

The impact of the management practices of principals on the school climate in public schools

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The impact of the management practices of principals on the school climate in public schools

by

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Master of Education

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Faculty of Education
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Pretoria
2020

DECLARATION OF AUTHENTICITY

I, **TAIWO AZEEZ AJANI**, declare that this dissertation, titled *The impact of the management practices of principals on the school climate in public schools*, which I hereby submit for the degree Master of Education at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.



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April 2020

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DECLARATION

1. I understand what plagiarism is and am aware of the policy of University of Pretoria regarding plagiarism.
2. I declare that the dissertation titled the impact of principal's management practices on school climate of public secondary schools in Pretoria is my work and that sources consulted have been fully acknowledged and referenced in accordance with departmental requirements.
3. I declare that this work has not been presented to any other University for assessment purposes.

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Date: April, 2020

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DEGREE AND PROJECT

The impact of the management practices of principals on the school climate in public schools

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08 December 2017

DATE OF CLEARANCE CERTIFICATE

21 February 2020

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- Compliance with approved research protocol,
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- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

DEDICATION

This dissertation is dedicated to the following:

My wife, BalqeesAjoke Ajani (née Akinsola) for her endless support throughout the difficult times of my study.

ACKNOWLEDGEMENTS

My gratitude and appreciation for the success of this study are extended to the following people and institutions:

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Friends at University of Pretoria and colleagues for their motivation.

The Almighty God who made the impossible possible.

DECLARATION OF LANGUAGE EDITOR



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ABSTRACT

There is a growing body of research that indicates that effective management of school resources influences learning and teaching (Chiu & Khoo, 2005; Murtin, 2013). Arguably, schools with better management tend to have better performance on a wide range of dimensions; they are more productive, grow faster and achieve better academic achievement result (Williams, Kirst & Haertel, 2005). It is, therefore, crucial to have effective leaders who will manage the education system towards national goals. According to the Department of Basic Education (2016), all learners have the right to have access to relevant and meaningful learning experiences and opportunities. Further to this, the school community has the right to a safe and secure learning environment, otherwise known as good school climate (Kelley, Thornton & Daugherty, 2005). This brings about the importance of the principals of the school who have the responsibility for resource management and the effectiveness of learning in the school. The study on the impact of the principals' management practices on school climate of public secondary schools in Pretoria is important to understand how to improve the standard of education in South Africa. Relatively little previous research has investigated the mechanisms by which a principal's management practices pose an effect on the school climate. The current study examined the impact of the principal's management practices on the school climate by sampling teachers and non-teaching staffs from three schools in Pretoria, Gauteng province. The school climate was measured with the three sub-scale of organisational climate index (collegial leadership, professional and principal's leadership). Survey data was obtained from school teachers to measure the staff's perception of their principal's management practices. This

study reveals the effect of the management practices of principals in motivating teachers to perform, remain loyal to their schools and support the principals even when it seems there are several challenges. On the other hand, the management practices of principals create context and some positive school climates for teachers working in these schools.

Keywords: school climate; management practice; leadership; public school; South Africa

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LIST OF ABBREVIATIONS

ANA	Annual National Assessments
DBE	Department of Basic Education
L.E.A.D	Leader Effectiveness and Adaptability Description
O.C.I.	Organizational Climate Index

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CHAPTER 1

THE BACKGROUND AND CONTEXT OF THE STUDY

1.1 INTRODUCTION

Globally the effectiveness of management practices is a crucial aspect of any organisation (Tarique & Schuler, 2010). The performance of an educational institution is determined by the quality and ability of school leaders to lead well (Aydin, Sarier & Uysal, 2013). In the school context, it is the responsibility of the school principal to drive educational activities as well as managing staff to achieve the educational aim. Therefore, the importance of having a school principal with efficient management practices cannot be overemphasised. However, it is important to clarify the differences between the concepts of leadership and management because they are interwoven and mostly wrongly used. Leadership can be defined as a case of interpersonal influence that gets individuals or groups of people to do what the leader wants to be done (Branch, 2012). Allen (2010) defines management as a multipurpose structure that direct managers, staff and their work. Research conducted by Wills (2016) suggests that the school principal's leadership practices strongly influence the relationships that shape the climate of the schools. In his study, Wills (2016) stated that schools where achievement or performance was high, principals made the difference in their leadership and management functions.

The ability to recruit and retain a highly effective principal is important in school leadership and management. This is because there is a relationship between principals who can apply good management skills or practices and the school climatic factors that are responsible for effective learning and staff performance (Wills, 2016). While it is important to emphasis good management practices, it is equally noted that there are many ways to manage a school and every principal has his or her own management practices. For instance, Taylor (2011) describes management practices as the working methods and innovations that managers use to improve the effectiveness of work systems. Therefore, management practices are not prescriptive, nor should they be imposed. In his conceptualisation of management practices, Taylor (2011) presents four common management practices, namely, empowering staff, training staff, introducing schemes for improving quality and introducing various forms of new technology. All these factors together determine the outcome of good management practice in schools.

For instance, training refers to a planned effort by a school organisation to facilitate teachers' acquisition of job-related competencies, including knowledge, skills or behaviours that are critical for successful job performance. In this context, the school organisation should contribute to the development of a positive school climate through effective training of staff (Collie, Shapka & Perry, 2012). Only when teachers are professionally trained would they be able to work as a team and perform. Allen (2010) explains that an effort by a school organisation to empower teachers would encourage productivity and also be conducive to the working environment. This is an aspect of good management practices that the principal is expected to adopt to drive change in the school organisation for

continuous improvement purposes. Afari (2016) believes that continuous improvement for a principal consists of establishing standard school requirements, working towards meeting the requirements, measuring the success and continuing to check the schools' requirements to find an area in which improvements can be made. Therefore, management practices refer to the working methods and innovations that school principals may use to improve the effectiveness of work systems (Jamaluddin, Razali, Mustafa & Hamid, 2016).

In addition, Idris (2011) argues that management is a purposive activity. In other words, management practices are something that purposively directs group efforts towards the attainment of certain pre-determined goals. Management practices are also the process of working with and through others to effectively achieve the goals of the organisation, by efficiently using limited resources. Similarly, Khanus (2007) opines that good management practices include both being effective and efficient. However, management practices should not only be to ensure the availability of resources but also how to put these resources into best use, which is equally essential. Thus, schools, like all organisations, require effective management practices (Van Reenen, 2012). The challenges faced by principals in their occupation as school leaders are related to organisational factors hindering their performances due to the choice of either their leadership style and/or availability of resources to enable the school to achieve its goals. These challenges faced by school principals lead to a very important argument of whether a principal's management practices have an impact on the school climate.

This study was intended to obtain a better understanding of how the principal's management practices impact the school climate. The findings of this study may

add to the existing knowledge on management practices of the school principals and school achievement.

1.2 PROBLEM STATEMENT

In this era of the fourth industrial revolution, school organisations and principals, in particular, have to face ongoing pressure in managing staff and achieving education objectives (Mestry, 2017). In this generation of high profile technology and automation, human capital is still viewed as an essential school organisation resource that principals must manage well. One important key to school management is the management practices of the principals in charge of the school's functions (Valentine & Prater, 2011). The role of the principal is important for both the employees' and employer's relation. This includes effectively motivating staff to teach well, which also includes providing a conducive learning environment for learners. In South Africa, between 1994 and 2017, quality of education provision has declined drastically, as seen in Figure 1, and one critical factor is how school leaders manage the internal organisational system of a school (otherwise known as school climate) to ensure government funding is properly utilised to ensure performance.

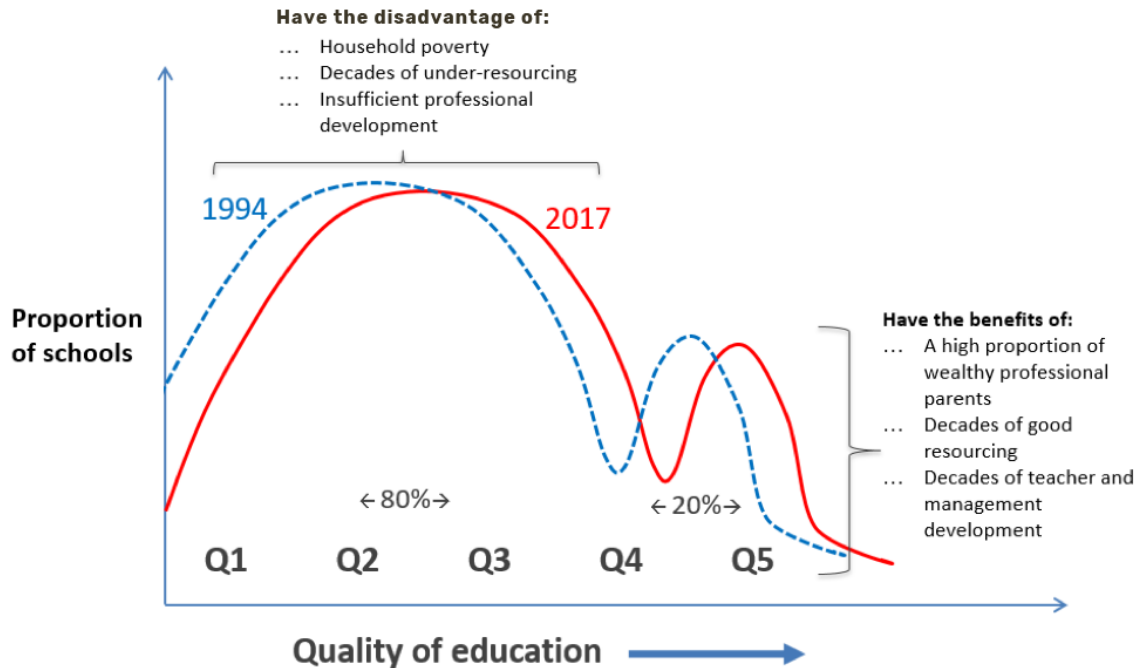


Figure 1. So if we're investing the money, why are poor schools still producing poor results?
<https://dgmt.co.za/psp/>

In many cases, substantial resignations, absenteeism and learners' poor performance are linked to issues related to the principal's management style in South Africa (see Simkins, 2011). A good management style is essential to drive and achieve the overall objectives of the school organisation.

The idea of having good management practices in South Africa is closely linked to the history of the country and the policy of the Employment Equity Act to ensure that certain management practices do not have a negative effect on the diversity of the South African school system. This is contextualised as school climate in this study (Higginbotham, 2000, p.190). The Employment Equity policy is referred to as affirmative action, black advancement and diversity management (Thomas, 2002, p.238). The aim is to ensure equal opportunities for all in different aspects of employment relations. This is largely going to have an impact on how principals

will manage schools and what management practices are likely to be appropriate considering what the policy says. Many authors have investigated factors that influence school climates in South Africa (Grayson & Alvarez, 2008). The findings show that management practices that consider motivating staff in the area of compensation yield positive outcomes for teachers to perform well and could reduce the effect of burnout. However, there are no comprehensive results on the impact of the school principal's management practices on other climatic factors responsible for good performance in schools. These are unique school organisational cultures created by principals and other school management teams that could impact on education outcomes of a school. Rivkin (2012) opined that a healthy school environment characterized by basics needs such as safety and orderliness, as well as less tangible qualities such as a "supportive, responsive" attitude toward the learners and a sense by teachers that they are part of a community of professionals, focused on good teaching, is indicative of a "good school climate". However, there are a number of other factors that can influence so-called criteria of a "good school climate" which many studies have isolated or perhaps ignored.

A Bush and Glover (2016) study indicate that the principal can promote or destroy a school through the climate he/she creates. Studies have shown that many principals in South Africa have not considered their management practices as determinants of teachers' job performance, organisational performance and the relationship between themselves and other staff members which in turn influence the school climate (Modisaotsile, 2012). The extent to which the choice of management style influences school climate is debatable because each school is

unique and it is very difficult to generalise the results. Whether or not to blame principals' management practices on school climate is one focus of this study. The extent of the impact will help to understand the problem of management change in the school context and in the South Africa situation.

In summary, several researchers have shown that a positive and sustained school climate promotes students' academic achievement and healthy development (Thapa, 2013). Similarly, Collie et al. Perry (2012) assert that the school climate represents the feelings members of the school, staff and students attributed to the school setting or environment for a particular period. According to Bush and Glover (2016), based on their literature review in their paper, titled "School Leadership and Management In South Africa", they observed an increase in the uneasiness of the relationship between the principal and school governing bodies, an increase in violent behaviour within the school environment by students, unhealthy conflicts between staff, instability of the school's code of conduct, lack of continuous improvement in the school system and weak organisational performance. As a result of all these issues, the school climates can be highly affected. The degree of impact and the systemic issues that could lead to changes as the principal implement management practices need to be investigated. Therefore the focus of this study is to investigate the impact of the principals' management practices on the school climate in Pretoria, South Africa.

1.3 AIM OF THE STUDY

The purpose of this research is to determine the extent the principal's management practices affect school climate and/or performance in schools in Pretoria. The assumption in this study is that principals' management practices are a determinant of school climate and school achievement. In this case, principals are expected to perform their management responsibilities as the manager of the school and administrator. The primary aim of this study is to find out whether these principals can execute their managerial responsibilities to ensure performance in terms of learning outcome for learners and a good working condition for staff. Specifically, the study will collect information from school teachers on whether the principal's management practices are working for the goals and objectives of their school system. To achieve the purpose of this research, the researcher used quantitative research design to gather and analyse the data.

1.4 RATIONALE

In the newly published policy by the Minister of Basic Education, Motshekga (2016) highlighted that principals that possess efficient managerial ability could lead to school effectiveness and improvement. Scholars like Aldridge and Fraser (2016) also observe that school climate can be manipulated to affect the behaviour of people connected with the school directly and can also affect the development of the school as an organisation.

After a critical study of recent literature by South Africa authors, Bush and Glover (2016), there is an assumption that the continuous poor performance of most

schools is fuelled by how the principal manages the school resources, human management (subordinates) and the continuous improvement in the school system. One of the challenges that contribute to the state of failing standards of basic education in South Africa is that resources are being used in a non-efficient manner with little accountability and transparency (Bush & Glover, 2016). The findings from this study will contribute to knowledge on how principals can better use their management practices to manage school resources and in achieve a good school climate for learners and staff.

The researcher believes that the starting point to improve the performance of both the teachers and the learners is to improve the management of the factors surrounding the school system which should be done by school principal.

Furthermore, the Department of Basic Education also emphasises the need for the provision of quality education in schools (DBE, notice 636 of 2014). It is, therefore, the prerequisite of the Department of Basic Education that the school leader ensures quality and secure accountability and also managing the school as an organisation. This means that the principal must ascertain that the school has a positive climate for quality teaching and learning to take place. Bush and Glover (2016) recommended further research on principals' management practices, suggesting that principals need to know more about how school climate is affected by their management practices. They support the notion that one of the roles played by the principal, and the school governing body is to ensure a positive school climate for quality learning. Therefore, this study will go further than the work and recommendation of Bush and Glover (2016) by looking at the factors of

school climate in relation to the management practices of school principals to arrive at a more reliable and comprehensive conclusion on this particular issue.

1.5 MAIN RESEARCH QUESTION

The main research question that guided this study is: *What is the impact of principal's management practices on school climate?* The main research question is supported by the secondary research questions below.

Secondary Research Questions

- What is the relationship between the principal's management practices and school climate in some selected schools in Pretoria?
- Does the management of human resources in school contribute to school achievement?
- How do principals' management practices influence teachers' job satisfaction?

1.6 HYPOTHESES

A hypothesis can be explained as a tentative or possible answer to the problem in research (Wayne, 2010). A good hypothesis has related elements, and it should be testable. The following are the hypotheses or assumptions of this study.

- H0: There will be no significant relationship between principals' management practices and school climate in some selected schools in Pretoria.
- H1: There will be a significant relationship between principals' management practices and school climate in some selected schools in Pretoria.

- H0: Management of human resources in schools does not contribute to school achievement.
- H1: Management of human resources in schools contributes to school achievement.
- H0: Principals' management practices do not influence teachers' job satisfaction.
- H1: Principals' management practices influence teachers' job satisfaction.

1.7 RESEARCH AIM

The following are the aim of this research

- To determine the relationship between the principal's management practices and school climate in some selected schools in Pretoria.
- To determine whether the management of human resources in schools contribute to school achievement.
- To determine whether the principal's management practices influence teachers' job satisfaction.

1.8 DEFINITION OF CONCEPTS

School Climate

School climate can be defined as the quality and makeup of school life, which includes students, teachers, parents, beliefs, teaching and learning practices and the structural features of the school. Aldridge and Fraser (2016) described school climate as the heart and soul of the school and the essence of the school that draws teachers and students to love the school and to want to be a part of it.

According to Parisi (2016), a school climate can be seen as the feelings both staff, and students attribute to the school setting for a particular period.

Principal

A principal is the head of school organisation, in this context, a principal is the school chief. Mathibe (2007) describes a principal as an individual who supervises the school activities and occupies the position of the school leader, and he/she is perceived as the significant figure in initiating and realising the innovations that take place in the schools. According to PAM (2016), a principal is someone that ensures the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed.

Management Practices

Management practices usually refer to the working methods and innovations that managers use to improve the effectiveness of work systems. In a school environment, it is the responsibility of the principal to ensure that an atmosphere conducive to instruction and learning is created (Bush & Glover, 2016).

Training

Training can be defined as an organised activity aimed at imparting knowledge to improve the recipient's performance or to help the recipient attain a required level of knowledge or skill. Jamaluddin, Razali, Mustafa and Ab Hamid (2016) view training as a planned effort by an organisation (school) to facilitate employee' (teachers) acquisition of job-related competencies, including knowledge, skills or behaviours that are critical for successful job performance. An employee in the organisation should be continually and adequately trained to perform work

procedures at a level of quality that relies upon teamwork skills and problem-solving techniques. Employees should be regarded as valuable long-term resources worthy of receiving education and training throughout their careers (Idris, 2011).

Continuous improvement

There should be a culture of sustained improvement in school organisations targeting the elimination of waste in all systems and processes of an organisation. It involves everyone in the school management team (SMTs), working together to make improvements. In the school environment, the continuous improvement cycle consists of establishing the standard school requirements, meeting the requirements, measuring success and continuing to check the school standard requirements to find areas in which improvements can be made. Several authors suggest that continuous improvement can play a major role in the success of organisational performance (Islam & Karim, 2011).

Organisational Performance

A large number of studies have examined the relationships between quality management practices and the impact of such practices on performance. Taylor (2011) suggested that quality management practices lead to increased quality and productivity. On the other hand, a high-quality management practice in a school will improve school climate and academic achievements.

Academic Performance

Academic performance is the outcome of education, that is the extent to which a student, teacher or institution has achieved their educational goals. Without a healthy school climate, a school cannot achieve its best academic performance

Accountability

Accountability is an assurance that an organisation or a person will be evaluated on their performance related to their responsibility. Truss (2013) explains accountability as a management process that ensures employees answer to their superiors for their actions and that supervisors behave responsibly as well. Webster's dictionary also defines accountability as the quality of being accountable, an obligation or willingness to accept responsibility for one's action.

Transparency

Transparency implies openness; it also means operating in such a way that it is easy for others to see what actions are performed. Transparency is sometimes more narrowly defined as the release of information which is relevant for evaluating institutions (Bauhr & Nasiritousi, forthcoming).

Teacher/Educator

A school teacher can be refer to as a person that provides education for pulpils and students. PAM (2016) explains that an educator can simply be defined as someone who observe children carefully, listens to their questions, discover their interest and provide them the opportunity to succeed. When compared with educator, teacher merely refers to a job title; teacher is a person who teaches in a school. But, an educator is a person who educates students (PAM, 2016). A good

teacher can be called an educator. This is the main difference between educator and teacher.

1.9 RESEARCH METHODS

The research methodology on which this study is based is the quantitative method. The quantitative approach to research is a systematic and objective way of making use of numerical data collected from a selected subgroup to generalise findings to the general population of the subgroup under study (McMillan & Schumacher, 2014). For survey research of this nature, a quantitative approach is, therefore, more appropriate for collecting and analysing data to answer questions and accept or reject hypotheses in the study. The research design, pilot study, sample and sample technique, instrumentation (reliability and validity) data collection and data analysis are explained in the following sections.

1.9.1 Quantitative approach

A quantitative approach emphasises processes, qualities and the meanings that are measured in terms of amount, quantity and intensity (Cohen, Manion & Morrison, 2013). The researcher considered the characteristics of a quantitative approach, as outlined by Muijs (2010) and aligned these characteristics with the study:

The research was conducted in the field to allow direct interaction with the participants. In this case, the schools served as a field of study. Data are in the form of numbers and statistics, often arranged in tables, charts, figures, or other non-textual forms. The researcher collected data by distributing a questionnaire to the participants through the assistance of a research assistant. The researcher reviewed data, made sense of it and organised it into themes across all the

sources. The meaning of the participants was valued rather than the meaning made by the researcher. The research findings emerged in response to the setting. The researcher successfully developed a complex of the problem by reporting multiple perspectives. The researcher, therefore, found a quantitative approach to be the best fit for the collection of data.

1.9.1.1 Research design

This research design follows a survey design approach for collecting and generating primary data. A research design is conceptualised as the pathway into the research process or an outline of how observations are made and how the researcher carries out a project (De Vos, Strydom, Fouche & Delport, 2011). For this research, the participants were asked to answer questions on the Likert-type scale, which is easier to compile compared to other attitudinal scales. Some of the advantages of a questionnaire include quick responses from participants, easy coding and statistical analysis and the answering of sensitive questions on the part of the participants. In Support of this study, the questionnaire collects data relating to the school climate in relation to the principals' leadership and management practices in three selected public schools in Pretoria with the expectation that the principal's management practices can be improved upon.

1.9.2 Instrumentation and data collection strategies

The main instrumentation that was used for data collection is the Leader Effectiveness and Adaptability Description (L.E.A.D.) instrument developed by Hersey and Blanchard (1977) and the Organizational Climate Index (O.C.I.) developed by Hoy et al. (2002). The reliability and validity of an instrument should be the reason for choosing any measuring tool in a study apart from being suitable to answer research questions posed by the study (McMillan & Schumacher, 2014).

Each selected instrument in this study has confirmed reliability and validity; hence, it was chosen for this study. The data collection technique employed in this study is a survey questionnaire.

These instrumentations consisted of a demographic data section (age, sex, years of experience and educational qualification), another section comprised two sets of questionnaires. For the questionnaires, the O.C.I developed by Hoy et al. (2002) was used in measuring the school climate. The O.C.I. consist of 27 items having four-sub-scales: institutional vulnerability, professional principal behaviour, achievement press and collegial leadership. It is scored on a five-point Likert-type scale measuring from “rarely occurs” up to “very frequently occurs”. In some studies conducted by Hoy et at (2002), the Cronbach’s alpha coefficient measuring the internal reliability of the instrument shows the scores for the subtests as follows: Institutional Vulnerability (87), Professional Principal Behavior (88), Achievement Press (92), Collegial leadership (94). This shows that the instrument is highly reliable. This is because the acceptable value of reliability is estimated at 0.80, while values below 0.60 are considered as not acceptable (Drost, 2011).

However, a subscale (the institutional vulnerability) having five (5) items is irrelevant to the South African educational context; therefore, it was excluded in this study. This means that three (3) sub-scales comprising 22 items were used to measure the schools in the sample. The independent variables in this study (Collegial Leadership of seven [7] items, Professional principals’ management practices of seven [7] items School Climate and Achievement Press of eight [8]) items are the three sub-scales of the OCI that was used at measuring the school climate in this study.

To score the items, 1 is assigned to “rarely occurs”, 2 to “sometimes occurs”), 3 to “often occurs”, then 4 to “very frequently occurs”. The schools' scores were coded after scoring each questionnaire. To achieve this, each respondent score item used the correct number (1, 2, 3, or 4). For the content validity of the two instruments, my supervisor was given copies of the instruments for assessments to ensure that the instruments measured what they were meant to measure.

1.9.3 Data analysis and interpretation

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. The focus of this study is to measure the perceptions of school climate principals' management practices. The responses were put in the Statistical Packages for Social Science (SPSS) version 17.0 to determine the descriptive and inferential statistics for the study. The hypotheses were analysed manually. The data collected for each variable was used to perform statistical analysis of all the hypotheses in the study. Furthermore, descriptive statistics was performed on principals' management practices to determine effects it have on school climate variables.

1.10 CREDIBILITY AND TRUSTWORTHINESS OF THE RESEARCH

1.10.1 Reliability of the Research

Reliability in research is of paramount importance. Cohen, Manion, and Morrison (2013) refer to reliability as a measure that provides the same results on two or more occasions when an assumption is made that the object being measured has not changed. Creswell (2014) defines reliability as the extent to which an assessment tool produces stable and consistent results. In this study, the researcher was unswerving when reporting the results of the research.

1.11 LIMITATIONS OF THE RESEARCH

This study was limited to teachers employed by the South African Government; hence, teachers working in private schools in South Africa were not included in this research. The study was also limited by the possibility of respondents who may be biased in responding to the questionnaires. The assumption was that participants would comprehend the questions used as survey and faithfully respond to them. Where participants may be untruthful in responses in the questionnaires, this could affect both the validity and reliability of the instruments for conducting research. To avoid this, researchers used statistics to verify responses.

Another possibility of limitation could be the collection of data via designed overseas instruments; perhaps local instruments could have been developed and used to understand the uniqueness and challenges of South African principals better.

1.12 ETHICAL CONSIDERATIONS IN RESEARCH

McMillan and Schumacher (2014) perceive ethics as the application of moral principles while interacting with others to be respectful and fair and promote healthy relationships. This implies that it is not enough for the researchers to be aware of fundamental principles guiding ethical decisions; they should also be concerned about ethics to be cautious of hurting people who have something to do with the research. According to McMillan and Schumacher (2014), it is incumbent on the researcher to follow some ethical considerations which cover the confidentiality of the results and findings of the study and the protection of the

respondents/ identities. This study has paid special attention to the following ethical principles as recommended by the University of Pretoria:

- Respect Privacy, confidentiality and anonymity: Due to the sensitivity involved in conducting research, participants' privacy, confidentiality and anonymity were secured and protected by the researcher.
- Informed Consent: Through my research assistant, I written and signed informed consent from volunteers before administering the questionnaire to the participants.
- Thinking about data sharing before research begins: If respondents plan to share their data with others, they should note that in the consent process, specifying how it will be shared and whether data will be anonymous (Cohen, Manion & Marrison, 2011).

1.12.1 Anonymity and confidentiality

The data collector took all precautions to maintain the principle of anonymity and confidentiality throughout the research process. Meetings were arranged with the participants at their venues. The purpose of the research was explained to the participants. Participants were assured that their identity and the identity of the schools would be safeguarded and the results of the research were disclosed their identity would remain unknown (McMillan & Schumacher, 2014).

1.13 SETTING OF THE STUDY

There were 32 teacher participants from three different public schools in Pretoria in the setting of the study. Teachers from the sampled schools completed the questionnaire in their schools.

1.14 SIGNIFICANCE OF THE STUDY

The researcher assumed that the study could assist in creating an in-depth understanding of the principals' management practices in a school environment. Workshops for principals on how to improve management practices may be organised based on the outcome of the study. Improved management and leadership may ultimately assist in influencing the school climate based on the findings of this study. Ultimately, the outcome of this study will benefit the Department of Education to review policy around the pathway to principalship in South Africa.

1.15 OVERVIEW OF THE STUDY

The following structure outlines the format of the research according to chapters:

Chapter 1

This chapter commences with the introduction. It includes the background to principals' management practices and school climate; it provides the problem statement, research aims, the rationale for the study, research questions, research methods followed, the significance of the research, limitations of the study and a conclusion.

Chapter 2

The existing literature on the topic is reviewed in this chapter. The literature review has been divided into an introduction and themes, and there is a conclusion for the chapter. The researcher reviewed the literature on the salient issues related to school management to create an enabling environment and to achieve the purpose of education from a global perspective in South Africa.

Chapter 3

Chapter 3 presents the methodological procedures followed by the researcher; the data collection procedures and methods employed, the data analysis and the ethical procedures followed. The research methods employed by the researcher and how they were applied in the research are explained in detail. The researcher outlines how data was collected and analysed through a quantitative approach.

Chapter 4

This chapter presents the data analysis, including the methods and interpretation and conclusion. It explains how data was divided into themes, the methods employed to analyse the data and the interpretation by the researcher.

Chapter 5

Chapter 5 consists of a summary of the findings, recommendations for future research, the conclusion, references and appendices. The researcher categorised the findings, presents the findings from the data analysis and makes recommendations emerging from the questionnaire and analysis of the data.

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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of reviewing the literature on management practices is to have a better understanding of management practices as a concept, to examine different management practices and to see their effectiveness on the school climate.

More importantly, creating a good school climate should be the aim of any principal, since the school leader is given the responsibility to create a suitable atmosphere where students can be prepared effectively to meet future challenges and become competitors in the labour market (see Thapa, Cohen, Guffey & Higgins-D'Alessandro, 2013). Even though other factors influence school climate, the principals' management practices are, to some extent, instrumental in enhancing a goal-oriented school climate (Modisaotsile, 2012). School principals are responsible for how the school is managed. To assess the relationship between principals' management practices and school climate, which is the focus of this study, it is logical to examine various management practices. Therefore, this review deals with the concept of management practices and its significance to unravel and pinpoint the link between management practices and school climate.

Furthermore, Modisaotsile (2012) argues that the academic performance in a school is dependent on the quality of the organisational structure of the school; also that staff's negative attitude has a detrimental effect on the school performance. These findings are supported in the research conducted by Bush

and Glover (2016); their findings indicate that disputes among staffs have an impact on the school climate. Every school principal has their own method of managing their schools and the manner a manager manages his/her school determines whether he/she will accomplish school goals and maintain positive relationships with staff members (Bush & Glover, 2016).

This literature review identifies the gap posed by Allen (2010) that future research studies should examine how principals' management practices affect school climate.

2.2 THEMES

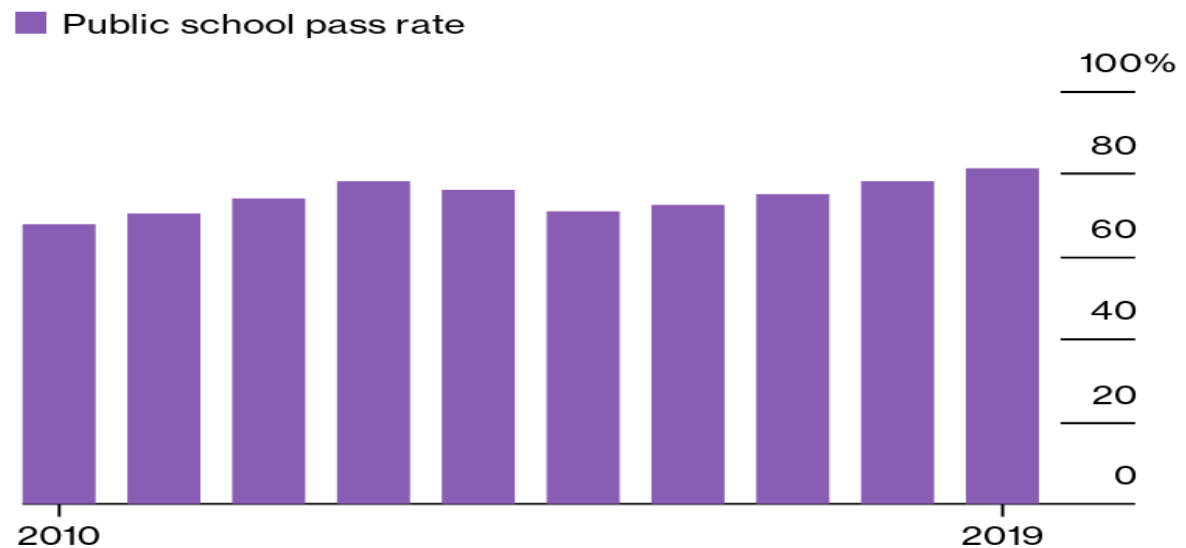
2.2.1 Management practices

Bloom, Genakos, Sadun & Van Reenen (2012), asserts that management practices are characterised by way of maintaining standards and maintaining a very steady climate. That is, ensuring that things are going on precisely according to the existing pattern. Furthermore, Bloom, Genakos, Sadun and Van Reenen (2012) propose that management practices usually refer to the working methods and innovations that managers use to improve the effectiveness of the working system. They also state that common management practices include: empowering staff, training staff, introducing schemes for improving quality, and introducing various forms of new technology. It can be assumed that good management includes both being effective and efficient. This means that management practices in school are setting the directions, aims and objectives of the school, planning how progress will be made in the school and organising available resources (people, material and time) so that the goal of the school can be economically achieved in the planned way. It is also important for the school principal to take

control of the process (i.e. measuring achievement against the plan and taking corrective actions where and when appropriate). For instance, South African school pass rate was bad, but this has improved much in 2019 (see Figure 2). School climate is significant for learners' achievement but how significant this factor needs further investigation. This is part of the focus of this study.

Better Grades

South Africa's final-year school pass rate rose to highest level yet in 2019



Source: Department of Basic Education

Bloomberg

Figure 2. Public school pass rate.

In relation to school climate, Alfes, Shantz, Truss & Soane (2013) categorise management practices that impact organisational climate into six categories, which are: clarity: establishing clear communication, commitment: inspiring peak performance, standards: creating high performance standards, responsibility: encouraging people to initiate tasks and projects that they are important, recognition: recognising superior performance, teamwork: persuading people to

collaborate across the organization. The effectiveness of a good school climate is dependent on good management.

Various organisations, including school, have struggled to fully understand the “concept of motivation” in achieving a healthy work environment or climate. This difficulty is related to the idea that a principal motivating staff, for instance, may not be directly observed, controlled or led to efficiency in most cases (Denhardt, Denhardt & Aristigueta, 2008). The success largely depends on whether the principal understands what motivates the individual teacher to perform. The need to understand motivation and ensure performance in the school organisation has evolved over several decades and has also framed debates around school climate and whether creating an enabling environment means motivation for all or certain individuals. However, the principal will be expected to stimulate employees toward achieving the goals of the school using effective management practices that are not coercive (Denhardt et al., 2008) and “influencing the cultural environment of the organisation” (Pettinger, 1996). In contemporary times, these debates have been supported by research pointing to the importance of focusing on employees’ status as individuals, of granting them the ability to oversee their own work and determine what is best for the students in terms of teaching, for instance (Ott et al., 2007). This is a major challenge in most school as it may appear that the position of principal means to control, perhaps without considering the principle of management.

Similarly, Martins and Coetzee (2007) have examined the experience of employees at senior management level with reference to organisational culture and motivation in terms of their general satisfaction levels at work. Survey

sampling was conducted by selecting samples in groups of 181, 170 and 88 participants from a South African firm using the South African Culture Instrument (SACI), Job Satisfaction Survey and 360 Degree Emotional Competency Profiler (ECP), respectively. The findings suggest that the impetus or motivation, engagement and fulfilment of workers in South African organisations are influenced by the emotive and societal facets of managerial demeanour and character, otherwise known as school or organisational climate. This result shows that the process of motivation involves taking into account the importance of the organisation's cultural environment influence (Ravasi & Schultz, 2006), which not only motivates the employee but also impacts performance.

Thus, the basic building block of an organisation system is people and the culture which they establish. For the school organisation system, for example, to render the services for which it exists, several individuals' traits constituting an organisation are relevant (Scott & Davis, 2015). Research indicates that cutting-edge management plans, for instance, job enrichment techniques, were used as a way of ameliorating administrative and organisational efficiency in a bid to defy the difficulties associated with bettering job satisfaction. Therefore, no organisation can be understood in isolation (Scott & Davis, 2016). Schools like every other organisation do not reach their missions and objectives on their own. For instance, schools need principals that can distribute the scarce resources to achieve overall goals and/or aims of education. Therefore, school managers must activate and guide the organisation until the goals have been reached. Without good school leaders, organization is lifeless (Smit, Cronje, Brevis & Vrba, 2011).

Another function of a school principal will be expected to perform is to organise group activities in the school. Once planning has been achieved for instance, manager's group activities together, establish authority, allocate resources and define responsibilities to everyone in the team so everyone knows what they are responsible for within the school. This means that organising involves the designing of individual jobs within the organisation. One of the most important functions of a principal is to lead. So, leading refers to directing the human resources of the school and motivating them in such a way that they will be willing to work productively to reach the organisation's vision and goal. Finally, principal must put control into place to measure different planned activities and outcomes. Therefore, Controlling means the principals should constantly make sure that the school organisation is on the right course to reaching its goals. Principals have to monitor actual results and make sure it's in line with planned results. Controlling also means ensuring that performance does not deviate from standards. According to Lamond (2004) controlling consists of three steps, which includes (1) establishing performance standards, (2) comparing actual performance against standards and (3) taking corrective action when necessary.

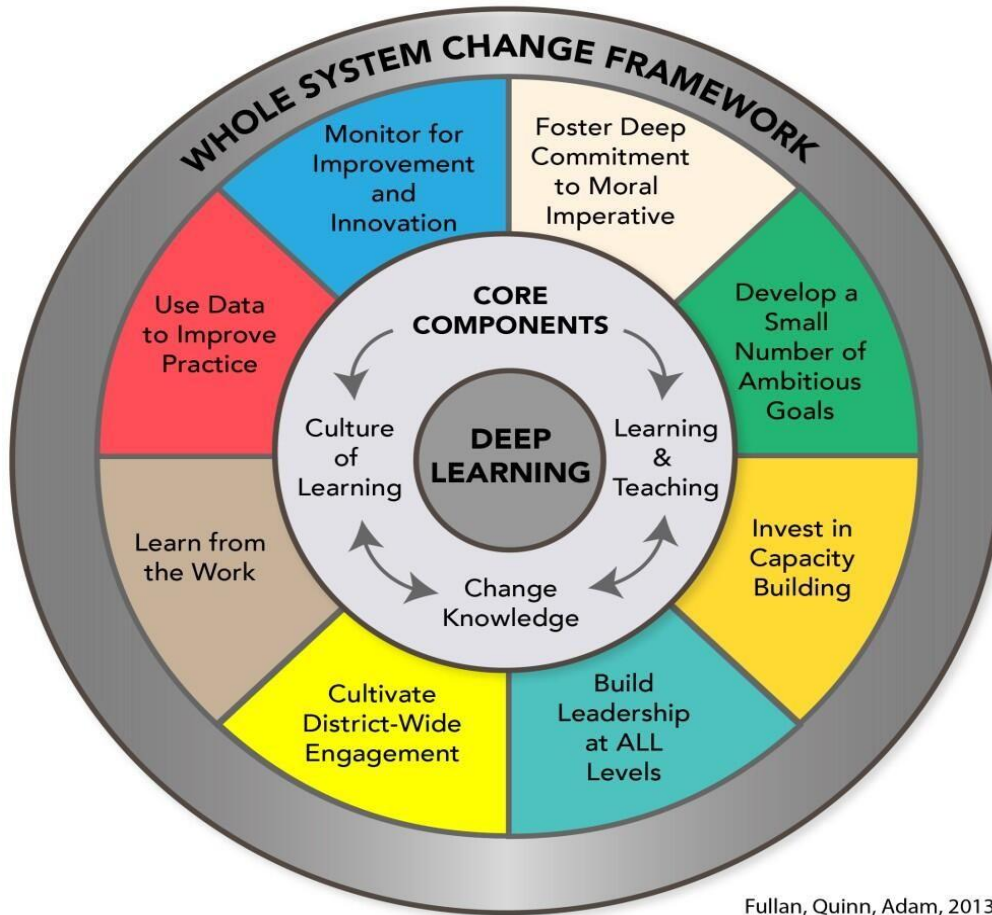
2.2.2 School climate

Ramsey, Spira, and Rebok (2016) assert that the school climate represents the feelings members of the school, staff and learners attribute to the school setting or environment for a particular period. In other words, such feelings represent the levels of comfort an individual enjoys within the school environment. Aldridge and Fraser (2016), describe school climate as the heart and soul of the school and the essence of the school that draws teachers and students to love the school and to want to be a part of it. When a school feels like a great place, students will want to

be in school every day. Furthermore, they argued that the climate of any organisation might be pictured in terms of the "personality" of the organisation.

This implies that if a school climate is unfriendly, members in the school may find it difficult to go about their daily activities efficiently. The climate of a school could impact teachers' attitude or behaviour, and this may eventually influence or modify the health of the school climate which could pose significant barriers to teachers' performance (Collie et al., 2012). On the other hand, a healthy school climate will create room for educators to impact quality education in students and quality learning for the school community as a whole.

The culture of the organisation has been highly contested in relation to achieving a healthy school climate. The organisational culture includes elements such as attitudes, routine ways of doing things and the social grid through which individuals navigate. Yet, there is often a lack of a deeper understanding of how people and organisations function in terms of culture (Alvesson, 2013). One of the roles of leadership is to generate social and operational practices designed to reconcile human and organisational employment needs. The link between satisfaction and performance is not entirely clear (Walsh, Sturman, & Longstreet, 2010). Regardless, it is important that a school organisation's cultural environment is able to attract teachers and students comfortably into the institution for work and career development purposes because people are not likely to remain in a system where the cultural conditions engender social isolation and breach system policy, among other things. This depends largely on the principal or leadership's understanding of the power of workplace culture and this what Fullan, Quinn and Adam (2013) referred to as whole system change framework (see Figure 3).



Fullan, Quinn, Adam, 2013

Figure 3. *Whole system change framework*

Several variables in this framework are important for achieving a healthy organisation climate in schools (see Moynihan & Pandey, 2007). For school managers or principals, it is important to take cognisance of organisational culture and match it with employees' motivation accordingly (Hon & Leung, 2011) to achieve the overall organisational or performance goal. One practical approach to effective management practice in a school is to align several policies towards the internal organisational conditions of a school, not necessarily what the national policy says the school must achieve. As a result, the needs of teachers and students are paramount for policy development and the choice of leadership style or management practice that principal should choose to lead. Therefore, principals

must manage stakeholders with strategy in order to achieve the goals and objectives of the school organisation.

To manage stakeholders and also to ensure effective change in the school organisation system, the Mendelow matrix (1991) framework is relevant (see figure 4). Mendelow Matrix (1991) framework is an essential tool used to understand the behavior of stakeholders for effective management of an organisation system. Every organisation is governed by its stakeholders. Therefore, no organisation, including can succeed without understanding their stakeholders' power and influence on the organisation (Clifton & Amran, 2011). This framework is known to be the best way of achieving stakeholder mapping, which can further be used to come up with an effective strategies. In the situation of a school, it is also important to understand the behavior of stakeholders in the school. The various stakeholders in a school as an organisation include the learners, the parents, the educators, School Governing Bodies (SGBs), the educator unions, the non-governmental organisations, the private sector and the potential employers. The Mendelow matrix can be used to determine which of those stakeholders must be "keep satisfied", "keep informed", needs "minimal effort" or are "key players".

MENDELOW MATRIX

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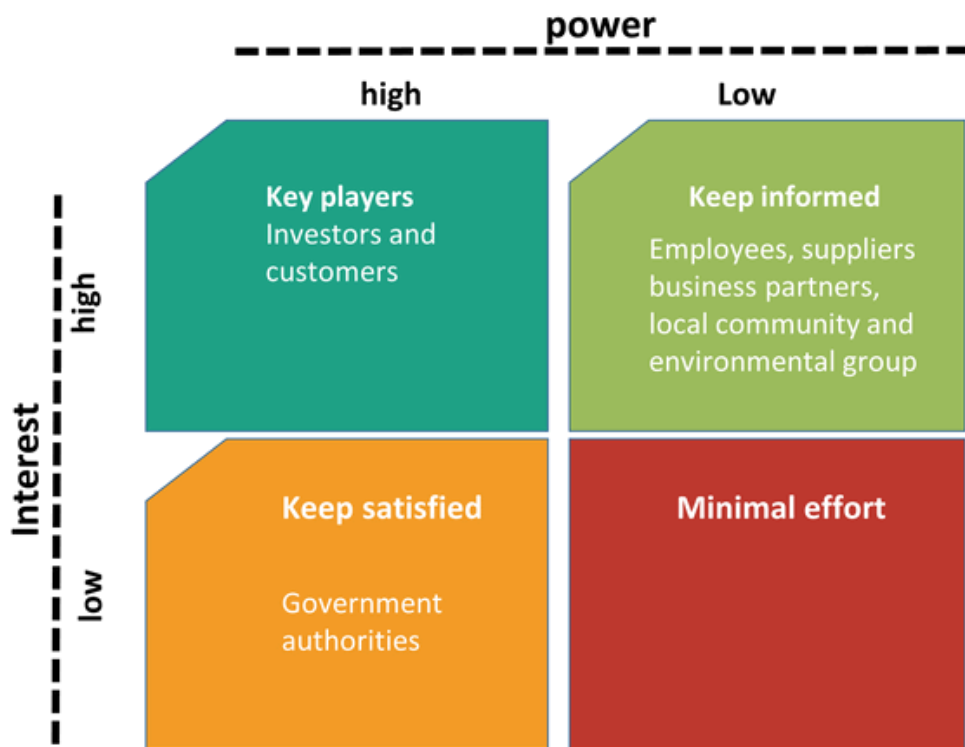


Figure 4: Mendlow matrix

Understanding of these stakeholders with their influence and power will help principals to know the complexity of the organisation and what strategy needed for different groups of people in that organisation. Hence, the Mendelow matrix will be an appropriate instrument to understand the behavior of stakeholders in school system so as to come up with a productive strategy that will enable the school to achieve its stated goals and objectives. The Mendelow Matrix will enable the school principals to measure and keep the relationship between the school and other entities that are directly and indirectly involved in the school. The Mendelow matrix will help to determine stakeholders to keep satisfied (for instance learners, teachers), who are the key stakeholders of the school, the stakeholders that

require only minimal effort and the stakeholders that need to be kept informed (such as union).

2.2.3 Organisation Culture and School Climate

The view of Schein (2004) on organisational culture is that it is a dynamic force within the organisation shaped by the employees and leadership, compartments and disposition. A popular definition describes organisational culture as comprising of shared values, beliefs, or norms. In addition, organisational culture consists of philosophies and values shared by the members of an organisation and their behavioural patterns which either translate into increase job satisfaction or hinder motivation.

Certain factors within the organisational culture and their effect on the school climate, for instance, need to be understood to the extent they affect performance or productivity (Hoffman, 2007). Other variables such as leadership (Chen, 2004), human resource strategies and personnel compliance, combined with organisational engagement (Chen, 2004) could also be essential in understanding how the organisational culture could shape the environment where teachers and other staff work.

Hence, it would be beneficial for government regulatory bodies for education to factor in organisational culture as a potential determinant of school climate or performance (Adewale & Anthonia, 2013). For instance, this idea may also shape how policy is formulated to address school improvement, which includes the condition of services for the employees. The condition in which employees have to work is a major factor within the school climate that could predict their efficiency

and also the school organisation's performance. The most important factor is the manner in which these conditions are also specified in the policy document.

The utmost attention must be given to the array of leave-related elements because of the varying range of benefit choices to be considered and how the benefit structure should be designed to cope with current employment market conditions of South African teachers. Regardless of a school's ability to create an exceptional affinity with resources for its effective and efficient management, the positive performance or accomplishment of an employee's particular duty designates the boundaries of performance. Kaplan and Norton (2001) explicate four casual relationships between performance management and culture, which consist of the learning improvement, clientele, internal business and monetary incentive management systems. The impeccable alliance between organisational processes has resulted in the unavoidable entanglement of culture and performance. Consequently, Schneider and Smith (2004) argue that the organisational culture must spread from leaders (such as principal) at the top to members of the organisation. Therefore, culture is considered as an array of forces that mould and regulate human behaviour, including productivity in the South African school system.

The function of the performance measurement system in the school is to assist in the improvement of the organisational climate to ensure that the purpose of education, for instance, is achieved (Richardo, 2006). Nevertheless, attaining such results requires the creation of cutting-edge stratagems hinged on organisational performance by the principal. Such strategies will be effective if principal's management practice focuses on teachers'/staff's well-being, which includes a

support system capable of assisting the members of staff in dealing with problems affecting their performance and maintenance of performance continuity.

Irrespective of the magnitude of a school climate system, plans need to be drafted to achieve the aims of the staff function because issues associated with teachers' disposition are unavoidable. The principal's management practice in this relation is expected to address the following to create a healthy school climate: (a) creating a health system for staff to function; (b) creating a policy to address challenges related to organisational problems that could affect performance or productivity; (c) ensuring continuous improvement of the school climate through the management practice style. This involves focusing on motivating and supporting the employee's personal strength and aspiration while increasing the organisation's productivity.

It is clear from a review of the literature that a bad organisational climate or working environment has significant organisational, psychological and social costs. There are basic societal, individual, and organisational forces that underlie and contribute to a high rate of absenteeism of staff, for example. Effective management practices are needed to deal with contributing factors such as weak or indefinite administrative approaches to the problem, social tolerance of absenteeism, abuse of leave benefits and low work motivation and organisational effectiveness in schools. Therefore, if management practices mean achieving performance by motivation, then there is a need to find a way to measure employee motivation in an organisation to achieve this.

Cappellen and Janssens (2010) stated that school managers encounter and have to deal with high levels of variety, interdependence and instability due to cultural and national diversity. School leaders are expected to go beyond restrictions posed by local culture to build inclusive and positive climate in the school organization system (Mendenhall, 2012). In this case, principals are exposed to numerous challenges emanating from complexity and diversity in the school structure and organisation. However, principal as manager could address these challenges by determining what factors bring about competitive advantage or disadvantage. On the other hand, principals are different in terms of experiences and ability to implement change. This is largely depend on the context and policy condition of a school.

Therefore, schools need principals with experience in order to understand the need for integration and local responsiveness. This involves standardisation, an appreciation for diversity as well as homogeneity and openness to learning from everywhere (Mendenhall, 2012). Thus, school leaders must be able to shift strategies processes and leadership styles to influence the differing environments and a broader range of employee backgrounds and motivations.

2.2.4 Management practices of principals and school performance

In South Africa, management challenges for principals of schools have been a roller-coaster (van der Merwe & Parsotam, 2012). Principals usually assume their roles in the office without having undergone formal training to prepare them for their new roles. The issues of school management in South Africa can be related to the ineffectiveness of the management practices of school. Management practices of principals determine whether certain schools will perform well than the others. However, good performance does not just happen. It is caused by good application of management practices and effective leadership, which fosters good teaching and overall good leadership in the various leadership positions in the school.

Constant shift in education curriculum has pose a big issue in school management especially in South Africa (Drinks, 2013), the changes in curriculum meant that school principals had to operate within new paradigms of management and leadership of curriculum every time; this potentially brought about many challenges to the school management. Beane (2016) defines, curriculum as the total sum of experiences that students get under direction of the school. The head teacher's overall responsibility is to ensure that the curriculum is managed effectively through appropriate delegation to colleagues. The school manager is responsible for articulating the school curriculum aims and objectives and delegating curriculum implementation

As the school instructional supervisor, the school principal must provide instructional leadership to the staff. The basic aim of instructional supervision is to improve the teaching - learning process (Horng& Loeb, 2010). Literatures

reviewed revealed that principals do face many challenges in the quest to effectively manage the curriculum to achieve the desired goals. Schools that are poorly managed will lag behind in curriculum coverage, post poor results in national examinations and generally shows poor standards of achievements.

One of the issues surrounding school management in Africa is the lack of prioritizing pupil personnel. A school head who concentrates on creating a positive school climate, a school that develops qualities of integrity and habits of service in its pupils, will find that academic success achievable.

Drinks (2013), pinpoints that the learners are the legitimate occupants of the school, all educational effort are organized for the pupils. The researcher also holds this view, that learners are the focus of the educational programmes. School management in Africa need to ensure the effectiveness of school career guidance. For a school to create a standard school management, they also have to consider maintaining disciplinary standards in school. They also need to identify individual pupil's problem and helping to sort them out.

Another issue surrounding school management in Africa is staff personnel; the principal has the responsibility of ensuring that there are adequate human resources to implement the school curriculum (Lunenburg, 2010). The school staff personnel include both teaching and non-teaching. The principal also have the responsibility of leading and motivating his/her subordinates efficiently. Another responsibility of a school leader in staff personnel is conflict management, staffs are from different backgrounds and with different believes, there will always be conflicts but the management of the conflict relies on the manager of the school. Human resource management is an important element in any organisation. The

success of any organisation depends among other factors on how efficiently the manager can deploy the staff for the best use. The head teacher is the manager of a school, and therefore he/she has a duty to deploy the teaching and non-teaching staff for the best use of the school.

The primary objective of school financial management is to facilitate proper use and accountability of school funds that have been allocated to various school programmes. It is widely recognised that one of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by each school head. The success of the school head depends on the way the financial inputs are managed and this in turn, affects the overall performance of each school.

The school management must control expenditure through proper maintenance of accounts books and auditing. Cubberley, (2010) observes that there is need for proper management of school finance. The management of school funds involves a number of elements such as, planning and budgeting, organising how to secure school finance, delegating financial matters and accountability.

Educational resources can be defined as any material in the school or its environment that may be organised for teaching and learning process (Lunenburg, 2010). Material resources in school include textbooks, teachers' guides, and raw materials such as laboratory chemicals, chinks and pens. The management of these material resources relies on the school management team and it entails planning on how to acquire the material resources, acquisition of these materials from the department of education, allocation of these materials efficiently in school, distribution and controlling the use and maintenance of the materials in the

school. Normally principals are expected to oversee the organisation of departments and the allocation of resources in their schools.

While resource management is essential in school for performance, school community partnerships is also essential (Bryan & Henry, 2012). There is a critical need for collaboration among teachers, parents, and other school stakeholders (Trusty, Mellin, & Herbert, 2008). In addition to that, (Holcomb-McCoy, 2010) point out that when a collective group of school, family and community stakeholders work together, it increases achievement of the school.

Bryan and Henry, (2012) stated that it is necessary that the principal involves the community in school activities and the school in the community activities. The school manager has to facilitate and enhance school - community relations.

According to the American school counselor association (2010), the effective school will be one which enjoy a high profile in the total community i.e. sensitivity to and willingness to be involved in those issues which are a concern to the whole community: has a welcoming atmosphere to parents, pupils and other interested adults. Therefore, improving school leadership is one of the most important facets of school reform (The Wallace Foundation, 2013). Thus, there is a link between learner achievement and effective school leadership.

Marishane and Botha, (2011) also underpin the concept of effective leadership, they assert that the leadership role of the principal is regarded as the primary factor contributing to a successful relationship between school reform and school improvement. Similarly, Bell (2013) also buttress the importance of effective

leadership, says leaders should have an ability to establish a vision which is an important characteristics of an effective leader.

Effective school leadership is an important aspect in schools in South Africa. The former Minister of Education, Naledi Pandor expressed her dissatisfaction with the state of school leadership as follows, “we have a (school) leadership that cannot analyse, cannot solve problems, cannot devise strategic interventions and plans and cannot formulate perspectives that are directed at achieving success” (Business Day, 30 November 2004). Furthermore, the former Minister stated that, “The principalship lacks leadership skills and need preparation”.

Modisaotsile, (2012) also support the notion that education standard in South Africa is falling, she pinpoint that there are many signs that shows that there are crisis in the South Africa education system. She suggested that more concentration needs to be focused on the quality of education. It has been established that a number of factors are hindering learners from receiving a good standard of education. These include: ineffectiveness of leadership and management practices in schools, parents’ lack of participation in their children’s education and the weak functioning of School Governing Bodies (SGBs). SGBs were formed in all South African public schools to oversee the administration of the schools, but they are often sidelined due to the lack of formal education and training of members, especially in the area of finance and general administration of the school (Modisaotsile, 2012).

In many countries, including South Africa, school leaders begin their professional careers as teachers and progress to becoming a principal. This leads to a widespread view that teaching is their main activity and that is not enough

qualification to becoming a school leader. Every school needs effective leadership and management if they are to be successful in providing learning opportunities to students. Also, good school leaders need to ensure that teachers attend their classes diligently and learners take the importance of education seriously.

Bush, Kiggundu and Moorosi (2011) quoted Bush and Oduro (2006:362) in their research work that concluded that 'throughout Africa, there is no formal requirement for principals to be trained as school managers. They are often appointed on the basis of a successful record as teachers with the implicit assumption that this provides a sufficient starting point for school leadership.

Mathibe (2007:523) also agrees that South African principals 'are not appropriately skilled and trained for school management and leadership. This has led to the conclusion that school principals in South Africa need to be properly prepared before they can be appointed.

Bush, Kiggundu and Moorosi (2011) pointed out two processes for preparation of school principals; these are to identify and prepare potential principals before they are appointed, or to provide development for practising principals after their appointment. These two processes are crucial in South Africa for an effective school leadership to be achieved. While it was evident that leadership is an indispensable attribute of a school leader, there is not so much agreement on what preparation is required to develop appropriate leadership behavior (Bush, Kiggundu, & Moorosi, 2011).

2.3 CONCLUSION

Chapter 2 focused on whether there is a significant impact of the principals' management practices on the school climate. The literature on organisational culture, motivation and management practice were explored to establish a link between these concepts. Essentially, the analysis shows that an effective management practice is not enough to achieve performance in a school if this management practice ignores the organisation culture and what motivates individual teachers to perform. Therefore, the argument from this review is that management practices must be contextualised and must also focus on creating service for both employees, students and the wider community.

2.4 CONCEPTUAL FRAMEWORK

Framework of Positive School Climate

Many researchers (Kalliath and Beck, 2001; Kramer et al., 1995; Saks, 1996) explained what determines people's intention to quit their jobs. These explanations ignore the diversity of employees in different contexts, thus making conclusions on organisational climate vague. The literature shows that people may quit their jobs for several reasons such as job-related reasons, lack of commitment in the organisation; and job dissatisfaction (Firth et al., 2004), otherwise known as unhealthy organisational factors (or school climate). However, there are other factors or extraneous variables (for example, demographic characteristics of employees) that may have led to employees quitting their jobs which may not have been properly explored. These other factors may include a lack of recognition (Firth et al., 2004), economic reasons (Manu et al., 2004), organisational stability, wages and salary or the local unemployment rate (Trevor, 2001).

One important use of the positive school climate framework (figure 5) is linked to job dissatisfaction or lack of motivation; this is outlined in Figure 1 to help principals separate the recurring elements of these problems of employee dissatisfaction at work and to standardise the manner in which they are treated. It is not suggested that the activities listed in Figure 1 occur sequentially; rather, the intent of the process outlined is to show that if the system is to be staffed properly and continuously, a course of action must be projected. This involves deciding on the permanence of service, comprising (a) achievement goals of the strategies, (b) specific strategies for the realisation of goals, (c) attribution of responsibility for different stages of the strategies, (d) particulars of the programs involved, and (e)

determination of the process' outcomes. In sum, plans are developed for each of the sub-processes. This includes selecting activities to implement in each subprocess, having the human and physical resources available when and where they are needed, and linking these plans to other plans and sub-plans relating to personnel administration.

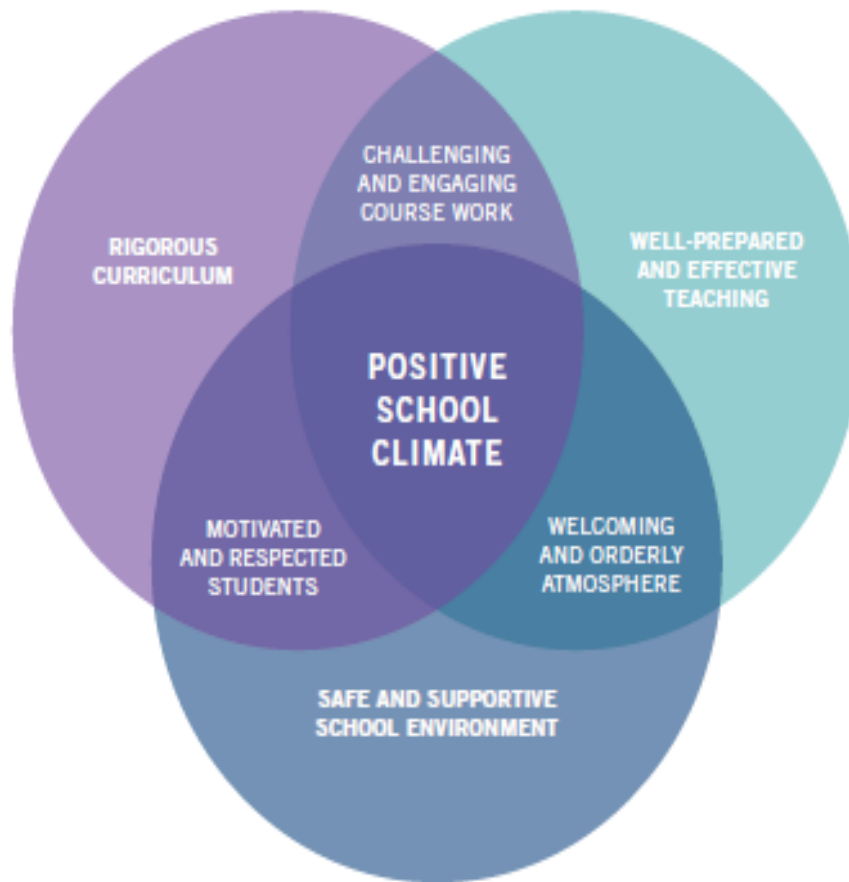


Figure 5 .*Framework of a positive school climate.*

Source: <http://www.wholechildeducation.org/blog/ed-pulse-poll-results-school-climate>

Figure 5 shows a relationship between motivation, an orderly atmosphere of a school, and school environment. It is strengthened by the synergy between individual motives and needs and organisational culture. The positive relationship

between motivation (job satisfaction) and the culture of an organisation through the principal's management practice is an important factor for performance (Johnson & McIntye, 1998). Likewise, whether a teacher will perform or not is largely dependent on the ability of the principal's management style to understand the criticality of the culture (Strydom & Meyer, 2002); hence, the relationship between a supportive environment or a healthy school climate and job satisfaction cannot be ignored or underestimated and is essential in supporting employees to perform optimally. Therefore, organisational culture is positively related to the dimensions of motivation and employment continuity of teachers.

Two particular factors in the cultural environment that are often ignored in the workplace are stress and burnout. While it is important to consider certain theories, employees may not experience dissatisfaction simply because of an environmental work condition that may be stressful. In the past, regardless of the type of organisation, an employee who felt dissatisfied due to stress-related jobs was often absent from work and quit in most cases. With this situation, an organisational culture shaped by the principal's management style should help resolve these issues.

Therefore, schools need efficient managers not only to increase competitiveness of its organisation but also to improve the quality of education. It is important that managers are prepared to make responsible management decisions to motivate employee to perform towards school improvement and national development. This highlights the important role that education leaders play in developing

country's economy (Senge, 2013). In other word, school leaders help in transmission of cultural norms and economic development of a nation.

CHAPTER 3

RESEARCH PARADIGM, DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Cohen, Manion and Morrison (2013) refer to research as the outlook that underpins the research and also reflects the procedures that were followed by the researcher in conducting research. They also pinpoint that methodology serves as the framework of the research.

3.2 PARADIGM ASSUMPTIONS

This study adopted a positivist paradigm with quantitative approaches of inquiry to represent the results of the research. Paradigm assumptions refer to the framework that guides the researcher to understand, explain and interpret the concepts (Denzin, 2010). In this study, the researcher assumed that management practices have an impact on the school climate. The quantitative researcher assumes reality is objective and singular and can be separated from the researcher's assumptions. Quantitative researchers also assume that their studies can be replicated and that generalisability is possible. The researcher, therefore, took care that the assumption that principals' management practices impact the school climate did not influence the results of this study so that a better understanding of the concept could emerge from the findings. From the purpose of this study, it is clear that it seeks to examine school climate in relation to principals' management practices in some selected high schools in Pretoria, South Africa, with the hope that the principals' management practices can be improved upon.

3.3 RESEARCH DESIGN

A research design is conceptualised as the pathway into the research process or a kind of outline of how observations are made and how the researcher carries out a project (De Vos, Strydom, Fouche & Delpont, 2011). The design for this study is a quantitative design. A quantitative research approach was used to explain the phenomenon by collecting numerical data that was analysed using mathematical methods (Anderson, Sweeney, Williams, Camm, and Cochran, 2012). In this study, the researcher focused on exploring the impact of management practices on the school climate by collecting data that can be quantified. The researcher presented data quantitatively in tables accordingly. The quantitative results reflect the principals' management practice and the school climate in terms of their demographics and also based on their responses to the questionnaire. Participants were asked to answer questions on the Likert-type scale, which is easier to compile compared to other attitudinal scales. Some of the advantages of a questionnaire include quick response from respondents, easy coding and statistical analysis and the answering of sensitive questions on the part of the respondents.

3.3.1 Pilot study

In research, a pilot study is crucial as it helps in identifying likely problems and weaknesses in the instrument of research before embarking on the full study. Conducting a pilot study before the main study will create room for checks and balances in trying to make use of an instrument. A pilot study was carried out by the researcher and by means of seeking an opinion from my supervisor and other academics before administering the questionnaire. This process allowed me to make a slight modification to the instrument used. When a modification is done in an instrument, this may alter the original reliability and validity of the instrument (Creswell, 2014). Arain, Campbell, Cooper and Lancaster (2010), argue that some pilot studies may result in changes to the design of a study. "A pilot study is a small study to test research protocols, data collection instruments, sample recruitment

strategies and other research techniques in preparation for a larger study.” (p. 70). In other words, a pilot study is a micro-version of a complete study or a trial version put in place in preparedness of a full study. The essence of pilot studies is making an assessment of feasibility to prevent potentially destroying a complete research endeavour (Creswell, 2014).

3.4 SAMPLING TECHNIQUES

The target population included teachers employed by the South African Government at the primary and secondary school level. The study was conducted by adopting a simple random sampling to allow every member of the population to stand an equal chance of being part of the study. From all the government schools in Pretoria, 32 teachers from three schools were randomly sampled, 14 teachers from secondary schools and 18 teachers from primary schools in Pretoria were sampled. Pretoria being one of the capital cities of South Africa was chosen for convenience and proximity sake. For the researcher to have a sample with suitable characteristics in the study, the following selection criteria were established:

- Participants must be public school teacher seither in a primary or secondary school;
- Participants must be working in any of the education districts in Pretoria;
- Participants must have teaching experience and qualifications;
- Participants must be teachers that have been working with the school for over one year.

3.5 INSTRUMENTATION AND DATA COLLECTION TECHNIQUES

The main instrumentation that was used for data collection were the L.E.A.D instrument developed by Hersey and Blanchard (1977) and the O.C.I instrument

developed by Hoy et al (2002). The justification of choosing any measuring tool in a study apart from being appropriate to answer research questions posed by the study, is that the tool should establish reliability and validity (McMillan & Schumacher, 2014). Each selected instrument in this study has confirmed reliability or validity; hence it was being adapted for the purpose of this study. The data collection technique employed in this study was a survey questionnaire. For this study, the researcher only analysed the descriptive and correlational part of this instrument because of the small sample size.

The instrumentations consisted of a demographic data section (age, sex, years of experience and educational qualification) and another section comprising two sets of questionnaires. For the questionnaires, the organisational climate index (O.C.I) developed by Hoy et al (2002) was used in measuring the school climate. The OCI consist of 27 items having four-sub-scales. It is scored on a five (5) point Likert-type scale measuring from "rarely occurs" up to "very frequently occurs". In some studies conducted by Hoy et al (2002) the Cronbach's alpha coefficient measuring the internal reliability of the instrument shows the scores for the subtests as follows: Institutional Vulnerability (.87), Professional Principal Behaviour (.88), Achievement Press (.92). Collegial leadership (.94). This shows that the instrument is highly reliable. This is because the acceptable value of reliability is estimated at 0.80 while values below 0.60 are considered as not acceptable (Pietersen & Maree, 2014).

However, in this study, a subscale (the institutional vulnerability scale) having five (5) items was excluded because it is not relevant to the South African educational context. This presupposes that three sub-scales comprising 22 items was used to measure the schools in the sample. These three sub-scales of the OCI are the independent variables in this study Collegial Leadership (seven items), Professional

principal's leadership and management practices (seven items) were used to measure the school climate.

3.5.1 Researcher's role

The researcher maintained objectivity by being detached from the study and not influencing the study results either through personal experience, beliefs or values when collecting and analysing the data collected. Cohen, Manion and Morrison (2013) pinpoint in their discussion on research methods in education that data about phenomena should not be connected to the researcher collecting them.

3.5.2 Questionnaire

For this study, the researcher is looking to test and quantify hypotheses, and as the data is to be analysed statistically, a formal standardised questionnaire was designed. Such questionnaires (see Maree, 2007) are generally characterised by prescribed wording and order of questions, to ensure that each respondent receives the same stimuli, prescribed definitions or explanations for each question, to ensure participants handle questions consistently and can answer participants' requests for clarification if they occur (see Maree, 2007). There is also a prescribed response format, to enable the rapid completion of the questionnaire during the data collection process.

3.5.2.1 Purpose of questionnaire

A questionnaire can be described as a mechanism for obtaining information and opinion; questionnaires have a number of advantages and disadvantages when compared with other evaluation tools. In general, questionnaires are effective mechanisms for the efficient collection of certain kinds of information. They are not, however, a comprehensive means of evaluation and should be used to support and supplement other procedures for evaluation. The purpose of the questionnaire was to gain in-depth information about a particular subject that could be interpreted through the meaning the interviewee brought to it (McMillan & Schumacher, 2014).

Questionnaires are assumed to bring a deeper understanding of a phenomenon, e.g. the impact of principal's leadership style and management practices on school climate.

3.5.2.2 Advantages of using questionnaires

McMillan and Schumacher (2014) summarise the advantages of a questionnaire as follows:

- Large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way.
- Questionnaires can be carried out by the researcher or by any number of people with limited affect to its validity and reliability.
- The results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package.
- Positivists believe that quantitative data can be used to create new theories and / or test existing hypotheses.

3.5.2.3 Disadvantages of using questionnaires

McMillan and Schumacher (2014) point out the following as disadvantages of using questionnaires in research:

- It is argued to be inadequate to understand some forms of information - i.e. changes of emotions, behaviour, feelings etc.
- Phenomenologists state that quantitative research is simply an artificial creation by the researcher, as it is asking only a limited amount of information without explanation.
- People may read meaning differently into each question and therefore reply based on their own interpretation of the question - i.e. what is "good" to someone may be "poor" to someone else, therefore there is a level of subjectivity that is not acknowledged

- They are normally never 100% anonymous, as researchers have a tendency to be tempted to disclose the identity of participants.
- There is a level of researcher imposition, meaning that when developing the questionnaire, the researcher is making their own decisions and assumptions as to what is and is not important, therefore they may be missing something that is of importance.
- There is no way to tell how truthful a respondent is.

Although questionnaires have some disadvantages, they are still a widely used tool in quantitative research.

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CHAPTER 4

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 INTRODUCTION

This section provides a detailed discussion and analysis of the findings and how the research questions were addressed. The first part is the biographical and demographical information of the respondents, followed by a discussion of the collegial leadership and professional behaviour of the principal and the school climates. These sub-sections were derived from the questionnaire administered to the participants. This section shows how these topics are linked and how they are used to provide answers to research questions or problems in this research.

4.2 BIOGRAPHICAL INFORMATION OF THE RESPONDENTS

The findings under this section contain the demographic characteristics of the respondents in terms of age, gender, educational qualification and years of work experience. The summary of the analyses shows that many of the respondents were female, had Bachelor's degrees and had good years of work experience as a teacher and in their current school.

Specifically, the result from Table 1 shows that some of the teachers were between ages of 25 to 30 (27.2%). Table 2 shows that the majority of these teachers were female (69.7%) while the male respondents were in the minority (24.2%). Some of the respondents did not declare their gender (3.0%).

Table 1: Responses according to Age

Age	Frequency	Percentage	Valid Percent
25-30	7	27.2	27.2
31-36	5	15.1	15.1
37-42	5	15.1	15.1
43-48	3	9.1	9.1
49-54	6	18.1	18.1
55-61	3	9	9
62-68	2	3	3
Not answered	1	3	3
Total	32	100	100

The reason for this distribution is that there tend to be more young females teachers than males in the study area. It could be said that there are more female teachers (see Table 2) than male teachers but this could not be established because the researcher is more concerned with principals' management practices impact on school climate and not if there are more young female teachers than male teachers.

Table 2: Responses according to Gender

Gender	Frequency	Percentage	Valid Percent	Cumulative Percent
Female	23	69.7	69.7	97.0
Male	8	24.2	24.2	27.3
Not answered	1	3.0	3.0	3.0
Total	32	100	100	

Responses according to the educational attainment of teachers

Table 3 revealed the educational qualification of the respondents for the study. The majority (22) of the respondents were found to be Bachelor degree holders (67.7%), there were three diploma holders (9.0%) while five respondents were assessed to have other educational qualifications (15.2%).

Table 3: Responses according to educational qualification

Educational Qualification	Frequency	Percentage	Valid Percent
Bachelor	22	66.7	66.7
Masters	1	3.0	3.0
Diploma	3	9.0	9.0
Others	1	3.0	3.0
Not answered	5	15.2	15.2
Total	32	100	100

On the educational qualification of these teachers, as listed in Table 3, the study revealed that one category of education qualification was found to be prevalent among the respondents, namely a bachelor degree. The implication of this in the study area is that more teachers had Bachelor degree than other qualifications, which speaks more on the quality of knowledge being imparted to learners; meaning they have the opportunity to give what they have in terms of knowledge and skills. Another interesting fact is that the majority of these teachers were women, which shows that they have not progressed further to obtain advanced degrees since they were employed. The next section will reveal how long they have been employed for and will also determine how long the majority of them have been teaching with only bachelor degrees.

Responses based on the teachers' years of work experience

Table 4 shows that some (26.2%) of the respondents have between one (1) to five (5) years' work experience; only one teacher had worked between 21-40 years.

Table 4: Responses according to teachers' work experience

Teachers' work experience	Frequency	Percentage
1-5	10	26.2
6-10	7	21.3
11-20	4	15.1
21-40	1	3.0
Not answered	10	30.3
Total	32	100

Table 4 shows that the teachers in this study had stayed in their school for a considerable number of years or have been teaching for about five years with a bachelor's degree. Although this is not the focus of this study, the finding shows that

this category of teachers has the knowledge and experience that is adequate to assess the management practices of principals in their schools.

What this finding suggests, in general, is that more and more women are getting an education and are positioned to progress well in their career. The finding is an interesting comment about gender inequality (see Klasen & Lamanna, 2009). In the past, we used to have more male teachers with the required qualifications. However, the tables have turned in South Africa. It is therefore important to rethink transformation and what it means for school management in post-apartheid South Africa. However, though many teachers were female in this study, this study did not conclude that these women were occupying positions such as principal or that the majority of them were at this level. Therefore, more women provided opinions on the management style of their principals, who may not necessarily be female.

Collegial Leadership

The following table and findings are related to the responses of teachers regarding the extent of the relationship of the principal with staff at the workplace.

Table 5 indicates that the majority of the respondents (60.6%) agree that their school principal mostly treats teachers equally, but about 9.1% of the teachers still believe that equal treatment sometimes occurs from the principal towards the teachers, which means few teachers believe that the principal treat some teachers better than others. Only a very few (8%) says that equal treatment often occurs. Only 3.0% of the respondent did not answer the question regarding the perception of teachers on equal treatment.

Table 5: Perceptions of teachers on equal treatment

Equal treatment	Frequency	Percentage	Valid Percent
Sometimes occurs	3	9.1	9.1
Often occurs	8	24.2	24.2
Frequently occurs	20	60.6	60.6
Not answer	1	3.0	3.0
Total	32	100	100

What this means for this study is that the principals in sampled schools in Pretoria try to maintain equal treatment among their teachers, which can help to create a positive school climate. However, few teachers who believed they were not treated equally could not be ignored. This could be due to a number of factors. One crucial factor discussed in the literature is how school leadership perceive and implement the Employment Equity Act. This largely depends on who the leader is and the background in terms of education and experience (see Devine & Cohen, 2007).

Another factor is the existing or prevailing school culture, otherwise known as the school climate. This factor is problematic because unknown to the employees it may be affecting them. Teachers who believed they had been treated unfairly, may have interpreted some elements of the institutional culture or policy differently. The principal also may have interpreted the policy in a particular way or thought the policy could be used in certain ways. In general, the teachers in this study show positive opinions towards their principals from the way they have been treated in the past. However, there might be a need to check whether there is a history of any kind that caused others to have a different opinion (see Kerr, Ireland, Lopes, Craig, & Cleaver, 2004).

Teachers' opinion on whether the principal is approachable

The opinion of teachers on whether the principal is approachable shows that more than an average number of the respondent said their principal was approachable. Over 69% of the respondents said their principal was approachable, less than a

seventh of the respondents (21.2 %) said their principal was often approachable while also 3% said their principal was sometimes approachable. The result shows that there is a tie between the number of respondents that said their principal was sometimes approachable. Though this figure cannot be ignored, it is not significant compared to 69.7% of the teachers that indicated that their principals were very frequently approachable.

Table 6: Opinion of teachers on whether the principals are approachable

Approachable	Frequency	Percentage	Valid Percent
Sometimes occurs	1	3.0	3.0
Often occurs	7	21.2	21.2
Very frequently occurs	23	69.7	69.7
Not answer	1	3.0	3.0
Total	32	100	100

This finding is related to the perception on equal treatment. It means the majority believe their principals treat them equally and that principals are also approachable. It shows that the management practices of principals in these schools are contributing to a positive school climate for teachers or employees working in those schools (Vos, Van der Westhuizen, Mentz, & Ellis, 2012). This could be the reason why the majority of these teachers stayed in those schools or the reason why the schools were able to keep these teachers (see Boucher, 2013). Perhaps the teachers who were not happy could be those with lower qualifications but who want to advance their studies. They might have felt ignored.

Ability of principals to maintain the standard of performance in the school

This result in Table 7 reveals that the majority of the respondents (75.8%) said their principal very often maintained the standard of performance in the school while a below-average number of the respondents (18.2%) said their principal often maintained the standard of performance in the school, and only 3.0% of the respondent did not answer the question.

Table 7:principals to maintain the standard of performance in the school

Standard of performance	Frequency	Percentage	Valid Percent
Often occurs	6	18.2	18.2
Very frequently occurs	25	75.8	75.8
Not answer	1	3.0	3.0
Other	1	3.0	3.0
Total	32	100	100

This result also shows that there is no possible problem regarding how principals maintain standards of performance. The principal of a school has the responsibility to maintain the standard of performance; if the standard of performance is not maintained, then it will have an impact on the school outcome and in turn affect the school climate because there will be no performance standard that is set. This aspect is crucial not only for employees but also for learners. The result shows that the principals of the sampled schools maintained standard of performance. The literature shows there is a need to improve learners' performance. Therefore, the ability of the principal to comply with certain policies and standards, including those of the Department of Education, is a critical factor to achieve this goal and maintain a healthy school climate (see De Villiers, 2006).

Ability of principals to put suggestion made by the faculty into operation

This result (see table 8) reveals that less than average of the respondents (48.5%) said their principals frequently puts suggestions from faculty into operation; 12.1% said their principals sometimes puts suggestions from faculty into operation, while less than an average number of respondents (33.3%) said their principal often puts suggestions into operation. Only 3.0% of the respondent did not answer the question.

Table 8: Principal puts suggestions made by the teachers into operation

Suggestions into operation	Frequency	Percentage	Valid Percent
Sometimes occurs	4	12.1	12.1
Often occurs	11	33.3	33.3
Frequently occurs	16	48.5	48.5
Not answer	1	3.0	3.0
Total	32	100	100

This finding shows that principals in the sampled schools are doing a good job in acting on suggestions from faculty and put it into operation. If principals are putting suggestion made by the teachers into operation, it will be necessary to comply with the regulatory standards as well. There might be some reason why principals will prefer to please teachers. However, 12.1% indicated principals only sometimes put their suggestions into operation. The opinion of these teachers cannot be ignored because it shows in a way certain employee felt excluded in the decision-making process. One reason could be an inability of principals to understand and implement regulatory documents in school (see Motsiri, 2008). However, principals in these schools seem to be willing to ensure a positive school climate.

Similarly, this result reveals that there is a close tie between the respondents that said their principals often put their suggestions into operation and the respondents that said their principals sometimes put their suggestions into operation. This could be one of the problems affecting the school climate in Pretoria, as this result reveals that there is a problem in some areas regarding the principal's ability to gain the support of all the teacher which can, in turn, have an impact on the school climate. The ability to act on the suggestions of employees is one key factor in maintaining a positive school climate and also one of the attributes of a good school leader (see McGiboney, 2016).

Professional principal behaviour

Table 9 shows that the majority (66.7%) of teachers are of the opinion that their principals very frequently exercise professional judgement in dealing with them or issues related to the school.

Table 9: Principals exercise professional judgement

Professional judgement	Frequency	Percentage	Valid Percent
Rarely occurs	1	3.0	3.0
Sometimes occurs	1	3.0	3.0
Often occurs	8	24.2	24.2
Very frequently occurs	22	66.7	66.7
Total	32	100	100

The implication of this finding is that these schools were being managed by principals who were willing to maintain peace and order within the school environment. This is a crucial factor and the expected behaviour from principals that want to achieve a positive school climate. Professional judgement also includes activities that require principals to use initiative and experience in dealing with conflicts, among others. This particular skill is an essential element of management practice that can sustain the school and could support both staff and learners to continue to do well (see Kelley, Thornton & Daugherty, 2005).

Table 10 reveals that principals were enthusiastic about their jobs and in accomplishing their work objectives. Teachers must have provided this opinion from experience, and another reason could be because principals take their opinion into account seriously in decision making.

Table 10: Principals accomplish their jobs with enthusiasm

Enthusiasm	Frequency	Percentage	Valid Percent
Sometimes occurs	3	9.1	9.1
Often occurs	4	12.1	12.1
Very frequently occurs	25	75.8	75.8
Total	32	100	100

This shows a particular pattern and link between the variables. It shows that if teachers are happy about their job, the leadership of their principals and the school climate, they are likely to believe their principals are doing well. However, this study did not investigate other things that could make principals show a good attitude in accomplishing their jobs such as salary motivation (see Khanal & Park, 2016). This study reveals that it is likely that the principals were encouraged to instil and create

positive energy for teachers and also in the environments where these school were located.

Similarly, the majority (66.7%) of teachers believe their principals provide strong support for them (see table 11).

Table 11: Principals provide strong social support for teachers

Support for teachers	Frequency	Percentage	Valid Percent
Rarely occurs	1	3.0	3.0
Sometimes occurs	4	12.1	12.1
Often occurs	5	15.2	15.2
Very frequently occurs	22	66.7	66.7
Total	32	100	100

This finding is evidence of the way and manner principals conduct themselves to ensure that everyone is motivated to do their jobs. This could be what teachers have interpreted as strong support. This is what is also needed, and from the literature, it is an important motivating factor to achieve a positive school climate (see Huang, 2001). From another angle, the majority of teachers (60.2%) are of the opinion that the principals set high standards for them (see Table 12).

Table 12: The school sets high standards for academic performance

Academic standard	Frequency	Percentage	Valid Percent
Rarely occurs	1	3.0	3.0
Sometimes occurs	2	6.1	6.1
Often occurs	9	27.3	27.3
Very frequently occurs	20	60.6	60.6
Total	32	100	100

From this finding, it shows teachers were being challenged and seemed they loved the challenge as well. This could be the reason why principals also have to motivate them to perform. It further shows that the principals in these schools want to achieve more, recognise their employee in the centre of their management practices and have spent time to create an enabling environment for teachers, especially to achieve their goals. However, if principals desire high performance which means more

responsibility for teachers, it is important to spend more resources on these teachers to make sure they get advanced degrees that will give them more knowledge and skills to perform at their best. The assumption of this finding is that the teachers are also accepting more challenges because they were well paid and also had access to other benefits for the extra effort they put into their jobs (see Vergie, 2012).

On the issue of professional competencies of teacher, the previous finding suggests more resources should be put in place to make sure that teachers had access to further education and training. On the other hand, a great majority of teachers (81.8%) believe principals' leadership style make school conducive for teaching and learning (see table 13).

Table 13: Principals' leadership style make school conducive for teaching and learning

Principal leadership style	Frequency	Percentage	Valid Percent
Rarely occurs	1	3.0	3.0
Sometimes occurs	2	6.1	6.1
Often occurs	2	6.1	6.1
Very frequently occurs	27	81.8	81.8
Not answer	1	3	3
Total	32	100	100

What this finding means in practice is not clear. Could it be that the principals allowed teachers the freedom to teach and use their choice of teaching style without intervening? This seems to be the case from the finding. The argument, however, is that more resources should be set aside to help teachers get advanced degrees to make them qualify for senior positions in future. This is also an aspect of professional competencies that should not be ignored (Botha, 2004).

The findings in this section related to statements that represent possible feelings teachers might have about their principals and the schools for which they work. Regarding whether principals make school conducive for teaching and learning, teachers believe that it very frequently occurred in their schools. This finding is

related to other findings, as it shows that the principals are committed to a positive school climate. However, 3.0% stated it rarely occurred. This category of teachers, though small, but has a need to be satisfied and it came out profoundly from the study that the aspect of lifelong learning has been ignored (see Singh, 2002).

Resource allocation

On the issue of management of allocating resources efficiently for the benefit of the school, 48.5% of teachers or less than average believe it very frequently occurred and 9.1% believed it rarely occurred, as set out in Table 14.

Table 14: Resource allocation

Allocation of resources for benefit of school learning	Frequency	Percentage	Valid Percent
Rarely occurs	3	9.1	9.1
Sometimes occurs	5	15.2	15.2
Often occurs	8	24.2	24.2
Very frequently occurs	16	48.5	48.5
Not answer	1	3.0	3.0
Total	32	100	100

This is an interesting finding, despite principals being able to create a positive school climate in other areas, they don't seem to be managing resources well. This could be another reason why some teachers may not be entirely satisfied with the management practices of these principals. One of the crucial resources is finance. The literature revealed that many school leaders are struggling in this aspect which has led to misappropriation of public funds and fraud in some cases. This study did delve into this particular aspect, however, there is a need to pay attention to resource management because it may cause the school climate that is positive now to be negative in future if not well managed (see Msila, 2014).

The finding depicted in Table 14, further reveals why some teachers believe principals did not make school conducive for learning. Teachers may not have been well supported to attend training, to have access to resources for teaching such as multimedia equipment and modern technology that could aid learning. The reason might be that these resources were not supplied adequately by the government or were not well managed by the principals as the finding indicate (see Msila, 2011).

School climate

Therefore or as a result of these findings, table 15 shows that 12.1 % of teachers believed that school climate is sometimes conducive for them.

Table 15: School climate is conducive for teachers

Positive school climate	Frequency	Percentage	Valid Percent
Rarely occurs	1	3.0	3.0
Sometimes occurs	4	12.1	12.1
Often occurs	3	9.1	9.1
Very frequently occurs	24	72.7	72.7
Not answer	1	3.0	3.0
Total	32	100	100

Though 72.7% of teachers believed the school climate is conducive for teaching, this study also revealed that teacher education and training are ignored. The resources that should be used for this purpose and other teaching and learning activities were mismanaged. As a result, although teachers were motivated to work by principals, this seems to be superficial as teachers did not get the corresponding benefits that could make them feel that the school environment was conducive for them. The reason why some of them stay longer in the employment despite this finding may be that they hope things will change in the future or fear that they may not get another job because of their age and also because the unemployment rate in South Africa is really high at this time (see Mwamwenda, 1998).

Interestingly, according to table 16, great majority (84.4%) of teachers believed that their principals will be able to deal with all these challenges going forward or able to deal with them in future.

Table 16: Principal is able to deal with the future of the school

Ability of principals to deal with challenges	Frequency	Percentage	Valid Percent
Sometime occurs	1	3.0	3.0
Often occurs	3	9.1	9.1
Very frequently occurs	28	84.8	84.8
Not answer	1	3.0	3.0
Total	32	100	100

The finding in Table 16 shows the level of trust teachers have in their principals and schools despite the challenges of resource management and other issues highlighted in this study. The lesson here is that, if leaders are able to motivate subordinates to work, other shortcomings may be overlooked or could be resolved, especially if the leader is open-minded. The principals in the study show a great deal of openness, this could be the reason why teachers were hopeful (see Bush & Heystek, 2006).

Hypothesis Testing

This study assumed a number of things as regard to management practices affecting job satisfaction, the allocation of resources, climate environment for teaching, teachers' relationship with principals and others. The hypotheses were calculated manually from the descriptive statistics of the SPSS. The followings are the findings: Table 17 shows there are 0 cells (0%) with expected values less than five (5). The minimum expected value is 5.667. The decision is now to retain the null hypothesis (0.253). The total number of respondents is 32, which result in the total statistics of 6.588. The degree of the freedom for testing the hypothesis is measured to be 5 and the asymptotic sig (2-sided test) is 0.253.

Table 17: Management practice and job satisfaction

Total N	32
Total Statistics	6.588
Degree of Freedom	5
Asymptotic Sig (2-Sided test)	.253

Therefore, the assumption that management practice affects job satisfaction is retained. It is the finding in the literature and this study that if the management practice of the principal is not satisfactory, the employee will be dissatisfied. In this study, it seems teachers were happy with their jobs despite other challenges. The reason for this is because principals were open to listening to them, challenged them and showed some good examples.

Table 18: Management practice and allocation of resource

Total N	32
Total Statistics	9.529
Degree of Freedom	4
Asymptotic Sig (2-Sided test)	0.49

In Table 18, there are 0 cells (0%) with expected values less than 5. The minimum expected value is 6.800. The decision is now to reject the null hypothesis (0.49). Therefore, the assumption that management practice affects the allocation of resource is rejected. In this study, despite good management practices displayed by the principals, they still struggle to allocate resources for teaching and learning. This aspect needs careful investigation because principals may lack some technical skills of financial management required for schools. However, policy and employees may have assumed that principals are able to handle this particular task well.

Table 19: Management practice and climate environment for teaching

Total N	32
Total Statistics	9.235
Degree of Freedom	4
Asymptotic Sig (2-Sided test)	0.55

In table 19, there are 0 cells (0%) with expected values less than 5. The minimum expected value is 6.800. The decision is now to reject the null hypothesis (0.55). Therefore, the assumption that management practices affect the climate environment

for teaching is retained. This study actually shows it does affect the climate and it provides evidence where teachers still believe in the future of the schools and that the principals can still make changes because of the satisfactory management practice of their principals.

In Table 20, there are 0 cells (0%) with expected values less than 5. The minimum expected value is 5.667. The decision is now to retain the null hypothesis (0.94).

Table 20: Management practice and teachers' relationship with principal

Total N	32
Total Statistics	9.412
Degree of Freedom	5
Asymptotic Sig (2-Sided test)	0.94

Therefore, the assumption that management practices affect teachers' relationship with principals is retained or accepted. This study shows that both the teachers and principals have good professional relationships which have resulted in building trust in each other and making them believe in the future of their schools despite

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CHAPTER 5

SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to investigate the impact of principals' management practices on school climate. The principals' management practices in this study refer to the principals' leadership and resources management in public schools. This chapter presents a discussions/summary of the findings of the research study in terms of how it answers the **research questions, research problem** and **research objectives**. The discussions also show how findings contribute to **knowledge** (policy, management practice, school governance and school leadership). The discussion further indicate how the findings contribute to the **conceptual model** used in the research study.

Furthermore, the discussion show how the findings make a contribution to **practice** in terms of impacting school climate. The discussion then indicate the conclusions and the recommendations arrived at based on the findings. Lastly, it makes several suggestions for further studies.

5.2 SUMMARY OF THE STUDY

This research studied the impact of principals' management practices on school climate of public schools in Pretoria. The following research objectives were formulated for this research:

- To determine the relationship between school climate and management practices.

- To investigate the relationship between the management of human resources in schools and school climate.
- To investigate the relationship between principals' management practices and performance.

The study employed a quantitative research design. The target population included educators or teachers from public schools in Pretoria in the Gauteng province. The sample size consisted of a total of 32 respondents. The researcher used self-administered questionnaires to gather data for the study. There were four sets of categories in the questionnaires: collegial leadership, principals' professional behaviour, student achievement press, school climate, commitment to principal occupation and commitment to the workgroup. Only collegial leadership, professional principal behaviour and school climate, were relevant and used for this study.

5.3 HOW RESEARCH FINDINGS ANSWERS THE RESEARCH QUESTIONS, RESEARCH PROBLEMS AND RESEARCH AIM

5.3.1.1 The relationship between principals' management practices and school climate in public schools.

The research study sought to find out the relationship between school climate and principals' management practices in sampled public secondary schools. It was found that creating a positive school climate is entirely the responsibility of a school principal. It will, therefore, be very dependent on the management practices of the school principal to create such expected school climate.

According to Rivkin (2012), having a good school climate that encourages effective teaching and learning is critical in all schools to improve learning outcomes and the quality of education. But this study noted that the majority of the sampled public schools are characterised by teachers and principals who are willing to make a significant contribution to positive school climates. The findings show that despite

some challenges in the area of resource allocation, principals still displayed satisfactory or effective management practices. Several studies have indicated that it is indisputable that a principal plays a very significant role in the delivery of standard education and this means that the right to good education is multifaceted as it includes the provision of proper quality leaders who will drive the school towards its goals. Therefore, there is a need to pay attention to aspects of resource allocation to teaching and learning to make management practices more effective and to be able to achieve a sustainable positive school climate.

Also, the study sought to find out if principals maintained the standard of performance in the school. It was found that a few of the sampled school teachers declared that principals did not maintain the school's standard of performance. This could be as a result of over-focusing on employees' motivation rather than policy. It may also be that principals need training on policy implementation or the policy itself may be ambiguous in some aspect. This particular aspect needs further research. The school climate of a school can be seriously affected if the principal fails to maintain a standard of performance. The findings have shown that the standard of performance from the sampled schools needs to improve to achieve the desired change that teachers envisaged for the future of their schools.

5.3.1.2 The relationship between the management of resources in schools and school climate

The study also sought to find out the efficiency in the allocated resource management by the principals. It was found that the majority of the respondents declared that the management of the allocated school resources by the principals were poor. This is one of the most important factors affecting school climate in public schools in Pretoria. The study findings have revealed that public schools with inefficient management of resources are likely to underperform while those with efficient

management will perform better. The analysis of the results has shown that there was a significant association between school resource management and school climate. These type of schools with poor resource management are supposed to be assigned to a qualified principal who can efficiently manage and distribute the school resources for effective teaching and learning to occur. However, teachers are hopeful there might be a change in the future. Whether the change will happen with these current principals or future principals is yet to be determined.

5.3.1.3 The relationship between principals' management practices and teachers' job satisfaction.

The study found out that the majority of the sampled public schools have indicated that there is a link between principals' management practices and contribution to teachers' job satisfaction. The job satisfaction of teachers is dependent on the management practices in the school. In addition, the research evidence has shown that schools that are well-resourced and well managed will contribute to learners' achievement and teachers' performance. However, the reality is that such proper management practices are currently lacking. Mojapelo (2018) argued that only a small percentages of public schools experience good teachers' job satisfaction. Drawing from the findings of this study, there is convincing evidence of the vital contribution of principals' management practices to the teacher's job satisfaction. The research study shows that there were poor allocation and management of resources in the majority of the public secondary school which affected teacher's job performance in relation to a low supply or a complete lack of materials needed for quality learning and teaching.

An analysis of the management of school materials or resources shows that the majority of the teachers' responses strongly agreed that teaching and instructional materials were not well managed.

5.3.2 Contribution of research findings to knowledge

The finding of this new research has brought some insights in the way in which principals' management practices in public schools can play a critical role in school climate.

The results revealed that there is a strong positive correlation between principals' management practices and school climate. It is evident that the principals' management practices have not produced the expected school climate except for some aspects. In addition, the principals' maintenance of standard performance in school has not produced the expected results. In contrast, principals exercising professional judgement provide positive results. This result indicates that some principals exercise professionalism in judgement among other staff. Furthermore, this result has contributed to the existing knowledge and practice on how the principals' management practices influence the school climate.

The above results have contributed to the existing body of knowledge in the field of school leadership and management. These new insights will be relevant to both informing the department policy and the management practice in Pretoria and nationally. Similarly, the researcher has conducted a literature review which has enabled the identification of several gaps in the existing literature. From the literature study, the researcher has identified the following relevant background: Firstly, most of the existing literature has focused on the relationship between the school climate and learner achievement. The majority of studies have concluded that there was little or no significant relationship between the school climate and learner performance in schools. But a minority view in the studies was that there was a positive relationship between school climate and learner achievements in schools (Bush and Glover 2016). Secondly, what is critical to be noted is that the context in which these studies (the majority of them) were conducted, is that they were based in developed

countries and the studies did not consider the context of the developing countries like South Africa. This study was based on a developing country which is a different context, hence it contributes to knowledge on developing countries. This study argues that because of the different context there might be some differences in the findings compared to the other studies. This study also focused on a different aspect of the factors affecting school climate; which is the principals' management practices.

In view of the above discussion, the research study argues that it has contributed significantly to the existing body of knowledge by focusing on the effect of the principals' leadership and management practices on school climate in public schools. The determinants are those factors which influence the school climate of public secondary schools in Pretoria. Most of the existing research studies have focused on the relationship between school climate and learner achievement and not on how the principals' management practices affect school climate as a whole. Thirdly, the issues of the principals' management practices and their influence on school climate have not been fully researched in the context of developing countries. In other words, developed countries did not bother themselves to extend the scope of their research study to focus on the influence of principals' management practices on school climate, which this study has done.

Therefore, this study reveals the effect of the management practices of principals in motivating teachers to perform, remain loyal to their schools and support the principals even when it seems there are several challenges. This factor creates context and some positive school climates for teachers working in these schools.

5.4 CONCLUSION

From the study, it is clear that principals' management practices have been shown to be a determinant of school climate in public schools. This study has revealed that the way the principal manages the school, manages available resources and exercise his or her professionalism influences the school climate. From the study it is clear that the principal's leadership approach does not always make a school climate conducive for teaching and learning in every way. The study shows that the principals are failing in the optimum management of allocated school resources for the benefit of the school. In addition, there is no enough evidence that principals efficiently allocate resources to teachers to enhance effective teaching in the school. The majority of the teachers in public schools have good work experience. The main conclusion is that teachers may have concluded that their school climate is not the best among schools which proves that the school climate of public schools in Pretoria needs some improvement. The study also established that the principals' management practices had a significant impact on the school climate.

5.5 RECOMMENDATIONS

Based on the findings, analysis and conclusions of the study, the following recommendations are made:

- Change management is needed to address aspects such as poor resource allocation to support teaching and learning if schools want to stay relevant and achieve their goals. Leadership is crucial; it determines the success of initiatives and is capable of managing employees' resistance to change (Furst & Cable, 2008, p.453). At the case school, the process of consultation with employees is currently a major issue.
- A policy implementation plan is needed to address the issue of the maintenance of a professional standard that principals seem to be ignoring. A policy or change implementation is equal to change leadership. It is a process

of monitoring functional aspects of planning, coordinating, organising and directing towards achieving organisational goals (Spicker, 2012, p.34). In the implementation of policy or change in schools, principals must understand their school's climate to make sure that national policy best fits the school's realities.

- The officials responsible for education management and governance development in the province should be more empowered with resources to enable them to carry out their advisory and support work more effectively in schools. Regular visits and monitoring on their part of schools would be beneficial, because through their guidance and support the schools would be able to maintain the expected standards for effective learning and teaching to take place. This would also assist the principals to ensure that all teaching and learning resources are utilised effectively.
- The researcher recommends that the government should consider management training for principals before employing them to avoid poor management in schools. In cases where principals have been on management training before, the government should consider in-service management training for principals to help them reflect on their management practices. The government should also consider periodic management training for principals; this will enable the principals to reflect on the management practices.
- The principals need to be informed that their management practices have a strong influence on the school climate and the officials responsible for evaluating the principals' performances should be encouraged to keep a close eye on the effect of the principals' management practices on the school climate for adjustment if the management practices are perceived to be ineffective.

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APPENDICES



Faculty of Education

7.1 APPENDIX A: BIOGRAPHICAL DATA

PLEASE SUPPLY THE FOLLOWING INFORMATION BELOW

Age:

Gender: M/F

Educational Qualification: (bachelor, masters, diploma, doctorate, others)

How long have you been working as a principal in your career?

Years...../month.....

How long have you been working as a principal in your current school? Year...../ Month.....

7.2 APPENDIX B: QUESTIONNAIRE

DIRECTIONS: THE FOLLOWING ARE STATEMENTS ABOUT YOUR SCHOOL PLEASE INDICATE THE EXTENT TO WHICH EACH STATEMENT CHARACTERIZES YOUR SCHOOL BY CIRCLING THE APPROPRIATE RESPONSE.

R O= Rarely Occurs S O= Sometimes Occurs O= Often occurs VFO = Very Frequently Occurs.

- **Collegial Leadership (I)**

1. The principal explores all sides of topics and admits that others opinion exist. 1 2 3
2. The principal treats all faculty members as his or her equal 1 2 3
3. The principal is friendly and approachable 1 2 3
4. The principal lets staffs know what is expected of them. 1 2 3
5. The principal maintains definite standards of performance 1 2 3
6. The principal puts suggestions made by the faculty into operation 1 2 3
7. The principal is willing to make changes 1 2 3 4

- **Professional Principal Behaviour (ii)**

8. Principals respect the professional competence of their subordinates 1 2 3 4
9. Principals in this school exercise professional judgement 1 2 3 4
10. Principals accomplish their jobs with enthusiasm. 1 2 3
11. Principals provide strong social support for teachers 1 2 3
12. The school sets high standards for academic performance 1 2 3 4
13. Principal respects the professional competence of the teachers 1 2 3 4
14. Principals “go the extra mile” with their students. 1 2 3

- **Student Achievement Press (iii)**

15. Students try hard to improve on previous work 1 2 3
16. The school sets high standards for academic performance 1 2 3
17. Students respect others who get good grade 1 2 3
18. Students seek extra work so they can get good grade 1 2 3
19. Parents exert pressure to maintain high standards 1 2 3

- | | |
|--|-------|
| 20. Parents press for school improvement | 1 2 3 |
| 21. Academic achievement is recognized and acknowledged by the school | 1 2 3 |
| 22. Students in the school can achieve the goals that have been set for them | 1 2 3 |

- **Instructions**

Listed below are a series of statements that represent possible feelings that individuals might have about a leader and organization for which they work. With respect to your own feelings about the particular school for which you are now working please indicate the degree of your agreement or disagreement with each statement by circling one of the five alternatives about each statement.

Very Seldom and (2) rarely occurs (3) Sometimes Occurs (4) Mostly Occurs and (5) always Occurs.

- **School Climate (I)**

- | | |
|---|------------|
| 1. Principals' leadership style makes school conducive for teaching and learning | 1 2 3 4 |
| 2. Principal manages allocated resources efficiently for the benefit of the school | 1 2 3 4 |
| 3. The principal allocate available resources to teachers to enhance effective teaching | 1 2 3 4 |
| 4. The principal not always disapprove (not to confirm) of the applications related with the teachers | 1 2 3 4 |
| 5. Working desire created by the school | 1 2 3 4 |
| 6. School climate is conducive enough for teachers to continue working instead of other school choice | 1 2 3 4 7. |
| Principals' disapproval of the relations existing between other staffs in the school. | 1 2 3 4 |
| 8. Principal is able to deal with the future of the school | 1 2 3 4 |
| 9. To perceive the school as the best one among the others | 1 2 3 4 |

- **Principal Work as a leader to enhance school climate (ii)**

- | | |
|--|-----------|
| 10. The principal spend time communicating with the teachers to create good relationship | 1 2 3 4 5 |
| 11. To promote school code and conduct | 1 2 3 4 |
| 12. The responsibility of entirely the school is on the principal | 1 2 3 4 |
| 13. To accomplish the job with enthusiasm | 1 2 3 4 5 |
| 14. Try to get information about the student's family life | 1 2 3 4 |
| 15. To ensure safety of everyone in the school premises | 1 2 3 4 |
| 16. To enjoy their work as a principal | 1 2 3 4 |

• **Commitment to Principal Occupation (iii)**

- | | |
|---|-----------|
| 17. To take the choice of becoming a teacher as the best decision in his/her life | 1 2 3 4 |
| 18. To be proud of being a principal | 1 2 3 4 |
| 19. To be perceive the values of teaching occupation more important than those of other professional values | 1 2 3 4 |
| 20. To perceive teaching occupation as the best for working life | 1 2 3 4 |
| 21. To desire to be well-known in principal profession | 1 2 3 4 |
| 22. The desire to continue as a principal without economic needs | 1 2 3 4 5 |

• **Commitment to Work Group (IV)**

- | | |
|--|-----------|
| 23. To be pleased with other principals in the breaks | 1 2 3 4 5 |
| 24. To be proud of his/her teachers and other staffs | 1 2 3 4 5 |
| 25. To have the perception of being felt as the close friend by the teachers at the school | 1 2 3 4 5 |
| 26. To feel the non-teaching staffs in the school as his/her best friends | 1 2 3 4 5 |
| 27. To have relation with the teachers out of the school | 1 2 3 4 5 |
| 28. To feel himself/herself as the other teachers' close friend in the school | 1 2 3 4 5 |



7.3 APPENDIX C: RESEARCH LETTERS

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Enq : Mr Ajani TA
Cell: 084 388 7947

From : Mr Ajani TA
45, Noah's place
Olympus Pretoria
0081

To : The School Manager/ SGBs Chairperson

Subject: Consent sought for school managers, educators and SGBs to participate in a MEd Research study namely: The impact of principal's management practices on school climate of public secondary schools in Pretoria.

I am presently enrolled for my MEd in Policy Studies at the Department of Education Management and Policy Studies of the University of Pretoria. In partial fulfilment for the requirements of this degree; I am requested to conduct a research project. The title of my study is: The impact of principal's management practices on school climate of public secondary schools in Pretoria.

The purpose of the project:	The aim of the study is to investigate the impact of principal's management practices on the school climate of public secondary schools in Pretoria. This study aims at investigating whether a positive school climate is being created by the principals' management practices. School climate is the standard and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life; it also reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. The purpose of this research is to investigate if the principals' management practices impact on all of this characters of school life. I would be grateful for your school participation if possible.
Who can be included in the sample?	The study will be carried out in Pretoria. 272 participants (15 principals, 75 educators and 30 SGBs) from 15 public secondary schools. Each participant has to meet the following criteria. <ul style="list-style-type: none"> • A participant should be attached to a sampled public secondary school; • Educators should be permanent employees appointed either by the department or SGBs at one of the sampled public schools; • A parent participant should be an elected member of the SGB, and

	<ul style="list-style-type: none"> An SGB's member should have served as a member for a minimum of two terms (+-6 years).
Is participation mandatory?	The participants will participate voluntary and nobody will be forced to participate in the study. Every participant has the right to withdraw from the study at any time without having to explain why they no longer wish to participate. Participants are free to decline to answer any question or questions they do not want to answer. There will be no negative consequences to the participants who wish to withdraw from the study or choosing not to answer any question in the study.
Will the research impact the school?	<p>Yes the research will impact the school as it will help the principals to better understand and reflect on their own management practices and how it influence the school climate. The principal needs to ensure that the school becomes an organisation associated with effective teaching and learning team work and supportive climate, this research work will help in this body of knowledge.</p> <p>I will apply for permission at the Pretoria Department of Basic Education, the involved educators and parents before I conduct the study in the sampled public schools. Their privacy will be respected and the identity of the parties involved will not be published in my dissertation. The researcher (I) will also need to go to the public schools to carry out interviews. Learners will not participate in the study.</p>
What is the format of the research	<p>The principals, educators and parents (SGB members) will participate in completion of the questionnaires which will take each participant about thirty minutes to complete. I, the researcher will interview the participants of this study.</p> <p>Reflective journal notes will be done.</p>
Consent forms need to be received from:	<p>The following key role players will need to give consent:</p> <ol style="list-style-type: none"> School managers, educators and SGBs; <ul style="list-style-type: none"> Completion of questionnaires on management practices; Observations of their school environment, human resources management, financial resources, learning materials and facilities, and Photographs of the display of school and or classroom conditions, analysis of their school climate will be done. <p>2. Schools sites</p> <p>Photographs about the indoor and outdoor settings will be taken in the presence of the principals and educators.</p>
Possible benefits of the study are:	The study aims to investigate the impact of principal's management practices on school climate. This will help the department to understand the extent or degree of inadequate management of school resources in public secondary schools. Another possible benefit of this study is that it can also help the principals to better understand how they can improve their school climate. The study will help in ensuring that the school becomes an

	organisation associated with effective teaching and learning team work and supportive climate.
Possible disadvantage or risks of the study:	There are no risks to the participant's health or safety of any participant. All measureable steps and procedures will be followed to ensure that the participant's dignity and identity is protected and that what is said in the questionnaire is kept confidential.
Is participation confidential?	<p>The names of the school and participants as well as other identifiable information will not be recorded on the observation sheet. To collect data accurately, data will be given numbers (pseudonym) e.g, 1, 2,3,4,5 and reference will only be drawn to this number and will not be linked to the participant's personal information.</p> <p>It is my presumption that the research findings will make a creditable contribution towards improving leadership and management practices of human resources to promote quality school climate in secondary schools in Pretoria Province.</p>
Will the data collected be available for use?	All data collected with public funding may be available in an open repository for public and scientific use.
Ethical views of the University of Pretoria:	<p>It is very important that the ethical views of the University of Pretoria are respected at all times. A high standard for the ethical considerations throughout the study is important and will be respected at all times. This includes that I subscribe to the principles of:</p> <ul style="list-style-type: none"> • Voluntary participantin research, implying that the participants might withdraw from the research at any time. • Informed consent, meaning that research participants must at all times be fully informed about the research process and purposes, and must give consent to their participation in the research. • Safety in participation put different, that the human respondents should not be placed at risk or harm of any kind e.g. research with young children. • Privacy, meaning that the confidentiality and anonymity of human respondents should be protected at all times. • Trust, which implies that human respondents will not be subjected to any acts of deception or betrayal in the research process or its published outcomes.
Who is organising and funding the research?	The researcher (I), will be the organizer and I will be funding the study, under the supervision of Dr Samuel Adeyemo from the University of Pretoria.

If you require further information after reading this document, please feel free to contact me or my supervisor on the details below:

Contact for further information:

Name:	Position	Contact details:
Mr AJANI TA	Student: M.Ed. Educational management	084 388 7947 u15100350@tuks.co.za/

	law and policy studies, University of Pretoria	abiodunkanmi@yahoo.com
Dr Adeyemo S	Supervisor Education Management and Policy Studies Department	012 420 4279 samuel.sdeyemo@up.ac.za

I trust that you will agree on the importance of this research project to support your school management, educators and school governing bodies and would appreciate your willingness for participation of your school in this research project.

Kind regards

Mr Ajani TA
M.Ed. Student

Dr Adeyemo S
Supervisor

Research project: The impact of principal's management practices on school climate of public secondary schools in Pretoria.

Name of researcher : Mr Ajani T.A
M.Ed. student

If you are willing to participate in this study, please initial in the box on the right if you agree to the statement:

I confirm that I have read and understand the contents of the letter that I received from the researcher about the above research topic.	
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7.4 APPENDIX D: STATISTICAL INFORMATION

**STATISTICAL PACKAGE FOR SOCIAL SCIENTISTS
DATA OUTPUT**

Collegial Leadership

Statistics

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007
N	Valid	32	32	32	32	32	32	32
	Missing	0	0	0	0	0	0	0

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.0	3.0	3.0
10	1	3.0	3.0	6.1
11	1	3.0	3.0	9.1
12	1	3.0	3.0	12.1
13	1	3.0	3.0	15.2
14	1	3.0	3.0	18.2
15	1	3.0	3.0	21.2
16	1	3.0	3.0	24.2
17	1	3.0	3.0	27.3
18	1	3.0	3.0	30.3
19	1	3.0	3.0	33.3
2	1	3.0	3.0	36.4
20	1	3.0	3.0	39.4
21	1	3.0	3.0	42.4
22	1	3.0	3.0	45.5
23	1	3.0	3.0	48.5
24	1	3.0	3.0	51.5
25	1	3.0	3.0	54.5
26	1	3.0	3.0	57.6
27	1	3.0	3.0	60.6
28	1	3.0	3.0	63.6
29	1	3.0	3.0	66.7
3	1	3.0	3.0	69.7
30	1	3.0	3.0	72.7
31	1	3.0	3.0	75.8
32	1	3.0	3.0	78.8

4	1	3.0	3.0	81.8
5	1	3.0	3.0	84.8
6	1	3.0	3.0	87.9
7	1	3.0	3.0	90.9
8	1	3.0	3.0	93.9
9	1	3.0	3.0	97.0
Participants	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00002

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	6.1	6.1	6.1
2	1	3.0	3.0	9.1
Valid 3	13	39.4	39.4	48.5
4	16	48.5	48.5	97.0
Q1	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00003

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3.0	3.0	3.0
2	3	9.1	9.1	12.1
Valid 3	8	24.2	24.2	36.4
4	20	60.6	60.6	97.0
Q2	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00004

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3.0	3.0	3.0
2	1	3.0	3.0	6.1
3	7	21.2	21.2	27.3
4	23	69.7	69.7	97.0
Q3	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00005

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3.0	3.0	3.0
3	6	18.2	18.2	21.2
4	25	75.8	75.8	97.0
Q4	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00007

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3.0	3.0	3.0
2	4	12.1	12.1	15.2
3	11	33.3	33.3	48.5
4	16	48.5	48.5	97.0
Q6	1	3.0	3.0	100.0
Total	32	100.0	100.0	

**Professional Principal Behaviour
Statistics**

		VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014
N	Valid	32	32	32	32	32	32	32
	Missing	0	0	0	0	0	0	0

VAR00008

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3.0	3.0	3.0
2	3	9.1	9.1	12.1
3	6	18.2	18.2	30.3
Valid 4	22	66.7	66.7	97.0
Q7	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00009

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3.0	3.0	3.0
2	2	6.1	6.1	9.1
3	5	15.2	15.2	24.2
Valid 4	24	72.7	72.7	97.0
Q8	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00010

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.0	3.0	3.0
2	1	3.0	3.0	6.1
3	8	24.2	24.2	30.3
Valid 4	22	66.7	66.7	97.0
Q9	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00011

	Frequency	Percent	Valid Percent	Cumulative Percent
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	2	3	9.1	9.1	9.1
	3	4	12.1	12.1	21.2
Valid	4	25	75.8	75.8	97.0
	Q10	1	3.0	3.0	100.0
	Total	32	100.0	100.0	

VAR00012

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3.0	3.0	3.0
	2	12.1	12.1	15.2
Valid	3	15.2	15.2	30.3
	4	66.7	66.7	97.0
	Q11	3.0	3.0	100.0
	Total	32	100.0	

VAR00013

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3.0	3.0	3.0
	2	6.1	6.1	9.1
Valid	3	27.3	27.3	36.4
	4	60.6	60.6	97.0
	Q12	3.0	3.0	100.0
	Total	32	100.0	

AR00014

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.0	3.0	3.0

2	1	3.0	3.0	6.1
3	10	30.3	30.3	36.4
4	20	60.6	60.6	97.0
Q13	1	3.0	3.0	100.0
Total	32	100.0	100.0	

Student Achievement Press

Statistics

	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021	VAR00022
Valid	32	32	32	32	32	32	32	32
Missing	0	0	0	0	0	0	0	0

VAR00015

	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.1	6.1	6.1
3	10	30.3	30.3	36.4
Valid 4	20	60.6	60.6	97.0
Q14	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00016

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.0	3.0	3.0
2	9	27.3	27.3	30.3
Valid 3	12	36.4	36.4	66.7
4	10	30.3	30.3	97.0
Q15	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00017

	Frequency	Percent	Valid Percent	Cumulative Percent
2	3	9.1	9.1	9.1
3	11	33.3	33.3	42.4
Valid 4	17	51.5	51.5	93.9
5	1	3.0	3.0	97.0
Q16	1	3.0	3.0	100.0

Total	32	100.0	100.0
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VAR00018

	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	9.1	9.1	9.1
2	6	18.2	18.2	27.3
3	13	39.4	39.4	66.7
Valid 4	9	27.3	27.3	93.9
5	1	3.0	3.0	97.0
Q17	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00020

	Frequency	Percent	Valid Percent	Cumulative Percent
1	5	15.2	15.2	15.2
2	13	39.4	39.4	54.5
3	8	24.2	24.2	78.8
Valid 4	5	15.2	15.2	93.9
5	1	3.0	3.0	97.0
Q19	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00021

	Frequency	Percent	Valid Percent	Cumulative Percent
1	4	12.1	12.1	12.1
2	9	27.3	27.3	39.4
3	8	24.2	24.2	63.6
Valid 4	11	33.3	33.3	97.0
Q20	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00022

	Frequency	Percent	Valid Percent	Cumulative Percent
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	1	3.0	3.0	3.0
	2	3.0	3.0	6.1
	3	10	30.3	36.4
Valid	4	18	54.5	90.9
	5	2	6.1	97.0
	Q21	1	3.0	100.0
	Total	32	100.0	100.0

School Climate

Statistics

		VAR00023	VAR00024	VAR00025	VAR00026	VAR00027	VAR00028	VAR00029	VAR00030
N	Valid	32	32	32	32	32	32	32	32
	Missing	0	0	0	0	0	0	0	0

VAR00023

	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.1	6.1	6.1
2	2	6.1	6.1	12.1
3	11	33.3	33.3	45.5
Valid	4	13	39.4	84.8
	5	4	12.1	97.0
	Q22	1	3.0	100.0
	Total	32	100.0	100.0

VAR00024

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.0	3.0	3.0

2	2	6.1	6.1	9.1
3	2	6.1	6.1	15.2
4	13	39.4	39.4	54.5
5	14	42.4	42.4	97.0
Q23	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00025

	Frequency	Percent	Valid Percent	Cumulative Percent
2	3	9.1	9.1	9.1
3	5	15.2	15.2	24.2
4	8	24.2	24.2	48.5
5	16	48.5	48.5	97.0
Q24	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00027

	Frequency	Percent	Valid Percent	Cumulative Percent
2	2	6.1	6.1	6.1
3	3	9.1	9.1	15.2
4	8	24.2	24.2	39.4
5	13	39.4	39.4	78.8
Q26	6	18.2	18.2	97.0
Q26	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00028

	Frequency	Percent	Valid Percent	Cumulative Percent
3	2	6.1	6.1	6.1
4	9	27.3	27.3	33.3
5	13	39.4	39.4	72.7
Q27	8	24.2	24.2	97.0
Q27	1	3.0	3.0	100.0
Total	32	100.0	100.0	

AR00029

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.0	3.0	3.0
2	4	12.1	12.1	15.2
3	3	9.1	9.1	24.2
Valid 4	14	42.4	42.4	66.7
5	10	30.3	30.3	97.0
Q28	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00030

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	6.1	6.1	6.1
1	3	9.1	9.1	15.2
2	5	15.2	15.2	30.3
Valid 3	5	15.2	15.2	45.5
4	7	21.2	21.2	66.7
5	10	30.3	30.3	97.0
Q29	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00031

	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	3.0	3.0	3.0
3	3	9.1	9.1	12.1
Valid 4	14	42.4	42.4	54.5
5	14	42.4	42.4	97.0
Q30	1	3.0	3.0	100.0
Total	32	100.0	100.0	

Principal work as a leader to enhance school climate

Statistics

		VAR00032	VAR00033	VAR00034	VAR00035	VAR00036	VAR00037	VAR00038
N	Valid	32	32	32	32	32	32	32
	Missing	0	0	0	0	0	0	0

VAR00032

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	3.0	3.0	3.0
2	2	6.1	6.1	9.1
3	2	6.1	6.1	15.2
4	9	27.3	27.3	42.4
5	18	54.5	54.5	97.0
Q31	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00033

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	9.1	9.1	9.1
3	2	6.1	6.1	15.2
4	9	27.3	27.3	42.4
5	18	54.5	54.5	97.0
Q32	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00034

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	9.1	9.1	9.1
3	2	6.1	6.1	15.2
4	7	21.2	21.2	36.4
5	20	60.6	60.6	97.0
Q33	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00035

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3.0	3.0	3.0
1	2	6.1	6.1	9.1
2	3	9.1	9.1	18.2
3	4	12.1	12.1	30.3
4	7	21.2	21.2	51.5
5	15	45.5	45.5	97.0
Q34	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00036

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3.0	3.0	3.0
1	1	3.0	3.0	6.1
2	1	3.0	3.0	9.1
3	3	9.1	9.1	18.2
4	8	24.2	24.2	42.4
5	18	54.5	54.5	97.0
Q35	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00037

	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.1	6.1	6.1
3	5	15.2	15.2	21.2
4	11	33.3	33.3	54.5
5	14	42.4	42.4	97.0
Q36	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00038

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.0	3.0	3.0
2	2	6.1	6.1	9.1
3	3	9.1	9.1	18.2
Valid 4	5	15.2	15.2	33.3
5	21	63.6	63.6	97.0
Q37	1	3.0	3.0	100.0
Total	32	100.0	100.0	

Commitment to Principal Occupation

Statistics

		VAR00039	VAR00040	VAR00041	VAR00042	VAR00043	VAR00044
N	Valid	32	33	33	33	33	33
	Missing	0	0	0	0	0	0

VAR00039

	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	3.0	3.0	3.0
3	4	12.1	12.1	15.2
Valid 4	9	27.3	27.3	42.4
5	18	54.5	54.5	97.0
Q38	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00040

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.0	3.0	3.0
2	2	6.1	6.1	9.1
3	4	12.1	12.1	21.2
Valid 4	10	30.3	30.3	51.5
5	15	45.5	45.5	97.0
Q39	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00041

	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	3.0	3.0	3.0
3	5	15.2	15.2	18.2
4	8	24.2	24.2	42.4
Valid 5	18	54.5	54.5	97.0
Q40	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00042

	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	3.0	3.0	3.0
3	5	15.2	15.2	18.2
Valid 4	2	6.1	6.1	24.2
5	11	33.3	33.3	57.6
Q41	13	39.4	39.4	97.0
Total	1	3.0	3.0	100.0
	32	100.0	100.0	

VAR00043

	Frequency	Percent	Valid Percent	Cumulative Percent
3	8	24.2	24.2	24.2
4	9	27.3	27.3	51.5
Valid 5	15	45.5	45.5	97.0
Q42	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00044

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.0	3.0	3.0
2	3	9.1	9.1	12.1
3	6	18.2	18.2	30.3
Valid 4	6	18.2	18.2	48.5
5	16	48.5	48.5	97.0
Q43	1	3.0	3.0	100.0
Total	32	100.0	100.0	

Statistics

		VAR00045	VAR00046	VAR00047	VAR00048	VAR00049	VAR00050
N	Valid	32	32	32	32	32	32
	Missing	0	0	0	0	0	0

VAR00045

	Frequency	Percent	Valid Percent	Cumulative Percent
2	3	9.1	9.1	9.1
3	10	30.3	30.3	39.4
Valid 4	6	18.2	18.2	57.6
5	13	39.4	39.4	97.0
Q44	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00046

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	9.1	9.1	9.1
1	1	3.0	3.0	12.1
2	1	3.0	3.0	15.2
Valid 3	6	18.2	18.2	33.3
4	10	30.3	30.3	63.6
5	11	33.3	33.3	97.0
Q45	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00047

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3.0	3.0	3.0
2	4	12.1	12.1	15.2
3	4	12.1	12.1	27.3
4	9	27.3	27.3	54.5
Valid 5	13	39.4	39.4	93.9
6	1	3.0	3.0	97.0
Q46	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00048

	Frequency	Percent	Valid Percent	Cumulative Percent
2	2	6.1	6.1	6.1
3	10	30.3	30.3	36.4
4	12	36.4	36.4	72.7
Valid 5	8	24.2	24.2	97.0
Q47	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00049

	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.1	6.1	6.1
2	2	6.1	6.1	12.1
3	9	27.3	27.3	39.4
Valid 4	13	39.4	39.4	78.8
5	6	18.2	18.2	97.0
Q48	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00050

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.0	3.0	3.0
2	1	3.0	3.0	6.1
3	12	36.4	36.4	42.4
Valid 4	13	39.4	39.4	81.8
5	5	15.2	15.2	97.0
Q49	1	3.0	3.0	100.0
Total	33	100.0	100.0	

Biographical Data of Respondents

Statistics

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006
N Valid	32	32	32	32	32	32
Missing	0	0	0	0	0	0

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.0	3.0	3.0
10	1	3.0	3.0	6.1
11	1	3.0	3.0	9.1
12	1	3.0	3.0	12.1
13	1	3.0	3.0	15.2
14	1	3.0	3.0	18.2
15	1	3.0	3.0	21.2
16	1	3.0	3.0	24.2
17	1	3.0	3.0	27.3
Valid 18	1	3.0	3.0	30.3
19	1	3.0	3.0	33.3
2	1	3.0	3.0	36.4
20	1	3.0	3.0	39.4
21	1	3.0	3.0	42.4
22	1	3.0	3.0	45.5
23	1	3.0	3.0	48.5
24	1	3.0	3.0	51.5
25	1	3.0	3.0	54.5
26	1	3.0	3.0	57.6

27	1	3.0	3.0	60.6
28	1	3.0	3.0	63.6
29	1	3.0	3.0	66.7
3	1	3.0	3.0	69.7
30	1	3.0	3.0	72.7
31	1	3.0	3.0	75.8
32	1	3.0	3.0	78.8
4	1	3.0	3.0	81.8
5	1	3.0	3.0	84.8
6	1	3.0	3.0	87.9
7	1	3.0	3.0	90.9
8	1	3.0	3.0	93.9
9	1	3.0	3.0	97.0
Participants	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00002

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	6.1	6.1	6.1
25	1	3.0	3.0	9.1
27	1	3.0	3.0	12.1
28	3	9.1	9.1	21.2
29	1	3.0	3.0	24.2
30	1	3.0	3.0	27.3
31	1	3.0	3.0	30.3
32	1	3.0	3.0	33.3
33	1	3.0	3.0	36.4
36	2	6.1	6.1	42.4
37	1	3.0	3.0	45.5
38	1	3.0	3.0	48.5
39	2	6.1	6.1	54.5
42	1	3.0	3.0	57.6
46	1	3.0	3.0	60.6
47	2	6.1	6.1	66.7
49	1	3.0	3.0	69.7
50	1	3.0	3.0	72.7
51	1	3.0	3.0	75.8
53	2	6.1	6.1	81.8

54	1	3.0	3.0	84.8
56	1	3.0	3.0	87.9
57	1	3.0	3.0	90.9
59	1	3.0	3.0	93.9
63	1	3.0	3.0	97.0
Age	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00003

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3.0	3.0	3.0
1	8	24.2	24.2	27.3
Valid 2	23	69.7	69.7	97.0
Gender	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00004

	Frequency	Percent	Valid Percent	Cumulative Percent
	5	15.2	15.2	15.2
1	22	66.7	66.7	81.8
2	1	3.0	3.0	84.8
Valid 3	3	9.1	9.1	93.9
5	1	3.0	3.0	97.0
Educ	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00005

	Frequency	Percent	Valid Percent	Cumulative Percent
	9	27.3	27.3	27.3
1	2	6.1	6.1	33.3
11	1	3.0	3.0	36.4
13	1	3.0	3.0	39.4
Valid 16	1	3.0	3.0	42.4
2	4	12.1	12.1	54.5
20	2	6.1	6.1	60.6
3	3	9.1	9.1	69.7
34	1	3.0	3.0	72.7

4	1	3.0	3.0	75.8
6	1	3.0	3.0	78.8
7	2	6.1	6.1	84.8
8	2	6.1	6.1	90.9
9	2	6.1	6.1	97.0
ExpT	1	3.0	3.0	100.0
Total	32	100.0	100.0	

VAR00006

	Frequency	Percent	Valid Percent	Cumulative Percent
	15	45.5	45.5	45.5
1	5	15.2	15.2	60.6
2	4	12.1	12.1	72.7
3	2	6.1	6.1	78.8
34	1	3.0	3.0	81.8
Valid 4	1	3.0	3.0	84.8
5	1	3.0	3.0	87.9
7	2	6.1	6.1	93.9
9	1	3.0	3.0	97.0
ExpS	1	3.0	3.0	100.0
Total	32	100.0	100.0	



UNIVERSITEIT VAN PRETORIA

Faculty of Education

1 February 2019

Re: Permission to Conduct Research

Greetings!

I am Mr TaiwoAzeez Ajani, an MEd student of the University of Pretoria in the Department of Education Management & Policy Studies. I am currently doing my master's dissertation under the supervision of Dr KS Adeyemo. My research focuses on the impact of principal's management practices on school climates of public secondary schools in Pretoria.

I further confirm I have secured ethics clearance from Faculty of Education, University of Pretoria and Gauteng Department of Education. Therefore, my research meets the following requirements:

Looking forward to your support and approval in order for me to be able to conduct this research in your school.

TaiwoAzeez Sincerely
A student



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Supervisor
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Faculty of Education

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20 February 2018

TO: PRINCIPAL

Re: Permission to Conduct Research


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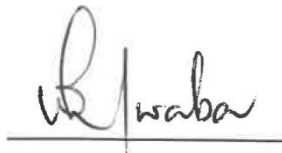
I further confirm I have secured ethics clearance from Faculty of Education, University of Pretoria and Gauteng Department of Education (please see attached documents). Therefore, my proposed research meets the following requirements:

Looking forward to your support and approval in order for me to be able to conduct this research in your school.

SINCERELY



TaiwoAzeez Ajani





Dr KS Adeyemo
Supervisor

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20 February 2018

To: Principal

Re: Permission to Conduct Research

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I further confirm I have secured ethics clearance from Faculty of Education, University of Pretoria and Gauteng Department of Education (please see attached documents). Therefore, my proposed research meets the following requirements:

- Education accountability;
- Proper research design;
- Sensitivity towards participants/ethical considerations;
- Correct content and terminology;
- Acceptable grammar; and
- Absence of non-essential /superfluous items.

Looking forward to your support and approval in order for me to be able to conduct this research in your school.

Sincerely

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