

**THE WORK ETHIC OF THE PRINCIPAL AS AN ASPECT OF  
MANAGEMENT**

by

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**“....and that thou, Lord, art merciful: for thou rewardest every man according to his work.”**

Psalm 62

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## CHAPTER ONE

### ORIENTATION OF THE STUDY

#### 1.1 INTRODUCTION

The inception of democracy in South Africa required that all the people of the nation be integrated into a single society. This implies that people brought with them their individual, cultural and normative values into the integrative process. The education system is one such area that has felt the impact of this diversity.

In his State of the Nation address to parliament on 25 June 1999, President Mbeki outlined the critical priorities for the nation (Dept of Education, 2000: 6) and questioned whether our education system was fulfilling the purpose of preparing people for citizenship and nationhood. The success of society, according to President Mbeki is dependent upon people working together to build the success of the nation.

The Minister of Education in his attempt to ensure that education aligns itself with meeting the national agenda, presented the strategic plan for the Department of education, embraced symbolically in the word “Tirisano”– meaning to work together to build a better nation. The critical factor for success seems to be the need to take action together towards an agreed upon purpose. When formal state structures had to undergo change, symbols (such as Tirisano) were often adopted to rally people around the ideal of a traditional society. People could be unified through pure and solid values (Rose, 1985). It appears that to a large extent, the success of the nation depends upon all people engaging themselves in purposeful labour (or work). Unemployment, or the lack of work, has been cited as a depleting agent in society.

Whenever we work, our central life values infiltrate our actions, inextricably colouring our behaviours. The values we associate with work represents a large part of who we are as individuals (Furnham,1990). It would appear that people tend to group together when similar values pertaining to work can be identified as common to all. By the same token one could find people grouping because the characteristic feature is the lack of work.

The notion of work as a social value whose character is decisive for national well being – material and moral – has been raised more widely in recent years. Work values are for the most part debated in academic circles in terms of the concept : “Protestant Work Ethic”.

The main Protestant ethics of significance are (Redding, 1990:10):

- diligence in worldly callings or vocations, including business and education;
- asceticism (puritanism); and
- the systematic, that is, non-wasteful, use of time.

A ‘work’ morality can be derived from other bases as well – Japanese derive theirs in part from both Confucianism and Bhuddism – or from an avowedly anti-religious political doctrines such as Maoism or Marxism-Leninism (Rose, 1985).

The Confucian ideal is that the family, clan, and head of the state take precedence over the individual. In Buddhism, the ego is seen as an illusion and the aim is to transcend it to the unborn pure being. The dignity of the person as an end in itself is a part of these fundamental ideals (Redding, 1990 : 63). ‘Work’ itself was accorded a high value. The social conditioning of Chinese people is such that as long as the obligations are felt, the dedication to effort is straight forward and seemingly unconscious (Redding, 1990 : 39). According to Hinduism, choice and responsibility are guided by individual conduct which ought to be derived from ethics. Ethics refers to individual conduct guided by the will. Actions ought to promote social well-being (<http://www.hinduism.co.za/ethics.htm>). It appears as if the actions of the individual would impact on society irrespective of the religious or philosophical basis chosen by the individual.

The South African nation consists of a multicultural society. Irrespective of what culture one adheres to, the value of correct action or good conduct as an individual’s responsibility for the well-being of society remains common to all people. As a nation we bemoan the state of our society and the little value placed on the life of a human being. We are also aghast at the immorality prevailing in society. The social and normative environment that makes our inherited moral vocabularies intelligible



and inspiring has weakened, far more than we care to admit (Hunter, 2000: 12). It is not enough to complain or remain despondent. Since an adult spends most of his/her life at work an attempt at improving the quality of life for people, could perhaps begin with attempting to improve the quality of work that people engage in. Perhaps then, with more people experiencing some sense of fulfilment in the work that they do, people may remain willingly in the jobs that they perform – reducing the number of people who select to leave dissatisfying work.

According to the 1994 research report commissioned by the South African Board of Personnel Practice, managers have begun to realise that the quality and wellbeing of workforces was a key influence in productivity (Swanepoel, 1998:50). This implies that for a more stable and productive society, people should be gainfully employed at tasks that they enjoy. They should see their labour as making a meaningful contribution to society. Work comprises a major part of the day's activity for those that are gainfully employed. The manner in which this activity is conducted is referred to as 'work ethic'. The term 'work ethic' describes the proposition that work is a moral obligation and that work should occupy a central position in a person's life (Bennet,1997 : 95).

Schools reflect traits of both societal relationships and organizations (van der Westhuizen, 2003:71). It has been described as a societal relationship when viewed from the perspective of the cultural mandate and as an organization when taken from the managerial perspective. As an educator, one has great responsibility in one's work. One's work entails teaching and learning tasks as well as the nurturing of young minds. If children learn more effectively through example, then we need to ensure that the school is staffed by moral and productive 'workers'. Then, perhaps we can then expect these values to be reflected in our wider society. The school is a formal organisation consisting of structure and activity that has to be managed to fulfil the intended function. According to Smit and Cronje (2001:278), a fundamental management function is leadership. Leadership, in this instance, refers to the process of directing the behaviour of others towards the accomplishment of objectives and goals of the organisation (Gunter, 2001:9). In a school environment, the task of leadership is accorded to the principal. Burns (1978) states that leadership also has a moral dimension and proposes a concept called "moral leadership". Moral leadership

goes beyond power and examines the extent to which the leader-follower relationship is based on the mutual needs and aspirations that meet the goals of the organisation. Hence my focus on the leader of the school – the principal. He/She needs to be responsible in his/her job towards maintaining an effective school environment. This should be both a mirror to and of society.

Aspects of the educative process within school is a cause for concern. The call for a “culture of teaching and learning” within the department of education implies that many schools have not been meeting their basic function as an organisation responsible for preparing learners to meet the needs of society. However some South African schools have a long record of success as institutions achieving well by producing credible scholars through their curricular and co-curricular activities. What determines the continued success of some schools, while others still flounder beneath the burden of historical problems?

Organizations do not achieve their objectives on their own. Someone has to deploy the basic resources that the organization has at its disposal to help it achieve its goals. This vital element is management. Managers must activate and guide the organization. Without management, the organization is lifeless (Smit & Cronje, 2001 : 8).

Management can be defined as a process of reaching organizational goals by working with and through human and non-human resources to continuously improve on the value added to the world. Reaching organizational goals is an indication of effectiveness; not wasting resources along the way is an indication of efficiency; continuously improving output and process is an indication of innovation; and adding value to the world is an indication of stakeholder responsibility (Petrick, 1997:3). The implication for school management is enshrined in the South African Schools Act 84 of 1996.

Section 16(3) of the South African Schools Act 84 of 1996 (SASA), refers to governance and professional management of the school. The responsibility for professional management of a public school rests with the principal. The practical manifestation of legislation is reflected in the organizational structures and the day to

day management decisions. In other words, structures and routines reflect the success or failure of legislation.

It is more than ten years since our democratic beginnings. I do not believe that questions asked about schooling can any longer be justified with an answer, depending solely on the problems resulting from apartheid as is so often heard from educational and political leaders. We need to delve deeper than this for solutions. We need to consider that which underpins a person's attitude to work – the extent to which one is prepared to go to fulfil his/her sense of what 'doing the job well' entails.

How a person thinks reflects his/her values. These values result in the decisions that he/she makes which then informs on the action that he/she takes. The characteristic way in which action is performed in a work environment and the routines followed within the dictates of a value system is termed 'work ethic'.

Individual values of managers within an organisation have an important influence on the formulation of organisational goals. Values and ethics play a role in determining organisational goals - what the organisation is willing to devote to social responsibility and the development of employees. Managerial values influence and set the culture of the organisation (Smit & Cronje, 2001:103). The school is an organisation that has as its focus the teaching and learning that occurs in the classroom. It would be even more important for the principal, as the person responsible for management, to display a strong ethical bias in his/her decisions. A lack of ethics or decisions based on a poor value system would impact negatively on the work done at the school and ultimately the culture of the school.

The word ethics is derived from the Greek 'ethos', which refers specifically to "character" and "sentiment of the community". Specific definitions include the principles of conduct governing an individual or a profession. Ethical means conforming to the standards of a given profession (Carroll and Gannon, 1997:4). They state further that ethics guides a person's decisions and actions and their perspective of right and wrong. They also emphasize that cultural antecedents of managerial decisions have ethical implications. I believe that the work ethic of the principal will dictate the manner in which the school functions. If the work ethic of the principal is

based on sound principles of efficient and effective work practices, emerging from a sound value system and a strong individual moral fibre, it can be expected that the school will function as a meaningful organization in society.

My experience in school management has exposed me to the fact that some schools do face management problems which emanate from the ethical stance of the principal. I believe that management practices and procedures selected by the principal impact on the ethos of the school which in all likelihood will affect the work done at the school.

## **1.2 RATIONALE FOR THE STUDY**

The concern with the relationship between ethics and work is not a new phenomenon but one that grows out of humankind's search to define and achieve a good life. The ethical implications of both work activity and actions of persons date far back into history. The Hebrew Bible and Christian Scriptures contain numerous injunctions concerning what constitutes proper behaviour. Jewish ethical teachings, both Biblical and Rabbinic, are replete with admonitions regarding ethical behaviour. Church theologians from Saint Augustine onward, although affirming the necessity of work and economic endeavour to human well-being, have worried about the compatibility of our acquisitive and competitive impulses with our spiritual development and obedience to the will of God. According to Epstein (1998:1), the 'Protestant Ethic' cautions against the acquisition of wealth and its inherent worldliness as it was seen as incompatible with Godliness and adherence to spiritual values and duties.

Similarly, Western philosophers from the time of Plato, Aristotle and Cicero have had strong misgivings regarding the compatibility of activity for profit with both the development of individual character and the virtues, and the primacy of the citizen's most important commitment – the well-being of the "polis" or community (Epstein, 1998 : 2).

Examining commitment implies looking at the question of motives, looking deeper into what creates the unique way in which individuals think, therefore act. One begins to look at what drives the individual – morals and values that impact on choice.

It is motivation that determines what one does and values that determine how one views the action – its importance and impact.

In the school environment, the choice of action as part of school management will be assessed for its importance and impact from the basis of the multiple value systems of all the participants. However, the ultimate responsibility for what happens in a school lies with the principal. His or her selection of action will be motivated by what he/she regards as the best choice in the given circumstances. Circumstances are variable by nature. How then can some degree of objectivity be brought to the process of selecting expedient management behaviours that minimises the idiosyncrasies of the moment? One such constant will be to have decisions emerge from an ethical foundation.

Ethics refers to the fundamental basis that guides actions (therefore thoughts and motivation). It is an indication of what a person is willing to do because he/she considers it a moral obligation. It reflects and inner compulsion, perhaps a dictate of conscience to act in an appropriate manner. Not doing so would be unacceptable to the individual. The critical appraiser of action would be the individual conscience.

At work there are aspects of the job that are non-negotiable. One is obliged to undertake these tasks as prerequisites of the post. The position of the principal carries with it obligations, accountability and responsibility for tasks and decisions (that has a moral dimension). Some principals choose to fulfil most aspects of their job commendably yet others wilfully neglect to meet their rightful and moral obligation to work at the job for which they are paid. Newspapers bound with reports of mismanagement. Between January 1999 and April 2002, South African newspapers carried 325 articles focusing on the job of the principal. Between January 2002 and April 2002 only three of the thirty-five articles published on school management carried a positive message as opposed to ninety one percent (91.4%) of articles which dealt with principals acting unprofessionally. Some of the issues reported on were abuse of liquor (Eastern Herald, 25-01-2002), financial mismanagement (Sowetan, 17-01-2002 and Natal Witness, 14-03-2002), principals playing truant (Eastern province Herald, 07-02-2002), acts of racial discrimination (Daily Dispatch, 01-02-2002) and malpractice (The Teacher, 28-02-2002 and The Citizen, 25-03-2002).

If education is one of the change agents of a society, what kind of changed society can we anticipate, if the person tasked with leading the process is a poor role model? Of greater concern is why some principals choose to behave in such an inappropriate manner. The behaviour of the principal has an impact on the school for he/she is pivotal to the management structure and function of the school. The principal's work entails overseeing all aspects of management. His/her responsibilities include financial management, resource management, curriculum management, personnel management and ultimately the responsibility for the well-being of every learner. If all of these tasks are undertaken with commitment and dedication, this would reflect a good work ethic on the part of the principal.

The focus of this research is to probe the relationship between the work ethic of the principal and effective school management. The researcher is of the opinion that the work ethic of the principal devolves from an ethical disposition. The original contribution of this research will be to establish whether a positive work ethic of the principal does impact in any way at all on effective school management.

### **1.3 STATEMENT OF THE PROBLEM**

Several changes are occurring within the education sector which represents a challenge to management's perspective of what their task entails:

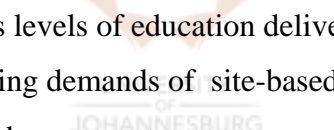
Departmental mergers – school districts (and institutions of higher education) are merging into fewer but larger organisational units. Mergers imply policy changes, reorganised structures and tasks, as well as different lines of authority which impact on reporting and monitoring to be conducted by the principal.

Democratic emancipation has changed the expectation of the populace. Whereas prior to democracy the expectation was to meet the needs of a minority with adequate resources being available, the present need is to fulfil the expectation of the majority of the population which requires more stringent control of resources across a larger part of the population. Again, a great challenge for school managers who now have to compete more arduously for resources.

South Africa is part of the global community. Our standards are compared with that of the world as evidenced in the recent comparisons of our maths and science competency levels at school; where we were found to be at the lower end of the scale. The school is tasked with nurturing and providing relevant skills for learners. If a weakness in what the school is providing is identified, it is the task of school management to address that weakness. Management is expected to simultaneously deliver that which will be acceptable at the local level, as well as meet the national and international demands with regards to essential skills for learners.

The computer era has made it possible to access information with great speed and accuracy. We can thus make comparisons and identify differences more quickly and accurately. South Africa, being part of the global community has to meet the challenge of being a technically adept international participant. Technology education is an added challenge to school managers in both their use of technology within the administrative function and in making available technology education to learners.

The cumulative effect of these factors, namely:

- 
- restructuring at various levels of education delivery (district and school level) and meeting the changing demands of site-based management;
  - applying principles of democracy to management practices;
  - using all available resources including technology and outside alliances; and
  - embracing a broader vision of education in the global context;

is to change the face of management. Expectations are not just local but global. This adds to the challenge of providing relevant education to meet local needs and remain competitive on the global platform. We cannot operate within an African value system only, but need to be aware of what the demands of a global ethos are.

How can school managers meet the national agenda of creating a society where all people work together for nation-building as well as to ensure that schools are providing the type of education that will place efficient and qualified South Africans in the global competitive arena? We can begin by pooling together the best that emerges from the diverse cultures, and integrating this to create a strengthened nation. The school and family are the primary change agents of society (Haralambos &

Holborn, 2000:777) therefore the transformation of society will be reflected in the transformation of schools. The political history of the country forms the basis for challenges in the education system and for the school as an organisation, namely:

- racial integration;
- increasing community involvement in schools;
- decentralized governance of schools and democratic management responsibilities;
- greater financial responsibility for schools due to decreasing financial input from the state;
- curriculum changes and
- staff rationalisation.

Social functionalists contend that schools (and in particular the curriculum) has helped to instil shared norms and values into a population with diverse backgrounds (Haralambos & Holborn,2000:778). In keeping with this view, transformation of schools represents a complex and mammoth task for school managers as they are under pressure to deliver on the democratic ideals that society expects of them. The magnitude of the task of transformation has implications for the work that school leadership implies. In these times of 'conceptual pluralism' effective leaders can not rely on a set of standardised practices (Bush, 2003:151) to respond to the unpredictable circumstance that their job represents; they are expected to adopt appropriate behaviours in response to a situation. What is required is persons who are determined to have well functioning schools, persons who are firmly grounded in good work practices; leaders with an attitude to work that aligns their personal values and commitment to the success of the school, seeing this success as a moral obligation to society. What is required is leadership with a good work ethic.

School transformation requires human resources as agents of the transformational process. Members of the workforce must be aligned with and own the strategic direction of the organisation, have trust based work relationships, and be able to build value with one another. Leadership in the workplace must be seen, not as a job, based on power and authority, but as a function based on principles, new people skills and

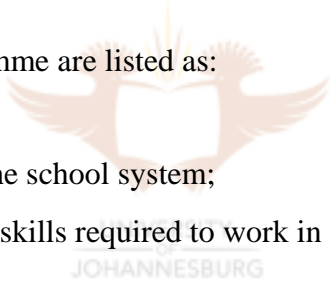


the ability to engage others in coming to consensus around critical decisions and problem solving. The organisation as a whole must create a shared cultural framework that enhances workplace relationships and enable managers to use common sense in making decisions (Marshall.1995:3 -4).

Transformation of schools have been packaged in the call for the culture of teaching and learning to be instituted at school. This then resulted in the Implementation Plan for Tirisano (2000) to be formalised by the Gauteng Department of Education. The plan consists of the five core programme areas, identified by the Minister of Education, to ensure that all South Africans have access to life long education and training of high quality. Programme 2 of this plan pertains to ‘school effectiveness and educator professionalism’. This programme has two focal points, namely :

- making schools work;
- leadership and management .

The outcomes for this programme are listed as:

- 
- public confidence in the school system;
  - youth with values and skills required to work in a broader society and world of work;
  - setting high standards for learners and educators.

If these are the outcomes of what still has to be achieved, then it stands to reason that the public has diminished confidence in the school system. The standard of work for both learners and educators are generally not at an acceptable level.

The political pressure to show transformation of our schools, resulted in the process beginning without the necessary training of personnel responsible for managing the process or taking cognisance of the complexity that defines the transformation agenda. This caused dissatisfaction amongst school personnel, and in some instances perpetuated the already defunct schools. ‘White’ schools, having remained functional through the ‘struggle’ responded to the demands for change more effectively than many ‘Black’ schools, that were in many instances, barely functional. There appears

to be a different work ethic prevailing at different schools. Reasons for these seeming differences in the way in which schools are managed needs to be probed. The principal, as the leader of the organization, has the ability to influence a group towards the achievement of organizational goals (Robbins, 1998 : 347) and is responsible for the professional management functions. How can this situation be improved and who can lead the way ? Is the work ethic of the leader a component of effective school management?

When examining the ethical obligations of management, the question to be asked is : To whom is the leadership responsible, and based on what legal and public policy norms ? The study is placed within the context of the continued debate regarding social responsibility, governance, stakeholders and ethical obligations of managers (Epstein, 1998 :4).

This investigation focuses on exploring the work ethic of a school manager in the context of creating effectively managed schools. The problem that this research proposes to explore may be summarised by the following questions:

- What is the nature of work ethic ?
- What is effective school management ?
- Is there a relationship between leadership work ethic and management?
- What is the possible impact of a principal's work ethic on school management?
- Can the positive work ethic of the principal impact on school management?

The implication of the findings to these questions, will premise the extent to which a possible relationship could exist between principal work ethic and effective school management. This is the basis for the research. The objectives of the research will be more fully presented in the next section.

## 1.4 RESEARCH OBJECTIVES

The objectives of the research may be summarised as follows:

- to define work ethic;
- to explain the nature of effective school management;
- to establish a relationship between work ethic and effective school management;
- to elicit the opinion of educators' regarding the impact of the principal's work ethic on school management;
- to formulate a strategy on how a positive work ethic of the principal can impact on school management.

## 1.5 PARADIGMATIC PERSPECTIVE

Social science research utilizes the experiential interactions of persons as the research field. This makes defining the domain in specific and measurable terms difficult. However, research questions limit inquiry to more specific contexts of human interaction. Good research ought to give cognizance to the broader social contexts within which the study is located before limiting it to the specific field of study. The researcher is expected to demonstrate knowledge of the inflectional forms of the topic, that is, present a research paradigm. The paradigmatic perspective for this research will be presented in two forms: meta theory and theory. Metatheoretical reflections on the nature of social inquiry attempts to demonstrate the rationality and objectivity in social research practice (Babbie & Mouton, 2003:43). No research findings can be conclusively proved on the basis of empirical research data. At different stages of the research process the researcher will make assumptions about specific theories and methodological strategies that are not tested in this study. An important category of such assumptions comprise the metatheory that form the definitive context of the study being undertaken (Mouton, 2002:174). The theoretical perspective represents the bedrock in which the study will be grounded. The research being undertaken is an independent study but it extends from previous studies of leadership as a managerial function in the context of education. Thus sets of assumptions (the theoretical

perspective) will be used as a starting point (Neuman, 2003:43) to explain the philosophical, psychological and social context of leadership, work and work ethic as reflective of school management.

### **1.5.1 Metatheoretical perspective**

A study as meta-ethics reflects on practice and asks questions about ethics in a specific context, rather than asking questions about 'ethics' as the subject of the study. It is a systematic study of reasoning about how we ought to act (Singer, 1994:10). 'Ethics' is sometimes used to refer to a set of rules, principles, or ways of thinking that guide or claim authority to guide, the actions of a particular group or individual (Singer, 1994:4). In the context of this study, the research will focus on the latter definition of ethics as that which impacts on choice of actions and decisions in the context of school management. Decision making is the process of reasoning before behaviour or of calculating the pluses and minuses or the "goodness" or "badness" of various alternatives with which an individual is confronted before making judgements or choices (Carroll & Gannon, 1997:4). Assessing if something is "good" or "bad" for an individual or organisation falls within the realms of moral choice. Moral rules help to regulate conduct (Cederblom & Dougherty, 1990:4). Decision making or choice of action as a management function has an ethical and moral dimension.

The researcher is of the opinion that managerial decisions have a great impact on the organisation. It is important that these decisions be based on ethical considerations. Ethical problems, (such as financial mismanagement), arising in the context of managerial decisions can be attributed to a lack of managerial skills, however the moral dimension inherent in this act (such as financial mismanagement) creates a distinctive set of problems that challenge a manager to make difficult personal choices. In the school environment the principal ought to be an efficient manager with all the requisite skills to ensure that s/he does her/his job well. These include the skills of management and having a strong moral and ethical character. As stated earlier, public perception of the quality of some school managers based on what the media is reporting, indicates that the action or decisions of some school managers indicate a lack of morality and that they ignore the tenets of ethics in practice, which reflects poorly on their work ethic.

The researcher believes that it will be necessary to briefly explore the link between moral choice, as it relates to ethics, for it impacts on work ethic. Ethics will be seen as living and acting according to a set of norms and standards (Singer, 1994:10) and in the context of this study work ethic will refer to the set of standards, norms and rules that a the principal is expected to follow.

### **1.5.2 Theoretical perspective**

The many changes that have occurred in the education environment required that all persons associated with the school respond in a manner that would increase the effectiveness of the school. Public schools are now managed on the basis of decentralised authority and community governance of schools has increased the need for collaboration at all levels and with all stakeholders. These changes have also brought with it greater accountability for each of the stakeholders. Collaboration is seen as the premier candidate to replace hierarchy as the organizing principle for leading and managing in the workplace. This principle-based approach of working together, attests to producing trust, integrity and breakthrough results by building true consensus, ownership and alignment in all aspects of the organisation (Marshall, 1995:4).

Whereas behaviourists formulations dominated management of the past, requiring principals to follow rules, constructivist theories characterise what schools are today (Bizar & Barr, 2001:3). South African schools, through Curriculum 2005 are in the process of rethinking what teaching and learning is. Outcomes based education, the changed paradigm of education as reflected in Curriculum 2005, requires learners to play an active role in making sense of their experiences, whether through reading, listening, observation or actually doing. This view of teaching and learning has implications for the role of the principal. The principal is ultimately responsible for curriculum development, instructional improvement, learner service, community relations and the financial and facility management of the school stakeholders of the process of schooling, one of them being school managers, need to play an active role

in making sense of what their responsibilities are and how it ought to be fulfilled. (Bizar, 2001:6).

Resources and the environment, both external and internal to the school are an integral part of the success of a school. The challenge inherent in rejuvenating and revitalising school practice, especially in schools that have a record of poor performance, will be examined within the context of transformational leadership. The fostering of collaboration and strengthening of others are two aspects of Kouzes and Posner's transformational leadership model (Gaughan, 2001:71). They see this as a way in which leaders can earn the trust of their followers. By showing that they value other people's contribution, leaders enhance their own integrity.

The research will explore work ethic within the context of the collaborative management paradigm focusing on the impact of trust and integrity as aspects of transformational leadership. The researcher is of the opinion that trust and integrity are important predictors of a positive work ethic. Theoretical literature and research findings, will be used to test the validity of these predictors.

### **1.5.3 Methodological perspective**



Research implies the systematic collection of data and careful examination thereof to explain a social phenomenon. Quality research requires a disciplined process for conducting an inquiry relating to a management dilemma (Cooper & Schindler, 2001:5). By creating a design using diverse methodologies, researchers are able to achieve greater insight into the topic under scrutiny than if they followed a single method.

#### **1.5.3.1 Research design**

Much research has been conducted in the field of leadership and management. Small-group research appears to have run its course in such areas as leadership and group processes; a set of life histories on the actual experience of group leaders might well expand existing theories and raise problems that heretofore have appeared to be resolved. Life histories include the subjective side of experiences (Babbie & Mouton,

2003:303). In response, the researcher has decided to adopt the two-phase design. This will allow for the topic to be explored more comprehensively using the strategies suggested in each phase separately and to gain maximum advantage of each of these strategies.

A literature review will be used to establish a theoretical platform for the study. An attempt will be made to clarify the concept 'work ethic' in the context of the study. Possible constructs as predictors of a positive work ethic will be identified from literature and previous research on leadership. The hypothesis that a relationship exists between a positive work ethic of the principal and effective management will be tested.

Studying the 'life histories' of successful leaders will initiate the researcher's attempt to understand how a positive work ethic of a leader can impact on an organisation in a pragmatic context. As no previous study has been conducted on this topic, the researcher will attempt to identify constructs of work ethic in the demonstrable behaviour of leaders as indicators of their work ethic. For this, two published texts, 'South Africa's Leading Managers' edited by Woods (2003) and 'Mentors' edited by Maxwell (2002) will be used as a secondary data source. 'South Africa's Leading Managers' is a publication that aims to highlight the fact that South Africa's management and management teams are reputed to be amongst the best in the world. The profiles included in the book feature leading entrepreneurs representing the country's top companies. These profiles are based on sound research commissioned by the Corporate Research Foundation which aims to demonstrate how the skills and leadership style of individuals or management teams have placed the company in a top position against local and international companies. 'Mentors' profiles persons who have proved themselves as leaders in their respective fields. The focus of this study is school leadership but schools as formal organisations share characteristics with other such organisations. This view allows for transfer to schools of assumptions and practices from the generic world of formal organisations. Thus strategies that work well in the organisations found in the corporate world are generally assumed to apply to the school (Sergiovanni & Starratt, 1998:54). The researcher will analyse the interview data from the two publications to gradually develop a theory of leadership work ethic and organisational management.

These exercises (the literature review in chapter two and analysis using life history profiles of leaders in chapter three) will allow the researcher to use an inductive approach to refine concepts, develop empirical generalisations and identify preliminary relationships (Neuman, 2003:51) between the components of the topic: leadership, work ethic and management.

The researcher will then embark on a qualitative study in the specific field, the school context. Since the focus of the study is 'leadership work ethic and effective school management' interviews will be conducted at a 'successful' school in the Gauteng province to ascertain what educators believe "successful school management entails." Individual interviews will be conducted with educators at both classroom and management levels. Data recorded will be analysed to establish what the variables are, as evidenced in practise, relating to a positive work ethic and organisational (school) management. Triangulation in the classic sense of seeking convergence of results (Creswell, 1994:175) will be utilised at this stage in comparing analysed data units (the constructs) from both the business leaders and the educators interviews to come to a core set of leadership characteristics that appear to be essential for a positive work ethic (the concept).



The final stage of the research will be quantitative. A questionnaire to assess the perceptions of educators on leadership work ethic and effective management will be constructed. The items in the questionnaire will represent the constructs from literature and that of the qualitative study relating to leadership work ethic. The questionnaire will include biographical data of the respondents to be used as the independent variables in the factor analysis process. The purpose of this part of the research will be to test the opinion of a wider sample of educators in Gauteng with regards to the hypothesis, namely, that a positive work ethic of the principal has a positive effect on management.

### **1.5.3.2 Research method**

Social research is a collection of methods people use to produce knowledge (Neuman, 2003:2). In this study, multiple methods will be used. An initial literature survey will



be conducted to interact with the ongoing dialogue relating to the topic. It will also allow for establishing the importance of the study and will be the benchmark for comparing the results of this study with other research (Creswell, 1994:21). The literature survey will be followed by document analysis as a secondary source of data (business leader interviews) within the qualitative strategy. Primary data in the form of interviews will be collected next. Concept analysis of qualitative data will be incorporated with the literature to refine the theoretical framework of the research. A questionnaire, based on concepts and identified constructs of work ethic, emerging from the qualitative study, will be constructed and piloted as the first part of the quantitative study. A modified questionnaire will be constructed and distributed to a wider sample of respondents. Analysis of the questionnaire will finally contribute to testing of the hypothesis. Findings and recommendations emerging from the research will be presented in the research report.

#### **1.5.3.3 Data collection**

The initial data will emerge from document analysis of interviews with business leaders. The second source of data will consist of interviews conducted by the researcher of the selected sample of educators. The final data collection method will be the returned questionnaires. A pilot study of the questionnaire will be used to refine a second questionnaire. These would feed into the process of data gathering.

#### **1.5.3.4 Data analysis**

The qualitative data will be transcribed (the primary data) and analysed (both primary and secondary data sources). Data will then be sorted into two categories relating to effective management and work ethic. Interpretation and coding of data will be used to establish the constructs of work ethic and clarify the concept, effective (school) management.

The quantitative data will be subjected to statistical analysis and factor analysis procedures to establish construct validity. Validity and reliability test would then be conducted. The SPSS 11,0 software package will be used.

Content validity will be evaluated on the basis of existing theory and what is revealed from practical experience as evidenced by the qualitative strategies used. Construct validity will be established as a result of applying appropriate statistical analysis techniques.

The questionnaire will be used at both effective and poorly managed schools. If the analysis of data reveals that the relationship between work ethic and effective management is causal, internal validity will be established. The researcher will attempt to establish external validity by looking for generalizations emerging from data analysis.

## **1.6 ETHICAL MEASURES**

Ethics are the norms and standards of behaviour that guide moral choices about our behaviour with other people. The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from research activities. Codes and regulations guide researchers (Cooper & Schindler, 2001:112). The researcher is aware of the ethical procedures and requirements of the university and will endeavour to abide by the rules.

All sources of information will be acknowledged. No participant in the research will be coerced and the anonymity of respondents and institutions will be maintained. Analysis of data will be restricted to that which emerges strictly from the data. Inferences made from data will be substantiated by other sources, such as the literature or previous research findings. Post study sharing of results will be in the form of the research report to which the public will have access via the university library.

It is necessary that key concepts forming the focus of the research are clarified, so that the same meaning is inferred to all, within the context of this research. According to Sallis (Mestry, 1999:9) it is important to have a clear understanding of concepts as they imply different things in different contexts to different people.

## **1.7 CLARIFICATION OF CONCEPTS**

For the purpose of this research the following concepts will be clarified:

### **1.7.1 Ethics**

Ethics concerns itself with what is good or right in human interaction. It involves consideration of 'good', the 'self' and 'other' (Roussouw, 2002:3). It is also seen as living or acting according to a set of norms and standards (Cahn, 1977:762). The purpose of a study of ethics is to deepen our understanding of the ethical aspects of our life. With such understanding, it becomes possible to increase our ethical sensitivity (Oosthuizen, 2002:11). Ethics sets standards about what is good or bad in behaviour and in decision making (Smit & Cronje, 2001:490).

#### **1.7.1.1 Individual ethical dilemma**

Ethical questions at the individual level arise when people are faced with issues involving individual responsibility. An individual ethical dilemma may arise when a person wilfully acts in a manner that brings benefit to themselves without harming another but compromising an acceptable moral code (such as honesty) in the process, for example, using the telephone at the place of work for personal calls.

#### **1.7.1.2 Organisational ethical dilemma**

Ethical dilemmas at the organisational level occur when an acceptable moral code is infringed and the organisation requires that the behaviour is 'condoned'. For example, a group of employees may be required to overlook the unethical behaviour of a colleague whose behaviour benefits the organisation.

#### **1.7.1.3 Ethics and work**

According to Roussouw (2002:27-28) two factors relate to ethics and work. The first is the co-operative nature of work and the second is the impact of work on our lives. Working within an organisation implies working with other people. The employment

contract stipulates the kind and amount of work expected. However, loyalty, dedication and creativity can not be stipulated as tasks. These are determined by ethical relationships within the organisation.

For the purpose of this research ethics will be seen to reflect the individual and collective moral awareness, judgement, character and conduct befitting that of a leader (or principal).

### **1.7.2 Work**

Although work may refer to any activity that requires an individual to perform a task, in the context of the research it will refer to the specific tasks performed by an individual as a requirement of the formal organisational contract.

### **1.7.3 Work ethic**

The manner in which activity is conducted within the dictates of a value system is referred to as 'work ethic' (Bennett, 1987:95). It describes the proposition that work is a moral obligation and occupies a central position in a person's life. Work ethic integrates the theory of work with that of ethics and may be seen as the product of individual and/or group ethics applied to the realm of work. In the context of this research, work ethic will refer to the set of standards and norms, rules that the leader (principal) is expected to follow emerging from legal and professional obligations of his/her position within the organisation(school).

### **1.7.4 Organisation**

An organisation may be defined as a place where groups of people perform specialised tasks that no individual could perform all alone (Smit & Cronje, 2001:4). Organisations exist to serve a need in society. The organisation of people into effective working groups has always been at the heart of the management process. Formal organisations have objectives which are explicit, limited and announced. They are formed with a common purpose and require people to enter into formal relationships, which have some contractual basis (Gamage & Pang, 2003:60). In the

research the formal organisation representing corporate structures as well as the school as an organisation will be referred to.

### **1.7.5 Management**

Management is a multifaceted task performed by individuals in an organisation. It may be summarised as the process of coordinating and integrating work related activities effectively and efficiently with and through people (Oosthuizen, 2002:19).

Everard and Morris (Mestry, 1999:11) see the process as consisting of :

- setting direction, aims and objectives;
- planning how progress will be made or goals achieved;
- organising available resources (people, time and material) so that the goal can be economically achieved in a planned way;
- controlling the process (measuring the achievements against a plan and taking corrective action where appropriate); and
- setting and improving organisational standards.

The researcher takes the view that effective management entails directing aims, planning, organising, controlling and evaluating of persons in the organisation. A lack of any one of these aspects will lead to some degree of inefficiency in the organisation. The fact that management entails working with and through people is also acknowledged. In the school context the principal is tasked with the professional management of the school (South African Schools Act, 1996:16[3]).

### **1.7.6 Effective**

Effective implies the capacity of producing a desired result; the ability to successfully meet the needs of those that organisations exist to serve. Effective organisations are those that are able to meet their objectives in the way in which it was planned.

Effective leaders would be those who accomplish their goals and gain satisfaction from their own accomplishments and those of others, whom they have encouraged, motivated and supported (Gamage & Pang, 2003:44).

### **1.7.7 Efficient**

Efficient implies functioning or producing effectively and with the least waste of effort; it refers to competent performance (Sinclair, 2004:462). When appropriate individual skills are utilised to gain the maximum that can be achieved for an organisation, it may be inferred that the organisation would be operating with a degree of efficiency.

### **1.7.8 Leader**

The term 'leader' may be arbitrarily defined as there are as many definitions of this concept (Bush, 2003:5) as there are books written about the subject, leadership. For the purpose of this research, the leader is narrowly defined as the person responsible for the effective and efficient functioning of the organisation. It is a concept tied to both person and situation, depending on the use of appropriate knowledge and skills (Adair,2002:7).



### **1.7.9 Principal**

Traditionally, the principal was regarded as the leader of the school. However with the tendency towards decentralization of management, the exclusivity associated with the position has dissipated to other persons with the school management structure. For the research, the principal will be considered as the person within the management team responsible for the well being of the school. He/she will also be viewed as the person accountable to the all stakeholders of the school community for whatever happens at the school.

Having clarified the key concepts to be used in the research, the division of chapters will be presented as an outline of the study.

## 1.8 DIVISION OF CHAPTERS

Chapter one consists of a detailed orientation of the proposed the study.

In chapter two a literature survey will be presented. The purpose will be to establish the theoretical foundation for the research. This chapter will also be used to establish what is meant by work ethic within the realm of leadership and what is meant by effective school management. The role of ethics as an aspect of work ethic will be briefly explored. An attempt will then be made to clarify the relationship between leadership work ethic and effective (organisational) school management.

Chapter three will present the research design, research method and data collection methods. This chapter will also report on the document analysis undertaken. Document analysis, a secondary data source, was used as the initial data gathering tool to conceptualise ‘work ethic’ as a characteristic of successful South African leaders.

Chapter four will begin the presentation of a primary data source: interviews with school personnel. The purpose of the interviews was to ascertain educator perception of effective school management as a product of a principal’s work ethic (indicators of work ethic related to the role, responsibility and tasks of the principal). This qualitative exercise will be used to further clarify the concept ‘leadership work ethic’.

Chapter five will be used to present the design of the quantitative research instrument. This tool will be used to ascertain the perception of a wider sample of educators on a ‘principal’s work ethic as an aspect of effective school management’. It will report on the findings relating to some of the questions from the instrument using descriptive statistics.

Chapter six will report on the analysis and interpretation of a selected sample of empirical data, using inferential statistical techniques. This chapter will draw on all empirical work conducted to present the researcher’s comment on factors that constitute leadership work ethic as it relates to effective school management.

In chapter seven, the researcher will summarise the findings from literature and the empirical work undertaken in the research. The summarised findings will be presented as a 'work ethic model for leadership'. Recommendations for effective school management will be made. Areas for further research will also be suggested. The chapter will end with concluding comments relating to the research.

## **1.9 SUMMARY**

This chapter opened by establishing the necessity for this research. It is in response to the changes occurring in the educational environment and the increasingly complex demands made on the school principal. It acknowledges that the principal requires different management strategies to fulfil his/her responsibilities. The principal is therefore seen as an important role player for the effective management of a school.

It is therefore postulated that the work ethic of the principal, as a leader of the school, will impact on the management of the school. This proposal is the basis of the research problem. The aim of the research is encapsulated in this proposal, namely, *“will a positive work ethic of the principal lead to effective school management.”* The research paradigm was presented within a meta-theoretical and theoretical framework. The research strategy was briefly discussed. Some key concepts for the study were clarified. The chapter closed with an overview of the rest of the study.



## **CHAPTER TWO**

### **THE LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The first chapter provided the motivation for the research to be undertaken. In order to place the research in context of the general body of scientific knowledge relating to the topic, it is necessary to undertake a literature review (Babbie & Mouton, 2003:565). A literature review is based on the assumption that knowledge accumulates and that people learn from and build on what others have done (Neuman, 2003:96). The aim of the literature review is to :

- demonstrate a degree of familiarity with the body of knowledge associated with the research topic;
- to demonstrate a connection between the various concepts that the research topic consists of;
- to integrate and summarise what is known about the concepts of the topic.

The topic consists of various concepts such as leadership, work ethic and management. In order to reach an understanding of the field in which the research is located, each of these concepts will have to be considered separately before being assimilated into the specific focus that the research topic defines. The chapter begins with a definition of work relating to this research exercise. The relation between work and values is explored to culminate in a definition of 'work ethic' as experienced in a variety of cultural contexts. Important work influences, such as motivation, leads the discussion into 'individual work ethic' and 'work ethic in the organizational context'. Finally, work ethic in the context of leadership is explored from both a generic stance of leadership in organizations and with specific reference to the principal as leader of the school.

## 2.2 DEFINITION OF WORK

Work in its most universal sense could refer to the process of changing anything that you want or need to be different than it currently is. Many people make a distinction between “work” and “personal life activities.” However Allen (2001:4) suggests that weeding the garden or updating one’s will is just as much “work” as being engaged in activity that provides an income. ‘Work’ may be defined as effort in doing or making something, an occupation or employment (World Book Dictionary,1987:2406 ).

As an abstract scientific concept ‘work’ is described in terms of the amount of energy that is utilized (a force) to move an object through some distance resulting in a change in position of the object (Ardley & Mathews, 1987:61). The general notion of work relates to this concept, in that ‘work’ implies something which has to be done (an activity), requiring effort (energy has to be expended) for a resulting change to occur. Manning and Curtis (1988:73) in their definition of work as an activity, state that the change it produces is something of value for people.

The distinguishing feature of the above definitions is that work is essentially an ‘activity’. But work could be explained as both an activity and a place. As an activity it involves human beings in tasks that draw on their talents and energies; and in doing so exposes them to experiences that shape impressions they have about their identity and about their general level of competence. As a place it involves them in a social environment that can be both rewarding and threatening. It often places them in an institution large in size and complex in its social structure (Rambo,1982:1) as is the case of the educator working in the school environment.

Gerdes ( Bode,1997:25) sees ‘work’ as a purposeful activity with the general aim of being a means to gaining a livelihood. The writer makes a further qualification of work as a ‘profession’ that requires specific academic training, is bound by a specific code of conduct, and involves registration with an accredited body ( Bode,1997:25). Despite the multiplicity of definition, it is evident that work is an activity which benefits the

individual or could bring value to others as well. Work can be seen to refer to a miscellaneous set of issues : effort, labour, toil, occupation, craft, profession, career, a place, a condition, a skill, a product, a feat or a set of achievements (Rose,1985:20) which impacts the individual in a variety of ways.

Work could also refer to paid employment. In this connotation Harding and Hikspoors (1995: 441-55) define work according to the potential that it fulfils :

- exchange – every person receives some form of compensation (money or rewards)for the service s/he renders;
- social contact – in that work provides interaction with other people;
- status and rank that the work may provide in society depending on the nature and level of the work undertaken; and
- personal meaning, as work provides a potential source of identity, self-esteem, self-actualisation and fulfilment.

For the purpose of this research the notion of work will encompass the various connotations implied in the above discussion but will specifically infer the following:

- an activity of an individual that causes a change of state for the individual or the environment;
- an activity of an individual in a specific environment (the school as an organisation) which involves other people, such as educators, and has impact on the individual and/or others.

### **2.3 THE ROLE OF WORK**

People spend a large part of their day at work. They work to satisfy their needs. Thus one can say that the work that a person does, is a reflection of his needs and objectives (Smith & Cronje, 2001:355). Work is essential in the lives of people for several other reasons. There is the notion of reciprocity, or exchange. Whether reference is being

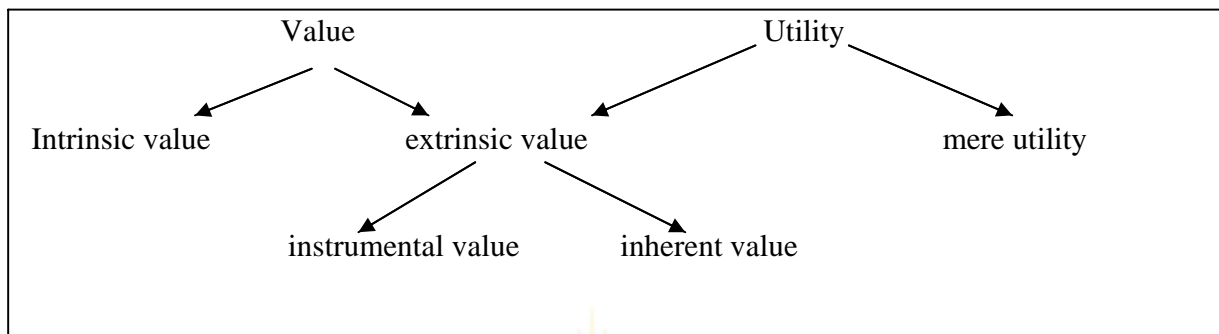
made to private sector individuals or a public official, such as an educator, each worker receives some form of reward in exchange for his/her services. These rewards may be primarily extrinsic such as money, or they may be intrinsic, such as the personal satisfaction that comes from providing a service. In either case the worker has particular personal expectations concerning the type and amount of reward he/she should receive for services rendered. The extent to which such expectations are met would affect in a large measure the inclination of the worker to continue at the current level of performance and might even ultimately affect the decision concerning whether to remain with the institution (Mafunisa, 1998:45-45) or not.

Work can be an important source of identity, self-esteem and self-actualisation. It can provide a sense of fulfilment by giving an individual a sense of purpose and by clarifying his/her value to society. Conversely, it can also be a source of frustration and boredom, instilling feelings of meaninglessness, if the characteristics of the individual and the demands of the task to be performed are misaligned. People evaluate themselves according to what they are able to accomplish. If an individual sees his/her job as hampering the achievement of his/her full potential, it often becomes difficult for him/her to maintain a sense of purpose at work. Such feelings can then lead to a reduced level or desire to perform. Hence, the nature of the job, and the meaning it has for the individual, can have a profound impact on individual attitudes and work behaviour (Steers & Porter, 1987:575-576) depending on the value the person assigns to his/her work.

## **2.4 WORK AND VALUES**

The way a person responds to work is largely dependent on how work fits into the person's larger value system. Lewis (1950:432), distinguishes between two main categories of values, namely, extrinsic value and intrinsic value (or the immediately valuable). Extrinsic value can be further divided into inherent value and instrumental value. Inherent value is the type of value 'attributed to objects which conduces to goodness found in the presence of that object itself' (Lewis, 1950:432), while instrumental values are 'those values of things which consist in an instrumentality to

some other object, in presentation of which a value is directly realizable in experience' (Lewis,1950:391). Furthermore, extrinsic value is a sub-category of the broader category of utility – A being useful for the production of B, if A is instrumental to B (Lewis,1950:385). The differentiation for extrinsic value is, naturally, that B or some further goal has intrinsic value. Intrinsic value is uniquely restricted to the domain of experiences, being the 'kind of good which is immediate'(Lewis,1950:397). These distinctions are summarised in the figure below.



**Figure 2.1 Work and Values**

The value assigned to work is dependent on the meaning that one attaches to work. Work can be done as fulfilment of a purpose in one's life (*value*) or as a mode of earning money (*utility*). Work as the instrument to earn a salary, is *extrinsic*, as opposed to work done as an act to fulfil a meaning individual purpose (*intrinsic*), such as charitable work performed for the reward of serving humanity. A charitable deed has *inherent value* in the satisfaction experienced from performing a selfless act but diligent effort put into a days work for which one is rewarded with a salary, has *instrumental value*, in that it supports a lifestyle that one wishes to maintain.

Cherrington (1980) presents a matrix, based on values, to describe the meaning that work may have in the life of a person. The matrix consists of four categories: life is either meaningful or meaningless and work is either meaningful or meaningless. This is a crude dichotomy that violates many elegant ideas from both philosophy and religion, but as

Hofstede (1980) describes of social sciences, it provides a sufficiently simple conceptualisation to examine work ethic, meaningless work and workaholism (Bode,1997:27). The work matrix presented below represents the perceived impact that work has in one's life (Bode, 1997:27).

| Life-based reward   | Work is meaningful  | Work is meaningless  |
|---------------------|---|--|
| Life is meaningful  | 1.<br>Strong work ethic.<br>Happy and productive workers. Work is a terminal and/or instrumental value.<br>50% of work force.   | 2.<br>Work is an obligation that is not consistent with the meaning of life.<br>A solution may be to inculcate work values, redesign the job or change jobs.<br>20% of the work force. |
| Life is meaningless | 3.<br>Work is a displaced terminal value and the reason for existence.<br>A solution may be to have a forced rest period.<br>Reassess priorities and diversify interests.<br>15% of work force. | 4.<br>Work is soulless, mind-numbing drudgery and welfare is preferred to work.<br>15% of work force.  |

**Figure 2.2 The Work Matrix**

Percentages presented in the above matrix are based on Barker's survey of 24 625 respondents in 29 countries as reported by Bode(1997:27).

Cherrington (Bode,1997:29) developed a continuum conceptualising the importance of work values in the lives of people. The range is from a high end denoted by (A) to a low end denoted by (G). (A) is where the importance of work is exaggerated to the extent that it impairs a person's physical and emotional health. (G) is where work is considered undesirable and has no meaning or importance to a person. The traditional work ethic is defined by points (B) and (C) on the continuum. At these points work is highly regarded. It represents a terminal value (where work itself is valued as a desirable activity) or as an instrumental value (where work is valued because it produces a desirable consequence). Movement along the continuum is characterised by two factors : the rewards of work and

time perspectives. Rewards may be positive (such as self-esteem, promotion, service to the community and the accomplishment of personal goals). Negative outcomes may be boredom with work, fatigue or loss of personal freedom. The time perspective pertains to the value that a specific activity has towards the fulfilment of the work requirement or the immediacy of the reward. According to Cherrington(1980), in the general time perspective, the extrinsic rewards are not met immediately, but are obtained several years later or even in the hereafter. For him there is also intrinsic rewards associated with the general time perspective, such as joy in serving others and pride in the job well done.

| POINT | RELATED EFFECTS   | MEANING OF WORK                |
|-------|---|--------------------------------|
| A     | Workaholic. Displaced terminal values.<br>Reward: removal of guilt, fear and uncertainty.<br>Time perspective : general.                                | Work is extremely desirable    |
| B     | Work ethic: Terminal value part of character ethic.<br>Reward: work itself is a positive virtue of good character.<br>Time perspective : general.       | Work is very desirable         |
| C     | Work ethic: Generalised instrumental value.<br>Reward: service to others, society, company or community.<br>Time perspective : general.                 | Work is desirable              |
| D     | Work ethic: self-evaluation.<br>Reward: self-esteem.<br>Time perspective: general or specific.  | Work is partially desirable    |
| E     | Work ethic: specific instrumental value.<br>Reward: money, status, promotion, recognition.<br>Time perspective: specific.                               | Work has limited desirability. |
| F     | Leisure ethic: work is an unfortunate obligation.<br>Reward: leaving work and using money to pursue non-work activities.<br>Time perspective: specific. | Work is very undesirable       |

| POINT | RELATED EFFECTS  | MEANING OF WORK                |
|-------|--|--------------------------------|
| G     | Work is mind-numbing violence.<br>Reward: none. Work is punishing.<br>Time perspective: general. | Work is extremely undesirable. |

**Figure 2.3 The meaning of work on a continuum of importance**

#### **2.4.1 The interface between the meaning of life and the meaning of work**

The profundity of linking the purpose for living with an understanding of why one lives is explored at length by Frankl (1991). He states that a man who becomes conscious of the responsibility he bears towards another human being who affectionately waits for him, or to unfinished work, will never be able to throw away his life (Frankl,1991:80). Brown and Brooks (1990) counter the argument for work as having a central position in the life of individuals. They claim that many needs cannot be met in the work place and thus an unreal expectation is fostered concerning the potential rewards of working. Romanticising work may bring disillusionment to many. Also, although not a certainty, it is likely that a portion of the population could be unemployed for a period of time during their lives, and a greater portion of people appear to be underemployed, for perhaps, the majority of their lives. Their argument is that perpetuating the paradigm of the centrality of work would be to tie self-worth to finding fulfilling work, with the result that alienation and a lowered self-esteem will increase among certain groups of workers, especially the disadvantaged or the unemployed.

Hamilton-Attwell (1998:79) maintains that it is important to make a distinction between work behaviour and work ethic. What people do in the workplace is work behaviour and work ethic refers to the set of beliefs and perceptions that people have about work. The focus at this point in the research is to explore the concept 'work ethic'.



## **2.5 WORK ETHIC**

‘Work ethic’ as derived from sociology is defined as the attitude of a group or society towards work, especially the attitude or belief that work is good for man and higher on society’s scale of values than play or leisure (World Book Dictionary, 1987:2406). Work ethic reflects upon cultural values. Furnham (1990:17) adds that ‘work ethic’ could also be seen as an individual difference variable (of interest to psychologists), and a moderator between job attitudes and performance (of interest to management researchers). In ‘The Protestant Ethic and the Spirit of Capitalism’ published by Max Weber in the early 1900s, his scholarly knowledge based on religion, political economy, the law and social science is used to reflect on work motivation and occupational rewards as indicators of the ‘work ethic of individuals’ seen to emerge from religious beliefs, essentially the Protestant ethic, as a crucial factor in the origin of capitalism. The study of work ethic requires a multi-inter-disciplinary focus as it is a complex topic.

## **2.6 HISTORICAL PERSPECTIVE OF WORK ETHIC**

Very early in history, there was no separation between home and work. The word ‘work’ first appeared in the English language in 1599 – when used by Shakespeare. Greeks and medieval Europeans had no word for work. Native North Americans have no equivalent word in their vocabulary (Thompson & McHugh, 1995). The classical Greeks and later the Romans considered work done with the hands, for income or for trade, appropriate only for the slaves (Gaarder, 1995: 329-32). Changes in society brought about by industrialization, made specialized skills a marketable commodity that resulted in the redistribution of wealth (which also changed the nature of society). Lines of social stratification were no longer dependent on birth but could be traversed with money. Work began to assume an identity and power of its own that had significant impact on the identity of the individual, as definitions of individual worth became merged with capital gains received as compensation for work. This also changed the way in which society functioned based on the more complex combination of simultaneous desires for wealth acquisition and individual well-being as a psycho-spiritual entity. In order to understand

people's attitude to work and motivational inferences of work (why people work in the way in which they do), a brief history of work values as a derivative of culture will be undertaken since culture is a forceful determinant of individual perception of self and community. Culture may be understood as the whole way of life found in a particular society (Haralambos & Holborn, 2000:884). Cultures differ in the value placed on work in the society. To gain some insight into the work ethic of a multicultural society, such as ours, it will be necessary to look at the culture of the different groups that make up our society.

### **2.6.1 A traditional African perspective of work ethic**

Atkin's (1993) book 'The moon is dead! Give us our money back!' makes it clear that black workers in the period 1843 to the beginnings of the twentieth century, exhibited a set of patterned responses, that were guided by a body of corporate values shaped by structural practices that unmistakably constituted an African work ethic. Cultural values in traditional African society show that the people had a perception of moral truth by which they sought to structure not just their lives but their understanding of the universe. A strongly held set of beliefs about common human decency, right and wrong, correct conduct and upright behaviour towards one's fellow human beings was acquired from the ancestors and transmitted to the young as part of the common cultural heritage. Altruism and kindness were exalted. Individuals were obliged by custom as well as conscience to be compassionate, courteous and thoughtful towards others. African workmen, drew heavily upon this cultural arsenal in planning and organising and offering potential solutions for the various the day-to-day concerns and contemporary problems encountered. The fundamental notion embodied in the concept 'ubuntu' (Higgs, Vakalisa, Mda & Assie-lumumba, 2000: 71) was at the marrow of a militant, self-conscious working-class ethic. ['Ubuntu' refers to a sense of identity emerging from an individual's place in society]. A central motif related to this proposition, and one for which the evidence is extraordinarily conclusive, is that alien though these expressions might have seemed to colonists, the entire body of African workers adhered firmly to an

indismissable code of ethical conduct. What is more, they brought sanctions to bear upon anyone who infringed upon the moral norm.

Writers (Khuba, 1985; Atkins, 1993; Mafunisa, 1998; Sitoto, 2002) repeatedly stress the concept of hierarchy, with its differentiation of power and roles, as an abiding feature of African society. This principle permeated the whole of the social structure, shaping and defining every aspect of its character. Within this construction, seniority has special value, and elders were revered. It was a sign of respect if someone who was old was attended to by a “boy”, it was an honour for the young person as well; to be a servant (*inceku*) of the aged was a sign of trustworthiness. Taken in this sense the word *imfuana* (boy) could never be interpreted as derisory. Only later when Europeans debased the concept, reducing it to a racist cliché and using the vocative “boy!” to summon all males, irrespective of age or social position, did Africans come to relate the term with the loss of dignity and respect (Atkins, 1993: 66).

With regards to individuals as ‘workers’ in their society, several points need to be stressed for lucid understanding of the status of work in society. First, not just community expectations but a sense of entitlement was attached to occupations in which elders traditionally engaged. Atkins (1993) research indicates that the *amakhela* (respected elders) possessed prescriptive rights to all professions of social and economic consequence. Second, although the age class system embodied an egalitarian ideal, which distributed power and privileges in turn through succession and thus guaranteed every male mobility through the entire series of grades, passages from one stage to the next did not always occur without tension. The occupational structure was a fertile site for conflict.

The sources (Khuba, 1985; Atkins, 1993; Mafunisa, 1998; Sitoto, 2002) demonstrate unequivocally that in traditional African society, few opportunities for meaningful advancements were open to young soldiers. Ambitions were thwarted by *iziduna* who feared their own personal status was threatened by others becoming more famous. A prevalent practice was to make it appear as if those already of high rank (like a Prince)

had been heroic in battle. The idea was that later on, in gratitude these princelings would advance the cause of the military leaders to whom they owed their reputations as great warriors.

Migrant workers were familiar with the organised social structure that dictated power and status of individuals. They were accustomed to self-regulation and discipline; moreover, they had recognised rules and approved patterns of behaviour to which they were expected to conform. Individuals who transgressed the work code were sternly chastised by the leadership. Chastisement was accepted as the 'right of the elder' who was also the leader (Russel, 1899 :130).

Ideas, values and emotions that formed their cultural matrix, constituted what may be recognized as an African work ethic. It may be true that in urban settings and on European farms and plantations, labourers seemed to have banded together out of a cultural sense or moral obligation to maintain their sense of community. But these men were fully conscious of the colonialist's dependence upon their labour, and knew that this dependence could be used to their own advantage. Documentation fully authorises us to speak of these men as possessing a well-defined and disciplined consciousness (Atkins, 1993 : 145) that promoted a culture of solidarity within the work domain. We know that they had a unifying ideology as well as network for gathering intelligence. In addition to being a rallying tool, the main function of the *izimbongi* (bards of praise poets) in the labour market culture was to transmit information pertaining to wages, masters and work conditions. Nineteenth century African workmen, had effective organisational structures and clear notions of power relationships based on position and status. Adherents to African traditional religions believe that a lack of respect towards one's superiors equates with a lack of respect to the ancestors who are responsible for blessings at work such as promotion and salary increments (Mafunisa, 1998:131-132).

An African work ethic could therefore be seen as that which emerges from the traditional religious practice, including ancestor veneration, as well as the basic existential conditions in which the people lived grounded in their consideration for human well-

being (Sitoto, 2002:52-56). A different view of work ethic, as a derivative of the Calvinistic doctrine and reflective of Western ideals, is the Protestant work ethic.

#### **2.6.1.1 Inferences about an African work ethic**

The emergence of human rights idealism with its aligned emphasis on individuality and democracy presents a challenge for the characterisation of an 'African work ethic'. Although not diametrically opposed, neatly packaging each of these concepts into a modern day translation of work motivation and practice, emerging from deeply rooted African tradition is a trying exercise. The apparent emphasis on ancestral veneration translating into a patriarchal society brings forth conflict for many aspects of work prevalent in present day South African society.

In the traditional male- dominated African society, a person's position in society was a result of birth or earned over a period of time (age). There was no question of challenge to position – respect was unquestioningly aligned to position. However with positions of authority presently being awarded to younger persons (and females) in the work environment, the inadvertent challenge to the male psyche results in possible questioning of the authenticity of positional power.

Gender equity is strongly championed in the work environment. The emphasis on rights for females is a constructive exercise to balance the patriarchal equation. Although female rights may be explained as an extension of human well-being, it highlights a significant challenge at senior management level. With the increasing appointment of women at this level, males may not be naturally inclined to accept their position and status within the organisation.

Intellectual prowess was previously rewarded through the elder first acclaiming credit for the youth under his wing. Perhaps this may explain why in some organisations, managers' expect their staff to work hard for the success of the organisations, and believe

that it is his right to accept accolades (the traditional sense of entitlement attached to occupations).

The predominance of group pressure (trade unionism) to bring about organisational and managerial change as a rightful act of society, may also have its roots in the traditional African culture. The fact is that COSATU (Congress of South African Trade Unions) is an acknowledged partner in the governance of this country. SADTU (South African Democratic Teachers' Union), an affiliate to COSATU, is the largest teachers union in the country. It has a majority of African members. It brought pressure to bear on educational authorities, to bring about change at schools – which equates with the nineteenth century practice of the bard informing and mobilising the masses. From a western perspective a workers commitment to the job may be questioned. However the justification for this being a sound work practice emerges from the right of the masses to have group pressure instigate changes in working conditions.

An African work ethic is a complex phenomenon. It consists of an unquestioning adherence to the predominant group ideology; rewarding expectations stemming from a patriarchal society; the right of young adults to pursue and express their talents within the limitation of organised structure and positional power delineations and the expectation of individual reward equivalent to services rendered which at the same time ensures the well-being of an entire society.

### **2.6.2 The Protestant work ethic**

The most widely accepted justification for a belief in the importance of work is that it is a religious principle. According to Weber's (1985:84) classic discussion of the Protestant Work Ethic (PWE originally translated in 1930), work as one's daily occupation is seen as a "calling from God". Thus the only way to live acceptably before God is through devotion to one's calling. The notion of the calling refers to the fact that the highest form of moral obligation of the individual is to fulfil his/her duty in worldly affairs. Of the

elements of Calvinism that Weber singles out for special attention for his thesis, the most important include the obligation to regard oneself as chosen, lack of surety being indicative of insufficient faith, and the performance of “acceptable works” in worldly affairs became accepted as the medium whereby such surety could be demonstrated. Success in one’s calling eventually came to be viewed as a sign – never as a “means” of being one of the chosen. According to Samuelson (1961:2) a Christian is one who regards himself/herself as called to perform specific duties diligently.

A doubt about the applicability of the Protestant ethic exists. It is advanced that the Protestant ethic applied only to a limited number of people, that “the desire to work may never have been shared by the majority of the population” who experienced limited value or reward for much toil and that the notion of the centrality of work to human life “probably applied to a select occupational group (proprietors in the past, professionals and managers today) rather than to the total population” (Godsell,1983:21-2). It could be contended that the Protestant ethic applies to Christians, that is, those who regard their work as a calling (from God), who believe that at the end they will be accountable (to God) for doing or not doing that which He called them to do.

Cherrington (1980:20-28), utilises Weber’s (1985) thesis to present a characterisation of the individual who follows the dictates of the PWE :

### **2.6.2.1 Professional commitment and loyalty**

People should have feelings of commitment and loyalty to their occupations or professions, their employer and their colleagues. For people who accept this belief, dedicated work is considered a positive virtue and are described by such positive terms as industrious, diligent, persevering, willing to take initiative or devoted to one’s occupation.

### **2.6.2.2 Workaholics**

People are expected to spend long hours at work with little or no time for personal recreation and leisure. It can be argued that people who spend long hours at work may be addicted to it – the “workaholic”. The meaning and purpose of work is distorted, and life is out of balance. The person works because of an uncontrollable compulsion. If there is no productive work to do, work will be created to fill the time. This is the person who not only works long hours at the job, but also takes work home in the evenings, and dislikes taking a vacation, not because of a desire to create a meaningful product but because of an inner drive to work. Workaholics can be both inefficient and ineffective if they fail to distinguish between being busy and being productive. A lack of trust in one’s subordinates or an unwillingness to delegate may result in a manager appearing to be a workaholic.

### **2.6.2.3 Pride in work**

People should take pride in their work and do their jobs well. People who believe that work is important and who take pride in their work are expected to respond favourably to job enrichment, that is, to want important jobs where they can display their initiative and commitment. In contrast people who dislike work are expected to dislike having their jobs enriched.

### **2.6.2.4 Productivity**

People should be highly productive and produce a large quantity of goods or services.

### **2.6.2.5 Attendance**

People should have dependable service records with low absenteeism and tardiness.

### **2.6.2.6 Wealth through labour**

People should acquire wealth through honest labour and retain it through thrift and wise investment. Frugality is desirable; extravagance and waste should be avoided.



From the above characterisation it appears that the PWE infers that a 'universal taboo is placed on idleness and industriousness is considered a religious ideal; waste is a vice and frugality is an virtue; complacency and failure is outlawed, and ambition and success is taken as signs of God's favour; the universal sign of sin is poverty and the crowning sign of God's favour is wealth' (Oates, 1971:84). The PWE appears to be concerned with work values and beliefs, needs and a person's continuing commitment to paid employment (Furnham, 1990:32).

### **2.6.3 Afrikaner Calvinism**

Stokes (Furnham, 1990: 6-7) postulated that Calvinism did not produce the same results in South Africa when it was transplanted by the Dutch and French Huguenot settlers from Europe. Stokes suggests that although Afrikaner Calvinism was theologically identical to European Calvinism, it had a conservative rather than an innovative impact. According to him (Stokes), the South African Calvinists came to regard themselves as a "Chosen People" by virtue of their identification with the ancient Israelites compounded by their long series of confrontation with the indigenous Black people. This led them to conceive of themselves as the "Elect" in collective rather than individual terms. As such they did not suffer the same kind or degree of anxiety about salvation that plagued the Europeans and motivated them to seek 'this worldly' success as a mark of 'other worldly' salvation. Further, the Afrikaners defined themselves as a sacred society, and accordingly they came to uphold traditional ways with a passion.

In seeming contrast to the Calvinistic traditions is the Eastern perspective of work ethic.

### **2.6.4 Eastern perspectives of work ethic**

An Eastern perspective of work ethic, could possibly be explained by referring to some basic beliefs that define the relationship with a 'Higher' authority, namely God. According to Eastern philosophy, life 'is a journey of the soul that should be marked by

purification and righteous acts that would lead the soul to liberation – the destination being a complete union with the Supreme Being’ (Meer, 1995:911). The attainment of spiritual perfection is the aim of life and the purpose of human birth (Shivapadananda,1984: 9). Souls can evolve through many births until all karma (action and/or the effects thereof) is resolved and ‘moksha’ or liberation of the soul occurs – meaning that the soul reverts to becoming one with the Supreme. A belief in the reincarnation of the soul implies that there is more than one opportunity available for salvation but the attainment of salvation is the responsibility of the individual. As a result of one’s thoughts, words and deeds, future destiny is created and the explanation for the present circumstances can be attributed to past choices. All circumstances are produced entirely by the individuals concerned – emerging from past circumstances (Richelieu, 1996:142). However, it is not sufficient to accept a fatalistic view of trying circumstances as being a result of bad past karma, for future destiny is being created in the present choice of action.

The general circumstances of each reincarnated life are governed by the law of karma which can be understood as an automatic moral or spiritual law of cause and effect (Maxwell, 2002:70). The soul is part of the cosmic energy of the creator and has the potential to revert to its pure state. The responsibility for the evolution of the soul lies with the individual – a manifestation of the soul in the material body. When in the body, the soul or the individual has the responsibility to act (perform Karma) in morally appropriate ways (dharma). It is through dharma that the individual can assure ascendancy of the soul through each birth.

The implication for work ethic is that adherents to this philosophy would regard work (actionable tasks) as an imperative for salvation since liberation of the soul requires action (karma). The individual ought to strive for excellence in any task performed, as the future is constantly being created based in this moment’s choice. There is potential for complacency in the work environment emerging from the belief that more than one opportunity is available to improve one’s circumstances through work (if you can not do it in this life time, then it can happen in the next life). However, for the individual that

places value on time as the leveller, there would be a greater sense of urgency to work well at all tasks, as this would be seen as elevating the soul through action, to an improved position in its spiritual journey.

Eastern societies that do not subscribe to the worship of a God, provide a set of practical methods (moral precepts and meditation) that determine how life should be lived. Buddhism places a high value on the importance of direct experiences for spiritual ascendancy. The predominant Chinese belief emerging from Taoism and Confucianism, is that human beings can learn to develop and channel the basic goodness they already possess to bring about harmony in a problematic world. All activity including moral activity must be sincere and honest, without overtones of manipulation or selfish calculations. The focus is very different from the emphasis of sin, guilt and human wickedness found in Christian related beliefs (Maxwell, 2002: 73-81). The implication for work ethic is that these societies believe in the ability of people to dexterously pursue activity in a more objective way than those persons that align work with spiritual attainment. Trust and dependability in the work environment are based on social obligations rather than contractual relations (Redding, 1990:99). Whatever is being done in this moment has to be done to the best of one's ability as the impact of all action has cosmic significance. All aspects of creation have equal importance. All work will have value. It is incumbent upon the individual to perform his/her work well as it is seen as a necessary part of cosmic harmony.

## **2.7 WORK ETHIC IN A MULTICULTURAL SOCIETY**

Contemporary scholarly discussion of issues that are products of culture is significantly affected by the social movement known as multiculturalism. Ruggiero (2001) in his book, 'Thinking critically about ethical issues' explains that central to the multicultural movement is that every race or ethnic group has its own values and characteristic behaviours, and that no groups values are any better or any worse than the others, and that criticism of other culture's ideas is wrong. Cultures differ in their ideas of what is right and wrong and this is the key to appreciating the appropriateness and, in some

cases, the necessity of making moral judgements about other cultures and subcultures is to acknowledge three facts. The first is that cultures are dynamic rather than static (the rate at which change occurs may vary). The second is that the revolution in communication technology has profoundly altered the process by which cultural values are reaffirmed or modified and imparted to subsequent generations. Historically those values were acquired in the home, the church and the school, agencies that took the welfare of the child and society very seriously. In technologically advanced countries, the communication media have become more influential than these agencies. Media is driven more by the desire for profit than a commitment to truth, dedication to excellence or concern for the emotional or intellectual welfare of the public. The media have not hesitated to embrace sensationalism and glamorise ideas, attitudes or values that may directly oppose the teachings of home, church and school. The mass culture (or popular culture) is being exported to every corner of the world; and wherever it goes, it tends to undermine traditional culture.

The third and most important fact is that people are fallible. This includes ancestors who formulated cultural customs and moral codes; the progeny who preserved or changed those customs or codes; the parents, teachers and clergy who perpetuated them and the purveyors of mass cultures who challenge them. Emotions, preconceptions, and assumptions could have biased their thinking and possibly have resulted in erroneous conclusions. The notion that culture has in some way escaped the effects of human fallibility does a disservice to the subject.

The way a culture interprets its ideals and relates one to another, will affect its judgement of particular actions. The variations in the ways of viewing and pursuing ideals pose a dilemma for all occupations, education especially, which directly involves persons of the various cultures in schools and whose business is the perpetuation of culture.

The implication for work ethic in our multicultural society is that the concept will not be easily explained as a reflection of the 'dominant' culture's view. For within the notion of culture, lies the other influences such as technology and a 'modern-day' culture that

sometimes subjugates traditional culture. Despite a multitude of influences, what motivates the individual in the work environment will not be totally extraneous from the influence of his/her traditions. All collectivist cultures, have as their focus central values and ethics, that require high levels of interpersonal sensitivity (Redding,1990:66) while individualistic cultures focus on the values and ethics of the person as a unit in society. Individualistic cultures contend that fundamental freedom and rights of the individual cannot be taken away by another individual's decision (Smith & Cronje,2001:494). Individualistic cultures emphasise the 'moral rights approach' as a driving ethical force for decisions or choice of action – an avowedly Kantian stance with emphasis on the individual capacity to apply reason, quite independent of inclinations and feelings, in the decision making process (Singer,1994:18) relating to all of life's circumstances.

South African society consists of both the collectivistic and the individualistic culture. The appeal for individual protection amidst the complex demands that a multicultural society is characterised by, was recognised in the 1920's when the African National Congress first proposed a 'Bill of Rights'. The document was translated into the 'Freedom Charter' in 1955 and became a source document of the 'Constitution of the Republic of South Africa' initiated in the 1980's and formalised in the 1996. The premise of these documents was 'the vision of a free and democratic South Africa which belongs to all who live in it; to create a nation of free and equal people of diverse origins, respecting their differences but acknowledging their interdependence and shared humanity; to establish firmly the principles and values of society – people to feel safe and secure without the abuse of their rights from future governments' (Sachs, 2004: 35-38). The 'moral rights' emphasis now incorporated the 'social justice approach' for decision making or choice of action. According to the social justice approach, decisions relating to ethical choice must be based on standards of equity, fairness and impartiality. The basis for ethical decisions should be on rules that are fairly and impartially applied. The current emphasis on individual rights and social justice has implications for leadership or managerial work ethic. The relationship between a manager's ethical standards and the organisation's social responsibility may be explained in the following manner. Ethics is the individuals guide for assessing the 'rightness' of potential actions for the

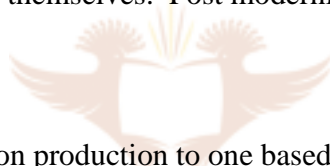
organisation. An individual's ethical standards are the 'filters' that screen the organisation's actions according to what is right and what is wrong. Ultimately, managers should weigh each demand made on the organisations they work for according to their own ethical standards as well as the organisation's code of ethics - the foundation for work conduct and decision making on the complex issues of social responsibility (Smith & Cronje,2001:500).

Work ethic in a multicultural society is a complex issue that fluctuates between individual and organisational ethics which reflect on individual work related decisions and actions as well as organisational purpose. For a more comprehensive understanding of the concept 'work ethic' it is necessary to reflect on the present day work scenario: a combination of traditional values, multiculturalism and individual work practices. An understanding of 'work ethic' for the purpose of the research requires reflection on the 'post modern work ethic.'

## **2.8 A POST MODERN WORK ETHIC**

Thompsons and McHugh (1995), in their book 'Work Organisations' present a critical appraisal of the development of organizations through the ages and see present day organizations as an aggregation of how people work. Weber's 1974 article on state power and universities, drew attention to the need for and significance of seeing large scale organizations as characteristic of twentieth century society. As the division of labour in society and at work became more complex and difficult to manage, the responsibility and means of co-ordination of core activities became focused on specialized units. The essence of the work environment to create regular, standardized behaviour for people, governed by rules, policies and acceptable codes of practice within orderly structure – 'the hierarchical bureaucracy, a dominant feature of industrialism, concerned with rationality and planning throughout social and economic life' (Thompson & McHugh, 1995:378) - came to be seen as the dominant feature of modernism.

The need to keep order in society as well as in an organization epitomizes itself in the way in which work can be characterized today - a manic stream of deadlines, meetings, expiry dates and renewals. We are living a life of copious diary-schedules, as we are whisked along by digital clocks, cellular phones, pagers, faxes and computers that supervise everything from our cars to our security systems, all measured in nanoseconds (Secretan, 1997:102-3). Widespread economic recession and the increasing specialization of the digital age, has placed work on a very competitive platform. The associated characteristics of competition and rivalry where 'the winner takes all', limits opportunity – there can be only one winner. Work environments begin to contribute to the dehumanizing of persons. Economic necessity forces people to remain in jobs that they do not enjoy. People stop giving off their best, and begin to experience feeling of entrapment and frustration at work. They begin to look for reasons in the environment that can be blamed for their lack of satisfaction and blame work for the enslaved predicament in which they find themselves. Post modernists challenge this view of society.



The shift from a society based on production to one based on information, the emergence of segmented markets dominated by more discerning consumers, and turbulent environments are said to be demanding diversity and flexibility in the work environment and is forcing work to be released from the 'bureaucratic iron cage' (Thompson & McHugh, 1995:379). Post-bureaucratic organizations ought to reflect the incoherence and fluidity of reality thus demanding the 'debureaucratization and reprofessionalisation' (Crook, Paluski & Waters, 1992) of organizations to sustain a broader vision of the purpose of work. The post-modern work ethic would imply that people want to contribute in a more personal and autonomous way to the services in society and display 'anti-bureaucratic attitudes' (Rosseel, 1986). Work is seen as one possible way of self-realization (or self-actualization) among a better educated work force. It is centered on the notion of professionalism where performance will be contracted and paid for (and the activity that one performs will be self-defined). People will be paid to carry out an activity, not to produce a product (Furnham, 1990:223). Thus, performance-based incentives is a reality in many organizations around the world requiring unflinching

responsibility and commitment from the individual who wants to succeed in the work place. Success in the work place would require a motivated person with a positive work ethic who works because he/she wants to.

## **2.9 A POSITIVE WORK ETHIC**

Mafunisa (1998:46-51) found that a major reason for the diversity of opinion about what a positive work ethic is, is a result of it being defined in many different ways. There is no definition of a positive work ethic that can be accepted as universal by both scholars and workers. Positive work ethic may be defined narrowly to refer to a belief that work is a central part of life and a desirable activity providing satisfaction (Fox & Meyer, 1995:136). It has also been defined behaviourally using indicators of commitment of factors such as thrift, diligence, level of craftsmanship and the inclination to defer gratification (Goldstein & Oldham, 1979:90). To the central value of diligence in work and deferment of pleasure, Rose (1985:18) adds the elements of scrupulous use of time. He continues by suggesting that definitions of work ethic need to (i) include the elements of religious, economic and social probity and (ii) identify the intrinsic tenets of the concept as it relates to individuals since this lies at the heart of what should be acceptable as a more comprehensive definition of a positive work ethic (Rose,1985:77). Understanding of the intrinsic tenets that contribute to a positive work ethic requires one to look at motivational theory relating to individuals in the work domain, that is, work motivation.

## **2.10 WORK MOTIVATION**

Muchinsky (2000:331) presents work motivation as a set of energetic forces that originate from within and beyond an individual's being to initiate work-related behaviour and to determine its form, direction, intensity and duration. Over the past 50 years numerous work motivation theories have attempted to explain what facilitates this complex



construct. The 1960's became the era in which a number of motivation theories were postulated including Maslow's theory on 'the Hierarchy of needs', Adams 'Equity theory', Vroom's 'Expectancy theory, Skinner's 'Reinforcement theory' and McGregor's 'Theory X and Theory Y'.

Maslow's need hierarchy theory has several implications for work behaviour. When pay and security are poor, employees tend to focus on those aspects of work necessary to fulfil their basic needs. When these basic needs are sufficiently fulfilled, employees tend to focus on social needs, their relationship with others in the work environment including supervisors (Muchinsky, 2000:335). If conditions of environment (safety and social needs) are met, employees could then look to work to satisfy their need for self-esteem and self-actualisation at work. Maslow's theory of needs does not necessarily explain all day-to-day differences in work motivation but an attempt to satisfy higher order needs through work, could be seen as a reflection of a positive work ethic.

Adams (Muchinsky, 2000:354-7) proposed a theory of work motivation drawn from the principle of social comparison, which he termed 'equity theory'. He saw work as a motivator or a drive that people used to reduce tension caused by feelings of perceived social inequity. Work provided the monetary reward that could be used to 'buy' social status thus enhancing feelings of social equality. Vroom's theory of expectancy provides a rational basis for why people expend effort as he postulates that there is a relationship between performance with reward. This theory was expanded into 'Reinforcement theory' as presented by Skinner which is also based on the notion that work motivation can be improved if people perceive their reward as adequate for the effort expended. Thus a schedule of reinforcement, based on performance, could be used to motivate people in the work environment.

In the above theories, motivation to work is extrinsic as work is seen as a medium to improve the condition of the person. But, work could have intrinsic value and this dichotomy is taken up by McGregor in his attempt to explain how assumptions held

about people affect their commitment and motivation to work. McGregor's Theory X and Theory Y is presented in the following table :

| THEORY X   | THEORY Y   |
|--|--|
| Most people are lazy.<br>Most people need to be controlled.<br>Most people need to be motivated.<br>Most people are not very smart.<br>Most people need encouragement to do good work. | People like to work.<br>People have self-control.<br>People motivate themselves.<br>People are smart.<br>People want to do a good job. |

**TABLE 2.1 WORK MOTIVATION**

Adapted from 'Leading Self-directed Work Teams' (Fisher, 1993:83).

Assumptions held about people affect the way in which they are perceived and in the work environment beliefs about workers determine the way in which supervisors interact with them (Fisher,1993:86). Theory X assumptions could become a self-fulfilling prophecy. In his book 'Managing in the New Team Environment' Larry Hirschhorn (1991) describes the psychology of control that emanates from Theory X assumptions resulting in supervisors limiting the initiative of workers because they see 'control' as the tool that would keep the work environment functional. According to Hirschhorn (Fisher 1993:87), workers who are closely monitored begin to wait for instruction before any action is taken and perpetuate the belief in their inability to act autonomously. On the other hand, Theory Y assumptions encourage commitment from workers rather than eliciting compliance. Supervisors operating from this paradigm, see workers as members of a team responsible for their own performance. Self-control replaces externally imposed control (Fisher, 1993:89) impacting positively on work motivation. The theme of self-motivation at work, is taken up as the subject of Frederick Hertzberg's research and study.

Hertzberg and his colleagues established a tradition known as 'job enrichment research' which postulated that jobs that provided opportunity for experiencing achievement and responsibility, interesting and challenging work, and opportunity for advancement have

the greatest capacity to motivate from within (Sergiovanni & Starratt,1998:212). Sergiovanni and Starratt identified two factors that seemed to be important to workers. These were termed ‘hygiene factors’ and ‘motivators’. Hygiene factors related to conditions of work : salary, interpersonal relationships with subordinates, supervisors and peers; the quality of supervision received; administrative policies; general working conditions; status; and job security (Sergiovanni & Starratt,1998:212). These factors are not strong enough to motivate people for very long and certainly not without effort from supervisors. Motivators were seen as those factors that induce one to “go beyond a fair day’s work for a fair days pay” – such as achievement, recognition, the work itself, responsibility and advancement (Sergiovanni & Starratt,1998:213). Herzberg concluded (Sergiovanni & Starratt,1998:213) that this factor was the source for intrinsic motivation, and this kind of motivation seems to make the difference in the work environment.

## **2.11 WHY CONSIDER THE WORK ETHIC OF THE INDIVIDUAL**

Society is confronted with ever-increasing complexity that is not easily explained by rational models that the western mind is accustomed to. The nonlinear nature of a social system and the complexity of the environment represent a challenge to the rational model (Schwandt & Marquardt, 2000:29). The rational world represents only one world view. As organisations become more global, understanding ‘different’ world views may influence the perception of the nature or importance of an organisation in the local, national or global context – thus impacting on any transformation or innovation agenda. Various authors and consultants have attempted to define generic universal principles or competencies of people’s work orientation that suggests a positive impact on an organisation:

- Tom Peters is known for his focus on verbal intelligence and a pragmatic entrepreneurial action orientation that drives organisations in the western world;
- Stephen Covey’s advocates universality of principles which are Eastern in content and emphasis;

- John Kotter suggests a more rational, structured approach to change as does Bernard Bass who is rigorous in analysis and research of organisations in the western world (essentially first world economies);
- Peter Senge, with his emphasis on understanding mental models interconnectedness and systems thinking, leans towards an Eastern orientation in focus and;
- Nelson Mandela typifies the social and emotional intelligence advocated by Goleman as essential competencies for organisational efficiency.

How people express their work competencies may differ due to their values, personality and specific market requirements (Charlton, 2001:149). What appears to be constant is that people have a need to achieve. The need to achieve does not refer primarily to the desire to obtain specific commodities like wealth or status and respect. It is rather the desire to be successful, not to be a failure, to overcome obstacles, to exercise power and to tackle and to execute difficult tasks (Landy, 1989; Jordaan & Jordaan, 2000:700).

There are generic universal competencies that cut across functions and culture and have been extensively researched from studying sustained performers across the globe (Charlton, 2001:149) and there are individual differences in people's work-related values. Some people work hard and some do not (Furhnam, 1990:ix). Knowledge of the values, beliefs and ideology of individuals in organisations can lead to a greater understanding of the effect of these complex cultural issues and its resulting socio-political impact on the emergence of pluralistic (McEwan, 2001:61) or multicultural democratic societies in which increasingly global and technological organisations now exist. People commit to that which they regard as valuable. The ethical-moral mode of valuation implies an evaluative framework consisting of ethical considerations influencing behaviour towards actions and decisions that are guided to be "right" and away from those judged to be "wrong" (Carroll & Gannon, 1997:43). People have different ethical notions about work (Jordaan & Jordaan, 2000:698).

Work ethic refers to the manner in which activity is conducted within the dictates of a value system (Bennett,1987:95). It implies the proposition that work is a moral obligation and occupies a central position in a person's life. In order to make a work environment (organization) more efficient in fulfilling its purpose to society (the organisation's mission), it is necessary to understand an individual's work ethic as a contributing factor to organizational efficiency. The effect of an individual's work ethic on organizational management is part of the 'invisible architecture' of the organization (Bokeno, 2003:5). Managers in organizations are responsible for balancing the different need's of individuals with that of the organization and society as a whole (McEwan, 2001:168). Work ethic is a necessary consideration in organizational management.

## **2.12 WORK ETHIC AND ORGANISATIONAL MANAGEMENT**

When practitioners or managers try to integrate individual paradigms (sociological, psychological or political) with organisational demands, they encounter practical challenges. The challenge is encompassed in the question asked by Schwandt and Marquardt (2000:35), "how do the concepts of social systems fit with the measure of individual motivation in the context of power issues and organisational structure?" The complexity and the interrelationship between variables become overwhelming. The unlearning of accepted management practices, and their replacement with transcendent values, long view and big picture participative thinking – that is, modifying a 'poor work ethic', is both psychologically arduous and politically challenging work (Bokeno, 2003:5). It is at this point that managers and/or practitioners lose interest and decide to deal with only one of the variables in isolation (probably the motivational issue), and set aside the variables associated with power and structure (Schwandt and Marquardt, 2000:35).

But an organisation as a whole must create a shared cultural framework that enhances workplace relationships (Marshall, 1995:3-4) which depends on an understanding of the integrated variables of individual motivation, power issues and organizational structure. In order to arouse human potential, satisfy higher order needs and to raise the

expectations of both the leader and the follower in a manner that motivates both to a higher level of commitment and performance (Loock,1998:12) it is necessary to consider multiple variables concurrently, that is, individual and organizational motivation or power dynamics emerging from organizational structure that is reflected in how tasks at work are performed by individuals. It requires probing the work ethic of an individual as a reflection of organizational efficiency.

### **2.12.1 The organisation**

The psychology of work ethics is not confined to individuals. Groups can believe that they have the potential to achieve and can commit themselves to realizing their ideals; this is postulated by the research of McClelland (1961) cited by Jordaan and Jordaan (2000:700-704) in their discussion of 'work ethic as a factor influencing society through the ages'. The work organisation is one of the instruments a person can use to satisfy his/her needs. However, if for some reason the organisation blocks the attainment of the needs and objectives of an employee, he may become unmotivated and unproductive (Smith and Cronje 2001:355). People want to be in a position to assume responsibility for their lives. Lombard, Roux & Jordaan (1995) relate the concept personal responsibility to the fact that people want to empower themselves to meet the distinctive requirements of their time (Jordaan & Jordaan, 2000:706) and use the organisation as a medium to meet an individual need.

### **2.12.2 Power**

If we really want to understand the specific practices of work organisations, we need to consider power factors that go beyond the immediate and the local (Watson, 2002:324) which determines what happens to people within the organisation. According to Michael Mann (Haralambos & Holborn, 2000:633-4) societies are constituted of multiple and intersecting sociospatial networks of power that determine why individuals get involved in relationships with other people or entities such as organisations. He sees 'power' as the definitive factor in determining relationships and relates the nature of the relationship

to 'attainment of goals through mastery over the environment'. He goes on to distinguish various types of power :

- distributional power – refers to power over others; the ability of individuals to get others to help them pursue their own goals;
- collective power – this form of power is exercised by one group over another group through the act of mastery, such as in the case of colonization;
- extensive power – refers to the ability to organise large groups of people to engage cooperatively in action;
- intensive power – refers to the ability to engage individuals at a high level of commitment and participation;
- authoritative power – is exercised when deliberate commands are issued and those to whom they are issued makes a conscious decision to follow them;
- diffused power – involves the spread of power among individuals in a spontaneous way. It involves power relationships without commands being issued.

Michel Foucault, however, presented a complex view of power essentially revolving around the issue of power and knowledge (Haralambos & Holborn, 2000:635-6). Much of his work focused on the way in which the state developed its ability to exercise power over people. He believed that the extension of power of the state involved the development of new types of knowledge which enabled it to collect more information which it used to control people. Bush (2003:98-99) identifies forms of power associated with educational organisations which appear to be based on the relation between knowledge and power. He identifies these as :

- authority of expertise – the reservoir of power available to those who possess appropriate and acknowledged expertise ;
- positional power – a source of power accrued to individuals who hold official positions in an organisation based on knowledge of how the organisation is to function;
- personal power – is associated with individuals who possess certain skills or other characteristics which may enable them to influence the behaviour of others;

- coercive power – which results from one’s ability to block rewards thereby forcing compliance.

Power is associated with influence and authority. While authority is legitimate power which is vested in leaders of formal organisations, influence represents an ability to affect outcomes and depends on personal characteristics and expertise (Bush, 2003:97). Sound organisational functioning requires processes to be purposefully directed towards some specific outcome. In organisational settings the power which derives and shapes the structural and cultural constraints on individual action is exercised by individuals who possess particular forms of power resources, which they have acquired first by accepting particular norms and then by developing, articulating and sustaining a particular interpretation of them (Bennett, Crawford & Cartwright,2003:53). Organisations are consciously created instruments of society, with their purpose defined in terms of their goal. Goals are preferred states which organisations and their members attempt to achieve through collective and co-ordinated action (Thompson & McHugh,1995:9). Directing work processes to meet the goal, both theirs and others, is a pivotal role of the leader. In any organisation, leadership functions within a culture, structure, practice, rules, attitude and a value system characteristic of that organisation. Individual choice of what, when or how to perform actively depends on what is regarded as essential or optimal for the individual at any point in time. The concept ‘power’, recognises the societal or structural-cultural dimension of organisations as well as the fact that it is often manifested at the level of individuals and groups.

### **2.12.3 The individual**

The variable distribution of knowledge and normative power, accounts for the disparity of power that exists between individuals and through the activity of individuals, of units within an organization (Bennett, et al., 2003:54). When power differences are great, it requires compliance from some individuals. In circumstances of relative equality, the structure is likely to provide for substantial levels of discretion for individuals in the discharging of their activities, which may make it more difficult for managers to



influence directly what individuals do. Structures and cultures are crucial ways of legitimizing the power of an individual. Culture provides for the legitimacy of normative and knowledge power, since these forms of power resides in the individual rather than their office (Bennett, Crawford & Cartwright, 2003:56). The growing pluralism and flux in work values that people nowadays hold (Rose, 1985:127) are projected in social institutions, structures and practices as well as in organisational rules and operating procedures.

It is therefore essential that the leader, in his or her role as manager, understand the people working with and under them. A manager is psychologist, sociologist, anthropologist and political scientist, all in one. As a psychologist, the manager must know how different people learn, what motivates them, why their personalities differ, how they perceive things and how they make decisions. As a sociologist, the manager must know how people function in groups. In his or her capacity as an anthropologist, the manager must know how the values, attitude and behaviour of various groups differ. Finally, as a political scientist, he or she must have an idea of the role of power in the organisation (Smith & Cronje 2001:355) and how it can affect the manner in which individual's work towards realisation of organisational goals. Individual work ethic within an organisational framework is an intricate and complex concept.

### **2.13 WORK ETHIC AND EDUCATION**

The democratic changes in South Africa, demanded that individuals assume greater responsibility for transforming society into a participative community. It required that all persons become responsible for the well being of society through involvement in structures set up within organizations of which they had membership. Despite a transformed constitutional environment and governance practice, inherited bureaucratic institutions may still harbour an authoritarian mindset and be contrary to creating a participation space for subordinate groups, especially those displaying an autonomous bent. To govern is by definition to exercise power, and even with institutionalized, formal and consolidated democratic practices, no a priori reasons exist to suggest that

grassroots demands for participation will always be met with sympathetic responses. Decentralized experiments have been orchestrated by centralized democratic states with evidence of strong commandist impulses (Mhone & Edigheji, 2003:223-224).

In education, the ideal was formalized as 'democratic school governance'. In the past the responsibility for well-being of the school was vested in the hands of the principal – a situation that lent itself to the 'authoritarian mindset'. His/her work entailed the complete ambit of management of people, processes and resources of the school. His/her success was measured on the basis of the performance of the school for which he was fully accountable. The South African Schools Act 84 of 1996 (section 16) describes governance and management in schools as two separate acts with two teams responsible for the efficient functioning of a single institution. The principal is now responsible for the professional management of the school which includes daily teaching and learning activities and the support activities needed by the school; policy and budgetary activities is the responsibility of the school governance chair (Heystek, 2004:308). However, even in the execution of the professional management function, the responsibility lies, not exclusively with the principal, but with the school management team.

Conformity to the institution, its roles and its expectations, leads to organizational effectiveness while conformity to individuals, their personalities and their needs, leads to individual efficiency. The dynamics of the interaction between the school as an organization and the principal as an individual, especially when educational changes occurs, is an aspect that needs to be carefully managed (Loock & Grobler, 1997:34). Many senior managers and middle managers, being primarily educators, have little time for the managerial aspects of their work (Bush, 2003:14). Can a leader reconcile the multiple tasks, related responsibilities and accountability to a multitude of individuals within seemingly restrictive hierarchical structures with his/her perception of the work that 'school leadership' entails? If work ethic refers to the manner in which activity is conducted within the dictates of a value system (Bennett, 1987:95) then congruence in values and beliefs of individuals with those of the organization, will facilitate organizational efficiency and personal effectiveness (Muchinsky, 2000:383).

Research conducted by Cheng and Cheung (2003:7) provides strong empirical evidence to correlate the practice of individual self-management with job commitment, job challenge, job meaningfulness, job responsibility and effort in work. They conclude that the more an individual can 'self-manage', the more meaningful will they find their daily tasks and show more responsibility for what they are doing.

It is the opinion of the researcher that the practice of school leadership in the current, complex context is posing a challenge to a positive work ethic. The principal, apart from being an educational leader of the school, acts as an executive officer of the governing body and is accountable to both the educational authorities and the governing body. Thus the principal is in a diverse managerial position. On the one hand, the principal as an administrator or manager of a public institution has to adhere to administrative and legal regulations. On the other hand he or she as a professional educator with original and discretionary powers with regard to professional activities, is responsible to the professional authorities. Apart from being an educational leader, the principal now has to manage in a multidimensional environment with unfamiliar role expectations such as entrepreneur, financial executive, marketing manager, legal and public relations officer, to name but a few (Grobler, 2003:30).

How can an individual 'self-manage' if required to act out a maze of responsibility with little control over his/her work circumstances or work environment? To understand the dynamic is to be aware of the magnitude of the challenge that a complex society imposes on an individual's work context : organizations masquerading as inextricable agents, assuming a psycho-social persona with the ability to control individuals in society to such an extent that they have struggle to exist in disparate identities imposed on them. The individual's challenge remains an attempt to merge these various identities into a comprehensible unit – perhaps a school leader. Another indisputable, defining agent that dictates the expectations as well as limitations for leadership, is the legal system. It is important to consider the legal obligations associated with leadership as a reflection on work ethic.

### **2.13.1 Legal obligations relating to leadership work ethic**

Work may be seen as an aspect of natural law that governs the lives of people (Cherrington,1980:20). Emerging legal precedents from natural law allows for individuals to live more orderly lives thus producing more order in society. Individuals may be able to live with greater dignity, self-respect and independence in a structured society.

In South Africa, the leadership role is a complex one that embraces Public Sector legislation relating to both the employer and employee obligations in the definition of the leader's 'work responsibilities'. The Occupational Health and Safety Act 85 of 1993 refers to the duty of the employer to provide a safe working environment conducive to fulfilling expectations for the work to be done well and the Labour Relations Act 66 of 1995 works on the premise that disputes occur when employer-employee bargains are not fulfilled and that disputes can be resolved with employer-employee agreement with regards to amended working/service conditions (Grogan, 2003). To add to the dilemma is the tacitly expressed 'duty of employee' obligation, within the contract of employment elicited from the common law principles (Fouche, 1998:22) as a foundation of The Basic Conditions of Employment Act 75 of 1997. This Act details the employer and employee responsibility within the work context as well as employer obligations in meeting requirements that ensure that training and job performance occur. By accepting employment, the employee 'warrants his competence and reasonable efficiency' in being able to do the work for which he was appointed. The implication is that the work that 'leadership' entails ought to be done 'with competence and reasonable efficiency' by the person appointed as leader.

Chapter 10 of the Constitution (1996) relates to 'Public Administration'. Section 195 lists the basic values and principles governing public administration. Two aspects that clearly apply in the context of leadership are section 195(1) (a) which requires 'a high standard of professional ethics to be promoted and maintained' and section 195 (1) (i)

which states that employment and personnel management practices are to be based on ability, objectivity, fairness and the need to redress the imbalances of the past to achieve broad representation. Section 195 (2) states that the principles apply to administration in every sphere of government and all organs of the state. The school, by definition of its function (Section 239) and purpose would be regarded as an 'organ of the state'.

The above references show that legal responsibilities for leadership are established on a number of assumptions relating to the characteristics and ability of person appointed as leader. The King Report on corporate governance section 4, chapter 3 requires ethical practices and organisational integrity to be maintained at all times as part of 'managerial responsibility'. Closely aligned is Section 16 of the South African Schools Act 84 of 1996 which requires the school principal, as leader, to be responsible for the 'professional management of the school'.

The role of the leader is pivotal in directing work processes, both theirs and others, to ensure sound organisational functioning. If leadership is to function within the formal organisational structure (that espouses a culture, attitude, values, practices and rules of its own), to what extent is the leader autonomous in determining his/her work ethic or is leadership work ethic a derivative of what the organisation represents?

### **2.13.2 Leadership work ethic**

Buchanan and Huczynski (1985:389) define leadership as a 'social process in which one individual influences the behaviour of the others.' The focus is on arousing human potential, satisfying higher order needs and raising the expectations of both the leader and the follower in a manner that motivates both to a higher levels of commitment and performance.

An understanding of leadership as a sub-culture of the organization requires probing the beliefs and values of the leader as well as what they regard as essential activities (leadership tasks) for success in their undertakings (Loock, 1998:12). According to Kroeger (2002: ix-14), the leaders of organizations are expected to understand today's

complex working world in order to provide vision, motivate employees, and serve as coaches for future leaders. He suggests that the key to managing others effectively is to manage yourself first. At work our good intentions are tested by the increasingly diverse nature of our jobs and workplaces. Almost every imaginable culture and gender truth is being challenged. Everything about the workplace seems to be in flux : the technology, our language, our job descriptions, our ethics and sometimes ourselves. The ability of some organizations to survive and even thrive amid the turmoil, is directly linked to the degree with which employees and management are able to work together. This means putting good intentions to work in a way in which everyone wins, that is, instilling quality into the work life of individuals – groups or individuals have the ability to influence their work environment and manage their work processes to allow for growth and development within the organization (van der Westhuizen, 2003:272).

A quality culture would incorporate components such as shared values, commitment to getting things right, open and explicit communication, time for team work, training in quality, total involvement and sensitivity to the needs of others. Education is a process based on broadly accepted ethical values which contribute to the moral fibre of society. Educational quality cannot be isolated from values which relate to what is perceived as culturally worthwhile. These values provide an ethical foundation for determining and evaluating educational processes and outcomes. The meaning of all of this, is that in educational organizations quality can be explained as a specific form of culture, which includes a long term process of continuous improvement towards perceived standards of excellence within the context of core ethical values, standards of excellence and a process of continuous improvement. When moral authority drives leadership practice, the school principal is at the same time a leader of leaders, a follower of ideas, a minister of values and a servant of fellowship (Loock, 1998: 35).

Leaders evaluate themselves according to what they are able to accomplish. If an individual sees his/her job as hampering the achievement of his/her full potential, it often becomes difficult for him/her to maintain a sense of purpose at work. Such feelings can then lead to a reduced level or desire to perform. Hence, the nature of the job, and the

meaning it has for the individual, can have a profound impact on individual attitudes and work behaviour (Steers & Porter, 1987:575-576).

Whether reference is being made to the private sector individual or a public official, such as an educator, each person receives some form of reward in exchange for his/her services. These rewards may be primarily extrinsic such as money, or they may be intrinsic, such as the personal satisfaction that comes from continuous learning and development. In either case the leader has particular impact on the expectations concerning the type and amount of reward that is perceived for services rendered.

The extent to which expectations are met would affect in a large measure the inclination of the individual to continue working with the organisation or not. Leadership work ethic in an organisation is located within the social dynamic of action and the complex interacting components of the organisation (Schwandt & Marquardt, 2000:23). An understanding of how individuals are motivated towards a positive work ethic within the milieu of organisational structure and tasks, will not only impact on the performance outcome of the individual, but will also impact on the extent to which the organisation encourages a positive work ethic of the individual to benefit the organisation.

## **2.14 SUMMARY**

The chapter began with an exploration of definitions of work in order to arrive at a contextual definition as would be applied in the research. The importance of the role of work in the life of people was presented in relation to peoples' value systems. The purpose of aligning work and values was to show the interface that work has with meaning attached to life and the resulting attitude of people towards work, that is, work ethic.

It was important to show how or where one's attitude towards work emerged from. Thus, a discussion on the historical perspective of work ethic was presented, followed by the

various predominant cultural perspectives reflective of persons that make up South African society. This culminated in a comment on work ethic in a multicultural society as well as work ethic as a post modern concept.

An important factor that impacted on individual work ethic was work motivation. A more detailed discussion of this factor led to establishing the need for consideration of the work ethic of an individual in the context of an organization – a site for work and another important factor that influenced the work ethic of the individual. The inter-play between organizational power and an individual's work was explored in the context of organizational management. The detailed discussion that ensued was used to demonstrate how strongly the power dynamics of the organization could influence individual work ethic.

The generic aspects relating to individual work ethic as a product of and reflecting upon organizational management, were then applied to the field of education. The individual work ethic was related to the perspective of the leader or principal of the school. Some of the pertinent influences such as legal precedents for school management and the resulting complex management demands that it represents for school leadership, was discussed. This was done to demonstrate that although leadership work ethic is a complex issue, it is most likely to be pursued by those leaders who aspire towards quality in both life and work. The chapter ended with a comment on the importance of individual work ethic for effective organizational management.

The researcher is of the opinion that leadership (or a principal's) work ethic does have a significant influence on organizational (or school) management. In order to ascertain whether the opinion can be validated, it is necessary to undertake field work as well as some empirical research. The design of the research as well as reporting on the first part of the field study, will be undertaken in the next chapter.



## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND ANALYSIS OF INTERVIEWS OF BUSINESS LEADERS**

#### **3.1 INTRODUCTION**

Research is an integral part of society. Through the ages mankind has explored his/her environment by asking questions and seeking answers in an attempt to understand the reality which constitutes his/her world. The type of information sought will determine the design of the research (Taylor, 2000:2). The research design is the blue print for fulfilling the objectives and answering the questions set out in the research. Selecting a design is a complicated process (Cooper & Schindler, 2001:75). By creating a design using diverse methodologies, researchers are able to achieve greater insights than if they followed a single design.

#### **3.2 THE RESEARCH DESIGN**



The researcher adopted a ‘two-phase’ design for this study. In the two-phase design approach, the researcher proposes to conduct a qualitative phase of the study and a separate quantitative phase of the study. The advantage of this approach is that as the two paradigms are clearly separate, it would allow the researcher to present the data collected from each part of the study according to the paradigm assumptions behind each phase (Creswell, 1994:177).

The focus of the research directs to the multiple components of the topic, namely, ‘work ethic’; ‘leadership’ and ‘management’. Work ethic consists of the components of ‘work’ and ‘ethics’. Much research has already been conducted on each of the components as separate issues. However the researcher found that analysis of the component ‘work ethic’ as a unitary concept within the intended scope of the research, offered limited

published information. The researcher opted for a non-purist, compatibilist or mixed position. The design components could then be matched with the individual components of the topic, offering the best chance of answering the research question (Johnson & Onwuegbuzie, 2004:16) as a composite of the various components being looked at as the research issue. The traditional two-phase research design offered optimal scope for rigorous work to be done on the topic but it required modification. The bottom line being that research approaches should be mixed in ways that offer the best opportunities for answering the research question (Johnson & Onwuegbuzie, 2004:17).

The researcher first conducted a literature review (chapter two). The purpose of this exercise was to clarify for the researcher the meaning of the various components of the topic: work, ethics, defining work ethic and presenting work ethic as a function of leadership within the aspect of organizational management. By the end of this chapter, the researcher was able to adopt a position or a stance for discussion, on each component within the topic, which then translated into a comprehensive theoretical comment on the topic.

A pragmatic rule of method states that current meaning or instrumental truth of an expression (or action) is determined by experience or practical consequences of beliefs as expressed in the world – in short, when judging ideas we should consider their practical application or empirical consequences (Johnson & Onwuegbuzie, 2004:17). As stated earlier, the researcher, on becoming aware of the limitation of empirical data on 'leadership work ethic' opted for this secondary technique. The intention was to collect data on how effective leaders of successful organizations manage themselves and others in the work environment, that is, demonstrate a positive work ethic while at the same time keeping the organization at the competitive edge.

The second part of the process was to analyze published interviews of successful leaders in their work environment (chapter three). The aim of the exercise being to better understand leadership work ethic as a 'real world phenomena' (Johnson & Onwuegbuzie, 2004:18). In chapter three the researcher will report on the first part of the qualitative

study (using the business leaders' interviews as a secondary data source) and chapter four will report on the interviews conducted by the researcher, at school, as a primary data source. The first part of the qualitative study is intended to identify and understand what leaders believe is important for work success in the business environment – a more competitive and harsher environment than school. The second part of the study will focus on the specific environment of the school. The perception of educators will be probed relating to what they believe constitutes effective management. The role of the principal, as the identified leader, in managing a school effectively will be explored. The researcher will attempt sequential triangulation of the information from both sets of interview data in order to plan the next stage of the research. The third task relating to the empirical work undertaken for this study; will be to design a questionnaire (the quantitative study). The quantitative study, including details of the questionnaire design will be fully presented in chapter four.

### **3.3 THE QUALITATIVE STUDY**

Qualitative research is designed to give real and stimulating meaning to the phenomenon with which the researcher is engaged. It focuses on meaning rather than numbers (Taylor, 2000:79). Qualitative researchers attempt to analyse human behaviour in an unbiased way while admitting that human activity by nature is largely subjective (Vockell & Asher, 1995:192). Some actions are relatively straightforward; others involve 'impression management' – how people want others, including the researcher to see them. Qualitative data, with their emphasis on people's 'lived experience' are fundamentally well-suited for locating the meanings people place on events, processes and structures of their lives: 'their perceptions, assumptions, prejudgments, presuppositions' and for connecting these meanings to their social world (Miles & Huberman, 1994:10). Analysing data and conducting interviews is a source of data collection within this paradigm. The researcher has chosen to follow this research method.

### **3.3.1 The research method**

Schools as formal organisations share characteristics with other such organisations. This view allows for easy transfer to schools of assumptions and practices from the generic world of formal organisations. Thus strategies (for change, motivation, accountability and other aspects such as leadership) that work well in the organisations found in the corporate world are generally assumed to apply to the school (Sergiovanni & Starratt, 1998:54). The aim of this study is to understand the impact of leadership work ethic in managing a school effectively. In order to assess ‘effective school management’ the researcher chose to limit the focus to the role of the principal, as leader of the school, in managing the school. The aim of the study dictated the sub-themes that began to evolve in this study. These sub-themes directed the focus as well as the choice of appropriate methods to be used to collect data.

The researcher will utilise data from two sets of interviews : the first set consists of interviews conducted by an expert in the field of leadership studies (as the secondary data source) and the second set of interviews will be conducted by the researcher.

### **3.3.2 Secondary data collection**

What is the nature of leadership of an effectively managed school? Following Sergiovanni and Starrat’s (1998:54) view that the school is a reflection of other formal organisations in society, the researcher chose to first explore the effectiveness of leadership in the corporate environment. This was done using interview data from the ‘Corporate Research Foundation’s’ publication called ‘South Africa’s Leading Managers 2003’ (Woods, 2002:vii). Leading entrepreneurs in South Africa’s top companies are profiled. These profiles are based on sound research techniques that revealed why the individual or team is currently rated at the top against local and international competitors. These leaders epitomised a good work ethic emerging from a commitment to their values, which reflected in sound work-practices. The researcher used a second publication of interviews of leading South African personalities known for having high moral standards

and good business ethics. The interviews have been compiled into a book called 'Mentors' (Maxwell, 2002). Through their testimonies, these leaders are presented as 'role models to inspire others to strive for the best' (Maxwell, 2002:8). A total of 28 interviews were used.

### **3.3.3 Trustworthiness of the research**

Merriam (1998:219) states that issues of validity, reliability and ethics need to be considered for the research to be credible. Trustworthiness, according to Maykut and Morehouse (1994:145) examines the extent to which others can have confidence in the outcomes or findings of the research. Internal validity addresses the congruency of the findings with reality. Haralambos and Holborn (2000:434) state that human action is directed and controlled by norms provided by the social system. A cultural system provides general guidelines for action in the form of beliefs, values and systems of meaning which becomes an indication of 'reality'. An understanding of leadership as a sub-culture within a South African system would require an in-depth look at the beliefs and values of leaders as well as what they regard as essential practices (tasks) within their work environment.



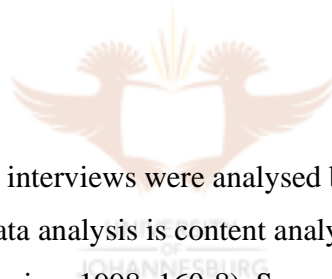
It is the belief of the researcher that despite the similarities characterising organisational structure between schools and other formal organisations (Bush, 2003:37-59), the context of schooling and education, does perhaps imply a uniqueness of structure. Thus, too much emphasis will not be placed at this point of the research on organisational structure but will be more closely pursued by the researcher in the next part – that is, the school interviews. In order to obtain a deeper understanding of work practices of leaders in the general work context, the researcher used the technique of document analysis – working from the published interviews of leaders reflecting on their reality.

The interviewer, Sharon Woods, has ten years of experience in interviewing leaders in business as part of her job as a journalist. The transcripts of the interviews were compiled into the book (Woods, 2002:xv). First person accounts were presented as

spoken by the leaders. The researcher used these first person accounts as a data source. By adhering strictly to the contents of the interviews, without applying any inferential meaning, the researcher minimised the possibility of contaminating data to present a particular perspective. The interviewer (Woods), worked in close collaboration with the Bureau of Market Research at UNISA, the University of Cape Town's Graduate School of Business and Leadership, to present this rigorously researched product.

Merriam (1998:206) contends that what constitutes reliability in qualitative research is the 'dependability' of the findings- "whether the results are consistent with the data collected". Experiences and comments of these leaders as documented in the interviews, were analysed, for the first time as part of this research exercise. Patterns were identified, coded and categorised to provide a theoretical explanation for the leaders work practices as reflective of a positive work ethic.

#### **3.3.4 Data analysis**



The contents of the 28 selected interviews were analysed by the researcher (refer to Appendix A). All qualitative data analysis is content analysis in that it is the content of interviews that is analyzed (Merriam,1998: 160-8). Some common features of the analytic process are:

- affixing codes to a set of field notes from observations or interviews;
- noting reflections or other remarks in the margin;
- sorting and sifting through these materials to identify similar phrases, relationship between variables, patterns, themes, distinct differences between subgroups , and common sequences;
- isolating these patterns and processes, commonalities and differences, and taking them out into the field in the next wave of data collection as reflected by the school interviews conducted by the researcher
- gradually elaborating a small set of generalizations that cover the consistencies discerned in the database; and

- confronting those generalizations with a formalized body of knowledge in the form of constructs or theories (Miles & Huberman, 1994:9).

Miles and Huberman (1994:10) suggest that analysis consists of three concurrent flows of activity: data reduction, data display and conclusion drawing or verification. Data reduction refers to the process of selecting focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. Data reduction is not something separate from analysis. It is part of analysis. It is also important not to strip the data at hand from the context in which they occur. Data display is an organized set assembly of information that permits conclusion drawing or action. From the start of data collection, the qualitative analyst is beginning to decide what things mean – inchoate and vague at first, then increasingly more explicit and grounded (Miles & Huberman, 1994:10-11).

Qualitative content analysis looks for themes and recurring patterns of meanings that would provide some insight into the topic being researched (Merriam,1998:164). Some of the decision rules made by the researcher for data reduction, data display and conclusion drawing should be noted at this point. No researcher can really begin with a 'tabula rasa' mind (Miles & Huberman, 1994:155). A literature review has already been conducted. The researcher has a theoretical understanding of the concepts within the topic and how they relate to each other. An individual's work ethic is possibly a product of various factors or variables, such as, the role of work and values attached to work (emerging from the value system of the individual), work motivation or the interplay between the individual within the organisation and the dynamics of organisational relations and organisational power inherent within structure. These ideas initially guided the analytic process of theme selection and category selection, as part of the research activity of data reduction and display.

The researcher embarked on a process of simultaneous coding of the raw data (the first person accounts of the leaders) and the construction of categories relevant to the aim of the research. Coding is nothing more than assigning some sort of short-hand designation

to various aspects of the data so that specific pieces of the data could be retrieved (Merriam,1998:164). Coding occurred at two levels - identifying information about the data and interpretive constructs related to analysis being identified. Categories or themes were then identified. Coding of the interviews was initially done by the researcher. The researcher then had the interviews independently coded to ensure that categories and themes were logically deduced from the data.

Guba and Lincoln (1981:95) suggest guidelines for developing categories, one of which is the importance of the category to the 'audience', in this case, the researcher. Content analysis allowed the researcher to investigate beliefs emerging from the text being analysed (Furnham1990:101). The researcher chose to base category selection within themes identified in the study:

- leadership characteristics;
- leadership tasks;
- organisational structure relating to task;
- the philosophy of the individual pertaining to life and more specifically leadership or
- a moral or value dimension of the individual.

These themes may be presented as a network, a series of nodes connected by links (Miles & Huberman, 1994:239) and further developed into a causal network – a display of the most important independent variables (categories, but more essentially sub-categories) and dependent variables (themes) in a field study and of relationships among them (shown by arrows). The plot of these relations is directional rather than solely correlation. It is assumed that some factors exert an influence on others (Miles & Huberman, 1994:159).

### **3.3.5 Conceptual categories**

Conceptual categories emerge from recurring patterns within the data (Taylor& Bogdan, 1984:139). Conceptual categories and properties have a life apart from the evidence that



give rise to them. Devising categories is largely an intuitive process, but it is also systematic and informed by the study's purpose, the investigator's orientation and knowledge, and the meanings made explicit by the participants themselves (Merriam,1998:179). Categories were created within the broad themes identified from the analysis.

The five categories that emerged from the document analysis are illustrated as a network in the figure below:

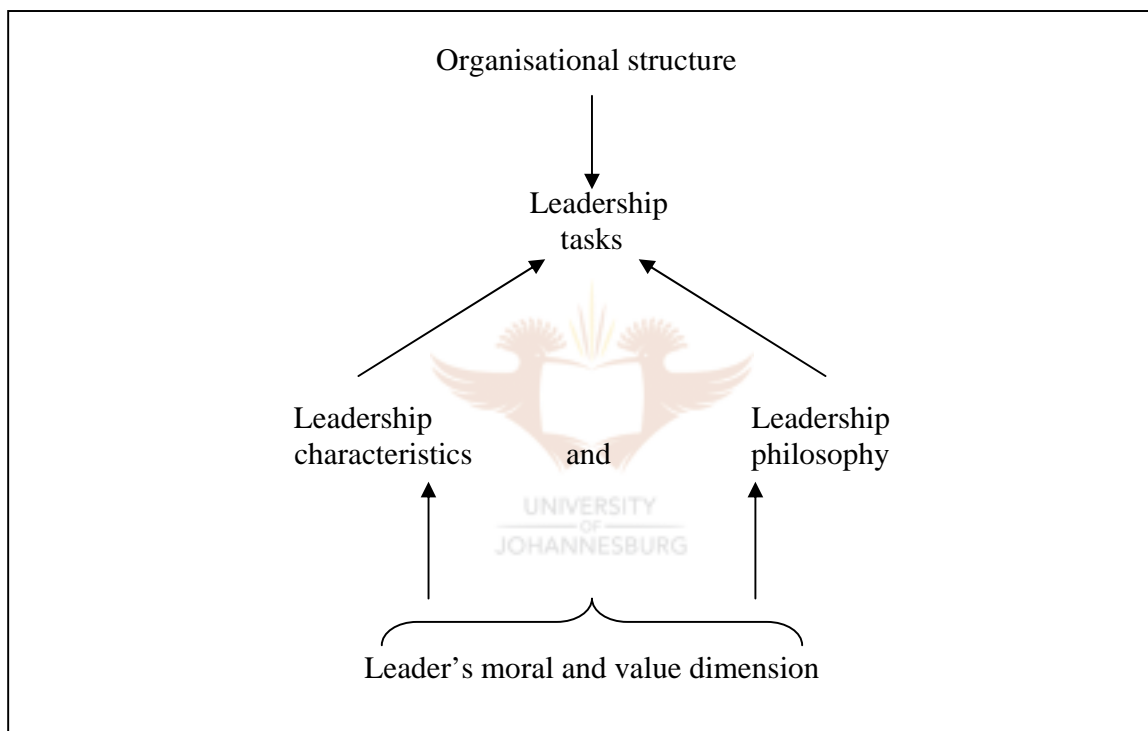


Figure 3.1: Five categories that emerge from the document analysis

Leadership tasks appear to depend on and perhaps to emerge from organisational structure. Leadership tasks are dependent upon two factors: leadership characteristics and leadership philosophy. Leadership characteristics refer to the inherent characteristics of the leader as a person and the way this translates into leader characteristics. Leadership philosophy infers that which the leader believes his/her task and responsibility implies. It appears as if a leader's morals and values underpins that which a leader is, believes and does in his/her role as leader of an organisation.

**Categories** (bold) and sub categories (underlined) that emerged from the data are presented in the causal network below:

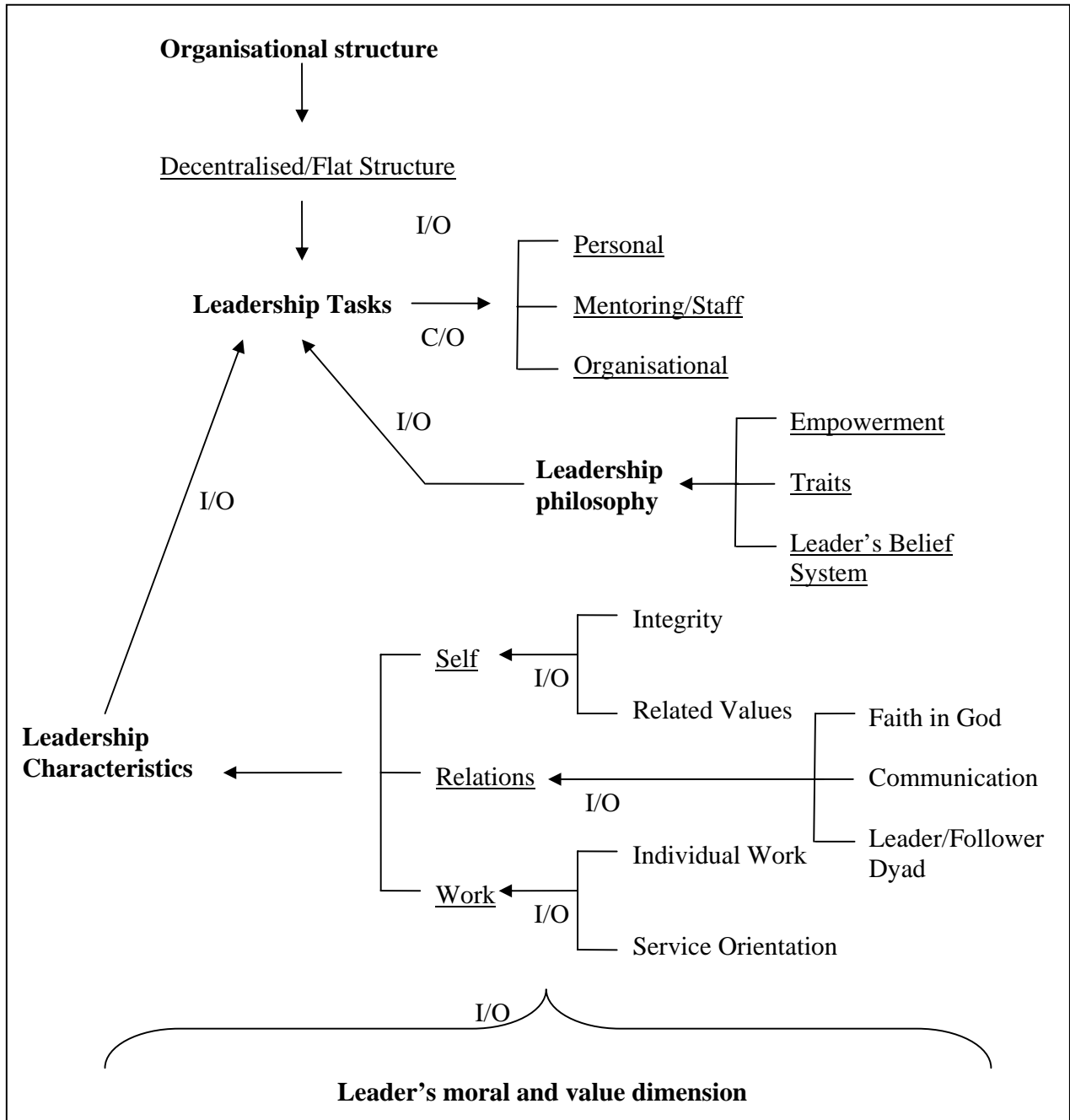


Figure 3.2 **Categories** and subcategories of the document analysis of the leaders. In Figure 3.2 above, I/O implies 'impacts on' and C/O refers to 'consists of'.

Each theme with its category and sub-categories is a product of the matrices presented below (see Table 3.1). As a data reduction technique, a matrix allows the researcher to present data in a systematic way which has immense consequences for understanding; it focuses and organizes your information coherently. The reader can more easily recreate the intellectual journey of the researcher. Matrices essentially involve the crossing of two or more main dimensions or variables (often with subvariables) to see how they interact (Miles & Huberman, 1994:239). The matrices present the content analysis of the interviews according to the themes.

### **3.3.6 Content analysis of interviews according to the themes**

Each theme will be presented in a separate matrix of data sets. These conceptually ordered displays have its rows and columns arranged to bring together items that the researcher believes 'belongs together'. The outcome (categories and sub-categories) emerge from 'apriori ideas about items that derive from some theory or relate to an overarching theme' (Miles & Huberman, 1994:127). The matrix will present conceptual categories (in bold) and sub-categories (underlined) that make up the theme. The category and sub-category label selected by the researcher reflects meanings made explicit by the leaders themselves. Each matrix will be followed by the researcher's comments or the causal network narrative. Writing the narrative provides an opportunity for expansion. The researcher can explain why variables are related, why they relate differently, why some precede others, which ones matter more and so on. Causal networks and its narrative are used to generate more general explanations. Doing a causal network forces a more inferential level of analysis (Miles & Huberman, 1994:160) and allows the researcher to present the data as a summary emerging from her inferences or interpretations of the themes.

**[Please note: initial analysis of the interviews by the researcher is presented in Appendix A]**

### 3.3.6.1 Theme 1: leadership characteristics

Leadership characteristics emerge from the relationship the leader experiences with him/herself and in relationship with others in both a personal and professional manner. It also consists of professional characteristics that the leader adopts in the work environment. Each of the categories: self, relationship and work are presented with its aligned sub-category. The number in brackets following the sub-category represents frequency.

## TABLES FOR LEADERSHIP CHARACTERISTICS

**TABLE 3.1 SELF**

| Category    | Sub-category   |
|-------------|--|
| <b>Self</b> | <p><u>Integrity (9)</u><br/>           Integrity (Koseff, 2002: 39; Abrahamse, 2002: 11; Palser, 2002: 67; Player, 2002: 71; Green, 2002: 27; Wedderburn- Maxwell, 2002: 97).<br/>           Integrity is absolutely one of my main principles (Pretorius, 2002: 76).<br/>           People respect integrity and hate deviousness (Botha, 2002: 53).<br/>           Integrity is a core value (Gore, 2002: 43).</p> <p><u>Honesty and Truthfulness (12)</u><br/>           Truthful and honest (Dippenaar, 2002: 15; Alberts, 2002: 13).<br/>           Big on relationships and brutally honest (Badminton, 2002: 23).<br/>           Honesty (Wedderburn- Maxwell, 2002: 97; King, 2002: 32; Palser, 2002: 67; Player, 2002: 71).<br/>           I value honesty and transparency to do things in the right way (Pretorius, 2002: 76).<br/>           Management style is influenced by a strong belief in honesty (Lynch, 2002: 8).<br/>           Honesty is a value I look for (Green, 2002: 27).<br/>           Management style is influenced by a strong belief in honesty (de Canha, 2002: 8).<br/>           Honesty is a core value (Gore, 2002: 43).</p> <p><u>Trustworthy (5)</u><br/>           Trust (Player, 2002: 71; Palser, 2002: 67; Pretorius, 2002: 77).<br/>           Trustworthiness (Wedderburn- Maxwell, 2002: 97).<br/>           You have to trust the teams that are doing the work</p> |

|  |  |
|--|--|
| <p style="text-align: center;"><b>Self</b></p> | <p>(Rosen, 2002: 23).</p> <p><u>Loyalty (3)</u><br/>Loyalty (Alberts, 2002: 13; Pretorius, 2002: 77; Wedderburn-<br/>Maxwell, 2002: 97).</p> <p><u>Sincerity (4)</u><br/>Sincerity (Pretorius, 2002: 77).<br/>Management style is influenced by a strong belief in sincerity<br/>(Lynch, 2002: 8; de Canha, 2002: 8).<br/>Sincerity is a value I look for (Green, 2002: 27).</p> <p><u>Responsibility (4)</u><br/>Responsibility (Alberts, 2002: 13; Summers, 2002: 21).<br/>For him leadership is not a matter of power and position but<br/>responsibility and caring (Pretorius, 2002: 76).<br/>Never blames external factors for difficulties (Wood,<br/>2002: xiv).</p> <p><u>Accountability (1)</u><br/>Accountability (Alberts, 2002: 13).</p> <p><u>Discipline (3)</u><br/>Discipline (Gore, 2002: 45; Alberts, 2002: 13; Lynch, 2002: 9-<br/>11).</p> <p><u>Fairness (4)</u><br/>Fairness (King, 2002: 32; Palser, 2002: 67; Pretorius, 2002: 77;<br/>Wedderburn- Maxwell, 2002: 97).</p> <p><u>Humility (2)</u><br/>Humility (Wood, 2002: xiv).<br/>- A servant's heart (Wedderburn- Maxwell, 2002: 97).</p> |
|--|--|

**TABLE 3.2 RELATIONSHIPS**

| Category             | Sub-category  |
|----------------------|---|
| <b>Relationships</b> | <p><u>Faith and God (5)</u></p> <ul style="list-style-type: none"> <li>- A love for God (3)               <ul style="list-style-type: none"> <li>- A love for God (Abrahamse, 2002: 11).</li> <li>- Godly leadership skills (Cape, 2002: 15).</li> </ul> </li> </ul> <p>Godliness (Player, 2002: 71).</p> <ul style="list-style-type: none"> <li>- Faith (2)</li> </ul> <p>Faith that is reflected in the marketplace and in everyday life (Cape, 2002: 15).</p> <p>Solid Faith and trust in God who faithfully provides for every need (Kempthorne, 2002: 30).</p> <p><u>Personal Qualities</u></p> <p><u>Respectful (3)</u></p> <p>Respect for human dignity (Pretorius, 2002: 77).<br/>Respect is engendered from success that is built on strong moral and spiritual foundation. It encourages imitation and entrenches good business values (Wedderburn- Maxwell, 2002: 96)</p> <ul style="list-style-type: none"> <li>- Give recognition when it is due (de Canha,2002: 11).</li> </ul> <p><u>Friendly (1)</u></p> <p>Friendliness (Alberts, 2002: 13).</p> <p><u>Compassionate (1)</u></p> <p>Compassion (Pretorius, 2002: 77).</p> <p><u>Caring (5)</u></p> <p>Leadership is not a matter of power and position but responsibility and caring (Pretorius, 2002: 76).<br/>Caring (King, 2002: 32; Wedderburn Maxwell, 2002: 97).<br/>Caring work environment is created (Ferreira, 2002: 18).<br/>Encouraging of people (King, 2002: 32).</p> <p><u>Commitment (3)</u></p> <p>Commitment (Abrahamse, 2002: 11).<br/>Commitment to complete a task (Green, 2002: 27).<br/>Commitment to excellence (Pretorius, 2002: 77).</p> <p><u>Dedication (1)</u></p> <p>Dedication (Abrahamse, 2002: 11).</p> |

|                      |  |
|----------------------|--|
| <b>Relationships</b> | <p><u>Communication (3)</u><br/> We talk to employees (Swanepoel, 2002: 35; de Canha, 2002: 11).<br/> One should open up the channels of communication and share issues even if you do not have all the answers (Furphy, 2002: 57).<br/> Talk to people (Badminton, 2002: 23).</p> <p><u>Open- door Policy (3)</u><br/> Always maintains an open door policy (Furphy, 2002: 55).<br/> It is essential to maintain an open door policy (de Canha, 2002: 9).<br/> Approachable (Furphy, 2002: 54).</p> <p><u>Interaction (2)</u><br/> His interaction with everyone is excellent (Furphy, 2002: 55).<br/> It is important to interact with the team (de Canha, 2002: 9).</p> <p><u>Decision – making (2)</u><br/> Taking tough decisions (Botha, 2002: 49).<br/> A quick but thorough decision- maker (Furphy, 2002: 54).</p> <p><u>Openness and Transparency (6)</u><br/> Openness (Palser, 2002: 67).<br/> Openness and transparency (Pretorius, 2002: 77).<br/> Management style is influenced by a strong belief in openness (Lynch, 2002: 8) (de Canha, 2002: 8).<br/> I value honesty and transparency to do things in the right way (Pretorius, 2002: 76, 77).<br/> Transparency is encouraged (Furphy, 2002: 57).</p> <p><u>Leader/follower Dyad</u></p> <p><u>Empowerment (6)</u><br/> Empower people (Swanepoel, 2002: 31).<br/> People centred management style- include people in decisions (Badminton, 2002: 23).<br/> All executives need a co- equal measure of authority and responsibility- he believes in an empowering work environment (Lynch, 2002: 8).<br/> Freedom, responsibility and authority to make own operational decisions (Joffe, 2002: 2).<br/> Allow them an enormous amount of freedom on the day-to-day operational issues (Rosen, 2002: 23).<br/> Development of people (King, 2002: 32).</p> |
|----------------------|--|

|                      |   |
|----------------------|---|
| <b>Relationships</b> | <p><u>Positive attitude (3)</u><br/>Positive attitude (Pretorius, 2002: 77; Wedderburn- Maxwell, 2002: 97).<br/>Inspirational (Furphy, 2002: 54).</p> <p><u>Visionary (4)</u><br/>Truly believe in a vision that can be achieved (Swanepoel, 2002: 34).<br/>Visionary (Furphy, 2002: 54).<br/>Positive vision (Pretorius, 2002: 77).<br/>To be a leader means to develop a following. This is achieved by having a vision, a clear sense of direction, and conveying to your followers that what you do will be in their best interest (Temple, 2002: 88).</p> <p><u>Consensual Leadership (3)</u><br/>Skilled negotiator (Ferreira, 2002: 17).<br/>Consensual (Gore, 2002: 40).<br/>Consensus leadership from the bottom to the top (Furphy, 2002: 57).</p> <p><u>Collaborative (3)</u><br/>Teamworker (King, 2002: 32).<br/>People centred management style (Badminton, 2002: 23).<br/>Relationships centred (Badminton, 2002: 23).</p> |
|----------------------|---|

**TABLE 3.3 WORK**

| Category    | Sub-category   |
|-------------|--|
| <b>Work</b> | <p><u>Individual</u></p> <p><u>Perseverance (6)</u><br/>Perseverance (Abrahamse, 2002: 11; Wedderburn-Maxwell, 2002: 91).<br/>Persistence (Alberts, 2002: 13; Player, 2002: 71).<br/>Persistence to complete a task (Green, 2002: 27).<br/>Sense of urgency (Gore, 2002: 43).<br/>Dedication (Abrahamse, 2002: 11).<br/>Punctuality (Alberts, 2002: 13).</p> <p><u>Innovative (5)</u><br/>Innovative (Furphy, 2002: 57).<br/>Individuals with innovation (Koseff, 2002: 39).<br/>Continue engaging in new and innovative thinking (Botha, 2002: 53).</p> |



|             |   |
|-------------|---|
| <b>Work</b> | <p>Innovation is essential for success (Gore, 2002: 43).<br/>Curiosity to bring about change (Alberts, 2002: 12).</p> <p><u>Development (2)</u><br/>Individuals characterized by superior intellectual ability (Koseff, 2002: 39).<br/>Intellectual leadership (Gore, 2002: 43).</p> <p><u>Enthusiasm (3)</u><br/>An enthusiastic approach to all aspects of life (Green, 2002: 27).<br/>An energetic approach to all aspects of life (Green, 2002: 27).<br/>Excitement about the power of new, ground-breaking ideas (Gore, 2002: 43).</p> <p><u>Hard- Worker (5)</u><br/>Hard work (King, 2002: 32).<br/>“Nothing is ever achieved in life without hard work” (Player, 2002: 71).<br/>He believes the prerequisites for going into the field are “curiosity, a preparedness to work hard and a freedom from the great lust for wealth” (Alberts, 2002: 12).<br/>Action- oriented (Furphy, 2002: 54).<br/>Achievement from hard work (Alberts, 2002: 13).</p> <p><u>Optimism (1)</u><br/>Optimism (Gore, 2002: 45).</p> <p><u>Passionate (driven) (9)</u><br/>Excitement, passion and urgency (Gore, 2002: 43).<br/>Tenacious and driven (Gore, 2002: 43).<br/>Passionate (Summers, 2002: 20; Rosen, 2002: 20; Badminton, 2002: 20).<br/>Pushes people hard to achieve the group’s goals (Summers, 2002: 21).<br/>Visibly determined leader (Summers, 2002: 21).<br/>Determination (Player, 2002: 70).<br/>She’s driven in everything she does and likes to see how much she can pack into a day, always challenging herself to learn more than anyone else (Botha, 2002: 49).</p> <p><u>Service Orientation (6)</u><br/>Service to others (King, 2002: 32; Alberts, 2002: 13).<br/>Desire to provide service excellence (Green, 2002: 27).<br/>Service orientation (continued)<br/>Excellence (Palser, 2002: 67).<br/>Customer focus (Lynch, 2002: 9-11).<br/>Putting the customer first (Pretorius, 2002: 77).</p> |
|-------------|---|

### **3.3.6.2 Summary: leadership characteristics**

The characteristics that occurred most frequently were integrity, honesty and truthfulness, commitment, being fair, and being passionate about one's job. The data revealed that people placed great emphasis on the relations between the leader and his/her staff and other people, his/her professional practice, as well as a 'relationship' with God. Most leaders revealed that their interaction with religion was an important part of leadership.

Religious grounding is one of the vital aspects influencing the effectiveness of leadership. A love for God and faith in Him, are key characteristics a leader should have. These leaders frequently mentioned the need for leadership skills to be a reflection of an individual's relationship with God, thus introducing religion and religious grounding into the essential characteristics of effective leadership. How leaders interacted with people in the work domain, reflected on their religious affiliation.

Leaders are constantly interacting with people. Thus relationship management and characteristics of good relationship skills are important. Leader need to be trustworthy, loyal, sincere, respectful, compassionate, caring and encouraging of others in order to be effective. Less frequently mentioned characteristics with regard to relationships were friendliness, empathy, being a good listener, being approachable, courteous, generous, and having an open-door policy that encouraged interaction.

Perseverance, accountability, responsibility, persistence, discipline, provision of service excellence, innovation, positive attitude and vision, flexibility, punctuality, humility, transparency, and being a hard-worker were the characteristics deemed "most important" to effective leadership. These characteristics were frequently mentioned in the interviews. Less frequently mentioned characteristics were dedication, an aim to provide quality service, empowerment, efficiency and effectiveness, never blaming external factors for difficulties, an ability to identify issues surrounding realities, being a good negotiator and decision-maker, having a sense of urgency, being intellectual, having an eye for detail, patience, diplomacy, enthusiasm, openness, diligence, optimism,

excitement for the task, creativity, responsibility and authority to make operational decisions, talking to employees and giving recognition when it is due.

### 3.3.6.3 Theme 2: leadership tasks

Leadership tasks and were reflected within three dimensions of operation: personal tasks, mentoring and staff related tasks. Operational tasks relate to the functions of the leader within organisational structure.

**TABLE 3.4 PERSONAL TASKS**

| Category              | Sub-category   |
|-----------------------|--|
| <b>Personal Tasks</b> | <p>Consult stores and books to keep oneself <u>informed</u> and attend regular courses with regard to accounting, motivation, sales and human resources (Abrahamse, 2002: 10).<br/>           To <u>work hard</u> and do one's best in the job (Cape, 2002: 14).<br/> <u>Pace oneself</u>, don't take on more that you can do well and don't agree to do anything you can't do well (Palser, 2002: 66).<br/>           Must become <u>a custodian</u> of the organisation and its culture (Harris, 2002: 17).<br/>           Try to be as <u>challenging</u> as possible (personally and professionally) (Gore, 2002: 41).</p> |

**TABLE 3.5 MENTORING OF STAFF**

| Category | Sub-category   |
|----------|--|
|          | <p><u>Motivation (9)</u></p> <p>Needs to become aware that if the groups working environment is not healthy and happy, it won't be productive (Summers, 2002: 23).<br/>           Create an environment in which people can fulfil their own potential and where the objectives of the individual are aligned with the corporate environment (Harris, 2002: 15).<br/>           Reorganisation and motivation of management (Joffe, 2002: 5).<br/>           Maximum accessibility to staff ( Furphy, 2002: 57).<br/>           Provide executives/others with a reasonable definition of the job to be done (Lynch, 2002: 8).<br/>           Create a caring working environment (Ferreira, 2002: 18).<br/>           Get all members to think (Swanepoel, 2002: 31).</p> |

|                                  |   |
|----------------------------------|---|
| <p><b>Mentoring of staff</b></p> | <p>Inspire people to greatness (Gore, 2002: 43).<br/>Continually push all staff members (Gore, 2002: 43)</p> <p><u>Interaction (8)</u></p> <p>It is essential to maintain an open- door policy. It is also important to interact with the team (de Canha, 2002: 9).<br/>Give guidance and coaching because coaching is about learning together and that's the environment that needs to be created (Swanepoel, 2002: 31; Lynch, 2002: 8; Furphy, 2002: 55).<br/>Give people the necessary skills to think about issues that are relevant to their jobs (Swanepoel, 2002: 31).<br/>Involve oneself with the company/organisation (answer phone, visit various departments, spend time with colleagues) (Furphy, 2002: 55).<br/>Management depth- mentoring (Joffe, 2002: 2).<br/>Involve people in decisions (Badminton, 2002: 23).<br/>Talk to people (Badminton, 2002: 23).<br/>Company never allows itself to become entirely dependent on select individuals (Furphy, 2002: 57).</p> <p><u>Recognition (7)</u></p> <p>Recognize the contributions the staff has made to the overall group (Ferreira, 2002: 18).<br/>Give people leeway to develop themselves without being stifled by bureaucracy (de Canha, 2002: 11).<br/>Tap into people's potential (Swanepoel, 2002: 31).<br/>Teach young people to take risks (Swanepoel, 2002: 35).<br/>Managers must make sure that their teams have a mixture of the necessary skills (Lynch, 2002: 9-11).<br/>Seek out and observe the greatness of others (Lynch, 2002: 9) (de Canha, 2002: 9).<br/>Development of people (King, 2002: 32).</p> |
|----------------------------------|---|

**TABLE 3.6 ORGANISATIONAL TASKS**

| Category   | Sub-category   |
|--|--|
| <p style="text-align: center;"><b>Organizational<br/>Tasks</b></p> | <p><u>Decentralise management (13)</u><br/>           Decentralise management (Joffe, 2002: 2).<br/>           Give all executives co-equal measure of authority and responsibility (Lynch, 2002: 8).<br/>           Build exceptional teams and encourage them to adopt a small and medium enterprise attitude to development (Swanepoel, 2002: 31).<br/>           Address problems by suggesting two or three ideas that can actually work and be built on, therefore mapping the road when a dead end has been reached (Gore, 2002: 43).<br/>           Hands-off approach to management (Rosen, 2002: 23).<br/>           Facilitator and brainstormer (Gore, 2002: 41).<br/>           Leverage capabilities more effectively (push the right buttons rather than be hands-on in all decisions) (Gore, 2002: 45).<br/>           Give others responsibility and then oversee the process to check that it is going in the right direction (Botha, 2002: 51).<br/>           Ensure the best team of skills (Botha, 2002: 53).<br/>           Depth of leadership, sharing the leadership role and the ability to flex organisation to cope with uncertainty and change (Furphy, 2002: 57).<br/>           Responsibility for the day-to-day running of the different divisions has been divided (Summers, 2002: 11).<br/>           The leader is involved in overall direction and leadership of the business (Summer, 2002: 21).<br/>           Change the structure and the culture if need be (Abbott, 2002: 33).</p> <p><u>Service excellence (6)</u><br/>           Sound financial management (Lynch, 2002: 9-11).<br/>           Provide a service to others (Alberts, 2002: 13) (King, 2002: 32).<br/>           Strategic direction (Rosen, 2002: 23).<br/>           Create a business of growing capability (Furphy, 2002: 57).<br/>           Management task is to grow the business (Lynch, 2002: 11).<br/>           Continue building core business (Botha, 2002: 53).<br/> <u>Incentivise</u> management to exceed realistic goals (Joffe, 2002: 2).</p> |

**3.3.6.4 Summary: leadership tasks**

The task of the leader was to keep informed by attending regular courses relating to relevant business skills, motivation and human resource management. The leader should also work hard and try do his/her best in their job. The leader should take on only what they can cope with and thus spread the work out evenly. He or she needs to become a

custodian of the organisation and its culture. The leader also needs to be aware that if the group's working environment is not healthy and happy, it will not be productive. It is also the leader's task to become as challenging as possible towards himself as well as towards his or her staff members.

The staff in an organisation consists of the people who essentially keep the organisation going and thus the leader has a responsibility towards his or her staff members. A good leader would be able to motivate staff to improve performance, engage in regular interaction with the staff and recognise staff potential and nurture it for improvement of staff as individuals as well as important participants of the organisation. The leader needs to identify a person's strengths and help them to improve those strengths. He/she should become the mentor who aims to develop people in the organisation. The leader needs to empower people by making available the necessary skills and training relevant to the jobs that people have to do. Leaders should be capable of providing other executives with a reasonable definition of their job. People should also be given the leeway to develop themselves. Leaders also need to provide guidance and coaching to staff members. The aim of leadership is to make a difference in the lives of others. He/she should be able to provide support because he/she is sufficiently insightful to know what people need. Younger staff members should be encouraged to take risks. In this way the leader is seen to inspire others to 'greatness'. The leader needs to create a caring working environment so as to improve staff morale and working conditions. A leader has to remain directly involved with staff and colleagues.

The organisational task that the leader embarks upon should be those that essentially impact on organisational efficiency. These leaders advocate decentralisation of management and believe that co-executives should be given an equal measure of authority and responsibility. Decentralisation enables each of the company's divisions to develop into a unique business unit. The leader needs to leverage capabilities more effectively and push the right buttons rather than be hands-on in all decision-making. He or she needs to 'incentivise' management to achieve realistic goals thus building exceptional teams. The leader should give others responsibility and then oversee the

process and ensure that it is going in the right direction. The leader should also flex the organisation to cope with uncertainty and change. Although decentralisation and a fair degree of autonomy is advocated, the leader remains responsible for the successful day to day running of the business.

Another often mentioned task was that of providing service excellence to others. The leader also needs to correct improper actions by suggesting two or three ideas that can actually work and be built upon. They should be capable of mapping the road ahead when a dead end has been reached. The leader is thus the facilitator and brainstormer of the organisation.

### 3.3.6.5 Theme 3: organisational structure

The focus is on flat structures or minimal bureaucratic control; decentralization and consensus leadership.

**TABLE 3.7 DECENTRALISATION AND FLAT STRUCTURES**

| Category   | Sub-category  |
|--|---|
| <p><b>Decentralisation</b></p> <p><b>and</b></p> <p><b>Flat structures</b></p> | <p><u>Relationships</u> between the senior management team are respectfully competitive. ‘We need to be interdependent but competitive in delivering our piece of pie’ (Rosen, 2002: 23).</p> <p><u>Acknowledge that people</u>, not structures are its primary asset (Furphy, 2002: 57).</p> <p>Centralisation appears to create a sense of control, but the reality is quite different, as a lot of <u>time is wasted</u> dealing with bureaucracy and documentation. The nearer someone is to the coalface and the customer the more efficient the operation (Lynch, 2002: 8).</p> <p><u>Reduction of traditional layers of management</u> (Swanepoel, 2002: 37).</p> <p><u>Flat structure</u> and only a few management positions (Harris, 2002: 18).</p> <p>We don’t believe that our business is about one person making up his or her mind, its about <u>consensus leadership</u> from the bottom to the top (Furphy, 2002: 57).</p> |

### 3.3.6.6 Summary: organizational structure

These leaders believe that staff and senior management are a team. Hence divisions emerging from organizational structures relating to position should be minimized. Central control only appears to be good for the organization but the reality is that much time is wasted in dealing with bureaucracy and documentation. Consensus leadership is advocated to eliminate unnecessary managerial layers. Staff (individuals) ought to assume responsibility and accountability for their tasks.

### 3.3.6.7 Theme 4: philosophy of leadership

Philosophy of leadership emerged from the personal philosophies relating to empowerment, the traits of an effective leader, and the belief systems held by the leader.

### TABLE 3.8 EMPOWERMENT

Empowerment relates to three aspects: a commitment to followers, the belief system of the leader regarding the people the he/she leads and the sense of ownership that prevails within the team.

| Category           | Sub-category  |
|--------------------|---|
| <b>Empowerment</b> | <p><b>Commitment (8)</b><br/>           To be a leader means to develop a following. This is achieved by having a vision, clear sense of direction, and conveying to your followers that what you do will be in their best interest (Temple, 2002: 88).<br/>           Impressive growth is the result of management (Lynch, 2002: 11).<br/>           Need to combine skills and vision. This combination is based on the artistry of the people, the company culture. It's about the quality of the dream, and the purpose and quality of the people. We have no fixed formula (Gore, 2002: 43).<br/>           Management is the right to tell people what to do; leadership is when people willingly wish to cooperate with you (Furphy, 2002: 57).<br/>           Have collective performance measures (Ferreira, 2002: 18).<br/>           Recognize the contributions the staff has made to the overall group (Ferreira, 2002: 18).<br/>           If you have news to give to the market, you should give it (Botha, 2002: 53).<br/>           We are conscious of the need for, and our commitment to black empowerment. Another pressing issue is HIV/AIDS (Lynch, 2002: 13).</p> |



|                    |   |
|--------------------|---|
| <b>Empowerment</b> | <p><u>Ownership (5)</u><br/> Policy of decentralisation, as this enables each of the company's divisions to develop into a unique business unit (Lynch, 2002: 8).<br/> Owner management culture - everyone wants to make a contribution and seek responsibility if they are given an environment in which they can exceed expectations (Harris, 2002: 19).<br/> Teamwork and hard work are essential (King, 2002: 32).<br/> People driven business (Swanepoel, 2002: 33).<br/> Our people look on their departments as belonging to them and it is therefore their responsibility to make it a success (Lynch, 2002: 11).</p> <p><u>Beliefs (5)</u><br/> A belief in an empowering working environment (Lynch, 2002: 8).<br/> Believe all staff members are blessed with diligence, intelligence and commitment, which are all extraordinary qualities (Lynch, 2002: 9).<br/> People are a valuable part of the business (Badminton, 2002: 23).<br/> Believe the people to be the centre of the field and not to sit on the fence (Lynch, 2002: 11).<br/> Never underestimate the intelligence of consumers. They know what's going on (Botha, 2002: 53).</p> |
|--------------------|---|

**TABLE 3.9 TRAITS OF A LEADER**

A variety of leadership traits were identified as indicated by the selection of sub-categories below. Of note is the fact that innovative thinking appears twice.

| Category                  | Sub-category  |
|---------------------------|---|
| <b>Traits of a Leader</b> | <p><u>Personal initiative</u> is recognised as a prerequisite for success (Lynch, 2002: 9).<br/> An <u>energetic, enthusiastic approach</u> is required in all aspects of one's life (Green, 2002: 27).<br/> <u>Pace yourself</u>, don't take on more than you can do well, and don't agree to do anything you can't do well (Palser, 2002: 66).<br/> Leadership is not a matter of power and position but <u>responsibility and caring</u> (Pretorius, 2002: 76).<br/> Management style is influenced by a strong belief in <u>honesty, sincerity and openness</u> (Lynch, 2002: 8; de Canha, 2002: 8).<br/> Individual with <u>intellect and innovation</u> (Koseff, 2002: 39).<br/> Continue engaging in new and <u>innovative thinking</u> (Botha, 2002: 53).</p> |

**TABLE 3.10 BELIEF SYSTEM**

The leaders belief system relating to leadership tasks emerged from the following: accepting the sovereignty of God, working hard, being able to match skills with vision and keeping politics out of the working environment.

| Category             | Sub-category  |
|----------------------|---|
| <b>Belief System</b> | <p><u>Sovereignty of God (2)</u><br/>A love for God and integrity (Abrahamse, 2002: 11).<br/>Life has taught me to believe in the word of God, because every time I have messed up, its because I've gone against God's Word or His Principles (Cape, 2002: 14).</p> <p><u>Hard-work (2)</u><br/>Hard- work, determination and a striving for excellence in all that one does. One must have a strong work- ethic, "nothing is ever achieved in life without hard work" (Player, 2002: 70).<br/>Prerequisites for going into the field are 'curiosity, a preparedness to work hard and a freedom from the lust for great wealth' (Alberts, 2002: 12).</p> <p><u>Matching vision with skills (2)</u><br/>Need to combine skills and vision. This combination is based on the artistry of the people, the company culture. It's about the quality of the dream, and the purpose and quality of the people. We have no fixed formula (Gore, 2002: 43).</p> <p><u>Keeping out politics</u><br/>Live by the motto "The business case prevails" and have little time for politics in the working environment (Dippenaar, 2002: 15).</p> |

**3.3.6.8 Summary: philosophy of leadership**

The data reveals a variety of philosophies and personal belief systems regarding aspects of leadership. The main role of leadership is to create an environment in which people can fulfil their own potential and where the objectives of the individual are aligned with the corporate environment. Leaders also indicated strong beliefs about management, ethics, morals and religion, management style as well as the structure of management.

To be a leader means to develop a “following”. This is achieved by having a clear vision, clear sense of direction and conveying to one’s followers that what one does is in their best interest. Job satisfaction comes from seeing an environment transformed into something really “stunning”. Management involves seeking out and observing the greatness of others. Personal initiative is recognized as a prerequisite for success. Leaders believe that impressive growth is a result of allowing for everybody to make a contribution by seeking responsibility in a supportive environment where they have the possibility of exceeding their expectations.

Leaders had strong beliefs about ethics, morals, and religion. They believed that in everyday business Christian ethical standards were challenged, so an understanding of ‘God’s standards and a close relationship with Him’ helped make better judgements and ethical choices. It is also believed that one needs to have a value system for all aspects of life based on ‘God’s word’. Growth is not about size, but about how the company creates value. Thus an enormous importance was attached to values. They believed that it was important for the leadership of the company to send out the right signals consistently because people are interpreting these all the time. Success that is built on a strong moral and spiritual foundation was something to be savoured. It engendered respect, encouraged imitation and entrenched good business values. Leaders realised that they could not legislate respect. There was major emphasis on ethical culture and the whole approach of leadership is seen to be one of self-sacrifice and service. They also believed that one’s business is an important part of one’s life.

A belief system with respect to organisational structure and management style was evident in the data. Leaders believe that people should take responsibility and ownership of their departments. But there is no fixed formula for success. Management is the right to tell people what to do but leadership is having people willingly cooperating with you.

The leader needs to be energetic and enthusiastic in all aspects of life. Hard work, determination and a striving for excellence are important in all that he/she does. The

belief in a strong work ethic is evident. Many leaders profess to believe in the fact that nothing is ever achieved in life without hard work. Leadership is not only a matter of power and position but also about responsibility and caring. Leaders need to have a passion and commitment for their business that far exceeds their personal ambition and financial aspirations.

A belief in a flat organisational structure has much support. Maximum accessibility and transparency are encouraged. It is also believed that the organisation needs to acknowledge that people are its primary asset and that the company never allows itself to become entirely dependent on select individuals. There should also emphasise employment diversity.

Leadership is influenced by a strong belief in honesty, sincerity and openness. It is essential to maintain an open-door policy and to interact with one's team. A leader needs to truly believe that the organisational vision is achievable. Achieving a vision comes with being able to match individual's skills to the ambitious purpose of the organisation. This combination is based on recognising the artistry of people and being able to match it with skills required to enhance the organisation towards excellence. Leadership is about the quality of the dream and realising that dream through quality people.

#### **3.3.6.9 Theme 5: leader's moral and value dimension**

Spiritual values, ethics and a basic value system were part of the moral/value dimension, which impact on the leadership.

(Tables follow).

**TABLE 3.11 SPIRITUAL VALUES**

The importance of a belief in God or being directed by spiritual values is illustrated by each of the sub-categories below.

| Category                | Sub-category  |
|-------------------------|---|
| <b>Spiritual Values</b> | <p>Success should be built on a strong moral and <u>spiritual foundation</u>. This encourages imitation and entrenches good business values (Wedderburn- Maxwell, 2002: 96).</p> <p><u>Servant’s heart</u> (Wedderburn-Maxwell, 2002: 97).</p> <p>A <u>love for God</u> (Abrahamse, 2002: 11).</p> <p>Life has taught me to <u>believe in the word of God</u> (Cape, 2002: 14).</p> |

**TABLE 3.12 BASIC VALUES**

Basic values refer to the specific values ascribed to by leaders to bring organizational success

| Category            | Sub-category  |
|---------------------|---|
| <b>Basic Values</b> | <p><u>Importance of values (8)</u><br/>           Success that is built on a strong moral and spiritual foundation is something to be savoured. It engenders <u>respect</u>, encourages imitation and entrenches good business values (Wedderburn- Maxwell, 2002: 96).</p> <p>Leaders attach enormous importance to values (Dippenaar, 2002: 15-17).</p> <p>Growth is not about size but about how the company creates value (Swanepoel, 2002: 34).</p> <p>Eight core values fundamental to success in the company are: innovation, optimism, financial prudence, intellectual leadership, honesty and integrity, tenacity, drive, and urgency (Gore, 2002: 43).</p> <p>Individuals align with company philosophy and core values (Koseff, 2002: 39).</p> <p>Honesty, integrity and sincerity are values I look for (Green, 2002: 27).</p> <p>Brutally honest with all staff members (Badminton, 2002: 23).</p> <p>Transparency is encouraged (Furphy, 2002: 57).</p> <p><u>Respect (3)</u><br/>           You can’t legislate respect (Summers, 2002: 23).</p> <p>People respect integrity and hate deviousness (Botha, 2002: 53).</p> |

|                     |  |
|---------------------|--|
| <b>Basic values</b> | <p><u>Role in society (4)</u><br/> It is important for leadership of a company to send out the right signals consistently because people are interpreting these all the time (Dippenaar, 2002: 15-17).<br/> Our business is an important part of our lives (de Canha, 2002: 13).<br/> Employment diversity demonstrates the company's commitment to transformation (Furphy, 2002: 59).<br/> Recognise the importance of its role in society at large by actively supporting the involvement of its staff in community volunteer initiatives around the world (Furphy, 2002: 59).</p> |
|---------------------|--|

**TABLE 3.13 ETHICS**

The importance of ethical standards amidst ethical challenges is important for maintaining an ethical work culture and business success.

| <b>Category</b> | <b>Sub-category</b>   |
|-----------------|---|
| <b>Ethics</b>   | <p>In a competitive field there is the temptation to compromise standards and ethics, as well as the danger of being misunderstood due to pressure from others in the team with less <u>ethical standards</u> (Kempthorne, 2002: 30).<br/> Everyday in business, Christian <u>ethical standards</u> are challenged, so an understanding of God's standards and a close relationship with Him, help one to make better, more godly judgments (Cape, 2002: 14).<br/> Emphasis on an <u>ethical culture</u> (McCrystal, 2002: 48).</p> |

**3.3.6.10 Summary: leader's moral and value dimension**

The moral and value dimension is fundamental to effective leadership in organisations. There is no difference in the list of values that govern personal, spiritual, business and political life. There is one value system for all aspects of life based on a higher order of values (God's word). This involves honesty and integrity, forgiveness, hard work and justice. In the highly competitive field of business, there is the temptation to compromise standards and ethics, by giving in to the pressure from others in the team with lower ethical standards. One needs to be conscientious, diligent and dedicated in all one does, and ensure that ethical standards are not compromised. Perseverance is also seen as an

important dimension of leadership (the leader is not allowed to give up). The leader should have a “servant’s heart”. The company’s core purpose ought to involve eight values fundamental to success in the company. These values are innovation, financial prudence, optimism, intellectual leadership, honesty and integrity. Tenacity, drive and urgency are also important values.

### **3.7 DESCRIPTIVE STATISTICS OF THE SAMPLE**

Some descriptive statistics may be used in qualitative designs. Numerical data may add to the understanding of the information collected (Taylor, 2000:184). The sample consisted of 25 males and 3 females. This reflects on the fact that there are more males in senior positions in the corporate environment than females. The first 14 interviews represent those people who were in senior executive positions of the companies voted as the ‘Top Ten’ in 2002. Two of the 14 executives are female (14,29%). The average age of this group is 47,2 years (both females did give their age!). The range of years of experience for the group is from 9 years to 38 years. The median and mode for the years of experience is 28 years.

### **3.8 CONCLUSION**

Analysis of the 28 interviews produced comprehensive findings of leadership characteristics, tasks, philosophies and the values and morals that reflect upon successful leadership. Successful business leaders had one thing in common : humility. They gave credit for their company’s success to the contribution made by colleagues. They accepted responsibility for their business and refused to look for outside factors when ‘blame’ had to be ascribed. They also showed that they were prepared to make difficult decisions that were ‘right’ rather than being financially viable ones. Every one of the leaders counted the moral/ value domain as an important dimension of leadership. Leaders were prepared to work hard and valued their rewards as ‘just’ fruit for their labour.

Leadership characteristics emerged from the relationship of the leader with others and the professional stance adopted in the work environment. Leadership tasks were seen in

three dimensions of operation: personal tasks, mentoring and staff related tasks and in matters relating to the functioning of the organisation. Personal philosophy is a product of the leader's philosophy relating to empowerment, the leader's traits and the leader's belief system. Leadership philosophy impacted on choice of tasks, which were also impacted on by organisational structure. A leader's moral and value dimension is the basis from which philosophy, characteristics and tasks emerge.

In the next chapter, the researcher will present her findings emerging from the interviews conducted at school, relating to leadership and effective management of the school.





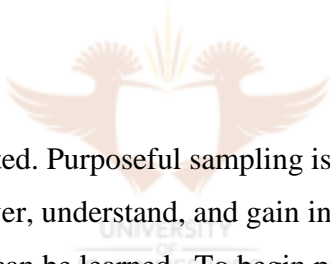
## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA: SCHOOL INTERVIEWS**

#### **4.1. INTRODUCTION**

This phase of the study focuses on the role of the principal (as leader) for effective school management. The researcher conducted a series of interviews at a school. The views of educators, with regards to what a principal does in his attempt to manage a school effectively, are presented. The researcher followed the same principles of analysis as for the business leaders (chapter three). The similarities in findings relating to the themes identified in both chapter three and chapter four, could probably be seen as a successful attempt on the part of the researcher, in verifying essential concepts identified within the topic.

#### **4.2 THE SAMPLE**



A purposeful sample was selected. Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned. To begin purposive sampling, the selection criteria for choosing the people or sites to be studied must be determined (LeCompte & Preissle 1993:69-70). The focus is effective school management. The researcher contacted the local school district office and asked for the name of the 'Top' school within the district. The district personnel defined 'Top' as the school that had consistently produced the best matric results in recent years, had the lowest incidence of discipline problems and one that co-operated well with the district. The site for the interview was thus chosen according to the criteria provided by the District official.

The researcher contacted the principal of the school, and applied for permission to conduct interviews at the school. The principal was fully informed of the purpose and nature of the study. The researcher chose to interview a total of six respondents (10% of the educator population) - three were randomly selected from management and three

from the ranks of classroom teacher. One person declined being interviewed. He ‘did not have the time available for the interview as he had far too much of work’. The researcher went through the process of randomly selecting another candidate from the rank of educator.

The profile of the respondents is presented in the table below.

**TABLE 4.1 PROFILE OF RESPONDENTS**

| Respondents | Gender  | Age<br>(Years) | Teaching<br>Experience(Years) |
|-------------|---------|----------------|-------------------------------|
| 1           | Male    | 51             | 6                             |
| 2           | Female  | 34             | 12                            |
| 3           | *Female | 53             | 26                            |
| 4           | *Male   | 38             | 12                            |
| 5           | Female  | 29             | 3                             |
| 6           | *Female | 30             | 9                             |

\* in management position

There were an equal number of males and females in the sample. Of the persons in management, one female was the deputy principal of the school and the others came from the rank of ‘head of department’. The average age of the group is thirty nine years and the average number of years of teaching experience is eleven.

### **4.3 THE INTERVIEW**

**(Refer to Appendix B for a verbatim transcript of the interviews).**

Using the semi-structured interview allowed the researcher to get an answer to the specific question asked of the respondents. It also presented an opportunity to explore issues emerging from responses. For this part neither the exact wording nor the order of the questions could be determined ahead of time. The format allowed the researcher to

respond to the situation at hand and also provided for the emerging view of the respondents to develop naturally through the process.

Issues addressed at the outset of the interview were :

- the investigator's motives and intentions and the purpose of the inquiry;
- the protection of the respondents through the use of pseudonyms;
- logistic issues such as time.

(adapted from Taylor and Bogdan in Merriam, 1998:54).

The question asked : In your opinion, what is effective school management?

It should be noted at this point that the researcher was of the opinion (based on her extensive experience as an educator) that educators aligned school management closely with school managers. Although the phrasing of the question directed to 'management', respondents answered the question referring to 'school managers'. The focus of the research is 'leadership work ethic'. Respondents made specific reference to what the principal as well as other school managers did at the school, in their attempt to manage the school well.



Interpretative questions were asked to check on what the researcher understood from the responses as well as to provide an opportunity for yet more information, opinions or feelings to be revealed.

The interviews were tape recorded. Reflections of the researcher were written down immediately following the interview. These reflections contained insights suggested by the interview, descriptive notes on the behaviour, verbal and nonverbal, of the informant, parenthetical thoughts of the researcher. Post interview notes allowed the researcher to monitor the process of data collection as well as to analyze the information itself.

Verbatim transcription of the recorded interview provided the data base for the analysis. (Merriam,1998:92)

#### 4.4 DATA ANALYSIS

The researcher transcribed the interviews. The same analytical process was used by the researcher as presented in the previous chapter (see page 74-76). The interview data was analysed in the same way as the contents of interviews with the business leaders. The researcher found that recurring patterns within the data were pointing to similar conceptual categories to that of the business leaders. The resulting sub-categories and categories directed the researcher to the same broad themes:

- leadership characteristics;
- leadership tasks;
- organisational structure or school structure;
- leadership philosophy;
- leader's moral and value dimension.

In this chapter, the term 'leader' is used as a synonym for 'principal'. Respondents too used these terms interchangeably and also referred the principal as a 'manager'.

#### 4.5 CONTENT ANALYSIS OF INTERVIEWS

**[Note the following: Refer to Appendix C for analysis of raw data related to the above themes. Gender reference: the principal of the school is male, hence the specific gender reference].**

The principal's tasks are strongly rooted in his position at the school. What he does as well as what he is expected to do, relates to his position of leadership at the school, as well as the liaison position that he has between parents and the district office, with the general educator body at the school. Leadership task does emerge from a broad organisational (educational / school) structure. How the principal performs these tasks are dependent upon two variables: leadership characteristics and leadership philosophy. Leadership characteristics appear to refer to the inherent characteristics of the leader as a person and the way this translates into his work (tasks). In this analysis, leadership

philosophy emerges from inferences made by educators relating to the values and morals that they believe underpins character and tasks of a leader. Once again a causal network may be used to present the thematic integration of the analysis. The five categories that emerge from the analysis of the interviews are illustrated as a network in the figure below:

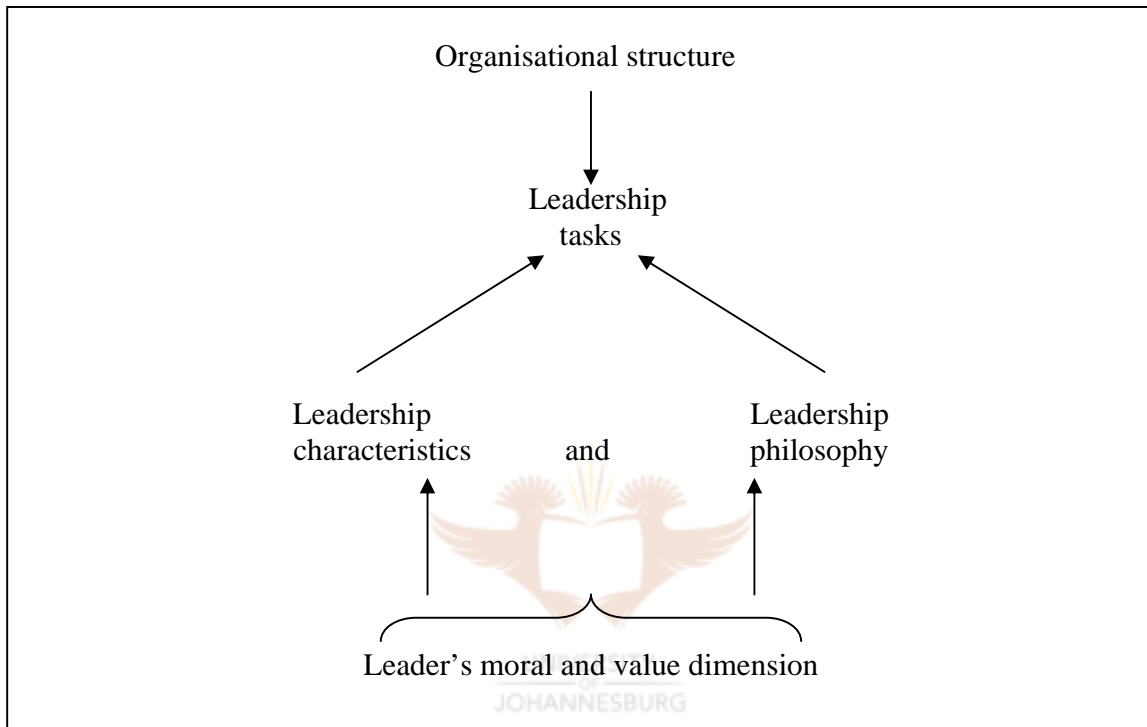
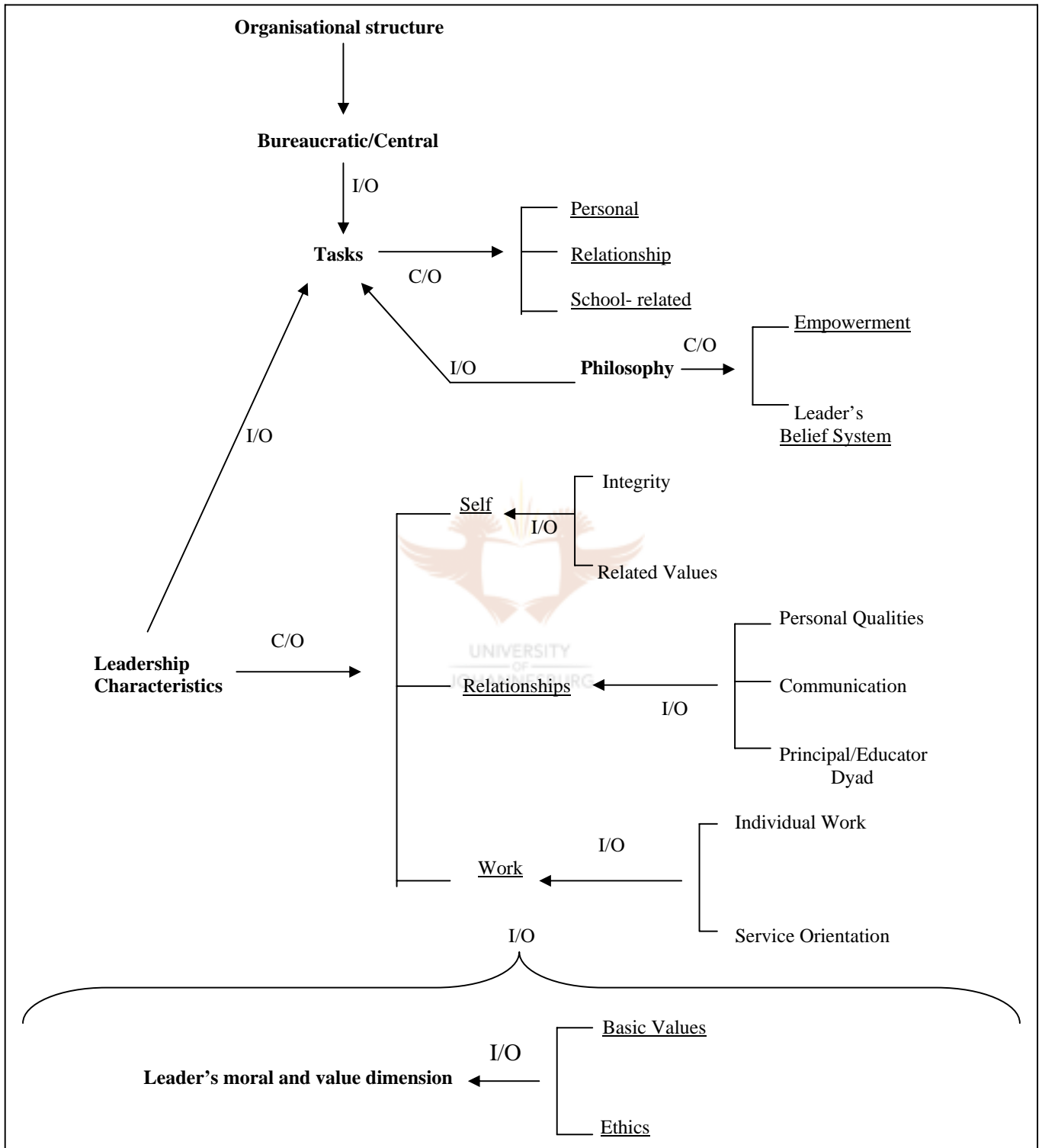


Figure 4.1 Five categories that emerge from the analysis of the interviews.

The categories and sub-categories that these themes consist of are also illustrated by a causal network. It should be noted that, although similar in label (to that of the business leaders), ‘mentoring’ was changed to ‘relationships’ as educators expressed the specific need for more personal involvement with the principal in school related tasks and issues. Another variable that is markedly missing from the school interviews, when compared with the business leaders interviews, is that referring to ‘spirituality or reference to God’. The researcher’s inference about this finding will be presented in detail in chapter seven. Again, in the following causal network of themes, **categories** are in bold and sub-categories are underlined. Each theme and its related categories and sub-categories will then be presented as separate data matrices with inferential comments by the researcher in the form of a thematic summary.

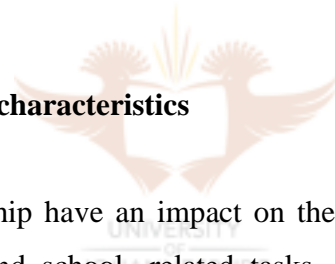
Figure 4.2 : **Categories** and subcategories of the school interviews



I/O : Impacts on

C/O : Consists of

Referring to the above (figure 4.2) the task of the ‘principalship’ is impacted on by the bureaucratic structure of the school as an organization, due to the school structure being a product of broader bureaucratic organization of the education system. Principal tasks consist of personal tasks, tasks performed in relation to others and specific school related tasks. The principal’s individual characteristics and philosophy also have an impact on how he performs his tasks. His characteristics emerge from how he presents himself to the staff (integrity and related values) his relationship with the staff (his personal qualities, communication and the principal-educator dyad) as well as the manner in which he does his work (as an individual and the service orientation depicted in his actions). His philosophy emerges from the degree of empowerment bestowed on educators and inferences about his belief system made by educators in the course of the interviews. Morals and values displayed in the ethical choices made by the principal, again appear to underpin all of the above.



#### 4.5.1 Theme 1: leadership characteristics

The characteristics of leadership have an impact on the way in which leaders perform their personal, relationship and school-related tasks, within their management role. Educators saw that the personal characteristics of the leaders, the leader’s characteristics relating to relationships, as well as to work, impact on the effectiveness of school management. The tables below describe the characteristics of an effective school leader (principal).

**TABLE 4.2 SELF**

| Category | Sub-category  |
|----------|---|
| Self     | <u>Adaptable</u><br>- Leaders need to be adaptable (R3, line 33).                                     |
|          | <u>Maintains confidentiality</u><br>- Confidentiality is important for a good manager (R2, line 131). |

|             |   |
|-------------|---|
| <b>Self</b> | <p><u>Dependable</u></p> <ul style="list-style-type: none"> <li>- The principal is the person who runs the school and who I can depend on (R2, line 143).</li> </ul> <p><u>Integrity</u></p> <ul style="list-style-type: none"> <li>- A leader needs to have integrity (R3, line 34).</li> </ul> <p><u>Responsible (2)</u></p> <ul style="list-style-type: none"> <li>- A leader needs to be responsible (R3, line 35).</li> <li>- Effective management means that if people are expected to do something and they are asked to do it, they are responsible for it and need to be held accountable (R5, line 44).</li> </ul> <p><u>Selfless</u></p> <ul style="list-style-type: none"> <li>- A headmaster must have the kind of selfless ness that makes the school come first (R3, line 60).</li> </ul> <p><u>Wise</u></p> <ul style="list-style-type: none"> <li>- Having the good fortune of working with someone who has a tremendous amount of wisdom... which is an important element (R3, line 69, 86).</li> </ul> <p><u>Accountable</u></p> <ul style="list-style-type: none"> <li>- If a person is in a position of responsibility, they need to be held accountable too (R5, line 42).</li> </ul> <p><u>Trustworthy</u></p> <ul style="list-style-type: none"> <li>- They saw what I could do and entrusted me with more (R4, line 41).</li> </ul> <p><u>Has a Sense of Humour</u></p> <ul style="list-style-type: none"> <li>- Leaders who have a sense of humour, as this is an important element because without humour, one cannot run the school effectively (R3, line 69).</li> </ul> <p><u>Motivator</u></p> <ul style="list-style-type: none"> <li>- A leader who is a good motivator (R3, line 85).</li> </ul> <p><u>Ability to see others as unique (individuality)</u></p> <ul style="list-style-type: none"> <li>- It's important to know that your senior management of the school do not just see you as another teacher. People don't want to be treated as just another number (R5, lines 307-309, 313).</li> </ul> |
|-------------|---|



**TABLE 4.3 RELATIONSHIPS**

| Category             | Sub-category  |
|----------------------|---|
| <b>Relationships</b> | <p><u>Personal Qualities</u></p> <p><u>Commitment (6)</u></p> <ul style="list-style-type: none"> <li>- To create and maintain a learning environment for the children (R1, line 19).</li> <li>- You need absolute commitment (R3, line 34).</li> <li>- A headmaster must have commitment. He must be committed to his school (R3, line 59).</li> <li>- Schools today require a large amount of commitment (R3, line 63).</li> <li>- I put a high premium on commitment (R4, line 89).</li> <li>- When one sits down to talk to the principal and he stops whatever he is doing to listen to what one has to say, he is committed to the individual (R6, lines 284-287).</li> </ul> <p><u>Dedication</u></p> <ul style="list-style-type: none"> <li>- Effective management involves dedication (R2, line 7).</li> </ul> <p><u>Empathy</u></p> <ul style="list-style-type: none"> <li>- He must be able to empathise. He must show empathy for his teachers because without empathy he won't be able to understand the daily needs of the teachers (R2, line 125).</li> </ul> <p><u>Sympathy</u></p> <ul style="list-style-type: none"> <li>- He must be sympathetic because there are some occasions where teachers and learners require sympathy (R2, line 129).</li> </ul> <p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>- A large amount of effective management deals with respect. This means having respect for people and dealing with them in a manner that doesn't undermine them (R5, line 23).</li> </ul> <p><u>Good interpersonal skills</u></p> <ul style="list-style-type: none"> <li>- Open communication and always communicating what is needed, when it's needed and how it's supposed to be done result in effective management (R5, lines 14-16).</li> <li>- A leader needs interpersonal skills (R3, line 36).</li> </ul> <p><u>Compassionate</u></p> <ul style="list-style-type: none"> <li>- A compassionate person (R3, line 85).</li> </ul> |

|                      |  |
|----------------------|--|
| <b>Relationships</b> | <p><u>Interested in other's personal lives (3)</u></p> <ul style="list-style-type: none"> <li>- Needs to show empathy and sympathy when a teacher comes to him to ask if she or he can take their child to a doctor etc (R2, line 127).</li> <li>- Need a principal who staff can visit for advice and help and a shoulder to lean on (R3, line 86).</li> <li>- Teachers want to know that management cares (R5, line 314).</li> </ul> <p><u>Communication</u></p> <p>Open communication and a good communicator (3)</p> <ul style="list-style-type: none"> <li>- A good manager is also a good communicator (R2, line 132).</li> <li>- A teacher should be able to sit down and chat to the principal and he actually looks at you and will stop whatever he is doing and listen to what you have to say even if he knows he can't so anything about it (R6, line 284).</li> <li>- Communicate link between management and staff members (R5, line 161-162).</li> </ul> <p><u>Communicates decisions</u></p> <ul style="list-style-type: none"> <li>- A principal or leader needs to make constructive decisions so that the teachers know what is going to be done and how to do it (R2, line 177).</li> </ul> <p><u>Speaks candidly to people</u></p> <ul style="list-style-type: none"> <li>- An effectively leader is one whom someone can speak very plainly to, very candidly to (R1, line 14).</li> </ul> <p><u>Listens (2)</u></p> <ul style="list-style-type: none"> <li>- Need a leader who will take cognisance of what I say, what I report and what I feel (R1, line 15).</li> <li>- A good manager is a person who listens. I must be able to sit down with him and talk (R2, line 129-130).</li> </ul> <p><u>Approachable (2)</u></p> <ul style="list-style-type: none"> <li>- A leader that one can speak very plainly to, very candidly to (R1, line 14).</li> <li>- A good manager must be approachable (R2, line 67, 140).</li> </ul> <p><u>Principal- Educator Dyad</u></p> <p><u>Visionary</u></p> <ul style="list-style-type: none"> <li>- One needs a strong leader who is visionary (R1, line 13).</li> </ul> |
|----------------------|--|

|                      |  |
|----------------------|--|
| <b>Relationships</b> | <p><u>Collaborative</u></p> <ul style="list-style-type: none"> <li>- He mustn't do everything where he becomes stressed out and doesn't know what's going on (R2, line 124).</li> </ul> <p><u>Good people skills and relationship management (4)</u></p> <ul style="list-style-type: none"> <li>- He must have a good relationship with the staff and the management itself (R2, lines 144-145).</li> <li>- A leader needs to know how to work with people (R4, line 40).</li> <li>- People want to know that management cares (R5, line 314).</li> <li>- Need to have a balance with the how friendly one is to the staff (R6, line 75).</li> </ul> <p><u>Empowerment</u></p> <ul style="list-style-type: none"> <li>- Effective management of people means having respect for them and dealing with them in a manner that doesn't take away from their professionalism at all (R5, line 24).</li> </ul> <p><u>Transparency</u></p> <ul style="list-style-type: none"> <li>- If you look at our school, our biggest problem is the lack of transparency in that there are always certain people who you know will not do what they are asked to do (R6, line 61). They get away with it (R6, line 66).</li> </ul> |
|----------------------|--|

**TABLE 4.4 WORK**

| Category    | Sub-category  |
|-------------|---|
| <b>Work</b> | <p><u>Individual Work</u></p> <p><u>Intelligent</u></p> <ul style="list-style-type: none"> <li>- A school needs intelligent managers (R3, line 33).</li> </ul> <p><u>Enthusiastic/energetic (2)</u></p> <ul style="list-style-type: none"> <li>- A managers enthusiasm should rub off on the school and the rest of the staff so that we are, as teachers, enthusiastic, because enthusiasm is contagious (R2, lines 133-136).</li> <li>- A school needs a manager with huge amounts of energy (R3, line 34).</li> </ul> <p><u>Dedicated</u></p> <ul style="list-style-type: none"> <li>- Effective management involves dedication (R2, line 7).</li> </ul> |

|             |   |
|-------------|---|
| <b>Work</b> | <p><u>Show Initiative</u></p> <ul style="list-style-type: none"> <li>- One needs initiative from managers (R3, line 33)</li> </ul> <p><u>Service Orientation</u></p> <p><u>Hard – worker</u></p> <ul style="list-style-type: none"> <li>- To commit oneself to achieve a goal means that one has to work hard and this is also asked for from the staff around the manager (R4, line 96).</li> </ul> <p><u>Experienced</u></p> <ul style="list-style-type: none"> <li>- Wise often implies very experienced, which is a quality any leader should have (R4, line 74).</li> </ul> <p><u>Problem-solver</u></p> <ul style="list-style-type: none"> <li>- Leaders need to be able to solve problems within their whole structure in order that teachers don't pick up that there is trouble, that there's something happening (R2, lines 148-149).</li> </ul> <p><u>Organizing skills (2)</u></p> <ul style="list-style-type: none"> <li>- There were no organizational skills. They never thought ahead, it was always just for now (R2, line 164).</li> <li>- A lack of organization where things that should have been done and organized in advance aren't (R5, line 175).</li> </ul> <p><u>Good financial management</u> (R4, lines 185-189).</p> |
|-------------|---|

#### 4.5.2 Summary: leadership characteristics

Most respondents listed communication, commitment and professionalism as the main characteristics for good leadership. They also advocated that effective leadership required vision, dedication, initiative and enthusiasm.

The respondents discussed effective leadership with regard to relationships between the principal and staff, and the principal and the school. Respondents felt that the most important characteristic of a leader was good interpersonal skills and relationship management. They need to have the ability to listen and be fairly 'easy-going'.

Respondents also mentioned the necessity for empathy, compassion and sympathy. This means that the leader had to be approachable. Other important characteristics identified were a sense of humour, the ability to motivate, show respect for the staff and see each staff member as a unique individual.

Other characteristics such as maintenance of confidentiality, showing integrity, being dependable and adaptability, showing intelligence and wisdom, being selflessness, hard-working, transparent in relationships and wise in decisions made were rated highly. Time-management skills were an important part of professional practice. Organisational skills, being responsible and having the ability to take on only what one can handle, were the professional leadership skills that respondents felt strongly about.

#### 4.5.3 Theme 2: leadership tasks

The tasks of the leader are seen in light of what duties and responsibilities the leader needs to perform in the school. Educators place a strong emphasis on the tasks of the leader with regard to the leaders' relationship with the staff, learners and parents of the school. Other school - related tasks focus on organisational tasks, as well as the personal responsibilities the principal has towards himself. The tables below describes the personal, relationship and school- related tasks of the leader.

**TABLE 4.5 PERSONAL TASKS**

| Category              | Sub-category  |
|-----------------------|---|
| <b>Personal Tasks</b> | <u>Personal Development (2)</u><br>- Provide and attend management training programmes (R4, lines 30-31; R6, line 237). |

**TABLE 4.6 RELATIONSHIP TASKS**

| Category                             | Sub-category   |
|--------------------------------------|--|
| <p><b>Relationship<br/>Tasks</b></p> | <p><u>Management style.</u><br/>Two kinds of managers (R3, lines 75-84):</p> <ol style="list-style-type: none"> <li>1) hands-on people who don't trust others to do things as well as they do- prefer to the jobs themselves [authoritarian]</li> <li>2) good delegators who have the sense to realise that there are a number of efficient people on the staff who can do their jobs well. His role is to be a leader (motivational leader) and he is a people person who gives advice and sympathy (R3, lines 81-84).</li> </ol> <p><u>Provide support</u></p> <ul style="list-style-type: none"> <li>- The right support would be, the management team would be speaking to you on a regular basis, on a personal basis, you would have observations, classroom observations, all the time (R1, lines 293-295).</li> </ul> <p><u>Teacher development (R1, line 301) (2)</u></p> <ul style="list-style-type: none"> <li>- Provide in-service training (R4, line 18)</li> <li>- Necessary to train one to do a job and not just tell them what it is (R4, lines 19-20).</li> </ul> <p><u>Make sure people know what they are doing in their jobs</u></p> <ul style="list-style-type: none"> <li>- Understand the importance of focusing on education and doing their job in the classroom (R2, lines 23- 30).</li> </ul> <p><u>Manage people effectively [staff, learners and parents] (5)</u></p> <ul style="list-style-type: none"> <li>- Management really means managing people effectively (R3, line 7).</li> <li>- Having to deal with irate parents, difficult children, staff and problematic staff (R3, lines 66-68).</li> <li>- Deal with parents and situations that arise [management of parents] (R4, line 119).</li> <li>- Effectively managing the staff, the admin and the kids are the three pillars of any school system (R4, line 115-119).</li> </ul> |

**TABLE 4.7 SCHOOL RELATED TASKS**

| <b>Category</b>                    | <b>Sub-category</b>   |
|------------------------------------|---|
| <p><b>School related tasks</b></p> | <p><u>Create and maintain a learning environment</u> for children - make decisions according to this (3)</p> <ul style="list-style-type: none"> <li>- It's to one aim, to one end, and the end is simple. To create and maintain a learning environment for the children (R1, lines 17-19, 28).</li> <li>- Ensure that the educators are in the classroom when they should be (R3, line 25-26).</li> <li>- Essential task of the manager is to ensure that children are receptive to good education (R3, lines 27-28).</li> </ul> <p><u>Planning (4)</u></p> <ul style="list-style-type: none"> <li>- Ensure a program for the day so that everyone can work effectively in educating children (R3, lines 23-25).</li> <li>- The management team sits down and plans ahead what needs to be done at the school (R2, lines 58-59).</li> <li>- Constructively plan ahead and provide teachers with necessary information regarding this [forward planning] (R2, lines 9-10).</li> <li>- It is important that management always have a backup, not matter what. There must always be a second, a B-plan, in order for nothing to fall through. It must be planned so well that if anything does happen, the B-plan must kick in (R2, 100-103).</li> </ul> <p><u>Department issues</u></p> <ul style="list-style-type: none"> <li>- Manage education department circulars (ideas, news and projects)(R3, line 10)</li> </ul> <p><u>Organise, manage and administer</u> (management, administration, marketing, finance)</p> <ul style="list-style-type: none"> <li>- For managers a huge amount of organisation and administration and forward planning needs to be done (R3, lines 30-31).</li> </ul> <p><u>Decision- making (2)</u></p> <ul style="list-style-type: none"> <li>- Spur of the moment decision- making (R3, line 64-65).</li> <li>- Make decisions regarding the school and problems [confront problem and awkward situations] (R3, line 64-68).</li> </ul> |

|                             |  |
|-----------------------------|--|
| <b>School related tasks</b> | <u>Confront problematic situations (2)</u> <ul style="list-style-type: none"> <li>- It is essential as an effective manager to confront situations and people if they are not pulling their weight (R5, line 108-110)</li> <li>- On the spot crisis management (R3, lines 31-32).</li> </ul> |
|-----------------------------|--|

#### 4.5.4 Summary: leadership tasks

It was found that the task of the leader was multi-dimensional in focus. The most essential task of the leader is to create and maintain a learning environment for the children in the school and make decisions accordingly. The leader needs to ensure that a proper program for the day is drawn up. The need for teacher support related to the effective education of learners. This is another task of the leader. Support includes regular visits to the classroom for observations of the teachers and lessons. This also ensures that the teachers are in the classroom when they are supposed to be.

The sample also identified certain professional tasks of the leader as necessary for effective leadership. The most important task according to the respondents is for the leader to construct a back- up plan or plan B for a crisis management. Crisis management was explored in detail. Some also thought that it is the principal's task to constructively plan ahead, regarding curriculum, sports events etc, and then provide the teacher with the necessary information regarding this forward planning. The leader therefore needs to take decisions regarding the schools and its problems. Other tasks of the leader presented by the respondents were the management of education department circulars, the provision of in-service training to all staff members, ensuring the staff are certain of what they are doing in their jobs, basic organisation, management and administration of the school. Attending management training programs was seen as necessary for the leader to keep abreast of what was changing in management. The principal was tasked with the responsibility of 'looking out for' all those that were 'under' him.



#### 4.5.5 Theme 3: School Structure

The researcher believes theme may be better presented as a narrative with a table to illustrate structure.

##### **Category: Central control**

The way management works is that they tend to put the system first. It's the system that runs the school. Which is totally wrong. It's the children that run the school (R1, lines 36-38). This results in the school following a bureaucratic structure. Educators saw the value of central control but felt that this structure was too rigid and that limited differentiation existed (R1, lines 55-56), which is a defining characteristic of the school that follows and outcomes based approach. Educators also saw that overall management is something that is usually coming towards them, giving them various bits of information (R1, lines 6-9). Despite feeling that structure was overwhelming and restrictive, educators confirmed the belief in the role of structure in the school as an organisation - systems and structures are put into place for a reason (R5, line 39). Structure leads to efficiency.... (R6, lines 225).

##### **Category : Levels of management**

The school consists of various structured groups that are responsible for its functions. The management team consists of two executive teams. The senior executive team consists of the principal and deputy heads. The ordinary executive team consists of the executive committee and the academic committee. The executive committee consists of the grade tutors and the heads of departments. The academic executive committee includes the subject heads who are not heads of department. In addition to the two executive teams, the educators are seen as responsible for classroom management and the administration department includes secretaries, financial support and other administrative support staff.

The table below is a summary of the functions of the different levels of such a bureaucratic system (R3, lines 142-166).

**TABLE 4.8 LEVELS OF MANAGEMENT**

|                                     |  |
|-------------------------------------|--|
| <b>Senior Executive Team</b>        | <ul style="list-style-type: none"><li>-Strategic planning group</li><li>-Deal with the ethos of the school planning and vision of the school</li><li>-Decisions made</li><li>-Drive ethos forward</li><li>-Not so much with the day-to-day functioning</li></ul> |
| <b>Executive Committee</b>          | <ul style="list-style-type: none"><li>- Day-to-day functioning- nitty- gritty</li></ul>  |
| <b>Academic Executive Committee</b> | <ul style="list-style-type: none"><li>-Important for implementing OBE</li><li>-Role is to convey information back to departments.</li></ul>  |

#### **4.5.6 Summary: Structure of the school**

It was evident that principals need to be a strong leaders who could carry their deputies with them. Although the structure of the school follows a top-down approach, most respondents emphasised the need for a bottom-up approach. They believed that it was unfortunate that management put the system first and it is the system that “runs the school”. The system was believed to be too rigid with little differentiation, and far too authoritarian in nature. Members of the school rely on a few senior members of staff to carry the responsibility for the functioning of the school, rather than working collaboratively with all members of staff. Information and messages are often lost along the downward line and therefore it is important that teamwork in a bottom-up approach was advocated for better management. Work load and responsibilities should be fairly evenly balanced across all members of staff.

#### **4.5.7 Theme 4: personal philosophy of an educator**

The educators’ personal beliefs impact on their philosophy of what leadership in the school system should be. Their personal philosophy consists of general belief systems about leadership, as well as the need for empowerment. Empowerment highlights the necessity for teamwork and collaboration, two aspects, which were greatly emphasized by the educators. The tables below depict the personal philosophies of educators with regard to empowerment and their belief systems.

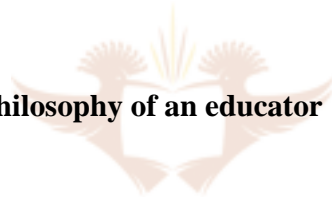
**TABLE 4.9 EMPOWERMENT**

| Category           | Sub-category  |
|--------------------|---|
| <b>Empowerment</b> | <p><u>Need a bottom - up approach</u> because the most important people in the school are the teachers who deliver the classroom teaching (R1, lines 275-278).</p> <p><u>Systems and structures</u> are put into place for a reason. Everyone needs to be aware of what the system is and how it is supposed to function and how to use and follow it (R5, lines 39-42).</p> <p>Teachers see management there as a force (R1, line 22).</p> <p><u>Teamwork (3)</u></p> <ul style="list-style-type: none"> <li>- Ultimate responsibility rests with the principal but he can't do everything, therefore a management team is required (R4, line 139-145)</li> <li>- Teamwork is important as it keeps everyone happy- the principal doesn't do everything but his management and people around him- everyone's involved- it's teamwork (R2, lines 13-15).</li> <li>- For this organisation/school to function properly people need to take responsibility for the different facets - one person cannot handle the whole school (R4, lines 139-145).</li> </ul> <p>Need to feel <u>part of the group</u> - not a top-down approach (R2, lines 79-81).</p> |

**TABLE 4.10 BELIEF SYSTEM**

| Category | Sub-category   |
|----------|--|
|          | <p>True educator/manager must have a feel for the job and a desire to be a good educator/manager to last in the field. Self-management is a priority (R3, lines 41-45).</p> <p>Teachers think management will make their life easier e.g. attend to discipline issues (R1, line 22-23).</p> <p>Teachers rely on management when they have a fear of the unknown (R1, lines 116-119).</p> <p>Management is the foundation of the school (2)</p> |

|                      |  |
|----------------------|--|
| <b>Belief system</b> | <ul style="list-style-type: none"> <li>- Schools can't function properly without management (R2, lines 5-6).</li> <li>- Learning part of the (management) skills is actually teaching administration skills (R6, line 219).</li> </ul> <p>Managers should assist educators in structuring their day (R6, lines 221-222). Structure leads to efficiency because things will be structured, people will be doing things in advance (R6, lines 225-226).</p> <p><u>Conflict resolution</u></p> <ul style="list-style-type: none"> <li>- People are not held accountable because of fear of confrontation. Confrontation is not easy but it is a means of resolution. People think confrontation is a negative thing and because of this stigma, people think it needs to be done in a negative way. It can be done in a friendly way (R5, lines 93-104).</li> </ul> |
|----------------------|--|



#### **4.5.8 Summary: personal philosophy of an educator**

All respondents discussed their beliefs with regards to: the structure of the school, personal beliefs on management and management style, as well as the ethical and moral perspectives of leadership.

Management was sometimes viewed as an abstract entity - 'something coming towards a person' giving various bits of information. Most respondents believe that a bottom-up approach is important because the most important people in the school are the educators and learners. Respondents also felt the need to feel part of the group and believe that communication is vital for team-work, and that teamwork keeps the staff happy. It was also mentioned that systems are put into place for a reason and because of this, everyone needs to be aware of what the system is, how it is supposed to function, and how to use or follow it.

Management was believed to be the foundation of the school and that without it the school cannot function properly. Most respondents' views on management were personal. One respondent believes that teachers see management there as per force, thinking that the management is going to make their lives easier by managing learner discipline, for example. Another respondent considered management as a source of support, regarding the teachers' fear of the unknown.

Communication was seen as one of the most important aspects of management, as it was vital to planning, managing and conveying feelings. There was a feeling among the educators that the lines of communication were too rigid. Another respondent believed that learning communication skills should be a part of administration skills. The communication system at the school needed to be 'different'. Better communication was required for teachers to be able to plan well.

The respondents also differentiated between the different styles of management.

According to the sample, there are two types of managers:

- the hands-on people who don't trust others to do things as well as they do, therefore prefer to do the job themselves,
- the people willing to delegate who have the sense to realise that there are a number of efficient people on the staff who can do their jobs well.

Educators were of the opinion that the principal is to be the motivational leader, who is a people-person and is always willing to give advice and sympathy. One respondent compared the school to a company and stated that for the company (school) to function properly, people needed to take responsibility for the different facets of management as one person could not handle the whole school. Although the ultimate responsibility rests with the principal, he cannot do everything, and thus a management team is required.

Confrontation was also discussed in detail. People were not held accountable because of fear of confrontation. One respondent believed that confrontation is not easy but that it is a means of resolution. People think that confrontation is a negative thing and because of this stigma, people think the only way in which one can be 'confronted' is in a negative

way. Confronting a person or an issue in a ‘friendly way’ is a means of resolution. It was also suggested that managers be taught appropriate skills and techniques which can be used to diffuse trying situations. It was further suggested that a true educator/manager must have a feel for the job and have a strong desire to be a good educator/manager to survive in the ‘field’. Self management was advocated.

#### 4.5.9 Theme 5: Moral/value dimension of leadership

The moral and value dimension consists of the basic values that educators believe leaders should possess. These values impact on the ethical stance of the leader in the work place, towards the system and its members. Table 4.11 below represents the value system the educators believe an effective leader should possess and the kind of ethical stance that a leader ought to display.

**TABLE 4.11 LEADER’S MORAL / VALUE DIMENSION**

| Category                            | Sub-category   |
|-------------------------------------|--|
| <p><b>Moral/Value Dimension</b></p> | <p><u>Basic values</u></p> <ul style="list-style-type: none"> <li>- There has been a strong emphasis on integrity, responsibility and leadership, which has, maintained that confidence, ensured commitment to school, loyalty and continue believing in the person (R3, lines 128-138).</li> <li>- Teachers need to feel settled, stable and safe (R2, lines 72-84).</li> </ul> |
|                                     | <p><u>Ethics</u></p> <ul style="list-style-type: none"> <li>- Better management training allows for moral decision making- a manager can be taught what would be an appropriate way or different techniques and different skills to diffuse certain situations (R5, line 115-118).</li> </ul>  |

#### **4.5.10 Summary: Moral/value dimension of the leader**

Respondents comments relating to a belief systems included reference to an ethical and moral aspect. It appears that the basic need of the teacher is to feel settled, stable and safe. Educators provided valuable information regarding the moral and value dimension of leadership. A strong emphasis was placed on the integrity and responsibility of leadership, including that of maintaining confidence and commitment to school. Leaders had to demonstrate loyalty to the school and show a belief in each individual person. Training in moral decision making was seen to impact on a person being able to do the job better.

#### **4.6 CONCLUSION**

In this chapter the interview conducted at a school was presented. The sample selection, analysis of data and findings were presented. Some dimensions of leadership for effective school management were identified : leadership characteristics, leadership tasks, the philosophy or beliefs pertaining to management and the moral / values that underpin successful leadership. These aspects bear a strong alignment with those that emerged in the interview analysis of leaders in business. It would appear then that school leadership and leadership in the corporate environment require a similar type of person to take the organisation forward. These aspects of similarities and differences will be presented as ‘research findings’ in chapter seven.

The next part of the study to be presented will be the quantitative research undertaken. Chapter five will focus on the design of the quantitative research instrument, pre-testing of the instrument, and some aspects of the empirical investigation will be presented.

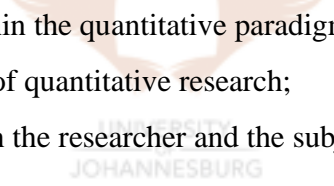
## **CHAPTER FIVE**

### **DESIGN OF THE QUANTITATIVE RESEARCH INSTRUMENT AND ANALYSIS OF SOME OF THE QUESTIONS USING DESCRIPTIVE STATISTICS**

#### **5.1 INTRODUCTION**

The literature study (chapter two) and the findings from analysis of the two sets of interview data (chapters three and four) formed the basis for the questionnaire. The questionnaire was used to investigate the perception of educators relating to the constituent dimensions of ‘work ethic’ as it emerged from the qualitative study.

This chapter focuses on the quantitative aspect of the study. The chapter covers the following :

- 
- the research design within the quantitative paradigm;
  - the nature and purpose of quantitative research;
  - the relationship between the researcher and the subject;
  - data collection;
  - the pilot study and factors of work ethic that emerged from the pilot study;
  - the modified questionnaire;
  - a discussion of questions used by the researcher;
  - the empirical investigation which includes the sample, biographic details of the respondents and the return of the questionnaire

The research design will be discussed first.

#### **5.2 THE RESEARCH DESIGN**

The various aspects that make up the design of this part of the study will be presented in turn. Details elaborating on each of these aspects will be given in each section.



### **5.3 THE NATURE AND PURPOSE OF QUANTITATIVE RESEARCH**

All of us do research in our everyday lives, but scientific research is subjected to certain requirements that distinguish it from everyday human investigation (Babbie,2001:18). Quantitative research requires reconstruction of logic (Eiselen & Uys, 2002:2). This logic refers to a highly organised and systematic kind of data processing where the emphasis is on keeping consistency within the rules and frames of reference. It involves an attempt to measure facts objectively with the aim to condense the data in order to see the bigger picture. Quantitative research uses numerical data to describe a limited set of phenomena as perceived by the fraction of the population called the sample (Best & Kahn, 1993:208; Creswell, 1994:117).

Quantitative research determines whether phenomena can be controlled through certain interventions. In order to do this, quantitative research describes the phenomena precisely by seeking relevant variables and determining their interrelationships (Mokene, 1999:25). Statistics also allows the researcher to determine how large or limited the relationship is between the variables. The researcher manipulates one or more independent variables to determine whether these manipulations cause an outcome in the dependent variable (Creswell, 1994:117). Statistical interpretations and uses are limitless. It is important that users of statistics are well versed in the interpretation techniques to avoid error and to know what should be accepted and what ought to be rejected (Taylor, 2000:6).

According to Creswell (1994:18), statistical analysis allows quantitative research to eventually make context-free generalisations from a sample to a population so that inferences can be drawn about some characteristics, attitude or behaviour of the population.

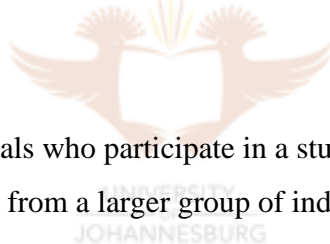
This research strategy draws on deductive reasoning to establish laws and theories. According to Mokone (1999:25) and De Vos (1998:91) deductive reasoning allows the researcher to move from general kinds of statement to specific ones by logically

arranging premises for resulting deductive conclusions. An example of deductive reasoning is :

- First premise : All human beings can think.
- Second premise : Women are human beings.
- Deductive conclusion : All women can think.

McBurney (1994:64) terms this “a lawful relationship among events in the world”. In its use of deductive reasoning, quantitative research starts with a hypothesis. The statistical hypothesis is used to postulate the opposite of what the researcher expects. This is called the null hypothesis (Mokone, 1999:26). The null hypothesis is tested using statistical techniques. If the null hypothesis ( $H_0$ ) cannot be accepted, then the alternative hypothesis ( $H_a$ ) is accepted.

#### **5.4 THE RELATIONSHIP BETWEEN THE RESEARCHER AND THE SUBJECT**



Subjects are groups of individuals who participate in a study. This group of individuals is called a sample, and is selected from a larger group of individuals, called the population. The purpose of quantitative research is to be able to generalise findings from the sample to the population (McMillan & Schumacher, 1993:159). The quantitative researcher looks for relationships from data and does not interact with the subject to the same degree as in qualitative processes. This allows for a certain degree of objectivity to prevail during the statistical analysis of data. According to Mokone (1999: 27) the respondent only reacts to the items in the questionnaire. The role of the respondent is fairly passive.

#### **5.5 DATA COLLECTION**

A structured questionnaire was used to collect data for this part of the study. A questionnaire, by definition is “a set of questions in a form to be completed by respondents in respect of a research project” (De Vos, 1998:152). The questionnaire consisted of items that are indicators of the subject under review. Questions will be

close-ended. The response were limited to options presented on an 'equal interval' Likert type scale. Questionnaires were be hand-delivered to schools identified for the purpose of this study. Envelopes were provided for individual questionnaires to be returned. Respondents were allowed to complete the questionnaires at their leisure. The researcher collected the completed questionnaires at an agreed upon time (two weeks after it was given to the respondent).

## **5.6 THE PILOT STUDY**

A structured questionnaire consisting of two sections was designed. Section A comprised nine questions on personal and professional aspects of the respondents that were to be used as the independent variables of the study. Background questions were asked first to 'ease' the respondent into the exercise. If the respondent chose to stop answering at any point, some 'demographic information could be salvaged' (Cooper & Schindler, 2001:360). Section B consisted of 38 items that were modified from seven research studies of work ethic (Furnham,1990: 79-92). Using these different researcher's perspectives, as well as findings (categories) from the qualitative study, themes for work ethic were selected. These were: work as service to the community / the value of work to society, self-esteem in relation to work, motivational management strategies to enhance work, job security, pay and promotion at work and the leisure ethic. Sub-categories were used to guide the selection of items to be included in section B of the questionnaire. Respondents were required to state the extent of their agreement with each of the thirty eight statements (or items) on the five point Likert-type scale. The scale ranged from 'strongly disagree' to 'strongly agree'(Vockell & Asher,1995:131).

The questionnaire was 'pretested' in a school district of the Gauteng province. One hundred and forty nine respondents from one hundred and fifty two schools participated in the study. Sixty seven percent of respondents were male and eighty two percent were female. Their age ranged from thirty years to sixty two years. The range of years of teaching experience was between five and fifty years. Forty four percent of the sample had at least one degree while fifty six percent had an honours degree or higher

qualification. Ninety two percent of the sample were in management posts. Sixty three and a half percent of the respondents were teaching at primary schools, twenty seven and seven tenths of a percent were secondary schools educators; thirty five and eight tenths percent were at other schools (special, or combined). Fifty nine and two tenths of a percent of respondents described attendance of educators as ‘excellent’. The question relating to staff turnover presented options based on the assumption that resignations occurred every year at schools. Respondents were unsure of how to answer this question as staffing at their school was stable over the last few years. This question was left out of the modified questionnaire. Language classification of the sample is as per the table below:

**TABLE 5.1 LANGUAGE CLASSIFICATION OF THE PILOT STUDY SAMPLE**

| <b>Language</b>                        | <b>%</b>   |
|--|------------|
| English                                | 2,7        |
| Afrikaans                              | 12,1       |
| Nguni (Zulu, Swati,<br>Xhosa, Ndebele) | 24,2       |
| Sotho (North, South,<br>Tswana)        | 59,0       |
| Venda                                  | 2,0        |
| <b>Total</b>                           | <b>100</b> |

The researcher did not inform respondents that the activity was a pretest. The questionnaire was tested under conditions approaching those of the final study (Cooper & Schindler, 2001:361). All 149 questionnaires were returned to the researcher. The completed questionnaires were subjected to statistical analysis procedures using the SPSS 11,0 programme. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (MSA) and the Bartlett’s test of sphericity were used to determine whether these 38 items could be subjected to factor analysis. The KMO measure of sampling adequacy is an

index for comparing the magnitudes of the observed correlation coefficients to the magnitudes of the partial correlation coefficients. A large KMO measure ( $>0,60$ ) means that a factor analysis of the variables is a good idea, since correlations between pairs of variables can be explained by the other variables (Norusis, 2000:129). All questions with a KMO measure of sampling adequacy of  $<0,60$  were left out. Six questions (31, 29, 36, 35, 3, 4) were excluded for this reason. The KMO measure of sampling adequacy was 0,77 (which is good) and Bartlett's test of sphericity ( $p=0,00$ ) was also highly significant.

The 32 questions were subjected to factor analysis. The purpose of factor analysis is to sort a large number of variables into smaller clusters of related variables (factors) and for determining the interrelatedness of the variables within these clusters. It attempts to maximise the correlation of the variables within a cluster while minimising the correlations among separate clusters of variables (Vockell & Asher, 1995:474). A smaller number of variables called 'factors' do as good a job of conveying information that is present in a large number of variables. One is in essence thus trying to reduce the theoretical constructs or factors (Norusis, 2000:120).

These procedures resulted in 32 items being reduced to 10 first order factors that were used as input for the second order procedure. The table below represents items that fell into the 10 first order factors. These factors were labelled.

**TABLE 5.2 NAMING OF FACTORS OF THE PILOT STUDY AND ITEMS ASSOCIATED WITH THE FIRST ORDER FACTOR ANALYSIS**

|          |  |
|----------|--|
| Factor 1 | Self-worth /Ambition   |
| Items :  | <ul style="list-style-type: none"> <li>- motivated by challenge</li> <li>- feel good about doing 'difficult' work</li> <li>- professional development is important</li> <li>- avoids depending on others</li> <li>- work is important to society</li> <li>- enthusiasm guarantees success</li> </ul> |

|          |   |
|----------|---|
|          | - be the best at what I do  |
| Factor 2 | Overt / Extrinsic rewards   |
| Items :  | <ul style="list-style-type: none"> <li>- like opportunities to win</li> <li>- want achievements to be recognised</li> <li>- like competitive games</li> <li>- status from excellent work</li> <li>- younger educators need not follow example of experienced educators</li> <li>- want a secure post</li> </ul> |
| Factor 3 | Self-development  |
| Items :  | <ul style="list-style-type: none"> <li>- work provides opportunity to develop to one's full potential</li> <li>- values impact on work</li> <li>- efforts should be recognised by others</li> </ul>   |
| Factor 4 | Pay   |
| Items :  | <ul style="list-style-type: none"> <li>- monetary reward for work</li> <li>- work for personal needs</li> </ul>   |
| Factor 5 | Work = Driver<br>and 9  |
| Items :  | <ul style="list-style-type: none"> <li>- recognise individuality</li> <li>- wasting time = wasting money</li> <li>- work is worthy activity</li> <li>- absent from work = work waiting for you</li> </ul>   |
| Factor 6 | Docile worker   |
| Items:   | <ul style="list-style-type: none"> <li>- unquestioningly accept management decisions</li> <li>- work without complaining</li> </ul>   |
| Factor 7 | Reputation  |
| Items:   | <ul style="list-style-type: none"> <li>- school is respected in community</li> <li>- depend on oneself to get ahead</li> </ul>  |
| Factor 8 | Commitment  |
| Items:   | <ul style="list-style-type: none"> <li>- will defend schools reputation</li> <li>- hard work brings success</li> </ul>  |

|                                 |
|---------------------------------|
| Factor 10 - enough time to work |
|---------------------------------|

The second order factor analysis procedure produced two factors : factor one and factor two. Factor four from the first analysis was excluded from the second order analysis. Twenty nine items in the second order factor analysis (factor one, two, three, five, six, eight and nine from the above table) made up factor one and three items fell into factor two (factor seven and ten).

In order to improve the questionnaire, the researcher chose to revise the questions that were excluded from the analysis and then included them in the final study. Respondents did not necessarily process every word in the questions asked, in the same way as the researcher intended. Questions that were revised were probably poorly designed. It was found that these questions contained either ambiguity of focus (more than one construct contained in the question) or were negatively phrased, making translation onto the scale difficult as the scale values would have to be inverted to cater for a negative perception of the respondent. Items contained in factors seven, nine and ten were also modified. A total of 11 questions were modified. A second modified questionnaire was then designed.

## **5.7 THE MODIFIED QUESTIONNAIRE**

In Section A of this questionnaire personal details and general information included : gender, age, teaching experience, qualifications, post level, classification and location of school, educator and learner attendance, average age of the school management team, religious affiliation and mother tongue. Section B consisted of 42 closed-ended questions. The scale range was maintained but the scale value changed to six points. This was done in an attempt to minimise satisficing of respondents. The scale value '3' which represented 'neither agree nor disagree' was changed as a large proportion of responses of the pilot study fell in this category. The following modified scale was used in the second questionnaire :

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

- 6 - means strongly agree
- 5 - means agree
- 4 - means partially agree (leaning more to agreeing)
- 3 - means partially disagree (leaning more to disagreeing)
- 2 - means disagree
- 1 - means strongly disagree

### 5.7.1 Analysis of the questionnaire using descriptive statistics

Question 37 had a MSA value of 0,56 and was excluded from the analysis. The KMO measure of sampling adequacy was 0,78 which is good. The Bartlett's test for sphericity ( $p=0,00$ ) was also highly significant. The 41 questions resulted in 10 first order factors. The 10 factors were named and are presented in the tables that follow.

#### TABLE 5.3 NAMING OF FACTORS OF THE FIRST ROUND FACTOR ANALYSIS AND ITEMS ASSOCIATED WITH THE FIRST ORDER FACTORS

##### TABLE 5.3.1 FACTOR 1: WORK SATISFACTION

| ITEM | DESCRIPTION   | MEAN SCORE | RANK ORDER |
|------|---|------------|------------|
| B31  | My work is important to society   | 5,60       | 1          |
| B32  | Hard work guarantees success  | 5,59       | 2          |
| B26  | Professional development is important to me                             | 5,59       | 3          |
| B22  | I want to be the best at what I do                                      | 5,54       | 4          |
| B27  | Enthusiasm for work guarantees success                                  | 5,41       | 5          |
| B30  | I know that my efforts make a difference to others                      | 5,32       | 6          |
| B20  | I prefer to work in collaboration with the other educators at my school | 5,22       | 7          |



The focus of each of the items in this factor is the ‘worth’ of work (B32) related to how the educator feels about the work that he/she is doing (B26, B27). Work seems to be a highly satisfying task done in collaboration with others (B20). Work, in this context becomes an act of self-actualisation (B30, B31) and is not seen to fulfill just basic needs (Muchinsky, 2000:335).

**TABLE 5.3.2 FACTOR 2: RESPECT FOR AUTHORITY / MANAGEMENT / SCHOOL STATUS**

| ITEM | DESCRIPTION  | MEAN SCORE | RANK ORDER |
|------|--|------------|------------|
| B6   | I accept the authority of the principal at my school                                     | 5,33       | 1          |
| B9   | I will defend my school’s reputation under any circumstances                             | 5,20       | 2          |
| B8   | Younger educators should follow the example of more experienced educators                | 4,43       | 3          |
| B17  | My good efforts are recognized at my school  | 4,31       | 4          |
| B7   | The principal is ultimately responsible for the work done by the educators at the school | 4,28       | 5          |
| B12  | Educators should do their job without complaining  | 3,57       | 6          |
| B11  | An educator should unquestioningly accept management decisions                           | 2,96       | 7          |

Each of the above items indicate that the educator shows respect for the authority of management (B11, B12) and some degree of commitment for the school as an organization within a community (B9). The emphasis is the hierarchical authority structure of the school (B6, B7, B8) with the individual endorsing the goal orientation of the organization without question (Bush, 2003:44) (B11, B12). The educator feels acknowledged if his/her efforts are recognized by the school (B17).

**TABLE 5.3.3 FACCTOR 3: RECOGNITION AND REWARD**

| ITEM | DESCRIPTION  | MEAN SCORE | RANK ORDER |
|------|--|------------|------------|
| B23  | I want to work at a school that is respected by the community      | 3,58       | 1          |
| B28  | I need to feel that my post is secure                              | 3,55       | 2          |
| B29  | People who excel in their work should be given special recognition | 3,51       | 3          |
| B18  | Wasting time is similar to wasting money                           | 3,23       | 4          |
| B35  | By working hard I display strength of character                    | 3,22       | 5          |
| B15  | I want to be recognized for my individuality                       | 3,17       | 6          |
| B19  | I want my achievements to be recognized by the management team     | 3,14       | 7          |
| B16  | I enjoy participating in competitive games                         | 2,98       | 8          |

The items in this factor indicate that the individuality of the educator is recognized (B15, B16,B35) and a belief that good work warrants recognition (B19, B23, B29) and reward (B28, B18). It points to the importance of a balance between meeting institutional demands with individual needs (van der Westhuizen,2003:100).

**TABLE 5.3.4 FACTOR 4: PERSEVERANCE**

| ITEM | DESCRIPTION   | MEAN SCORE | RANK ORDER |
|------|---|------------|------------|
| B10  | I am motivated by challenges                                | 3,53       | 1          |
| B14  | I tend to continue trying, until I have succeeded at a task | 3,40       | 2          |
| B38  | I tend to complete the difficult tasks that I tackle        | 3,18       | 3          |

Items in this factor clearly reflect that the educator will persevere at a task until it is completed. He/she will not be deterred even if the task is challenging. The drive to succeed motivates the educator (B10, B14, B38).

**TABLE 5.3.5 FACTOR 5: TIME AT WORK**

| ITEM  | DESCRIPTION  | MEAN SCORE | RANK ORDER |
|-------|--|------------|------------|
| * B40 | I have sufficient time to spend on leisure activities            | 3,32       | 1          |
| B36   | For the benefit of my school, I work after official school hours | 3,14       | 2          |
| * B42 | I have sufficient time to complete my work during school hours   | 2,79       | 3          |
| B33   | All of my time seems to be taken up by school related issues     | 2,66       | 4          |

\* Item B40 and B42 were reversed for the analytic procedures. All the items within this factor relate to the amount of time spent by an educator in work related matters.

“Reversed” implies that in the SPSS programme, the item responses were reversed to denote the opposite or negative connotation to the way in which the statement was phrased. The implication for analysis of response would be, for B 40, “I have **insufficient** time to spend on leisure activities” and for B42, “I have **insufficient** time to complete my work during school hours.”

**TABLE 5.3.6 FACTOR 6: SELF-WORTH / RESPONSIBILITY**

| ITEM | DESCRIPTION  | MEAN SCORE | RANK ORDER |
|------|--|------------|------------|
| B3   | I accept full responsibility for the work that I do                                | 3,62       | 1          |
| B2   | The job I do should provide me with an opportunity to develop to my full potential | 3,40       | 2          |
| B1   | My personal values impact on the way I work  | 3,10       | 3          |

This factor consists of items that reflect upon the manner in which the educator perceives work. It is seen as a worthwhile activity (B3) through which the educator is able to develop to his/her full potential as it is an arena in which he/she can express his/her values (B1, B2). Value determination is an emanation of the religious and ethnic cultural reality in the South African dispensation (van der Westhuizen, 2003:70).

**TABLE 5.3.7 FACTOR 7: DISSATISFACTION WITH WORK**

| ITEM | DESCRIPTION  | MEAN SCORE | RANK ORDER |
|------|--|------------|------------|
| B39  | If I were allowed to choose a career over again, I would choose to teach | 2,43       | 1          |
| *B4  | If I could get a job that pays more, I would take it                     | 2,35       | 2          |
| B34  | My school has the necessary resources for me to do my work well          | 2,02       | 3          |

\*Item reversed.

B39 together with B4 imply that educators may not necessarily choose teaching as a career again and would probably not opt for a higher paying job.

**TABLE 5.3.8 FACTOR 8: JOB SATISFACTION**

| ITEM | DESCRIPTION   | MEAN SCORE | RANK ORDER |
|------|---|------------|------------|
| B5   | I teach because I enjoy the job   | 3,07       | 1          |
| B25  | A monetary reward is the best token of appreciation for a job well done | 2,92       | 2          |
| *B24 | I only work to take care of my personal needs                           | 2,93       | 3          |

\*Item reversed - implication for analysis: educators do not only work to take care of their personal needs.

The job of educating presents rewards that may not be monetary in nature (B5, B25) and the task of educating may be perceived as a reward in itself.

**TABLE 5.3.9 FACTOR 9: INDEPENDENT WORK**

| ITEM | DESCRIPTION                    | MEAN SCORE | RANK ORDER |
|------|--------------------------------|------------|------------|
| B13  | I prefer to work independently | 2,20       | 1          |

A mean score of 2,20 implies that educators prefer to work together with others. Perhaps it is the social nature of the education process that dictates this sentiment.

**TABLE 5.3.10 FACTOR 10: AUTONOMOUS POWER**

| ITEM  | DESCRIPTION   | MEAN SCORE | RANK ORDER |
|-------|---|------------|------------|
| B21   | I like opportunities were I can be a winner                     | 2,82       | 1          |
| * B41 | An educator who avoids working hard shows strength of character | 1,85       | 2          |

\* Analysis required that the item be reversed. Analysis is further complicated as the item is structured in a way that allows for the possibility of respondents focusing on two variables. If **'avoid'** is reversed, the item would have read: 'An educator who **does not** avoid working hard shows strength of character'. If **'strength'** were reversed, the item would have read: 'An educator who avoids working hard shows a **weakness** of character'. Perhaps the low mean score is indicative of the poor structure of this item B41 (due to the possible ambiguity of interpretation) rather than the connotation of meaning inherent in the phrasing of the item.

The items in this factor are indicative of an educator who wants to be ahead of others (B21) by doing that which he/she perceives as necessary (B41). The educator places him/herself as the primary participant in the work environment (Muchinsky, 2000:459).

### 5.7.2 The second order factor analysis

The ten first order factors were used as input for the second order analysis procedure. Factor seven and factor eight of the first round analysis was left out due to low KMO measures. The KMO measure of sampling adequacy was 0,798, which is a good value. The Bartlett's test of sphericity is significant ( $p=0,000$ ).

Work satisfaction, recognition and reward, perseverance, time for work, self-worth / responsibility (factor one, three, four, five and six) of the first order analysis made up the first factor in the second order analysis. Job satisfaction and work dissatisfaction (factor seven and eight ) made up factor two of the second order analysis. Since the Cronbach Alpha reliability coefficient for this factor was only 0,475, it was not considered for further discussion. Respect for authority (of management/school status), independent work and autonomous power (factors two, nine and ten) made up the third factor. The two second order factors with high reliability coefficients that resulted were named as follows :

- An “individual dimension of work ethic” consisting of 25 items with an Alpha Cronbach reliability coefficient of 0,865.
- A “power dimension of work ethic” consisting of 10 items with an Alpha Cronbach reliability coefficient of 0,700.

The 25 items of the “individual dimension of work ethic” are presented in a form of a table with their mean scores identifying their rank order.

#### **TABLE 5.4.1 ITEMS ASSOCIATED WITH THE “INDIVIDUAL DIMENSION OF WORK ETHIC**

(The table follows on the next page)

It should be noted that the preamble of each item was ‘to what extent do you agree or disagree with each of the following statements?’

| ITEM  | DESCRIPTION OF ITEM  | MEAN SCORE | RANK ORDER |
|-------|--|------------|------------|
| B31   | My work is important to society  | 3,64       | 1          |
| B26   | Professional development is important to me  | 3,63       | 2          |
| B3    | I accept full responsibility for the work that I do                                | 3,62       | 3          |
| B32   | Hard work guarantees success   | 3,62       | 4          |
| B23   | I want to work at a school that is respected in the community                      | 3,59       | 5          |
| B22   | I want to be the best at what I do   | 3,57       | 6          |
| B28   | I need to feel that my post is secure  | 3,55       | 7          |
| B10   | I am motivated by challenges   | 3,55       | 8          |
| B29   | People who excel in their work should be given special recognition                 | 3,52       | 9          |
| B27   | Enthusiasm for work guarantees success   | 3,45       | 10         |
| B2    | The job I do should provide me with an opportunity to develop to my full potential | 3,43       | 11         |
| B14   | I tend to continue trying, until I have succeeded at a task                        | 3,42       | 12         |
| B30   | I know that my efforts make a difference to others                                 | 3,37       | 13         |
| B40   | I have sufficient time to spend on leisure activities                              | 3,31       | 14         |
| B20   | I prefer to work in collaboration with the other educators at my school            | 3,30       | 15         |
| B18   | Wasting time is similar to wasting money   | 3,24       | 16         |
| B35   | By working hard I display strength of character                                    | 3,22       | 17         |
| B38   | I tend to complete the difficult tasks that I tackle                               | 3,19       | 18         |
| B15   | I want to be recognized for my individuality                                       | 3,18       | 19         |
| B19   | I want my achievements to be recognized by the management team                     | 3,15       | 20         |
| B36   | For the benefit of my school, I work after official school hours                   | 3,15       | 21         |
| B1    | My personal values impact on the way I work  | 3,11       | 22         |
| B16   | I enjoy participating in competitive games   | 2,99       | 23         |
| * B42 | I have sufficient time to complete my work during school hours                     | 2,77       | 24         |
| B33   | All of my time seems to be taken up by school related issues                       | 2,67       | 25         |

\*Item reversed

The original six point scale was collapsed into a four point scale as a small percentage of respondents chose ‘strongly disagree’ or ‘disagree’ as a response to the questions. The amended response scale is presented below:

New scale : 1 represents strongly disagree, disagree or partially disagree  
 2 means partially agree  
 3 means agree  
 4 means strongly agree

The old scale:

|                   |          |                    |                 |       |                |
|-------------------|----------|--------------------|-----------------|-------|----------------|
| 1                 | 2        | 3                  | 4               | 5     | 6              |
| Strongly disagree | disagree | Partially disagree | Partially agree | agree | Strongly agree |

The new scale:

|  |          |       |                |
|--|----------|-------|----------------|
| 1  | 2        | 3     | 4              |
| Strongly disagree; disagree and partially disagree | disagree | Agree | Strongly agree |

All subsequent reference to mean values, in the rest of this report, will now be made on the new scale.

The table 5.4.2 below indicates the number of respondents and their scores on the amended four point scale. Special attention is drawn to the column indicating respondents who scored three (3) and four (4) as this represents the percentage of respondents’ levels of agreement with a particular statement.



**TABLE 5.4.2 DISTRIBUTION OF RESPONSES FOR ITEMS ASSOCIATED WITH THE INDIVIDUAL DIMENSION OF WORK ETHIC**

| Item Number | Number of Respondents |     |     |     | Total | Percentage Selecting 3 and 4 |
|-------------|-----------------------|-----|-----|-----|-------|------------------------------|
|             | Scale                 |     |     |     |       |                              |
|             | 1                     | 2   | 3   | 4   |       |                              |
| B31         | 11                    | 15  | 77  | 272 | 375   | 93,07%                       |
| B32         | 15                    | 17  | 65  | 278 | 375   | 91,47%                       |
| B26         | 11                    | 11  | 94  | 258 | 374   | 94,12%                       |
| B22         | 7                     | 19  | 108 | 204 | 338   | 92,31%                       |
| B27         | 13                    | 32  | 108 | 222 | 375   | 88,00%                       |
| B30         | 18                    | 32  | 124 | 201 | 375   | 86,67%                       |
| B20         | 23                    | 36  | 127 | 186 | 372   | 84,14%                       |
| B3          | 10                    | 13  | 89  | 265 | 377   | 93,90%                       |
| B28         | 18                    | 20  | 75  | 262 | 375   | 89,87%                       |
| B23         | 15                    | 19  | 75  | 265 | 374   | 90,91%                       |
| B10         | 11                    | 12  | 123 | 231 | 377   | 93,90%                       |
| B29         | 14                    | 20  | 103 | 236 | 373   | 90,88%                       |
| B14         | 7                     | 33  | 139 | 196 | 375   | 89,33%                       |
| B2          | 23                    | 21  | 114 | 218 | 376   | 88,30%                       |
| B40         | 206                   | 99  | 49  | 19  | 373   | 18,23%                       |
| B18         | 52                    | 24  | 85  | 215 | 376   | 79,79%                       |
| B35         | 19                    | 41  | 149 | 164 | 373   | 83,91%                       |
| B38         | 20                    | 42  | 163 | 149 | 374   | 83,42%                       |
| B15         | 40                    | 39  | 112 | 184 | 375   | 78,93%                       |
| B19         | 36                    | 53  | 111 | 174 | 374   | 76,20%                       |
| B36         | 28                    | 59  | 118 | 167 | 372   | 76,61%                       |
| B1          | 50                    | 25  | 137 | 162 | 374   | 79,95%                       |
| B16         | 41                    | 62  | 142 | 131 | 376   | 72,61%                       |
| * B42       | 93                    | 42  | 86  | 153 | 374   | 63,90%                       |
| B33         | 54                    | 106 | 129 | 85  | 374   | 57,22%                       |

An analysis of the percentages obtained from the response table and rank order of questions suggests a reordering of the factors associated with the individual dimensions of work ethic. Item ranking will be used to establish the new order of the factors within the individual dimension of work ethic. Items ranked between one and twelve will be used for this purpose. Average percentage responses of ‘strongly agree’ and ‘agree’ responses per factor are also presented. This percentage indicates the average agreement of response for the factor. It also adds an interesting facet to the factors that respondents felt most strongly about.

**TABLE 5.4.3 RANK/RESPONSE ORDER OF FACTORS ASSOCIATED WITH THE INDIVIDUAL DIMENSION OF WORK ETHIC**

| Column [1]<br>Factor               | Column [2]<br>Rank order of items (B) | Column [3]<br>New order of factors from rank order of items in column [2] | Column [4]<br>Percentage (%) of 3 (agree) and 4 (strongly agree) responses | Column [5]<br>Average % of 3 and 4 responses from column [4] | Column [6]<br>New rank order of factors from average response in column [5] |
|------------------------------------|---------------------------------------|---|--|--|---|
| Work satisfaction (F1.1)           | 1(B31)                                | 1   | 93   | 90   | 1   |
|                                    | 2(B26)                                |   | 94   |  |   |
|                                    | 4(B32)                                |   | 91   |  |   |
|                                    | 6(B22)                                |   | 92   |  |   |
|                                    | 10(B27)                               |   | 88   |  |   |
|                                    | 13(30)                                |   | 87   |  |   |
|                                    | 15(B20)                               |   | 84   |  |   |
| Recognition and reward (F1.3)      | 5(B23)                                | 2   | 91   | 86   | 3   |
|                                    | 7(B28)                                |   | 89   |  |   |
|                                    | 9(B29)                                |   | 91   |  |   |
|                                    | 23(B16)                               |   | 73   |  |   |
| Self-worth / responsibility (F1.6) | 3(B3)                                 | 3   | 94   | 84   | 4   |
|                                    | 11(B2)                                |   | 88   |  |   |
|                                    | 16(B18)                               |   | 80   |  |   |
|                                    | 17(B35)                               |   | 84   |  |   |
|                                    | 19(B15)                               |   | 79   |  |   |
|                                    | 20(B19)                               |   | 84   |  |   |
|                                    | 22(B1)                                |   | 80   |  |   |
| Perseverance (F1.4)                | 8 (B10)                               | 4   | 94   | 89   | 2   |
|                                    | 12(B14)                               |   | 89   |  |   |
|                                    | 18(B38)                               |   | 83   |  |   |
| Time at work (F1.5)                | 14(B40)                               | 5   | 18   | 54   | 5   |
|                                    | *21(B36)                              |   | 77   |  |   |
|                                    | *24(B42)                              |   | 64   |  |   |
|                                    | *25(B33)                              |   | 57   |  |   |

\* Note : These items are ranked the lowest in the order (Table 5.4.3).

### 5.7.3 Discussion of some relevant items in the factor “individual dimensions of work ethic”.

The ‘work satisfaction’ of the individual ranked most highly of the five second order factors that make up the individual dimension of work ethic. All the items (seven) that make up this factor ranked within the first 15 of the 25 items of the individual dimension of work ethic with five of the seven items ranked within the first ten items. Recognition and reward (three items), perseverance (one item) and self worth / responsibility (one item) make up the first ten of the 25 items within this factor. The first item on ‘time’ appears as the 14<sup>th</sup> item within this factor with the two other items within this factor of ‘time’ being ranked 24 and 25. A discussion of the first seven items and the 14<sup>th</sup> item within this factor of the individual dimensions of work ethic will be presented in more detail.

#### **Question B31: My work is important to society.**

Mean score: 3,44

Rank order (out of 25): 1

% of respondents selecting 3 and 4: 93,07%



The above information reflects that most of the respondents (93,07%) agree to strongly agree with the statement that their ‘work is important to society’. The perceived importance of education, as important ‘work’ in a society, is further reinforced by the fact that this item is ranked first.

Linda Chilsom (Kallaway, 1998:50-67) speaks of the role of education in the restructuring agenda of South Africa. Education has the role of nation building by re-orienting segregated racial groups. According to President Mbeki (1998:101-2) one of the biggest problems inherited from the ‘old’ South Africa was the enormous shortage of trained and skilled labour. A trained, literate and educated work force is seen as an asset and is a *sine qua non* for higher productivity. The mix between formal and non-formal education to support economic growth (human capital theory) is seen as a strategy to

alleviate poverty and support life-long learning. These issues (the role of education for social and economic enhancement) are not unique to South Africa but part of the language that constitutes a 'global' language about the role of education in society. The image of multi-skilled, flexible workers to ensure South Africa's international competitiveness has contributed to the vision for the education system (Kallaway,1998:58) as well as the paradigm that education presents to society.

'Paradigms' provide our own personal interpretation and act like glasses through which we see and make sense of the world around us (Fisher,1993:87). Our paradigms are so powerful that Thomas Khun (1970), while writing a history of science, found that scientists (normally a rational and logical group of people) frequently ignored data that was inconsistent with the prevailing theories of the day. They actually screened out information that could not be explained by those prevailing theories. With the current national focus of education being seen as a panacea for many of the countries woes (poverty, illiteracy, inadequately skilled work force, need for global competitiveness), it is clear why educators too, work within the paradigm of the importance of their job to society as a whole. Respondents regard their work contribution to society as the most important aspect of their work satisfaction. Work satisfaction contributes strongly to the individual dimension of work ethic.

**Question B26: Professional development is important to me.**

Mean score: 3,63

Rank order (out of 25): 2

% of respondents selecting 3 and 4: 94,12%

The mean score of this item is 3,62. This indicates that most respondents (94,12%) agreed to strongly agreed that professional development is important to educators.

'Professional' implies that a person is engaged in an occupation that requires specialized education (Benhart & Benhart ,1998:1661). In order to remain at the pinnacle of one's

profession, one would need to show that one is 'educated' in what would be regarded as the current trend of that area of specialization.

In his book 'Principle-Centered leadership' Covey (1997:107-8) presents the notion of the leaders with legitimate power. The leader with legitimate power would be a person who operates from the assumption that he/she does not have all the answers or all the insights. The person with legitimate power would be one who constantly pursues knowledge with regards to one's area of specialization as one would be aware that one does not have all the answers. Pursuing knowledge will be done in an attempt to become more competent within one's own field.

Educators, as professionals in the field of knowledge, appear to know that in order for them to remain at the forefront of their profession, they would have to actively pursue professional development. The possible result would be that they reinforce the legitimacy of their position as professionals in society. Continued professional development is seen to support a positive work ethic.

A positive work ethic is characterized by feelings of commitment and loyalty to one's profession. People with a positive work ethic are industrious and willing to take initiative in their professions (Cherrington,1980:20-22). Professional development provides educators with the opportunity and resources they need to reflect on their practice and share their practice with others (Sergiovanni & Starratt,1998:276). The development of the personal and professional self through reflection and reevaluation brings about "renewal" – a necessary quality for the development of the teacher as an individual (Sergiovanni & Starratt,1998:278). It follows that respondents do feel strongly about professional development as an essential part of their development as individuals. Professional development is an important part of work satisfaction within the individual dimension of work ethic. It should be noted that in the 'human relations approach to leadership' a successful organization would be able to optimize individual talents and aspirations for organizational benefit (Fidler & Atton, 2004: 45-46). Continued professional development would contribute to the work ethic of the individual if a leader

fulfills the task of ‘developing policy and mechanisms for professional development, work enrichment and technical support of staff’ (Fidler & Atton, 2004: 53).

**Question B3: I accept full responsibility for the work that I do.**

Mean score: 3,62

Rank order (out of 25): 3

% of respondents selecting 3 and 4: 93,90%

Empowerment, coupled with a more people-centered management style, should ensure that employees feel a sense of ownership for what they do. People-centered management places greater responsibility on the worker (educator) as the words of Balesco and Stayer (1993) show: “If you want them to act like it is their business, make it their business” (Denton, 2003:88). The people-centered management approach adopted by the National Department of Education, expects educators to take responsibility for the task of teaching and learning of children (Dept of Education, 2000: 6).

Ninety three and nine tenths of a percent of respondents indicate that they feel strongly about accepting responsibility for what they do. This is further indicated by a mean value of 3,62 (agree to strongly agree) and the item being ranked third of the 25 items within this dimension. Accepting responsibility for one’s work is highly essential within the individual dimension of work ethic and is an essential requirement for principals to effectively manage their schools.

Hertzberg (Pascarella,1984:17), in his analysis of aspects of the work situation, found that factors that could provide satisfaction were : achievement, recognition, challenging work, responsibility and advancement. When these factors are present, a person will be motivated to perform well. Motivation depended on this set of factors which he termed “satisfiers”.

By accepting responsibility for the work that they are expected to do, educators reinforce their sense of self-worth. Educators, therefore choose to accept the responsibility given

to them in their work, rather than have that responsibility conferred on someone else. This tendency towards self-worth and responsibility contributes to the individual dimension of work ethic.

**Question B32: Hard work guarantees success.**

Mean score: 3,62

Rank order (out of 25): 4

% of respondents selecting 3 and 4: 91,47%

A large proportion of respondents (91,47%) indicated a tendency to strongly agree (mean value of 3,62) that hard work guarantees success. This item is ranked fourth.

‘Success’ in this item was not specifically defined. Whether respondents are seeing success in an intrinsic or extrinsic manner cannot be clarified here. Work ethic is believed to reflect an individual's attitude to various aspects of work, including preference for activity and involvement, monetary and non-monetary rewards and the desire for upward career mobility (Yousef, 2001:152). What is important is the fact that respondents believe that hard work does guarantee success – by implication, reward for hard work is guaranteed.

Ali and Gibbs (1998) in their work on the role of contemporary religious thought as a foundation for business ethics, aligned the central tenants of Christianity, Judaism and Islam with work. The centrality of work and the necessity of work in one's life is seen as the instrument for salvation in the hereafter in all three of the above.

According to Judaism, Jewish people are to work six days a week. Since God left his work unfinished, it is up to man to complete the task. Work serves the dual purpose of fulfilling a spiritual and a more worldly purpose. Man, according to Islam is not considered “perfect” nor is he supposed to perfect God's work. Prophet Mohammed

preached that hard work caused sins to be absolved and that “no one eats better food than that which he eats out of his work” (Yousef, 2002:153). Both the Islamic work ethic and the Protestant work ethic (seen to reflect the Christian concept of work) place considerable emphasis on hard work, commitment and dedication to work. Hard work is seen as a virtue and those that work hard are more likely to get ahead in life.

Hinduism extols the virtue of hard work within the philosophy of ‘Karma’. Karma means action. Good actions beget good rewards (Parmanand, 1954). In order to earn success, one is expected to work hard. According to the Traditional African belief system, the highest reward one can attain is earning the right to become an ‘Ancestor’ in the hereafter. Ancestors guide and protect the well-being of the generations in their earthly journey. Living exemplary lives, which includes working hard, qualifies one for ‘Ancestor-ship’ (Sitoto, 2002:48). Irrespective of what the point of origin of the respondent’s argument – religious or secular, success as a result of hard work contributes strongly as a component of work satisfaction – a factor within the individual dimension of work ethic.

**Question B23: I want to work at a school that is respected in the community.**

Mean score: 3,59

Rank order (out of 25): 5

% of respondents selecting 3 and 4: 90,91%

The reputation of an organization is its legacy (Tichy & McGill, 2003:11). The unblemished reputation of the organization will be important for the individual who is motivated from a strong ethical stance.

Unethical acts like crime unfortunately sometimes pays. There is no guarantee that those who do wrong will get caught or feel guilty. Self interest of a business is not always commensurable with doing the right thing. A business that is interested in only the bottom line, may promote behaviour that could be ethically dubious (Fischer,2002:101). However, there is an increasing awareness and focus on the value of ethical practice in



business (Canfield & Miller, 1998; Roussouw, 2002; Tichy & McGill; 2003, Gellerman, 2003) as opposed to the significant cost of unethical work practices on the reputation and profit margin of business. Where “immorality is so easily identified, we can be sure that morality is the general rule” (Fischer, 2002:98). When actions are guided by the concomitant concern for the moral development of the employee and attainment of organizational mission, then the mutual interests of the employee and the organization are served (Odom & Green, 2002:67).

Schools as organizations are exclusively concerned with people who are associated with each other (van der Westhuizen, 2002:113). The quality of the functioning of the school as an organization is determined by the extent to which the school can give expression to the values of the teachers, learners and the parent community (van der Westhuizen, 2003:70). If the school is to become an excellent service centre to all its stakeholders, it would be necessary for the school to ensure that its organizational culture and climate are directly linked to the value system espoused by the stakeholders (educators with a positive work ethic included). A majority of educators (90,91%) feel strongly about wanting to work at a school that has earned the respect of the community. A school that is respected by the community, would be more likely to have educators that display a better work ethic than a school that has a poor reputation in the community.

This item is ranked fifth within the individual dimension of work ethic and is an indicator of work satisfaction. Educators feel strongly (mean = 3,59) about wanting to work at a school that is respected by the community.

**Question B22: I want to be the best at what I do.**

Mean score: 3,57

Rank order (out of 25): 6

% of respondents selecting 3 and 4: 92,31%

The 'Holistic' approach to an employee is based on the belief that work is one dimension of a complex entity called : an individual. This approach emerges from Maslow's hierarchy of needs (McKeown, 2002:8-10). In his book, 'Motivation and Personality, Maslow introduced concepts that are now standard, such as "needs hierarchy", "self-actualization" and "peak experience". Maslow (McKeowm, 2002:9) once summarized his findings as follows: "the unhappiness, unease and unrest in the world today is caused by people living far below their capacity." Substitute "workplace" for "world" and one begins to see the impact of his thinking on the importance of people finding fulfillment in their work.

Maslow's theory has several implications for the workplace. If pay and some degree of autonomy exists in the workplace, individuals may seek self-actualization through work. As people move up in the management hierarchy, they are motivated by increasingly higher levels of needs (Muchinsky, 2000:335).

The majority of respondents (92, 31% of the respondents) feel strongly (mean value of 3,57) about wanting to be the best at what they do. They seek to fulfill a higher order need through work. Work is a medium through which self-actualization is pursued.

The desire to be the best can also be explained through McGregor's Theory Y of democratic management (Fisher, 1993:83-86; refer to page 52). People work because they want to do a good job. Decentralization of school management has allowed for a more autonomy at school, allowing for personnel to work within the dictates of what they believe to be a 'good job'. Self-definition of task lends itself to a greater sense of self-fulfillment. The sense of reward for completion of the task becomes more fulfilling when the individual has controlled the choice of actions selected for completion of the job.

Individual self-interest of wanting to be the best, turns into societal well-being (Strategic Direction,2003:22) which means that this dimension of work ethic contributes strongly not only to the individual (self-actualization) but to the improvement of society as well.

**Question B28: I need to feel that my post is secure.**

Mean score: 3,55

Rank order (out of 25): 7

% of respondents selecting 3 and 4: 89,87%

The internal quality of a working environment, contributes most to employee satisfaction. Internal quality is measured by the feelings that employees have towards their jobs (Heskett, et al.,1994:168). If employees feel that their jobs are threatened, they would begin to experience feelings of dissatisfaction at work.

This is an important aspect in the context of present employment trends within the Gauteng Department of Education. All educators are not employed in 'permanent posts' at school. The threat of losing one's job carries with it the threat of losing the sustenance that work brings to one's life. Educators who are threatened with the loss of their posts begin to feel that they are not recognized for the work that they are doing. The sense of reward that comes from doing their job is also denied. In order to experience work as satisfying, one has to have a certain degree of confidence that the loss of one's job is not imminent.

Once again, a large majority of respondents (89,87% of respondents) believe that they need to feel that their post is secure. A mean score of 3,55 indicates that the response to the item is 'agree to strongly agree'. Job security contributes to the dimension of 'recognition and reward'. Although this item is ranked seventh, it falls within the 'recognition and reward' factor, which is fairly highly ranked (the third most highly rated factor) within the individual dimension of work ethic.

**Question B40: I have sufficient time to spend on leisure activities.**

Mean score: 3,31

Rank order (out of 25): 14

% of respondents selecting 3 and 4: 18,23%

The fifth factor that makes up the individual dimension of work ethic relates to ‘time’. Although this item is rated 14<sup>th</sup>, it is important to note that only 18,23% of respondents agree to strongly agree that they have sufficient time to spend on leisure activities (refer to table 5.4.3; column 4). A mean score of 3,32 indicates ‘agreement’ with the item.

There are three other items that relate to ‘time’. These are item (B36), (B42) and (B33). Seventy seven percent (77%) of respondents agree to strongly agree that they were prepared to work after school hours for the benefit of their school (B33) and 64% of respondents disagreed that they had sufficient time to complete their school work during school hours (B42). Fifty seven percent (57%) of respondents tended to disagree that all of their time seemed to be taken up with school related issues (B33).

Although the new ranked order (table 5.4.3, column 6) appears to present ‘time at work’ as a less important dimension, as an indicator of individual work ethic, it appears to be the most problematic in contextualizing its relation to a positive work ethic. Amount of time spent in work-related activities does not appear to be a highly ranked item of the individual dimension of work ethic but it appears as if respondents are prepared to work beyond school hours at school related tasks and still have time to spend on non-school related tasks.

**TABLE 5.5.1 ITEMS ASSOCIATED WITH THE POWER DIMENSION OF WORK ETHIC**

| Item  | Description  | Mean score | Rank order |
|-------|--|------------|------------|
| B6    | I accept the authority of the principal at my school                                     | 3,37       | 1          |
| B9    | I will defend my school's reputation under any circumstances                             | 3,24       | 2          |
| B21   | I like opportunities were I can be a winner  | 2,83       | 3          |
| B8    | Younger educators should follow the example of more experienced educators                | 2,53       | 4          |
| B7    | The principal is ultimately responsible for the work done by the educators at the school | 2,53       | 5          |
| B17   | My good efforts are recognized at my school  | 2,48       | 6          |
| B 13  | I prefer to work independently   | 2,20       | 7          |
| B12   | Educators should do their job without complaining  | 1,99       | 8          |
| * B41 | An educator who avoids working hard shows strength of character                          | 1,86       | 9          |
| B11   | An educator should unquestioningly accept management decisions                           | 1,62       | 10         |

The table below indicates the number of respondents and their scores on the four point scale relating to the power dimension of work ethic. Special attention is drawn to the column indicating respondents who scored three (3) and four (4) as this represents the percentage of respondents' levels of agreement with a particular statement.

**TABLE 5.5.2 DISTRIBUTION OF RESPONSES FOR ITEMS ASSOCIATED WITH THE POWER DIMENSION OF WORK ETHIC**

| Item Number | Number of Respondents |     |     |     | Total | Percentage Selecting 3 and 4 |
|-------------|-----------------------|-----|-----|-----|-------|------------------------------|
|             | Scale                 |     |     |     |       |                              |
|             | 1                     | 2   | 3   | 4   |       |                              |
| B6          | 17                    | 30  | 124 | 203 | 374   | 87,43%                       |
| B9          | 26                    | 42  | 125 | 185 | 378   | 82,01%                       |
| B21         | 53                    | 77  | 129 | 116 | 375   | 65,33%                       |
| B8          | 89                    | 104 | 82  | 102 | 377   | 48,81%                       |
| B7          | 98                    | 77  | 101 | 100 | 376   | 53,46%                       |
| B17         | 100                   | 79  | 116 | 81  | 376   | 52,39%                       |
| B13         | 149                   | 73  | 83  | 71  | 376   | 40,96%                       |
| B12         | 169                   | 97  | 53  | 57  | 376   | 29,26%                       |
| *B41        | 58                    | 23  | 98  | 195 | 374   | 78,34%                       |
| B11         | 219                   | 100 | 42  | 16  | 377   | 15,38%                       |

Scale : 1 represents strongly disagree, disagree or partially disagree

2 means partially agree

3 means agree

4 means strongly agree

\*B41. It should be noted that this item was reversed in order to be answered on the scale. This item will not be considered for further discussion.

#### **5.7.4 Discussion of all items in the factor “the power dimension of work ethic”.**

Leadership according to Weber, is a political role based in power: politics defined by him was a “striving for the share of power or for influence on the distribution of power” (Weber, 1974 : 309-311). Sharing of power is seen by him as a value activity, since it is the social medium through which individuals develop and manifest themselves as free, autonomous and responsible agents (Samier & Fraser, 2002:591). Bush (2003:97-101) presents power in the school environment as a dynamic force that determines the behaviour of people within the school. There are many sources of power but a distinction needs to be made between ‘authority’ and ‘influence.’ Authority refers to legitimate

power which is vested in leaders in formal organizations. Influence refers to the ability to affect an outcome and depends on personal characteristics and expertise. The 10 items that make up the power dimension of work ethic, point to the tension that exists around the power relations within the formal organizational framework.

The authority of the principal is accepted. This item (B6) is ranked one (1) and has a mean value of 3,37. This mean value indicates that respondents agree to strongly agree that they accept the power of the principal. The majority of respondents (87,43% of the respondents) unquestioningly accept the positional power of the principal. The authority of the principal is accepted by virtue of his/her position. Bush (2003:98) says that a major source of power in any organization is that which is accrued to an individual who holds an official position. Handy (1993:128) refers to the 'legitimate power' that is associated with position while Morgan (1997:172) presents the notion of 'formal authority', a form of legitimized power that is respected and acknowledged by those with whom one interacts. He reiterates that it gives a person the right to rule some area of human life and others accept it as their duty to obey. Educators are therefore likely to accept the positional power of the principal with a minimum of questioning.

Item (B9) which is ranked second within this factor can be looked at together with item (B23) of the first factor. Majority of respondents (90,91% of respondents) want to work at a school that was respected by the community (B23). A large number of the same respondents (82,01% of the respondents) will defend their school's reputation under any circumstances (B9). The mean value for this item (B9) is 3,24 which indicates that respondents 'agree to strongly agree' with this item. Respect for the organization (B23) and loyalty towards the organization (B9) is important to the respondents. However, a difference of 8,9% exists between the way respondents feel about item (B23) and item (B9). Although the school as an organization, has tremendous power within society and for the educators that work there, a small percentage of respondents are objective and more critical of the school.

Items (B21) : I like opportunities where I can be a winner; Item (B8) : Younger educators should follow the example of more experienced educators and item (B7) : The principal is ultimately responsible for the work done by the educators at the school begin to point to the assertion of individual power that comes into play when professional people work in a formal organization. A fairly large number of respondents (65,33% of respondents) partially agree to agree (mean value = 2,53) with item (B21). In professional organizations there is a significant reservoir of power available to those who possess appropriate expertise (Bush, 2003:98). Schools employ staff who have specialist knowledge of aspects of the curriculum. Their specialization allows for them to see themselves as individual experts within a group thus the expectation of ‘winning’ – earning the accolade, becomes an expectation. Item (B7) and (B8) indicate that respondents believe that they have expert power and want to take responsibility for the work that they do. Item (B7) has a mean value of 2,53 which implies that respondents only partially agree that the principal is responsible for the work done by the educators at the school. However, 53,46% of respondents see the principal as having ultimate responsibility. This stems from the acceptance of legitimate authority that the principal has at a school. Authority implies that the principal is formally sanctioned to make final decisions, hence the notion of ‘ultimate responsibility’. While respondents accept the positional power of the principal, they are less likely to accept ‘seniority’ as a criteria alone that confers power to an individual.

B8, has a mean value of 2,53. This means that 51,19% respondents are partially agreeing that more experienced educators are the example that should be followed but 48,81% of respondents appear to be of the opinion that younger educators have sufficient expertise to legitimize doing as they wish. Almost half the sample (52,39% of respondents) believe that the school does not sufficiently recognize their good efforts (B17). This item has a mean value of 2,48 indicating ‘partial agreement’ by 47,61% of the respondents.

Taken together these items highlight an important issue regarding the power of traditional organizations such as schools. Traditions thrive because prevailing practice is sanctioned over time. Younger educators may not feel as compelled to follow traditions of the



school to the same extent as older educators (who may have been at the school a lot longer). Older educators may feel 'affronted' by younger educators who want to do things 'differently'. The school (and the older educators) may not be ready to accept changing practice resulting in younger educators believing that their efforts are not being recognized by the school. The idea of conflict resulting from the contested arena of power between educators and managers, is perpetuated further when the response to item B11 is analyzed.

Item (B11), ranked 10 has a mean value of 1,62 with only 15,38% of the respondents agreeing strongly that an educator should unquestioningly accept management decisions. The majority of respondents (84,62% of the respondents) appear to have the perception that management decisions are open to question. Positional power of the principal is accepted (B6) but 'management' which includes persons other than the principal alone, appears to have to earn their right for acceptance. Educators believe that they have a voice. Their complaints about work should be heard. (B12) had a mean value of 1,99 and 70,74% of respondents 'strongly disagree' with item (B12) which reads : Educators should do their work without complaining. Educators are experts in their areas of specialization. Within the professional environment, 'expertise' implies that the playing field of power is leveled although the difference in types of experts within the organization cannot be put onto a single scale of importance.

If expert power is awarded according to subject specialization irrespective of age or number of years teaching; younger educators do not feel compelled to follow the older educators and want to accept a fair degree of responsibility for their work; the fact that they feel that their efforts are not always recognized by their school implies that some kind of tension is prevalent within the power dynamics that constitute the politics of the school.

But the school is also a cultural organization where the values and beliefs of the individual and symbolism enact to produce the reality of the school community. Although individual expert power is important, the collaborative demand of an efficiently

functioning school is evident in the response to item (B13) : I prefer to work independently. This item is ranked 7 of the 10 items within this factor and 59,04% of respondents partially agree (mean value=2,20) with the item. This indicates that they are likely to choose to work with other people rather than independently. Less than half of the respondents (40,96% of respondents) agree to strongly agree with this item.

The power dynamic appears to focus attention on the relationship between authority and influence. Respondents appear to accept the authority of the principal based on positional power but see the individual as having the ability to influence the authority structure (principal and school) resulting from the expertise that they have as professionals. This characterizes the power dynamic that impacts on work ethic: the degree of autonomous power (based on expertise) that the individual can exercise within the legitimate authority structure of the organization.

The factor 'the power dimension of work ethic' thus consists of two components: respect of the individual for the authority of the principal and the school and the autonomous power that the individual is able to exercise within the school environment.

## **5.8 A DISCUSSION OF THE DEMOGRAPHICS OF THE EMPIRICAL INVESTIGATION**

It is essential to present the demographics of respondents in the study to ensure that the reader has a better understanding of what inferences are made by the researcher and how the researcher possibly relates findings from the sample to the wider educator (leader / principal) population.

### **5.8.1 The sample**

A sample is defined as 'a small separated part of something illustrating the qualities of the mass' (Oxford Dictionary, 1976:1000). The basic idea of sampling is that by choosing some of the elements of the population for study purposes, we may be able to draw

conclusions about the entire population (Cooper & Schindler,2001:163). A stratified random sample was selected based on specific characteristics that the researcher deemed important to the study (Creswell,1994:120). Stratified sampling techniques involve dividing the population into subgroups, or strata, that have something in common and then selecting from among these sub-groups. This sampling technique can produce a more representative sample than simple or systematic random sampling because it ensures that sub-groups will be represented (Reaves,1992:98). This sampling technique is used when it is assumed that the population when divided into strata are likely to differ markedly in their responses (McBurney,1994:207).

For the purpose of the final part of the study, the sample was selected on the basis of some relevant variables of the population stratification of the Gauteng province. The variables selected were : gender, age, qualifications, post level, classification of the school at which the educator works, location of the school, attendance of educators and learners at the school, age of management team, religious commitment and mother tongue. The following biographical data serves to indicate how representative the sample was. The sample represents 381 respondents from 35 schools.



## 5.8.2 Biographical details

### 5.8.2.1 Gender of respondents

The sample consisted of 72% females and 27% males. One percent of the sample did not respond to this question.

**TABLE 5.6.1 GENDER OF RESPONDENST**

| <b>Category</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------|------------------|-------------------|
| Male            | 104              | 27,3              |
| Female          | 274              | 71,9              |
| Total           | 378              | 99,2              |
| Missing         | 3                | 0,8               |
| Total           | 381              | 100,00            |

In the sample selected, the ratio of females to males is 2,6:1. This is more or less in agreement with the larger population demographics of three female educators to every male educator in the province of Gauteng.

### 5.8.2.2 Age of respondents

The age of respondents in the sample ranged from 24 years to 63 years. The age of the respondents was grouped into three groups as indicated in the table below.

**TABLE 5.6.2 AGE OF RESPONDENTS**

| Age                 | Frequency | Percentage |
|---------------------|-----------|------------|
| 35 years or younger | 89        | 26,41%     |
| 36-45 years         | 147       | 43,62      |
| Older than 45 years | 101       | 29,97      |
| Total               | 337       | 100,0      |

The largest group of respondents was in the 36-45 year age group (147). This represents 43,62% of the sample. Eighty nine respondents representing 26,4% are 35 years or younger. One hundred and one respondents representing 29,97% of the sample are older than 45 years. There appears to be a small number (6%) of respondents who are 29 years or younger. Younger people do not seem to be entering the teaching profession at a similar rate to those leaving (8,7% of respondents are between the age of 55 to 63 years).

### 5.8.2.3 Educational qualifications

Qualifications were grouped in three sub-groups. The sample consisted of 27,63% educators with more than one teachers diploma. Educators with a post graduate qualification accounted for 40,84% of the sample while 68,47% of the sample had more than the minimum qualification to teach. Only 31,53% of the sample had the minimum qualification. But 2,1% of the sample did not have any professional qualification (appeared as 'grade 12 or lower').

**TABLE 5.6.3 EDUCATIONAL QUALIFICATIONS**

| <b>Category</b>                    | <b>Frequency</b> | <b>Percentage</b> |
|------------------------------------|------------------|-------------------|
| Grade 12 + Teachers diploma        | 105              | 31,53             |
| Teachers diploma + further diploma | 92               | 27,63             |
| Graduate/ post graduate            | 136              | 40,84             |
| Total                              | 333              | 100,0             |

**5.6.2.4 Present Post level**

Post level was presented in two categories. These were educators in management posts and educators at post level one. The following table represents the statistical breakdown of the sample.

**TABLE 5.6.4 PRESENT POST LEVEL**

| <b>Category</b>  | <b>Frequency</b> | <b>Percentage</b> |
|------------------|------------------|-------------------|
| Educator         | 228              | 60,48             |
| Management posts | 149              | 39,52             |
| Total            | 377              | 100               |

When distributing the questionnaires the researcher specifically requested that half of the questionnaires be completed by educators and the other half by managers. This was obviously not done at the school. The result is that the sample consists of a larger percentage (60,48%) of educators and a smaller percentage (39,52%) of managers. The researcher is aware that the outcome of this distribution could result in a systematic variance (an over estimation of the sample) which could cause measures to lean in the direction of educator perception.

**5.8.2.5 Classification of school**

Schools were classified in two groups- primary and other schools.

**TABLE 5.6.5 CLASSIFICATION OF SCHOOL**

| <b>Category</b> | <b>Frequency</b> | <b>Percent</b> |
|-----------------|------------------|----------------|
| Primary         | 255              | 67,82          |
| Secondary       | 92               | 24,45          |
| Combined        | 11               | 2,93           |
| Special         | 16               | 4,26           |
| Other           | 2                | 0,53           |
| Total           | 376              | 100,00         |

The groupings of 67,82% of primary school educators and 32,17% of other school educators will again favour the perception of primary school educators with regards to work ethic.

#### **5.8.2.6 Location of school**

Four categories of location were used as presented in the table below.

**TABLE 5.6.6 LOCATION OF SCHOOLS**

| <b>Category</b>                    | <b>Frequency</b> | <b>percent</b> |
|------------------------------------|------------------|----------------|
| In or close to a city              | 80               | 21,51          |
| In a suburban area                 | 87               | 23,39          |
| In a developed township            | 163              | 43,82          |
| In an formal settlement/rural area | 42               | 11,29          |
| Total                              | 372              | 100,00         |

A comparable percentage of schools are close to the city or in a suburban are – 21,51% and 23,39% respectively. This makes up 44,90% of the sample. Schools from developed townships accounted for 43,82% of Only 11,29% of the respondents are form the rural area or informal settlements.

### 5.8.2.7 Attendance of educators and learners

**TABLE 5.6.7 ATTENDANCE OF EDUCATORS AND LEARNERS**

| Category | Excellent |         | Average   |         | Poor      |         | Total |
|----------|-----------|---------|-----------|---------|-----------|---------|-------|
|          | Frequency | Percent | Frequency | Percent | Frequency | Percent |       |
| Educator | 262       | 69,5    | 110       | 29,18   | 5         | 1,33    | 377   |
| Learner  | 205       | 54,81   | 158       | 42,25   | 11        | 2,94    | 374   |

Educators in the sample regarded their attendance as excellent (69,5%) to average (29,18%). They perceive learner attendance to be excellent (54,81%) to average (42,25%) as well. This implies that the attendance in the sample is perceived to be consistently better than poor for both educators and learners. For comparative purposes the 'excellent' attendance will be compared with the 'average to poor' taken together to represent a single variable.



### 5.2.8.8 Average age of the management team

**TABLE 5.6.8 AVERAGE AGE OF THE MANAGEMENT TEAM**

| Category            | Frequency | Percentage |
|---------------------|-----------|------------|
| 25 years or younger | 6         | 1,62       |
| 26-35 years         | 17        | 4,58       |
| 36-45 years         | 194       | 52,29      |
| 46-55 years         | 142       | 38,27      |
| Older that 55 years | 12        | 3,23       |
| Total               | 371       | 99,99      |

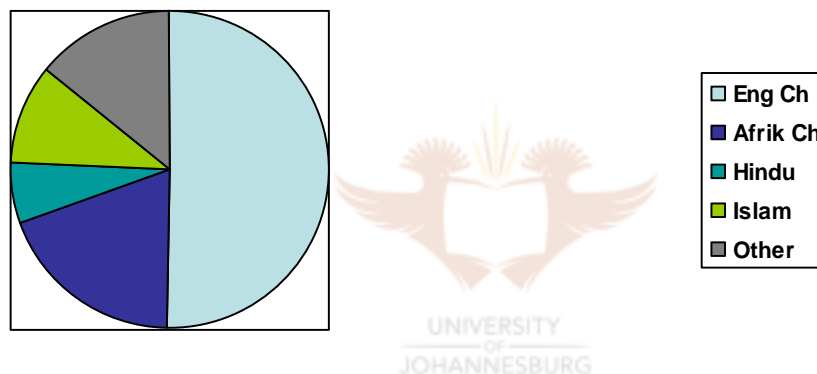
More than half of all management teams (52,29%) were in the 36 to 45 year age group. This was followed by the 46 to 55 year age group which accounted for 38,27% of management within the sample. Only a small percentage (1,62 %) of managers were 25 years or younger. In this sample, 3,23% of managers were close to the official age of

retirement. This possibly implies that the work stance which characterizes the sample is likely to prevail for at least ten years if the individuals within the sample remain in school management.

### 5.8.2.9 Religious commitment

At this point the researcher would like to present the sample in comparison with the population statistics, relating to religious commitment, for the province of Gauteng. This is being done as a backdrop for comments (in chapter seven) relating to the two dimensions of work ethic.

**Figure 5.1 Sample**



**TABLE 5.6.9.1 RELIGIOUS COMMITMENT**

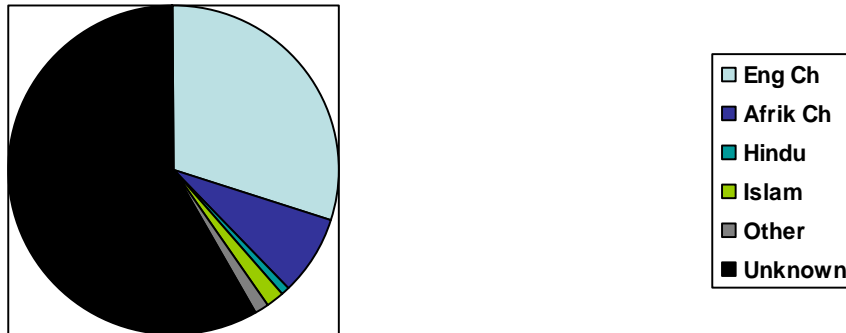
| RELIGION             | SAMPLE (%)    | GAUTENG (%)   |
|----------------------|---------------|---------------|
| “English” Churches   | 50,28         | 30,07         |
| “Afrikaans” Churches | 19,17         | 7,77          |
| Hindu                | 6,10          | 0,82          |
| Islam                | 10,28         | 1,70          |
| Other                | 14,17         | 1,35          |
| <b>Unknown</b>       |               | <b>58,29</b>  |
| <b>TOTAL</b>         | <b>100,00</b> | <b>100,00</b> |

Source for Gauteng province: Statistics South Africa 2003 : Census 2001. Census in brief. Pretoria: Statistics South Africa.

Source for sample: the questionnaire



**Figure 5.2 Gauteng**



Both the sample and provincial statistics reflect a higher number of “English” churches as opposed to “Afrikaans’ churches. Given that fact that 58,29% of the provincial statistic with regard to religion is unaccounted for, one needs to appreciate that this is a difficult variable to work with. The study will utilize the following categorization

**TABLE 5.6.9.2 RELIGIOUS AFFILIATION**

| Number | Category                          | Frequency | Percentage |
|--------|-----------------------------------|-----------|------------|
| 1      | Catholic, Presbyterian, Methodist | 110       | 30,56      |
| 2      | Congregational/Charismatic        | 71        | 19,72      |
| 3      | Gereformeerde Kerke               | 69        | 19,17      |
| 4      | Hindu                             | 22        | 6,11       |
| 5      | Islam                             | 37        | 10,27      |
| 6      | Other                             | 51        | 14,16      |
| Total  |                                   | 360       | 99,99      |

### 5.8.2.10 Language

**TABLE 5.6.10 LANGUAGE**

| <b>LANGUAGE</b>                     | <b>GAUTENG (%)</b> | <b>SAMPLE (%)</b> |
|-------------------------------------|--------------------|-------------------|
| English                             | 12,50 %            | 23,4 %            |
| Afrikaans                           | 14,36 %            | 30,1 %            |
| Nguni (Zulu, Swati, Xhosa, Ndebele) | 32,44 %            | 13,98 %           |
| Sotho (North, South, Tswana)        | 21,51 %            | 21,77 %           |
| Venda                               | 1,74 %             | 1,88 %            |
| Tsonga                              | 5,72 %             | 2,96 %            |
| Other                               | 1,02 %             | 6,18 %            |
| Unknown                             | 10,71              |                   |
| <b>TOTAL</b>                        | <b>89,29</b>       | <b>100,27</b>     |

Source for Gauteng: Statistics South Africa 2003. Census in brief. Pretoria: Available from: [www.statssa.gov.za](http://www.statssa.gov.za).

Source for sample: the questionnaire

The sample contained a larger number of Afrikaans than English speakers. This could be a result of the province having a larger number of Afrikaans speakers as opposed to English speakers. The study will combine the Venda and Tsonga and Nguni speakers into a single group representing the African language group. This represents 18,82 % of the sample.

### 5.8.3 Return of the Questionnaires

A total of 500 questionnaires were hand-delivered to each of the schools within the sample. Over a six week period, 381 questionnaires were collected. This represents a 76,2% rate of return.

## 5.9 SUMMARY

This chapter focused on aspects of the quantitative part of the study. The nature and purpose of quantitative research was presented and the choice of design of the instrument was validated. The relationship between the researcher and the subjects was clarified. The pretesting of the instrument was presented, findings of the pilot study were briefly

discussed to show how the information was used to create a better questionnaire. The empirical investigation was also explored. Biographical variables were briefly presented and the return of the questionnaire was discussed.

The items of the questionnaire were structured in such a way that respondents had to state the extent to which they agreed or disagreed with each item. Each statement related to a dimension of work ethic. The first part of the questionnaire consisted of 11 questions that required the respondent to present personal and general information about themselves and the second part consisted of 42 questions that made up the empirical study.

The 42 questions were reduced, by appropriate statistical procedures to two factors. These were named:

- the individual dimension of work ethic; and
- the power dimension of work ethic.

Items associated with each factor was presented in the form of two tables. The first table presented the rank order and mean score of each item that fell within the factor. The second table presented the distribution of responses for each item within the factor. The first order factor was made up of 25 items and 10 items made up the second factor. There were higher mean scores for the first factor indicating that respondents felt more strongly about the individual dimension of work ethic than the power dimension.

In the next chapter, the various independent variables in this research will be used in conjunction with the to the dependent variable, namely the individual dimensions and the power dimensions of work ethic to present the perceptions of educators that formed the sample of this study.

## CHAPTER 6

### THE ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF EMPIRICAL DATA

#### 6.1 INTRODUCTION

In exploratory work where the object is to uncover relationships rather than to secure precise measures, one may need to observe some indicant or pointer measure (Cooper & Schindler, 2001:204) of a concept or property as it may not be possible to measure it directly. In the course of this chapter, the researcher intends to refine the indicants of work ethic that have been identified from literature and the qualitative study; and to present further inferences on the identified dimensions of work ethic from inferential statistical deductions made from the data. Thus the purpose of this chapter is to further refine the aspects of definition relating to work ethic, in a unique way, as a product of the empirical work that constitutes this research. The chapter is structured to discuss the following:

- validity and reliability relating to the measuring instrument;
- independent and dependent variables – groups of two or more quasi-independent variables will be used as pointer measures of the concept (work ethic) in relation to the two dimensions (individual and power) of work ethic identified in the previous chapter (refer to section A of the questionnaire in Appendix D);
- hypotheses and the testing thereof by means of establishing statistical and/or substantive significance;
- the researcher's inferences relating to tests of hypotheses.

The chapter will end with a summary.

#### 6.2 VALIDITY AND RELIABILITY

For measuring instruments to have utility in practice it must have two basic characteristics: reliability and validity. In defining these concepts one should consider two aspects. Firstly the instrument must measure the concept in question and secondly the concept must be measured accurately (De Vos & Fouché, 1998:83). More than one type of validity exists.

For the purpose of this research content and construct validity will be considered. Content validity can be determined by asking two questions. Is the instrument measuring what it is supposed to measure and does the instrument represent an adequate sample of items that epitomize the concept (De Vos & Fouché, 1998:85). One must first agree on what elements constitute adequate coverage (Cooper & Schindler, 2001:211). The measuring instrument (the questionnaire) consisted of two sections. Section B (items measuring the concept 'work ethic') is an aggregation of items measuring the concept and definition of 'work ethic' that emanated from the literature (which includes a detailed perusal of previous instruments) and the qualitative sub-categories of all interviews analysed as criteria or appropriate indicants (Cooper & Schindler, 2001:213) of leadership work ethic.

Construct validity is concerned with the meaning of the instrument, what the instrument is measuring and how and why it operates as it does. For construct validity to be established the meaning of the construct must be understood and the propositions that the theory makes about the relationships between this and other constructs must be identified (De Vos & Fouché, 1998:85). The researcher is of the opinion that adequate understanding of the construct 'work ethic' is represented by the items contained in section B of the questionnaire (refer to appendix D).



### **6.3 INDEPENDENT AND DEPENDENT VARIABLES**

The distinction between independent and dependent variables refers to the basic cause-effect relationship between phenomena. The independent variable refers to the antecedent phenomenon and the dependent variable to the consequent phenomenon (Mouton and Marais, 1994:130). In this study the independent variables are quasi-independent variables in the sense that they cannot be manipulated as true independent variables (Grobler, Bisschoff & Mestry, 2003:11). The independent variables in this study are : gender, age, work experience, qualification, post level, classification and location of school, educator and learner attendance, average age of management, religion and language. The dependent variables are the two factors under consideration : individual and power dimensions as indicators of work ethic. If researchers wish to determine the influence of specific

variables upon others, but are not able to manipulate independent variables experimentally (Mouton & Marais,1994:130), statistical procedures can be used to infer the effect of the independent variables on the dependent variables. The researcher could utilise these statistical procedures, to embark upon a series of tests of hypotheses, in order to explore the possible effect/s of the independent variables on the dependent variables.

#### **6.4 HYPOTHESES**

A hypothesis is a statement of an expected answer to a research question (Vockell & Asher,1983:19). Hypotheses are used to make inferences about the population based on the results obtained from the sample. The researcher would have to assume a relationship or difference between two or more variables can be postulated and present this as a hypothesis. A statistical hypothesis is a statement in statistical terms in which the statistical relationship between phenomena is postulated (Mouton and Marais,1994:134). 'Relationship' implies a test against something else. This something else is the 'null hypothesis' (Mouton & Marais,1994:134).

#### **6.5 STATISTICAL SIGNIFICANCE**

The null hypothesis (referred to as 'Ho') is a statement in which it is postulated that no statistically significant differences exist between the variables that are being studied. In hypothesis testing, two hypotheses are stated : a null hypothesis (the sample results are due to chance alone) and the alternative hypothesis (the sample results reflect what is happening in the population). If a null hypothesis is rejected, then the alternate hypothesis (referred to as Ha)is most likely to be true.

The statistical significance of a relationship is determined on the basis of a p-value. 'Relationship' implies that the independent variable does have an effect on the dependent variable. The p-value refers to the probability that the result is due to chance alone (Eiselen and Uys, 2002:68). If the p-value is small the more unlikely it is that a chance assignment is not responsible for the discrepancy between the variables (or groups) and the

greater the evidence that the null hypothesis is incorrect (Ramsey & Schafer, 1997:41). This implies that it is highly unlikely that the result is due to chance – meaning that the observed effect on the dependent variable is as a result of the impact of the independent variable on it. The null hypothesis is rejected. If the p-value is greater than or equivalent to the significance level, the null hypothesis is not rejected (Cooper & Schindler, 2002:494).

In the behavioural sciences a p-value = 0,05 implies significance at the five percent (5%) level. A p-value greater than 0,05 implies that the null hypothesis is accepted as this represents greater than a five percent (5%) probability that the relationship is due to chance. Ideally a p-value of less than 0,01 (one percent or less likelihood of a chance occurrence) is preferred. Researchers regarded these as “fixed critical levels” of significance (Rosenthal, Rosnow & Rubin, 2000:8). Sometimes a p-value is indicated as 0,00 (<http://students.washington.edu/amlaing/new-page-1.htm>, 2003:2). This does not mean that the p-value is zero, it means that there is less than a 1% likelihood of a chance association between the variables; the null hypothesis is rejected. Abelson(1962) cautioned that significance testing should always be used for “guidance rather than sanctification” (1962:9). A result that is statistically significant at conventional levels may not be practically significant as judged by the magnitude of the effect or a result that may be perceived as “non significant” may have practical importance (Rosenthal, et al. 2000:4). Interpreting empirical data on the basis of significance tests only, may lead to misrepresentation of the findings.

One possible way to get over this problem is to use the amount of variation in scores to contextualise the difference. If the researcher is able to describe more fully the measure of association between the independent and dependent variables, the substantive significance of the hypothesis will be indicated.

## 6.6 SUBSTANTIVE SIGNIFICANCE

According to the Washington University web site, substantive significance is a measure of association that describes the magnitude (strength) of the relationship between two variables (retrieved on 17 March 2003 from <http://students.washington.edu/amlaing/new-page-1.htm>). The amount of variation found within a group, can be used as a yardstick against which to compare the difference between variables. This idea is quantified in the calculation of 'effect size' (Coe, 2000:2). The effect size indicates how differences in the dependent variable are consistently caused by changes in the independent variable (Heiman, 2001:421). The greater the effect size, the greater is the influence of the independent variable on the dependent variable.

Effect size tells us something different from p-values. p-values depend on sample size. The larger the sample size, the more likely it is to reject the  $H_0$ . Effect size eliminates the effect of the sample size, that is, it gives an indication of the practical rather than the statistical significance relationship. Becker (1999) explains effect size as a 'correlation measure between an effect and the dependent variable' (retrieved from <http://web.uccs.edu/lbecker/SPSS/glm-effectsizes.htm>, on 18 March 2003). The eta squared value is interpreted similar to an  $R^2$ , that is, the proportion of variance in the dependent variable that can be explained by the independent variable. The square root of partial eta squared  $\sqrt{(\eta p)^2}$  or the point bi serial correlation will be reported as the effect size. Effect size values will be ascribed according to the guidelines presented by Cohen (1977) and will be described in the specific context of the study. Effect size values range from 0 (no effect) to 1 (the independent variable completely predicts the variance of the dependent variable).

**TABLE 6.1 EFFECT SIZE VALUES AND RELATED DESCRIPTORS**

|            |             |               |               |              |
|------------|-------------|---------------|---------------|--------------|
| Value      | 0 up to 0,1 | 0,1 up to 0,3 | 0,3 up to 0,5 | 0,5 to 1,0   |
| Descriptor | No effect   | Small effect  | Medium effect | Large effect |



Using correlations is particularly appropriate in the behavioural sciences (Rosenthal, et al. 2000:6) education included, where the same conceptual variable (such as the individual dimension or the power dimension of work ethic) can be measured in a variety of ways – correlation coefficients can be sensibly compared as these dependent variables do not have intrinsic meaning. Hypotheses will now be formulated and a discussion of statistical and substantive significance will follow.

## **6.7 HYPOTHESIS TESTING**

### **6.7.1 Comparison of two independent groups**

At the multivariate level two independent groups can be compared for possible statistical differences in their mean scores using the Hotelling's Trace Test (Hotelling  $T^2$ ). The mean scores of the two independent groups are taken together (as a combined dimension) to see if they have an effect (is statistically significant) on the two factors taken together. If a statistically significant difference is found at the multivariate level, then the Student's t-test will be used in respect of each of the variables taken separately. The possible differences between the responses for the two independent groups will be discussed relative to the two factors. Substantial significant values will be presented and discussed. In this study six groups consisting of two independent variables will be compared and then discussed. These are gender, age, post level, classification of school, educator attendance, learner attendance and the average age of management

**TABLE 6.2 HYPOTHESIS WITH GENDER AS THE INDEPENDENT VARIABLE**

| Dimension                | Variable | Symbol | Description   | Test                      |
|--------------------------|----------|--------|---|---------------------------|
| Multivariate differences | Gender   | HoT    | There is statistically no significant difference between the vector mean scale value of males and females on the two factors of work ethic considered together. | Hotellings T <sup>2</sup> |
|                          |          | HaT    | There is a statistically significant difference between the vector mean scale values of males and females on the two factors of work ethic considered together. |                           |
| Univariate differences   |          | Hot    | There is statistically no significant difference between the mean scale values of males and females in respect of each of the factors taken separately:         | Student t-test            |
|                          |          | Hot 1  | There is a statistically no significant difference between the mean scale values of males and females in respect of the individual dimensions of work ethic.    |                           |
|                          |          | Hot 2  | There is statistically no significant difference between the mean scale values of males and females in respect of the power dimensions of work ethic.           |                           |
|                          |          | Hat    | There is a statistically significant difference between the mean scale values of males and females in respect of each of the factors taken separately:          |                           |
|                          |          | Hat 1  | There is a statistically significant difference between the mean scale values of males and females in respect of the individual dimensions of work ethic.       |                           |
|                          |          | Hat 2  | There is a statistically significant difference between the mean scale values of males and females in respect of the power dimensions of work ethic.            |                           |

**TABLE 6.3 SIGNIFICANCE OF DIFFERENCES BETWEEN MALE AND FEMALE RESPONDENTS WITH RESPECT TO THE TWO FACTORS**

| Factor                             | Group  | Factor mean | Hotelling T <sup>2</sup><br>(p-value) | Student t-test<br>(p-value) |
|------------------------------------|--------|-------------|---------------------------------------|-----------------------------|
| Individual dimension of work ethic | Male   | 3,296       | 0,403                                 | 0,595                       |
|                                    | Female | 3,323       |                                       |                             |
| Power dimension of work ethic      | Male   | 2,300       |                                       | 0,182                       |
|                                    | Female | 2,397       |                                       |                             |

Male (N) = 94

Females (N) = 253

The above table indicates that there is statistically no significant difference ( $p=0,403$ ) between the mean scale scores of males and females at the multivariate level for both the factors taken together. This implies that gender does not impact significantly on both the factors taken together. HoT is not rejected and HaT is rejected. At the univariate level there is statistically no significant difference between the independent groups of gender in terms of the individual dimension of work ethic taken as the dependent variable. A  $p$ -value = 0,595 means that Hot 1 is not rejected and Hat 1 is rejected. There is statistically no significant difference between the independent groups of gender in terms of the power dimension of work ethic taken as the dependent variable. The  $p$ -value = 0,182 means that Hot 2 is not rejected and Hat 2 is rejected. Gender has no statistically significant result at the multivariate level nor at the univariate level of work ethic.

The substantial significance as determined by partial eta squared ( $\eta_p^2 = 0,005$ ) implies an effect size of 0,07 which is no effect. Gender explains only 0,5 % percent of the variance in work ethic (as indicated by both the factors taken together). In terms of the power dimension of work ethic, the effect size = 0,07 as opposed to 0,03 for the individual dimension of work ethic. Although in both instances this represents no effect, it should be noted that 0,5% of the variance in the power dimension can be explained by gender as opposed to 0,1% of the variance in the individual dimension of work ethic. It should also

be noted that 73 percent of the sample consists of females compared to the 23 percent of males. One wonders what the gender effect would have been if the sample consisted of an equal number of males and females? The effect of female educators as compared with males within the power dimension appears to warrant further investigation although one would probably not notice a difference between these two groups on the factors taken together.

**TABLE 6.4 HYPOTHESIS WITH POST LEVEL AS THE INDEPENDENT VARIABLES**

| Dimension                | Variable   | Symbol | Description  | Test                      |
|--------------------------|------------|--------|--|---------------------------|
| Multivariate differences | Post level | HoT    | There is statistically no significant difference between the vector mean scale value of educators and management on the two factors of work ethic considered together. | Hotellings T <sup>2</sup> |
|                          |            | HaT    | There is a statistically significant difference between the vector mean scale values of educators and management on the two factors of work ethic considered together. |                           |
| Univariate differences   |            | Hot    | There is statistically no significant difference between the mean scale values of educators and management in respect of each of the factors taken separately:         | Student t-test            |
|                          |            | Hot 1  | There is statistically no significant difference between the mean scale values of educators and management in respect of the individual dimensions of work ethic.      |                           |
|                          |            | Hot 2  | There is statistically no significant difference between the mean scale values of educators and management in respect of the power dimensions of work ethic.           |                           |
|                          |            |        | (Table continued)  |                           |

| Dimension              | Variable | Symbol | Description  | Test           |
|------------------------|----------|--------|--|----------------|
| Univariate differences |          | Hat    | There is a statistically significant difference between the mean scale values of educators and management in respect of each of the factors taken separately:    | Student t-test |
|                        |          | Hat 1  | There is a statistically significant difference between the mean scale values of educators and management in respect of the individual dimensions of work ethic. |                |
|                        |          | Hat 2  | There is a statistically significant difference between the mean scale values of educators and management in respect of the power dimensions of work ethic.      |                |

**TABLE 6.5 SIGNIFICANCE OF DIFFERENCES BETWEEN EDUCATORS AND MANAGEMENT WITH RESPECT TO THE TWO FACTORS**

| Factor                             | Group      | Factor mean | Hotelling T <sup>2</sup> (p-value) | Student t-test (p-value) |
|------------------------------------|------------|-------------|------------------------------------|--------------------------|
| Individual dimension of work ethic | Educators  | 3,282       | 0,074                              | 0,076                    |
|                                    | Management | 3,384       |                                    |                          |
| Power dimension of work ethic      | Educators  | 2,396       |                                    | 0,365                    |
|                                    | Management | 2,336       |                                    |                          |

Educators (N) = 228

Management (N) = 149

The above table indicates that there is statistically no significant difference ( $p=0,074$ ) between the mean scale scores of educators and management at the multivariate level for both the factors taken together. This implies that post level does not impact significantly on both the factors taken together.  $H_0T$  is not rejected and  $H_aT$  is rejected. If at the multivariate level the  $p\text{-value} < 0,05$  (is not statistically significant) then one can expect that at the univariate level there will be no significant difference between the independent

groups of educators and management in terms of the individual dimension of work ethic taken as the dependent variable or the power dimension of work ethic taken as the dependent variable. At the individual level  $p = 0,076$ .  $H_01$  is not rejected and  $H_{a1}$  is rejected. At the power dimension level  $p = 0,36$ .  $H_02$  is not rejected and  $H_{a2}$  is rejected. Post level has no statistically significant effect at the multivariate level nor at the univariate level of work ethic.

The substantial significance as determined by partial eta squared ( $\eta_p^2 = 0,016$ ) implies an effect size of 0,12 which is small. Post level explains only 1,6 % of the variance in work ethic (as indicated by both the factors taken together). But 0,9% of the variance on the individual dimension may be explained by post level as opposed to 0,2% of the variance on the power dimension.

**TABLE 6.6 HYPOTHESIS WITH CLASSIFICATION OF SCHOOLS AS THE INDEPENDENT VARIABLES**

| Dimension                | Variable                 | Symbol   | Description  | Test             |
|--------------------------|--------------------------|----------|--|------------------|
| Multivariate differences | Classification of school | $H_0T$   | There is statistically no significant difference between the vector mean scale value for educators at primary and secondary schools on the two factors of work ethic considered together.              | Hotellings $T^2$ |
|                          |                          | $H_{aT}$ | There is a statistically significant difference between the vector mean scale values for educators at primary and secondary schools on the two factors of work ethic considered together.              |                  |
| Univariate differences   |                          | $H_0t$   | There is statistically no significant difference between the mean scale values for educators at primary and secondary schools in respect of each of the factors taken separately:<br>(Table continued) | Student t-test   |

| Dimension              | Variable | Symbol | Description  | Test           |
|------------------------|----------|--------|--|----------------|
| Univariate differences |          | Hot 1  | There is a statistically no significant difference between the mean scale values for educators at primary and secondary schools in respect of the individual dimensions of work ethic. | Student t-test |
|                        |          | Hot 2  | There is statistically no significant difference between the mean scale values for educators at primary and secondary schools in respect of the power dimensions of work ethic.        |                |
|                        |          | Hat    | There is a statistically significant difference between the mean scale values for educators at primary and secondary schools in respect of each of the factors taken separately:       |                |
|                        |          | Hat 1  | There is a statistically significant difference between the mean scale values for educators at primary and secondary schools in respect of the individual dimensions of work ethic.    |                |
|                        |          | Hat 2  | There is a statistically significant difference between the mean scale values for educators at primary and secondary schools in respect of the power dimensions of work ethic.         |                |

**TABLE 6.7 SIGNIFICANCE OF DIFFERENCES BETWEEN EDUCATORS AT PRIMARY AND SECONDARY SCHOOLS WITH RESPECT TO THE TWO FACTORS**

| Factor                             | Group     | Factor mean | Hotelling T <sup>2</sup> (p-value) | Student t-test (p-value) |      |
|------------------------------------|-----------|-------------|------------------------------------|--------------------------|------|
| Individual dimension of work ethic | Primary   | 3,30        | 0,63                               | 0,38                     |      |
|                                    | Secondary | 3,34        |                                    |                          |      |
| Power dimension of work ethic      | Primary   | 2,37        |                                    |                          | 0,88 |
|                                    | Secondary | 2,36        |                                    |                          |      |

Primary (N) = 235  
 Secondary (N) = 82

From the table above it can be inferred that there is statistically no significant difference ( $p=0,63$ ) between the vector mean scale scores for educators at the primary school and educators at secondary schools at the multivariate level when both the factors are taken together. This implies that classification of school does not impact significantly on work ethic (as represented by both the factors when taken together).  $H_0T$  is not rejected and  $H_aT$  is rejected. At the univariate level independent groups of educators at primary school and at secondary school, in terms of the individual dimension of work ethic taken as the dependent variable, or the power dimension of work ethic taken as the dependent variable do not differ in a statistically significant way. At the individual level  $p = 0,38$ .  $H_{01}$  is not rejected and  $H_{a1}$  is rejected. For the power dimension level  $p = 0,88$ .  $H_{02}$  is not rejected and  $H_{a2}$  is rejected. Classification of school has no statistically significant effect at the multivariate level nor at the univariate level of the factors of work ethic.

The partial eta squared ( $\eta_p^2 = 0,003$ ) implies an effect size of 0,05 which is no effect of this independent variable on the factors of work ethic. Classification of school explains only 0,3% of the variance in work ethic (as indicated by both the factors taken together).



**TABLE 6.8 HYPOTHESIS WITH EDUCATOR ATTENDANCE AS THE INDEPENDENT VARIABLE**

| Dimension                | Variable            | Symbol | Description   | Test                      |
|--------------------------|---------------------|--------|---|---------------------------|
| Multivariate differences | Educator attendance | HoT    | There is statistically no significant difference between the vector mean scale value for educators with excellent attendance and educators with average to poor attendance on the two factors of work ethic considered together.            | Hotellings T <sup>2</sup> |
|                          |                     | HaT    | There is a statistically significant difference between the vector mean scale values for educators with excellent attendance and educators with average to poor attendance on the two factors of work ethic considered together.            |                           |
| Univariate differences   |                     | Hot    | There is statistically no significant difference between the mean scale values for educators with excellent attendance and educators with average to poor attendance in respect of each of the factors taken separately:                    | Student t-test            |
|                          |                     | Hot 1  | There is a statistically no significant difference between the mean scale values for educators with excellent attendance and educators with average to poor attendance in respect of the individual dimensions of work ethic.               |                           |
|                          |                     | Hot 2  | There is statistically no significant difference between the mean scale values for educators with excellent attendance and educators with average to poor attendance in respect of the power dimensions of work ethic.<br>(Table continued) |                           |

| Dimension              | Variable | Symbol | Description  | Test           |
|------------------------|----------|--------|--|----------------|
| Univariate differences |          | Hat    | There is a statistically significant difference between the mean scale values for educators with excellent attendance and educators with average to poor attendance in respect of each of the factors taken separately:    | Student t-test |
|                        |          | Hat 1  | There is a statistically significant difference between the mean scale values for educators with excellent attendance and educators with average to poor attendance in respect of the individual dimensions of work ethic. |                |
|                        |          | Hat 2  | There is a statistically significant difference between the mean scale values for educators with excellent attendance and educators with average to poor attendance in respect of the power dimensions of work ethic.      |                |

**TABLE 6.9 SIGNIFICANCE OF DIFFERENCES BETWEEN EDUCATORS WITH EXCELLENT ATTENDANCE AND EDUCATORS WITH AVERAGE TO POOR ATTENDANCE WITH RESPECT TO THE TWO FACTORS**

| Factor                             | Group                      | Factor mean | Hotelling T <sup>2</sup> (p-value) | Student t-test (p-value) |
|------------------------------------|----------------------------|-------------|------------------------------------|--------------------------|
| Individual dimension of work ethic | Excellent attendance       | 3,35        | 0,056<br>◻                         | *0,017                   |
|                                    | Average to poor attendance | 3,24        |                                    |                          |
| Power dimension of work ethic      | Excellent attendance       | 2,38        | 0,056<br>◻                         | 0,69                     |
|                                    | Average to poor attendance | 2,35        |                                    |                          |

Excellent educator attendance (N) = 240 Average to poor educator attendance (N) = 107

\* Statistically significant at the 5% level ( $p > 0,01$  but  $p < 0,05$ )

◻ Statistically significant at the 10% level ( $p > 0,05$  but  $p < 0,1$ )

A p-value = 0,056 indicates that there is statistically no significant difference between the mean scale scores of educators with excellent attendance and educators with average to poor attendance at the multivariate level for both the factors taken together. The null hypothesis (HoT) is not rejected and the alternative hypothesis (HaT) is rejected. This implies that educator attendance does not impact significantly on work ethic (both the factors taken together).

However at the univariate level, there is a statistically significant difference in the mean scale scores for these two independent groups on the individual dimension of work ethic. A p-value = 0,017 implies significance at the five percent level. HoT1 is rejected and HaT1 is not rejected. Educators with excellent attendance differ from educators with average to poor attendance on this dimension of work ethic. The partial eta squared ( $\eta_p^2 = 0,016$ )  $r = 0,13$  implies that 1,6% of the variance in work ethic can be explained by educator attendance, (when both the factors are taken together). This also implies a small effect of this independent variable on work ethic.

At a practical level, with regards to educator attendance, one is likely to see a significant difference in the individual dimension of work ethic of educators with excellent attendance from those of educators with an average to poor school attendance. According to the study the factors (work satisfaction; recognition and reward; perseverance; time at work; self-worth / responsibility) make up the individual dimension of work ethic. Excellent attendance at work may be correlated with high work satisfaction, experiencing work as rewarding, receiving recognition for work done well, and working at a task to completion, being at work for the necessary time in order to complete the tasks at hand – therefore experiencing a sense of self-worth because one has taken responsibility for work and done it well. The effect size value above confirms this practical significance.

For the power dimension  $p=0,69$ . HoT 2 is not rejected and HaT 2 is rejected. Partial eta squared ( $\eta_p^2$ ) = 0,00. This implies that the percentage of variance that can be explained by educator attendance on the power dimension of work ethic is extremely small. The effect

size (also  $r = 0,00$ ) implies that educator attendance has no effect on the power dimension of work ethic.

**TABLE 6.10 HYPOTHESIS WITH LEARNER ATTENDANCE AS THE INDEPENDENT VARIABLE**

| Dimension                | Variable            | Symbol | Description  | Test             |
|--------------------------|---------------------|--------|--|------------------|
| Multivariate differences | Educator attendance | HoT    | There is statistically no significant difference between the vector mean scale value for learners with excellent attendance and learners with average to poor attendance on the two factors of work ethic considered together. | Hotellings $T^2$ |
|                          |                     | HaT    | There is a statistically significant difference between the vector mean scale values for learners with excellent attendance and learners with average to poor attendance on the two factors of work ethic considered together. |                  |
| Univariate differences   |                     | Hot    | There is statistically no significant difference between the mean scale values for learners with excellent attendance and learners with average to poor attendance in respect of each of the factors taken separately:         | Student t-test   |
|                          |                     | Hot 1  | There is a statistically no significant difference between the mean scale values for learners with excellent attendance and learners with average to poor attendance in respect of the individual dimensions of work ethic.    |                  |
|                          |                     | Hot 2  | There is statistically no significant difference between the mean scale values for learners with excellent attendance and learners with average to poor attendance in respect of the power dimensions of work ethic.           |                  |
|                          |                     |        | (Table continued)  |                  |

| Dimension              | Variable | Symbol | Description  | Test           |
|------------------------|----------|--------|--|----------------|
| Univariate differences |          | Hat    | There is a statistically significant difference between the mean scale values for learners with excellent attendance and learners with average to poor attendance in respect of each of the factors taken separately:    | Student t-test |
|                        |          | Hat 1  | There is a statistically significant difference between the mean scale values for learners with excellent attendance and learners with average to poor attendance in respect of the individual dimensions of work ethic. |                |
|                        |          | Hat 2  | There is a statistically significant difference between the mean scale values for learners with excellent attendance and learners with average to poor attendance in respect of the power dimensions of work ethic.      |                |

**TABLE 6.11 SIGNIFICANCE OF DIFFERENCES BETWEEN LEARNERS WITH EXCELLENT ATTENDANCE AND LEARNERS WITH AVERAGE TO POOR ATTENDANCE WITH REPECT TO THE TWO FACTORS**

| Factor                             | Group                      | Factor mean | Hotelling T <sup>2</sup> (p-value) | Student t-test (p-value) |
|------------------------------------|----------------------------|-------------|------------------------------------|--------------------------|
| Individual dimension of work ethic | Excellent attendance       | 3,38        | *0,017                             | **0,004                  |
|                                    | Average to poor attendance | 3,26        |                                    |                          |
| Power dimension of work ethic      | Excellent attendance       | 2,40        |                                    | 0,35                     |
|                                    | Average to poor attendance | 2,34        |                                    |                          |

Excellent learner attendance (N) = 189

Average to poor learner attendance (N) = 156

\*\*Statistically significant at the 1% level ( $p < 0,01$ )

\* Statistically significant at the 5% level ( $p > 0,01$  but  $p < 0,05$ )

From the tables above, it is evident that there is a statistically significant difference between the mean scale values of the factors of work ethic taken together. At the multivariate level  $p = 0,017$  which means that the  $H_0$  is rejected and  $H_a$  is not rejected. Learners with excellent attendance and learners with an average to poor attendance as the two groups within this independent variable, do cause a statistically significant difference on mean scale scores of the two factors of work ethic taken together. The partial eta square  $\eta_p^2 = 0,023$  results in an effect size  $r = 0,15$  which is a small effect. Learner attendance accounts for 2,3% of the variance in educator work ethic. Attendance of learners does have a significant impact on the work ethic of the educators. The effect of learner attendance may be practically explained by the fact that if learners are always at school (excellent attendance) educators may perceive this as commitment on the part of the learners to their education and feel an equivalent commitment to their work. Work may be done according to schedule with a minimum of interruptions that come from educators having to accommodate for learners who may have been absent from class when previous work was done. In order for the educator to continue with scheduled work, he/she may have to reorganize plans to ensure that all learners are at the same point in the lesson to successfully complete work. Irregular learner attendance may also represent frustration for the educator who plans group work – a common feature of outcomes based lessons.

If learners are not regular in attendance, educators may begin to feel that they cannot work well if there is no commitment on the part of the learners to be at school and educators may begin to display a less satisfactory work ethic. Education, as work is an interactive process. If learners are not there, two-way interaction may be challenged. Thus at the univariate level, the highly significant effect of learner attendance on the individual dimension of work ethic may be explained. The  $p$ -value = 0,001 is statistically significant at both the 1% and 5% level.  $H_0$  is rejected and  $H_a$  is not rejected. The effect size ( $r = 0,15$ ) is small and the partial eta square ( $\eta_p^2 = 0,023$ ) means that 2,3 % of the variance in the individual dimension of work ethic can be explained by this variable (learner attendance). (The practical significance is discussed in the above paragraph).

**TABLE 6.12 HYPOTHESIS WITH AVERAGE AGE OF MANAGEMENT AS THE INDEPENDENT VARIABLE**

| Dimension                | Variable            | Symbol | Description  | Test                      |
|--------------------------|---------------------|--------|--|---------------------------|
| Multivariate differences | Educator attendance | HoT    | There is statistically no significant difference between the vector mean scale value for managers 45 years and younger and those older than 45 years on the two factors of work ethic considered together. | Hotellings T <sup>2</sup> |
|                          |                     | HaT    | There is a statistically significant difference between the vector mean scale values for managers 45 years and younger and those older than 45 years on the two factors of work ethic considered together. |                           |
| Univariate differences   |                     | Hot    | There is statistically no significant difference between the mean scale values for managers 45 years and younger and those older than 45 years on the two factors of work ethic considered separately:     | Student t-test            |
|                          |                     | Hot 1  | There is a statistically no significant difference between the mean scale values for managers 45 years and younger and those older than 45 years in respect of the individual dimensions of work ethic.    |                           |
|                          |                     | Hot 2  | There is a statistically no significant difference between the mean scale values for managers 45 years and younger and those older than 45 years in respect of the power dimensions of work ethic.         |                           |
| (Table continued)        |                     |        |  |                           |

| Dimension              | Variable | Symbol | Description   | Test           |
|------------------------|----------|--------|---|----------------|
| Univariate differences |          | Hat    | There is a statistically significant difference between the mean scale values for managers 45 years and younger and those older than 45 years on the two factors of work ethic considered separately: | Student t-test |
|                        |          | Hat 1  | There is a statistically significant difference between the mean scale values for managers 45 years and younger and those older than 45 years in respect of the individual dimensions of work ethic.  |                |
|                        |          | Hat 2  | There is a statistically significant difference between the mean scale values for managers 45 years and younger and those older than 45 years in respect of the power dimensions of work ethic.       |                |

**TABLE 6.13 SIGNIFICANCE OF DIFFERENCES FOR THE AVERAGE AGE OF MANAGERS WITH RESPECT TO THE TWO FACTORS**

| Factor                             | Group                | Factor mean | Hotelling T <sup>2</sup> (p-value) | Student t-test (p-value) |
|------------------------------------|----------------------|-------------|------------------------------------|--------------------------|
| Individual dimension of work ethic | 45 years and younger | 3,30        | 0,62                               | 3,33                     |
|                                    | Older than 45 years  | 3,34        |                                    |                          |
| Power dimension of work ethic      | 45 years and younger | 2,36        |                                    | 0,83                     |
|                                    | Older than 45 years  | 2,38        |                                    |                          |

45 years and younger (N) = 197

Older than 45 years (N) = 146



The above tables show that there is statistically no significant difference ( $p=0,62$ ) between the vector mean scale scores for managers older than 45 years and those younger than 45 years at the multivariate level when both the factors are taken together. This implies that average age of managers does not impact significantly on work ethic (as represented by both the factors when taken together).  $H_0T$  is not rejected and  $H_aT$  is rejected. At the univariate level independent groups of managers older than 45 years and those younger than 45 years, in terms of the individual dimension of work ethic taken as the dependent variable, or the power dimension of work ethic taken as the dependent variable do not differ in a statistically significant way. At the individual level  $p = 0,33$   $H_{01}$  is not rejected and  $H_{a1}$  is rejected. At the power dimension level  $p = 0,83$ .  $H_{02}$  is not rejected and  $H_{a2}$  is rejected. Average age of managers has no statistically effect at the multivariate level nor at the univariate level of the factors of work ethic.

The partial eta squared ( $\eta_p^2 = 0,003$ ) implies an effect size of  $r = 0,05$  which no effect of this independent variable on the factors of work ethic. Average age of managers explains only 0,3% of the variance in work ethic (as indicated by both the factors taken together). The average age of managers has no effect on the work ethic of educators at both the univariate and multivariate level. Average age of management as an independent variable is also of little practical value in explaining the dependent variable, namely, work ethic.

### **6.7.2 Comparison of three or more independent groups**

In respect of three or more independent groups, multivariate differences are investigated by means of MANOVA (Multivariate Analysis of Variance) using the Wilks' Lambda test. The vector mean scale values are compared to see if they differ significantly. Should any difference be revealed at this level then ANOVA (Analysis of Variance) is used to investigate which of the two factors are responsible for the significant statistical difference. Groups are analysed pair-wise by means of either the Scheffe' or Dunnett T3 tests. If the homogeneity of variance in the Levene test (an advanced form of the Student t-test) is more than 0,05 then Dunnett T3 is used to investigate differences between the various pairs.

**TABLE 6.14 HYPOTHESIS WITH AGE AS THE INDEPENDENT VARIABLE**

| Dimension                | Variable | Symbol   | Description   | Test   |
|--------------------------|----------|--|---|--------|
| Multivariate differences | Age      | HoM  | There is statistically no significant difference amongst the vector mean scale value of the three age groups for the two factors of work ethic considered together. | MANOVA |
|                          |          | HaM  | There is a statistically significant difference amongst the vector mean scale values of the three age groups for the two factors of work ethic considered together. |        |
| Univariate differences   |          | HoA  | The mean scale values of the three age groups do not differ statistically significantly from one another in respect of the following factors taken separately:      | ANOVA  |
|                          |          | HoA 1  | The individual dimension of work ethic  |        |
|                          |          | HoA 2  | The power dimension of work ethic   |        |
|                          |          | HaA  | There is a statistically significant difference among the mean scale values of the three age groups in respect of the following factors taken separately, namely:   |        |
|                          |          | HaA 1  | The individual dimension of work ethic  |        |
|                          | HaA 2    | The power dimension of work ethic<br>(Table continued) |   |        |

|  |   |          |          |
|--|---|----------|----------|
| Symbol                                 | Description   |          |          |
| HoS                                    | There are no statistically significant differences between the mean scores of three age groups when compared pair-wise in respect of the following factors: |          |          |
| Factors                                | Pairs of groups   |          |          |
|  | A vs. B   | A vs. C  | B vs. C  |
| The individual dimension of work ethic | HoS.AB1   | HoS.AC1  | HoS.BC1  |
| The power dimension of work ethic      | HoS.AB 2  | HoS.AC 2 | HoS.BC 2 |
| Symbol                                 | Description   |          |          |
| HaS                                    | There is a statistically significant differences between the mean scores of three age groups when compared pair-wise in respect of the following factors:   |          |          |
| Factors                                | Pairs of groups   |          |          |
|  | A vs. B   | A vs. C  | B vs. C  |
| The individual dimension of work ethic | HaS.AB1   | HaS.AC1  | HaS.BC1  |
| The power dimension of work ethic      | HaS.AB 2  | HaS.AC 2 | HaS.BC 2 |

TABLE 6.14 HYPOTHESIS WITH AGE AS THE INDEPENDENT VARIABLE  
continued above.

**TABLE 6.15 SIGNIFICANCE OF DIFFERENCES BETWEEN THE AGE GROUPS WITH RESPECT TO THE FOLLOWING FACTORS:**

| Factors                            | Group | Mean | MANOVA<br>(p-value) | ANOVA<br>(p-value) | Scheffe/Dunett T3 |   |       |       |
|------------------------------------|-------|------|---------------------|--------------------|-------------------|---|-------|-------|
|                                    |       |      |                     |                    | A                 | B | C     |       |
| Individual dimension of work ethic | A     | 3,35 | 0,036<br>*          | 0,066              | /                 | - | -     |       |
|                                    | B     | 3,26 |                     |                    | -                 | / | -     |       |
|                                    | C     | 3,38 |                     |                    | -                 | - | /     |       |
| Power dimension of work ethic      | A     | 2,32 |                     | 0,039<br>*         | 0,039<br>*        | / | -     | -     |
|                                    | B     | 2,31 |                     |                    |                   | - | /     | 0,063 |
|                                    | C     | 2,50 |                     |                    |                   | - | 0,063 | /     |

A= 35 years or younger (N = 89)

B = 35 – 45 years (N = 147)

C = Older than 45 years (N = 101)

\* Statistically significant at the 5% level ( $p > 0,01$  but  $p < 0,05$ )

- No statistically significant difference between groups

The above table indicates that there is a statistically significant difference ( $p = 0,036$ ) at the 5% level between the mean scale values of the three age groups for the two factors of work ethic taken together. The null hypothesis ( $H_0M$ ) is rejected and the alternative hypothesis ( $H_{aM}$ ) is not rejected at the multivariate level. This means that age as an independent variable does impact significantly on work ethic (both factors taken together).

The partial eta squared value ( $\eta_p^2 = 0,01$ ) implies an effect size ( $r = 0,12$ ) which is a small effect of this independent variable on the factors of work ethic. Age explains 1% of the variance in work ethic (as indicated by both factors taken together).

At the univariate level, for the individual dimension,  $p = 0,066$ . This means that when comparing the three age groups on the individual dimension of work ethic, the null hypothesis ( $H_{0A} 1$ ) can not be rejected but the alternative hypothesis ( $H_{aA} 1$ ) is rejected. When comparing the three age groups pair-wise for the individual dimension of work

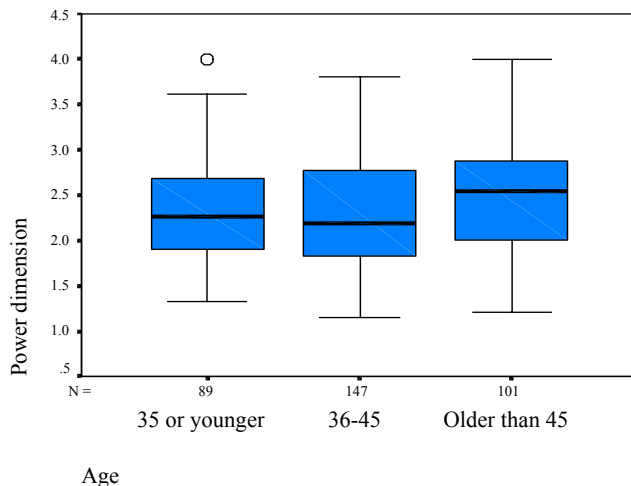
ethic, HoS.AB1, HoS.AC1 and HoS.BC1 will not be rejected but HaS.AB1, HaS.AC1 and HaS.BC1 is rejected.

However the partial eta squared value for the individual dimension of work ethic is ( $\eta_p^2 = 0,017$ ) which implies an effect size ( $r = 0,13$ ) which is small. It means that although age is not significant as a variable for the individual dimension of work ethic at the 5% level, at a practical level age account for 1,7 % of the variability in the individual dimension of work ethic.

For the power dimension of work ethic, a p-value of 0,039 indicates a statistical significance at the five percent level. The null hypotheses HoS.AB 2, HoS.AC 2 and HoS.BC 2 can not be rejected. The alternative hypothesis HaS.AB 2, HaS.AC 2 and HaS.BC 2 is rejected. Age as an independent is significant at the 5 % level for the power dimension of work ethic. For this dimension, the partial eta squared value ( $\eta_p^2 = 0,019$ ) and effect size ( $r = 0,14$ ) is small; 1,9% of the variance in the power dimension of work ethic may be attributed to age.

If one compares the mean scale values of each of the groups within this independent variable, it will be possible to ascertain which, if any of the groups, contribute to the power dimension more than another. The figure (6.1) below indicates the means scale values of age on the power dimension of work ethic.

**Figure 6.1 Mean values of Age groups for the Power Dimension of Work Ethic**



It is evident from the figure above that the mean scale values of the 35 years and younger age group (A) and the 36-45 year group (B) have similar values. For group A,  $\bar{x} = 2,32$  and for B,  $\bar{x} = 3,31$ . The difference occurs in the 'older than 45' year group C,  $\bar{x} = 2,50$ . The items that make up the power dynamic (Table 5.5.1) alludes to the relationship between authority and influence of the principal and other educators, as well as the reputation of the school in the community. For the power dynamic of work ethic, group C appear to agree with these items to a greater extent (higher mean value) than the younger age group; inferring that they are more inclined to accept the authority and influence of the principal as well as place more importance on the reputation of the school in the community than the younger age groups (group A and B).

**TABLE 6.16 HYPOTHESIS WITH QUALIFICATIONS AS THE INDEPENDENT VARIABLE**

| Dimension                | Variable       | Symbol | Description  | Test   |
|--------------------------|----------------|--------|--|--------|
| Multivariate differences | Qualifications | HoM    | There is statistically no significant difference amongst the vector mean scale value of the three qualifications groups for the two factors of work ethic considered together. | MANOVA |
|                          |                | HaM    | There is a statistically significant difference amongst the vector mean scale values of the three qualifications groups for the two factors of work ethic considered together. |        |
| (Table continued)        |                |        |  |        |

| Dimension              | Variable   | Symbol | Description  | Test  |
|------------------------|--|--------|--|-------|
| Univariate differences |  | HoA    | The mean scale values of the three qualifications groups do not differ statistically significantly from one another in respect of the following factors taken separately:    | ANOVA |
|                        |  | HoA 1  | The individual dimension of work ethic   |       |
|                        |  | HoA 2  | The power dimension of work ethic  |       |
|                        |  | HaA    | There is a statistically significant difference among the mean scale values of the three qualifications groups in respect of the following factors taken separately, namely: |       |
|                        |  | HaA 1  | The individual dimension of work ethic   |       |
|                        |  | HaA 2  | The power dimension of work ethic  |       |
| Symbol                 | Description  |        |  |       |
| HoS                    | There are no statistically significant differences between the mean scores of three qualification groups when compared pair-wise in respect of the following factors:<br><br>(Table continued) |        |  |       |

| Factors                                | Pairs of groups  |          |          |
|--|--|----------|----------|
|  | A vs. B  | A vs. C  | B vs. C  |
| The individual dimension of work ethic | HoS.AB1  | HoS.AC1  | HoS.BC1  |
| The power dimension of work ethic      | HoS.AB 2   | HoS.AC 2 | HoS.BC 2 |
| Symbol                                 | Description  |          |          |
| HaS                                    | There are statistically significant differences between the mean scores of three qualification groups when compared pair-wise in respect of the following factors: |          |          |
| Factors                                | Pairs of groups  |          |          |
|  | A vs. B  | A vs. C  | B vs. C  |
| The individual dimension of work ethic | HaS.AB1  | HaS.AC1  | HaS.BC1  |
| The power dimension of work ethic      | HaS.AB 2   | HaS.AC 2 | HaS.BC 2 |

**TABLE 6.17 SIGNIFICANCE OF DIFFERENCES BETWEEN THE QUALIFICATIONS GROUPS WITH RESPECT TO THE FOLLOWING FACTORS:**

| Factors                            | Group | Mean | MANOVA (p-value) | ANOVA (p-value) | Scheffe/Dunett T3 |   |   |
|------------------------------------|-------|------|------------------|-----------------|-------------------|---|---|
|                                    |       |      |                  |                 | A                 | B | C |
| Individual dimension of work ethic | A     | 3,33 | 0,87             | 0,93            | A                 | - | - |
|                                    | B     | 3,33 |                  |                 | B                 | - | - |
|                                    | C     | 3,31 |                  |                 | C                 | - | - |
| Power dimension of work ethic      | A     | 2,35 |                  | 0,55            | A                 | - | - |
|                                    | B     | 2,24 |                  |                 | B                 | - | - |
|                                    | C     | 2,32 |                  |                 | C                 | - | - |

A= Grade 12 and a Teaching Diploma (N =92)

B = Teaching Diploma and Further Education Diploma (N = 136)

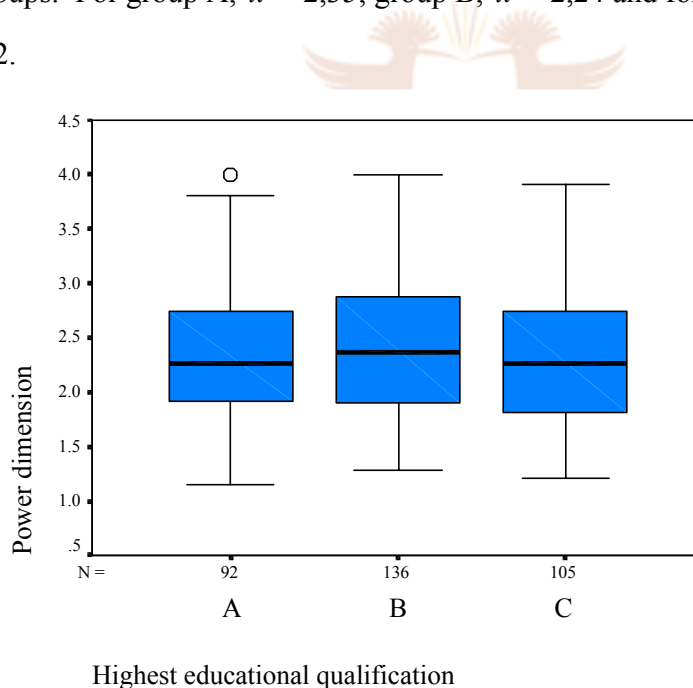
C = Bachelor's degree and/or Post Graduate Degree (N = 105)

- No statistically significant difference between groups



The tables above refer to qualifications as the independent variable. At both the multivariate and the univariate level there is statistically no significant difference between the mean scale values of the three qualification groups whether the factors are considered together or taken independently as the individual and power dynamic. At the multivariate level  $p = 0,87$ . The null hypothesis (HoM) cannot be rejected and the alternative hypothesis (HaM) is rejected. At the univariate level, HoS.AB 1, HoS.AC 1, HoS.BC1, HoS.AB 2, HoS.AC 2, HoS.BC 2 is not rejected but HaS.AB 1, HaS.AC 1, HaS.BC1, HaS.AB 2, HaS.AC 2, HaS.BC 2 is rejected.

For the power dimension, the partial eta squared value ( $\eta_p^2 = 0,003$ ) with  $r = 0,06$ . The implication is that there is no effect of qualification on the power dimension related to work ethic. An indication of the mean scale values for each of the qualification groups (Figure 6.2 below) demonstrates the minimum difference in mean scale value for each of these groups. For group A,  $\bar{x} = 2,35$ ; group B,  $\bar{x} = 2,24$  and for group C,  $\bar{x} = 2,32$ .



**Figure 6.2 Mean Values of Qualification groups for the Power Dimension of Work ethic**

**TABLE 6.18 HYPOTHESIS WITH WORK EXPERIENCE AS THE INDEPENDENT VARIABLE**

| Dimension                | Variable        | Symbol | Description  | Test   |
|--------------------------|-----------------|--------|--|--------|
| Multivariate differences | work experience | HoM    | There is statistically no significant difference amongst the vector mean scale value of the four work experience groups for the two factors of work ethic considered together. | MANOVA |
|                          |                 | HaM    | There is a statistically significant difference amongst the vector mean scale values of the four work experience groups for the two factors of work ethic considered together. |        |
| Univariate differences   |                 | HoA    | The mean scale values of the four work experience groups do not differ statistically significantly from one another in respect of the following factors taken separately:      | ANOVA  |
|                          |                 | HoA 1  | The individual dimension of work ethic   |        |
|                          |                 | HoA 2  | The power dimension of work ethic  |        |
|                          |                 | HaA    | There is a statistically significant difference among the mean scale values of the four work experience groups in respect of the following factors taken separately, namely:   |        |
|                          |                 | HaA 1  | The individual dimension of work ethic   |        |
|                          |                 | HaA 2  | The power dimension of work ethic  |        |

**TABLE 6.19 HYPOTHESIS FOR WORK EXPERIENCE AS THE INDEPENDENT VARIABLE AND EACH OF THE FACTORS OF WORK ETHIC TAKEN SEPARATELY**

|                                    |   |         |         |         |         |         |
|------------------------------------|---|---------|---------|---------|---------|---------|
| Symbol                             | Description   |         |         |         |         |         |
| HoS                                | There are no statistically significant differences between the mean scores of four work experience groups when compared pair-wise in respect of the following factors:  |         |         |         |         |         |
| Factors                            | Pairs of Groups   |         |         |         |         |         |
|                                    | A vs B  | A vs C  | A vs D  | B vs C  | B vs D  | C vs D  |
| Individual dimension of work ethic | HoS.AB1   | HoS.AC1 | HoS.AD1 | HoS.BC1 | HoS.BD1 | HoS.CD1 |
| Power dimension of work ethic      | HoS.AB2   | HoS.AC2 | HoS.AD2 | HoS.BC2 | HoS.BD2 | HoS.CD2 |
| Symbol                             | Description   |         |         |         |         |         |
| HaS                                | There are statistically significant differences between the mean scores of the four work experience groups when compared pair-wise in respect of the following factors: |         |         |         |         |         |
| Factors                            | Pairs of Groups   |         |         |         |         |         |
|                                    | A vs B  | A vs C  | A vs D  | B vs C  | B vs D  | C vs D  |
| Individual dimension of work ethic | HaS.AB1   | HaS.AC1 | HaS.AD1 | HaS.BC1 | HaS.BD1 | HaS.CD1 |
| Power dimension of work ethic      | HaS.AB2   | HaS.AC2 | HaS.AD2 | HaS.BC2 | HaS.BD2 | HaS.CD2 |

**TABLE 6.20 SIGNIFICANCE OF DIFFERENCES BETWEEN WORK EXPERIENCE GROUPS WITH RESPECT TO THE FOLLOWING FACTORS:**

| Factors                            | Group | Mean | MANOVA<br>(p-value) | ANOVA<br>(p-value) | Scheffe/Dunett<br>T3 |   |   |   |   |
|------------------------------------|-------|------|---------------------|--------------------|----------------------|---|---|---|---|
|                                    |       |      |                     |                    | A                    | B | C | D |   |
| Individual dimension of work ethic | A     | 3,31 | 0,17                | 0,37               |                      |   |   |   |   |
|                                    | B     | 3,30 |                     |                    | A                    | - | - | - |   |
|                                    | C     | 3,29 |                     |                    | B                    | - | - | - |   |
|                                    | D     | 3,39 |                     |                    | C                    | - | - | - |   |
| Power dimension of work ethic      | A     | 2,33 |                     | 0,10               | 0,10                 | D | - | - | - |
|                                    | B     | 2,27 |                     |                    |                      | A | - | - | - |
|                                    | C     | 2,44 |                     |                    |                      | B | - | - | - |
|                                    | D     | 2,47 |                     |                    |                      | C | - | - | - |
|                                    |       |      |                     |                    |                      | D | - | - | - |

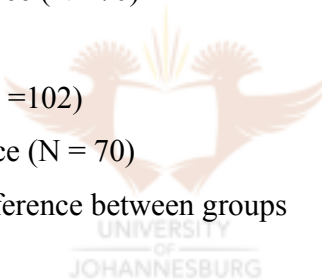
A= Less than ten years experience (N =70)

B = 10 – 15 years (N =100)

C = 16 – 25 years experience (N =102)

D = More tha 25 years experience (N = 70)

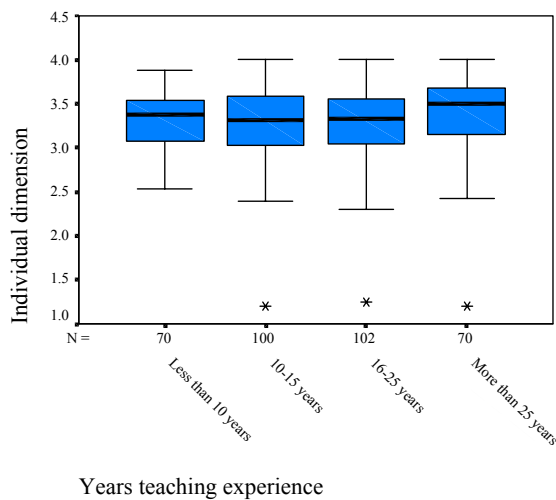
- No statistically significant difference between groups



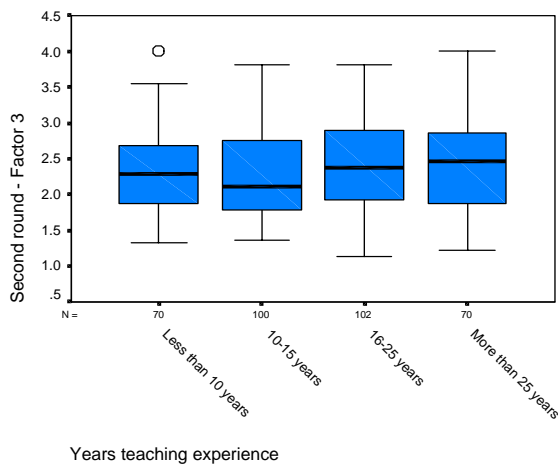
With reference to the above tables referring to the work experience as the independent variable, at both the multivariate and the univariate level there is statistically no significant difference between the mean scale values of the three groups whether the factors are considered together or taken independently as the individual and power dynamic of work ethic. At the multivariate level  $p = 0,17$ . The null hypothesis ( $H_0M$ ) cannot be rejected and the alternative hypothesis ( $H_aM$ ) is rejected. At the univariate level,  $H_0S.AB 1$ ,  $H_0S.AC 1$ ,  $H_0S.BC1$ ,  $H_0S.AB 2$ ,  $H_0S.AC 2$ ,  $H_0S.BC 2$  is not rejected but  $H_aS.AB 1$ ,  $H_aS.AC 1$ ,  $H_aS.BC1$ ,  $H_aS.AB 2$ ,  $H_aS.AC 2$ ,  $H_aS.BC 2$  is rejected. The p-value for the individual dimension is  $p = 0,37$  and for the power dimension,  $p = 0,10$  also indicating no statistically significant difference amongst the work experience of the groups with respect to work ethic.

But the partial eta squared value ( $\eta_p^2 = 0,013$ ) with  $r = 0,11$  for work ethic (both the dimensions taken together) means that 1,3% of the variance may be explained by differences in work experience; a partial eta squared value ( $\eta_p^2 = 0,018$ ) hence  $r = 0,13$  implies a small effect of work experience on the power dimension of work ethic (1,8 % of variance may be explained at a practical level by this independent variable). An indication of the mean scale values form table 6.19 above is presented in the box-plots represented by Figure 6.3 and 6.4 below. It demonstrates the minimum difference in mean values of the groups on each of the dimensions of work ethic.

**Figure 6.3 Mean scale values of years teaching experience on the individual dimension of work ethic**



**Figure 6.4 Mean scale values for years of teaching experience on the power dimension of work ethic**



Second round factor 3 = power dimension

On the individual dimension of work ethic, the generally higher mean values ( $\bar{x} = 3,28$  to  $3,39$ ) than those for the power dimension ( $\bar{x} = 2,27$  to  $2,47$ ) indicate less dissatisfaction at the individual level of work ethic. The lowest mean score is for the 10 – 15 year group ( $\bar{x} = 2,27$ ) compared with the highest mean score within the power dimension, ‘more than 25 years’ where  $\bar{x} = 2,47$ . It appears as if, as a group, persons with 10 – 15 years experience do not agree to the same extent as the other groups, and are diametrically different in their response, to the items within the power dimension than persons with the most teaching experience. The 10 – 15 year group appear to have issues related to the power dimension, impacting on their work ethic.

**TABLE 6.21 HYPOTHESIS WITH LOCATION OF SCHOOL AS THE INDEPENDENT VARIABLE**

| Dimension                | Variable           | Symbol | Description   | Test   |
|--------------------------|--------------------|--------|---|--------|
| Multivariate differences | Location of school | HoM    | There is statistically no significant difference amongst the vector mean scale value of the four location of school groups for the two factors of work ethic considered together. | MANOVA |
|                          |                    | HaM    | There is a statistically significant difference amongst the vector mean scale values of the four location of school groups for the two factors of work ethic considered together. |        |
| Univariate differences   |                    | HoA    | The mean scale values of the four location of school groups do not differ statistically significantly from one another in respect of the following factors taken separately:      | ANOVA  |
|                          |                    | HoA 1  | The individual dimension of work ethic<br>(Table continued)   |        |

|  |  |       |   |  |
|--|--|-------|---|--|
|  |  | HoA 2 | The power dimension of work ethic   |  |
|  |  | HaA   | There is a statistically significant difference among the mean scale values of the four location of school groups in respect of the following factors taken separately, namely: |  |
|  |  | HaA 1 | The individual dimension of work ethic  |  |
|  |  | HaA 2 | The power dimension of work ethic   |  |

**TABLE 6.22 HYPOTHESIS FOR FOUR LOCATIONS OF SCHOOLS AS THE INDEPENDENT VARIABLE AND EACH OF THE FACTORS OF WORK ETHIC TAKEN SEPARATELY**

| Symbol                             | Description   |         |         |         |         |         |
|------------------------------------|---|---------|---------|---------|---------|---------|
| HoS                                | There are no statistically significant differences between the mean scores of the four location of school groups when compared pair-wise in respect of the following factors: |         |         |         |         |         |
| Factor                             | Pairs of Groups   |         |         |         |         |         |
|                                    | A vs B  | A vs C  | A vs D  | B vs C  | B vs D  | C vs D  |
| Individual dimension of work ethic | HoS.AB1   | HoS.AC1 | HoS.AD1 | HoS.BC1 | HoS.BD1 | HoS.CD1 |
| Power dimension of work ethic      | HoS.AB2   | HoS.AC2 | HoS.AD2 | HoS.BC2 | HoS.BD2 | HoS.CD2 |
| (Table continued)                  |   |         |         |         |         |         |

| Symbol                             | Description  |         |         |         |         |         |
|------------------------------------|--|---------|---------|---------|---------|---------|
| HaS                                | There are statistically significant differences between the mean scores of the four location of school groups when compared pair-wise in respect of the following factors: |         |         |         |         |         |
| Factors                            | Pairs of Groups  |         |         |         |         |         |
|                                    | A vs B   | A vs C  | A vs D  | B vs C  | B vs D  | C vs D  |
| Individual dimension of work ethic | HaS.AB1  | HaS.AC1 | HaS.AD1 | HaS.BC1 | HaS.BD1 | HaS.CD1 |
| Power dimension of work ethic      | HaS.AB2  | HaS.AC2 | HaS.AD2 | HaS.BC2 | HaS.BD2 | HaS.CD2 |

**TABLE 6.23 SIGNIFICANCE OF DIFFERENCES BETWEEN THE FOUR LOCATIONS OF SCHOOL GROUPS WITH RESPECT TO THE FOLLOWING FACTORS:**

| Factors                            | Group | Mean | MANOVA<br>(p-value) | ANOVA<br>(p-value) | Scheffe/Dunnett<br>T3 |   |   |   |   |
|------------------------------------|-------|------|---------------------|--------------------|-----------------------|---|---|---|---|
|                                    |       |      |                     |                    | A                     | B | C | D |   |
| Individual dimension of work ethic | A     | 3,38 | 0,11                | 0,098              |                       |   |   |   |   |
|                                    | B     | 3,36 |                     |                    | A                     | - | - | - |   |
|                                    | C     | 3,29 |                     |                    | B                     | - | - | - |   |
|                                    | D     | 3,19 |                     |                    | C                     | - | - | - |   |
| Power dimension of work ethic      | A     | 2,40 |                     | 0,51               | 0,51                  | D | - | - | - |
|                                    | B     | 2,29 |                     |                    |                       | A | - | - | - |
|                                    | C     | 2,40 |                     |                    |                       | B | - | - | - |
|                                    | D     | 2,40 |                     |                    |                       | C | - | - | - |

A= In or close to a city (N =74); B = In a suburban area (N = 79)

C = In a developed township (N =150); D = In an informal settlement/rural area (N =39) ;

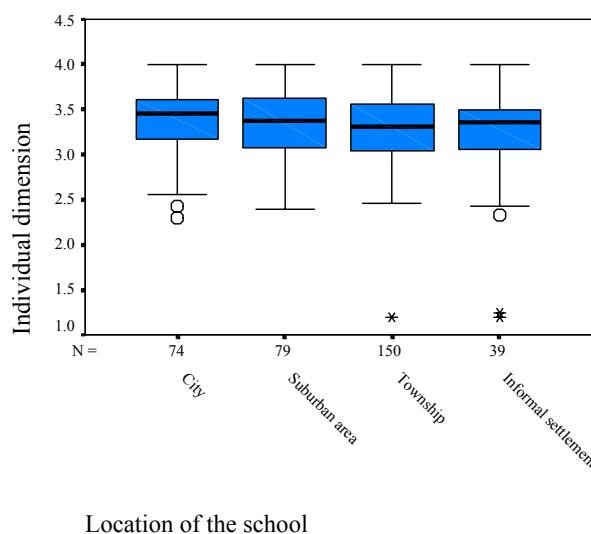
- No statistically significant difference between groups



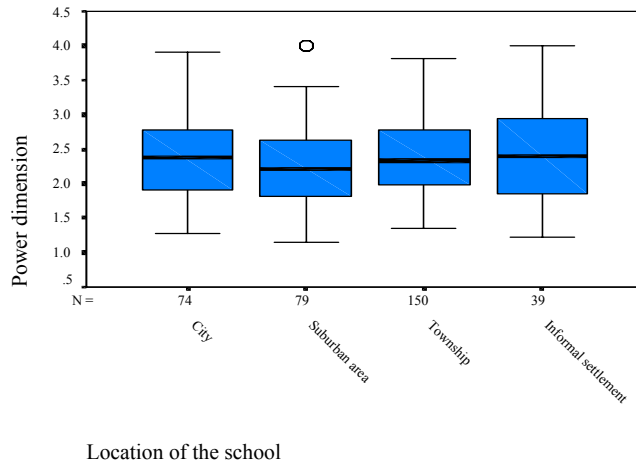
The tables above refer to the location of school groups as the independent variable. At both the multivariate and the univariate level there is statistically no significant difference between the mean scale values of the four school groups whether the factors are considered together or taken independently as the individual and power dynamic. At the multivariate level  $p = 0,11$ . The null hypothesis (HoM) cannot be rejected and the alternative hypothesis (HaM) is rejected. At the univariate level HoA, HoA1 and HoA2 can not be rejected but HaA, HaA1 and HaA2 is rejected. HoS.AB 1, HoS.AC 1, HoS AD 1, HoS.BC1, HoS.BD 1, HoS.CD 1, HoS.AB 2, HoS.AC 2, HoS.AD 2, HoS.BC 2, HoS.BD 2 and HoS.CD 2 is not rejected but HaS.AB 1, HaS.AC 1, HaS.AD1, HaS.BC 1, HaS.BD 1, HaS.CD 1, HaS.AB 2, HaS.AC 2, HaS.AD 2, HaS.BC 2, HaS.BD 2, HaS.CD 2 is rejected.

At the individual level, the partial eta squared value ( $\eta_p^2 = 0,018$ ) implies that  $r = 0,13$  (accounting for 1,8 % of the variance being explained) and for work ethic (both the dimensions taken together) partial eta squared value ( $\eta_p^2 = 0,015$ ) implies that  $r = 0,12$  (1,5% of the variance may be explained). The implication is that there is a small effect of the location of school on the individual dimension of work ethic or on both the dimensions of work ethic taken together. Figure 6.5 and figure 6.6 below demonstrates the minimum difference in mean scale value for each of these groups.

**Figure 6.5 Mean scale values for location of school on the individual dimension of work ethic**



**Figure 6.6 Mean scale values for location of school on the power dimension of work ethic**



For the individual dimension, the means score,  $\bar{x} = 3,18$  (informal settlement) to  $\bar{x} = 3,37$  for city schools indicates the difference in response of educators in these locations for the individual dimension of work ethic. On the power dimension,  $\bar{x} = 2,24$  for the city schools, a similar mean score,  $\bar{x} = 2,29$  for suburban schools but  $\bar{x} = 2,41$  for informal settlement; this is where the greatest difference in response may be found in terms of location of school for the power dimension of work ethic.

**TABLE 6.24 HYPOTHESIS WITH LANGUAGE AS THE INDEPENDENT VARIABLE**

| Dimension                | Variable | Symbol | Description   | Test   |
|--------------------------|----------|--------|---|--------|
| Multivariate differences | Language | HoM    | There is statistically no significant difference amongst the vector mean scale value of the five language groups for the two factors of work ethic considered together. | MANOVA |
|                          |          | HaM    | There is a statistically significant difference amongst the vector mean scale values of the five language groups for the two factors of work ethic considered together. |        |
| Univariate differences   |          | HoA    | The mean scale values of the five language groups do not differ statistically significantly from one another in respect of the following factors taken separately:      | ANOVA  |
|                          |          | HoA 1  | The individual dimension of work ethic  |        |
|                          |          | HoA 2  | The power dimension of work ethic   |        |
|                          |          | HaA    | There is a statistically significant difference among the mean scale values of the five language groups in respect of the following factors taken separately, namely:   |        |
|                          |          | HaA 1  | The individual dimension of work ethic  |        |
|                          |          | HaA 2  | The power dimension of work ethic   |        |

**TABLE 6.25 HYPOTHESIS FOR FIVE LANGUAGE GROUPS AS THE INDEPENDENT VARIABLE AND EACH OF THE FACTORS OF WORK ETHIC TAKEN SEPARATELY**

| Symbol                             | Description   |         |         |         |         |         |         |         |         |         |
|------------------------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| HoS                                | There are no statistically significant differences between the mean scores of the five language groups when compared pair-wise in respect of the following factors: |         |         |         |         |         |         |         |         |         |
| Factor                             | Pairs of Groups   |         |         |         |         |         |         |         |         |         |
|                                    | A vs B  | A vs C  | A vs D  | A vs E  | B vs C  | B vs D  | B vs E  | C vs D  | C vs E  | D vs E  |
| Individual dimension of work ethic | HoS.AB1   | HoS.AC1 | HoS.AD1 | HoS.AE1 | HoS.BC1 | HoS.BD1 | HoS.BE1 | HoS.CD1 | HoS.CE1 | HoS.DE1 |
| Power dimension of work ethic      | HoS.AB2   | HoS.AC2 | HoS.AD2 | HoS.AE2 | HoS.BC2 | HoS.BD2 | HoS.BE2 | HoS.CD2 | HoS.CE2 | HoS.DE2 |
| Symbol                             | Description   |         |         |         |         |         |         |         |         |         |
| HaS                                | There are statistically significant differences between the mean scores of the five language groups when compared pair-wise in respect of the following factors:    |         |         |         |         |         |         |         |         |         |
| Factor                             | Pairs of Groups   |         |         |         |         |         |         |         |         |         |
|                                    | A vs B  | A vs C  | A vs D  | A vs E  | B vs C  | B vs D  | B vs E  | C vs D  | C vs E  | D vs E  |
| Individual dimension of work ethic | HaS.AB1   | HaS.AC1 | HaS.AD1 | HaS.AE1 | HaS.BC1 | HaS.BD1 | HaS.BE1 | HaS.CD1 | HaS.CE1 | HaS.DE1 |
| Power dimension of work ethic      | HaS.AB2   | HaS.AC2 | HaS.AD2 | HaS.AE2 | HaS.BC2 | HaS.BD2 | HaS.BE2 | HaS.CD2 | HaS.CE2 | HaS.DE2 |

A= Afrikaans

B = English

C = Nguni/ Venda/ Tsonga

D = Sotho

E = Other (Consists of Gujerati; Urdi; Tamil;Other)

**TABLE 6.26 SIGNIFICANCE OF DIFFERENCES BETWEEN THE FIVE LANGUAGE GROUPS WITH RESPECT TO THE FOLLOWING FACTORS:**

| Factors                            | Group | Mean  | MANOVA<br>(p-value) | ANOVA<br>(p-value) | Scheffe/Dunett T3 |   |   |   |   |   |   |
|------------------------------------|-------|-------|---------------------|--------------------|-------------------|---|---|---|---|---|---|
|                                    |       |       |                     |                    |                   | A | B | C | D | E |   |
| Individual dimension of work ethic | A     | 3,393 | 0,001<br><br>**     | 0,251              |                   | / | - | - | - | - |   |
|                                    | B     | 3,397 |                     |                    | A                 | - | / | - | - | - |   |
|                                    | C     | 3,295 |                     |                    | B                 | - | - | / | - | - |   |
|                                    | D     | 3,256 |                     |                    | C                 | - | - | - | / | - |   |
|                                    | E     | 3,280 |                     |                    | D                 | - | - | - | - | / |   |
| Power dimension of work ethic      | A     | 2,412 |                     | 0,001<br><br>**    | 0,001<br><br>**   |   | / | - | - | - | - |
|                                    | B     | 2,216 |                     |                    |                   | A | - | - | * | - | - |
|                                    | C     | 2,253 |                     |                    |                   | B | - | * | / | - | * |
|                                    | D     | 2,447 |                     |                    |                   | C | - | - | - | / | - |
|                                    | E     | 2,050 |                     |                    |                   | D | - | - | * | - | / |
|                                    |       |       |                     |                    |                   | E | - | - | * | - | / |

A= Afrikaans (N =100)

B = English (N = 81)

C = Nguni/ Venda/ Tsonga (N = 67)

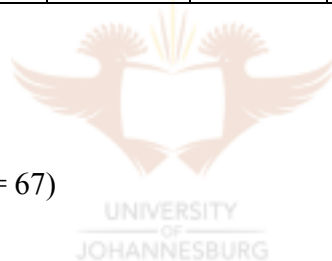
D = Sotho (N =73)

E = Other (Consists of Gujerati=11; Urdi=5; Tamil=5;Other=2; N = 23)

\* Statistically significant at the 5% level ( $p > 0,01$  but  $p < 0,05$ )

\*\* Statistically significant at the 1% level ( $p < 0,01$ )

- No statistically significant difference between groups



The above table indicates that there is a statistically significant difference between the mean scale values of the five language groups for the two factors of work ethic taken together. The p-value is  $p = 0,001$  at the multivariate level. The implication is that there is less than 0,1% probability that the relationship is due to chance. The null hypothesis (HoM) is rejected and the alternative hypothesis (HaM) is not rejected at this level. This means that language (represented by the five groups above) as an independent variable, does impact significantly on work ethic (both the factors taken together).

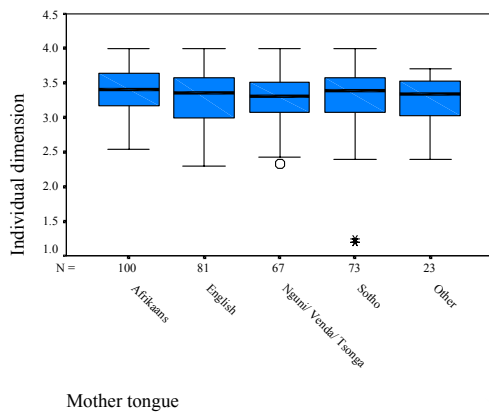
At the univariate level, for the individual dimension of work ethic, the p-value is  $p = 0,251$ . The null hypothesis  $H_0A1$  is not rejected but  $H_aA1$  is rejected and  $H_0S.AB1$ ,  $H_0S.AC1$ ,  $H_0S.AD1$ ,  $H_0S.AE1$ ,  $H_0S.BC1$ ,  $H_0S.BD1$ ,  $H_0S.BE1$ ,  $H_0S.CD1$ ,  $H_0S.CE1$ , and  $H_0S.DE1$  is rejected. Therefore  $H_aS.AB1$ ,  $H_aS.AC1$ ,  $H_aS.AD1$ ,  $H_aS.AE1$ ,  $H_aS.BC1$ ,  $H_aS.BD1$ ,  $H_aS.BE1$ ,  $H_aS.CD1$ ,  $H_aS.CE1$ , and  $H_aS.DE1$  is not rejected. For the power dimension of work ethic,  $p = 0,001$ . It means that a statistically significant difference does occur for this variable. The null hypothesis ( $H_0A2$ ) can not be rejected. The alternative hypothesis ( $H_aA2$ ) will be rejected. With regards to pair-wise comparisons on the power dimension of work ethic,  $H_0S.AB2$ ,  $H_0S.AC2$ ,  $H_0S.AD2$ ,  $H_0S.AE2$ ,  $H_0S.BC2$ ,  $H_0S.BD2$ ,  $H_0S.BE2$ ,  $H_0S.CD2$ ,  $H_0S.CE2$ , and  $H_0S.DE2$  is not rejected. Based on observed means and the Scheffe test, using mother tongue (language) as the independent variable, a significant difference in means scale values occurs for  $H_aS.BC2$  ( $p = 0,33$ ) and  $H_aS.CE2$  ( $p = 0,23$ ) at the 5 % level. For  $H_aS.AB2$ ,  $H_aS.AC2$ ,  $H_aS.AD2$ ,  $H_aS.AE2$ ,  $H_aS.BD2$ ,  $H_aS.BE2$ ,  $H_aS.CD2$ , and  $H_aS.DE2$ , the p-value is greater than 0,05.

The language group categorized as C consist of Nguni, Venda and Tsonga speakers. This group represents one of the two groups (the other is group D = Sotho speakers;  $N = 73$ ) of African language speakers in the sample and accounts for 48% ( $N = 67$ ) of the sample of “African” language speakers. The language group B consisted of “English” language speakers. The group E = Other, consisted of eleven Gujerati speakers, five Urdu speakers, five Tamil speakers and two that were not categorized under any of the language options presented. Of the persons in this group (E), 91,3% of the speakers use a language of “Indian” origin. A statistically significant difference occurred between language speakers in group B being different from group C and E.

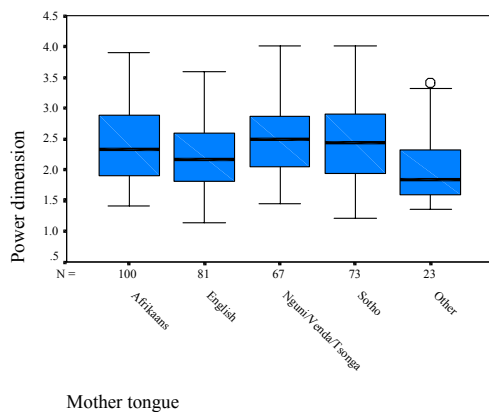
The substantive significance of work ethic (two dimensions taken together) for language as the independent variable has a partial eta squared value ( $\eta_p^2 = 0,037$ ); effect size ( $r = 0,19$ ) which is a small effect. Language differences could account for 3,7 %, of the variance in the two dimensions of work ethic taken together. On the individual dimension partial eta squared ( $\eta_p^2 = 0,016$ ); effect size ( $r = 0,12$ ). This too is a small effect. However, for the power dimension partial eta squared ( $\eta_p^2 = 0,054$ ) with an effect size ( $r = 0,23$ ) which is a

small effect. The implication is that language differences could explain 5,4% of the variance in the power dimension of work ethic. Figure 6.7 and figure 6.8 illustrate the differences in mean values for language, in each of the dimensions of work ethic taken individually.

**Figure 6.7 Mean scale values of language on the individual dimension of work ethic**



**Figure 6.8 Mean scale values of language on the power dimension of work ethic**



It becomes evident from the box-plots in the above figures (6.7 and 6.8) as well as the above tables (6.23 and 6.24) that the difference in language groups relate more strongly to the power dimension of work ethic. It is necessary to explore this variable further to ascertain which of the groups contribute to these differences emerge. Further investigation will be made using the Scheffe (a,b) test of multiple comparisons using subsets as the basis for comparison.

**TABLE 6.27 LANGUAGE GROUPS SUB-SETS RELATING TO THE POWER DIMENSION OF WORK ETHIC**

The table below the displays the means for groups in homogeneous subsets.

|  |                                 | N   | Subset |        |
|--|---------------------------------|-----|--------|--------|
| Scheffe(a,b)   | Language groups / mother tongue |     | 1      | 2      |
|  | Other                           | 23  | 2,0497 |        |
|  | English                         | 81  | 2,2158 | 2,2158 |
|  | Afrikaans                       | 100 |        | 2,4121 |
|  | Sotho                           | 73  |        | 2,4465 |
|  | Nguni/Venda/Tsonga              | 67  |        | 2,5330 |
|  | Sig.                            |     | 0,716  | 0,106  |
| a. Uses Harmonic Mean Sample Size = 52,939<br>b. Alpha = .05 |                                 |     |        |        |

The above table presents language groups (mother tongue) as two sub-sets. A marked difference is evident between the sub-sets as noted by the significant values – for set one,  $p=0,716$  and for set two,  $p=0,106$ . Set one consisting of the “Other” (E) and the English (B) language speakers. Set two consists of the Afrikaans speakers (A) and the two African language groups (C and D). The difference in groups thus appear to be between the Group E and A, C and D taken as a group. It is interesting to note at this point that despite other differences that may be evident between groups A (Afrikaans) and C and D (African ),



these groups appear to respond in a similar manner to the power dimension of work ethic and they are markedly different from group E (predominantly Indian languages). Group E has the lowest mean scale value (2,05) implying “tending to disagree” as opposed to the other groups – average mean scale value = 2,46 implying “disagree, but tending to agree”.

As stated earlier, the items that make up the power dynamic (Table 5.5.1) alludes to the relationship between authority and influence of the principal and other educators, as well as the reputation of the school in the community. An inference that could be drawn from the sub-sets is that Afrikaans and African language speakers may be more inclined to accept the positional authority of the principal and want to work at a school that is respected in the community to a greater extent than Indian mother tongue speakers.



**TABLE 6.28 HYPOTHESIS WITH RELIGION AS THE INDEPENDENT VARIABLE**

| Dimension                | Variable | Symbol                            | Description   | Test   |
|--------------------------|----------|-----------------------------------|---|--------|
| Multivariate differences | Religion | HoM                               | There is statistically no significant difference amongst the vector mean scale value of the six groups of religion for the two factors of work ethic considered together. | MANOVA |
|                          |          | HaM                               | There is a statistically significant difference amongst the vector mean scale values of six groups of religion for the two factors of work ethic considered together.     |        |
| Univariate differences   |          | HoA                               | The mean scale values of the six groups of religion do not differ statistically significantly from one another in respect of the following factors taken separately:      | ANOVA  |
|                          |          | HoA 1                             | The individual dimension of work ethic  |        |
|                          |          | HoA 2                             | The power dimension of work ethic   |        |
|                          |          | HaA                               | There is a statistically significant difference among the mean scale values of six groups of religion in respect of the following factors taken separately, namely:       |        |
|                          |          | HaA 1                             | The individual dimension of work ethic  |        |
|                          | HaA 2    | The power dimension of work ethic |   |        |

**TABLE 6.29 HYPOTHESIS FOR SIX GROUPS OF RELIGION AS THE INDEPENDENT VARIABLE AND EACH OF THE FACTORS OF WORK ETHIC TAKEN SEPARATELY**

| Symbol               | Description   |         |         |         |         |         |         |         |
|----------------------|---|---------|---------|---------|---------|---------|---------|---------|
| HoS                  | There are no statistically significant differences between the mean scores of the six groups of religion when compared pair-wise in respect of the following factors: |         |         |         |         |         |         |         |
| Factor               | Pairs of Groups   |         |         |         |         |         |         |         |
| Individual dimension | A vs B  | A vs C  | A vs D  | A vs E  | A vs F  | B vs C  | B vs D  | B vs E  |
|                      | HoS.AB1   | HoS.AC1 | HoS.AD1 | HoS.AE1 | HoS.AF1 | HoS.BC1 | HoS.BD1 | HoS.BE1 |
|                      | B vs F  | C vs D  | C vs E  | C vs F  | D vs E  | D vs F  | E vs F  |         |
|                      | HoS.BF1   | HoS.CD1 | HoS.CE1 | HoS.CF1 | HoS.DE1 | HoS.DF1 | HoS.EF1 |         |
| Power dimension      | Pairs of Groups   |         |         |         |         |         |         |         |
|                      | A vs B  | A vs C  | A vs D  | A vs E  | A vs F  | B vs C  | B vs D  | B vs E  |
|                      | HoS.AB2   | HoS.AC2 | HoS.AD2 | HoS.AE2 | HoS.AF2 | HoS.BC2 | HoS.BD2 | HoS.BE2 |
|                      | B vs F  | C vs D  | C vs E  | C vs F  | D vs E  | D vs F  | E vs F  |         |
|                      | HoS.BF2   | HoS.CD2 | HoS.CE2 | HoS.CF2 | HoS.DE2 | HoS.DF2 | HoS.EF2 |         |
|                      | (Table continued on the next page)  |         |         |         |         |         |         |         |

| Symbol               | Description  |         |         |         |         |         |         |         |
|----------------------|--|---------|---------|---------|---------|---------|---------|---------|
| HaS                  | There are statistically significant differences between the mean scores of the six groups of religion when compared pair-wise in respect of the following factors: |         |         |         |         |         |         |         |
| Individual dimension | A vs B   | A vs C  | A vs D  | A vs E  | A vs F  | B vs C  | B vs D  | B vs E  |
|                      | HaS.AB1  | HaS.AC1 | HaS.AD1 | HaS.AE1 | HaS.AF1 | HaS.BC1 | HaS.BD1 | HaS.BE1 |
|                      | Pairs of Groups  |         |         |         |         |         |         |         |
|                      | B vs F   | C vs D  | C vs E  | C vs F  | D vs E  | D vs F  | E vs F  |         |
|                      | HaS.BF1  | HaS.CD1 | HaS.CE1 | HaS.CF1 | HaS.DE1 | HaS.DF1 | HaS.EF1 |         |
|                      | Pairs of Groups  |         |         |         |         |         |         |         |
| Power dimension      | A vs B   | A vs C  | A vs D  | A vs E  | A vs F  | B vs C  | B vs D  | B vs E  |
|                      | HaS.AB2  | HaS.AC2 | HaS.AD2 | HaS.AE2 | HaS.AF2 | HaS.BC2 | HaS.BD2 | HaS.BE2 |
|                      | Pairs of Groups  |         |         |         |         |         |         |         |
|                      | B vs F   | C vs D  | C vs E  | C vs F  | D vs E  | D vs F  | E vs F  |         |
|                      | HaS.BF2  | HaS.CD2 | HaS.CE2 | HaS.CF2 | HaS.DE2 | HaS.DF2 | HaS.EF2 |         |
|                      | Pairs of Groups  |         |         |         |         |         |         |         |

A= Catholic / Presbyterian/ Methodist

B = Congregational / Charismatic

C = Gereformeerde / Nederduits Gereformeerde / Hervormde Kerk (will be referred to as “Suster Kerke”)

D = Hindu

E = Muslim

F = Other (includes African Traditional)

**TABLE 6.30 SIGNIFICANCE OF DIFFERENCES BETWEEN THE SIX GROUPS OF RELIGION WITH RESPECT TO THE FOLLOWING FACTORS:**

| Factors                            | Group | Mean | MANOVA<br>(p-value) | ANOVA<br>(p-value) | Scheffe/Dunett T3 |   |   |   |   |   |   |
|------------------------------------|-------|------|---------------------|--------------------|-------------------|---|---|---|---|---|---|
|                                    |       |      |                     |                    |                   | A | B | C | D | E | F |
| Individual dimension of work ethic | A     | 3,28 | 0,013 *             | 0,23               |                   | / | - | - | - | - | - |
|                                    | B     | 3,29 |                     |                    | A                 | / | - | - | - | - |   |
|                                    | C     | 3,44 |                     |                    | B                 | - | / | - | - | - |   |
|                                    | D     | 3,29 |                     |                    | C                 | - | - | / | - | - |   |
|                                    | E     | 3,28 |                     |                    | D                 | - | - | - | / | - |   |
|                                    | F     | 3,29 |                     |                    | E                 | - | - | - | - | / |   |
| Power dimension of work ethic      | A     | 2,43 |                     | 0,006 **           |                   | / | - | - | * | - | - |
|                                    | B     | 2,44 |                     |                    | A                 | - | / | - | * | - | - |
|                                    | C     | 2,48 |                     |                    | B                 | - | - | / | * | - | - |
|                                    | D     | 2,04 |                     |                    | C                 | - | - | - | / | - | - |
|                                    | E     | 2,26 |                     |                    | D                 | * | * | * | - | / | - |
|                                    | F     | 2,20 |                     |                    | E                 | - | - | - | - | - | / |
|                                    |       |      |                     |                    | F                 | - | - | - | - | - | / |

A= Catholic / Presbyterian/ Methodist (N = 101)

B = Congregational / Charismatic (N =69)

C = Gereformeerde / Nederduits Gereformeerde / Hervormde Kerk (will be referred to as “Suster Kerke”) (N= 63)

D = Hindu (N = 20)

E = Muslim (N = 36)

F = Other ( N= 47) includes ten respondents classified as ‘African Traditional ’

\* Statistically significant at the 5% level ( $p > 0,01$  but  $p < 0,05$ )

\*\*Statistically significant at the 1% level ( $p < 0,01$ )

- No statistically significant difference between group

The above table indicates that there is a statistically significant difference between the vector mean scale values of the six groups of religion for the two factors of work ethic taken together. The null hypothesis (HoM) is rejected and the alternative hypothesis (HaM) is not rejected at the multivariate level. This means that religious commitment as

an independent variable does impact significantly on work ethic (both the factors taken together).

The partial eta squared ( $\eta_p^2 = 0,033$ ) implies an effect size ( $r = 0,18$ ) which is small, of this independent variable on the factors of work ethic. Religious commitment explains 3.3% of the variance in work ethic (as indicated by both the factors taken together).

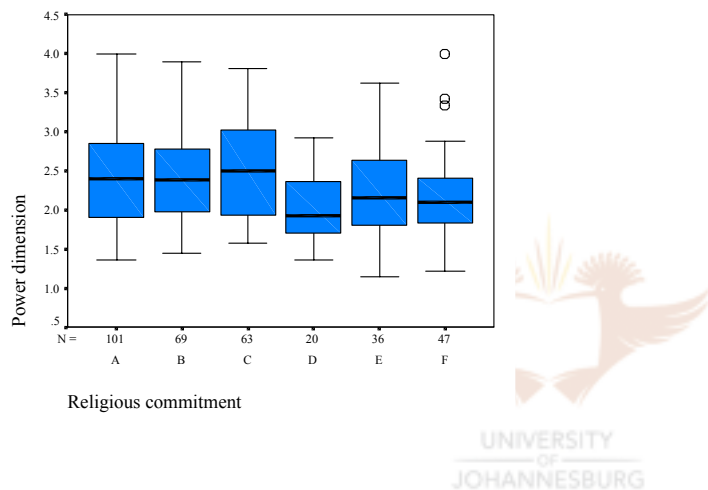
At the univariate level, for the individual dimension, the p-value = 0,23. HoA1 is not rejected and HaA1 is rejected. This also implies that when comparing the mean scale value for each of the six groups, as independent variables, on the individual dimension (as the dependent variable) there will be no statistically significant difference evident. Thus the null hypotheses for these independent variables are not rejected. HoS.AB1, HoS.AC1, HoS.AD1, HoS.AE1, HoS.AF1, HoS.BC1, HoS.BD1, HoS.BE1, HoS.BF1, HoS.CD1, HoS.CE1, HoS.CF1, HoS.DE1, HoS.DF1 and HoS.EF1 is not rejected. The alternative hypotheses for each of the six groups, as independent variables : HaS.AB1, HaS.AC1, HaS.AD1, HaS.AE1, HaS.AE1, HaS.AF1, HaS.BC1, HaS.BD1, HaS.BE1, HaS.BF1, HaS.CD1, HaS.CE1, HaS.CF1, HaS.DE1, HaS.DF1 and HaS.EF1 are rejected. This dependent variable has a partial square value = 0,021 and  $r = 0,15$ . It implies a small to no effect.

For the power dimension, the p-value is 0,006 indicating a statistical significance at the one percent level. The null hypotheses HoS.AB2, HoS.AC2, HoS.AD2, HoS.AE2, HoS.AF2, HoS.BC2, HoS.BD2, HoS.BE2, HoS.BF2, HoS.CD2, HoS.CE2, HoS.CF2, HoS.DE2, HoS.DF2, HoS.EF2 are rejected and the alternative hypotheses : HaS.AB2, HaS.AC2, HaS.AD2, HaS.AE2, HaS.AF2, HaS.BC2, HaS.BD2, HaS.BE2, HaS.BF2, HaS.CD2, HaS.CE2, HaS.CF2, HaS.DE2, HaS.DF2, HaS.EF2 are accepted. Religious commitment does have an impact on the power dimension of work ethic.

For the power dimension, partial eta squared ( $\eta_p^2 = 0,047$ ) and  $r = 0,22$ . The power dimension is also substantively significant with religious commitment having a small effect on the power dimension.

Comparing the mean scale values of each of the groups within this independent variable will indicate if any group/s contribute to the difference in this dimension more than another. The figure below indicates the mean scale values of religious commitment on the power dimension of work ethic.

**Figure 6.9 Mean scale values of religious commitment on the power dimension of work ethic**



It is evident from Figure 6.9, that the biggest difference in mean scale values occur between the Hindu group ( $\bar{x}=2,04$ ) and the Suster kerke ( $\bar{x}=2,48$ ). Further testing of the means for the six groups within this independent variable can be done to form homogenous subsets. Table 6.31 displays the results of the Scheffe Homogenous subset test.

**TABLE 6.31 RELIGIOUS COMMITMENT SUBSETS RELATING TO THE POWER DIMENSION OF WORK ETHIC**

The table below the displays the means for groups in homogeneous subsets.

|  |   | N   | Subset |        |
|--|---|-----|--------|--------|
|  | Religious commitment                                      |     | 1      | 2      |
| Scheffe(a,b)                               | Hindu   | 20  | 2,0417 |        |
|  | Other   | 47  | 2,1783 | 2,1783 |
|  | Muslim  | 36  | 2,2632 | 2,2632 |
|  | Catholic / Presbyterian / Mehtodist                       | 101 | 2,4307 | 2,4307 |
|  | Congregational / Charismatic churches                     | 69  | 2,4396 | 2,4396 |
|  | Gereformeerde / Nederduits Gereformeerde / Hervormde Kerk | 63  |        | 2,4819 |
|  | Sig.  |     | 0,087  | 0,345  |
| A Uses Harmonic Mean Sample Size = 43.066. |   |     |        |        |
| B Alpha = .05.                             |   |     |        |        |

The difference in interaction between these two groups is reflected in the sub-sets created Scheffe (a,b). Hindus have a mean score  $\bar{x} = 2,04$  (closer to 2 implies less agreement) whereas Christians have a mean score  $\bar{x} = 2,45$  (closer to 3) implies an greater agreement with the items of the power dimension.

It is important to note the p-values of the sub-sets. For sub-set one,  $p = 0,087$  and for sub-set two,  $p = 0,345$ . This implies that it is not chance that is responsible for the groupings into sub-sets but the items within the sub-sets that impact on the groupings, in this case, religious affiliation.

The results confirm further that the largest difference lies between the Hindu groups and the Gereformeerde / Nederduits Gereformeerde / Hervormde Kerk group (referred to as “Suster Kerke”) (C) as the other four groups fall into either of the subsets equally well. Table 2.28 shows that the Hindu group (D) is also significantly different from the Catholic



/ Presbyterian/ Methodist group (A) and the Congregational / Charismatic group (B).

These three other groups could collectively be termed the 'Christian' group. On the power dimension of work ethic, the Hindu group appears to differ to large extent form the Christian group.

The power dimension consists of the factors : respect for authority; independent work and autonomous power. Respect for authority items focus on two aspects of power, namely, the positional power accorded to the principal and the status of the school as a component of organisational power. There appears to be some alignment between what business leaders believe in terms of how positional and organisational power impact on the individual at work and what educators believe in terms of the power dimension. The idea is encapsulated in the selected items from the questionnaire listed below:

**Item B6** : I accept the authority of the principal. This item was ranked first within the power dimension. Its high ranking is supported by Joffe ( 2002:2) who speaks of the need for authority to be accorded to managers in order for them to make their 'own operational decisions'.

**Item B8** : Younger educators should follow the example of more experienced educators. Swanepoel (2002:35) speaks of the need for senior management to 'teach younger people' so that the 'company be steered successfully into the future'. Educators too, appear to be responsive to the notion that experience for working well may have something to do with wisdom that comes from time spent in the work environment.

**Item B7** : The principal is ultimately responsible for the work done educators at the school. Educators appear to accept the positional power of the principal that 'accrues from the appointment in the position' (Bush, 2003:98). With the 'position' comes the responsibility to do the work 'right'. de Canha (2002:11) states quite emphatically that 'managers must make the right choices at the right time'. Botha, (2002:49) concurs with the notion that 'managers are responsible for making the 'right long term decisions rather than worrying about how their decisions impact on their public profile. As a leader she

believes that she must make the tough decisions. A leader's job is not always pleasant or easy – Summers (2002:21) adds that a leader, must accept that it is his responsibility to 'push people hard to achieve the group goals'; Gore (2002:43) as head of Discovery Holdings is seen by staff as 'always mapping another road, continually pushing us all.' Gore sees new ideas a source of power- that provides the impetus for him to act for it is essentially his responsibility to take 'Discovery Holdings to the next level.'

**B17** My good efforts are recognised by the school. Lynch (2002:11) speaks of the importance of 'giving recognition to whom it is due' and Ferreira (2002:18) believes that it is important to 'recognise the contributions that staff make to the collective performance of the organisation.'

Power appears to relate to how the leader (or principal) sees him/herself in relation to his/her belief about his/her position as well as how others see him/her in interaction with them. Differences in belief systems would impact on the power dimension of work ethic. Religious commitment is a product of a belief system for life, and therefore work. 'Work ethic' as defined by Hamilton-Attwell (1998:7) is the basic belief that a person should do work that has some basic moral worth, thus aligning 'work' with a higher order of values or a sense of morality.

Christianity teaches that God's favour can be acquired by performing 'meritorious' deeds. Since the Reformation, work acquired a moral dimension and became a defining characteristic for human existence. People worked hard to serve God and to 'prove' their worthiness to Him and others (Beder, 2000:2). Thus God is the supreme power that directs the focus of action and, to a greater extent, one's entire existence. Ever since Constantine 'first legalized Christianity' the power of the Church became entwined with that of the state (Yancey, 1995:260). Christian Bishops began imposing morality on society at large, not just the church. Commitment to Christianity is firmly entrenched in the notion that 'God gave Himself in the person of Jesus' who said 'I am the way' (Yancey, 1995:261). Christians believe that life is to be highly esteemed but that it must be subordinated in the service of Biblical love and justice (from Christianity Today on

<http://www.hinduism.co.za/religion.htm>). Following His word and living by the basic tenets of Christianity : the Ten Commandments, is the unambiguous expectation of God.

The idea of accepting positional authority will probably be more easily accepted by persons whose religious commitment requires unquestioning obedience to Jesus, ‘who will lead you to salvation’. Therefore, a person in authority is expected to do that which is ‘right’ for the benefit of all those that they are responsible for. The idea of leadership and its associated responsibility as reflected in the research findings, possibly emerges from deep rooted Christian beliefs of the sample. This notion of leadership is reflected in the above comments of the business leaders too and probably what accounts for the acceptance of positional authority of the principal as reflected in the response to the items on the power dimension of work ethic.

The difference in the way in which Hindus relate to the power dimension of work ethic, could possibly be explained by referring to some basic beliefs that define the relationship with a ‘Higher’ authority, namely God. ‘Life’ for a Hindu, is to ‘embark on a journey of the soul marked by purification and liberation to complete union with the Supreme Being’ (Hurley in Meer, 1995:911). For Hindus, the attainment of spiritual perfection is the aim of life and the purpose of human birth (Shivapadananda,1984: 9). Hindus believe in the reincarnation of the soul. Souls can evolve through many births until all karma is resolved and ‘moksha’ or liberation of the soul occurs – meaning that the soul reverts to becoming one with the Supreme.

The general circumstances of each reincarnated life are governed by the law of karma which can be understood as an automatic moral or spiritual law of cause and effect (Maxwell, 2002:70). The soul is part of the cosmic energy of the creator and has the potential to revert to its pure state. The responsibility for the evolution of the soul lies with the individual – a manifestation of the soul in the material body. When in the body, the soul or the individual has the responsibility to act (perform Karma) in morally appropriate ways (dharma). It is through dharma that the individual can assure ascendancy of the soul through each birth.

The individual, according to Hinduism, has responsibility for his/her future destiny based on the choice of dharma and karma (actions). As a result of one's thoughts, words and deeds, future destiny is created just as the explanation for the present circumstances can be attributed to past choices. All circumstances are produced entirely by the individuals concerned – emerging from past circumstances (Richelieu, 1996:142).

It is not sufficient to accept a fatalistic view of trying circumstances as being a result of bad past karma, for future destiny is being created in the present choice of action. The implication for the power dimension is that Hindu individuals would probably see their work circumstances as being primarily their responsibility. Organisational authority or positional authority would most likely be seen as a natural consequence of circumstances but of no greater importance than the individual. Dharma (correct moral action) dictates that appropriate respect should be accorded to the organisation or the leader. But if the organisation advocates that which is immoral or the leader displays poor dharma, it would be incumbent upon the individual, if he/she wants to make spiritual progress, to act in accordance what he/she perceives as more appropriate action. The Hindu individual would, out of knowledge for his/her destiny, probably want to be more actively involved in his/her work circumstances rather expect others to be responsible for him/her – even if the 'other' is the leader (or principal).

## **6.8 SUMMARY**

In this section the researcher reported on an analysis and interpretation of a selected sample of empirical data. In order to do this, the following were discussed: validity and reliability relating to the measuring instrument; independent and dependent variables – groups of two or more quasi-independent variables were used as pointer measures of the concept (work ethic) in relation to the two dimensions (individual and power) of work ethic identified in the previous chapter; hypotheses and the testing thereof by means of establishing statistical and/or substantive significance. Variables were related to specific questions on the instrument (Creswell, 2003:159) explaining the researcher's inferences relating to the

statistical and/or practical significance of variables first with the dimensions of work ethic separately, thereafter taking the two dimensions together as an indication of work ethic.

A summary of the statistical and substantive significance of independent variable on two of the dimensions of work ethic and on work ethic (the two dimensions taken together) is presented below:

**TABLE 6.32 SIGNIFICANT VALUES (p values) AND EFFECT SIZE (r) FOR WORK ETHIC AND THE TWO DIMENSIONS OF WORK ETHIC - INDIVIDUAL AND POWER DIMENSIONS**

|                           | WORK ETHIC |                                       | INDIVIDUAL |                                       | POWER   |                                       |
|---------------------------|------------|---------------------------------------|------------|---------------------------------------|---------|---------------------------------------|
|                           | p value    | $\sqrt{\eta_p^2}$<br>(effect size= r) | p value    | $\sqrt{\eta_p^2}$<br>(effect size= r) | p value | $\sqrt{\eta_p^2}$<br>(effect size= r) |
| Gender                    | 0,43       | 0,07                                  | 0,6        | 0,03                                  | 0,182   | 0,07                                  |
| Age                       | *0,036     | * 0,12                                | 0,07       | * 0,13                                | *0,04   | * 0,14                                |
| Work Experience           | 0,18       | * 0,11                                | 0,37       | 0,09                                  | 0,10    | * 0,13                                |
| Qualification             | 0,87       | 0,04                                  | 0,93       | 0,00                                  | 0,55    | 0,06                                  |
| Post Level                | 0,74       | * 0,12                                | 0,08       | 0,09                                  | 0,37    | 0,04                                  |
| Classification of school  | 0,63       | 0,05                                  | 0,38       | 0,04                                  | 0,88    | 0,00                                  |
| Location of school        | 0,11       | * 0,12                                | 0,98       | * 0,13                                | 0,51    | 0,08                                  |
| Educator attendance       | 0,056      | * 0,13                                | *0,02      | * 0,13                                | 0,69    | 0,00                                  |
| Learner attendance        | *0,02      | * 0,16                                | *0,004     | * 0,15                                | 0,35    | 0,05                                  |
| Average age of management | 0,62       | 0,05                                  | 0,33       | 0,05                                  | 0,83    | 0,00                                  |
| Religion                  | *0,01      | * 0,18                                | 0,23       | * 0,15                                | *0,006  | ** 0,22                               |
| Language                  | *0,001     | * 0,19                                | 0,25       | * 0,12                                | *0,001  | ** 0,23                               |

\* Significant p value; \* small to no effect; \*\* small effect;  $\sqrt{(\eta p)^2}$  square root of partial eta squared or r = point by serial correlation which is effect size.

Learner attendance, age of educators, language and religion are statistically significant for work ethic. Age of educators, work experience, post level, location of the school, educator attendance, learner attendance, religion and language have a small effect on work ethic. Attendance of educators and learner attendance have a significant influence on the individual dimension of work ethic while age of educator, location of school, educator and learner attendance, as well as religion and language have a small effect on the individual dimension of work ethic. Significant variables for the power dimension of work ethic are: age of educator, religion and language. Age of educator and work experience have a small effect on work ethic while religion and language, although still indicating a small effect, appear to have the most effect on the power dimension of work ethic.

The next chapter will present the findings from literature and all empirical work undertaken by the researcher. The findings will be used deductively by the researcher to make recommendations on how leadership (the principal's) work ethic may be used to influence organisational (school) management.



## CHAPTER SEVEN

### SUMMARY, FINDINGS AND RECOMMENDATIONS

#### 7.1 INTRODUCTION

Sound organisational functioning requires processes to be purposefully directed. Directing work processes, their own and that of others, is a pivotal role of the leader. Buchanan and Huczynski (1985:389) define leadership as a ‘social process in which one individual influences the behaviour of the others.’ In any organisation, leadership functions within a culture, structure, practice, rules, attitude and a value system characteristic of that organisation. An understanding of leadership as a sub-culture of organizational learning requires probing the beliefs and values of the leader as well as what they regard as essential activities (leadership tasks) for success in their undertakings. The manner in which activity is conducted within the dictates of a value system is an indication of one’s ‘work ethic.’ Work ethic describes the proposition that work is a moral obligation and occupies a central position in a person’s life (Bennett,1997:95).

The research is a study in leadership work ethic in a South African context. The study culminates in a Work Ethic Model (WEM) and a unique definition of leadership work ethic. WEM attempts to present an insightful comment on leadership work ethic as an aspect of effective organisational management. WEM is an integration of variables that emerged from the empirical investigation and presents these within the framework of organisational structure and tasks.

#### 7.2 SUMMARY OF THE RESEARCH

Society is confronted with ever-increasing complexity that is not easily explained by rational models that the western mind is accustomed to. The non-linear nature of a social system, including that of the social learning system and the complexity of the environment represent a challenge to the rational model (Schwandt & Marquardt, 2000:29). The rational world represents only one world view. As organisations become more global, understanding ‘different’ world views may influence the

perception of the nature or importance of that organisation in the local, national or global context – thus impacting on any transformation or innovation agenda, including perhaps its metamorphosis of the learning organisation.

### **7.2.1 Rationale for the study**

South Africa may presently be characterised by a fervent flurry of change and development agendas. The country is being transformed by deliberate changes in the practice of leadership and governance of organisations and institutions in both the formal and informal sectors of society. Government and the people generally continue to learn and work towards a transformation agenda that is inclusive of all persons. The previous agenda of creating dissent and making organisations, especially those that represented state interests, ungovernable, has been replaced by tasking all organisations with support for and the fulfilment of the socio-political agenda of transformation. It thus embraces a wider domain of what responsible citizenship represents. In his State of the Nation address to parliament on 21 May 2004, President Mbeki reiterated the need for preparing people to respond to the challenge that nation building represented. The crux for the success of our country, according to the President, was to respond to the challenge of eradicating poverty and underdevelopment. The eradication of poverty and development are signs of economic growth. The “core” pillars on which “solution” rested, according to the President was : encouraging the growth and development of the First Economy, increasing its possibility to create jobs; implementing the programme to address the challenge of the Second Economy; build a social security net to meet the objective of poverty alleviation

(<http://www.dfa.gov.za/docs/speeches/2004/mbek0521.htm>).

These strategies for ‘solution’ appear to imply that success depends on people working in both formal (First) and informal (Second) economies – both of which operate within characteristically different organisational structures but share common aspects of management in terms of process. The view that organisations are institutions shaped by society and have a role to play in shaping society is repeatedly asserted as a research conclusion in literature over the years (Alvesson & Willmott, 1992, 1996; Deetz, 1992; Kofman & Senge, 1993; Senge, 1990, 1997; Bokeno, 2003). The organisation (which



includes schools) is seen as a site where wide social transformation may be productively addressed.

### **7.2.2 Leadership and work ethic**

Organisations do not achieve their objectives on their own. Someone has to deploy the basic resources that an organisation has at its disposal to help it achieve its goals. All managers, regardless of their skills or levels at which they operate, engage in interrelated activities to achieve the desired goals (Smith & Cronje, 2001:8). These entail fundamental management functions, namely, to plan, organise, lead and control or evaluate as part of change or development. Management and leadership are both part of the formal and informal aspects of organisational life (Senior, 2002:220). Leadership functions within formal organisational structures are often accompanied by rules and regulations. To bring about organisational change and development, Muchinsky (2000: 415-418) presents organisational culture change and total quality management as two critical elements. Although change is difficult to effect, several authors (Kotter & Heskett,1992; Appelbaum & Batt,1993) present leadership as the critical feature to initiate and sustain change or development. Change may be initiated by one strong leader at the helm but other influential leaders emerge in the process (Muchinsky 2000: 416). The leader may influence others into examining prevailing assumptions and values - a necessary ingredient in the process of change and development. Yet the practice of both management and leadership influences and is influenced by an organisational culture, the way power is distributed and the approach taken to conflicts. Strong leadership enables vision to be clarified, facilitates the development of new work processes and keeps the organisation open to necessary transformation initiatives. In an organisation leaders may start by pursuing their own vision, but as they listen carefully to others' visions they begin to see that their own personal vision is part of something larger. This does not lessen the leader's sense of responsibility for the vision – if anything it deepens it (Senge,1990:352). The role of the leader is pivotal in directing work processes, both theirs and others, to ensure sound organisational functioning. Leadership is a function within the formal organisational structure that espouses a culture, attitude, values, practices and rules of its own. An understanding of leadership as a sub-culture of the organization would require probing the beliefs and values of the leader as well as what they regard as essential practices

(tasks) for success in their undertakings, that is, their work ethic. 'Work ethic' as derived from sociology is defined as the attitude of a group or society towards work, especially the attitude or belief that work is good for man and higher on society's scale of values than play or leisure (Barnhart, 1987:2407). It reinforces the proposition that work as a moral obligation occupies a central position in a person's life. In the context of this study work ethic refers to the set of standards, norms and rules (aspects of power) that a leader is expected to follow emerging from legal and professional obligations.

### **7.2.3 The problem addressed in the research**

Transforming organizations require human resources as agents of the transformational process. For transformation to be successful, members of the workforce must be aligned with and own the strategic direction of the organisation, have trust-based work relationships, and be able to build value with one another. In South Africa, the leadership role is a complex one that embraces Public Sector legislation relating to both the employer and employee obligations in the definition of the leader's 'work responsibilities'. The practical manifestation of legislation is reflected in the organisational structure and day to day management decisions. Leadership in the workplace must be seen, not as a job, based on power and authority, but as a function based on principles, new people skills and the ability to engage others in coming to consensus around critical decisions and problem solving. The organisation as a whole must create a shared cultural framework that enhances workplace relationships and enable managers to use common sense in making decisions (Marshall, 1995:3-4). The implication is that leadership will have inherent characteristics that support the transformation agenda.

If education is one of the change agents of a society, what kind of changed society can we anticipate, if the person tasked with leading the process is a poor role model? Of greater concern is why some principals choose to behave in such an inappropriate manner. The behaviour of the principal has an impact on the school for he/she is pivotal to the management structure and function of the school. The principal's work entails overseeing all aspects of management. His/her responsibilities includes financial management, resource management, curriculum management, personnel

management and ultimately the responsibility for the well-being of every learner. If all of these tasks are undertaken with commitment and dedication, this would reflect a good work ethic on the part of the principal. The focus of the research was to probe the possible relationship between the work ethic of the principal and effective school management. The original contribution of this research will be to establish whether a positive work ethic of the principal does impact in any way on effective school management.

#### **7.2.4 The summarised research objectives**

The study addressed the following :

- define leadership work ethic in the context of this study;
- to establish a relationship between leadership work ethic and management;
- to make recommendations on how the positive work ethic of the leader (principal) may impact on organisational (school) management.

The type of information sought (presented as research aims) would determine the design of the research (Taylor, 2000:2). Selecting a design is a complicated process. By creating a design using diverse methodologies, researchers are able to achieve greater insights than if they follow a single design (Cooper & Schindler, 2001:75).

#### **7.2.5 The research design**

The researcher adopted a ‘two-phase’ design for this study. In the two-phase design approach, the researcher proposed to conduct a qualitative phase of the study and a separate quantitative phase of the study. The advantage of this approach was that as the two paradigms are clearly separate, it would allow the researcher to present the data collected from each part of the study according to the paradigm assumptions behind each phase (Creswell, 1994:177).

Qualitative research is designed to give real and stimulating meaning to the phenomenon with which the researcher was engaged. It focused on meaning rather than numbers (Taylor, 2000:79). Qualitative researchers attempt to analyse human

behaviour in an unbiased way while admitting that human activity by nature is largely subjective (Vockell & Asher, 1995:192). Conducting interviews and analysing data is one source of data collection within this paradigm. The researcher chose to follow this procedure.

The qualitative part of the study was conducted in two parts. The first part was intended to identify and understand what successful leaders believe is important for work success in their environment. Success in business may be measured by the ranked position that the organisation holds within the business sector. Documented interviews of leaders identified as those at the helm of the 'Top 10' companies in 2003 were analysed. It resulted in categories emerging with related sub-categories representing the necessary components for successful leadership. By using the semi-structured interview as the second part of the study, the researcher focused on the specifics of successful work practice of leaders in the school environment. The perception of educators was probed relating to what they believed constituted effective management. Thus the role of the principal, as the leader, in managing a school effectively was explored through six interviews conducted at a school, randomly selected from those rated highly within the province.

The researcher used sequential triangulation of the information from both sets of interview data in order to plan the next stage of the research. The third part of the design was the quantitative study based on the domains which emerged from the content analysis of the qualitative data (Creswell, 1994:183). Items identified from the analysed data of the qualitative study were used to construct a questionnaire that consisted of two sections. Section A of this questionnaire consisted of personal details and general information about the respondents including: gender, age, teaching experience, qualifications, post level, classification and location of school, educator and learner attendance, average age of the school management team, religious affiliation and mother tongue. Section A also represented the independent variables that were used in the analysis process. Section B consisted of 42 close-ended questions reflecting items that emerged, from the first part of the study, as essential aspects of leadership function for the effective management of an organisation. Responses to these questions were obtained on a six point Likert-type scale measure of agreement

ranging from strongly disagree (scale value =1) to strongly agree (scale value = 6). The six point scale was subsequently collapsed to a four point scale.

### **7.2.6 The research method**

Schools as formal organisations share characteristics with other such organisations. This view allows for easy transfer to schools of assumptions and practices from the generic world of formal organisations. Thus strategies (for change, motivation, accountability and aspects such as leadership) that work well in the organisations representing the corporate world are generally assumed to apply to the school (Sergiovanni & Starratt, 1998:54). The aim of this study was to establish if a possible relationship exists between leadership work ethic and organisational management. The research was therefore situated in more than one formal organisational context – that is, the corporate environment and the school environment.

## **7.3 FINDINGS FROM THE LITERATURE STUDY**

The purpose of this exercise was to clarify for the researcher the meaning of the various components of the topic: defining work ethic as an emergent concept from ‘work’ and ‘ethics’ and presenting work ethic as a function of leadership within the aspect of organizational management.

### **7.3.1. Definition of work ethic**

Work ethic refers to the manner in which activity is conducted within the dictates of a value system (Bennett,1987:95). The effect of an individual’s work ethic on organizational management is part of the ‘invisible architecture’ of the organization (Bokeno, 2003:5). Managers in organizations are responsible for balancing the different need’s of individuals with that of the organization and society as a whole (McEwan, 2001:168). Work ethic is a necessary consideration in organizational management.

### **7.3. 2. An ethical foundation**

The organisation as a whole must create a shared cultural framework that enhances workplace relationships and enable managers to use common sense in making decisions (Marshall,1995:3-4). Circumstances are variable by nature. How then can some degree of objectivity be brought to the process of selecting expedient management behaviours that minimises the idiosyncrasies of the moment? One such constant will be to have decisions emerge from an ethical foundation (Chapter 1:7).

### **7.3.3. Ethics and work**

Ethics is the individuals guide for assessing the ‘rightness’ of potential actions for the organisation. An individual’s ethical standards are the ‘filters’ that screen the organisation’s actions according to what is right and what is wrong (Smith & Cronje,2001:500). The ethical-moral mode of valuation implies an evaluative framework consisting of ethical considerations influencing behaviour towards actions and decisions that are guided to be “right” and away from those judged to be “wrong” (Carroll & Gannon, 1997:43). People have different ethical notions about work (Jordaan & Jordaan, 2000:698). Hamilton-Attwell (1998:79) make a distinction between work behaviour and work ethic. What people do in the workplace is work behaviour and work ethic refers to the set of beliefs and perceptions that people have about work. Trust and integrity are important predictors of a positive work ethic.

### **7.3.4. Work ethic and values**

Hence, the nature of the job, and the meaning it has for the individual, can have a profound impact on individual attitudes and work behaviour (Steers & Porter, 1987:575-576) depending on the value the person assigns to his/her work. If work ethic refers to the manner in which activity is conducted within the dictates of a value system (Bennett,1987:95) then congruence in values and beliefs of individuals with those of the organization, will facilitate organizational efficiency and personal effectiveness (Muchinsky, 2000:383).

### **7.3.5. Manager's ethical standard**

Managers should weigh each demand made on the organisations they work for according to their own ethical standards as well as the organisation's code of ethics - the foundation for work conduct and decision making on the complex issues of social responsibility (Smith & Cronje,2001:500).

### **7.3.6. Work competencies**

How people express their work competencies may differ due to their values, personality and specific market requirements (Charlton, 2001:149). What appears to be constant is that people have a need to achieve, to exercise power and to tackle and to execute difficult tasks (Landy, 1989; Jordaan & Jordaan, 2000:700).

### **7.3.7. Work motivation and work ethic**

Jordaan (2000:706)) relates the concept personal responsibility to the fact that people want to empower themselves to meet the distinctive requirements of their time (Jordaan & Jordaan, 2000:706) and use the organisation as a medium to meet an individual need. Intrinsic motivation seems to make a difference in the work environment. Maslow's theory of needs does not necessarily explain all day-to-day differences in work motivation but an attempt to satisfy higher order needs through work, could be seen as a reflection of a positive work ethic (Muchinsky, 2000:335).

In order to arouse human potential, satisfy higher order needs and to raise the expectations of both the leader and the follower in a manner that motivates both to a higher level of commitment and performance (Loock,1998:12) it is necessary to consider multiple variables concurrently, that is, individual and organizational motivation or power dynamics emerging from organizational structure that is reflected in how tasks at work are performed by individuals. It requires probing the work ethic of an individual as a reflection of organizational efficiency (Chapter 2:54).

### **7.3.8 Work ethic and organisational efficiency**

In any organisation, leadership functions within a culture, structure, practice, rules, attitude and a value system characteristic of that organisation. Individual choice of what, when or how to perform actively depends on what is regarded as essential or optimal for the individual at any point in time. The concept 'power', recognises the societal or structural-cultural dimension of organisations as well as the fact that it is often manifested at the level of individuals and groups (Chapter 2:56). It is therefore essential that the leader, in his or her role as manager, understand the people working with and under them. Individual work ethic within an organisational framework is an intricate and complex concept. Conformity to the institution, its roles and its expectations, leads to organizational effectiveness while conformity to individuals, their personalities and their needs, leads to individual efficiency (Chapter 2:57-58).

### **7.3.9. Work incentives**

Performance-based incentives is a reality in many organizations around the world requiring unflinching responsibility and commitment from the individual who wants to succeed in the work place. Success in the work place would require a motivated person with a positive work ethic who works because he/she wants to (Chapter 2:48).

The key concepts identified from the literature study were used as input for the selection of themes within the qualitative study and as items for constructing the quantitative instrument.

## **7.4 DATA COLLECTION AND SAMPLING**

Following Sergiovanni and Starrat's (1998:54) view that the school is a reflection of other formal organisations in society, the researcher chose to first explore the effectiveness of leadership in the corporate environment. This was done using interview data obtained from the 'Corporate Research Foundation's' publication entitled 'South Africa's Leading Managers 2003'. In this text, leading entrepreneurs of companies in South Africa's rated as the 'Top 10' were profiled. These profiles revealed why the individual or team believe they are currently rated 'at the top' against



other local competitors. The researcher used a second publication of interviews of leading South African personalities. The interviews were been compiled into a book called 'Mentors' (Maxwell, 2002). Through their testimonies, leaders were presented as 'role models to inspire others to strive for the best' (Maxwell, 2002:8). A total of 27 interviews were analysed.

A questionnaire was designed for the quantitative part of the study and used to ascertain the perception of educators (classroom based, middle managers and principals) regarding the work practices of the principal, as a reflection of the school leader's work ethic. The questionnaire was 'pretested' in a school district of the Gauteng province in South Africa. One hundred and forty nine respondents from a hundred and fifty two schools participated in the study. The researcher did not inform respondents that the activity was a pretest. The questionnaire was tested under conditions approaching those of the final study (Cooper & Schindler, 2001:361). All 149 questionnaires were returned to the researcher. The completed questionnaires were subjected to statistical analysis procedures using the SPSS 11,0 programme. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (MSA) and the Bartlett's test of sphericity were used to determine whether the 38 items of the questionnaire could be subjected to factor analysis. The KMO measure of sampling adequacy is an index for comparing the magnitudes of the observed correlation coefficients to the magnitudes of the partial correlation coefficients. A large KMO measure ( $>0,60$ ) means that a factor analysis of the variables is a good idea, since correlations between pairs of variables can be explained by the other variables (Norusis, 2000:129). All questions with a KMO measure of sampling adequacy of  $<0,60$  were left out. Six questions were excluded for this reason. The KMO measure of sampling adequacy was 0,77 (which is good) and Bartlett's test of sphericity ( $p=0,00$ ) was also highly significant.

The 32 questions were subjected to factor analysis. The purpose of factor analysis is to sort a large number of variables into smaller clusters of related variables (factors) and for determining the interrelatedness of the variables within these clusters. It attempts to maximise the correlation of the variables within a cluster while minimising the correlations among separate clusters of variables (Vockell & Asher, 1995:474). A smaller number of variables called 'factors' do as good a job of conveying information

that is present in a large number of variables. One is in essence thus trying to reduce the theoretical constructs or factors (Norusis, 2000:120). These procedures resulted in the 32 items being reduced to 10 first order factors that were used as input for the second order procedure which then resulted in one second order factor.

In order to improve the questionnaire, the researcher chose to revise the six questions that were excluded from the analysis and include them in what would become the 'final questionnaire'. Respondents do not necessarily process every word in the questions asked, in the same way as the researcher intends. Other questions that were poorly designed were also modified. It was found that questions that contained either ambiguity of focus (more than one construct contained in the question) or were negatively phrased, made translation onto the scale difficult as the scale values would have to be inverted to cater for a negative perception of the respondent. A total of 11 questions were modified. A second modified questionnaire, reflecting the researcher's attempt to eliminate errors of design and semantic construction, was produced for the identified sample.

A stratified sample, based on specific characteristics that the researcher deemed important to the study, was selected (Creswell, 1994:120). Stratified sampling techniques involve dividing the population into subgroups, or strata, that have something in common and then selecting from among these sub-groups. This sampling technique can produce a more representative sample than simple or systematic random sampling because it ensures that sub-groups will be represented. This sampling technique is used when it is assumed that the population when divided into strata are likely to differ markedly in their responses (McBurney, 1994:207).

For the purpose of the final part of the study, the sample was selected on the basis relevant variables representing the population stratification of the Gauteng province. The variables selected were : gender, age, qualifications, post level, classification of the school at which the educator works, location of the school, attendance of educators and learners at the school, age of management team, religious commitment and mother tongue. Five hundred questionnaires were distributed at thirty five schools. A total of 76,2% of the final questionnaires were returned ( 318 of the 500 distributed).

## **7.5 ANALYSIS OF DATA**

The contents of all 27 qualitative interviews were analysed. All qualitative data analysis is essentially content analysis in that it is the content of interviews that is analyzed (Merriam,1998: 160-8). Qualitative content analysis looks for themes and recurring patterns of meanings that would provide some insight into the topic being researched. The researcher embarked on a process of simultaneous coding of raw data and the construction of categories relevant to the aim of the research. Coding is nothing more than assigning some sort of short-hand designation to various aspects of the data so that specific pieces of the data could be retrieved (Merriam,1998:164). Coding occurred at two levels: identifying information about the data and interpretive constructs, related to analysis, being identified. Categories or themes were then identified. Coding of the interviews was initially done by the researcher. The researcher then had the interviews independently coded to ensure that categories and themes were logically deduced from the data.

### **7.5.1 Findings from the qualitative study: conceptual categories**

Conceptual categories emerge from recurring patterns within the data (Taylor& Bogdan, 1984:139). Conceptual categories and properties have a life apart from the evidence that give rise to them. Devising categories is largely an intuitive process, but it is also systematic and informed by the study's purpose, the investigator's orientation and knowledge, and the meanings made explicit by the participants themselves (Merriam,1998:179). Categories were created within the five broad themes identified.

#### **7.5.1.1 Theme 1:Leadership characteristics**

Leadership characteristics was evidenced from the nature of the relationship between the leader and others and the relationship with God. These relationships were seen to be rooted in values such as integrity and other related values that reflected on the character of the leader. It also determined the nature of communication between the leader and others which impacted on the quality of the leader-follower relationship. The perceived purpose for involvement in a particular sphere of work (individual work and a service orientation) was seen to reflect character. Finally, the professional stance

adopted in the work environment was also seen to be a reflection of leadership characteristic. Thus the categories within this theme were: self, relationships and work.

#### **7.5.1.2 Theme 2: Leadership tasks**

Leadership tasks were seen in three dimensions of operation: personal tasks, mentoring and staff related tasks and in matters relating to the functioning of the organisation. Categories within this theme were: Personal, mentoring/staff and organisational.

#### **7.5.1.3 Theme 3: Personal philosophy**

Personal philosophy emerged from the belief system that the leader subscribed to. It also emerged from the traits of the person which strongly reflected on the notions of empowerment that the leader advocated. Personal philosophy appeared to be the basis for the organisational structure (central, decentralised or flat) supported by the leader in relation to the tasks that were performed and it appeared to set the tone for the organisation. Categories within this theme were: empowerment, traits and leader's belief system.

#### **7.5.1.4 Theme 4: Organisational structure**

Belief in a flat/decentralised organisational structure was advocated. There was great support for this type of structure as it allowed for autonomy of persons to do the job that they were assigned to do. Persons saw this as indicative of respect that management showed in them as individuals and in their level of professionalism.

#### **7.5.1.5 Theme 5: Leader's moral and value dimension.**

The leader's characteristics, philosophy, tasks performed and organisational structure selected for the performance of work appeared to emerge from the morals and values that leader ascribed to.

The same dimensions of leadership for school managers were identified, that is, leadership characteristics, leadership tasks, the philosophy or beliefs pertaining to

management and the moral / values that underpin successful leadership. The strong alignment that emerged from the analysis of the business leader interviews and those of school personnel, appears to indicate that school leadership and leadership in the corporate environment require a similar type of person to take the organisation forward.

## **7.6 ANALYSIS OF THE QUANTITATIVE DATA**

The 41 questions resulted in 10 first order factors. The KMO measure of sampling adequacy was 0,78 which was good. The Bartlett's test for sphericity ( $p=0,00$ ) was also highly significant. The 10 factors were named as follows: work satisfaction, respect for authority (both management and the status of the school), recognition and reward, perseverance, time at work, self-worth and responsibility, dissatisfaction with work, job satisfaction, independent work and autonomous work.

### **7.6.1 The second order factor analysis**

The ten first order factors were used as input for the second order analysis procedure. The KMO measure of sampling adequacy was 0,798, which was a good value. The Bartlett's test of sphericity was significant ( $p=0,000$ ). From the first order analysis, factor seven and factor eight (job satisfaction and job dissatisfaction) made up factor two of the second order analysis but it was left out; since the Alpha Cronbach reliability coefficient for this factor was = 0,475, (low) it was not considered for further discussion.

The two second order factors with high reliability coefficients were named as follows:

- An individual dimension of work ethic consisting of 25 items with an Alpha Cronbach reliability coefficient of 0,865.
- A power dimension of work ethic consisting of 10 items with an Alpha Cronbach reliability coefficient of 0,699.

## 7.6.2 Findings in relation to effect size

The quasi-independent variables that had a 'small effect' on work ethic were: age (0,12); work experience (0,11); post level (0,12); location of school (0,12); educator attendance (0,13); learner attendance (0,16); religion (0,18) and language (0,19). The implication of religion and language, with the largest effect size, has been discussed in chapter 6 (pages 216 and 208 respectively). The quasi-independent variables that had a 'small effect' on the individual dimension of work ethic were: age (0,13); location of school (0,13); educator attendance (0,13); learner attendance (0,15); religion (0,15) and language (0,12). The implication of learner attendance and religion, with the largest effect size, has been discussed in chapter 6 (pages 184 and 216 respectively). The quasi-independent variables that had a 'small effect' on the power dimension of work ethic were: age (0,14); work experience (0,13); religion (0,22) and language (0,23). The implication of religion and language, with the largest effect size, has been discussed in chapter 6 (pages 216 and 208 respectively).

## 7.7 FINDINGS FROM THE QUANTITATIVE STUDY

### Work ethic consists of two dimensions.

**Individual dimension:** consists of work satisfaction, recognition and reward, perseverance, time for work, self-worth / responsibility (factor one, three, four, five and six) of the first order analysis made up the first factor in the second round analysis.

**Power dimension :** consisting of respect for authority (of management/school status), independent work and autonomous power (factors two, nine and ten) made up the third factor.

## 7.8 TRIANGULATING THE BUSINESS LEADERS' INTERVIEWS WITH THE TWO DIMENSIONS OF WORK ETHIC

### 7.8.1 Individual dimension of work ethic

The various aspects of the individual dimension are briefly discussed.

### 7.8.1.1 Work Satisfaction

Work satisfaction can be described as the level of fulfillment attained from a job. Fulfillment or satisfaction comes in many forms. It seems that success and achievement are major factors affecting work satisfaction. Being satisfied at work also appears to imply that the individual will be enthusiastic and hard-working (King, 2002:32; Alberts, 2002:12; Cape, 2002:14; Player, 2002:70), as well as determined to be the best he or she can be at what he or she does (Cape, 2002:14). This could also imply that personal initiative is a prerequisite for success (Lynch, 2002:9). Personal initiative relates to a commitment, success (Pretorius, 2002:77) and the need to exceed expectation (Harris, 2002:19). Individuals seem to display excitement, passion and urgency when they are satisfied in their jobs (Gore, 2002:43).

Success is often linked to individual development (King, 2002:32; Swanepoel, 2002:31) because it is often the case that an individual who has succeeded has also grown and developed. When encouraged to develop through thinking and acquiring skills (Swanepoel, 2002:31), people often feel as though they have succeeded. Professional development also seems to imply keeping oneself informed (Abrahamse, 2002:10) with regard to current and future trends, as it is this new knowledge and the skills gained from such aspects that allow one to develop and grow.

Individual development is closely related to the individual's ability to function within a group. It appears that many individuals prefer to work in collaboration with others, as they are included in decisions (Badminton, 2002:23; Furphy, 2002:57). Participation, as part of consensus leadership (Furphy, 2002:57; King, 2002:32) makes for greater responsibility assumed by individuals (Summers, 2002:21; Lynch, 2002:11) for the running of their division (Botha, 2002:53). This in turn leads to results, which depict success and impact further on professional development. Collaboration and professional development also seem to be linked to the importance of work in society. The individual recognizes the importance of his or her role to society as a whole (Furphy, 2002:59).

### **7.8.1.2 Recognition and reward**

Striving for excellence and achievement seems to be closely aligned with the notion of success. Achievement and the attainment of excellence appear to be the product of recognition and reward. It is important that the leadership of a company send out the right signals consistently because people are interpreting these all the time, which means that the organization is constantly being evaluated by the community (Dippenaar, 2002:15-17). Individuals want to be respected by the community by virtue of their association with an organization that stands for excellence and success. It would appear that they want personal recognition for excellence (Wood, 2002:xiv; de Canha, 2002:11; Ferreira, 2002:18). Thus, individuals want to be observed in light of their 'greatness' (Lynch, 2002:9; de Canha, 2002:9).

They want to be given credit for the organizational success (Wood, 2002:xiv) and want to be recognized for their individual contribution to collaborative efforts (Ferreira, 2002:18). Thus, they want their contributions to the overall group to be recognized by the management team (Ferreira, 2002:18).

It seems that recognition and reward in terms of success lead to overall work satisfaction. The need to be interdependent yet competitive (Rosen, 2002:23) is a growing phenomenon within the lines of management.

### **7.8.1.3 Perseverance**

Perseverance (Wedderburn-Maxwell, 2002:97) requires continual effort and motivation with the aim of completing a task or reaching a goal or objective. Motivation seems to be influenced by challenges (Gore, 2002:41; Botha, 2002:49; Joffe, 2002:5). And it is these challenges, which relate to the individuals need to continue trying at a job until one succeeds at the job. Thus, commitment (Abrahamse, 2002:11; Green, 2002:27), dedication (Abrahamse, 2002:11) and persistence (Alberts, 2002:13; Green, 2002:27; Player, 2002:71) are all factors relating to the individual's ability to persevere in order to become successful, which then result in work satisfaction.



#### **7.8.1.4 Self- worth/ responsibility**

Success, perseverance and reward (Harris, 2002:19) all seem to exist in light of an individual's self-worth and behaviour regarding responsibility. Responsibility involves decision- making (Joffe, 2002:2), accountability (Alberts, 2002:13) and the ability to separate power and position from responsibility and care (Pretorius, 2002:76). Thus, the individual aims to reach his full potential by becoming accountable for behaviours and consequences (Harris, 2002:15; de Canha, 2002:11) yet at the same time it appears that some individuals require others' help to tap into their potential (Swanepoel, 2002:33). It appears that a vital leadership function is to inspire people to greatness, as it is inspiration that leads to individual success and organizational success.

Responsibility implies personal initiative and self-control. These aspects are strongly related to the person's self-esteem, perceptions and value systems (Dippenaar, 2002:15-17). Rules and regulations (Harris, 2002:19) appear to minimize individual responsibility, and personal self-control. Accountability is a better indication of responsibility. Individuals need to align with company philosophy and core values (Koseff, 2002:39) to fulfill their work responsibilities. Basic values include honesty (Gore, 2002:43), integrity (Gore, 2002:43), sincerity (Green, 2002:27) and equality (Lynch, 2002:13) (Furphy, 2002:59), as well as innovation, optimism, financial prudence, intellectual leadership, tenacity, drive, and urgency (Gore, 2002:43). It is these values that can be related to an ethical work culture (McCrystal, 2002:48). This means that success is built on moral and ethical foundations (Wedderburn-Maxwell, 2002:96) and that development and growth on an individual scale may depend on the creation of such values (Swanepoel, 2002:34).

#### **7.8.2 The power dimension of work ethic**

Aspects of the power dimension are discussed below.

##### **7.8.2.1 Respect for authority**

Respect for authority implies paying heed to the individual in a position of power or to the organization itself. One cannot legislate respect (Summers, 2002:23) but many factors are associated with respect. The role of leadership in giving strategic direction

(Rosen, 2002:23), facilitating and brainstorming (Gore, 2002:41), providing challenges to oneself and to other organizational members (Gore, 2002:41), taking tough decisions (Botha, 2002:49; Furphy, 2002:54) and continually pushing all (Gore, 2002:43) implies authority (Joffe, 2002:5). The leader must be able to map another road when a dead end is reached (Gore, 2002:43). A visionary leader is also one that is more respected and successful (Furphy, 2002:54) and one who conveys that what will be done will be done in the best interest of the employees (Temple, 2002:88). This implies that the leader is respected in his or her position of power.

The leader may maintain his role and perform his tasks and functions effectively, but if the actual organization does not focus on or provide the stakeholders with a system, which involves all individuals (Badminton, 2002:23; Swanepoel, 2002:33; Rosen, 2002:23), effective management will not occur. Cooperation of people (Furphy, 2002:57), decentralization of management (Joffe, 2002:2; Lynch, 2002:8), and co-equal measure of authority and responsibility (Lynch, 2002:8; Summers, 2002:21) are important. There is a need for a mutually respectful and uncompetitive environment in which individuals work together in collaboration to reach certain goals. It appears that bureaucracy is wasted time (Lynch, 2002:8), and that a relatively flat structure (Harris, 2002:18; Swanepoel, 2002: 31), in which the approach is bottom-up is needed for respect across all levels of the system and between all individuals (Furphy, 2002:57).

#### **7.8.2.2 Autonomous power**

Autonomous power deals with management granting individuals permission to do certain tasks. This implies that people in the work environment want to be empowered to perform professional functions within certain boundaries. Thus, it appears that people need to be the center of the field (Lynch, 2002:11), where each department is given the responsibility for success (Lynch, 2002:11). Therefore, granting power to people means recognizing their skills and value to the organization. Individuals will be included in decisions (Badminton, 2002:23) as a function of management implies that power shared is empowerment.

Empowering people appears to involve trusting the teams or individuals, providing day-to-day freedom (Rosen, 2002:23) and sharing the leadership role (Furphy, 2002:57).

## **7.9 TRIANGULATING THE EDUCATOR INTERVIEWS WITH THE TWO DIMENSIONS OF WORK ETHIC**

The various aspects of the two dimensions of work ethic are briefly discussed.

### **7.9.1 Individual dimension**

A discussion of each of the four aspects making up the individual dimension are: work satisfaction, recognition and reward, perseverance and self-worth or responsibility is presented below.

#### **7.9.1.1 Work Satisfaction**

Work satisfaction implies that the individual is content with the environment and relationships in which they find themselves. One aspect of relationships is the need to communicate effectively. This means that lines of communication need to be open and that there needs to be a channel of communication (Respondent 1: 116-119; Respondent 2: 67&125-136; Respondent 5: 14-16; Respondent 6: 225-226). It seems that good communication results in effective relationships. This implies that the leader needs to be approachable (Respondent 2: 140), dependable (Respondent 2: 143), compassionate (Respondent 3: 85-86), respectful (Respondent 5: 23-25), transparent (Respondent 6: 61), sympathetic (Respondent 2: 125-136), empathetic (Respondent 2: 125-136), and show interest in the staff (Respondent 5: 178-180).

Professional development is also an important aspect of work satisfaction and involves the need for teacher training and development (Respondent 1: 301; Respondent 4: 17-21; Respondent 6: 219-237). This means that the individual are equipped with the knowledge and skills for the job and thus can strive to be the best at what they do. A collaborative environment is conducive to work satisfaction. Knowing how to work with people (Respondent 4: 40), being able to share roles, forming teams (Respondent 4: 139-145) and realizing that here are capable people who can share tasks (Respondent 3: 75-83) all contribute to collaborative efforts in the education system. A

collaborative effort requires interpersonal skills (Respondent 3: 33-36). This in turn results in an environment in which healthy relationships are formed. Therefore, the aspects relationships and environment are interrelated and contribute to work satisfaction.

### **7.9.1.2 Recognition and reward**

Recognition is a result of excellence and reward from achievement. People do not want to be treated as just another number; they want to be recognized as individuals (Respondent 5: 313-314) and want to be given recognition for their efforts and rewarded for their achievements. Recognition and reward, therefore, result from hard work (Respondent 4: 96).

Recognition is perceived as feedback on what has been done – work excellence (Respondent 1: 293-295), and basic recognition is perceived when cognizance of what is said, reported or felt is in evidence (Respondent 1: 15).

### **7.9.1.3 Perseverance**

Perseverance can be viewed as determination to reach a certain goal. It seems that commitment (Respondent 3: 33-36; Respondent 4: 89), dedication (Respondent 2: 7) and huge amounts of energy (Respondent 3: 33-36) are required to succeed at certain jobs, as well as to complete difficult tasks. Motivation is vital to commitment and dedication and thus individuals need to be motivated (Respondent 3: 85) in order to persevere.

### **7.9.1.4 Time at work**

It appears that sufficient time to complete work during school hours can only exist if one is able to manage one's time effectively (Respondent 4: 39).



### **7.9.1.5 Self- worth and responsibility**

Responsibility implies accepting liability for work that one does. Responsibility (Respondent 3: 33-36; Respondent 4: 139-145) appears to go hand in hand with accountability (Respondent 5: 42-45 & 93-104) and these aspects are related to the individual or personal values, which impact the way in which one works. Values such as loyalty (Respondent 3: 128-138) appear to impact on responsibility.

### **7.9.2 Power dimension**

Aspects of the power dimension are discussed below.

#### **7.9.2.1 Respect for authority**

Power is dynamic force determined by people in the school. This dynamic force is based on mutual respect between principals and educators. Thus respect can be seen as both positional power and organizational power.

Positional power stems from how educators view the principal in terms of his or her duties and functions. It appears that teachers see management there as “perforce” (Respondent 1: 6-9 & 21-25). For this reason, management is seen as having certain duties and functions to perform. Decision- making (Respondent 3: 64-68) and crisis management (Respondent 2: 100-103; Respondent 3: 30-32; Respondent 5: 213-214) are seen as major duties of the principal. Creating, maintaining and controlling the learning environment as well as ensuring educators are prepared and doing their job (Respondent 1: 17-19 & 28; Respondent 3: 23-30) are functions of the principal. This implies management not only of administrative aspects but also the management of people (Respondent 3: 7 & 15-16; Respondent 4: 115-119; Respondent 5: 318).

It appears that although educators are able to distinguish the roles and duties of principals, they also want to be involved in decision- making and want to know how things are actually done. Thus, the need for collaboration is emphasized (Respondent 4: 26-28; Respondent 2: 14-16). This in turn leads to mutual respect and implies the need for a shift in organizational power. The shift in organizational power entails a shift from a formal bureaucracy (Respondent 3: 142-166) to a collegial system based on

mutual respect. The implication is a shift from a top-down approach to a bottom up approach (Respondent 1: 36-38; Respondent 2: 7-9 & 9-12 & 58-59; Respondent 4: 116-119) and involves group effort with regard to the formulation of solutions (Respondent 2: 85-86) and decision-making. This could lead to genuine respect not only for the principal and the organization, but also amongst members of the organization itself.

### **7.9.2.2 Autonomous power**

Autonomous power refers to management allowing individuals to perform professional functions. Thus, educators are asking for some autonomy based on professional knowledge and status (Respondent 2: 14-16 & 74-82). The principal needs to acknowledge the professionalism of the educators (Respondent 4: 139-145).

## **7.10 THE RELATIONSHIP BETWEEN WORK ETHIC AND MANAGEMENT**

The results of the study provide support for the model relating to leadership work ethic. A social science model is a description of a social phenomenon, an abstraction outlining certain specific hypothesised relations in a set of data (de Vos,2002:38). Doing research is in effect setting up models of what reality is supposed to be. The key issue to bear in mind is that the model does not pretend to be any more than a partial representation of a given phenomenon based on the empirical activity that precedes it.

Figure 7.1 below represents a summary of the empirical research findings

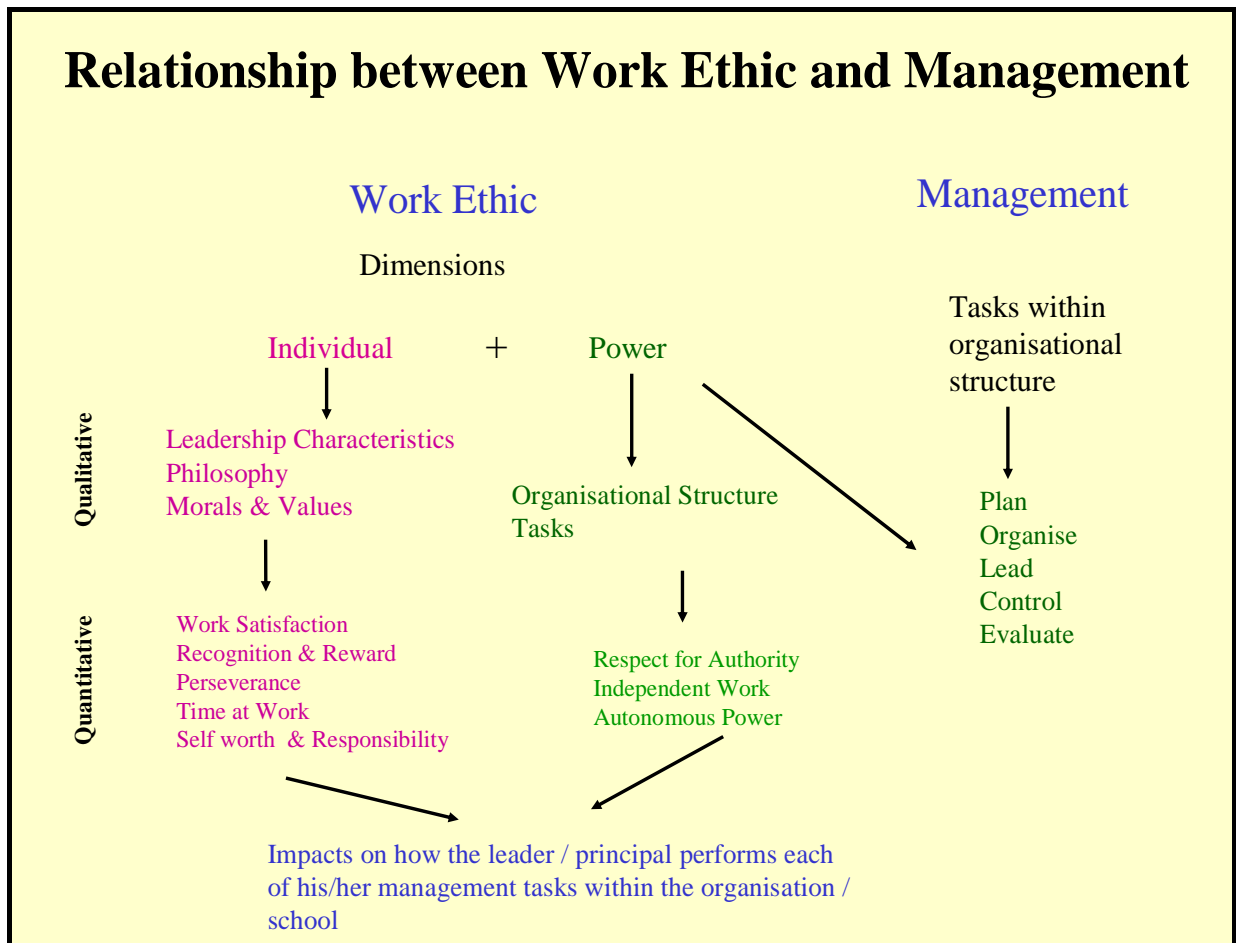


Figure 7.1 Summary of empirical findings

Structures set up within an organisation have a strong bearing on the manner in which management tasks are performed. Within these tasks is the act of leading. Leadership work ethic impacts on how the leader performs each of his/her management tasks within the organisation. The 'work ethic' construct appears to consist of two dimensions: the individual and the power dimension. The qualitative part of the research seems to suggest that leader characteristics, their philosophy and the morals and values that underpin actions of the person contribute to the individual dimension. Organisational structures and tasks give effect to the power dimension.

The quantitative aspect of the research gives credence to items that appear to contribute further to each of the dimensions of work ethic. The individual dimension consists of work satisfaction, recognition and reward received, degree of perseverance of the individual relating to work, the time spent at completing a task and the sense of self worth and responsibility that the individual is allowed to experience in the course of

work. The power dimension depends on the respect for authority – both positional and organisational authority, independent work that the individual is allowed to undertake and the amount of autonomous power accorded to the individual in the task of managing. Reducing constraints on items that make up the individual dimension and minimising the negative effects of the power variables on the individual ought to impact positively on leadership work ethic.

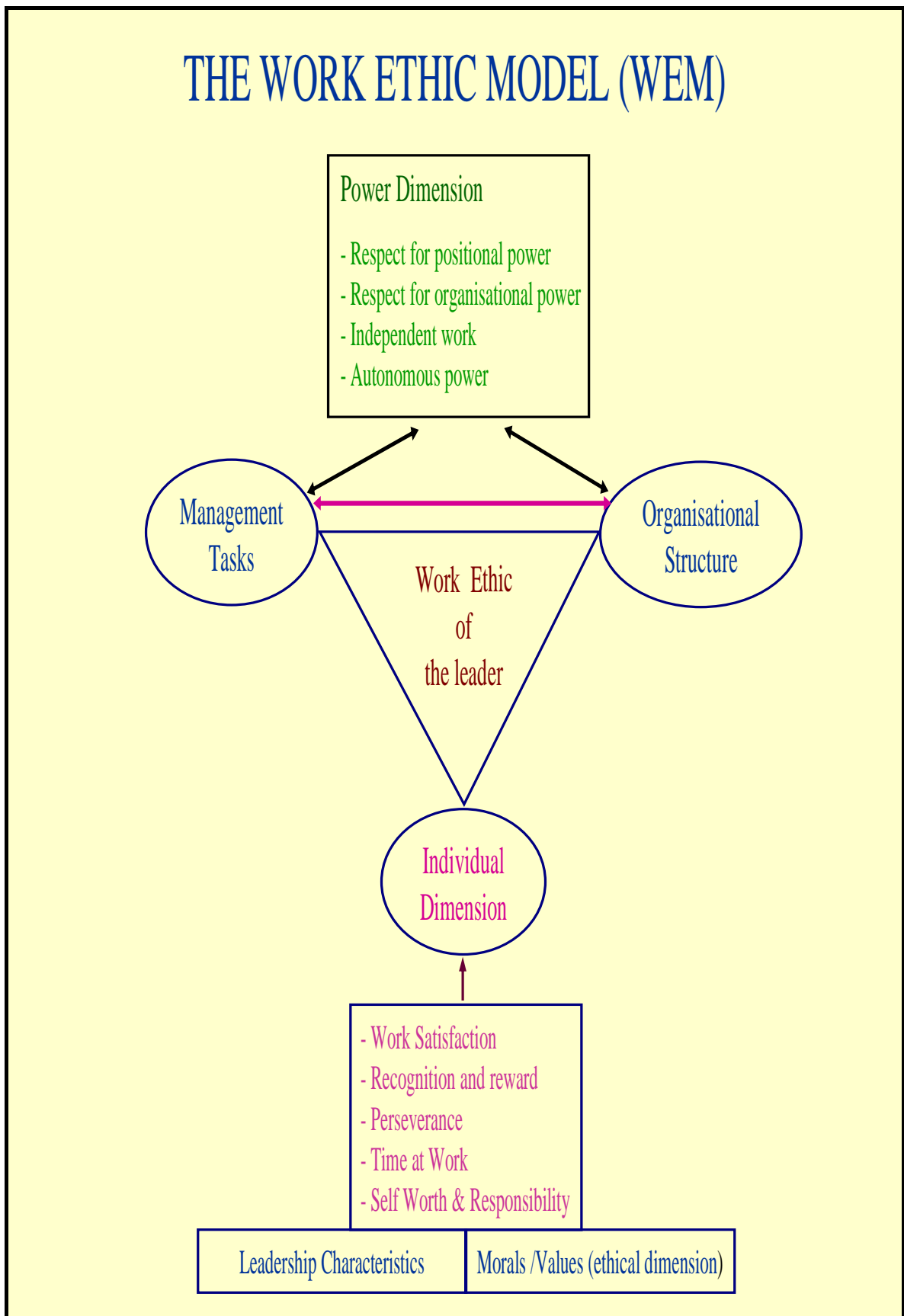
### **7.11 THE WORK ETHIC MODEL**

The results of the study provide support for the model relating to leadership work ethic. A social science model is a description of a social phenomenon, an abstraction outlining certain specific hypothesised relations in a set of data (de Vos,2002:38). Doing research is in effect setting up models of what reality is supposed to be. The key issue to bear in mind is that the model does not pretend to be any more than a partial representation of a given phenomenon based on the empirical activity that precedes it.

**What an individual chooses to do with the power accorded to him/her in the work environment characterizes his/her work ethic.** This definition emerges from the empirical research (refer to figure 7.1 above) that has culminated in the work ethic model (WEM) presented below.



Figure 7.2 The work ethic model (WEM)



### **7.11.1 Findings emerging from the work ethic model (WEM)**

Work is essential in the lives of people for several reasons (Mafunisa, 1998:45-46). It can be an important source of identity, self-esteem and self-actualisation. Work can provide a sense of fulfilment by giving an individual a sense of purpose and by clarifying his/her value to society. Conversely, it can also be a source of frustration, boredom, and instil feelings of meaninglessness, depending on the characteristics of the individual and on the nature of the task. Leaders evaluate themselves according to what they are able to accomplish. If an individual sees his/her job as hampering the achievement of his/her full potential, it often becomes difficult for him/her to maintain a sense of purpose at work. Such feelings can then lead to a reduced level or desire to perform. Hence, the nature of the job, and the meaning it has for the individual, can have a profound impact on individual attitudes and work behaviour (Steers & Porter, 1987:575-576).

Whether reference is being made to the private sector individual or a public official, such as an educator, each person receives some form of reward in exchange for his/her services. These rewards may be primarily extrinsic such as money, or they may be intrinsic, such as the personal satisfaction that comes from continuous learning and development. In either case the leader has particular impact on the expectations concerning the type and amount of reward that is perceived for services rendered. The extent to which such expectations are met would affect in a large measure the inclination of the individual to continue working with the organisation or not.

An understanding of how individuals are motivated towards a positive work ethic within the milieu of organisational structure and tasks, will not only impact on the performance outcome of the individual, but will also impact on the extent to which the organisation encourages a positive work ethic of the individual to benefit the organisation.

## **7.12 RECOMMENDATIONS**

### **7.12.1 Leadership characteristics**

Trust, integrity and humility have emerged as the strongest leadership characteristics that impact on effective organisational management. A 'relationship with God' and the influence of religion on the power dimension of work ethic also appears to have a strong impact on a leader's values and morals. A leader with strong morals and values appear to be trustworthy, acts from a sense of integrity and displays respect and humility to share a meaningful relationship with others in the organisation. They are able to motivate others towards better levels of performance and commitment as well as communicate well with others.

In formal organisations, leaders are representative of the total fabric of the organisation. It is recommended that leaders are selected with greater cognisance to their personal (and leadership) characteristics. The researcher acknowledges the inherent challenge inferred in this recommendation. But she further suggests that if a leader has in any way tarnished his/her portfolio (substantial evidence or proof obtained), he/she ought to be dismissed from his/her post. The current trend in the school management environment of transferring a principal from his/her post if he/she has erred in a his/her professional capacity, reflects poorly on the profession. The negative impact of this trend is a diminished recognition for the positional power of the principal, a factor within the individual dimension of work ethic. Protecting poor quality leaders (with poor leadership characteristics) would affect work ethic hence the effective management of the school.

### **7.12.2 Leadership tasks and organisational structure**

Items within the power dimension of work ethic share a reciprocal relationship with leadership tasks and organisational structure. The task of 'principalship' is impacted on by the bureaucratic structure of the school as an organization, due to the school structure being a product of the broader bureaucratic organization of the education system. There appears to be much dissatisfaction with the 'top-down' approach to managing schools. Besides being restrictive, it appears to play havoc with the planned

school day when changes have to be made in the school day to accommodate for summons from higher authority (district offices) to attend either a meeting or training session.

It is recommended that planning as a managerial function at school level be respected. Educators appear to be unhappy with the unplanned nature that is forced into a school day due to extraneous demands. Successful plans, emerging from an organisation's mission, that are well executed do contribute to successful organisations. The items within the power dimension include 'independent work' and 'autonomous work'. If the independent and autonomous work of the leader is compromised, it will have a negative impact on his/her work ethic. It is further recommended that leaders be allowed to exercise their professional power in an autonomous manner at their schools within the dictates of the law, for a school to be managed more effectively.

### **7.12.3 Training initiatives**

It is recommended that training initiatives for principals include communication skills, interpersonal skills and relationship management skills, time management skills and organisational skills. It is strongly suggested that training includes ethical decision-making skills. If leaders are exposed to, for example, Kolberg's theory on moral decision making, objectifying the process and identifying moral decision making skills will bring these to the conscious level of the individual, perhaps making it more accessible as an actionable option. One should not assume skills are in place. If conducted in a professional manner, exposure to and dialogue about unethical or amoral behaviour, will not only expose the negativity of its incidence, but could possibly make leaders more publicly accountable.

### **7.12.4 The work satisfaction tool**

An important component of the individual dimension of work ethic is work satisfaction. But work satisfaction could also be related to the power dimension. The researcher believes that if this component could be defined in a concrete manner, it could also possibly be presented as a fixed scalar value, that is, it could be measured and used more relevantly as an indicator of work ethic. The researcher recommends creating a work satisfaction tool.

Work ethic is a product of the individual and power dimensions. Power as a dimension is a measurable entity. It is a product of the amount of work done over the time taken to do the work. Work equates with energy expended (chapter 2:28) and may be measured as the amount of force exerted on an object to move it through some distance (Newton's second law of motion). Force is a product of acceleration required to move mass. Acceleration is a measure of final velocity less the initial velocity over the time taken for the acceleration to occur.

The above relationship is presented in figure 7.3 below indicating power as a product of each of the defined concepts above.

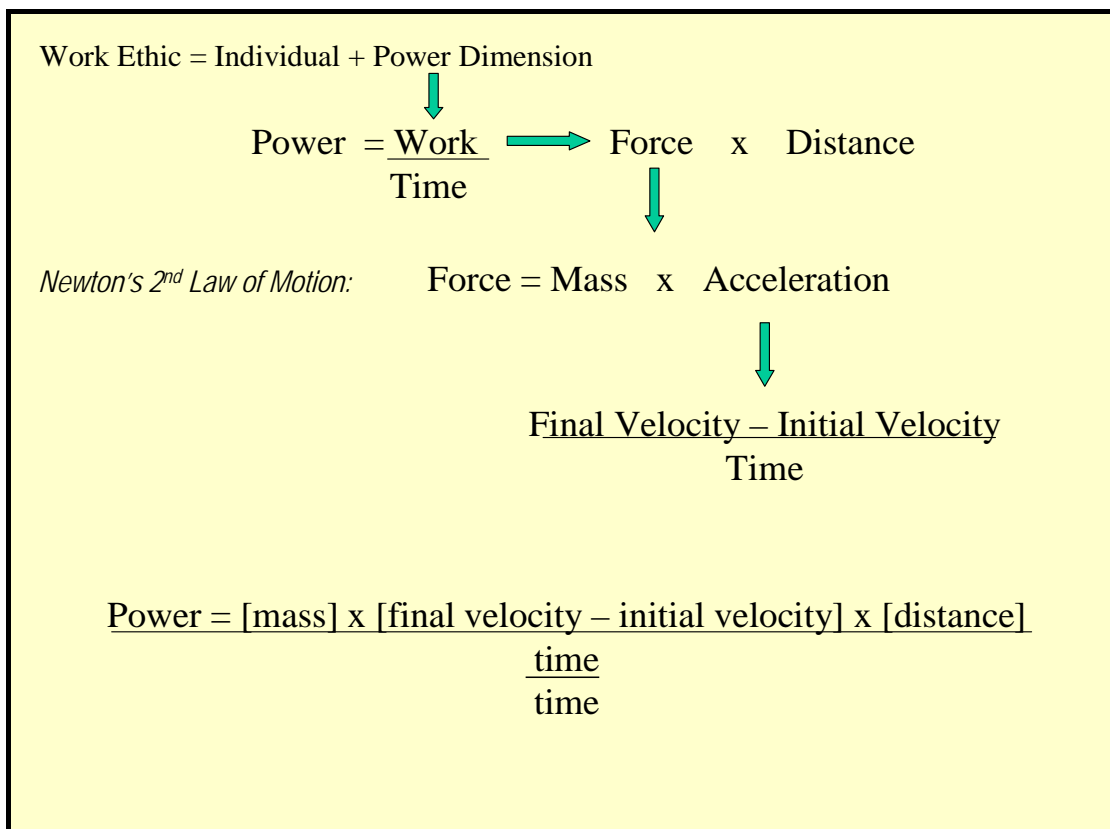


Figure 7.3 Power defined as a scientific concept

Power, as a scientific dimension can now be related to its definition as a concept related to work satisfaction. This is illustrated in figure 7.4 below.

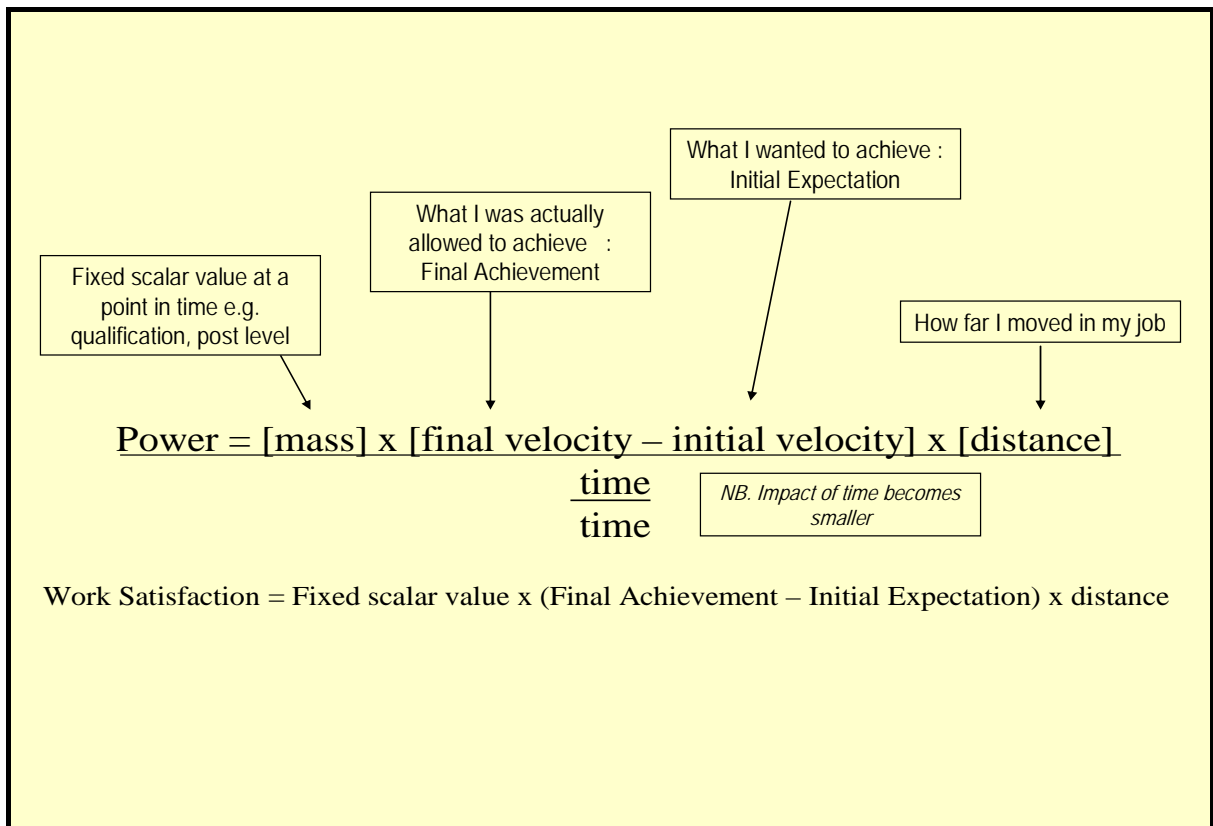


Figure 7.4 Work satisfaction as a product of the concept power

Mass is a fixed scalar value. A fixed scalar value in the work context, could refer to a measurable indicator within the work domain such as qualifications. ‘Velocity refers to the rate of motion (across post levels). Therefore final velocity would refer to the end point with reference to work satisfaction, for example, the final level of achievement at the time at which the measure is being made. Initial velocity would then be an indication of the point one may be at, that is, what was the initial expectation. Distance would be an indication of how far one was allowed to move (in the job/work). It should be noted that the impact of time in the denominator is negated as it is divided by itself.

### 7.12.4.1 Application of the work satisfaction tool

An example of application of the work satisfaction tool in a school environment is presented below:

## Work Satisfaction Tool - Example

Work Satisfaction = Fixed scalar value x (Final Achievement – Initial Expectation) x distance

| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Achievement Levels</th> </tr> </thead> <tbody> <tr> <td>Principal</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Deputy Principal</td> <td style="text-align: center;">5</td> </tr> <tr> <td>HOD</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Prof. Educator</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Educator P</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Educator T</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Educator S</td> <td style="text-align: center;">0</td> </tr> </tbody> </table><br><table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Fixed Scalar Values</th> </tr> </thead> <tbody> <tr> <td>Hons Degree</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Degree</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> | Achievement Levels |  | Principal | 6 | Deputy Principal | 5 | HOD | 4 | Prof. Educator | 3 | Educator P | 2 | Educator T | 1 | Educator S | 0 | Fixed Scalar Values |  | Hons Degree | 2 | Degree | 1 | <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>A. <math>WS = 2 \times (2 - 3) \times 1</math><br/> <math>= 2 \times (-1) \times 1</math><br/> <math>= -2</math></p> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>B. <math>WS = 2 \times (2 - 1) \times 2</math><br/> <math>= 2 \times 1 \times 2</math><br/> <math>= 4</math></p> </div> <div style="border: 1px solid black; padding: 10px;"> <p>C. <math>WS = 1 \times (1 - 1) \times 0</math><br/> <math>= 1 \times 0 \times 0</math><br/> <math>= 0</math></p> </div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Dissatisfied</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Satisfied</div> <div style="border: 1px solid black; padding: 5px;">Neutral</div> |
|--|--------------------|--|-----------|---|------------------|---|-----|---|----------------|---|------------|---|------------|---|------------|---|---------------------|--|-------------|---|--------|---|--|--|
| Achievement Levels   |                    |  |           |   |                  |   |     |   |                |   |            |   |            |   |            |   |                     |  |             |   |        |   |  |  |
| Principal  | 6                  |  |           |   |                  |   |     |   |                |   |            |   |            |   |            |   |                     |  |             |   |        |   |  |  |
| Deputy Principal   | 5                  |  |           |   |                  |   |     |   |                |   |            |   |            |   |            |   |                     |  |             |   |        |   |  |  |
| HOD  | 4                  |  |           |   |                  |   |     |   |                |   |            |   |            |   |            |   |                     |  |             |   |        |   |  |  |
| Prof. Educator   | 3                  |  |           |   |                  |   |     |   |                |   |            |   |            |   |            |   |                     |  |             |   |        |   |  |  |
| Educator P   | 2                  |  |           |   |                  |   |     |   |                |   |            |   |            |   |            |   |                     |  |             |   |        |   |  |  |
| Educator T   | 1                  |  |           |   |                  |   |     |   |                |   |            |   |            |   |            |   |                     |  |             |   |        |   |  |  |
| Educator S   | 0                  |  |           |   |                  |   |     |   |                |   |            |   |            |   |            |   |                     |  |             |   |        |   |  |  |
| Fixed Scalar Values  |                    |  |           |   |                  |   |     |   |                |   |            |   |            |   |            |   |                     |  |             |   |        |   |  |  |
| Hons Degree  | 2                  |  |           |   |                  |   |     |   |                |   |            |   |            |   |            |   |                     |  |             |   |        |   |  |  |
| Degree   | 1                  |  |           |   |                  |   |     |   |                |   |            |   |            |   |            |   |                     |  |             |   |        |   |  |  |

Key: **WS** refers to work satisfaction.

**HOD** refers to Head of Department.

**Prof Educator** refers to Professional Educator who is on the equivalent level in terms of salary to that of a member of management but opted to remain as a 'subject specialist' in the classroom.

**Educator P** refers to an educator on the permanent staff of a school.

**Educator T** refers to an educator with a limited contract appointment at the school.

**Educator S** refers to a 'student educator' who is at a school for 'practice teaching' experience.

**Hons Degree** refers to an Honours degree of specialisation, for example, the 'Bachelor of Education' degree.

Work satisfaction may be obtained by taking a fixed scalar value (qualification) as a product of final achievement less initial achievement taken together, as a product of the distance (an indication of movement over levels of achievement).

An educator (A), has entered the work environment with an Honours degree (2). A is appointed an Educator P (2). A wants the post of 'Prof Educator' (3). The distance that A wants to move through is (1). Thus the work satisfaction experienced by A as indicated in the above calculations is (-2); implying a dissatisfied educator.

B is a newly qualified educator who previously did his/her 'teaching practice' at the school. B has an Honours degree (2). B is appointed as Educator P (2) but was expecting to be appointed as Educator T (1). Therefore B has moved is from (0) to (2). The calculations indicate a  $WS = 4$ . B will be satisfied at work.

C has the basic degree in education (1) and has been appointed in a 'contract' post (1). C wishes to in this position (1) as C may have only required limited teaching experience to be able to teach abroad in the near future. The distance that C wishes to move through is (0).  $WS$  for C = 0.

A negative value of  $WS$  will indicate a 'dissatisfied' person at work, a positive value of  $WS$  will indicate a 'satisfied' person and  $WS = 0$  will indicate a person who is neither satisfied nor dissatisfied at work, that is, a 'neutral' value.

#### **7.12.5 An integrated measure of work ethic**

What people choose to do with the power accorded to them in a work environment is an indication of their work ethic. If educators (individual variables), by virtue of their professional qualifications, were allowed more autonomy (power variables), it ought to improve their work ethic. The researcher recommends that measures of performance become integrated tools reflecting on the positive as well as the negative aspects of the individual performance and organisational effectiveness. The tool used ought to provide information for improved individual and organisational performance, communication and learning rather than charade as a developmental mechanism when in reality it is a control mechanism. A suggested technique such as the 'Balanced



Scorecard' as devised by Kaplan and Norton (1996), should be explored for its application to the school environment. The 'Balanced Scorecard' integrates organisational mission and values with individual performance, as a measure of organisational effectiveness. It could quite possibly be explored as a suitable measure of work ethic.

### **7.13 RECOMMENDATIONS FOR FURTHER RESEARCH**

- Adapt and test WESM (the questionnaire: the **w**ork **e**thic **s**chool **m**easuring instrument) in other 'service industries' or non-profit organisations. The purpose of the exercise would be to allow for more general applicability of the dimensions of work ethic into other work environments.
- Adapt and test WESM in a 'profit' or business environment. Again, the purpose of the exercise would be to explore the possibility of more general applicability of the dimensions of work ethic into other work environments.
- Test WESM in 'unicultural' environments such as Catholic schools and compare findings with those obtained from this research.
- Explore the effect of organisational culture on leadership work ethic.
- Test and refine the 'Work satisfaction tool'.
- As a result of more extensive testing of WESM, it may be possible to devise a model for 'a South African work ethic'.
- If a concept such as a South African work ethic does exist, it would then be possible to conduct an international comparative study on work ethic due to the large number of South Africans working abroad.

## 7.14 CONCLUSION

The study consisted of seven chapters. In the first chapter, the researcher presented the orientation of the study which included the research objectives, research method and research design. Reasons for the choice of the research method and research design were also given. This chapter was followed by an extensive literature study which allowed for the identification, definition and use of key concepts as input for the empirical study. Chapter three presented more detail of the qualitative research design and reported on the secondary source of data used in the study. A selection of themes within the qualitative study was first identified in this chapter. In chapter four, the researcher presented the interviews conducted at a school; similar themes to those used in the previous chapter were used and categories and sub-categories of these themes were refined and used as items for the quantitative part of the study.

Chapter five reported on the quantitative design of the research instrument. The chapter also presented the results of the pilot study undertaken. The use of the pilot study to refine the research instrument (WESM) was reported on. Analysis of some of the questions using descriptive statistics was done in this chapter. In chapter six, the researcher reported on an analysis and interpretation of a selected sample of empirical data. In order to do this, the researcher reported on the validity and reliability relating to the measuring instrument; independent and dependent variables. Groups of two or more quasi-independent variables were used as pointer measures of the concept (work ethic) in relation to the two dimensions (individual and power) of work ethic as identified in the previous chapter. Hypotheses and the testing thereof by means of establishing statistical and/or substantive significance were done in this chapter. The researcher's inferences relating to the statistical and/or practical significance of variables first within the dimensions of work ethic separately, thereafter taking the two dimensions together as an indication of work ethic, was presented in this chapter.

In the final chapter the researcher presented a summary of the research. The research culminated in the following: a unique definition of work ethic, the work ethic model (WEM) and a work satisfaction tool (WS) was proposed. The chapter ended with suggestions for further research.

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# **APPENDIX A**

## **CONTENT ANALYSIS OF INTERVIEWS WITH BUSINESS LEADERS**

UNIVERSITY  
OF  
JOHANNESBURG

## CONTENT ANALYSIS OF INTERVIEWS WITH BUSINESS LEADERS

|                            |   |
|----------------------------|---|
| <b>1. Name of Person</b>   | <b>Sharon Wood</b>  |
| Organizational Position    | Editor of book  |
| Leadership Characteristics | -Humility. They give credit for the company's successes to their colleagues and never blame external factors for its difficulties (Wood, 2002: xiv).  |
| <b>2. Name of Person</b>   | <b>Brian Joffe</b>  |
| Organizational Position    | Executive Chairman  |
| Leadership Characteristics | -Managers must have the 'freedom, responsibility and authority to make their own operational decisions (Joffe, 2002: 2).  |
| Tasks                      | -Decentralize management (Joffe, 2002: 2).<br>-Incentivise management to exceed realistic profit goals- (Joffe, 2002: 2).<br>-Reorganization and motivation of management (Joffe, 2002: 5).<br>-Management depth- mentoring (Joffe, 2002: 2).   |
| <b>3. Name of Person</b>   | <b>Bill Lynch</b>   |
| Organizational Position    | Chief Executive- Imperial Holdings  |
| Leadership Characteristics | -Despite the absence of hard-and –fast formulas, there are three unmistakable characteristics: a strong marketing strategy with a clear customer focus, sound financial management and discipline, and leadership from an executive who is also and operator, and therefore able to get the best out of the business. |

|                                       |  |
|---------------------------------------|--|
|                                       | <p>Employees don't have to be specialists in all these fields, but managers must ensure that their teams have a mixture of these three ingredients (Lynch, 2002: 9-11).</p> <p>-Need to be able to identify the issues surrounding reality (Lynch, 2002: 13).</p>  |
| Tasks                                 | <p>-All executives need a co- equal measure of authority and responsibility. They need to be provided with a reasonable definition of the job to be done, and given coaching and guidance as requested (Lynch, 2002: 8).</p> <p>-Seeking out and observing the greatness of others (Lynch, 2002: 9).</p> <p>-Management task is to grow the business (Lynch, 2002: 11).</p>  |
| Philosophy/<br>Personal Belief System | <p>- He believes in an empowering working environment (Lynch, 2002: 8).</p> <p>-A policy of decentralization, which enables each of the company's divisions to develop into a unique business unit (Lynch, 2002: 8).</p> <p>-Management style is influenced by a strong belief in honesty, sincerity and openness (Lynch, 2002: 8).</p> <p>-We believe that all out staff members are blessed with diligence, intelligence and commitment, which are extraordinary qualities (Lynch, 2002: 9).</p> <p>-Personal initiative is recognized as a prerequisite for success (Lynch, 2002: 9).</p> <p>-We are conscious of the need for, and our commitment to, black empowerment. Another pressing issue is HIV/AIDS (Lynch, 2002: 13).</p> <p>-Believe our people to be the centre of the field, and not to sit on the fence (Lynch, 2002: 11).</p> <p>-Our people look on their departments as belonging to them, and</p> |



|                                       |  |
|---------------------------------------|--|
|                                       | it is therefore their responsibility to make them a success (Lynch, 2002: 11).   |
| Structure                             | -Centralization appears to create a sense of control, but the reality is quite different, as a lot of time is wasted dealing with bureaucracy and documentation. The nearer someone is to the coalface and the customer, the more efficient the operation (Lynch, 2002: 8)   |
| <b>4. Name of Person</b>              | <b>Manny de Canha</b>  |
| Organizational Position               | Chief executive- Imperial Holdings   |
| Leadership Characteristics            | - We talk to our employees- give recognition to whom it is due (de Canha, 2002: 11).   |
| Tasks                                 | -Approach: Give people the leeway to develop themselves without being stifled by bureaucracy (de Canha, 2002: 11).<br>-It is essential to maintain an open-door policy. It is also important to interact with his team (de Canha, 2002: 9).<br>-Seeking out and observing the greatness of others (de Canha, 2002: 9). |
| Philosophy/<br>Personal Belief System | -Management style is influenced by a strong belief in honesty, sincerity and openness (de Canha, 2002: 8).<br>-Our business is an important part of our lives (de Canha, 2002: 13).  |
| <b>5. Name of Person</b>              | <b>Paul Harris</b>   |
| Organizational Position               | Chairman and chief executive officer- Rand Merchant Bank   |
|                                       | -Becoming the custodians of the business and its culture (Harris,  |

|                                       |  |
|---------------------------------------|--|
| Tasks                                 | 2002: 17).<br>-Role of leadership is to create an environment in which people can fulfill their own potential and where the objectives of the individual are aligned with the corporate environment (Harris, 2002: 15).  |
| Philosophy/<br>Personal Belief System | -Owner management culture- 'It is phenomenally rewarding and we have been vindicated in our view that everybody wants to make a contribution and seek responsibility if they are given an environment in which they can exceed expectations (Harris, 2002: 19).  |
| Moral/Value Dimension                 | - Give professionals the opportunity to adhere to a value system rather than rigid rules and regulations (Harris, 2002: 19).   |
| Structure                             | -Flat structure and only a few management positions (Harris, 2002: 18).  |
| <b>6. Name of Person</b>              | <b>Laurie Dippenaar</b>  |
| Organizational Position               | Non- executive director- Rand Merchant Bank  |
| Leadership<br>Characteristics         | -Truthful and honest (Dippenaar, 2002: 15).  |
| Philosophy/<br>Personal Belief System | -He lives by the motto, "the business case prevails" and has little time for politics in the working environment. He also believes there shouldn't be any holy cows and that people should 'tell it as it is- politely, of course' (Dippenaar, 2002: 15).<br>-Attaches enormous importance to values (Dippenaar, 2002: 15-17).<br>-Important that the leadership of a company send out the right |

|                                       |   |
|---------------------------------------|---|
|                                       | signals consistently because people are interpreting these all the time (Dippenaar, 2002: 15-17).   |
| <b>7. Name of Person</b>              | <b>G.T. Ferreira</b>  |
| Organizational Position               | Non- executive director- Rand Merchant Bank   |
| Leadership Characteristics            | -Skilled negotiator (Ferreira, 2002: 17).   |
| Tasks                                 | -Create a caring working environment (Ferreira, 2002: 18).<br>-Recognize the contribution of staff (Ferreira, 2002: 18).  |
| Philosophy/<br>Personal Belief System | -Collective performance measures (Ferreira, 2002: 18).<br>-Recognize the contributions staff have made to the overall group (Ferreira, 2002: 18).   |
| <b>8. Name of Person</b>              | <b>Sean Summers</b>   |
| Organizational Position               | Group chief executive officer- Pick 'n Pay  |
| Leadership Characteristics            | -Passionate (Summers, 2002: 20).<br>-Visibly determined leader (Summers, 2002: 21)<br>-Pushes people hard to achieve the group's goals. "Sceptics are rarely known to build something of lasting value' and 'fortune favours the brave' (Summers, 2002: 21).              |
|                                       | -Responsibility for the day-to-day running of the different divisions has been divided (Summers, 2002: 21).<br>-Involved in the overall direction and leadership of the business (Summers, 2002: 21).<br>-He is also keenly aware of the fact that if the group's working |

|                                       |  |
|---------------------------------------|--|
| Tasks                                 | environment is not healthy and happy, productivity suffers. The group has invested significant resources in improving the staff morale and working conditions- Vuselela Campaign – Nguni word means ‘to rekindle the energy and strength of the people) (Summers, 2002: 23). |
| Philosophy/<br>Personal Belief System | -You can’t legislate respect (Summers, 2002: 23).  |
| <b>9. Name of Person</b>              | <b>Nick Badminton</b>  |
| Organizational Position               | Retail managing director- Pick ‘n Pay  |
| Leadership<br>Characteristics         | -Passionate (Badminton, 2002: 20).<br>-People-centred management style (Badminton, 2002: 23).<br>-Big on relationships but also brutally honest (Badminton, 2002: 23).   |
| Tasks                                 | -Include people in decisions (Badminton, 2002: 23).<br>-Talk to people (Badminton, 2002: 23).  |
| Philosophy/<br>Personal Belief System | -People are a valuable part of the business (Badminton, 2002: 23).   |
| Moral/Value Dimension                 | -Brutally honest with all 25 000 staff members (Badminton, 2002: 23).  |
| <b>10. Name of Person</b>             | <b>Martin Rosen</b>  |
| Organizational Position               | Group enterprises managing director- Pick ‘n Pay   |
| Leadership<br>Characteristics         | -Passionate (Rosen, 2002: 20).<br>-You have to trust the teams that are doing the work (Rosen, 2002: 23)   |

|                                       |   |
|---------------------------------------|---|
|                                       | -Allow them an enormous amount of freedom on the day-to-day operational issues (Rosen, 2002: 23).   |
| Tasks                                 | -Strategic direction (Rosen, 2002: 23).<br>-Hands-off approach to management (Rosen, 2002: 23).   |
| Philosophy/<br>Personal Belief System | -Relationship between the senior management team is respectfully competitive. “Need to be interdependent but competitive in delivering our piece of the pie” (Rosen, 2002: 23).   |
| <b>11. Name of Person</b>             | <b>Bernard Swanepoel</b>  |
| Organizational Position               | Chief executive- Harmony Gold Mining  |
| Leadership<br>Characteristics         | -Communication (Swanepoel, 2002: 35).<br>-Empower people (Swanepoel, 2002: 31).<br>-Truly believe that we have a vision that can be achieved (Swanepoel, 2002: 34).   |
| Tasks                                 | -“We want to get everyone within the organization to think” (Swanepoel, 2002: 31).<br>-Give people the necessary skills to think about issues that are relevant to their jobs (Swanepoel, 2002: 31).<br>-Coaching- is about learning together- and that’s the environment we are trying to create (Swanepoel, 2002: 31).<br>-He concentrates on building exceptional teams and encourages them to adopt a small and medium enterprise attitude to development (Swanepoel, 2002: 31).<br>- Tap into people’s potential (Swanepoel, 2002: 33).<br>- As a thinking organization we need to teach young people to take risks (Swanepoel, 2002: 35). |

|                                       |   |
|---------------------------------------|---|
| Philosophy/<br>Personal Belief System | <ul style="list-style-type: none"> <li>-His approach has led the company to reduce the traditional layers of management usually found in mining organizations from 11 levels to 4 (Swanepoel, 2002: 31).</li> <li>- People driven business (Swanepoel, 2002: 33).</li> <li>-Growth is not about size, but about how the company creates value (Swanepoel, 2002: 34).</li> </ul>                     |
| <b>12. Name of Person</b>             | <b>Frank Abbott</b>   |
| Tasks                                 | <ul style="list-style-type: none"> <li>-We have changed the structure (Abbott, 2002: 33).</li> <li>-We have changed the culture (Abbott, 2002: 33).</li> </ul>  |
| <b>13. Name of Person</b>             | <b>Stephen Koseff</b>   |
| Organizational Position               | Chief executive officer- Investec   |
| Leadership<br>Characteristics         | -Integrity (Koseff, 2002: 39).  |
| Philosophy/<br>Personal Belief System | <ul style="list-style-type: none"> <li>-Individuals with intellect and innovation (Koseff, 2002: 39).</li> <li>-Individuals align with company philosophy and core values (Koseff, 2002: 39).</li> </ul>  |
| <b>14. Name of Person</b>             | <b>Adrian Gore</b>  |
| Organizational Position               | Chief executive officer- Discovery Holdings Limited   |
| Leadership<br>Characteristics         | <ul style="list-style-type: none"> <li>-Consensual (Gore, 2002: 40).</li> <li>-Excitement, passion and urgency (Gore, 2002: 43).</li> <li>-Excitement about the power of new, ground- breaking ideas. It's amazing to start with an embryo of an idea and then sit at the launch of the product a few months later (Gore, 2002: 43).</li> <li>-Optimism and discipline (Gore, 2002: 45).</li> </ul> |

|                                       |   |
|---------------------------------------|---|
| Tasks                                 | <p>-Facilitator and brainstormer (Gore, 2002: 41).</p> <p>-Tries to be as challenging as possible (Gore, 2002: 41).</p> <p>-Inspire people to greatness. It's ultimately selfish, because when this happens, they'll take us with them' (Gore, 2002: 43).</p> <p>- Leverage his capabilities more effectively and push the right buttons rather than be hands-on in every decision (Gore, 2002: 45).</p> <p>-He has the ability to address a problem by suggesting two or three ideas that can actually work and be built on. He is able to map another road when we reach a dead end (Gore, 2002: 43).</p> <p>-He is continually pushing all (Gore, 2002: 43).</p> |
| Philosophy/<br>Personal Belief System | <p>-Need to combine skills and vision. This combination is based on the artistry of the people, the company culture. It's about the quality of the dream, and the purpose and quality of people. We have no fixed formula (Gore, 2002: 43).</p>   |
| Moral/Value Dimension                 | <p>-Eight core values fundamental to success in the company. They are: innovation, optimism, financial prudence, intellectual leadership, honesty and integrity, tenacity, drive, and urgency (Gore, 2002: 43).</p>   |
| <b>15. Name of Person</b>             | <b>Santie Botha</b>   |
| Organizational Position               | Group executive director- Absa  |
| Leadership<br>Characteristics         | <p>-She's driven in everything she does and likes to see how much she can pack into a day, always challenging herself to learn more than anyone else (Botha, 2002: 49).</p> <p>-Taking tough decisions (Botha, 2002: 49).</p>   |
|                                       | <p>-'You have to give people responsibility and oversee the process</p>   |

|                                       |  |
|---------------------------------------|--|
| Tasks                                 | <p>to check that the ship is going in the right direction.’ (Botha, 2002: 51).</p> <p>-Need to ensure we have the best team of skills (Botha, 2002: 53).</p> <p>-Continue building its core business (Botha, 2002: 53).</p>  |
| Philosophy/<br>Personal Belief System | <p>-‘I believe that if you have news to give to the market, you should give it (Botha, 2002: 53).</p> <p>-Never underestimate the intelligence of consumers. They know what’s going on (Botha, 2002: 53).</p> <p>-Continue engaging in new and innovative thinking (Botha, 2002: 53).</p>  |
| Moral/Value Dimension                 | <p>People respect integrity and hate deviousness’ (Botha, 2002: 53).</p>   |
| <b>16. Name of Person</b>             | <b>Wayne Furphy</b>  |
| Organizational Position               | Country Managing Director- Accenture South Africa  |
| Leadership<br>Characteristics         | <p>-Visionary. Approachable, a quick but thorough decision-maker, an inspirational leader and as intensely action- oriented (Furphy, 2002: 54).</p> <p>-Ability to think innovatively (Furphy, 2002: 57).</p> <p>-Does not believe in distancing himself from his staff during tough and volatile times. ‘In those situations you should rather open up the channels of communication and share the issues- even if you do not have all the answers’ (Furphy, 2002: 57).</p> <p>-His interaction with everyone is excellent (Furphy, 2002: 55).</p> <p>-He always maintains an open- door policy (Furphy, 2002: 55).</p> |
|                                       | <p>-Coaching other staff members (Furphy, 2002: 55).</p> <p>-Not one to remain hidden in the chief executive officer’s suite, he answers the telephone, is frequently seen popping into</p>  |



|                                       |   |
|---------------------------------------|---|
| Tasks                                 | various departments to discuss pertinent issues, and enjoys spending time with colleagues during lunch in the staff canteen (Furphy, 2002: 55).   |
| Tasks                                 | <ul style="list-style-type: none"> <li>- Depth of leadership, sharing the leadership role, and the ability to flex the organization to cope with uncertainty and change (Furphy, 2002: 57).</li> <li>-Maximum accessibility to staff (Furphy, 2002: 57).</li> <li>-Creating a business of growing capability (Furphy, 2002: 57).</li> </ul>   |
| Philosophy/<br>Personal Belief System | <ul style="list-style-type: none"> <li>-Management is the right to tell people what to do; leadership is when people willingly wish to cooperate with you (Furphy, 2002: 57).</li> <li>-People are the primary asset (Furphy, 2002: 57).</li> <li>-The company never allows itself to become entirely dependent on select individuals (Furphy, 2002: 57).</li> <li>-Employment diversity (Furphy, 2002: 59).</li> <li>-‘We do not believe that our business is about one person making up his or her mind; it’s about consensus leadership (Furphy, 2002: 57).</li> </ul> |
| Moral/Value Dimension                 | <ul style="list-style-type: none"> <li>-Transparency encouraged (Furphy, 2002: 57).</li> <li>-Also recognizes the importance of its role in society at large by actively supporting the involvement of its staff in community volunteer initiatives around the world (Furphy, 2002: 59).</li> </ul>   |
| Structure                             | Consensus leadership from the bottom to the top (Furphy, 2002: 57)  |
| <b>17. Name of Person</b>             | <b>Tony Abrahamse</b>   |
| Organizational Position               | CEO- Algoran (Pty) Limited  |
| Leadership                            | -Commitment, dedication, perseverance (Abrahamse, 2002: 11).  |

|                                       |  |
|---------------------------------------|--|
| Characteristics                       | -Integrity (Abrahamse, 2002: 11).  |
| Tasks                                 | -Consult stores and books to keep oneself informed and attend regular courses with regard to accounting, motivation, sales and human resources (Abrahamse, 2002: 10).  |
| Philosophy/<br>Personal Belief System | -Love for God integrity (Abrahamse, 2002: 11).   |
| <b>18. Name of Person</b>             | <b>Laurence Alberts</b>  |
| Organizational Position               | -Retired<br>-Lecturer in Physics at the University of the Orange Free State and the Rand Afrikaans University<br>-Vice President of the Atomic Energy Board<br>-Director general and later president of ----- of Mineral Technology<br>-Director general of Department of Mineral and Energy Affairs |
| Leadership<br>Characteristics         | -Accountability, achievement, responsibility, persistence, discipline, honesty, quality of service to others, punctuality, fairness, truthfulness, friendliness, forgiveness, loyalty and good leadership (Alberts, 2002: 13).   |
| Tasks                                 | -Service to others (Alberts, 2002: 13).  |
| Philosophy/<br>Personal Belief System | -He believes the prerequisites for going into the field are “curiosity, a preparedness to work hard and a freedom from the lust for great wealth.” (Alberts, 2002: 12).  |
| <b>19. Name of Person</b>             | <b>Brian Cape</b>  |
| Organizational Position               | Chairman- Etcon Group  |
|                                       |  |

|                                       |   |
|---------------------------------------|---|
| Leadership Characteristics            | -Faith that is reflected in the marketplace and in everyday life (Cape, 2002: 15).<br>- Godly leadership skills (Cape, 2002: 15).   |
| Tasks                                 | -“One of the greatest concerns regarding people in business is that they are always looking for a promotion. The strongest advice that one can give anyone is to work hard and do one’s best in the job that one is in. If one proves to be better than the next person, one will be recognized and the promotions will come automatically (Cape, 2002: 14).                    |
| Philosophy/<br>Personal Belief System | -Everyday in business, Christian ethical standards are challenged, so an understanding of God’s standards and a close relationship with Him, help to make better, more godly judgments (Cape, 2002: 14).<br>-Life has taught me to believe in the Word of GOD, because every time I’ve messed up, it’s because I’ve gone against God’s Word or His Principles (Cape, 2002: 14). |
| <b>20. Name of Person</b>             | <b>Melany Ann Green</b>   |
| Organizational Position               | -Director of skills development.<br>-Management consultant  |
| Leadership Characteristics            | -Commitment and persistence to complete a task, desire to provide service excellence (Green, 2002: 27).   |
| Philosophy/<br>Personal Belief System | -An energetic, enthusiastic approach to all aspects of my life (Green, 2002: 27).   |
| Moral/Value Dimension                 | -Honesty, integrity and sincerity are values I look for (Green, 2002: 27).  |
|                                       |   |

|                                       |   |
|---------------------------------------|---|
| <b>21. Name of Person</b>             | <b>Robin Kempthorne</b>   |
| Organizational Position               | Head: Super-sport Productions- Supersport International   |
| Moral/Value Dimension                 | -In a highly competitive field there is the temptation to compromise standards and ethics, as well as the danger of being misunderstood and pressure from others in the team with less ethical standards. But as a committed Christian, Robin has a solid faith and trust in a God who faithfully provides for his every need (Kempthorne, 2002: 30). |
| <b>22. Name of Person</b>             | <b>Don King</b>   |
| Organizational Position               | Retired-previously executive director of Rand Mines.  |
| Leadership Characteristics            | -Encouragement and development of people, teamwork, caring, hard work, honesty, service to others and fairness (King, 2002: 32).  |
| Tasks                                 | -Development of people, service to others (King, 2002: 32).   |
| Philosophy/<br>Personal Belief System | -Teamwork, hard work (King, 2002: 32).  |
| <b>23. Name of Person</b>             | <b>Lawrence McCrystal</b>   |
| Organizational Position               | Chairman: LP McCrystal Consultants  |
| Philosophy/<br>Personal Belief System | -Emphasis of an ethical culture (McCrystal, 2002: 48).  |
| <b>24. Name of Person</b>             | <b>Gary Palser</b>  |
| Organizational Position               | Chief Actuary: Old Mutual   |
|                                       |   |

|                                       |   |
|---------------------------------------|---|
| Leadership Characteristics            | -Integrity and honesty, openness, trust, excellence and fairness (Palser, 2002: 67).  |
| Philosophy/<br>Personal Belief System | -Pace yourself, don't take on more than you can do well and don't agree to do anything you can't do well (Palser, 2002: 66).  |
| <b>25. Name of Person</b>             | <b>Gary Player</b>  |
| Organizational Position               | Chairman: Black Knight International  |
| Leadership Characteristics            | -Integrity, honesty, persistence, trust, godliness, hard work (Player, 2002: 71).   |
| Philosophy/<br>Personal Belief System | -Hard work, determination and a striving for excellence in all that one does. A strong work ethic. "Nothing is ever achieved in life without hard work" (Player, 2002: 70).   |
| <b>26. Name of Person</b>             | <b>Brand Pretorius</b>  |
| Organizational Position               | CEO: McCarthy Limited   |
| Leadership Characteristics            | -Integrity is absolutely one of my main principles. I value honesty and transparency to do things in the right way (Pretorius, 2002: 76).<br>-Positive vision and attitude. Respect for human dignity. Fairness. Openness and transparency. Honesty and sincerity. Trust and compassion. Loyalty. Commitment to excellence. Putting the customer first (Pretorius, 2002: 77). |
| Philosophy/<br>Personal Belief System | -For him leadership is not a matter of power and position but responsibility and caring (Pretorius, 2002: 76).  |

|                                       |  |
|---------------------------------------|--|
| <b>27. Name of Person</b>             | <b>John Temple</b>   |
| Organizational Position               | Director- Plessey Cooperation Ltd and Tellumat (Pty) Ltd   |
| Leadership Characteristics            | -Integrity, diligence, humility and respect for individuals as creatures made in the image of God (Temple, 2002: 89).  |
| Philosophy/<br>Personal Belief System | -To be a leader means to develop a following. This is achieved by having a vision, a clear sense of direction, and conveying to your followers that what you do will be in their best interest (Temple, 2002: 88). |
| <b>28. Name of Person</b>             | <b>John Wedderburn- Maxwell</b>  |
| Organizational Position               | Managing Director  |
| Leadership Characteristics            | -Trustworthiness, caring, integrity, perseverance, loyalty, respect, fairness, a positive attitude and honesty (Wedderburn-Maxwell, 2002: 97).   |
| Philosophy/<br>Personal Belief System | -Success that is built on a strong moral and spiritual foundation is something to be savoured. It engenders respect, encourages imitation and entrenches good business values (Wedderburn-Maxwell, 2002: 96).      |
| Moral/Value Dimension                 | -A servant's heart (Wedderburn-Maxwell, 2002: 97).   |

## **APPENDIX B**

### **TRANSCRIPT OF SCHOOL INTERVIEWS**



## RESPONDENT 1

- 1 I *Thank you very much for your time and for voluntarily submitting to this*  
2 *interview. There is just one question that I would like to ask, and we'll probe from*  
3 *there if necessary. I would like your opinion on what effective school management*  
4 *is, purely from your experience and perhaps from anything that you have read.*  
5
- 6 R1 What effective school management is, if you're taking overall school, whereas I  
7 see life on a different level, in the classroom as a teacher, so I see overall  
8 management, as something that is usually coming towards me, giving me various  
9 bits of information , saying this, that and the other. But what it really means, if  
10 this is what you're asking- what it really means is, first of all you need a very  
11 strong department, head, call it executive, call it what you like. Basically you need  
12 a very strong headmaster and the headmaster to be effective, must carry his  
13 deputies with him. And what I want to see, what I would consider effective, is a  
14 visionary leader, whom I can, at any time speak very plainly too, very candidly to.  
15 Um, someone that will take cognisance of what I say, what I report, what I feel,  
16 only to one end, and I suppose this is really the crux, the kernel of the problem.  
17 And it's this: that to be an effective management, it's to one aim, to one end, and  
18 the end is simple. To create and maintain an environ ... a learning environment for  
19 the children. The rest is, its almost to me, superficial, and a lot of nonsense. I've  
20 very little time with management, I've very little time with a lot of teachers,  
21 because most of them don't really want to be in the classroom. They see  
22 management there as per force, they see, well its going to make their life easier  
23 because they will discipline the children or whatever. I find as I say very few  
24 teachers, that I think use skills that the management team should bring to bear to  
25 be used properly and effectively. Um, but as I say, to one end only. Management  
26 is to one ends only: to create a learning environment that whatever they do,  
27 whether its--- catering, the car park, the rugby field, my classroom, its all one.  
28 Whatever decision is made, should be taken in the light of that. That is the test.  
29 That is the acid test. The rest is nonsense. Because we're in a particular culture,  
30 the teaching culture, it's strange for me, because obviously its like, I've walked  
31 into a time warp. I've been here for a year. And it's like 40 years ago. And  
32 management structures are 40 years old.  
33
- 34 I *What specifically do you mean by that?*  
35
- 36 R1 Well, what I mean by that is, that the way that the management work, tend to put  
37 the system first. It's the system that runs the school. And, which is totally wrong.  
38 It's the children that run the school.  
39
- 40 I *When you say 'the system', what are you referring to?*  
41
- 42 R1 Right, let's just take simple, for instance, a simple for instance would be my time-  
43 table. Now, because of the old all powerful time-table or the computer programme  
44 that runs it, all of a sudden, I'm now dealing with real problems in my classroom.  
45 Because they've got this system, they've always had it, nobody, when I bring it up  
46 in a meeting, nobody will change it. Many occasions I've had run-ins because,



47 I'm, teaching at an appropriate level- to some children. When I stand up and say,  
 48 what are we doing, these children might well not have come to school, because  
 49 they will not understand what I'm talking about, because I'm talking at a totally  
 50 inappropriate level.  
 51

52 I *Now how does that, the fact that you're talking and teaching something*  
 53 *inappropriate, relate to the system?*  
 54

55 R1 Well because the system is so rigid. Because there's no differentiation in the  
 56 system. Because it's a 40 year old antiquated, authoritarian apartheid system. Its  
 57 useless. There's no decent education coming out of South Africa. The old system,  
 58 as well as the new.  
 59

60 I *Right. We need to be careful that we stick to the aspect of effective school*  
 61 *management. However, when you speak about an old system, a bureaucratic*  
 62 *system that existed 40 years ago, and if you look at legislation and the motivation*  
 63 *behind it in accordance with democracy, are you saying that you see no*  
 64 *difference, there's...*  
 65

66 R1 ....no change  
 67

68 I ...no change  
 69

70 R1 ...no change  
 71

72 I *Ok, give me a concrete example.*  
 73

74 R1 Well this is my concrete example. My concrete example is, that there is no,  
 75 although the OBE is supposed to recommend, and may be that is the biggest  
 76 significant change in our schools,... um, I teach OBE because that is how I was  
 77 taught. And in Europe that's how you're are taught to teach. Whereas here, they  
 78 want you to teach OBE, yet they're going to test you- on the traditional way. With  
 79 traditional methods. Now you cannot teach OBE and be tested in the same way, as  
 80 more, shall we say, traditional way of teaching. Because a traditional way of  
 81 teaching, which is an anathema to me, is what we call instrumental teaching. I am  
 82 a relational teacher. Not an instrumental teacher. But there is a place for  
 83 instrumental teaching, by getting somebody through an exam. But, of course, that  
 84 is not education. That's just crossing the boxes. And, consequently, um OBE is  
 85 really, what I'm about, which is relational teaching. You have to relate everything  
 86 you've learnt to something else and...  
 87

88 I *Which is the crux of OBE?*  
 89

90 R1 Yes  
 91

92 I *So that should be working for you?*



93 R1 Yes, in fact. Last year I got, shall we say a short shift, because they said, well  
94 (name) we don't want you to work like this. Because, you know, where's your  
95 exam results, where's your results, where's your results?  
96

97 I *Now, would you say that it is a part of the bureaucracy that you were speaking  
98 about?*  
99

100 R1 Yes. It is. It's, it's, it's if you like, a culture. It's even more powerful than a  
101 bureaucracy.  
102

103 I *Does that bureaucracy, then enable management to function in a way that seems  
104 efficient? Or do you see it as impeding that kind of efficiency?*  
105

106 R1 Yeah, yeah...  
107

108 I *I am talking about 'surface' and 'deep'.*  
109

110 R1 Well, I just believe that the management generally, and specifically school-  
111 specific, it's almost as if, it doesn't really know what OBE is. And you can send  
112 as many teachers on little courses as you like, OBE is a culture. It's not a uh  
113 something that you can learn, just like oh we're going to do this system now,  
114 we're going to do that system. It's much deeper. It's taken us 40 years to get this  
115 far in England. And we've fallen along the way, as well. Finally, we've got it into  
116 place, but here there's just a, there's a fear of the unknown. And what they do, if  
117 they have a fear of the unknown, the one thing you do rely on, are the, the strands  
118 of management, are the lines of communication. And I find them too rigid, eh...  
119 teachers are not flexible, teachers don't talk about their work. If we fill this room  
120 with 70 people, they'll talk nothing but trivia, from day to day or how the crime is  
121 or what they're going to feed their children, or wash their husbands or I don't  
122 know which way round it is. And I feel absolutely, and the reason that this is  
123 being allowed to happen, is because the structures itself are so solid. And you may  
124 not be particularly gifted at your subject or your discipline, but don't worry, you'll  
125 get through it. Because (a) the kids are going to be behaving and (b) you're going  
126 to follow which is rote. And um but the system likes that. And when I was taken  
127 to task last year, my headmaster said, "Now look (name) we see that you have a  
128 lot of potential and we think we need people like you here from a Eurocentric  
129 point of view. But we'd like you to be more South African." I of course laughed.  
130 And I was talking to some parents, the other day when we had a meeting, and I  
131 told them the same story and they said, "For goodness sake, don't. Don't." You  
132 know. And I'm not here to change the world, but I'm simply saying, that the  
133 resentment of change, and I don't think, I'm talking about education, because  
134 that's my field, but its much more underlying that that. People are...  
135

136 I *If you had to make, from your experience, if you had to make some kind of  
137 recommendation, to improve, to make different, what would it be?*  
138

- 139 R1 Right. One simple, is to change the outlook. Setting of classes. Setting of classes.  
140 The classes should not be grade roomed, they should be department roomed. Any  
141 every department, such as my department, the one that I am part of, we should  
142 have autonomy. In terms of, if we've got 300 children, then we ourselves must set  
143 these children. I don't care what they are like in any other discipline, I'm not  
144 interested in any other discipline (that not true of course, in one respect I'm mean  
145 that), but we must have the same ability of children in the same classes.  
146
- 147 I *So you're talking streaming.*  
148
- 149 R1 No, I'm not. I'm not. This is what they do in this ridiculous country. They do  
150 nothing but streaming. Which is a disaster!  
151
- 152 I *So how is streaming different from (setting) getting groups of children of the same  
153 ability...*  
154
- 155 R1 Now streaming essentially, means that you get one class, like my registration  
156 class, right, and then from there on in that class goes to every other discipline. As  
157 that class. That's a stream. No, no, no, no.  
158
- 159 I *Differentiated streaming. You mean subject specific, learner specific.*  
160
- 161 R1 Subject specific. So when I look at my 300 children, we look after 300 children.  
162 We sit around, and we say right, Fred, blah, whatever, whatever, he comes to my  
163 class. So and so, so and so, he goes to your class. Now this develops, now this  
164 works on many levels. Obviously, academic. The learning. Also discipline. Also  
165 the super class dynamic. This class dynamic is so important. Less so important  
166 here than it is in England. But, eh, nevertheless, and what's going to happen is, if  
167 they don't take cognisance of what I'm saying, you're going to be in trouble.  
168
- 169 I *Meaning?*  
170
- 171 R1 Well because what's happening is that children are being held back because  
172 something like 40 years. Children haven't evolved properly. They're not  
173 developed properly.  
174
- 175 I *Can I just throw the cut amongst the pigeons? When you talk 40 years, this group  
176 of children that you are working with, weren't even around 40 years ago.*  
177
- 178 R1 Mmmmm, I know. But they're being brought up and they've been in a culture that  
179 is an Afrikaans culture, generally speaking and it is 40 years out of date. And if  
180 you listen to any opinion you take, that's it, the same opinion.  
181
- 182 I *So what about the impact of the home on the child. If the school...*  
183
- 184 R1 That's becoming even less and less

185 I *If the school has such a great effect on, the thinking of the child...*  
186  
187 R1 oh, oh, oh, oh, I never said that, I never said that...  
188  
189 I *I picked that up from your statement that you made in terms of Afrikaans culture,*  
190 *because I'm seeing that as being a single culture instilled in the child.*  
191  
192 R1 Well I think that I would love to believe that what we taught at school would have  
193 a real impact on our children. But I'm old enough, wise enough and ugly enough  
194 to know that that ain't true. No school is a reflection of society. Not the other way  
195 around. And you may have such pockets as Eden and Harrow or out here,  
196 Convents, or I don't know, but I'm talking about general mainstream education.  
197 I'm not talking about that particular sort. And all I'm trying to explain is that the  
198 reason why the English, the European education system changed, so did the  
199 Australians, the New Zealanders are doing good work, is simply because our  
200 children, for 40 years, I'm talking about after the war, you see, this is why the  
201 word 40 keeps coming in, it is a historical ah, ah, ah  
202  
203 I *..perspective.*  
204  
205 R1 ...perspective, now the fact of the matter is that our children have changed out of  
206 all recognition. All recognition. Some people would hold their hands up and say,  
207 "Have you seen in the newspaper what they're doing in England?" Now that just  
208 nonsense. But it is true. That the average child, and the average pupil in England  
209 is totally different, from the average pupil in this school. And to give you an idea  
210 of what I am trying to talk about is, if I said, well now in England there is 7% only  
211 of private education. Only 7%. Because education is totally free and so on. And  
212 I'm thinking of my own step-sons schools, which was Portsmouth Grammar  
213 School, and I can compare this school directly with his school, and that's about  
214 the 60<sup>th</sup> best school in the country. But one has got to accept where we are  
215 (laugh), but in terms of how the school is run, how the school is administered,  
216 how the children behave, it is like one of our very good, very good, private  
217 grammar schools. No question. And why that works, generally, is because the  
218 children have codes and cultures from their parents, and they can draw  
219 boundaries, and they know the difference and they know what to say one thing  
220 and when to say the other. What's happened in England of course, as is going to  
221 happen with your children here, they're going to change. Totally. The parents will  
222 wake up one day and not recognise them. Okay. We are all products of our past.  
223 Now if that true, and everybody says... now you think about these young  
224 children, what past they're going to be going through, they're going to be  
225 products of what? Total upheaval? Total change? Oh, well maybe not on the  
226 surface, but scratch anyone here (arm), scratch just that bit (indicating lightly),  
227 and you listen to what comes out of them. They're, they're not confident, scared,  
228 and its going to come through the teaching. And the children know and realise for  
229 the first time, that what Dad says is not necessarily go. He could lose his job next  
230 week. The status quo, how it always was, is changing. And the kids, through the

231 internet, that's one revolution so is the television, that's another revolution and  
 232 remember you people did not have television in the 70's, or you didn't just about.  
 233 So your children are stunted, and my friends said to me when I came here. They  
 234 said, you joking, you're not going to South Africa, you must be joking. I said no,  
 235 no , no. and they said, you're going to have a dream of a time. And its true, I am  
 236 having a dream of a time. But the system that is holding good here, will fail,  
 237 miserably, when the children change. And that is why only 7% of our schools  
 238 work like this.  
 239  
 240 I *When you say the system, define that, please.*  
 241  
 242 R1 Well, the system such as the disciplinary codes, the way that we teach, the way  
 243 that the works handed down to us. Um um it's inefficient.  
 244  
 245 I *Can you give a bit more detail?*  
 246  
 247 R1 Alright then. First of all the way that we teach is lesson by lesson. Literally lesson  
 248 by lesson, lesson by lesson. Is it Tuesday, day three? Oh yeah, then its geometry.  
 249 Oh well is it... Okay. You've got 14 lessons to get through this. I ... really...  
 250 (laugh) .. I say. Oh, but you must. Why? That's not teaching. Why? Because  
 251 we've got a cycle test. In fact on Tuesday, we have an hour test, oh and on Friday  
 252 we.. I we've just dropped that one because we're having another exam. You  
 253 testing these children like they're in Harrow or somewhere. These are only words  
 254 with the same type of child.  
 255  
 256 I *So you are talking about time bound. Everything seems to be time bound?*  
 257  
 258 R1 Yes, because it is all bound to. Yes we've got to cover there's so much work,  
 259 within say, two weeks.  
 260  
 261 I *So that's the greatest factor the impact of time on everything that is done?*  
 262  
 263 R1 That's a very, that's a very um um obvious point. Unfortunately there are far more  
 264 subtle ones, that are far more...  
 265  
 266 I *Let's quickly talk about theses subtle ones. You can just enumerate them. We may  
 267 not have to go into details.*  
 268  
 269 R1 Well, first of all, the text books. You know. They're out of date. Now, I'm just  
 270 looking at my discipline. I know we've got the new ones that come in, the...  
 271  
 272 I *Your discipline being?*  
 273  
 274 R1 Mathematics. I've met (name) and he's produced a couple of these OBE books,  
 275 and all the rest of it. But again, it's very much it's, it's a top-down approach. We  
 276 need a bottom- up approach. And the most important people in the school are, ...

277 are the school teachers, classroom teachers. They're the most important people in  
278 the school. The rest is...  
279  
280 I *Can you remind me of something you said at the beginning of the interview which*  
281 *was that the need to focus on the children, the learners. Now we are talking about*  
282 *the teachers. Can you link both please?*  
283  
284 R1 Well yes because, I said to you the prime, the prime reason, the prime answer, the  
285 prime problem, is the learning environment. And nothing, there is nobody more  
286 on the ground than, than, you come into my school, you come into my classroom,  
287 well that's where the environment starts. That's why the classroom teacher is so  
288 important. The classroom teacher needs support from above, clearly. But the right  
289 sort of support. Not endless meetings about meetings.  
290  
291 I *The right sort of support would be?*  
292  
293 R1 The right sort of support would be, um the management team would be um  
294 speaking to you on a regular basis, on a personal basis, you would have  
295 observations, classroom observations, all the time...  
296  
297 I *Who would be observing whom?*  
298  
299 R1 Well, the management would be observing me (laugh). (Bell to go to class). Or  
300 my subject-head, or something like that. You see, what is going on here is that  
301 there is absolutely no teacher development. For these people who have been  
302 teaching for 20 years, don't move one inch. That's it.  
303  
304 I *Unfortunately, we've ended on something that I'd love to pursue which was the*  
305 *teacher development but thank you very much.*



## RESPONDENT 2

- 1 I *Thank you very much for your time and willingness to speak to me. We're just*  
2 *going to look at one question and that is to get your opinion on what is effective*  
3 *school management?*  
4
- 5 R2 Effective management in my view is that firstly management is the foundation for  
6 the school. Without management a school cannot function. It is important that  
7 management effectively is where there is dedication and uhhh where people on  
8 the ground, like normal teachers, are being told what the next step is and planning  
9 is done constructively. Where you plan constructively and teachers know ahead  
10 of time for the year that this is what we need to do for the rest of the year. It also  
11 helps in terms of at the end of the year that you know what to do at the beginning  
12 of the year. You yourself can plan your own work effective planning and that's  
13 why effective management is so important. Also I think that dedication also helps  
14 a lot where they hand down and they say... the principal doesn't do everything  
15 but his management and the people around, everybody is involved, its team work.  
16 Its not where one does something on its own. Departments run by companies  
17 (inaudible) and team work is important so that everybody is happy and everybody  
18 knows where everyone goes for this year. If they don't know where they are  
19 going to they feel unsettled and as teachers, we like to feel settled and we like to  
20 know that we are stable and safe in whatever we're doing.  
21
- 22 I *What is it that leads to the feeling of say instability or being unsettled?*  
23
- 24 R2 Unsettled is ....  
25
- 26 I ... Relating to management...  
27
- 28 R2 OK, uhm if I can use my previous experience from the previous school .... You  
29 get to school the beginning of the year and you as the teacher don't know what  
30 happens for the rest of the month, they don't even know what happens with the  
31 rest of the term and that causes unsettlement in you because of your instability  
32 inside of you, because you don't know if the next month its going to be  
33 interhouse, so you can't plan your work in terms of they have to decide to write a  
34 test on a month before they decide to tell you that there is a inter high school uhm,  
35 sport or uhm, anything else happening that's going to unsettle the whole school.  
36 So that causes instability because you as a teacher must run your classroom like  
37 clockwork. If you work miss out, especially with the department wanting the  
38 syllabus done at a certain time of the year then you can run your class like  
39 clockwork. And without planning, without uhm thinking ahead you actually  
40 become unstable in the classroom and children pick this up, and they decide that  
41 you're ill-prepared for the lesson of the day and yet you have planned to have a  
42 test on that day but because of, let's say you have uhm, people from the  
43 department coming in to check up on results for that matter, or you have  
44 somebody coming to speak to the school on AIDS, and you planned a test for that  
45 day, the children are not going to respect you because they know that you planned  
46 a test and now the principal is coming to tell you that uhm we have people coming

47 and then you can see ...that causes instability within your classroom. The  
48 planning is very important (inaudible) they let you know around the corner,  
49 they're like everywhere, all over the place.  
50

51 I *If you feel like make a suggestion about how you would go about managing a*  
52 *school effectively, you know you talked about planning and delegating. Now if we*  
53 *move into the specifics of how this can be done, how would you do it?*  
54

55 R2 I uhm get all the, the HOD's, get all the subject heads involved and you sit down  
56 and you plan and you say, right, our teachers need to know and and we need to sit  
57 down so that they know exactly what's going on. Don't leave teachers in the dark,  
58 as teachers we hate being in the dark. So I am saying that all the people who are  
59 on the top, the management, sit down, plan which they have done at this school, I  
60 must say, I am very settled and I am very organized, because they plan my term,  
61 they even plan my whole year. So I know exactly when to plan a test and, and we  
62 need to have more teachers involved, so that you don't hear it from the grapevine.  
63 You hear it from management.  
64

65 I *Sorry. But what it seems you are referring to now is the communication channel?*  
66

67 R2 The communication channel is very important. Without communication I mean,  
68 then you can't call yourself good effective management. Even if you tell your  
69 subject heads to come down to the teachers, at least the communication is free  
70 flowing. I can also... if I have a suggestion, I think I can go to my HOD, and say  
71 uh or think of going to the grade tutor or management. Because I mean, I, I  
72 think I've got a good relationship with, with management. I can go to one of the  
73 deputies and advise them and say to them you know, keep your eye out for this or  
74 don't you think we would rather have that. Communication is very important,  
75 without communication we can't plan, because if, if management doesn't know  
76 how the teachers feel on the ground, then they also going to be forever in the dark.  
77 Where as if they know what's going on, they can also plan and work around it and  
78 speak where... its not they, the kings and queens if I can use that term and we're  
79 just the workers on the ground. We need to feel that we part of that group, that we  
80 can communicate well with the management, and go with any suggestion, even if  
81 it, if they are not going to accept the suggestion, at least they can say its  
82 promotive, and probably on the next meeting they could oh yes and Mrs \_\_\_\_\_  
83 had an idea on that.. lets work, and don't always, I feel that to help with running  
84 of management, don't always complain, don't say that its bad I don't like being  
85 here, give a solution, because that helps management to make, take your solutions  
86 and make it work in the rest of the school. That's basically what I would do.  
87

88 I *So when you talked about uhm planning, you did say that you need to have an idea,*  
89 *a common idea, so its almost what is going to be our mission for the year, right?,*  
90 *and would you see that it is something that would change or would it be a similar*  
91 *kind of mission that would go through the years?*  
92



93 R2 Uhm, no it has changed, its changing all the time (talking together). Basically  
94 uhm, the impact of the amount of the race groups in the school, Ok. That's very  
95 important, because if you don't plan for particular people in your groups at the  
96 school, then there's obviously going to be, people are gonna become unstable. So  
97 you need to change it, you can't stay the same every year. Even sometimes uhm,  
98 look there are certain events that happens every year at the same time but there are  
99 also events that, look, like uhm lets say if you have athletics and it rains for that  
100 day there's changes, you have to make an alternative solution. In terms of  
101 management it, it's important that they always have a backup, no matter what.  
102 There must always be a second uh uh a B-plan in order for nothing to fall through  
103 it must be planned so well that if anything does happen, the B-plan must kick in.  
104 Also in terms of, of, of, I mean at Northcliff it is 90% white but we do find that  
105 the black people, the black majority they do want, they do like changes. And also  
106 with these changes we've can't have the same thing every year every, every, we  
107 need to change. And our ides much change. If we don't make a change according  
108 to the so called new South Africa then we obviously going to be outdated, so you  
109 need to also, look at the youth and ask them what they want and that will also help  
110 in terms of the planning to change, lets do it differently every year because it if we  
111 do the same thing every year (inaudible)... even though we like to have uhm,  
112 stability, and we like to know but we do also want a deviation in whatever  
113 happens.  
114

115 I *What you talked about now is the uh planning with respect to the classroom and*  
116 *wanting to have stability there in the management task to do that. How do you*  
117 *create stability in the classroom?... (inaudible) Just think for a moment about the*  
118 *manager of the school (pause). As a manager of a school, that means all of these*  
119 *classrooms (inaudible) ..... what would you say are the qualities or functions that*  
120 *would be associated with the manager? What qualities should the manager have*  
121 *and how would you define those functions of organisational management?*  
122

123 R2 Ok. I think the good manager is the person who (inaudible).....to me that's very  
124 important, he mustn't do everything and that is where.....stressed out and not  
125 know what's going on. And uhm, he must also be able to empathize, he must  
126 show empathy for his teachers because without empathy he won't be able to  
127 understand that today I need to take my son or daughter to the doctor or I need to  
128 see the doctor. He must also be sympathetic because there are some occasions  
129 where we do need sympathy. You know, a good manager is also a person who  
130 listens. He must, I must be able to sit down with him and be able to talk. Also  
131 confidentiality is important to a good manager. And a good manager is also good  
132 communicator and he must be able to, to, if he is knocked out of his school how  
133 can he expect us to be (inaudible)...that enthusiasm for his school must rub off on  
134 the rest of his staff so that he rubs off on the rest of the school so that we  
135 enthusiastic because our manager is enthusiastic, because enthusiasm is  
136 contagious, if its not contagious then I mean I'll have my own view and I will sit  
137 with this negative view of of him but if he constantly makes the school positive  
138 and makes me feel proud of it then obviously I am going to be proud of my

139 school, which I definitely am (school bell rings). So that's, that's the qualities of  
140 a, a good manager and also he must be able to be approachable. If he is not  
141 approachable then I have a major problem in my life, and I can't approach him,  
142 who do I go to, because he is the person who runs the school and who I know I  
143 can depend on. He must be dependable. I don't know anything else in terms of  
144 the running of the school? uhm and he must have a good relationship with his  
145 staff and his management itself. Because if there is differences in management  
146 people are going to pick it up so they must be able to solve problems within their  
147 whole structure in order for us not to pick up that there's trouble, there's fire,  
148 there's something happening. They must be able to, to, if they have differences  
149 solve their differences but don't make it become ugly...(inaudible) they pick it up,  
150 we also sense it. So its important for him to have all those qualities or even her  
151 for that matter, if it's a female principal.

152

153 I *That's good. Is there anything else that you would like to add?*

154

155 R2 Uhhh, in terms of coming from a so called coloured school, 90% coloured and  
156 eventually became 90% black, I must say that the ex-model C schools are far  
157 more organised and will always be 10 steps ahead of our so called coloured and  
158 black schools because uhm, training is so important, you know.

159

160 I *You, you spoke at length on the necessity of planning, do you believe that that is*  
161 *the factor that creates this?*

162

163 R2 Absolutely, in terms of where I come from, I mean, there was just no  
164 organisational skills, there was just no, no, they never thought ahead, the school I  
165 was at, they never thought ahead it is always only for now.

166

167 I *Now as in today or this week?*

168

169 R2 This week. Now is in this week, it is never where I knew that when I go to school  
170 I need to know that it will be the inter-house gala. It was never like that, it was a  
171 matter of for this week, its ok, uhm next week will see for itself. Whereas here I  
172 know exactly my whole month, my whole term what's happening for the rest of  
173 the year, I even know what's happening in September, whereas there we never  
174 knew, it was always a matter of uhm deciding the morning of the event, what  
175 we're going to do, or the day before we have a lengthy meeting about arguments  
176 and how we're going to arrange getting the kids to the sport field and there was  
177 never any constructive decision that this is what management is going to do and  
178 this is how we are going to do it and uhm assist us in order to make it work  
179 instead of you sitting back and saying I will watch everybody else do it. That's  
180 the problem here, at the, at the previous school. Everybody sat back and waited  
181 for everybody else to do the work and the person who got their hands dirty, and  
182 did the dirty work was always suck up to the principal, uhm in order to please the  
183 principal, whereas you doing it for the rest of the staff in order for, if you're not  
184 going to do it who is going to do it. So it was a matter of everybody to himself

185 and God for all and if you tried your best to make it work, it was always back  
186 stabbing. People will scandle about you and say horrible things about you and all  
187 you wanted to do was do your work, teach in your class and plan so that you  
188 know that, everything is in order. So that's why I think I enjoy being here more  
189 than in, in our own community there. There aren't any real backstabbing you  
190 look them in the eye and tells you, says funny, smiles at you in front of your face  
191 and then behind your back they saying you so.. (inaudible) where I come from it  
192 was very different really, and that's, that, that's why planning stuck most in my  
193 mind of a good principal and good management. That's (inaudible)  
194  
195 I Thank you. Thank you very much for your time  
196



### RESPONDENT 3

- 1 I Thank you very much for having me. I would like to uhhh, just begin by asking  
2 one question and then whatever emerges from there, you know we will take it as *it*  
3 *comes*. *Uhh, what I'm interested in knowing is based on your experience, your*  
4 *reading, your interaction, whatever. In your opinion, what is effective school*  
5 *management?*  
6
- 7 R3 (Silence) Well of course when you're managing a school it's managing people. I  
8 think where we work nowadays there's a huge amount of admin work and a huge  
9 amount (inaudible) which is actually uhhh, how to product good management,  
10 it's consistive, circular, after circular, after circular, that comes from the education  
11 department which needs dealing with new ideas that they introduce, new projects  
12 that they thrust on us, uhm, when they're not prepared properly and this has to be  
13 dealt with, but it actually gets in the way of effective school management, because  
14 each school I think is, is uhm and old (inaudible) on it's own which has to uhm  
15 manage it's own particular circumstance and it really involves managing people  
16 effectively and... is that enough? No, that is too much (laugh).  
17
- 18 I *Ja, that's fine, but listening to what you said, you talked about what it is that*  
19 *prevents effective management in a school, that I think the player there is the*  
20 *department, but if you had to focus on your task, I know eventually you were*  
21 *saying managing people, how would you break that down into specific tasks.*  
22 *What are the day to day things that you would do?*
- 23 R3 Alright, so it involves ensuring a, a programme for the day which is drawn up in  
24 such a way that everyone can work efficiently in educating children in the  
25 classroom and then it involves ensuring that the educators are in the classroom  
26 when they should be educating the children and that not too much gets in the way  
27 of that education and it ensure, it involves ensuring that the children are receptive  
28 to the good education, so it involves getting by for start and uhm making sure the  
29 children understand the importance of focusing on education and doing their job  
30 in the classroom. , dealing with From the managers point of view it involves a  
31 huge amount of organisation and administration and forward planning and on the  
32 spot crisis management, dealing with parents situations that arise, so you need,  
33 what you need from the managers, you need, you need, initiative, adaptability,  
34 you need intelligence, you need absolute commitment, huge amounts of energy  
35 and you need integrity, responsibility, problem-solving ability, interpersonal  
36 skills.  
37
- 38 I *Ok, from it sounds, this is very much character traits that you're speaking about*  
39 *uhm., is this nurture or nature?*  
40
- 41 R3 I think it is large in nature. I think a true educator must have that feel for the job to  
42 start with and I believe that anyone who doesn't come into education with that  
43 desire to be a good educator won't last very long or shouldn't last very long  
44 because those people will never, will never, uhm manage themselves in a situation  
45 properly never mind managing other people.

- 46 I *Ok, there's (clears throat) something that I would liked to know from you*  
 47 *specifically relating to your experience. You've been here for a very long period*  
 48 *of time, you've worked with different headmasters, now the study that I am*  
 49 *dealing with is work-ethic of a principal. Any reflection on that uhm relating to*  
 50 *the individuals that you worked with and the impact that it had on the school*  
 51 *cause the school has a particular ethos that seems to have been maintained over*  
 52 *the different...*  
 53
- 54 R3 It's interesting that you're focusing on work-ethics, rather than just innate  
 55 character and you know, which I suppose it's just so interrelated. I've work with  
 56 uhm three permanent headmasters and I'm working with one acting headmaster  
 57 now and I would say the qualities that have made them good headmasters have  
 58 been very similar and well , uhm particularly, no they're actually there've been  
 59 differences (laugh), but working with headmasters, a headmaster must have  
 60 commitment, must be committed to his school and must have that kind of  
 61 selflessness that makes the school comes first, because it's a job that people could  
 62 ever comprehend the, the, the stress, the amount of stress and the amount of  
 63 commitment required, I mean, especially the schools of now, the size, 1400  
 64 children that demands in any one day is just enormous and the demands not only  
 65 on time and just energy, but on, on uhm, insight, wisdom, uhm, integrity, uhm,  
 66 just common sense in dealing with situations that, that spur of the moment  
 67 decision making and and having to deal with irate parents , difficult children,  
 68 staff, problematic staff, so I would say there I have been fortunate to work with  
 69 headmasters or men (laugh), in fact, who have shown, some of them tremendous  
 70 wisdom and then a sense of humour, which is such a important element cause  
 71 without that sense of humour, I don't think one could run a school effectively.  
 72
- 73 I *What about management tasks? That theoretically aspect of managing.*  
 74
- 75 R3 Yes, yes. There are two kinds of headmasters I've worked with and uhm there are  
 76 the hands on people who, who actually don't trust other people to do things as  
 77 well as they do them themselves and I uhm so the, the headmasters who prefer to  
 78 most jobs themselves and that is not always so good, because they get to bogged  
 79 down in, in doing the admin and then the good delegaters who have the sense to  
 80 realise that there are a number of very efficient people on the staff who can do  
 81 those jobs well and then they their role is, is uhm to be the leader, the  
 82 motivational leader and the people person, the person who is there to give advice,  
 83 to give sympathy when staff are very very stressed and I know I'm mixing my  
 84 pronouns (talking together). So it's the, but I'm not sure, I think I prefer the  
 85 leader who is the good motivator, who is the compassionate person with staff can,  
 86 can and the wise person which staff can visit for advice and help and a shoulder to  
 87 lean on because, uhm a headmaster shouldn't be too bogged down in everyday  
 88 tasks, which is, is, can easily happen, easily cause there is so much to do.  
 89
- 90 I *Listening to what you say, I think your trust is the importance of people skills and*  
 91 *relationship management. That is the key factor that makes for a good manager?*

92 R3 I would say so, in certainly in a school situation yes, yes.  
93  
94 I *Do you think your being female has anything to do with that perspective?*  
95  
96 R3 Uhm, yes (laugh), I do, I don't think men very often think about it, they either just  
97 do or they are (laugh).  
98  
99 I *But now considering, sorry about cutting through, but considering the fact that*  
100 *you have worked with headmasters, males, have you found that these character*  
101 *traits do come through, in the males as well ... ?*  
102  
103 R3 Which character traits.(talking together)  
104  
105 I *The people skills*  
106  
107 R3 Yes, yes.  
108  
109 I *And has that made ....*  
110  
111 R3 Yes. Yes, and I do think that the female staff members relate better to those male,  
112 when I think back, when I think that the men I worked with, the headmasters, that  
113 the more successful ones have had the people skills, yes and that probably  
114 because the staff is so largely composed of female staff members because uhm  
115 male staff members, they respond, yes differently, I think. I think they, I don't  
116 know, there is a stereo-typing perception of of male and female educators.  
117  
118 I *What would you say then is the secret of success for this school?*  
119  
120 R3 For this school?  
121  
122 I *Mmmm*  
123 R3 Uhm, you mean, our past success or success for the future?  
124  
125 I *It seems to be a past success that is continuing today.*  
126  
127 R3 Uhh, yes, yes. I think, I think there has been a certain ethos which has developed  
128 in the school, there has been a strong emphasis on uhm integrity, uhh and  
129 responsibility and leadership, which has uhm, maintained that uhm, confidence,  
130 ensured that the staff have been committing to the school, cause the headmaster  
131 does very often represent the school, so there has been good.... from staff, there's  
132 been loyalty from staff, staff-loyalty and confidence in the school is been built up  
133 over a number of years and uhm , because of that the school is being successful  
134 and the staff believe in the school, but certainly necessary but they continue  
135 believing in the person.... And also there have been a lot of good leaders and  
136 good managers in in leadership positions in this school, so that change of



- 137 leadership at the top is not meant that that it's been any kind of a gap found,  
 138 because of the structure as well, the management structure.  
 139
- 140 I *Do you want to tell me a little bit about your structure at this school?*  
 141
- 142 R3 Well, we always of course had any uhh executive that under our previous  
 143 headmaster uhh, uhm, this was expanded to include a senior executive and then  
 144 the ordinary executive. Now the senior executive is, is a group of people who  
 145 were uhm appointed after interviews and they really comprise a al uhm, a  
 146 strategic planning group for the school, so they deal with uhm, yes the ethos of the  
 147 school and uhm uhm planning and the vision of the school and not so much with  
 148 the day to day functioning of the school. That was uhm, that was uhh, an  
 149 invasion, it is worked recently well, I think it is an important group, I wouldn't  
 150 say it is vital to the day to day functioning of the school, but it probably adds  
 151 another dimension uhmm, the, the executive committee consists of the, the grade  
 152 tutors and some is the head of departments and grade tutors. In addition we have  
 153 an academic committee which uhmm, we have a number of subjects – heads who  
 154 are not heads of department and they form the academic executives, so uhmm the  
 155 executive committee as such deals with the day to day functioning and the nitty  
 156 gritty issues. The academic committee has been really important recently with the  
 157 introduction of OBE and new forms of assessment etc. So they play a vital role  
 158 in, in, in conveying back to their department and then they though, I would say,  
 159 the school relies very largely on a few individual uhm, senior member of staff,  
 160 who have been here for a long time and who are totally committed to the school  
 161 and who have a sense of the whole ethos of the school and how to determine to  
 162 maintain that and drive it forward, so it's, it's teamwork, but it also, there are  
 163 some important individuals, but that is ethos is somehow conveyed downwards  
 164 and we constantly, even though we lost some really important people last year ,  
 165 we managed to find younger people who are prepared to, to carry on with the, the  
 166 important issues on maintaining the whole school.  
 167
- 168 I *Òk, two quick definitions, seeing that you are a language- specialist, how would*  
 169 *you define ethos?*  
 170
- 171 R3 It is a sense of what is good and right and appropriate, uhm, in a school, in the  
 172 lives of, of our young people and for those, and for the educators as well.  
 173
- 174 I *Ok, and work-ethic?*
- 175 R3 Work-ethic uhm, is the sense that it is important to do a job, because the job is  
 176 there to be done.  
 177
- 178 I Ok, good. Uhh, thank you very much for your time. It has been invaluable  
 179 information and uhm.  
 180
- 181 R3 It is a pleasure...

## RESPONDENT 4

- 1 I *Thank you very much for meeting with me.*  
2
- 3 R4 (Laughs) Always a pleasure.  
4
- 5 I *I do appreciate the time and the effort and ahm there's just one question that I*  
6 *would like to ask and your response I know is gonna be based purely on opinion,*  
7 *experience, maybe something that you've read. But I'm interested in knowing,*  
8 *what is your opinion of effective school management?*  
9
- 10 R4 (Sighs) Ah, experience first of all, I think. Ahh ...  
11
- 12 I *Experience of?*  
13
- 14 R4 Of management itself, of, of, of being, I think of being a manager ah ... I think  
15 I've been fortunate in, in, in where I've been teaching, at my previous school.  
16 Ahh, I was given the opportunity to develop as a manager. When I was appointed  
17 as ahh a head of department, I was called in by the principal. He did a lot of in-  
18 service training with me. Ahh, which I think for effective management purposes I  
19 think that is probably one of the, one of the most important things, is ahh ... to  
20 train a person to do the job, not just to tell him what it is. Ahh, and that to me  
21 embodied effective management as such because he told me what to do, he  
22 trained me, he gave me, I went through a three months period where, where  
23 virtually everything was, I was physically told this is how its done, this is how its  
24 done, this is how its done. Now that to me ahh at this point in time as a ... I  
25 would like to say as a manager, was one of the most important things and I think  
26 it's probably one of the most important lessons that I learned. To be an effective  
27 manager is to make sure that the people that you appoint, or the people that you  
28 work with needs to know how things are done. I was given that ... that's how I  
29 learned, that's how I got the experience. I was given opportunities to first of all  
30 develop as a manager but at the same time I was trained as a manager as well.  
31 And that to me is more important.  
32
- 33 I *Thank you. Why do you think he chose you to work with. Because obviously*  
34 *there was an entire staff that he could choose from.*  
35
- 36 R4 Ja. Ahh ... it's difficult to say, that's a bit personal... ah I probably I have to  
37 scratch a little bit on the inside now. Look I believe I've got leadership potential.  
38 Look I, no I don't believe it I know it, I know I'm a leader, I know I can take  
39 charge. Ahh, I know how to manage my time effectively. I know how to work  
40 with people ahh, and obviously they saw the potential in me. That's probably  
41 what it is. They saw what they, what I could do and they entrusted me with more.  
42 In making me head of the department and eventually deputy principal. So  
43 obviously I must have done something right (laughs).  
44
- 45 I *Alright, when you say they saw, who does they refer to?*  
46



47 R4 OK, look ... we had to ... when the gazette comes out we have to apply. The  
48 department short-lists you ahh ... in the olden days they were far stricter ah with  
49 the short listing, it wasn't just a question that every person that applied is short-  
50 listed. Where now-a-days it is more a question of, look they have a look at  
51 experience, not everybody is short listed ahh, but there is by far bigger numbers  
52 being short listed. Then the school at that stage decide that they want to call in  
53 that person, that person, that person, that person for interviews. They decided  
54 how many people they want to call in.  
55  
56 I *Are you referring to the school management?*  
57  
58 R4 The school management, the school governing, the actual governing body.  
59  
60 I *Hmm.*  
61  
62 R4 And they are the ones that ultimately make the appointment.  
63  
64 I *I'm not referring to the process of appointing a person. But when you talked  
65 about they recognised my potential, you know.*  
66  
67 R4 It's probably the school management, it's probably the head master, the head  
68 master more than anything else because when I started teaching at, at ... well he  
69 started as principal there ahh, about two months before I started teaching and ahh  
70 ... he probably, look he was a very wise man (laughing)  
71  
72 I *What do you mean by wise?*  
73  
74 R4 Very experienced ahh ... at that stage he had about 30 odd years of experience, of  
75 which ... about 18 odds years of that was in management ahh, as deputy principal  
76 and principal at the previous school and then moving across to a bigger school the  
77 one where we were. Ahh, in that regard I would say he was, I learned a heck of a  
78 lot from him as a manager and he probably saw the potential. He probably  
79 recognised the potential and he developed the potential in me. That's probably  
80 (inaudible).  
81  
82 I *Now let's move a little bit away from that to looking at specific management, call  
83 it tasks, what do you see as being part of this effective management platform.*  
84  
85 R4 (Sigh) Well for me sometimes it may be different than for other people. I, I ...  
86  
87 I *Purely your opinion.*  
88  
89 R4 I, I ... how can I put it? (silence) I'll put a high premium on, on, on commitment.  
90  
91 I *Hhm.*  
92

93 R4 Ahh and with commitment ... commitment for me (sigh) if, if you're committed  
94 to something, if you're committed to the goal that you want to achieve, I want to  
95 be in the end be a head master one day. Now for me to, to, to commit myself to  
96 that means that I've got to work hard and I ask the same for people around me,  
97 people that work with me. Ahh ... that to me is probably, I would probably say  
98 that by far the most important single thing as a manager, because any company  
99 and having been in the private sector myself, any company ahhh ... want a person  
100 to commit himself to that company- to give his best to that company. Not 10%,  
101 not 20% but the best, because if you give your best the company will grow. Now  
102 as a ... for management that is for me probably the most important thing. Ahh ...  
103 not necessarily experience, obviously being able to do the job.  
104

105 I *What does the job entail?*  
106

107 R4 (laughter) Depending on what you do.  
108

109 I *How would you describe the job?*  
110

111 R4 (Sigh)  
112

113 I *Say at the school?*  
114

115 R4 As a manager effectively managing staff. Effectively managing the admin  
116 process at the school. Effectively managing the kids. I think those are the three  
117 pillars of any school system. Number 1 your staff ahh, number 1 the admin,  
118 number 1 the kids. I think those three things for me is the number 1 things in  
119 school. There are other small things, managing the parents and things like that.  
120 That's there, it's not that I discount them but those three things within the school  
121 system I believe need to be effectively managed. Otherwise no matter what you  
122 do if your staff doesn't work properly, if your staff is not effectively managed, if  
123 they don't know how to do the job and what is required of them, obviously then  
124 they're not gonna be committed and obviously then the success of the school is  
125 not gonna be there. Similarly with your admin as well. Ahh under admin I  
126 include time tabling, I include the ladies working downstairs in the office, the  
127 typists, the secretaries, the financial side of things. Once again, an effective  
128 process of handling each one of those facets is crucial, other than, if that doesn't  
129 happen then obviously nothing is gonna work. And then, with the kids ahh ...  
130 academically and discipline wise, how do you effectively manage them. I think  
131 those three things, for me, are the crucial things in school.  
132

133 I *The ultimate responsibility, would you say lies with a management team or an  
134 individual within that team?*  
135

136 R4 Ahh ... (sigh) look ultimately I would think the department would say yes the  
137 principal is the responsible person. But one person cannot do everything,  
138 unfortunately. Now to be an effective manager of a company, for me now-a-days

139 a school is a company. It's as easy as that. Ahh, I think for this company to  
140 function properly, I think people need to take responsibility for the different  
141 facets. Within the school or within the system itself. And I think only then,  
142 because one person cannot handle a school of 1500 kids. It's impossible. Not  
143 with all the admin and everything. Ultimate responsibility probably rest with me  
144 more than like but he can't do everything and that's why I believe a management  
145 team and I think Northcliff in that regard ahh ... the way we manage our  
146 executive body and the senior management, I think definitely ahh ... provides for  
147 better management or for more effective management of what is available, what is  
148 here.

149

150 I *Thank you very much, I think I've got the crux of what your opinion is with*  
151 *regards to management and you've given a lot of valuable information. I'm not*  
152 *sure of whether you're aware of just how much depth there has been in what*  
153 *you've said. And I appreciate that.*

154

155 R4 It's a pleasure. (TAPE STOPS)

156

157 (CONVERSATION CONTINUES)

158 R4 If you look at, at, at the school at this stage ... 1500 pupils, R8500 per pupil  
159 school fees, that's over and above what the department pays, pays in salaries  
160 which is probably a further R2, 3, 4 million a year. You're probably looking at, at  
161 a turnover at this school at this stage of about R14 million rand, which effectively  
162 is, is a medium to large business. Now if you don't manage this effectively, if  
163 you don't have a proper management structure in place here to manage that, to  
164 manage this, this whole thing that's why when you asked about who is ultimately  
165 responsible, I think there's more than one person in effect although the principal  
166 is the one that's appointed as the manager. So it's, it's, it's ... and that is  
167 something that I think to a certain extent is seriously lacking ahh within (sigh)  
168 state, state departments, education department.

169

170 I *Are you talking about the management of ...*

171

172 R4 Management training.

173

174 I *Management training.*

175

176 R4 Management training I think is seriously, seriously lacking. Because if you think  
177 about, you're thinking of ...

178

179 I *What would you put into a training programme?*

180

181 R4 Hmm?

182

183 I *What would you put into a training programme?*

184

185 R4 Financial management, marketing management for two immediately. Ahh ...  
186 admin because you'd be surprised how many, how many ah, (sigh) people  
187 become principals or deputy principals not know what admin management is.  
188 You'd be surprised how many people get appointed as a principal or as a manager  
189 without having any marketing experience.  
190

191 I *And why is that essential? This is a school. Our business is education.*  
192

193 R4 It is but can you, OK this can be a long debate this (laughs). No, I think  
194 marketing for me is essential because if I can market this school as an institution  
195 that can or as a place where the level of education that I am providing that 1500  
196 kids out there is at a higher standard than somebody else then obviously I can  
197 theoretically within the constraints of, of boundaries and everything draw the best  
198 kids to my school. Because ...  
199

200 I *Why do you want the best kids? Why not just kids?*  
201

202 R4 No any kid is valuable, any kid is valuable. I'm not saying, with that I'm not  
203 saying that it's only the best kids that, that we want.  
204

205 I *In an academic (inaudible)*  
206

207 R4 Perception of success is based on what?  
208

209 I *You tell me.*  
210

211 R4 Based on the best.. What is the best, what is the best that a place can offer. What  
212 results comes out of the school. What does the school or the company or the  
213 business achieve? That's what success I believe is based on.  
214

215 I *So you are measuring the output?*  
216

217 R4 Ja, you are measuring the output obviously. With that I am not saying, with that  
218 I'm not saying that, that, that the average kid, the below average kid is not  
219 welcome. Obviously they are welcome here. By all means, because any kid is  
220 welcome at this school.  
221

222 I *So what is the final measure. What are you seeing it as (inaudible)*  
223

224 R4 Ahh, probably to a certain extent matric results in the end. Yes, that is important.  
225 But ultimate success is what have these 270 kids that have been at the school  
226 achieved as people over the last five years and what are they going to achieve as  
227 people beyond this? Not just academically.  
228

229 I *Does any measure of that happen?*  
230

231 R4 It's difficult to gauge. It's impossible gauge. The only way that you can virtually  
232 see that, is 10 years from now seeing 1 or 2 or 3 or 10 of your kids at a reunion  
233 and what have you done, what have you done, what have you done and that to me  
234 is a greater measure of, is a greater measure of success than what pure matric  
235 results is. So it's ... and that's why I believe marketing is important... That's  
236 why I believe marketing is one of those things that you need, that you need to do  
237 within the school.  
238  
239 I *I like that because ...*  
240  
241 R4 Hmm?  
242  
243 **TAPE STOPPED**  
244



## RESPONDENT 5 AND RESPONDENT 6

- 1 I *Ok ladies, thank you very much for allowing me to share this with you, and as I*  
2 *said whatever you say is going to be treated with the strictest of confidence and*  
3 *respect. This is purely for research practices. We will start with one question but*  
4 *if I find that we need to extend that into something else we'll go in that direction.*  
5 *So it's going to be very spontaneous. OK? The question that I'd like to start with*  
6 *is what in your opinion is effective school management?*  
7
- 8 R5 (laughter) Wow! It's difficult to break that down to one particular thing.  
9
- 10 I *It's not one particular thing!*  
11
- 12 R5 No there's no, ja, there's no real way that it's one particular thing. I think it  
13 comprises of a lot of things. One of which and the most important of which is  
14 communication. Open communication and always communicating what is  
15 needed, when it's needed and how it's supposed to be done. So communication  
16 for me is a huge, huge part of it.  
17
- 18 R6 Ahm, ja. Yes. Ja I agree with Liezl on that one because there is nothing more  
19 frustrating than not knowing what's going on and being told that, that's supposed  
20 to happen or (inaudible, laughter) And then you get OK!  
21
- 22 R5 Also I think ahm, a large amount, as weird as it may seem has to do with respect.  
23 Effective management of people means having respect for them and dealing with  
24 them in a manner that doesn't undermine them, that doesn't take away from their  
25 professionalism at all. And for me that's a huge thing and I've experienced that in  
26 my position where people undermine, do things that they are not supposed to do  
27 them and not following correct procedure and then it ends up that I pick up the  
28 back lash, although it has nothing to do with me.  
29
- 30 I *Why do you find that you're picking it up?*  
31
- 32 R5 Simply because I'm in charge of grade 11's. If decisions are made that ahm ...  
33 are to do with the grade 11's and they are made either by senior management or  
34 by teachers perhaps who don't inform me of these things and who aren't supposed  
35 to make decisions without first consulting me and then I hear via parents that  
36 changes have been made. Then I look like a bit of a fool because I didn't know  
37 that they've been made and then of course it all reflects on me because I'm the  
38 one whose supposed to be in charge of these things. So it is, ja, I think it is about  
39 having respect for people and following the correct procedure. Systems are put in  
40 place for a reason and I think effective management, everyone needs to be aware  
41 of what the system is and how it is supposed to function and how to use it and  
42 they need to follow that. And another thing for me is also accountability.  
43 Effective management for me means if people are expected to do something and  
44 they are asked to do it, they need to be held accountable. If they are in a position  
45 of responsibility, you need to be held accountable for what you do.  
46

- 47 I *In your position as ah, grade tutor how do you or what steps have you put into*  
48 *place to ensure that there is accountability from your teachers to you.*  
49
- 50 R5 Right, ahm, well for me first of all, I'm accountable to them, obviously, to do my  
51 job and every time I have to deal with something, I make sure that I get back to  
52 them to let them know what I have done and what has been ahm ... how the  
53 problem has been sorted out. So for me feedback to them is vitally important.  
54 For them what I do is I try to ... to make them very aware of what I expect from  
55 them and if something doesn't happen or I don't get what I wanted I try to do it in  
56 as nice a way as possible just to go and say, you know, a friendly reminder the  
57 absentee notes on Friday please don't forget to give them to me. As of yet I've  
58 been lucky enough not to have come to loggerheads with anyone. So that's ...  
59
- 60 R6 But I think if you look at our school that's one of our biggest problems is the lack  
61 of transparency in that there is always certain people who you know will not do  
62 what they are asked to do. So you know when something is said in the staff room  
63 and even if they say kids aren't allowed to know, you can guarantee by 2 minutes  
64 after the bell goes the kids know and I think that's where we clash is that and  
65 especially and it's not so much for the teachers who are in management positions  
66 but it's for the other teachers who aren't. They get away with it. There is no  
67 accountability for them. There's never...nothing is ever done. So even you know  
68 certain teachers are behaving badly or they are doing, they are behaving badly,  
69 what they do is inappropriate there is nothing done, you know nothing is ever  
70 getting done about it. So it undermines everything we try and do with the kids  
71 because ...  
72
- 73 I *Why, why do you think that happens? That they are not called to task?*  
74
- 75 R6 Because I think relationship wise and then sometimes it's too hard when you are  
76 too friendly with people on the staff. So it is hard for top management and also in  
77 terms of the departmental rules. You know what comes out from the department.  
78 Like what happened to the teacher last year. We had an incident and it took six  
79 months to get her fired. And as far as I'm concerned she should have been out of  
80 here the day it happened but you know, I think sometimes the hands are tied.  
81 What can they do?  
82
- 83 I *So, what you are referring to now is legislated policies and practices?*  
84
- 85 R6 It's too hard to get ... in any other company if somebody doesn't perform or if  
86 somebody continually disobeys the company rules, they get written warnings and  
87 they are able to get fired. Not in teaching. You cannot get rid of bad teachers.  
88 They're here for life. Just about.  
89
- 90 I *Alright. We're not going into detail with regards to that. So that is going to take*  
91 *us away from the point of discussion. I think it is something that is relevant and*  
92 *needs to be pursued.*



- 93 R5 I think another thing ahm, you said why do people, why is it that people is not  
94 held accountable. I think it's fear or confrontation. People don't like  
95 confrontation. They don't like it, they don't like to have to confront someone and  
96 say to them you where supposed to do this, you haven't done it, why not? It's not  
97 an easy thing to do but without confrontation you can't get ahm, what's the word?  
98 Resolution. You can't solve a problem if you don't confront it. But people don't  
99 like confrontation. I think there is a stigma attached to confrontation. People  
100 think confrontation is a negative thing and I think because of that stigma they tend  
101 to think it has to be done in a negative way and in my mind confrontation doesn't  
102 have to be a negative thing. You know, because you're confronting someone  
103 doesn't mean you have to do it in a negative way. You can do it in a friendly  
104 way.  
105
- 106 I *Now how are you seeing that as an aspect of effective management?*  
107
- 108 R5 Well I think it's essential. If you are an effective manager and somebody is not  
109 pulling their weight, to continue being an effective manager, you need to confront  
110 the situation.  
111
- 112 I *So are you seeing that as a management skill, that can be taught or how much of  
113 that is perhaps personality trait.*  
114
- 115 R5 I think it ... sure a large degree is personality trait but I think a person, a manager  
116 can be taught what would be an appropriate way or different techniques and  
117 different skills to diffuse certain situations. I do think that it is something that a  
118 manager can be taught. I definitely do.  
119
- 120 I *Can you give me an example because I'm thinking situations are diverse,  
121 circumstances are infinite. How does one teach the skill?*  
122
- 123 R5 I think basics. Things like ahm, never attack a person. You know, don't make it a  
124 personal thing. Confront the problem you know, don't attack the person, so that  
125 the person doesn't come out feeling like they are the problem. It is the action or  
126 lack of action that is the problem and I think that is one of the things we learned  
127 as we go into teaching. Don't attack the child confront the problem. And there's  
128 a big... it's a subtle different but there is a difference. You know nobody wants to  
129 be made to feel like they're useless and they're worthless and I think that is also  
130 essential in management. You don't want people under you to feel that they ...  
131 negative about themselves in any way. In fact on the contrary a good manager, I  
132 feel, you should pull them up and praise them where praise is due and make them  
133 feel positive about what they are doing and what they are achieving.  
134
- 135 I *If I reflect on what we've talked about so far a lot of it I think has been in  
136 response to ahm problems, challenges that management faces- maybe at the  
137 school particularly. Now what do some of the strategies that they use which bring  
138 about the success because if you ahm, look at this school, you do seem to be*



139 *classed as one of the most successful schools. So what are the positives that ahm,*  
140 *you would say make for good management of this school?*  
141  
142 R5 Ahm, I think ...  
143  
144 I *And of course from the management perspective and the teacher perspective.*  
145  
146 R5 I think the ... the system that is in the school is a good one in that the load is  
147 fairly, evenly balanced. In other words, you are not looking at three headmasters  
148 or one headmaster and two deputies or three deputies who are trying to run the  
149 entire school. I think the system that they put into place is really good where you  
150 have got a grade teacher for every grade, two grade tutors for each grade who then  
151 share the responsibility and I think that way of managing the school is then really  
152 good because then it is divided up evenly and you have got then two people  
153 managing each grade rather than one person managing an entire school of 1500  
154 people which is practically impossible. So I think the system that they've got is a  
155 good system. Obviously everybody has to have shortfalls, every system have  
156 shortfalls where there are areas where our communication is really good. You'll  
157 find probably between the grade tutors of the standard, OK I know between  
158 myself and the grade tutors who I work with, our communication is brilliant. And  
159 every morning we're always, you know what's up today? And what's happening  
160 today? and you'll probably find that it's the same with all the grade tutors who  
161 work together on a grade. Sometimes the problem comes in between senior  
162 management and executive, where there is a bit of a communication link. You  
163 know, a problem with that. So on the whole ... because decisions get made at  
164 senior executive level which are good decisions, they are good decisions but some  
165 where, some how along the line we don't get informed or ...  
166  
167 I *What is that some where or some how?*  
168  
169 R5 Well, whether it is lack of time or whether it is just somebody who was supposed  
170 to do it and didn't and wasn't held accountable, who knows. But they're often.  
171 Messages don't get through to us. We'll often arrive, somebody will come  
172 running in here and say these envelopes have to go out this morning and register-  
173 it's got kids names on but no classes. Now you sit with 350 kids and you don't  
174 know who's in what class, you can't give the right envelopes to the right teachers.  
175 It's just that lack of communication and sometimes the bit of lack of organisation  
176 where things that should have been done and organised in advance aren't and then  
177 at the end of the day you have to pick up and run with it. Which is difficult but I  
178 can say the structure that they've got is good. The actual system and, and of  
179 different people controlling different grades I think is a good system.  
180  
181 I *How much of it do you think is crisis management?*  
182  
183 R5 What do you mean with crisis management?  
184

185 I *Where as you referred to, something happens you know at this moment and it*  
186 *needs to be done at this moment. It wasn't planned for, it wasn't anticipated and*  
187 *in the school environment we have many instances of this.*  
188

189 R5 We do. A lot!  
190 Too much!  
191

192 R6 (laughs) Every week there' something  
193

194 R5 Almost every day, there is something.  
195

196 I *Crisis management. Where do you think the root of the problem is?*  
197

198 R5 Look I can say for my grade I can pretty much ... this is confidential right?  
199

200 I *Absolutely*  
201

202 R6 (Laughs)  
203

204 R5 I can get fired otherwise.  
205

206 R5 Um, I know in my grade it comes from the person that was in charge of the grade  
207 last year who is still very much involved and is one of our deputies. A lot of the  
208 time she gets the post to organise things but I think she has so much on her plate.  
209 She's overloaded, that she just... not that she doesn't want to do, she doesn't have  
210 the time to do it and she's the type of person who will always say yes I'll do it, I'll  
211 do it. She's quite willing to do it but what she doesn't realise is that you only  
212 have 24-hours in your day. And she doesn't get to do everything she should do  
213 and then unfortunately it has a snowball effect where it becomes crisis  
214 management because it wasn't organised well enough in advance and in crisis  
215 management everyone has to kind of rescue the situation, which ... because I  
216 have organised two weeks, three weeks ... I'm just that way, I'm actually painful  
217 and that really irritates me. So it is part of learning to deal with it.  
218

219 R6 Learning part of the skill, possibly management is actually teaching admin skills.  
220 Even though we are all teachers, not every teacher is a good admin person. You  
221 know there are some teachers that I don't even know how they get through their  
222 days. But they are good teachers. But they're not good with admin. They're not  
223 good with structure. And I think that is a skill. That is something people can  
224 learn. And if everyone in the upper- management had those skills it would  
225 actually make everyone, the whole communication would be different because  
226 things will be structured and people will be doing things in advance. And doing  
227 ... it wouldn't be like ya, we get told, you know, that there is a meeting and you  
228 all have to go to and it is tomorrow. You know, because it wasn't planned or  
229 wasn't thought through. You know and I think it's because these people aren't all  
230 admin people. You know and learning from that. Learning where their skills lie

231 and say well you know you don't have admin skills so we are going to put you  
232 somewhere else, still (inaudible).. where admin skills might not be so as important  
233 as being in a different position. I think that is sometimes a problem, they assume  
234 anyone can do the admin and everyone can organise a structured plan and they  
235 can't  
236  
237 I *So you are looking at perhaps a management training programme?*  
238  
239 R6 Yes, I think it would be so important, you know.  
240  
241 Other Brilliant.  
242  
243 R5 Let me tell you I was a form tutor, I was a form tutor last year and I got offered a  
244 position in December and I accepted it. Obviously, but it should come with a  
245 manual of warning as to exactly what the position entails because the amount of  
246 pressure and the amount of time that it takes and the amount of situations that you  
247 are gonna deal with that I'm not equipped to deal with. That I've never dealt with  
248 in my life before. You know parents screaming and shouting at me because of  
249 things that I have never had to deal with before. I'm totally in the deep end here.  
250 Now I've literally hit the ground running and there it would be so good if they  
251 could say right all new form tutors we are going to offer you this management  
252 course. We are going to show you the types of situations, just give you basic  
253 skills as too how to diffuse a situation, where you have got two teachers ready to  
254 kill each other. Where you've got ... how do you diffuse a situation where  
255 you've got a parent ready to wring your neck because of something that  
256 somebody has done, you know? Just basic skills like that. Now I'm finding I'm  
257 coping fine because I had to learn the hard way. And I've learnt through my  
258 mistakes when I've said something and I've found hell I've made a parent even  
259 more angry. OK don't get down that line again. Take a different approach. I've  
260 now learnt through on job training myself which it would have been so much  
261 nicer if somebody had sat me down and said OK this is the kind of thing that's  
262 going to happen. Suggestions on what not to do especially!  
263  
264 I *OK and when would this happen?*  
265  
266 R5 Well I think, I mean we've got a long December holiday and we've got to be back  
267 at school usually a week before the kids and we really ah not a week, about two  
268 days or three days before the kids and we don't really do that much in those two  
269 days, we usually come in and have a braai and that's it. You know And I really  
270 don't think anybody who is going into a position like this would object if they  
271 said the three days before school, come on a course. Let's get you some skills so  
272 that you walk into this ready. I know anyone who has accepted this position  
273 would be very glad to have that. Cause, I'm telling you it's hairy (laughter) I've  
274 got a few more grey hairs.  
275  
276 I *I there anything else more that you would like to add.*

277 R6 One thing that I do think for example, that our principal has, which I really do  
278 appreciate, which makes me want to work for him, is he listens to you. Not that  
279 he always can do something about stuff but ... and he's interested in your  
280 personal life. I mean for me I was sick last year, and he doesn't know all the ins  
281 and outs but he's always concerned. He's always, whenever he sees me he'll ask  
282 about it or my mother was also very sick and you know they were very concerned  
283 with that so there is a, there is a caring in our school. There is a definitely a  
284 family thing and when you sit down with him and you have a chat to him he  
285 actually looks at you and he would stop whatever he's doing and listen to what  
286 you have to say and you know if there is nothing that he can do about it, he'll let  
287 you know. Tell you how maybe you ... I went to him last year about something  
288 and he said well this is how you need to deal with it, there is nothing much he  
289 could do with it, and that is what I appreciate is that you know I think a lot of our  
290 top staff are like that. They are very interested and that makes you wanna work  
291 for them. OK, even last year one of (inaudible) because they were scared that I  
292 was gonna leave and it was like what can we do about it and he listens to you and  
293 it was like ... you know ... and he heard everything that I had to say and some  
294 things have, things haven't, but that's OK. That's life.  
295

296 I *Ja. The question that I was going to ask is you know, when you talk about the*  
297 *head whether it was just a part of his character, but when you referred now to the*  
298 *top management it's being in that way. How do you think that happened ... that*  
299 *your entire top management can be categorised as a caring, interested team.*  
300

301 R5 I think that might be a large part of their personalities that gets them to where they  
302 are.  
303

304 R6 Ja I think that is why they get chosen by the governing body. I think it's a big  
305 thing.  
306

307 R5 But it is. It is a huge thing to actually know that your, the senior management of  
308 the school don't just see you as another teacher. I think that's also huge part of  
309 effective management. People don't want to be treated as just another number.  
310

311 R6 Ja.  
312

313 R5 They want to be recognised as an individual and that is important. And also, they  
314 want to know that the management does care. And is there to look after them.  
315

316 R6 Definitely.  
317

318 R5 You know if you wanna be a good manager you look after the people under you.  
319

320 R6 And you know when the tough times hit, I mean like last year and stuff, I mean I  
321 had to take sick... in the first week I was off two or three times because my mum  
322 had gone to hospital and it wasn't an issue. It was never a big thing and I had to

323 take off because I was sick. It was like ... it was never, hmm taking another day  
324 off school and it was like go, go and get well, you know? Let us know what  
325 happens and they are like that is something happens and you need to go and you  
326 need be somewhere else, whatever it is they're there and they'll support you  
327 through it and let you do what you need to do, you know?  
328

329 I *As a teacher ahh ... you obviously have a sense of responsibility towards your job*  
330 *and from what I'm hearing beyond what you were saying is you take the time off*  
331 *when you really need to, how does one prevent that privilege from being abused?*  
332

333 R6 That's a big one because ...  
334

335 R5 That's a big issue.  
336

337 R6 (in unison) ahm, I'm not sure.  
338

339 R5 But then again that's where for me the accountability needs to come into play.  
340 Because it's pretty easy to tell when they are abusing it. I mean we've had cases  
341 where people have come to school still reeking of alcohol and had to be sent  
342 home. And ahh ... as shocking as it is, they need to be held accountable. And  
343 people who have basically gotten sick because they have just been partying it up  
344 too much. They need to be held accountable as far as I'm concerned. You're in  
345 school time you are not here for yourself, you are here for the good of the  
346 children.  
347

348 R6 Ja.  
349

350 R5 And you need to be held accountable because that is what you do as a teacher.  
351 But I think most teachers ...  
352

353 R6 As a teacher I think (in unison)  
354

355 R5 No, no, no they are a very unique breed, in that most of them would feel very  
356 guilty if they actually ... because at the end of the day they know it's not them  
357 who's gonna suffer if we're not here it's the kids.  
358

359 R6 And there are so much pressure in terms of what they have to get through. I mean  
360 ... even this week, even on Monday I was this close not driving to school and  
361 though there is no ways. I'm gonna have to be dead (laughter) before I don't  
362 come to school because you miss one day and...  
363

364 R5 It just puts you back.  
365

366 R6 It's not like a normal job where if you miss a day you put in a couple of extra  
367 hours the next few days and you catch up. You don't have that because the kids  
368 miss, they miss and you know, so I think most teachers don't just take off because

369 the more time they take off the harder it is to catch up and to get back on track and  
370 that sort of thing. So ja, they don't.  
371  
372 I *Anything more? Well thank you very much. A lot of what you've said is very*  
373 *valuable. Well all of it is valuable information and I just appreciate your time*  
374 *and your willingness to be involved.*  
375  
376 R6 Pleasure.  
377  
378 **TAPE STOPPED**



## **APPENDIX C**

### **ALIGNING RAW DATA WITH THEMES**

#### **(SCHOOL INTERVIEWS)**



**SCHOOL INTERVIEWS: THEMES ALIGNED WITH RAW DATA**

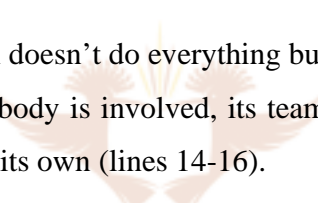
| <b>RESPONDENT 1</b>           |   |
|-------------------------------|---|
| <b>Theme</b>                  | <b>Direct quote from respondent</b>   |
| Leadership<br>Characteristics | <p>-What I would consider effective, is a visionary leader, whom I can, at any time speak very plainly too, very candidly to (lines 13-14).</p> <p>-Someone that will take cognisance of what I say, what I report, what I feel (line 15).</p>  |
| Leadership<br>Task            | <p>-It's to one aim, to one end, and the end is simple. To create and maintain a learning environment for the children (lines 17-19).</p> <p>-Whatever decision is made, should be taken in the light of that (line 28).</p> <p>-The right sort of support would be, the management team would be speaking to you on a regular basis, on a personal basis, you would have observations, classroom observations, all the time (lines 293-295).</p> <p>-Teacher development (line 301).</p> |



| Theme   | Direct quote from respondent  |
|---|---|
| <p>Philosophy/<br/>Personal Belief<br/>System</p> | <p>-I see life on a different level, in the classroom as a teacher, so I see overall management, as something that is usually coming towards me, giving me various bits of information (lines 6-9).</p> <p>-They [teachers] see management there as per force, they see, well its going to make their life easier because they will discipline the children or whatever (lines 21- 25).</p> <p>-If they have a fear of the unknown, the one thing you do rely on, are the, the strands of management, are the lines of communication. And I find them too rigid. Teachers are not flexible, teachers don't talk about their work (lines 116-119).</p> <p>-We need a bottom- up approach. And the most important people in the school are the school teachers, classroom teachers. They're the most important people in the school (lines 275-278).</p> <p>-If they have a fear of the unknown, the one thing you do rely on, are the, the strands of management, are the lines of communication. And I find them too rigid. Teachers are not flexible, teachers don't talk about their work (lines 116-119).</p> <p>-We need a bottom- up approach. And the most important people in the school are the school teachers, classroom teachers. They're the most important people in the school (lines 275-278).</p> |
| <p>Moral/ Value<br/>Dimension</p>                 | <p>-The way that the management work, tend to put the system first. It's the system that runs the school. And, which is totally wrong (lines 36-38).</p>  |

**RESPONDENT 2**

| <b>Theme</b>  | <b>Direct quote from respondent</b>   |
|---|---|
| <p style="text-align: center;">Leadership<br/>Tasks</p>                       | <p>-Where people on the ground, like normal teachers, are being told what the next step is and planning is done constructively (lines 7-9).</p> <p>- Where you plan constructively and teachers know ahead of time for the year that this is what we need to do for the rest of the year. It also helps in terms of at the end of the year that you know what to do at the beginning of the year (lines 9-12).</p> <p>-All the people who are on the top, the management, sit down, plan which they have done at this school (lines 58-59).</p> <p>-Management take your solutions and make it work in the rest of the school (lines 85-86).</p> <p>-In terms of management it, it's important that they always have a backup, no matter what. There must always be a second- a B-plan- in order for nothing to fall through. It must be planned so well that if anything does happen, the B-plan must kick in (lines 100-103).</p> |
| <p style="text-align: center;">Philosophy/<br/>Personal Belief<br/>System</p> | <p>-Effective management in my view is that firstly management is the foundation for the school. Without management a school cannot function (lines 5-6).</p> <p>-Departments run by companies and team work is important so that everybody is happy and everybody knows where everyone goes for this year. If they don't know where they are going to they feel unsettled and as teachers, we like to feel settled and we like to know that we are stable</p>  |

|   |  |
|---|--|
| <p>Philosophy/<br/>Personal Belief<br/>System</p>   | <p>and safe in whatever we're doing (lines 16-20).</p> <p>-Communication is very important, without communication we can't plan, because if, if management doesn't know how the teachers feel on</p> <p>- the ground, then they also going to be forever in the dark. Where as if they know what's going on, they can also plan and work around it and speak where... its not they, the kings and queens if I can use that term and we're just the workers on the ground. We need to feel that we part of that group, that we can communicate well with the management, and go with any suggestion, even if it, if they are not going to accept the suggestion, at least they can say its promotive (lines 74-82).</p> |
| <p>Structure of the<br/>School</p>  | <p>-The principal doesn't do everything but his management and the people around, everybody is involved, its team work. It's not where one does something on its own (lines 14-16).</p>  |
|  <p>UNIVERSITY<br/>OF<br/><b>RESPONDENT 3</b></p> |  |
| <p><b>Theme</b></p>   | <p><b>Direct quote from respondent</b></p>   |
| <p>Leadership<br/>Characteristics</p>   | <p>-Initiative, adaptability, you need intelligence, you need absolute commitment, huge amounts of energy and you need integrity, responsibility, problem-solving ability, interpersonal skills (lines 33-36).</p> <p>-A headmaster must have commitment, must be committed to his school and must have that kind of selflessness that makes the school come first, because it's a job that people could never comprehend, the stress, the amount of stress and the amount of commitment required (lines 59-63).</p>   |

|                                   |   |
|-----------------------------------|---|
| <p>Leadership Characteristics</p> | <p>-Some of them tremendous wisdom and then a sense of humour, which is such an important element cause without that sense of humour, I don't think one could run a school effectively (lines 69-71).</p> <p>-Good motivator, who is the compassionate person with staff and the wise person which staff can visit for advice and help and a shoulder to lean on because, a headmaster shouldn't be too bogged down in everyday tasks, which can easily happen, cause there is so much to do (lines 85-88).</p>   |
| <p>Leadership Task</p>            | <p>-Management involves dealing with circular, after circular that comes from the education department which needs dealing with new ideas that they introduce, new projects that they thrust on us. When they're not prepared properly and this has to be dealt with, but it actually gets in the way of effective school management (lines 9-13).</p> <p>-Manage its own particular circumstance and it really involves managing people effectively (lines 15-16).</p> <p>-It involves ensuring a programme for the day so that everyone can work efficiently. It involves ensuring that the educators are in the classroom when they should be. Understand the importance of focusing on education and doing their job in the classroom (lines 23-30).</p> <p>-For managers a huge amount of organisation and administration and forward planning and on the spot crisis management, dealing with parents situations that arise (lines 30-32).</p> <p>-Demands not only on time and just energy, but on insight, wisdom, integrity, just common sense in dealing with situations that spur of the</p> |

|   |  |
|---|--|
|   | <p>moment decision making and having to deal with irate parents , difficult children, staff, problematic staff (lines 64-68).</p>  |
| <p>Philosophy/<br/>Personal<br/>Belief System</p> | <p>-When you're managing a school it's managing people (line 7).</p> <p>-I think a true educator must have that feel for the job to start with and I believe that anyone who doesn't come into education with that desire to be a good educator won't last very long (lines 41-45).</p> <p>-There are two kinds of headmasters I've worked with and there are the hands on people who actually don't trust other people to do things as well as they do them themselves and the headmasters who prefer to do most jobs themselves and that is not always so good, because they get bogged down in, in doing the admin and then the good delegaters who have the sense to realise that there are a number of very efficient people on the staff who can do those jobs well and then they their role is to be the leader, the motivational leader and the people person, the person who is there to give advice, to give sympathy when staff are very very stressed (lines 75-83).</p> |
| <p>Moral/ Value<br/>Dimension</p>                 | <p>-There has been a strong emphasis on integrity, and responsibility and leadership, which has, maintained that confidence, ensured that the staff have been committing to the school, cause the headmaster does very often represent the school, so there has been good.... from staff, there's been loyalty from staff, staff-loyalty and confidence in the school is been built up over a number of years and because of that the school is being successful and the staff believe in the school, but certainly necessary but they continue believing in the person. And also there have been a lot of good leaders and good managers in leadership positions in</p>   |

|                         |  |
|-------------------------|--|
| Moral/ Value Dimension  | <p>this school, so that change of leadership at the top is not meant that it's been any kind of a gap found, because of the structure as well, the management structure (lines 128-138).</p>   |
| Structure of the School | <p>-Well, we always of course had any executive that under our previous headmaster .This was expanded to include a senior executive and then the ordinary executive. Now the senior executive is a group of people who were appointed after interviews and they really comprise a strategic planning group for the school, So they deal with yes the ethos of the school planning and the vision of the school and not so much with the day to day functioning of the school. The executive committee consists of the, the grade tutors and some of the heads of departments and grade tutors (lines 142-166).</p> <p>-In addition we have an academic committee: a number of subjects – heads who are not heads of department and they form the academic executives, so the executive committee as such deals with the day to day functioning and the nitty gritty issues. The academic committee has been really important recently with the introduction of OBE and new forms of assessment etc. So they play a vital role in conveying back to their department. The school relies very largely on a few individual senior member of staff, who have been here for a long time and who are totally committed to the school and who have a sense of the whole ethos of the school and how to determine to maintain that and drive it forward, so it's, it's teamwork, but it also, there are some important individuals, but that is ethos is somehow conveyed downwards and we constantly, even though we lost some really important people last year , we managed to find younger people who are prepared to, to carry on with the, the important issues on maintaining the whole school (142-166).</p> |

| <b>RESPONDENT 4</b>           |   |
|-------------------------------|---|
| <b>Theme</b>                  | <b>Direct quote from respondent</b>   |
| Leadership<br>Characteristics | <p>-I know how to manage my time effectively. I know how to work with people (lines 39-40).</p> <p>-They saw what they, what I could do and they entrusted me with more (line 41).</p> <p>-Very experienced (line 74).</p> <p>-commitment (line 89).</p> <p>-work hard (line 96).</p>   |
| Leadership<br>Task            | <p>-He did a lot of in-service training with me. I think for effective management purposes I think that is probably one of the, one of the most important things (lines 17-19).</p> <p>-To be an effective manager is to make sure that the people that you appoint, or the people that you work with needs to know how things are done (lines 26-28).</p> <p>-Effectively managing staff. -Effectively managing the admin process at the school. -Effectively managing the kids. I think those are the three pillars of any school system. Number 1 your staff, number 1 the admin, number 1 the kids. I think those three things for me is the number 1 things in school (lines 115-119).</p> <p>-There are other small things, managing the parents and things like that (line 119).</p> |

|   |  |
|---|--|
|   | <p>-Financial management, marketing management for two immediately. Admin because you'd be surprised how many people become principals or deputy principals not knowing what admin management is. You'd be surprised how many people get appointed as a principal or as a manager without having any marketing experience (lines 185-189).</p>   |
| <p>Philosophy/<br/>Personal<br/>Belief System</p> | <p>-To train a person to do the job, not just to tell him what it is and that to me embodied effective management as such because he told me what to do, he trained me, he gave me, I went through a three months period where virtually everything was, I was physically told this is how its done. Now that to me at this point in time as I would like to say as a manager, was one of the most important things and I think it's probably one of the most important lessons that I learned (lines 19-26).</p> <p>-I think for this company to function properly, I think people need to take responsibility for the different facets. Within the school or within the system itself. And I think only then, because one person cannot handle a school of 1500 kids. It's impossible. Not with all the admin and everything. Ultimate responsibility probably rest with me more than like but he can't do everything and that's why I believe in a management team (lines 139-145).</p> |





|   |   |
|---|---|
|   | <p>-Manage its own particular circumstance and it really involves managing people effectively (lines 15-16).</p> <p>-It involves ensuring a programme for the day so that everyone can work efficiently. It involves ensuring that the educators are in the classroom when they should be. Understand the importance of focusing on education and doing their job in the classroom (lines 23-30).</p> <p>-For managers a huge amount of organisation and administration and forward planning and on the spot crisis management, dealing with parents situations that arise (lines 30-32).</p> <p>-Demands not only on time and just energy, but on insight, wisdom, integrity, just common sense in dealing with situations that spur of the moment decision making and having to deal with irate parents , difficult children, staff, problematic staff (lines 64-68).</p>   |
| <p>Philosophy/<br/>Personal<br/>Belief System</p> | <p>-Systems are put in place for a reason and I think for effective management, everyone needs to be aware of what the system is and how it is supposed to function and how to use it and they need to follow that (lines 39-42).</p> <p>-Why is it that people is not held accountable. I think it's fear or confrontation. People don't like confrontation. They don't like it, they don't like to have to confront someone and say to them you where supposed to do this, you haven't done it, why not? It's not an easy thing to do but without confrontation you can't get what's the word? Resolution. You can't solve a problem if you don't confront it. But people don't like confrontation. I think there is a stigma attached to confrontation. People think confrontation is a negative thing and I think because of that stigma they tend to think it has to be done in a negative way and in my mind confrontation doesn't have to be a negative thing.</p> |

|                            | <p>You know, because you're confronting someone doesn't mean you have to do it in a negative way. You can do it in a friendly way (lines 93-104).</p> <ul style="list-style-type: none"> <li>- I think a person, a manager can be taught what would be an appropriate way or different techniques and different skills to diffuse certain situations. I do think that it is something that a manager can be taught. I definitely do (lines 115-118).</li> </ul>   |
|----------------------------|---|
| <b>RESPONDENT 6</b>        |   |
| <b>Theme</b>               | <b>Direct quote from respondent</b>   |
| Leadership Characteristics | <p>-Transparency (line 61).</p> <p>-I think relationship wise and then sometimes it's too hard when you are too friendly with people on the staff. So it is hard for top management and also in terms of the departmental rules (lines 75-77).</p> <p>-He listens to you. Not that he always can do something about stuff but he's interested in your personal life (lines 178-180).</p> <p>-When you sit down with him and you have a chat to him he actually looks at you and he would stop whatever he's doing and listen to what you have to say and you know if there is nothing that he can do about it, he'll let you know (lines 284-287)</p> |

|   |  |
|---|--|
| <p>Leadership<br/>Task</p>                        | <p>-Management training programme (line 237)</p>   |
| <p>Philosophy/<br/>Personal<br/>Belief System</p> | <p>-Learning part of the skill, possibly management is actually teaching admin skills (line 219)</p> <p>-The whole communication would be different because things will be structured and people will be doing things in advance (lines 225-226)</p> |



## **APPENDIX D**

# **THE WORK ETHIC- SCHOOL MANAGEMENT QUESTIONNAIRE (WESM)**

UNIVERSITY  
OF  
JOHANNESBURG

## THE QUESTIONNAIRE

Please DO NOT write your name or the name of your school on any part of this questionnaire.

This questionnaire consists of two sections. Section A is designed to get personal and general information of the respondent. This information will be used for comparative purposes. Section B consists of questions that relate to your 'Work' and your 'Work environment'.

You are requested to respond to ALL questions in both sections.

### SECTION A: PERSONAL AND GENERAL INFORMATION

The information obtained in this section will only be used for comparative purposes.

Please circle the applicable code or fill in the number where necessary.

#### EXAMPLE FOR COMPLETING SECTION A

QUESTION 1: Your gender?

If you are a male then circle 1 as follows:

Male..... 

|   |
|---|
| 1 |
| 2 |

Female.....

1. Your gender?

Male..... 

|   |
|---|
| 1 |
|---|

Female..... 

|   |
|---|
| 2 |
|---|

2. How old are you (complete in years)?

e.g. if you are 35 then enter 

|   |   |
|---|---|
| 3 | 5 |
|---|---|

|  |  |
|--|--|
|  |  |
|--|--|

3. Your number of complete years of teaching experience

e.g. if you have five years experience, then enter 

|   |   |
|---|---|
| 0 | 5 |
|---|---|

|  |  |
|--|--|
|  |  |
|--|--|

4. Your highest educational qualification?

|  |   |
|--|---|
| Grade 12.....  | 1 |
| Post school diploma or certificate.....              | 2 |
| Grade 12 plus a Teacher's Diploma.....               | 3 |
| Teacher's Diploma & Further Educational Diploma..... | 4 |
| Bachelor's Degree.....                               | 5 |
| Bachelor's Degree & Teacher's Diploma.....           | 6 |
| Honours Degree.....                                  | 7 |
| Masters Degree.....                                  | 8 |
| Doctoral Degree.....                                 | 9 |

5. Your present post level?



|                         |   |
|-------------------------|---|
| Educator.....           | 1 |
| Head of Department..... | 2 |
| Deputy Principal.....   | 3 |
| Principal.....          | 4 |

6. Classification of the school where you are currently teaching?

|                       |   |
|-----------------------|---|
| Primary school.....   | 1 |
| Secondary school..... | 2 |
| Combined school.....  | 3 |
| Special school.....   | 4 |
| Other (specify).....  | 5 |

7. Location of your school?

|                                |   |
|--------------------------------|---|
| In or close to a city.....     | 1 |
| In a suburban area.....        | 2 |
| In a developed township.....   | 3 |
| In an informal settlement..... | 4 |
| In a rural area.....           | 5 |

8. How would you describe the attendance of educators at your school?

|  |   |
|--|---|
| Excellent (100% to 90% present per week. At least 9 out of every 10 educators are at school) ..... | 1 |
| Average (70% to 89% present per week. At least 7 out of every 10 educators are at school).....     | 2 |
| Poor (Less than 69% present per week. Less than 6 out of every 10 educators are at school).....    | 3 |

9. How would you describe the attendance of learners at your school?

|  |   |
|--|---|
| Excellent (36 or more present per week out of every 40, i.e. 90% or more)..... | 1 |
| Average (32 to 35 are present per week out of every 40, i.e. 80 to 89%)        | 2 |
| Poor (31 or less are present per week out of every 40, i.e. less than 80%)     | 3 |



10. What, would you say, is the average age of your school management team?

|                     |   |
|---------------------|---|
| 25 years or younger | 1 |
| 26-35 years         | 2 |
| 36-45 years         | 3 |
| 46-55 years         | 4 |
| 55 + years or older | 5 |

11. How would you classify your religious commitment?

|   |    |
|---|----|
| Catholic.....                           | 1  |
| Presbyterian.....                       | 2  |
| Methodist .....                         | 3  |
| Congregational .....                    | 4  |
| Charismatic / Charismatiese Kerke ..... | 5  |
| Gereformeerde Kerk.....                 | 6  |
| Nederduits Gereformeerde Kerk.....      | 7  |
| Nederduits Hervormde Kerk.....          | 8  |
| Hindu .....                             | 9  |
| Muslim.....                             | 10 |
| African Traditional.....                | 11 |
| Other (specify).....                    | 12 |

12. Which language do you regard as your mother tongue? (Choose one only).

|                       |    |
|-----------------------|----|
| Afrikaans .....       | 1  |
| English .....         | 2  |
| Ndbele .....          | 3  |
| North Sotho .....     | 4  |
| South Sotho .....     | 5  |
| Swati .....           | 6  |
| Tsonga .....          | 7  |
| Tswana .....          | 8  |
| Venda .....           | 9  |
| Xhosa .....           | 10 |
| Zulu .....            | 11 |
| Gujerati .....        | 12 |
| Urdu .....            | 13 |
| Hindi .....           | 14 |
| Tamil .....           | 15 |
| Telegu .....          | 16 |
| Other (Specify) ..... | 17 |



## SECTION B

Please remember that this is not a test of your competence. Mark your opinion by circling the appropriate number/code on the scale provided for each question.

Please indicate to what extent you agree/disagree with each of the following statements. Give your opinion using the following 6 point scale:

- 6 Strongly agree
- 5 Agree
- 4 Partially agree (leaning more to agreeing)
- 3 Partially disagree (leaning more to disagreeing)
- 2 Disagree
- 1 Strongly Disagree

Example: The principal of my school welcomes constructive feedback.  
(If you disagree but not strongly then mark 2 as follows):

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

INDICATE TO WHAT EXTENT YOU AGREE / DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS REGARDING THE WAY YOU WORK AT YOUR SCHOOL.

UNIVERSITY  
OF  
JOHANNESBURG

1. My personal values impact on the way I work.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

2. My job should provide me with an opportunity to develop to my full potential.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

3. I accept full responsibility for the work that I do.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

4. If I could get a job that pays more, I would take it.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

5. I teach because I enjoy the job.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

6. I accept the authority of the principal at my school.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

7. The principal is ultimately responsible for the work done by the educators at the school.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

8. Younger educators should follow the example of more experienced educators.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

9. I will defend my school's reputation under any circumstances.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE



10. I am motivated by challenges.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

11. An educator should accept management decisions.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

12. Educators should do their job without complaining.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

13. I prefer to work independently.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

14. I tend to continue trying, until I have succeeded at a task.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

15. I want to be recognised for my individuality.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

16. I enjoy participating in competitive games.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

17. My good efforts are not always recognised at my school.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

18. Wasting time is similar to wasting money.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

19. I want my achievements at school to be recognised by the management team.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

20. I prefer to work in collaboration with other educators at my school.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

21. I like opportunities where I can be a winner.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

22. I want to be the best at I what you do.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

23. I want to work at a school that is respected by the community.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

24. I only work to take care of my personal needs.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

25. A monetary reward is the best token of appreciation for a job well done.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

26. Professional development is important to me.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

27. Enthusiasm for work guarantees success.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

28. I need to feel that my post is secure.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

29. People who excel in their work should be given special recognition.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

30. I know that my efforts at work make a difference to others.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

31. My work is important to society.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

32. Hard work guarantees success.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

33. All of my time seems to be taken up by school related issues.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE



34. My school has the necessary resources for me to do my work well.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

35. By working hard I display strength of character

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

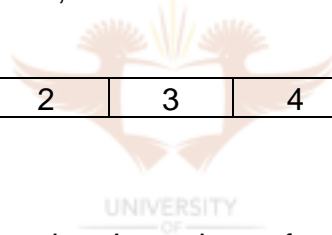
STRONGLY  
AGREE

36. For the benefit of my school, I work after official school hours.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE



37. My work remains undone when I am absent from school.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

38. I tend to complete every difficult task that I tackle.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

39. If I were allowed to choose a career over again, I would choose to teach.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

40. I have sufficient time to spend on my leisure activities.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

41. An educator who avoids working hard shows strength of character.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

42. I have sufficient time to complete my work during school hours.

STRONGLY  
DISAGREE

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

STRONGLY  
AGREE

THANK YOU FOR YOUR PARTICIPATION.