expected of the principal to be cool and calm when discussing the matter with the educator even if the educator's emotions were running high, because it is expected of a charismatic leader to have a strong need to influence his/her followers to comply with the belief and the organisational culture of the school (Swanepoel et al. 2000:386). A case similar to this one is the incident where a principal locked herself up in her office out of fear of her educators who fought among themselves thereby flouting section 17(1)(b)(g) of the EEA (No. 76 of 1998) (Khupiso & Pretorius 1998:4). In solving this problem, the principal was supposed to have been assertive and self-confident, not to be scared away.

As a leader, a principal is expected to visualise goals which can only be achieved if he or she motivates, influences and inspires educators towards the achievement of goals. Commitment on

the part of a principal as well as effective communication can help a principal a great deal in this regard. Communication also plays a pivotal role in influencing educators to perform to expectation. In a school setting, educators must be made aware that excellent matric results need hard work, not a miracle. It is for this reason that a principal as a leader must always express confidence in educators, so as to encourage them to develop mutual trust because this enables them to accept a principal as their leader (Greenberg & Baron 1997:444-445).

In Chapter 2 of the research project, it was indicated how some of the educators attached to the traditional black schools rejected their principals. The following reasons that contributed to the rejection of principals were discussed: laxness and laissez-faire types of attitude, the belief that only educators affiliated to SADTU should be promoted, and the lack of charisma on the part of principals (Mkhwanazi 1996:2, Bereng 2000:9). It is, however, believed that a principal could overcome this if he or she is diplomatic, intelligent, self-confident and assertive. An example of a principal who seemed to be lacking the aforementioned characteristics is the one who locked herself daily in her office because she was rejected by her educators for failing to deal with day to day problems (Khupiso & Pretorius 1998:4).

4.3.2.7 Transformational leadership

Transformational leadership is a concept that was brought into education from the political world. Politicians who are transformational leaders normally appeal to the moral values of their followers. They for instance talk about sensitive issues that appeal to the emotions of their followers such as freedom, justice, equality, peace and humanitarianism. The moment a political leader promises his or her followers that he or she will change the state of affairs to freedom, righteousness etc., his followers may develop joy, greed, fear and so on. The above can also be applied by a principal as a leader. He or she can for example appeal to the educators to transform or to change the situation if he or she cleverly uses phrases like equal opportunity, freedom of speech in education, peace in the school premises and so on (Hellriegel, Slocum & Woodman 1998:345-347).

As it may be seen from the above, transformational leadership has to do with change, that is why Daft (1999:427) holds the view that the transformational leadership "is characterized by the ability to bring about significant change." It is also notable that transformational leadership differs from transactional leadership. The latter aims at giving the followers rewards. For instance, a

politician who is a transactional leader will promise voters job, subsidies, lucrative government should they vote him or her into power, when the former promises his or her voters the change of the oppressive laws, the change from humiliation to human dignity, the change from the restriction of movement of an individual to the freedom of movement and so on (Lussier 1996:216).

A transformational leader changes the heart, the attitude and the mind set of the followers in order for them to achieve the organisational goals, set standards and objectives. As has already been mentioned, the transactional leader does not pay much attention to incentives, instead he or she is worried about bringing about change that may help the followers to achieve goals (Daft 1999:427). More importantly, a transformational leader takes risks, and he or she is always courageous against all odds. It is for this reason that a transformational leader has always the ability to deal with a complex situation and ambiguous issues. For them to be able to transform the situation, the transformational leaders persistently acquire knowledge that will enable them to transform the organisations they lead (Swanepoel 2000:387).

Transformational leaders possess skills and techniques that can help in changing the mind set of educators attached to the schools controlled by the erstwhile DET (Swanepoel 2000:388). In chapter 2 of the research project, it was shown how educators belonging to SADTU discriminated against the non-SADTU members, and how they chased away from schools principals who do not belong to their union. It was also shown how they haughtily and arrogantly dealt with labour issues, for they perceived themselves as very important persons by virtue of their having formed an alliance with the ANC which is the ruling party. It is due to this perception that there is an imbalance in the higher echelon of the management of education because, when appointments are made, preference is given to them (Bereng 2000:9).

The behaviour and attitude that were displayed by educators during the time when the National Party government was defied, are still alive at most traditionally black schools. For example, at the height of the political struggle, educators used to defy the dissolved National Party government by coming to schools late, and by leaving schools for home before the end of the school day. This practice recurred in the new order, and that is why there is laxness and a laissez-faire attitude at the most traditional black schools (cf. paragraph 4.2.2.8). This type of attitude needs to be transformed, and this could only be done successfully if the principles of

transformational leadership are applied by principals as transformational leaders at the schools they are leading in view of changing the mind set of their educators.

It is notable that some of the educators make the mistake of thinking that freedom is a licence that allows them to commit misconduct thereby affecting the leadership of principals (Monama & Makunike 1999:2). By committing misconduct, educators do not only affect the leadership of principals, but misconduct has an adverse impact on the teaching and learning, hence the poor matric results that are produced by most of the traditional black schools. Misconduct such as educators absenting themselves for feigned sickness, educators engaging themselves in illegal marches, chalk-down and illegal strikes as well as the forging and selling of reports suggest that there is a total collapse of the culture of teaching and learning at schools where the above-mentioned is a practice (cf. paragraphs 2.2.4; 2.3.1 & 2.4.3).

The situation mapped out above could only be arrested if principals are prepared to change the attitude and the mind set of educators. The educators must for example be told the importance of respect for authority which is something that was eroded during the political struggle, and even in the new dispensation. The educators belonging to one of the Hoopstad schools are a case in point. According to the report the educators of that school held the school management developer hostage to force the Provincial Department of Education to meet their demands (cf. paragraph 2.3.3). Defiance and intimidation are another form of showing disrespect for authority. For example some educators defy learning facilitators, by refusing them access to their professional work thereby contravening section 17(1)(c) of the EEA (No. 76 of 1998) (cf. paragraphs 2.5.3 & 2.5.4).

4.4 Conclusion

In this Chapter the focus was on the principals as leaders in a school setting, and an attempt was made at looking into how the misconduct that was identified in Chapter 2 impacts on the leadership skills and techniques of principals, while paying attention to school vision, communication within the school, relationships among educators, styles that could be applied in leading schools, decision making, problem solving, power within schools as organisations and teams within schools. The impact of misconduct on the leadership of principals was also investigated. In order to avoid confusion and ambiguity, the difference between a leader and leadership were outlined, as was in the case with the difference between management and

leadership; a manager and a leader. The different types of leadership were discussed with a view to showing how they are affected by misconduct committed by educators.