The role of entrepreneurial leadership of principals in high performing schools

By

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RESEARCHER'S DECLARATION

I, Amanda de la Rey, declare that he role of entrepreneurial leadership of principals in high performing schools is my own work. It has never been submitted in any form for a degree or diploma before in any tertiary institution. Where the work of others has been used, sources have been identified and acknowledged by means of complete references.

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LANGUAGE EDITOR'S DECLARATION

I, _____as the language editor declare that I edited

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DEDICATION

I wish to express my gratitude to the following people who enabled and supported me to complete my study over the past two years:

- Firstly, to my husband, Conrad de la Rey, for his support and confidence in me throughout the entire journey.

- Secondly, to our children, Nelmari, Jaco, Adriaan, Natasha, Eduard and grandchild Nico, as well as my parents, Laurie and Tutti Rudman, for their encouragement and continuous support.

- Thirdly, my supervisor, Dr Eric Eberlein for his support, patience and confidence in me.

- Finally, to my Lord, God and Saviour, Jesus Christ, who gave me the strength needed to continue with this journey, especially when I felt overwhelmed and struggled to juggle time between work, home and studies.

LIST OF ACRONIMS

EMT	Executive Management Team
SGB	School Governing Body
SMT	School Management Team
EMS	Economic and Management Sciences
GDE	Gauteng Department of Education
PA	Parent's Association
SASA	South African Schools Act No. 84 of 1996
RSA	Republic of South Africa
ADMATHS	Advanced Programme Mathematics
ACE	Advanced Certificate in Education
NSC	National Senior Certificate

LIST OF TABLES

ABSTRACT

This dissertation builds on and contributes to work in the field of entrepreneurial leadership in the educational environment. Entrepreneurial leadership is a distinctive type of leadership behaviour dealing with challenges and crises in an organisation. It focuses on entrepreneurial customs such as being a visionary thinker, innovativeness, motivation, risk-taking and being pro-active.

Although several studies have examined entrepreneurial leadership in schools, limited research exists on the impact of the school principal's entrepreneurial leadership and management practice and the performance of the school.

The purpose of this dissertation is to examine the role that entrepreneurial leadership practices play in the leadership and management practices of high performing schools as best practice study. It aims to highlight those practices in the leadership and management of a school principal which may contribute positively to the quality of education in South Africa.

The data for this qualitative study were collected through open-ended, semi-structured interviews with the principals of the top 10 high performing schools in Gauteng based on their Grade 12 academic results in 2015 and 2016. A deductive case study design was considered as most suited for this research as it aimed to gaining better insight and understanding of the leadership practices of the school principals of high performing schools in real-life context. For this study, content analysis was employed. The sources of raw data were the transcripts of the individual semi-structured interviews conducted with the principals in high performing schools. The research results indicated that all principals participating in the study showed attributes of applying entrepreneurial leadership practices and incidentally used entrepreneurial leadership skills fruitfully in leading and managing the schools.

The dissertation draws strongly on the work of Pihie, Bagheri and Asimiran. They are some of the first researchers who focused on entrepreneurial leadership practice and school innovativeness which empower educational leaders to meet the diverse needs of learners as well as the ever-changing demands of the school environment.

KEY WORDS

Entrepreneurial leadership, School effectiveness, School innovation, School Improvement, High performing schools.

TABLE OF CONTENTS

Annexures

CHAPTER 1

ORIENTATION AND BACKGROUND

1.1 Introduction

This study proposes to build on the work in the field of entrepreneurial leadership in the educational environment. As a distinctive type of leadership, entrepreneurial leadership deals with challenges and crises in an organisation. It focuses on entrepreneurial attributes such as being a visionary thinker, innovativeness, motivation, risk-taking and being pro-active (Kuratko, 2007).

Although several studies (Dahiru & Pihie, 2016; Pihie & Bagheri, 2013; Pihie, Asimiran & Bagheri, 2014(a); Pihie, Bagheri & Asimiran, 2014(b); Rahim, Abidin, Mohtar & Ramil, 2015; Tatlah & Iqbal, 2012; Xaba & Malinda, 2010) have examined entrepreneurial leadership in schools, not much research exists on the role of entrepreneurial leadership in the leadership practices of principals in high performing schools, especially in the South African education context.

Many questions are being raised on the influence of a leadership style on school performance (Dahiru & Pihie, 2016), and the role of the school principal in high performing schools has caught the attention of researchers (Mathibe, 2007; Pihie & Bagheri, 2013; Pihie *et al*, 2014(a); Pihie *et al,* 2014(b); Steyn, 2014, Tatlah & Iqbal, 2012). In this regard, research has shown the positive impact of a school principal's entrepreneurial behaviour on organisational innovativeness and the changes created in schools (Dahiru & Pihie, 2016; Pihie & Bagheri, 2013).

Against this backdrop, this study therefore proposes to examine the role, if any, of entrepreneurial leadership in the leadership of high performing schools, using the top 10 secondary schools in Gauteng identified based on their Grade 12 academic results in 2015 and 2016.

1.2 Problem statement

Currently, there are no official requirements for a qualification in leadership or in management to become a school principal (Bush, Kiggundu & Moorosi, 2011; Mathibe, 2007). This is unfortunately a huge challenge in education, as it places the leadership of schools in the hands of unqualified leaders (Matihibe, 2007). Although several universities offered an ACE (Advanced Certificate in Education) course in Management, Leadership and Policy Studies in an attempt to train and qualify school leaders, this qualification was not a requirement for promotion to principalship (Bush *et al,* 2011).

One problem experienced in South African public schools is that school principals are primarily primed in a classroom - most likely an accomplished teacher in the class room showing good results in teaching specialised subject content (Bush *et al,* 2011; Mathibe, 2007). Such a teacher could soon find himself/herself in a promotional post despite maybe lacking the necessary leadership skills and knowledge, with negative consequences for the school and its effectiveness (Bush *et al,* 2011).

Yet, despite the lack of adequate training for the principalship in the South African education leadership context, many schools are successful in providing high quality education. According to Naiker, Grant and Pillay (2016), there are many schools in developing countries such as South Africa, which defy the odds, and despite the challenges they face, continue to perform at exceptionally high levels. What are these principals doing from which others can learn?

Previous research has suggested that elements of entrepreneurial leadership practice and entrepreneurial leadership characteristics and skills can be successfully employed by school leaders (Dahiru & Pihie, 2016; Pihie & Bagheri, 2013). This study therefore aims to investigate the role that entrepreneurial leadership may be playing in the leadership practices of principals in high performing schools.

1.3 Rationale of the study

Due to the lack of leadership and management training reported on earlier, many school principals in South Africa are not equipped with the essential leadership skills to lead and manage their schools effectively (Mathibe, 2007), and because of this, "many schools do not fulfill their mandates because of poor management and leadership" (Mathibe, 2007:523). However, not all schools are failing to fulfill their mandate – some schools are highly successful and can be considered high performing schools. The reasons why some schools are successful despite the lack of a formal or official requirement for leadership and management training to become a principal, are many and various, and deserve to be investigated. This study therefore proposes to investigate the role, if any, of entrepreneurial leadership in the leadership practices of the principals in high performing schools to contribute to the body of literature on what makes successful schools successful in a system where leadership and management training is not a prerequisite (Mathibe, 2007).

1.4 Purpose statement and Aim of the study

1.4.1 Purpose statement

This study proposes to examine the role that entrepreneurial leadership plays in the leadership practices of school principals in high performing schools in Gauteng.

1.4.2 Aim of the study

This study aims to investigate and describe the role, if any, that entrepreneurial leadership plays in the day-to-day leadership practices of school principals in high performing schools.

1.5 Research question(s)

The primary research question that will guide this study is:

What role does entrepreneurial leadership play in the leadership practices of principals in high performing schools?

Secondary research questions that will aim to unpack the primary research question are the following:

- What role does the setting and the pursuit of a vision for the school play in the leadership practices of principals in high performing schools?

- What role does risk-taking play in the leadership practices of principals in high performing schools?

- What role does innovativeness and pro-activeness play in the leadership practices of principals in high performing schools?

- What role does motivation play in the leadership practices of principals in high performing schools?

1.6 Theoretical framework: Entrepreneurial leadership

Entrepreneurial leadership is a type of leadership required for dealing with challenges and crises in an organisation. To understand entrepreneurial leadership, one must understand the words *entrepreneurship* and *leadership.*

According to Kirby (2006) in Dimovski, Penger, Peterlin and Uhan (2013:388): "management is the technical skills to be able to run a business, *leadership* is a role requiring social skills to make other people work, and *entrepreneurship* is the mental skills to drive change".

Overlapping attributes of leaders and entrepreneurs, such as having a vision, pro-activeness, risk-taking, problem-solving and creativity, characterise entrepreneurial leadership. It focuses on the entrepreneurial goals for such leadership, namely the ability to seek out an opportunity, having a vision and the willingness to take a risk

(Fernald, Solomon & Tarabishy, 2005; Renko, Tarabishy, Carsrud & Brännbak, 2015). Entrepreneurial opportunity is the possibility to introduce innovativeness and to exploit those activities which gain returns from new opportunities (Renko *et al*, 2015).

Entrepreneurial leadership recognises the importance of individuals in the entrepreneurial process with its emphasis on doing and actions, empowering people, creating opportunities and the ability to motivate and inspire others (Renko *et al,* 2015).

General entrepreneurial behaviour, according to Dahiru and Pihie (2016:1372), "reflects one's ability to apply an entrepreneurial approach at work and provide an encouraging and supportive environment for staff to be innovative and take risks in performing their tasks and persist in the face of problems and quickly change the strategies that might not be effective".

Pihie *et al,* (2014:825(b)) defines entrepreneurial leadership as "a particular leadership behaviour that enables leaders to face the challenges of their tasks and roles in the current environment of organisations". Roomi and Harrison (2011:2) has recently defined entrepreneurial leadership as "having and communicating the vision to engage teams to identify, develop and take advantage of opportunity in order to gain a competitive advantage". According to Chen (2007), Gupta *et al,* (2004); Kuratko (2007); Surie and Ashely (2008) cited in Agbim, Oriarewo and Qwutuamor*,* (2013:69), entrepreneurial leadership is defined "as the process of creating an entrepreneurial vision and inspiring a team to enact the vision in high velocity and in uncertain environments". Smith, Peterson and Fund (2006) believes one of the most unique characteristics of entrepreneurs is that they are visionary thinkers who can think beyond the current way things are being done. According to Kroth (2007) cited in Gilley, Gilley & McMillan*,* (2009), motivation is the drive that force us to behave in a specific manner.

According to Chen (2007) and Kuratko (2007) as referred to in Pihie *et al,* (2014:826)(b): "Entrepreneurial characteristics which are most referred to with respect to both entrepreneurial leaders and organisations are *innovativeness, pro-activeness and risk-taking".*

Borasi and Finnigan (2010) and others (Pihie *et al,* 2014(a); Xaba & Malindi, 2010), also see an entrepreneurial leadership approach as one displaying the three core dimensions, namely innovativeness, pro-activeness and risk-taking.

These definitions clearly emphasise the main concepts of entrepreneurial leadership, namely being a *visionary thinker* as forward thinking and the ability to inspire confidence and communicate a sense of purpose (Kinlin, 2012). *Pro-activeness* as being active in creating and leading towards the future and seeking new opportunities. *Innovativeness* as the ability to think creatively and to develop new ideas. *Risk-taking* as the willingness to face uncertainties and to venture into ambiguous areas despite the probability of failure. (Agbim *et al,* 2013; Kinlin, 2012) and *motivation* as the driving force behind our actions (Gilley *et al*, 2009).

For this study, the five main dimensions of entrepreneurial leadership, namely *visionary thinking, risk-taking, innovativeness, pro-activeness and motivation* will be employed to frame the study, and the research sub-questions reflect these dimensions. These dimensions will also be employed in the development of the interview protocol and to structure the collection, reporting and analysis of data. Examples of how these dimensions will frame the study can be seen in the draft interview questions in Annexure B.

1.7 Research methodology

A *qualitative approach* was used to collect rich, descriptive data from the participating school principals. The data was collected with the purpose of understanding the leadership practices of the school principals in high performing schools.

In qualitative research, the goal is to explore and understand a phenomenon. In an attempt to understand the experiences of the participants, the research questions are general and broad (Maree, 2011). The researcher can expand his/her understanding of the phenomenon by asking the participants for clarification or to expand on a given answer (Merriam, 2009).

1.7.1 Research paradigm

A constructivist-interpretivist perspective on qualitative research was used. In qualitative research, "reality" tends to follow the *constructivist* cue and follows a social construction. The research cannot be separated from the researcher and therefore the research findings are created and not discovered (De Vos, Strydom, Fouche & Delport, 2011; Maree, 2011).

This study proposed to investigate the role, if any, that entrepreneurial leadership practices play in the leadership practices of high performing schools. It is therefore fair to say that this study was conducted from within the constructivist-interpretivist paradigm.

1.7.2 Research approach

A Qualitative approach was most suitable for this study. The focus was on leadership styles of principals in high performing schools and the relationship to entrepreneurial leadership. Qualitative researchers are interested in the real-life experiences of people, their thoughts and how they feel about a situation. According to Patton (2002) as cited in Maree (2011), a small sample size and purposefully selected participants with a wide range of experience in the field of study, is typical to qualitative studies.

The researcher served as a data collecting instrument by asking the participants broad, open-ended questions in semi-structured interviews to share their views and experiences on the subject (Maree, 2011). Descriptions of the participants, the situation, activities and the context all contribute to the descriptive nature of qualitative research (Merriam, 2009).

1.7.3 Research design

This qualitative study is based on a case study design where school principals of the top 10 performing schools in Gauteng (based on their academic results in 2015 and

2016), were interviewed. The research design was constructed to find the possible link between entrepreneurial leadership and the leadership styles of principals in high performing schools.

A deductive case study design was considered as most suited for this research as it is aimed at gaining better insight and understanding of the dynamics of a phenomenon (Yin, 2014), in this case of leadership practices in high performing schools. It enabled the researcher to come to a better understanding of the principals' leadership style and if their leadership style related to the entrepreneurial leadership style used in the business world to enable a business to perform better.

1.7.4 Data collection

Individual semi-structured interviews were conducted with the principals of the top 10 academic schools in Gauteng. Semi-structured, one-on-one interviews gave both the researcher and the participating school principals more flexibility. By using interviews as a data-collecting instrument, the researcher obtained information through direct, narrative interchange with the participating school principals. All the participants were asked the same questions as indicated in Annexure B. The questions were shared with the participants beforehand and more detailed information was gathered by using follow-up questions in a semi-structured interview. The interviews were recorded and handwritten notes were also used to support and clarify the recordings.

1.7.5 Sampling and selection of participants

Purposive sampling was used for this study, as the sampling was done with a specific purpose in mind (Merriam, 2009). For this investigation into the leadership practices of the principals in high performing schools, the purposively selected participants were the principals of such schools. The focus of the study also dictated the research sites, namely high performing schools in Gauteng.

1.7.6 Data analysis

For this study, content analysis was employed. The idea is to look for the *meaning* of

the text expressed by the people in a situation, rather than merely an objective meaning (Hamilton & Corbett-Whittier, 2013).

The interviews were recorded and reported on to describe the role of entrepreneurial leadership in the leadership practices of the participants. The sources of raw data were the transcripts of the individual semi-structured interviews conducted with the principals in high performing schools.

1.7.7 Trustworthiness and credibility

The trustworthiness and credibility of the data of this study was determined through member checking (Merriam, 2009). The transcripts of the interviews were shared via e-mail with the individual participants to confirm the accuracy and to give them an opportunity to comment on the accuracy of the transcript. The participants should be able to recognise their responses in the transcripts which allows comments and the approval of the data collected (Creswell, 2014; Maree, 2011). During the interviews, the researcher took notes and could compare the written words with the interview transcripts. The feedback from the participants was compared and crystallised to determine the validity of the research.

1.8 Limitations to the study

The study was limited to the top 10 school in Gauteng in 2015 and 2016, based on their academic performance in the National Senior Certificate (NSC) examinations. All schools are Quintile 5 schools in affluent urban areas. Only 8 of the schools could be approached, as one school had an acting principal for the past 9 months and the other school principal is a former colleague of the researcher. Therefore, the sample was limited to 8 schools.

1.9 Significance of the study

The researcher aims to identify the role (if any) of entrepreneurial leadership in the leadership practice of school principals. A deeper understanding of the leadership practice of school principals in high performing schools is sought as well as a deeper

understanding of entrepreneurial leadership as a leadership style applied in the educational environment. Other researchers could build on the findings of the study in an attempt to investigate excellence in school leadership.

1.10 Layout of the dissertation

The following table is a composite of the content of this dissertation.

Chapter 1	An introduction to the study. It provides the background and purpose of the study and outlines the theoretical framework guiding the study. Furthermore, it covers the rationale and aim of the study, the research design, research methodology, limitations and significance of the study.
Chapter 2	Consists of the literature review on Entrepreneurial Leadership in relation to the school environment and context.
Chapter 3	Details the research methodology and research design of the study as well as methods of data gathering and analysis.
Chapter 4	An analysis of the research findings
Chapter 5	Discussions, Findings, Recommendations, Summary and Conclusion.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This review aims to highlight the important concepts of the study, and to provide the background to the proposed study. Internationally, school leaders are increasingly confronted with demands to improve the quality of education in schools and to equip learners with the knowledge and skills required for a highly competitive future, all this despite growing shortages of school resources and funds (Pihie & Bagheri, 2013).

According to Xaba and Malindi (2010), there are many similar challenges facing South African schools. South Africa is faced with the additional challenge that school principals in this country are often ill-prepared for the responsibilities of the position. In fact, one of the reasons for the poor academic results in South African schools is that school principals are not adequately trained, and therefore do not have the required skills for effective school management and leadership. In many countries, as in South Africa, an initial teacher's qualification and experience are the only requirements needed to become a school principal (Bush *et al*, 2011; Mathibe, 2007).

There is a rising realisation that to be a school principal is a professional occupation that requires training and preparation. In 2007, a threshold qualification called Advanced Certificate in Education: School Leadership (ACE) was launched in six provinces in collaboration with selected universities and the Matthew Goniwe School of Leadership and Governance. The aim was to train aspiring school principals, as well as current principals, in management and leadership skills to improve school leadership in the country. Unfortunately, this qualification is no longer offered (Bush *et al,* 2011) and this creates a gap in the pathway to principalship.

According to a hand-out for a leadership development programme at the University of Pretoria: "Effective leadership starts at the top. The quality of school leadership – with the school principal at the helm – is widely regarded as one of the most

important factors in South Africa in an effort to deliver enhanced school performance across-the-board" (University of Pretoria, 2015:1). Furthermore, it mentions that it should not only focus of the strengths and weaknesses of the principal, but also the environment (school) they work in. Effective leadership starts at the top. The strength of leadership from the principal trickles down to benefit teachers, learners, parents and the community.

"*With an increasing emphasis on sustainable school leadership (underpinned by documents such as the Department of Basic Education's Strategic Plan, Diagnostic Report of the National Planning Commission and Goals of Schooling 2025), training and mentoring of those individuals in leadership positions are pivotal in realising and fulfilling their specific roles – especially in ways that relate to the quality of education*" (University of Pretoria, 2015:2).

The difference between schools that succeed and schools that fail, is the vision and leadership skills of the principal and his/her commitment towards the school. This ripples out further, involving the parents and wider community the school functions in (University of Pretoria, 2015). The extent to which parents are involved in the school, plays an important role in a successful school. Unfortunately, most school principals are not equipped with the necessary know-how or resources needed to lead major change in their schools (University of Pretoria, 2015).

To ensure high quality leadership in schools, principals should attend professional leadership programmes to understand the challenges and developments faced in modern education (Mathibe, 2007). Training should involve providing school principals with the necessary skills, knowledge and values to manage the school effectively. Once a person has attended such training, they become aware of the deficiencies in their own performance and can become ready to learn for better practice (Mathibe, 2007).

According to Dahiru and Pihie (2016), entrepreneurial characteristics and skills can be used to improve school leadership, as one of these skills is the ability to influence others operating in a school setting or environment. Therefore, there appears to be a

need for school principals to acquire and use entrepreneurial leadership skills for the accomplishment of school effectiveness and to enable school innovation.

From the literature on education leadership, it is apparent that educational leadership and the practices of education leaders are the key elements in the attainment of school effectiveness (Bush *et al,* 2011; Mathibe, 2007; Steyn, 2014). The principal plays a key role in school effectiveness, but few principals realise that their leadership styles have a direct correlation to (and impact on) school effectiveness and ultimately their academic results (Steyn, 2014). There is nowadays an increasing necessity to have more effective leadership by school principals, because of the major role the principal plays in the attainment of the aims and objectives of the school.

School leadership is challenged every day to improve the quality of education and overall results of the school. Every year, the expectation that academic results should improve, increases and the challenges facing leadership need more innovative solutions (Pihie & Bagherie, 2013). According to Xaba and Malindi (2010) there are a range of challenges faced by schools, such as higher demands to improve the quality of teaching and learning, the fast-changing school environment and growing shortages in school resources and funds.

Schools are seen to be effective if the schools' outcomes reflect a large number of goals accomplished (Dahiru & Pihie, 2016; Pihie & Bagheri, 2013; Tatlah & Iqbal, 2012). Such effectiveness is realised by the leadership of the principal among other factors. According to Bush *et al,* (2011:89), "evidence is emerging that effective leadership is vital in providing good learning opportunities for learners and that high-quality leadership makes a difference to school improvement and learner results".

Many questions have been raised on the influence of a leadership style on school performance (Pihie & Bagheri, 2013). The role of the school principal in high performing schools has lately been noticed by researchers. Research done in Malaysia indicates that the entrepreneurial leadership behaviour of school principals had a positive impact on the school's organisational innovativeness and the changes they created in schools (Dahiru & Pihie, 2016; Pihie & Bagheri, 2013).

According to Steyn (2014), effective principals are regarded as catalysts for high performing schools. The principal, as the leader and manager in the school, plays a major role in the culture of the school and his/her leadership style has an effect on learner performance. He/she should build a vision for the school and set a clear direction towards achieving its goals (Renko *et al*, 2015; Steyn, 2014). The principal is the driving force behind the school's success. He/she understands and develops people by guiding their behaviour towards their shared goals through his/her leadership style (Steyn, 2014).

Lately, there is a growing acknowledgement that the success of an undertaking depends on the capabilities of the leadership (Kuratko, 2007). Entrepreneurship and leadership are interconnected and to be successful, an entrepreneur must possess leadership skills (Kempster & Cope, 2010). An entrepreneurial leader possesses inherent characteristics like being pro-active, innovative and willing to take a risk (Ezeani, 2012; Xaba & Malindi, 2010). Entrepreneurial leadership is leadership behaviour required for dealing with challenges faced by school principals daily (Pihie & Bagheri, 2013). It enables the school principal to become a visionary who recognises new opportunities to improve performance (Ezeani, 2012).

Despite many challenges school principals are facing, there are still schools who excel and continue to perform at exceptional levels, not only academically. Despite the lack of formal training for leadership there are many schools which are successful and this deserves to be investigated. They are obviously doing something different; something we can learn from. Previous research (Dahiru & Pihie, 2016; Pihie & Bagheri, 2013) has shown that elements of entrepreneurial leadership practice may be of use to education leaders when dealing with change and the challenges of providing effective education leadership.

Therefore, this chapter will review and explain the concepts inherent in the topic and research question. It will furthermore explore the existing literature not only on the concept of entrepreneurial leadership in general, but also the body of knowledge relating specifically to this type of leadership and its application in the field of education.

2.2 Entrepreneurial leadership

To understand entrepreneurial leadership, one needs to comprehend the words *entrepreneurship and leadership.* According to Kirby (2006), *leadership* requires social skills that will help other people work willingly, and *entrepreneurship* is mental skills used to instil change. Leadership is more associated with communication and social skills, and entrepreneurship is associated with the personal search for independence and recognition of opportunities.

The term *entrepreneur* has a long history and originated in French economics as early as the 17th century. In French it means "someone who undertakes to do a job" (Lajin & Zainol, 2015:17; Rahim *et al*, 2015:194). In the 19th century, Jean Baptiste Say was the first to make a distinction between a capitalist and an entrepreneur. A capitalist merely manages labour and land to acquire capital, but an entrepreneur is "someone who shifts economic resources out of an area of lower productivity into an area of higher productivity" (Lajin & Zainol, 2015:17, Rahim *et al,* 2015:194). He further believed an entrepreneur is creative, innovative and combines resources in a new way to bring about change (Lajin & Zainol, 2015; Rahim *et al,* 2015). "Innovation belonged to the entrepreneur. The entrepreneur is creative and combine resources in a revolutionary way as to bring about innovative change and added value - Jean Baptiste Say" (Lajin & Zainol, 2015:17). Rahim *et al,* (2015:194) definition of an entrepreneur stated: "an entrepreneur is an innovator that creates and exploits opportunity, consequently creating value and change towards the economy and society".

Today, entrepreneurs are regarded as aggressive promoters for change who recognise an opportunity where others see chaos. Entrepreneurial characteristics such as the ability to seek and identify opportunities, willingness to take a risk and the ability to push an idea in an innovative manner are characteristics of entrepreneurial leaders (Kuratko, 2007; Pihie & Bagheri, 2013; Pihie *et al*, 2014(a); Pihie *et al*, 2014(b); Reimers-Hild & King, 2009).

Leadership has been studied since approximately 500 BC and several examples of entrepreneurial leaders such as Confucius exist throughout the centuries (Dimovski *et*

al, 2013). Leadership requires a vision, passion and the capability to motivate others to work willingly (Renko *et al*, 2015; Lajin & Zainol, 2015). At large, leadership involves influencing the activities of a group of people towards achieving organisational goals. Reimers-Hild and King (2009:2) take it one step further by stating that "leadership must no longer be defined solely by the position or traditional rank someone holds within the institution". Leadership should be everyone's duty and the entrepreneurial leader's goal is to create an atmosphere where innovation is used to help one another to become more entrepreneurial by creating a vision, to motivate others and to develop a mind-set that embraces change through continuous innovation.

Entrepreneurial leadership is the joining of two concepts - *entrepreneurship* and *leadership* (Dimovski *et al,* 2013). Similarities between entrepreneurship and leadership have been investigated, and several common attributes have been identified – vision, pro-activeness, risk-taking, innovation, change, creativity, influence, motivation, opportunity-focus, persistence, achievement orientation and the internal locus of control, to name a few. These attributes, behaviour and actions of leadership characterise entrepreneurial leadership and focus on the ability to recognise an opportunity and to positively exploit such an opportunity (Reimers-Hild & King, 2009; Renko *et al,* 2015).

With reference to Leitch and Volery (2017), entrepreneurial leadership needs to be considered as a new paradigm as it discovers the mutual themes between entrepreneurship and leadership. Fernald *et al*, (2005) state that scholars lately understand that an entrepreneur must also be a leader. Entrepreneurs can be associated with leadership functions such as having a vision, problem-solving and decision-making skills and the willingness to take a calculated risk.

According to Kempster and Cope (2010:27), "entrepreneurs are leaders by virtue of the position, being encouraged to take this role through organisational necessity". An entrepreneur is a leader who must develop a vision and determine the goals of the undertaking and needs to be able to motivate others towards achievement of the set goals (Fernald *et al*, 2005; Leitch & Volery, 2017). Leitch and Volery (2017:149) clearly state that "entrepreneurship becomes the essence of leadership and the entrepreneurial revolution is driven by entrepreneurial leaders, leaders who are able

to recognise opportunities, create a vision and mobilise key resource holders to enact the vision and create value".

Furthermore, Leitch and Volery (2017:150) states that "the pioneer scholars in entrepreneurial leadership focused on personality attributes to distinguish who an entrepreneur or a leader was and who was not". With this statement they emphasise the personal traits and characteristics of an entrepreneurial leader. This generation of entrepreneurs are innovative and understands dealing with risk-taking and pro-activeness to sustain growth. Agbim *et al*, (2013) emphasise the main components of entrepreneurial leadership as being active to lead and influence others, to exploit opportunities and to accept the risk of failure *(pro-activeness),* the ability to develop new ideas and to think creatively, to recognise an opportunity and to solve a problem *(innovativeness)* and the willingness to take the burden and responsibility of uncertainty *(risk-taking).* One of the most common characteristics of an entrepreneurial leader is the ability to take a calculated risk.

Entrepreneurial leaders, according to Dahiru and Pihie (2016), are people who show an understanding of their personal capabilities, as well as a capability to perform towards the creation of values and opportunities. They are motivated by a challenge and are not deterred by problems such as the absence of resources. They would rather confront such an issue by providing solutions to the problem. One of the most unique characteristics of an entrepreneur is that they are visionary thinkers who can think beyond the current way things are being done (Smith *et al,* 2006). According to Kinlin (2012), a visionary leader is forward thinking, has the ability to inspire confidence and communicate a sense of purpose.

Agbim *et al,* (2013), Dahiru and Pihie (2016), Kuratko (2007), Lajin and Zainol (2015), Reimers-Hild and King (2009) and Renko *et al,* (2015), agree that entrepreneurial leadership is a vibrant process of vision and change and it involves a willingness to take risks. The underlying dimensions of entrepreneurial leadership are *innovativeness, risk-taking and pro-activeness,* and these appear to be suitable skills to allow school principals to successfully manage their schools in an innovative way (Kuratko, 2007, Pihie & Bagheri, 2013; Pihie *et al,* 2014(a), Pihie *et al,* 2014(b), Reimers-Hild & King, 2009).

Renko *et al,* (2015) developed the concept of entrepreneurial leadership and claims that entrepreneurial leadership involves influencing the performance of others towards attaining organisational goals and objectives. Entrepreneurial leadership is also characterised by the ability to organise a group of people to attain a common goal. Entrepreneurial leaders use entrepreneurial behaviours such as risk-taking and innovation to take advantage of opportunities for the benefit of the organisation (Dimovski *et al,* 2013, Reimers-Hild & King, 2009). Entrepreneurial leaders display unique and complex characteristics and actions which are critical to the success of the institution (Reimers-Hild & King, 2009).

Entrepreneurial leadership recognises the importance of the role of individuals in the entrepreneurial process (Dahiru & Pihie, 2016; Reimers-Hild & King, 2009; Renko *et al,* 2015). This characteristic of entrepreneurial leadership is in line with current research, which emphasises the taking of action, rather than focusing on the leadership traits of the individual. It involves the setting of clear goals and vision, taking a calculated risk, empowering people, creating opportunities, adapting to rapid changes and the ability to inspire others.

Entrepreneurial leadership focuses on the ability of a leader to identify new opportunities aimed towards making the school more effective and is also seen as a vehicle for the creation of change and innovation in an organisational setting (Dahiru & Pihie, 2016; Reimers-Hild & King, 2009).

Entrepreneurial leaders engage in opportunity-focused activities and in the process they focus on motivating and encouraging their followers to pursue entrepreneurial behaviours to work towards entrepreneurial goals. They challenge people to think and act more innovatively and express a compelling vision for the organisation (Dahiru & Pihie, 2016; Reimers-Hild & King, 2009). Although entrepreneurial leaders lead with a clear purpose, they are often not described as charismatic. Entrepreneurial leaders act as role models in entrepreneurial behaviour and ignite a passion for creativity and innovation in others (Renko *et al,* 2015).

According to Reimers-Hild and King (2009:1), "the characteristics and actions of entrepreneurial leaders are unique and complex but critical to the success of organisations, including institutions focused on education and training". Furthermore, they mention that principals should become entrepreneurial leaders to move their schools to greater heights by sharing their vision and goals for the school on a regular basis with the stakeholders of the school.

Entrepreneurial leadership applied in the school environment is fairly new. Applying entrepreneurial leadership provides school principals with the necessary skills to successfully manage their schools with the aim of achieving school effectiveness through innovation and change (Dahiru & Pihie, 2016; Hamzah, Yusof & Abdullah, 2009).

Entrepreneurial leadership is a unique leadership style where the individual has the ability to influence others to perform better, share his/her vision, recognise new opportunities, generate new ideas, think in an innovative manner, seek opportunities and is willing to take a risk.

2.3 School effectiveness, school innovativeness and school improvement

School leaders are confronted with higher demands to improve the quality of education in schools and to equip learners with the knowledge and skills for a highly competitive future, despite growing shortages of school resources and funds (Pihie & Bagheri 2013:1034). Research from all over the world, in different countries and different schools, has revealed the powerful impact that leadership has on school effectiveness, school innovativeness, school improvement and change.

In South Africa, as in other countries, the search for effective schools is a major education reform initiative. Effective school leaders have a powerful influence on school effectiveness and the success of students (Harris, 2004).

School effectiveness is an important field of research in education. The concept of school effectiveness is broad and that is perhaps why school principals may identify the school's effectiveness merely as the learners' performances in the final

19

examinations. According to Tatlah and Iqbal (2012), an effective school is a school that promotes the progress of the learners in a broad range of intellectual, emotional and social outcomes, considering the learner's family background, socio-economic status and prior learning. An innovative approach to school activities leads to effectiveness. Botha (2010:606) further states that 'effectiveness' is referring to any organisation which accomplishes its specific objectives and goals and therefore "school effectiveness can be regarded as a distinct characteristic of an effective school".

Dahiru and Pihie (2016) mentions that many scholars base their definition of school effectiveness on the academic performance of learners, irrespective of their gender, socio-economic status or race. A school is thus regarded as effective when all the students would be educated irrespective of their socio-economic status or family background. "Schools are judged to be effective if the outcome of the school's accomplishments portrays a great number of goal accomplishments …. Similarly, it has been identified that the realisation of school effectiveness is subject to the accomplishment of a wide-range of school goals" (Dahiru & Pihie, 2016:1372).

Dahiru and Pihie (2016:1372) based their opinion of school effectiveness on the ideas of Lezotte and Snyder (2011), in which they describe the seven correlates of effective schools, namely "a high expectation for success, strong instructional leadership, clear and focused mission, opportunity to learn and time on task, monitoring of student progress, a safe and orderly environment and a positive home-school relations". Several research studies have found repeatedly that leaders of effective schools understand the importance of academic results and a clear focus on the vision and mission of the school (Lezotte & Snyder, 2011).

With reference to Sun, Creemers and De Jong (2007), school effectiveness studies, can firstly be to identify characteristics of effective schools and secondly to identify any differences between the educational outcomes of the school. In South Africa, high schools are measured using the outcomes (results) of the National Senior Certificate (NSC) examinations. According to Sun *et al,* (2007), the use of these results as a measure has been open to debate for many years.

Learners' educational results are seen as one of the benchmarks of effective schools, for example the results obtained during formal assessment. Incidentally, Bennet, Crawford and Cartwright (2003:176) as seen in Botha (2010), defines effective schools as "a school in which students' progress further than might be expected". According to Botha (2010), school effectiveness is an indication of the *leadership* in the school, how well the school is managed and how well parents and other stakeholders are involved.

Effective leaders have a powerful influence on school effectiveness and the achievement of learners (Harris, 2004). Principals should be the driving force to effect change and should be skilled in change management. According to Dahiru and Pihie (2016), entrepreneurial behaviour is found in the principal's ability to think of innovative ideas to develop the school and his/her ability to motivate teachers to think of more innovative ideas to develop the school.

However, in the case of this study, school effectiveness will be assumed to mean that the school functions properly in all aspects and high learner achievement is experienced. The school goals must be clearly stated and relevant to all stakeholders. The school is, firstly, seen as being effective if it can achieve its goals within the given inputs, and secondly if it's internal functioning, leadership, communication, participation, adaptability and social interactions are effective (Botha, 2010).

School innovativeness is defined as an ability to explore new opportunities, to act, to have the tendency to exploit new opportunities and to change to newly implemented innovations that result in improved school performance (Pihie *et al,* 2014(a)). The urgent need for innovative approaches to school leadership has lead scholars to link school innovativeness with organisational entrepreneurship.

Innovation is not a new concept in education. All schools should have a vision and a unique innovation strategy which matches the culture of the school. Innovation is a continuous process which involves hard work, focus and purpose. It requires time, but one of the most important elements of innovation is risk-taking (Reimers-Hild & King, 2009). "Risk is an essential element of innovation, entrepreneurial

organisations and entrepreneurial individuals" (Ramachandran, Devarajan & Ray, 2006) cited in Reimers-Hild and King (2009:4).

School innovativeness has three main dimensions, namely the ability to *recognise and develop* new opportunities, the *willingness to act* and the *ability to implement* innovation to create a change in the school (Pihie & Bagheri, 2013). Referring to Reimers-Hild and King (2009), innovation is not a new concept in education, it is *work*. Innovation is a continuous process which requires persistence and purpose. Any school should have a vision and a unique innovation strategy which matches the culture of the school. Innovation gives the principal the ability to lead towards continuous change to achieve the vision of the school.

Effective school leaders play a vital role in the educational outcomes of the school and it shows how a principal's leadership style affects learner performance. (Dahiru & Pihie, 2016; Steyn, 2014). According to Reimers-Hild and King (2009:3): "Innovation is more than being creative or coming up with ideas. It is the ability to do things differently, which generates change and pioneers new paradigms".

According to Torres (2015), innovation and entrepreneurial leadership challenge the current organisational practice of the school and lead the principal to take a risk and to engage in new ventures. Innovation is essential to entrepreneurial leadership, as it adds the characteristic of competiveness amongst teachers and learners, but also amongst other schools. This enables new ideas and being more creative in finding new solutions to problems. However, applying innovative strategies in a school can result in having to take a risk.

Entrepreneurial features and skills can be used in school improvement by way of principals influencing the behaviour of staff members operating in a school environment (Dahiru & Pihie, 2016). Therefore, there appears to be a need for principals to acquire entrepreneurial leadership skills to achieve school effectiveness and to enable school innovation practices (Dahiru & Pihie, 2016; Hamzah *et al,* 2009).

According to Bush (2009), the quality of a school's leadership makes a significant difference to the outcomes of the school and its students. There is an increased

recognition that schools require effective leaders if they are to provide the best quality education for their learners and high-quality leadership is vital for school improvement.

Dahiru & Pihie (2016) confirms that effective school leadership is of the utmost importance for *school improvement* and *school effectiveness*. School principals need to be whole-heartedly dedicated to the improvement of the quality of teaching and learning in schools and must be the instigator behind the school's success. They need to be skilful in using the available resources, develop a clear vision for the school, recognise new opportunities for school improvement, aim towards making the school more effective, motivate others and require high-performance expectations from all role players (Dahiru & Pihie, 2016; Pihie *et al,* 2014(a), Pihie *et al,* 2014(b); Steyn, 2014; Xaba & Malindi, 2010). A school principal should comprehend the difference between an opportunity and an idea and must be able to develop an effective plan to improve the school outcomes (Xaba & Malindi, 2010).

"Effective teaching and learning are not possible without a healthy internal management environment in which optimal teaching and learning can take place. Strong leadership skills are required to create a positive organisational climate and culture in a school" (Nieuwenhuis *et al,* 2012:138).

Empirical research on the connection between school innovations and the leadership style of a school principal has highlighted that the principal, as the manager and facilitator of change in the school, is pivotal for school innovation (Pihie & Bagheri, 2013). Successful principals need to build a vision for the school and set a clear direction to design, re-design and achieve the organisational goals (Reimers-Hild & King, 2009; Steyn, 2014). Principals need to apply entrepreneurial leadership principles to lead school innovations (Pihie & Bagheri, 2013; Xaba & Malindi, 2010).

In an attempt to fulfil its educational goals, schools constantly need to review and improve their performance. By constantly improving their performance, schools gain confidence, are self-critical, and understand the process of learning. "This has led to a general assumption that school improvement leads to school effectiveness, therefore one is tempted to conclude that the two concepts, however different,

cannot be looked at in isolation as their goals and intentions are inseparable" (Botha, 2010:608).

2.4 Leadership, entrepreneurship and entrepreneurial leadership

Leadership is a social process in which a person exerts intentional influence over other people with a specific aim to structure activities and relationships in a group (Tatlah & Iqbal, 2012). Several definitions of *entrepreneurship* should be investigated further and aligned to the educational field.

The main role player is the school principal and not the chief executive officer of a large corporation. The principal as an innovator is someone who needs to recognise opportunities and can convert opportunities into workable ideas (Ezeani, 2012). Entrepreneurship in a school organisational context implies an entrepreneurial orientation, to seek out opportunities and to improve both instructional conditions as well as resources (Xaba & Malindi, 2010).

An entrepreneurial principal should possess qualities such as visionary leadership, courage and prudent risk-taking, being a change-agent and should have a "business" approach and way of thinking (Ezeani, 2012; Reimers-Hild & King, 2009; Xaba & Malindi, 2010). Entrepreneurial principals should focus on the ability to identify new opportunities aimed towards making the school more effective. New opportunities should be seen as a vehicle for the creation of change and innovation (Dahiru & Pihie, 2016; Reimers-Hild & King, 2009). Renko *et al,* (2015) clearly states that leadership requires a vision and focus and the inter-personal skill to motivate. Entrepreneurial leadership requires all these, and some more by being a visionary thinker who identifies and develop new opportunities.

2.5 The school principal and entrepreneurial leadership

Entrepreneurial leadership is applied in various organisations to solve leadership challenges and to nurture the process of innovation and ultimately improve the performance of the organisation. It empowers organisational leaders to face the

challenges and crises the organisation may experience in an ever-changing organisational context (Pihie & Bagheri, 2013).

Connections between entrepreneurship and education are now recognised in the literature. School leadership and educators who are committed to excellence cannot be content with simply performing their tasks competently. Often radical changes are needed to improve education, and the realisation of this is the first step to change. Most importantly, all role players must be willing and capable of leading such changes (Borasi & Finnigan, 2010). While entrepreneurial leadership has been researched in other fields and organisations, there is a need to explore how this concept applies to educational organisations.

There are several overlaps between entrepreneurship and leadership and many attributes are shared - vision, opportunity-focused planning, motivating others, creativity, risk-taking and persistence. (Borasi & Finnigan 2010; Lajin & Zainol, 2015; Leitch & Volery, 2017; Rahim *et al,* 2015; Renko *et al*, 2015). Entrepreneurial leaders engage in opportunities and focused activities, they are willing to take a risk, are pro-active, innovative, flexible, and self-confident and can motivate others to follow (Dahiru & Pihie, 2016; Leitch & Volery, 2017; Pihie *et al,* 2014(a); Renko *et al*, 2015; Xaba & Malindi, 2010). Most of these attributes are relevant within the educational context.

It is possible to apply entrepreneurial leadership principles to various educational aspects and specifically to school leadership. These principles focus on the way tasks are performed, the ability to explore innovative ideas, assisting people to achieve their goals and overcoming barriers for school improvement (Pihie *et al,* 2014(b)). Entrepreneurial leadership behaviour is especially visible in the school principal's ability to motivate teachers, as well as setting high expectations for teachers, thinking of innovative educational methods for school improvement, sharing and implementing the school's vision and capturing new opportunities for school improvement (Dahiru & Pihie, 2016; Pihie *et al,* 2014(b)).

Entrepreneurial leaders are persons who understand their personal skills and abilities and who perform to create values and opportunities for their organisation

(Dahiru & Pihie, 2016). They are challenged by problems such as a lack of resources and they confront these issues by providing solutions to the organisational problems. To deal with their daily tasks, they are pro-active and innovative. They are willing to take the risks, to create a vision for themselves and to develop different entrepreneurial opportunities (Dahiru & Pihie, 2016). The competencies required by entrepreneurial leadership, help school leaders to face constraints in the school environment, such as situations which change fast, limited resources, and pressure to prepare learners adequately and effectively, for their highly competitive future. These competencies create positive change and enables new opportunities for school improvement (Pihie *et al,* 2014(a)).

Steyn (2014) focuses on the characteristics of an entrepreneurial school principal. He identifies the characteristics to include being fully committed, effectively using available resources, having a clear vision, motivating others to work willingly towards their goals and being compassionate and caring. According to Dahiru and Pihie (2016), entrepreneurial characteristics and skills can be used to improve school leadership, as one of these skills is the ability to influence others to operate in a school setting. Therefore, there is a need for school principals to obtain and use entrepreneurial leadership skills to attain school effectiveness and to enable innovative practice in carrying out school activities.

"An entrepreneurial principal possesses the characteristics of being a visionary, which is important in identifying innovative opportunities" (Torres, 2015:24). Entrepreneurial principals make opportunities come alive by being courageous in taking a risk. They have a diverse range of interests and experience to create change and to the benefit of the school (Torres, 2015).

According to Steyn (2014:349): "Successful principals built a vision and set clear directions that promote a sense of shared purpose for the school, which are at the core of most conceptions of successful leadership".

To improve school effectiveness and facilitate school innovation, school principals must obtain characteristics associated with entrepreneurial leadership. They need to acquire this specific entrepreneurial leadership principles and knowledge to execute

their tasks such as displaying pro-activeness, innovativeness and risk-taking. (Ezeani, 2012, Xaba & Malindi 2010). Pro-activeness is being dynamic in creating and leading towards the future and risk-taking is the willingness to face uncertainties and to venture into uncertain areas despite the probability of failure (Borasi & Finnigan, 2010; Pihie *et al,* 2014(a); Xaba & Malindi, 2010).

School principals can implement an entrepreneurial leadership approach to develop new ideas and explore new opportunities. A principal can gain benefits from entrepreneurial leadership as he or she faces challenges and constraints every day. This is not only about securing more resources for the school or looking for new ideas – operational-based activities – this kind of leadership is in its essence, about change. A change in leadership style, but also a change in how things are done, how people think and a change of attitude towards school improvement (Pihie *et al,* 2014(b)).

Principals hold major duties and responsibilities and are the incumbent leaders of schools. They are the *determinant success factor* in all aspects of school administration and leadership (Ezeani, 2012; Steyn, 2014). The principal needs to ensure that teachers fulfil their tasks through a strong and delegated school management team, while ensuring that the school is a neat, clean and safe place for teaching and learning, thus fulfilling their tasks of planning, organising, supervising and controlling. Principals with entrepreneurial characteristics are those who can succeed in the administration of their schools in more creative and innovative ways as they are willing to take risks and exploit opportunities in a positive manner (Ezeani, 2012). Principals need to apply entrepreneurial leadership principles and approaches in schools. Unfortunately, there is little knowledge about what the impact of a school principal's leadership style is on school innovativeness (Pihie & Bagheri, 2013).

In this context, "entrepreneurial leadership refers to the school principal's ability to improve and apply new innovations that would lead to the effectiveness of the school for an effective teaching and learning process" (Dahiru & Pihie, 2016:1374). According to Hamzah *et al*, (2009) the majority of researchers on effective schools found that the success of a school highly depends on the competency of the school

principal and that one on the key factors for effectiveness is the innovativeness of school leadership.

By motivating and influencing others operating in a school system, entrepreneurial characteristics can be used in the process of school improvement. Therefore, there is a need for school principals to acquire entrepreneurial leadership skills for the attainment of school effectiveness and school innovation. (Dahiru & Pihie, 2016).

According to Suyitno, Sonhadji, Arfin and Ulfatin (2014), research recently done on school leadership in Indonesia, proved that having a clear vision for the school is vital for successful school leadership. The principals whose leadership was based on entrepreneurial leadership, held the following values in leadership: visionary, creative, innovative, independent, hardworking, risk-taking and an entrepreneurial spirit. There is a close association between the school and various stakeholders, such as the school board, parents, teachers and school staff, learners, alumni, business partners, the educational department and the community surrounding the school. The schools established intensive communication with all stakeholders and a good relationship with the surrounding community is obviously pivotal for the various school activities at school.

2.6 Motivation, communication, team work and change

Principals need the support of highly motivated teaching staff, parents and learners to achieve the vision and goals of the school. It is essential that the principal maintain sound relationships with all parties by means of effective leadership, good communication, motivation, sound relationships and the skills to form effective teams (Nieuwenhuis, Beckman & Prinsloo, 2012).

According to Prinsloo (2000) cited in Nieuwenhuis *et al*, (2012), principals, to demonstrate their leadership characteristics, should focus on (1) teambuilding, (2) two-way communication, (3) collaborative decision-making, (4) leadership through consultation, (5) delegating tasks, responsibility and authority to subordinates, (6) implementation of policies with a positive nature and (7) exercising control measures to develop the individual.

Motivation is the drive that forces us to behave in a specific manner. Kroth (2007) cited in Gilley *et al,* (2009), describes motivation as a direction consisting of energy and sustainability. The leader's ability to persuade and influence people to work in a common direction, is a direct reflection on the leader's talent to motivate others. This influence is partly based on his/her skills to motivation and partly on the motivation level of the individual people involved (Gilley *et al,* 2009).

"Motivation comprises three clearly demarcated elements, namely an awareness of needs, human behaviour (actions for achieving goals) and the achievement of goals or objectives" (Van Dyk, 1992:330, cited in Nieuwenhuis *et al,* 2012:133).
Motivating others requires a skilled leader who can organise others and can communicate effectively. A skilled leader can generate creative ideas, plan actions, give meaningful answers, prioritise ideas and provide follow-up to overcome motivational challenges (Gilley *et al,* 2009).

Motivation can effectively be used to build an effective school. Nieuwenhuis *et al,* (2012), states that all staff and learners should be motivated regularly to achieve success. Challenging goals must be set to motivate staff and learners to actively work towards achieving success. The principal should delegate tasks and authority to competent staff members who, in return, will feel trusted and motivated to accept greater responsibility. By including staff, parents and learners in the decision-making process the principal ensures well-informed stakeholders and effective communication - well-informed people are motivated people. Most important is the principal's willingness to publicly acknowledge the achievements of staff and learners (Nieuwenhuis *et al,* 2012).

Effective communication should always be used to keep people informed about the vision, aims and goals of the school. The staff, parents and learners must have confidence and trust in the principal, but trust and credibility must be earned. An effective principal shows empathy for the challenges the staff and the learners experience, has well developed listening skills and are always open and honest in communication (Nieuwenhuis, *et al,* 2012).

According to Nieuwenhuis *et al* (2012), it is possible to establish sound relationships in a school when the principal takes an interest in people as individuals, takes their opinions and feelings into account when decisions are made and believes that they can make a valuable contribution when decisions are taken. The exchange of ideas can heighten creativity. "The relationship between educational leaders, educators, learners and parents in an effective school should be built on mutual respect, openness, honesty and sincerity, genuineness and consistency" (Nieuwenhuis *et al*, 2012:134).

Promoting working in a team benefits the organisation as it enables people to work co-operatively with one another and thus achieving more than when working independently (Trent, 2004 cited in Gilley *et al*, 2009). Lately an increasing number of organisations realised the value of using team to respond to challenges successfully in an ever-changing global economy (Gilley *et al*, 2009).

Successful change must be facilitated by a leadership style that supports good communication, worker involvement and teamwork. When people are allowed to engage in the process of change, it is more likely that they commit themselves to the process and are willing to make relevant contributions to integrate the change plan. By involving people in the change process, the organisation gains on improved communication, motivation and capabilities of employees – all of these support the process of change (Denning, 2005; Gilley *et al*, 2009).

When a leader needs to reward change efforts, it definitely demonstrates the need for change. Some leaders believe "the things that get rewarded get done" is the way to go about it. However, most often unsatisfactory outcomes are the result of rewarding people for what they are doing, as often they do it for the monetary value attached to the task and not because of a desire and passion to bring about change (Gilley *et al*, 2009).

Principals should be the accelerator in bringing change to how things are done and skilled in change management. Mabale (2004) cited in Mathibe (2007:532), notes that "change is not an event, but rather it is a process which unfolds as individuals and organisations grow in knowledge and experience".

Effective principals are regarded as the driving force behind high performing schools. They have a critical influence on the culture of the school and show how a principals' leadership style affects student performance directly and indirectly (Steyn, 2014).

2.7 Summary

Entrepreneurial leadership is a leadership style that deals with challenges and crises in organisations. This leadership style can be applied in schools to make change happen. It focuses on entrepreneurial attributes such as being a visionary thinker, motivation, risk-taking, innovativeness and being pro-active. Entrepreneurial leaders are visionary thinkers who are focused on inspiring others to work towards their shared vision and have the ability to motivate others to work willingly towards a shared goal. They are forward thinking and can inspire confidence and communicate purpose.

The underlying dimensions of entrepreneurial leadership are innovativeness, risk-taking and pro-activeness, together with being a motivator and visionary thinker. All these attributes or dimensions appear to be suitable skills to assist a school principal to successfully manage the school.

Entrepreneurial school principals are fully committed towards their goals and regularly articulate and communicate the school's vision with learners and staff members. They set high performance expectations and motivate learners and staff members to work towards their goals.

Despite research that suggests the benefits of entrepreneurial leadership behaviour for the improvement of leadership as well as the critical role it can play in improving the effectiveness and overall performance of an organisation, it has not yet been fully investigated within the educational context, specifically on that sector in South Africa.

CHAPTER 3

RESEARCH METHOLOLOGY

1.1 Introduction

This chapter outlines the research methodology and design employed in this study. A qualitative approach was used to collect rich, descriptive data from the school principals participating in the study, with the purpose of developing an understanding of the leadership practices of the school principals in a real-life context (De Vos *et al,* 2011; Flick, 2014; Maree, 2011; Merriam, 2009). Each methodological choice employed in this study will be described and justified in the sections that follow.

3.2 Research approach, paradigm and design

3.2.1 Research approach

Qualitative research as a research approach is concerned with studying people or systems by interacting with them or witnessing them in their natural environment. It focuses on understanding and describing (rather than explaining) phenomena, within their natural occurring context and is based on their meaning and interpretation of a situation (De Vos *et al,* 2011; Flick, 2014; Maree, 2011; Merriam, 2009).

According to Merriam (2009:5), "qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences". Qualitative researchers are interested in the real-life experiences, their thoughts and how they feel about a situation. Through qualitative research the researcher can expand his/her understanding of the phenomenon or situation through verbal communication by asking the participants to clarify a situation or to explore an unusual response or to expand on an answer (Merriam, 2009).

The outcome of a qualitative inquiry is "richly descriptive" (Merriam, 2009:16). Instead of using numbers and pictures, words are used to convey the research findings about a phenomenon. Descriptions of the participants, the situation, activities and the context all contribute to the descriptive nature of qualitative research (Merriam, 2009).

A qualitative approach was most suitable for this study with the focus on the leadership styles of principals in high performing schools and how it related to entrepreneurial leadership applied in schools.

3.2.2 Research paradigm

In this study a constructivist-interpretivist perspective on qualitative research was used. According to De Vos *et al,* (2011), the real world can be discovered through a systematically and interactive methodical approach. Qualitative research focuses on people – how they interact with each other and on their motives and relationships. It means that human life can only be understood from within and not as an external reality.

In qualitative research, "reality" tends to follow the *constructivist* cue and follows a social construction. The research cannot be separated from the researcher and therefore the research findings are created and not discovered (De Vos *et.al.* 2011; Maree, 2011). According to De Vos *et al,* (2011), constructionists believe "that there is no truth out there", it is only an ever-changing narrative reality where the subject is actively involved. It looks at how one knows reality or how one comes to learn about reality. It is about the subject's personal experience and how knowledge is gained

through a set of actions (De Vos *et al,* 2011; Maree, 2011,). Qualitative researchers believe the world consists of people all with their own beliefs, values, meanings and assumptions. The way one knows reality is to generate knowledge through the experiences of people (De Vos *et al,* 2011; Hamilton & Corbett-Whittier, 2013; Maree 2011).

Interpretivism is a philosophical theory of meaning, understanding and literary interpretation which generally attempts to understand phenomena through the meaning or interpretation people consign to it; in other words, it assumes that reality is socially constructed (De Vos *et al,* 2011; Hamilton & Corbett-Whittier, 2013; Maree, 2011; Merriam, 2009; Yin, 2014). The data was gathered by means of interviews and were analysed systematically.

This study proposed to investigate the role, if any, that entrepreneurial leadership practices play in the leadership practices of high performing schools. It is therefore fair to say that this study was conducted from within the constructivist-interpretivist paradigm.

3.2.3 Research design

The research design is a detailed outline of how the investigation will be conducted (Hamilton & Corbett-Whittier, 2013; Maree, 2011; Rule & John, 2011; Yin, 2014). Case studies is a popular approach in education research, and can provide rich information on events, such as a specific situation, on organisations, what's happening in classrooms and even about persons (Rule & John, 2011). With a case study design the researcher may gain greater insight into and an understanding of the dynamics of a phenomenon, namely the leadership practices of principals in high performing schools. The data gathered in case studies is detailed, largely qualitative and collected with tools such as interviews, documentation reviews and observations (Hamilton & Corbett-Whittier, 2013; Maree, 2011). In case studies, data is typically collected retrospectively, and no experimental controls are applied. Case studies utilise "how" and "when" questions and there is little control over events (Hamilton & Corbett-Whittier, 2013; Maree, 2011; Yin, 2014). According to Merriam (2009:39): "the

researcher is the primary instrument of data collection and analysis … and the product being richly descriptive".

This qualitative study is based on a case study design where 10 school principals of the top 10 performing schools in Gauteng (based on their academic results in 2015 and 2016), were interviewed. The case study design was suitable for the study, as it enabled the researcher to come to a better understanding of their leadership styles and if their styles related to the entrepreneurial leadership style used in the business world to enable a business to perform better.

The research design was constructed to find the possible link between entrepreneurial leadership and the leadership styles of principals in high performing schools. A case study design was considered as most suited for this research as it is aimed at gaining better insight and understanding of the dynamics of a phenomenon (Yin, 2014), in this case of leadership practices in high performing schools.

An interview protocol was designed and used, together with added notes taken during the interview, to determine the use of an entrepreneurial leadership style in the leadership styles of principals in high performing schools.

3.3 Data collection strategies

Individual and focus group interviews are the most common methods of data collection used in qualitative research (De Vos *et al,* 2011; Gill *et al,* 2008). According to De Vos *et al,* (2011), individual and focus group interviews are equally important; one is not superior to the other. The choice of the most effective method will be determined by the purpose of the research. Interviews can be used to explore the experiences, views, beliefs and motivations of participants. Focus groups on the other hand use group dynamics to generate qualitative data (Gill *et al,* 2008; Hamilton & Corbett-Whittier, 2013). In this study data was collected using individual semi-structured interviews.

3.3.1 Individual semi-structured interviews

Individual semi-structured interviews were conducted with the principals of the top 10 academic schools in Gauteng. A pre-determined interview protocol is useful when interviewing as it provides participants with some guidance on what to talk about and to allow the researcher follow-up questions (De Vos *et al,* 2011; Gill *et al,* 2008; Hamilton & Corbett-Whittier, 2013). This allowed the researcher to deviate from the set questions to pursue an answer in more detail. The interview schedule for these interviews has been developed using the concepts that make up entrepreneurial leadership and its three dimensions - innovativeness, pro-activeness and risk-taking (Borasi & Finnigan, 2010). (Annexure B).

Semi-structured, one-on-one interviews gave both the researcher and the participating school principals more flexibility. By using interviews as a data-collecting instrument, the researcher obtained information through direct, narrative interchange with the participating school principals. The quality of the interviews was highly dependent on the quality of the questions (De Vos *et al,* 2011; Rule & John, 2011). Follow-up questions were used to enhance the quality of the answers and to gain more insight into the answers of the participants. The participating schools' principals were the experts on the subject and were given ample opportunity to tell their stories (De Vos *et al,* 2011).

According to De Vos *et al,* (2011), caution must be taken to prevent "interviewer falsification". The researcher ensured that the participating school principals did most of the talking, as these were interviews, not discussions. The questions were clear and brief, in a language clearly understood by the participants. Truly open-ended questions were asked one at a time and the participants were not interrupted when answering the questions – please see the interview protocol as it appears in Annexure B.

3.4 Sampling strategy and participants

Sampling is a process used to select a portion of the overall population for a study. According to Patton (2002), cited in De Vos *et al,* (2011), there are no rules for sample sizes in a qualitative enquiry. The sample size depends on the time-frame of

the study, what it is we want to know, what resources are available (or not), as well as the purpose of the whole enquiry.

Qualitative research is generally based on non-probability and purposive sampling (Merriam, 2009). Purposive sampling is based on the assumption that the researcher must select a sample "from which the most can be learned" (Merriam, 2009:77). Purposive sampling was used for this study, as the sampling was done with a specific purpose in mind – *investigating the leadership practices of principals in high performing schools.*

For this investigation into the leadership practices of the principals in high performing schools, the purposively selected participants were the principals of such schools. The focus of the study also dictated the research sites, namely high performing schools in Gauteng. This information is available on the website of the Gauteng Department of Education (GDE) as well as media publications such as News24. Nine of the top 10 schools are situated in Pretoria, which made it easier to interview principals in schools located in close proximity to each other. The participants had to be willing and able to participate in the study and show a willingness to share their leadership styles and experiences with the researcher. The interviews were recorded and transcribed. Handwritten notes were also used to support and clarify the recordings.

3.5 Data analysis

According to Maree (2011:100), qualitative data analysis "tends to be an on-going and interactive process, implying that data collection, processing, analysis and reporting are intertwined, and not merely a number of successive steps".

Qualitative data does not consist of numbers or statistics, but rather of words and observations. According to De Vos *et al,* (2011) qualitative data analysis could be treated as science and as art, as it is a *process* of "reasoning, thinking and theorising".

The aim of the study was not to measure, but to interpret the data. The goal is to summarise what one has heard in terms of frequently-used words and phrases which would add to one's understanding and interpretation of the discussion. The research question that guides one's study must constantly be the compass for the research (Maree, 2011). In this study, the interviews were recorded and answers of the participants analysed.

For this study, content analysis was employed. Content analysis is a systematic approach that identifies and summarises message content. Content analysis is a way of looking at the data in different ways to understand and interpret the raw data (Hamilton & Corbett-Whittier, 2013). This can be done with the analysis of written documents and transcripts (Maree, 2011). The idea is not to look for an objective meaning of a text, but the meaning of the text for people in a situation. The idea is to look for the *meaning* of the text expressed by the people in a situation, rather than merely an objective meaning.

The sources of raw data were the transcripts of the individual semi-structured interviews conducted with the principals in high performing schools. In the reading and re-reading of these transcripts, common themes and ideas emerged around the three dimensions of entrepreneurial leadership (Borasi & Finnigan, 2010) and were recorded and reported on to describe the role of entrepreneurial leadership in the leadership practices of the participants.

3.6 Trustworthiness and credibility

Whereas researchers in quantitative research speak of reliability and validity, qualitative researchers speak of trustworthiness and credibility (Rule & John, 2011). To ensure the trustworthiness and credibility of this study, member checking was employed. This involved returning the interview transcripts to the various participants to check the accuracy and to give them an opportunity to comment on the validity of the transcript. During the interviews, the researcher took notes and could therefore compare these notes with the interview transcripts.

Guba (1981) as cited in Rule and John (2011), suggests that the trustworthiness in a qualitative study is achieved by paying attention to the study's credibility, dependability, transferability and confirmability. Guba (1981), as in Rule and John (2011), further suggests that *transferability* is used as an alternative to generalisability (external validity) in quantitative research. *Credibility* is an alternative to internal validity in quantitative studies, *dependability* focus on methodological rigour and findings which can be accepted with confidence and *confirmability* is a method of addressing concerns about the researcher's biases or influences on the study. This will ensure objectivity in the case study. The full disclosure of the research process and ethical requirements ensure the dependability and confirmability of the case study (Rule and John, 2011).

For this study, I employed the following strategies:

3.6.1 Crystallisation

Qualitative research aims to penetrate human understanding and constructions about a phenomenon. From a constructivist perspective, reality is constantly changing. Participants have different insights and understanding of the reality and thus their versions of a phenomena may differ (Creswell, 2014; Maree, 2011). Crystallisation enables the researcher to move from seeing something as a fixed object towards the idea of a phenomena which changes, depending on the angle one looks at it. "What we see depends on the angle of response – not triangulation but rather crystallisation" (Merriam, 2009:216). This allows for a variety of shapes and different angles of approach. The feedback of the participants was compared. The emergent reality is not because of a measurement, but it emerges from the various data collection techniques and data analysis in the researcher's own understanding of a phenomenon (Creswell, 2014; Maree, 2011). Various similarities regarding leadership in the identified schools were identified, even though no communication between the schools' principals regarding leadership in their schools exists. All participants for example, vocalised the vision of the school on a regular basis, everyone in its own way. All principals focused on motivation as a tool to get teachers and learners to work willingly towards their shared vision.

For this study, I used semi-structured interviews with a set/structured list of questions to collect the data (Annexure B). The different views of the principals interviewed regarding their leadership behaviour contributed to my own understanding of the phenomenon, and the role that entrepreneurial leadership plays or does not play emerged or crystalised out of the data as the themes in the data was identified.

3.6.2 Member checking

A common strategy for ensuring internal validity or credibility, is member checking (Merriam, 2009). To rule out the possibility of misinterpreting the meaning of the participants' responses, some of the transcriptions are returned to the participants. The participants should be able to recognise their responses in the transcripts and should be allowed some fine-tuning and approval (Merriam, 2009).

The trustworthiness and credibility of the data of this study was determined through member checking. This strategy involved returning the transcriptions of interviews to the participating school principals for verification (Creswell, 2014; Maree, 2011). Transcripts were e-mailed to participants, who verified the accuracy of the transcript by signing a form to this effect and return it via e-mail (Annexure E).

3.7 Ethical considerations

In conducting the research, I approached the school principals of the academically top performing schools in Gauteng over the past few years and specifically looked at the academic results of Grade 12 learners in the NSC examinations in 2015 and 2016.

Permission was requested in writing from the following authorities:

- Ethics Committee at the University of Pretoria
- Gauteng Department of Education Research Committee
- The school principals of the sampled schools

Permission for the study was sought from the Gauteng Department of Education (GDE), as all participants are all employed by the GDE, as well as the Ethics Committee at the University of Pretoria. The permission was sought and granted before the commencement of the data collection process.

The process of data collection required a sufficient level of trust, as participants had to reveal their own personal leadership skills and application of those skills at the respective schools. Therefore, the following was ensured:

- Participants' and their schools' anonymity
- All data is strictly confidential
- Participants verified the transcripts of the interviews
- Participants will receive a copy of the final report.

3.7.1 Informed consent

"Informed consent ensures that each participant has a complete understanding of the
purpose and methods used in the study, the risks involved, and the demands of the study" (Drew, Hardman & Hosp, 2008:79).

I obtained verbal consent from the participating school principals before implementing the interview process by telephonically ascertaining whether they will be available and willing to participate in the interviews. All participants were informed that the interviews are recorded and verbal permission was obtained. Before the interviews with individual participants commenced, each was required to sign a letter of informed consent and was given an opportunity to ask questions to clarify the research aims and processes. An example of the letter is attached as Annexure D. Throughout the whole research process all participants remained anonymous. The participants were also informed that they may withdraw from the study at any time should they wish to do so.

3.7.2 Confidentiality and anonymity

"Confidentiality refers to keeping the identity of a participant from being known by anyone other than the researcher" (Drew *et al,* 2008:206).

All participants were assured of the confidentiality of the raw data, as well as of the protection of their identities and that of their schools. Fictitious names e.g. School A were used to identify schools and pseudonyms such as Principal 1 to identify individual participants. Participants were also informed that they have the right to withdraw from the study at any time should they become uncomfortable with their participation.

3.8 Summary

This chapter gave a full report on the research design and methodology. This was a qualitative study based on a case study design. Purposive sampling and semi-structured interviews were used. Semi-structured interviews with a set/structured list of questions to collect the data were used to interview the principals of the top performing schools in Gauteng in 2015 and 2016. All participants signed a letter of consent and were provided with a transcript of the interview which was authenticated by them. The interviews were conducted in the principal's offices and recorded. A transcript of the recording was used to do the coding. A copy of the transcript was e-mailed to all participants to ensure the validity of the transcript.

CHAPTER 4

PRESENTATION OF DATA AND FINDINGS

4.1 Introduction

In Chapter 3 the research methodology, research process, data collection methods and data analysis process were discussed in detail. This chapter will cover the data gathered during semi-structured interviews with the sampled principals of the top 10 school in 2015 and 2016.

The aim of this study was to investigate and describe the role, if any, that entrepreneurial leadership plays in the day-to-day leadership practices of school principals in high performing schools.

The primary research question that guided this study is:

What role does entrepreneurial leadership play in the leadership practices of principals in high performing schools?

The secondary research questions that aimed to unpack the primary research question are as follows:

- What role does the setting and the pursuit of a vision for the school play in the leadership practices of principals in high performing schools?
- What role does risk-taking play in the leadership practices of principals in high performing schools?
- What role does innovativeness and pro-activeness play in the leadership practices of principals in high performing schools?
- What role does motivation play in the leadership practices of principals in high performing schools?

This chapter will briefly cover the research methodology of the study and present the biographical details of the participants. It will outline the background of the participating principals as well as the schools. Furthermore, it will present the collected data per question as indicated in Annexure B. Lastly it will present a general discussion of the findings of the study.

4.2 Participant selection

For this investigation into the leadership practices of the principals in high performing schools, the purposively selected participants were the principals of 10 high performing public schools in Gauteng. The focus of the study also dictated the research sites, namely high performing schools in Gauteng.

Top 10 Schools in Gauteng 2015 and 2016

SCHOOL	2015*	2016**

	NUMBER OF LEARNERS IN SCHOOL	NUMBER OF GRADE 12 LEARNERS	PASS RATE	BACHELOR'S PASS	NUMBER OF GRADE 12 LEARNERS	PASS RATE	BACHELOR'S PASS
SCHOOL A	1 779	288	100%	73.3%	299	100%	81.6%
SCHOOL B	1 520	331	100%	75.2%	286	100%	76.2%
SCHOOL C	1 850	350	100%	84,3%	350	100%	83.4%
SCHOOL D	1 800	341	100%	87.4%	325	100%	87.4%
SCHOOL E	1 600	281	100%	83.6%	270	100%	77.8%
SCHOOL F	1 500	283	100%	87.6%	295	100%	94.9%
SCHOOL G	1 314	218	99.5%	88.5%	242	99.6%	90.0%
SCHOOL H	1 500	270	100%	89.3	299	100%	92%
SCHOOL I	1 250	192	100%	97.5%	208	100%	95.7%
SCHOOL J	1 700	281	100%	87.2%	260	100%	96.5%

* matricresults.news24.com/2015/province/gp/school
** matricresults.news24.com/2016/province/gp/school

This study collected data from 8 participants of the top 10 high performing schools in Gauteng, as one of the schools had an acting principal for the past 9 months and the other school principal is a former colleague of the researcher. The sample was therefore limited to eight schools. Schools I and J were not included in the study.

All the selected schools were in the top 10 best performing schools in Gauteng in 2015 and 2016, the only difference being in the ranking order. The schools were coded in no particular order as School A, School B etc.

4.3 Overview of participants

All the schools in the study are situated in affluent, urban areas. The schools are all categorised as Quintile 5, Section 21 Fee-paying schools (RSA, 1996). According to the South African Schools Act 84 of 1996, schools must be funded through public

funds. Public schools are funded by government according to a quintile system. These quintiles determine the funding each school receive from government. Schools are ranked between quintiles 1 and 5, with quintile 1 to 3 being no-fee schools. These schools are usually situated in a very poor area. Quintile 4 and 5 schools are fee-paying schools and are usually situated in a wealthier area. Government wholly subsidises quintile 1 to 3 schools, and partially subsidises quintile 4 and 5 schools (Dass & Rinquest, 2017).

The school principals have been serving their current schools as a principal for between 4 and 26 years, but some moved as principals from another school to their current school. The selected schools are not only excelling academically, they also show outstanding results and performances in cultural activities and on the sports field, making them high performing schools in Gauteng. All these schools offer a wide variety of subjects for the learner to choose from, including music and art subjects and a variety of mathematical subjects, such as Alpha Maths. All school are macro schools with learner number ranging between 1250 and 1 850 currently enrolled at the schools.

School A is situated in an affluent urban suburb. The school has been maintaining a 100% pass rate for matric learners in the NSC examinations for the past 10 years. The bachelor's pass rate in 2015 was 73.3% and in 2016 increased to 81.6%. The school offers additional subjects such as Civil Engineering, Dance Studies, Dramatic Arts and Engineering Graphics and Design. The school is highly competitive and achieves in sports and cultural activities. The school can appoint teachers on the School Governing Body (SGB) payroll making it possible to reduce class sizes and to offer extra subjects. The Principal and staff are committed to make the school a place where the learners want to be and where they can enjoy the togetherness with their fellow classmates and teachers.

School B is situated in an affluent, urban area. The school maintains a 100% pass rate and managed to increase their Bachelor's pass every year. In 2015 the bachelor's pass was 75.2% and in 2016 76.2%. The school offers additional subjects such as Visual Arts, Dramatic Arts, Design, Alpha Maths, German and French. The school employs more additional teachers on the SGB payroll and can therefore have

smaller class sizes. The Principal mentioned that "*we want to equip every child to fulfil their own calling in life*" and therefore the focus is not only on academics, but also on sports and cultural activities of the school.

School C is situated in an affluent urban suburb. The school is situated in a suburb with secured parental support. The vision of the school is the holistic development of the learners within their values driven framework of responsibility, respect, loyalty, honesty and security. The school accommodates 1 850 learners and is financially able to employ more teachers on the SGB payroll to offer a variety of subjects and to lower the learner-teacher ratio. They offer a variety of subjects including subjects such as Visual Arts, Dramatic Arts, Design and Engineering Graphics and Design. The school has maintained a 100% pass rate for the past 8 years and averages an 84% bachelor's pass.

School D is situated in an affluent eastern suburb. Because of their outstanding performances in academics, sports and culture, they draw learners from all over the province, who are accommodated in their boarding school. The school offers a wide variety of subjects which includes subjects such as Ballet, Engineering Graphics and Design, German, French, Sepedi and Music. The SGB of the school employs additional teachers to accommodate a wide variety of subjects and to have fewer learners per teacher in a classroom. The vision of the school is to be foresighted and to be a world class school. Their achievements on the sports field are well known and they have produced numerous sportsmen and women who represented South Africa in various sports activities. The school has 1 800 learners and has maintained a 100% pass rate over the past 28 years with an average of 87% bachelor's passes. Over the past 10 years the school has been selected nine times as the top academic public school in Gauteng.

School E is situated in an affluent urban suburb with a supportive community and strong parental involvement. They strive to be the school of choice in their area and see academics as their priority, sports as their passion and culture as their pride. The school accommodates 1 500 learners and, with the assistance of the SGB, is employing more teachers to accommodate a variety of extra subjects, such as Engineering Graphics and Design, ADMATHS (Advanced Programme Mathematics)

and Agricultural Science. Many of their matric learners enrol for more than 7 subjects in the NSC examinations and these learners are highly competitive. They have maintained a 100% pass rate over the past 10 years and average an 80% bachelor's pass.

School F is situated in an area close to a densely populated suburb at the outskirts of the city centre. The Principal and staff are focused on providing quality education and the holistic development of the learners. The school is not situated within an established community and most of the learners are boarding or transported to school via busses or parents dropping learners off on their way to work. The school has a boarding school and accommodate learners from all over Gauteng and from other provinces. They offer a wide variety of subjects, such as Music, Visual Arts, German, Engineering Graphics and Design and German. Even though they had a 99% pass rate over the two years, after having maintained a 100% pass for 25 years (prior to that), they still manage to be a top performing school with an average bachelor's pass rate of 89%. The school does not only perform well academically, they also show outstanding results in sports and cultural activities, especially with their choir and orchestras. Their achievements on the sports field are well known and they have produced many sportsmen who represented South Africa in various sports activities over the nearly 100 years of their existence.

School G is 117 years old, making them one of the oldest public schools in the province. The school is situated in an area where there is no surrounding suburb or community. The learners are drawn from all over the province and from outside the borders of Gauteng. Not all learners are day scholars, as they accommodate a large number of learners in their boarding houses. They rely heavily on their traditions and many of the learners are financially supported by former scholars of the school. All teachers receive a monthly top-up on their salaries through Section 38A of the South African Schools Act (SASA) (RSA, 1996) and more teachers are appointed on the SGB payroll to accommodate the large number of learners. They strive to live their values daily – honour, loyalty, integrity and respect and make an effort to be a school relevant to society and the country. Their enrolment averages 1 500 learners annually and they managed (have consistently obtained) a 100% NSC pass rate for

many years. They are extremely proud that they could increase their bachelor's pass from 87.6% in 2015 to 94.9% in 2016.

School H has proven to be a school with great academic successes in the 55 years of its existence. The school is situated in an affluent suburb with a supportive community and parent body. They believe in the holistic development of every child and making certain that every child is given an opportunity to develop optimally. To ensure outstanding academic performances, they formed close academic relationships with the university close by. The school offers subjects to enrich the learner's development, such as German, French, Music, Golf, Entrepreneurial Sciences, Dramatic Arts, Visual Arts and Design. They have achieved a 100% pass rate in the NSC exams for many years and has maintained an average of a 90% bachelor's pass rate.

4.4 Lay-out and format of the chapter

The Chapter consists of a list of the schools participating in the study. A short overview of the participants is given.

Each of the participants were asked the same list of interview questions (Annexure B). The interviews were recorded with the consent of the participants and transcribed.

The transcripts were coded according to the attributes of an Entrepreneurial Leader. Under the heading of the questions, a summary of each participant's response is given. In conclusion the findings of the research are discussed.

Summary of research sub questions, codes and interview questions

SUB QUESTIONS	CODES	ELEMENTS OF ENTREPRENERIAL LEADERSHIP AS PER THEORETICAL FRAMEWORK	INTERVIEW QUESTIONS
What role does the setting and the pursuit of a vision for the school play in the leadership practices of principals in high performing schools?	Visionary thinker	Setting of clear goals and vision Creation of values and opportunities Passion for education Achievement orientated	What is your vision for the school?
			How did you set the vision of the school?
			Who are the stakeholders involved?
			How do you familiarise your staff and learners with the vision of the school?
			How often do you articulate the vision of your school to staff and learners?
			What role does the pursuing of the vision of the school play in your leadership and management of the school?
What role does risk-taking play in the leadership practices of principals in high performing schools?	Risk-taking	Adapt to change Take advantage of opportunities Opportunity focused Empowering people	How do you react to changes in policy?
			How do you identify potential sources of funding?
			At your school, who assumes ultimate responsibility for all projects or other non-academic activities at the school and why?
			What role does risk-taking play in the leadership and management practice of your school? For example, do you, for instance, share

			academic performances of subjects with learners on a regular basis?
What role does innovativeness and pro-activeness play in the leadership practices of principals in high performing schools?	Innovative and Pro-active	Empowering people Recognise and develop new opportunities Willingness to act Ability to implement innovation to create change Ability to do things differently, enabling new ideas	What are the leadership practices you apply in the effective management and leadership of the school?
			How do you and your staff members come up with new ideas and how do you re-act of it? Give examples?
			How do you utilise the expertise of staff members? Give examples?
			In your opinion, what do you think do you do differently at your school compared to other schools?
What role does motivation play in the leadership practices of principals in high performing schools?	Motivation	Empowering people Give support Inspire others Communicate vision Organise people to attain common goals Show appreciation Encourage happiness	How do you motivate your staff and learners to increase performance? Are there any incentives (e.g. monetary incentives) attached for better results?
			How can you, as a principal, develop creative thinking amongst staff members?
			How do you encourage teachers and learners to become involved in school-related activities?
			What role does the motivation of staff and learners play in your leadership and management practice as a school principal?

4.5 Presentation of data

4.5.1 The Principal as a visionary leader

4.5.1.1 What is your vision for the school?

The principal of School A focused on the creation of values and opportunities. He mentioned that his vision for the school has nothing to do with performances at any level. He wants a learner to enjoy school, to want to be at school and to enjoy the company of other learners at school. He wants them to be happy and experience the sunshine school brings in life.

"Yes, we want to bring their best talent to the surface, but it is not necessary that it comes with a first place or with gold. Every child must feel important and feel that this is a place where they can grow".

His vision of "experience" is applicable to learners and staff members. He wants learners to do their best; it doesn't matter if they are the winner or not. If you've done your best, you should also get the pat on the back as appreciation for giving your all.

The principal of School B wants to ensure that the school equips every child to fulfil their own calling in life.

The principal of School C clearly states that they aspire *"to be a great school"*. This is applicable to all areas, from school management to the core functions of the school – they want to be a school of excellence.

At School D, the principal clearly expresses that they want the learners, parents and school community to be satisfied and happy with the professional quality and standards of education they provide. The vision of the school is to change a child's future. At this school all learners should get a Grade 12 qualification that will give them an advantage in life.

School E strives to be the most sought-after Christian Afrikaans school where people work together as a team, and where they live by their core values. Everything they do, must be done with excellence. They live according to core values such as honesty, sincerity and sharing. He mentions that these core values are displayed all over the school and the learners' homework diaries as a reminder every day to align their lives with those values.

School F has a strong traditional background which dictates the vision of the school. The learners uphold the traditions of the school which is supported by a large, supportive alumni. They want to grow as a school, not only in numbers, but also to embrace and engage the community. One of their goals is to find bursary funds to assist leaners (who are deserving) in terms of ability and potential. In doing so, their vision is to "*remain a top so-called State school*". They want to be a relevant South African school, not compromising standards but creating opportunities, not only academically, but also with the wide variety of sports and cultural opportunities they offer.

The principal of School G mentions that they uphold the core values of education. They want to be a world class school. Their vision is to *"give all their learners a first-class life in all walks of life".* They endeavour to be first class in everything they do. It is not about the number of distinctions or the sports cups brought home; it is about what is first class in life. It is about what is being done, so that a learner can become someone in life.

"The best thing a school can give its learners, is to teach them what first class in all walks of life means".

School H lives out Christian norms and values. Their vision is to create loyal citizens, who are proud of their background and strive for excellence in all walks of life. They want to send balanced children into the world who can manage their time and live by the core values of the school, namely integrity, loyalty, respect and zeal. This vision is communicated to the learners on a regular basis so that they abide by it and make it part of their daily life.

4.5.1.2 How did you set the vision of the school?

Most principals mentioned that the vision of the school was set by involving stakeholders such as teachers and learners. Two of the schools mentioned that their vision is part of their ethos and the history they uphold.

According to the principal of School A, the vision of the school was set by the SGB and management of the school. All stakeholders need to strive to make the school the school of choice in the community. Learners must want to come to this school. The vision of the school must be a tool used by the school to give learners an education. The vision is about discipline, determination and camaraderie. The ripple effect of those values are the beautiful achievements of the school.

School B had interviews and discussions with all role-players and with that information the vision of the school was formulated.

School C was not in a good place a few years ago, and therefore the vision for 3 years was *"to move from a good school to a great school – good to great".* In collaboration with all stakeholders, including the SGB, the vision set in 2015 as "*sustainability"* and now they moved towards "greatness". There must always be a focus on the strategy, the focus point and the risks involved in becoming a school of excellence.

The vision of School D is to be foresighted, to ensure that whatever is being done, is being done excellently. All stakeholders must share this idea and processes. It is also about personal development, classroom atmosphere, academic performance and development, curriculum and how the school operates. They developed a questionnaire which involved the learners, teachers and parents to identify the gaps experienced. These gaps were analysed and the strategic planning of the school evolved around this. The information was shared with staff members and from there they could determine their own personal development gaps.

At School E the vision was set by the SGB as representatives of the school community. The staff members were also involved as they needed to accept the vision so that all could know where the school needed to move towards. By setting this vision together

with all stakeholders, this is truly a reflection of the feeling and attitude towards the school and the path forward.

School F does not revise their vision often as they uphold their traditional values. They believe their vision of providing holistic education is quite powerful. They pride themselves on offering holistic education, focussing on three spheres of education – academics, sports and culture.

The principal of School G clearly states that teachers and learners must be involved in setting a vision for the school. There are questions such as: "Why are you here? Why did you become a teacher?" Part of the personal vision of a teacher must be that teaching is a true calling and a joy in life. *"We teach our learners that your happiness and joy in life is in your own hands; it cannot be taken away from you by anybody".*

The principal of School H mentions that their vision at the school is part of a 55-year-old history of the school, he inherited it, but is still upholding as the vision of the school.

4.5.1.3 Who are the stakeholders you involved?

All principals mentioned that the vision of the school was a collaborative decision involving stakeholders such as the SGB, management, learners and staff of the school.

The principal of School A clearly states the importance of a well-balanced, functional SGB. They need to understand the protocol and know where they have a role to play. Setting the vision of the school is one of their tasks.

The vision of School B was formulated after interviews and discussions with all role-players, learners, the parents, school management and the SGB. With the information they gathered the vision of the school was formulated.

The vision of School C was set after the SGB determined gaps that needed attention. They pinpointed the stakeholders' influence in decision-making, the ineffective use of resources and physical infrastructure, the ineffective empowerment of staff members, the reputation and image of the school, the decreasing performance in sports, inadequate skills of teaching staff and the lack of responsible management and

reporting. After analysis of these gaps the SGB developed the vision and mission of the school.

At School D, the SGB and the RCL played a major role in setting the vision of the school. They also called for assistance from a company specialising in Human Resources. They used a questionnaire to get the input of the learners, teachers and parents.

School E involved all stakeholders; the SGB, parents, learners and staff members. The SGB considered all the input and formulated the vision and mission of the school. The vision is not set in stone; it could be changed if it needs change*.*

"It was a collaborative process, as this is the only way to have people to buy into the vision of the school".

At School F *"the vision is a sort of a major overarching thing, doesn't get revised on an annual basis or every time we have a newly elected SGB".* It is more of a refinement of a longstanding vision. *"The ethos of a school like this is very entrenched; it is very much sort of part of who we are. We pride ourselves in that".*

School G involved the SGB and staff in setting the vision of the school. The principal also mentions that the traditions and ethos of the school play a major role in their vision for the school. It took time to have all staff, parents and learners endorse the vision of being merely "first class in all walks of life", but at the end this vision is now supported by all – from the SGB and staff to the parents and learners.

School H involved all stakeholders, the SGB, parents and learners in setting the vision of the school.

4.5.1.4 How do you familiarise your staff and learners with the vision of the school?

In answering this question, all principals mentioned that all stakeholders at the school must be aware of the vision and live their vision.

School A ensured that all teachers and learners are part of living the school vision. All stakeholders bought into this shared vision and they want to be a happy community, where the school is a place of balance and where school life has an impact on their daily lives. Because of this the school became a school of choice in the community.

The principal and management of School B feel part of their success is setting an example as leaders and to demonstrating to learners how to live by their vision. Everybody must know what their vision is and work towards developing the child in his total being, through academics, cultural activities and sports.

School C ensures they articulate the vision of the school. People need to know what it means if you say you want to be a school of excellence.

"When you say you want to go from good to great, you first need to know why you said you were good. Which criteria did you use to evaluate yourself as good? If you want to become great, you need to know the difference between good and great, because good is the biggest enemy of great".

Your vision must be in simple language so all teachers and learners can understand the vision and strive towards it. They should never think "what does this mean?" The vision must be short and simple, but you need to continuously evaluate your performance against the vision to ensure that you are still working towards being great. After 3 years we want to say that we are now a school of excellence, we went from being good to being great.

The principal of School D asks his staff every morning *"What are you looking forward to today?"* It is an existing thing at the school – they must think every day of how they are going to change lives. You need to keep this attitude alive – the principal needs to familiarise all stakeholders on a continuous basis of the vision of the school – to give all learners in this school a future.

At School E they take the words of the vision one by one and then spend a week per month focusing on one of those values, for example honesty and respect. Everything they do that week will evolve around these themes.

At School F the Housemasters in each grade will use assemblies to familiarise learners with their vision. One of the most commonly repeated themes is *"what are you part of, what do we represent, what do we pride ourselves in?"* Learners at the school is quite aware of what they stand for as a school.

The principal of School G repeats their vision daily at the morning staff meeting. He reminds staff that they must come to school with joy, and if not, he wants to know about it. He wants all to have a happy life and part of that is that your day job must be a calling. To be at this school, is seen as a privilege in life. All at this school must be thankful for what they have in life and appreciate the privilege to call themselves part of this school. Not everybody can say they are in a school where people truly care about one another. *"Wonderful opportunities are offered at this school; all you have to do is use it and become part of it".*

The principal of School H emphasises the values of the school daily at the morning staff meetings.

4.5.1.5 How often do you articulate the vision of your school to staff and learners?

All principals remind their staff and learners of the vision of the school regularly, some even daily. The morning meetings with staff members and assembly meetings with learners are used to remind staff and learners of the vision of the school.

"On a daily basis", according to the principal of School A. On the morning of our interview he said to the learners: *"Guys, is it not wonderful to enjoy the presence of each other?"* They work together as a family and want to make school life a pleasant experience. "*Words do have power*". Learners must be reminded regularly of the vision of the school, the reason why they are at school and the opportunities the school offers them. They need to be reminded to take opportunities, to outperform themselves and to give their very best in whatever they are participating in.

The principal of School B believes that they share their vision informally every day by demonstrating the example of excellence. They make learners aware that anybody can achieve and there is no such thing as a better or a bad performance. Everybody can

achieve according to the goals they set for themselves. They, as teachers, lead learners to achieve those goals.

The principal of School C believes they are doing things slightly differently, by not necessarily focusing on the wording of the vision, but on the actions to reach for that vision. They will reflect on, for example, academics, where they are currently, and what it is they want to reach at the end of the term. *"If we did not fully succeed in an area, why is that and how are we going to resolve that?"* This revolves around the strategic planning for the school term.

School D has regular discussions with staff and learners. Morning meetings in the staff room is used daily and assembly with learners on a weekly basis to share their vision. The vision must be an attitude that must be kept by articulating it on a regular basis.

School E articulates the vision of the school, but the principal feels it should be done more often. If they have a problem, they would say: *"These are our core values and we do not come to terms to it. Then you know you need to pay more attention to it".* Living these core values becomes part of your daily life, you live it – it is not a tick-off list.

At school F the learners are made aware of their vision at assemblies with the housemasters. It is also part of their Code of Conduct and mission statement. The elements of their vision is brought into the assemblies, so the pupils are quite aware of it.

School G articulates their vision often, as it must become the learners starting point in life. They often share the words of an American intellectual who saw people are unhappy, even if they are earning enough money. The principal concluded that happy people are successful people – work hard and you will be successful; when you are successful you will be happy. Everyone must find a purpose in life, and the school is the vehicle towards a happy and successful life.

School H articulates the vision every day, as it must become part of daily life.

4.5.1.6 What role does the pursuing of the vision of the school play in your leadership and management of the school?

All principals see the pursuing of the vision of the school as part of their daily task and the way they live their lives. Most indicated that it is a continuous process and something they do deliberately.

The principal of School A hesitantly calls the pursuing of the vision of the school "brainwashing". For learners to be happy and wanting to be at school, he focuses on often reminding them of what he as a person believes in. *"As an individual, I perform ultimately, because if they see these things, they will buy in – I want to call it brainwashing".*

At School B the principal thinks, as a leader and as a team leader, one must sometimes lead from the front, but also, in the words of the late President Mandela, be also prepared to lead from behind. Staff must sometimes be allowed to, under the guidance of managers, take the lead and to run with an idea.

The principal of School C mentions the importance of focus points. They have their vision and mission strategy, and from there strategic focus points. These focus points are the optimal use of information and communication technology. His vision for the school is to be a futuristic school which must ensure academic quality. If they cannot ensure this, they cannot become a great school. The sustainability of these focused improvement strategies funnels down to staff development and ultimately the main focus point they want to improve. They are also focused on establishing their school trademark so that everyone in the country will know about their school.

School D sees the pursuing of the vision as a continuous growth process. The principal must, in the first place, accept the responsibility for the vision and the execution thereof. Daily the principal reflects on the day – the successes and the shortcomings. He uses the example of a traffic robot system – what works is green, challenges are red and something important to attend to is yellow. There must never be any red, because it will mean nothing is happening, green means they are fulfilling their goal and mission at school.

The principal of School E always acts with integrity. The actions of the principal must reflect integrity and respect. Showing respect to all people will also enforce respect from them.

School F mentions continuity – so subconsciously you are maintaining what you have here at school. Their vision speaks to a whole range of aspects and standards, it speaks to tradition, being sensible and applying common sense in terms of what they know is good, and ultimately good for the learners.

The principal of School G lives the vision of the school every day – also in leading the school. Love is their number one value – so by living every day one day at a time to the fullest, you can become a happy person. They focus on finding sense and value in life in everything they do – also in leading and managing the school.

School H handles everything at school with the focus on the core values of the school – integrity, loyalty, respect and zeal. This is shared with the learners all the time. "*Live this and make it part of your daily living".*

4.5.2 The Principal as risk-taker

4.5.2.1 How do you react to changes in policy?

All principals accept changes in policies as they are all law-abiding citizens and government officials, but they also mention that the best interest of the child is always at play. Some changes are therefore handled more creatively than others.

The principal of School A sees himself as a law-abiding civil citizen and follows the policy of the Department of Education. If it means that he cannot attend a meeting due to important duties at school, the school will get preference. He accepts full responsibility for his own actions, but in principle will follow the instructions and policy of the GDE meticulously.

The principal of School B focuses on not making an emotional decision or having emotional reactions. They investigate changes, see where it is coming from and what the controllables of those decisions are. They might see that as a potential negative, and then put measures in place to change it to a positive.

School C base all policies at the school on the GDE guidelines, allowing room for changes to be made. The school's culture determines the discipline and behaviour at the school. If you need to react on anything, discipline included, it must be within the framework of the policy of the governmental departments. If risks need to be taken, it must be a calculated risk. The policy regarding the pass requirements for the Senior Phase is 50% for English and 40% for Mathematics. This is not a realistic goal as not all learners have the capability to achieve this. All schools face the risk that learners might fail at the end of the year, therefore this must be managed throughout the year. They handle their potential risks at school by using 2 words – "*provide and prevent". "By putting measures in place to prevent a risk, you can handle the risk before it becomes a disaster".*

The principal of School D is prepared to take a risk and to test the boundaries. Testing boundaries is the only way to move forward. At the end of every term they ask themselves: *"What are we going to do to get us at the forefront and how are we going to stay there?* They list their achievements, those things they succeeded in doing, but they also list the challenges they faced. They are continuously in a process of change, and if it means they need to test the boundaries and take a calculated risk, they must also be prepared to take the responsibility for the success or failure of the risk. They are pursuing Neuro-learning, where you break away from the traditional ways of learning. This is a risk they are taking, but they want learners to think differently about learning and the stagnated ideas about right- and left-brain learners. They want to focus on whole-brain development. They've sent teacher for training in neuro-learning and are planning to introduce this at the school. This is a risk they are taking, but it must be properly planned and managed. Their aim is to have this reading and learning programme included on the school timetable. According to the principal, one of the most difficult things in education, is always following the prescriptions of the department, as it does not always make sense. If one only accepts all the prescriptions all the time, there must be a question mark on the leadership quality the principal offers

the school, because this is the biggest difference. People are creative and can think of more innovative ways to face challenges. The management of change is difficult, but together with a strong management team you can excel and not conform to mediocrity. The risk lies in the principal's ability to explain his vision and always to act in the best interest of the child. If this is the case, nothing can prevent him from being creative and critical.

The principal of School E believes some policy changes is also a way to test the outcome of an idea. If the pass requirements for Senior Phase is strictly applied, the failure rate of learners will be immense. A risk like this must be faced and managed throughout the year. The policy of keeping learners at school every day of the year, including exam times, is handled by the school differently. They are prepared to take the risk of allowing their learners to study at home as the school is performing well. The principal also mentions the policy of allowing Grade 12 learners to change only one subject at the beginning of their matric year. This impacts negatively on a child's performance and is not, to their opinion, in the best interest of the child. This risk is also faced and managed in creative ways during the previous school year.

At School F they realise they can't fight policy decisions - but must adapt those policies and operate within those perimeters. If it comes down to things that are more open to interpretation, they apply common sense. If there is a system and a structure, they adhere to it and are compliant, but some decisions sometimes seem senseless, for example the repetition of data.

The principal of School G always looks at policy changes by asking the question: *"Is this in the best interest of our learners?"* The decision to merge Accounting, Economics and Business Studies in the Senior Phase to Economic and Management Sciences (EMS), was a decision that did not have the interest of the child in mind. The school decided to keep Accounting as an independent subject in the Senior Phase. Today, reflecting on the calculated risk not to follow the directions of the GDE, seems to have been the best decision. In this school, Accounting learner numbers are growing and results are good compared to other schools where learners are failing Accounting. This was a risky decision, however, it was made in the best interest of the child. The school

performs well because they lay the foundation for success in the class room, even if it meant they had to take a calculated risk.

The principal of School H believes change is always good if it is applicable and meaningful.

4.5.2.2 How do you identify potential sources of funding?

The principal of School A indicates that finding potential sources of funding is difficult. To find a sponsor is a challenge. The school brand is important in the community they live in and a sponsor wants to make sure he gets value for money. The school must perform optimally to keep a sponsor happy. The do not have many sponsors but have a sponsor for one of the school vehicles. A sponsor wants to be associated with greatness, and therefore the school must prove they are worthy of a sponsor.

The principal of School B thinks you need to be close to your community, your parents and where they are involved, and then approach them in a professional way. They have a marketing department, which includes himself, which are focused on building relationships with the community, businesses and potential kinds of sources the school can engage in. According to the principal, money is not always available but people are willing to invest in success – they want to identify with the school if they are successful on various platforms and then see what the benefit for them might be in getting involved at the school.

The principal of School C feels one need to take advantage of opportunities. It is a misconception that the school is a so-called "rich school". Their school fees are the lowest of all the surrounding schools, but they have the most learners of all schools. Funding from outside sources are not always available, therefore their financial and budget management is of the utmost importance. To get additional funding for projects is extremely difficult and you need to determine what is *"a nice to have"* and what is useful in obtaining the vision. They are more focused on a *"third stream income",* such as renting their facilities to outside institutions. They do have small sponsorships for sports, but this is usually only for a year. If they need funding for bigger capital projects, they make use of different committees in collaboration with the SGB.

According to the principal of School D, one of the biggest mistakes we make is assumptions. We assume that there is money to be spent, which is not the case. The principal clearly states he can approach people by sharing his vision and ideas, and they are then more inclined to sponsorships if they can see the bigger picture. However, he never asks for sponsorships for a sports team, rather for support to improve the academics of the school. If you approach a sponsor and say: *"I need money to improve the future of 1500 learners so they can have an advantage the day they leave the school gates behind",* then most likely you will find additional funding. *"The funding must be for something sustainable, something that will make a difference in the life of the child and something that will make a difference in the child's future".*

School E focuses on bigger projects, for example an all-day music festival with guest performers. They are not seeking additional funding from sponsors. If they have a project which calls for large amounts of money, e.g. additional class rooms, they will raise funds with the specific project in mind. The do not have small fundraisings and rely on the school fees paid by parents.

School F relies heavily on the contributions from their Old Boys Association. Some of these former scholars contribute a monthly amount towards sponsoring the school fees of an individual learner. Apart from this they are only relying on the school fees parents are paying and the allocation from the GDE. Their school fees are quite a substantial amount and all parents are paying. Apart from this, they have companies which contribute towards Mathematics teaching at the school.

School G rely on parents paying school fees and two big fundraising events in the year. The do not believe in asking parents for any additional money, and do not have any sponsorships. The two events are bringing in enough money to assist the school to venture into big projects, for example in the past few years they were able to add two additional laboratories, a school hall and eight class rooms as well as facilities for a music department. Parents are expected to pay school fees, but parents must also know that the fees they are paying are used for their child's education at the school.

School H does not have any sponsors and fundraising is done by the SGB.

4.5.2.3   At your school, who assumes ultimate responsibility for all projects or other non-academic activities at the school and why?

The principal of School A accepts full responsibility at the end - but are relying heavily on amazing team work. Individuals come up with ideas, form a team and run with a project. These teams could have a representative of the SGB as well, but not necessarily. Usually it is teachers who run extra-curricular activities and projects. They do unbelievable work, and often involve parents to assist. The principal believes in encouraging visionary thinking amongst staff members and use their enthusiasm to the benefit of the school.

At School B the marking department, as part of their strategic planning, set out certain projects that can enhance the vision of the school. Everything they do will then be aligned with the vision of the school. They set up a priority list which are revisited every year when they do strategic planning. The whole school is structured in different kinds of functions, so the marketing team consists of members of the management team, SGB members, teachers and learners.

"It is important to set out the projects and then make sure the projects are finished, so the parents can see the benefit that their children get out of these projects".

School C has an extended management team. They are divided in curriculum, co-curriculum and extra mural activities. All extra mural activities are functioning in different departments with a Director paid by the SGB to take ultimate responsibility. The people are experts in their respective fields and must manage all projects the departments are venturing in. Members of the SGB are also involved in these departments as representatives of the parents. Big projects, such as building something, are completely the responsibility of the SGB.

At School D, the principal with the cooperation of the SGB, are ultimately responsible for all projects. The principal ensures that the strategy is driven, and report back to the SGB on their progress. The make use of sub-committees to run the project within the limits of the budget. The principal will get feedback from the sub-committees. Even

though they focus on delegated responsibilities and empowering people, the ultimate responsibility lies with the Principal.

School E makes use of directors who are responsible for example, for sports activities. The management of the school is also very involved in projects and is willing to take initiative and run with a project. Each of the committees has a SGB member representing the parents. The SGB handles all legal aspects, fundraising and finances.

School F relies heavily on their Parents Association (PA) for fundraising, and the chairperson of the PA is also a member of the SGB. The parents are responsible, for example, for selling boerewors rolls and refreshments on Saturdays at sports events.

School G sees the SGB as the body who needs to take ultimate responsibility. Fortunately, the SGB of the school can appoint a Director of Projects, who is a former teacher from the school to assist in fundraising and extra-curricular activities.

At School H the principal accepts full responsibility with the assistance of the SGB. They are in the financial position to appoint internal SGB staff members who are in control of extra-curricular activities.

4.5.2.4 What role does risk-taking play in the leadership and management practice of your school? For example, do you, for instance share academic performances of subjects with learners on a regular basis?

The principal of School A regularly shares good academic performances with the learners. They make use of School Communicator to share overall good performances, but not those of an individual learner. They do have challenges and will then focus on an individual learner who are maybe a borderline learner. The management team look at the statistics on a weekly basis and then focus on the challenges. In small groups like these, the names of learners and teachers are mentioned, not on a public platform.

School B has an action plan that includes sharing academic performances of learners. Every subject has a target, and after tests and examinations they go back to see if the target has been achieved or not. If not achieved, an action plan must be set to correct

that. If they achieve, they also look at the good practice to see how they can enhance those good practices.

School C is in the financial position to have educational psychologists and social workers appointed by the SGB. They are also privileged to have a learner support department where learners with challenges are referred to. They work with individuals, together with the academic head of the learner's grade. Regular feedback on the performance of these learners are given to the executive management. The principal is fully informed about the progress of the respective departments as he is the only one who can make certain decisions. Their vision to be great gives direction to the different departments' workings and their reports to management. The principal must have the full support of the SGB to concentrate on the focus points of their vision. As a principal of a high performing school he is continuously in a control process to ensure that things are running smoothly.

School D do not discuss academic performance with the whole school. They focus on the leaders on the different levels, from academics to sports. All grades in the school function under a Grade Head and an Academic head. They measure themselves against their own standards and communicate performance on a regular basis to parents. Parents must be kept informed, whether it is on academic performance or the results on the sports field. The principal is hesitant to call out percentages or to single out individuals as people can be very sensitive towards such a practice. They sometimes do have to take a risk when deposits are paid before delivery, for example text books, but if the risk is in the interest of the child, they are prepared to take the risk.

School E use their computer programme to determine the discrepancies in performances and can see the number of learners who, for example has an average of more than 80%. They compare the different classes which have different teachers in a subject, but never discuss this at assemblies, only at subject meetings. The principal believes, if you want to be fair, you cannot compare learner achievement to achievements of the previous year as there are differences between learner groups from year to year. At their assemblies they focus on achievements of teachers and learners and various other school activities.

School F never share academic performance with the whole school or other individuals, only at subject meetings. Their assemblies recognise school activities and universal truths. They don't sit down and show them charts comparing them, for example to other schools. They do share information in smaller groups, such as at subject level and on a class basis.

School G shares their academic performances and matric results with learners and staff members at the beginning of the year, but then let it rest. The principal sees no value in focusing on what is past, rather on the welfare and achievements of the learners currently in the school. Learners who are not performing, will be singled out and assisted to improve their academic performance. They do take calculated risks, but only if it is in the best interest of the child.

School H never share academic performance with learners and do not feel that risk-taking is playing any role in their management.

4.5.3 The Principal as innovative and pro-active

4.5.3.1 What are the leadership practices you apply in the effective management and leadership of the school?

The principal of School A manages to empower the management team and other staff members of the school. They are acknowledged for the role they are playing and are encouraged to take risks. They do make mistakes, but mistakes are challenges that can be overcome. They empower and invest in their staff; without doing so, no progress can be made. Staff members can venture into new opportunities and there-in lies the success of the school. Staff members must never feel threatened to take an opportunity to develop themselves. The principal also takes the opportunity to discuss matters with individuals on a more informal basis, for example by drinking a cup of coffee together, when he sees a challenge.

At School B they feel the attitude of the leader is of utmost importance. A problem must be seen as a challenge and an opportunity to deal with that problem. As a manager and leader, the principal mentions that no school principal and a school will survive if the

principal is not innovative. One needs to think of alternative ways – to think outside the box. Staff and learners also have creative and innovative ideas - and should be allowed to share it.

"You must just open it for them to have the confidence to come with a great idea and buy into it, but if you have a culture of "No, it is not going to work…" and those kinds of attitudes, you will never succeed."

The principal of School C lives the motto: *"What you can't measure, you can't manage, you can't manage if you can't measure."* He continuously compares for example, academic performance in individual subjects with the performance of those subjects in the previous years. He recognised the fact that some subjects have more learners than others and take that into consideration when comparing subject performances. He even applies this with the results of the different sports teams – by tracking team performance from u/14 to the level they are at that moment. When doing this, you can focus on the areas which needs development. In his opinion, a school principal must be responsible for *"overhead management with the system in place and to your disposal".* All subjects must have benchmarks and all teachers must be focused to reach those benchmarks in tests and in examinations. An individual child must understand the reason for a poor mark. He also mentions that it is easy to say, *"You must empower your staff",* but staff members must understand exactly what that means and what it entails.

School D focuses on participatory management, participatory leadership and visionary leadership. The principal challenges staff to come up with new ideas. He purposefully challenges staff to think more creatively, to challenge the boundaries and to be more innovative. They focus on 5 Ps – Process, Procedure, Perception, Perspective and Progress. These 5 words are used to challenge every aspect they face. He focuses on asking difficult questions, such as *"What did you do this week differently and what are you going to do differently next week?"* This forces staff to look at the future continuously, and affords him the opportunity to be a visionary leader. They face many challenges, but by making people responsible and part of the solution, people feel empowered.

The principal of School E prides himself that people compliment him on his good interpersonal relationships. People are important to him and he makes a point of understanding the individual. Not all people can be handled and treated the same. *"You need to know what makes the individual tick, what it is that is important to him and how can I use it".* By understanding his staff, the principal experiences good cooperation and a motivated staff complement. For him it is important to have a motivated staff, because motivated people are willing to deliver their best performance. With the full cooperation of the staff, it is easier to have them accept the vision the principal has for the school. It is also important to recognise the successes of individuals and to praise them on a public platform.

School F believes in empowering individuals to handle the large number of learners in the school. They heavily rely on Senior Housemasters and Housemasters who have delegated tasks. These people are usually Post level 1 teachers who are empowered to take management responsibilities. These tasks not only entail academics, but also the pastoral care of the learners.

"Each Housemaster has a pastoral care tutor in each house whose sole task is to look after the boys who are performing or underperforming academically". These delegated tasks to individuals are preparing them and are seen as a stepping stone to becoming part of the management team of the school. The principal's management style is to be very consultative, and in doing so he uses a more democratic management style where the opinions of people are taken into consideration when decisions are made. The management team (called the Executive in their school) meets every week where a variety of challenges are discussed.

School G does not believe they are doing things differently at their school. Experience makes the principal believe *"that an education system cannot be better than the quality of its teachers,"* is literally applicable at the school. Apart from what is in the best interest of the child, they also ask what is in the best interest of the teacher. Every teacher should also experience joy in their teaching every day.

School H focuses on participatory or shared management. Every person in a management position can make decisions on a certain level – but must also be prepared to take the responsibility for those decisions.

4.5.3.2 How do you and your staff members come up with new ideas and how do you react on it?

School A has an open management style and does not believe in having many meetings. The idea is not to meet all the time, but to work. The two meetings they have every week is open for anybody to attend, even the management meeting. A Post level 1 teacher may ask to attend and to have an item on the Agenda; most often it is to share a new idea. Any new idea or anything a staff member feels needs improvement, may be shared in this way. They also make use of informal meetings over a cup of coffee and then use these as opportunities to brainstorm new ideas.

School B decided, as part of their marketing strategy, to have a meeting and to invite parents and anybody interested to attend to share and come up with new ideas. This meeting was a great success, as people came together not only to share their ideas, but also their expertise. This was a huge success as people are working together and it will become an annual event.

School C believes in consensus decision making. Everyone needs to buy into an idea to work from the bottom up. The school has 1800 learners, and they experienced problems with learners all having break at the same time. Someone came up with the idea to have the break for junior and senior learners at different times, so fewer learners will be on the field during break times. After consultation and testing the idea and changing the timetable, this proved to have been a suitable solution. The principal challenges staff and learners with difficult questions to come up with innovative ideas.

School D appreciates several changes over the past few years which were initiated by learners. Learners in the different grade groups often have a "one-on-one" with the principal where they get the opportunity to ask the principal whatever they want to. No teachers are allowed, so the learners are free to voice an opinion. The questions they are typically asked are: *"What would you like to be different at the school?"* and *"Why*

would you like to have it changed?" The same procedure is followed with staff members as the principal follows an "open-door policy".

The principal of School E appreciates new ideas, especially if the ideas are offered by the younger teaching generation. He also ensures they have younger people on the school management team. New ideas are considered and discussed and if it seems to be a workable idea, it is tested and implemented. When they upgraded the sports dressing rooms, the input was sought from different parties, including the coaches and learners, and the result was a most modern facility. At the end of every year, staff members can submit *a "wish list"* which includes a few "*nice-to-haves"*. This list may include anything they think is needed for their class or their sports or cultural teams, some more realistic than others. Depending on the budget and the sustainability of the wish, the wish may be granted. New ideas are always appreciated, even if it is not such a great idea.

School F has a lot of platforms where new ideas may be presented and the principal likes to think he is maintaining an "open-door" policy. He tries to create an environment where he is seen to be approachable. Even if they are not serving on the school management team, a person should feel comfortable enough to present new ideas. Younger staff members are coming up with new ideas and often use one-on-one meetings with management team members to present these ideas. The school also makes use of electronic channels where ideas may be communicated via e-mail to the respective parties.

The principal of School G appreciates new ideas, on condition that the idea is about *"what is important in education, and not only important for the individual".* He maintains that the focus must always be "*what difference is this going to make in the life of the child?"*

4.5.3.3 How do you utilise the expertise of staff members? Give examples.

School A already determines the expertise of staff members when they come for the initial interview for a post. The person with the most expertise in the subject is the most suitable candidate, and then whatever they can offer the school in terms of extra-

curricular activities will influence the final decision on the most suitable candidate. As an example, they appointed an English teacher who has music qualifications as well. She is now involved in music productions offered at school, making it a huge success.

The principal of School B emphasises that you need to know the staff, know what their strong and weak points are, and then deploy them according to their strong and weak points. They School Management Team (SMT) make use of project leaders appointed according to their abilities and then to support them. They are assisted to structure the whole team around the leadership project. This trust shown in a person's ability, gives them confidence, which leads to success and more successes. A Post Level 1 teacher could also be a project leader, depending on their expertise such as being a good organiser.

The principal of School C walked the ranks in education, from being a teacher to finally being the principal of a school with 1850 learners. He believes that experience taught him to be more practical in implementing ideas. As a school principal you need to know your staff well and the qualities they bring to the table. It is important to focus on the strong qualities a teacher can offer. Staff can function on their own if they perform well.

At School D the principal recognises that some staff members can offer expertise on more than one level. The staff are encouraged to choose activities where they feel they can make a positive contribution. All staff members have a choice as to where they want to be involved in during the year and most will focus on their strong talents. They also follow a policy that staff needs to be developed, and therefore the management team sometimes approach a person to do something out of the comfort zone. They also make use of a *"shadow programme"* where teachers are allowed to shadow and learn from the management team by attending management meetings. They may attend and listen but have no right to voice an opinion or to be part of decision making. This strategy works at their school as people are empowered and prepared for management positions. The shadow programme assists in identifying staff members ready for promotion and when they are promoted, they were already exposed and prepared for the tasks assigned to the position.

The principal of School E recognises that some appointments are made based on what a person can offer apart from their teaching subject. He also recognises that there is no sense in assigning a task to a person who is not fully committed to the task. He stresses the fact that you need to know your staff and where the passion of the staff member lies. There is no sense in forcing passionless staff members to be involved in activities without showing a passion.

School F offers a lot of opportunities for promotion and growth, and they try to capitalise on people's strengths. They have a system in place to evaluate how well people are doing in different roles. They develop people in a variety of programmes and focus a lot on staff development in various areas. Because of the various structures they offer, they mentor young staff members who are still growing and try to groom them to take on more responsibilities.

School G focuses on those things a staff member shows passion for. Nobody if forced into something with a *"you must …"* to get things done. Staff members are encouraged to be involved in activities they absolutely love and commit themselves to.

4.5.3.4 In your opinion, what do you think you do differently at your school compared to other schools?

The principal of School A strives towards a balanced life. Too easily the focus of a school can shift from their end goal towards e.g. rugby. In their school the head of sports also attends the academic meetings of the different grades. This is to ensure a balance between the different activities.

School B focuses on working together as a team – *"then you will have success and this success and the culture that you create will definitely give you the successes".* He also knows the staff very well, believes in them and allows them the opportunity to run certain projects. He allows them to make mistakes and to learn from their mistake, because people are very sensitive to criticism and to being a failure.

The principal of School C and the Executive Management Team (EMT) focus on creating opportunities for people to excel in. No person at the school fills a double portfolio, e.g. a Grade head is not a Head of Department, and it should be a Post level 1

teacher who fills the position. The Grade head is responsible for the morale of the grade, handles disciplinary issues, sets the exam timetable of the grade, and handles absenteeism and academic issues. These staff members are close to being promoted to a Head of Department post and they take responsibility for delegated tasks assigned to them. By using these structures at school, it serves as a motivational instrument for teachers to become more involved and take on more responsibilities.

School D recons reckons their system of inviting anybody to their management meeting is quite unique. This "in-service training" assists in staff being informed and trained in management skills and techniques. In setting their timetables, they ensure that all teachers in a grade teaching the same subject share a free period where they take turns to prepare a lesson, teach the lesson and are evaluated by their peers. This assist them to take what is first class in their lessons to what is world class.

At School E they maintain their focus to be a balanced school, where academics, sports and culture all find their rightful place. On a Tuesday they write tests, and no activity takes place on a Monday afternoon to create time for learners to study. No sports get preference above other sports or cultural activities. They choose different leagues for their sports teams to participate in. In this way all teams will get a fair chance to participate and mass participation is promoted. Even learners participating in B-teams and lower get recognition. This applies to all sports, from rugby to chess, and it also applies to cultural activities.

School F considers the pastoral care system to be something they probably do differently or maybe a bit better than other schools. Because of the boarding school, much emphasis is placed on pastoral care where they are looking after a learner as a human being. They believe what maintains the school, its tradition and its ethos, is the buy-in from the boys because of the very intensive orientation programme they experience in the first week of school in grade 8. The programme includes a camp on the school premises and learners are informed on what the school represents, what are expected from them and what they can expect from the school, the history of the school and some traditional songs they should know. Every year they send their grade 9 learners to bush camp together with their teachers for a month. They do a major environmental awareness programme in the Waterberg area where the school has

access to a facility. The principal acknowledges that it probably does not contribute a huge amount to academic success, but it gives them a dimension which is not there in most schools and gives city boys an opportunity to experience outdoor activities. The leaners discover something of themselves when they have to log timber, burn firebreaks and slide in rivers.

School G maintains that life must be enjoyed, also at school. Nothing prevents anybody to live life to the fullest. The message they want to send to learners is that happy people are successful people. The atmosphere and culture in the staff room is light and the principal makes a personal effort to have it like that every day. He reminds them every day: *"You have a wonderful privilege; you are going to your classroom today!"*

At School H they make learners partly responsible to assist staff members with management tasks as well as extra-curricular tasks. Learners are tasked to organise functions, marks registers and are responsible for discipline at assemblies.

4.5.4 The Principal as motivator

4.5.4.1 How do you motivate your staff and learners to increase performance? Are there any incentives (e.g. monetary incentives) attached for better results?

At School A no incentives are attached to better performances. Nothing monetary, nor something such as a hunting weekend away. They do make use of Article 38(a) (RSA, 1996) incentives, but it is not attached to good performance, but for extra work done. The principal firmly believes in giving credit where credit is due. The staff often hears the word "thank you" from the principal, and that means a lot to staff members. Staff members who are praised for performing well, increase their efforts – inside the classroom as well.

The principal of School B recognises that people are motivated in different ways; some can be motivated by R10 extra which lasts only a day while others can be motivated by what is expected from them and others may be motivated by the success they have achieved. The principal believes that motivation is about three things: *"you have to*

support people, you have to accommodate them and guide them, and then the other add-ons can come along the line". He believes you need to know your staff well enough to know what makes everyone tick. He furthermore believes in empowering people – so motivate four people a day, and those four people motivate another four a day. This model works at the school.

"Our philosophy is that we empower people, make sure that they have the skills and let them take the responsibility to motivate their people, so that their people can motivate the other ones. I think that is the chain reaction".

The principal of School C does not believe that money is a motivational tool. People want recognition. Even though staff members receive additional compensation through the payment of Section 38(a) for extra work done, its purpose is not a motivational tool. He believes the principal must be a motivated person and must give recognition for tasks well done. Staff receive acknowledgement for their achievements on a regular basis in the staff room. At the learner prize giving functions at the end of the year, staff members also receive recognition for their achievements.

School D does not pay any extra remuneration for achievements as a motivational tool. They do make use of Section 38(a) payments for extra hour work done by staff members. The principal firmly believes in thanking people publicly for work done and in acknowledging their achievements. This must be an intentional action and he believes that you need to know exactly what is happening in the school to give praise where it belongs.

The principal of School E thinks the best you can do for a staff member, is to give credit for work well done. It is also important to recognise a person whose, for example sports team did not do well, but he was with them all day long in the sun. Such a person also deserves credit for his sacrifice. The staff at the school are so focused on performance that they work many extra hours without any compensation. They do make use of Section 38(a) payments for extra work done, but it does not serve as a motivational tool.

School F are making significant Section 38(a) payment to staff members for extra work done, but this does not serve as a motivational tool for staff to perform better. The principal uses the weekly assemblies to address and motivate learners and teachers. The morning staff meetings are also sessions where the principal almost drip feed positive things and what is going on at the school to keep a motivated staff complement.

School G do not make Section 38(a) payment as rewards for good performance. The principal never singles out staff members in the staff room for good matric results or not so good results. An overall *"Thank you for hard work"* is enough. All other achievements are rewarded with a mere "thank you" – this is what keeps his staff motivated. The school do pay Section 38(a) for extra hours of work with the extra mural programme of the school.

School H rewards well performing teachers by giving them matric classes to teach. The school and its learners' attitude to always be the best, is used to keep people motivated. Learners are taught to be part of a solution to a problem, and not to only see a problem.

4.5.4.2 How can you, as a principal, develop creative thinking amongst staff members?

At School A staff members are encouraged to run with extra-curricular activities, non-academic activities and projects on their own. Staff members are allowed to attend management meetings and are encouraged to come up with new ideas and solutions to problems. They use informal meetings to talk and to *"bounce"* new ideas. This serves as a platform for new creative ideas with the possibility of a workable idea.

School B allows staff members to put their ideas on the table, and the way one reacts to it, will give confidence to another idea on the table. When staff members come to the forefront with an idea, it is wise to guide them and not to discourage them even if the idea is not such a great idea.

The principal of School C sees himself as a creative person who encourages creative thinking amongst staff members and who appreciates creativity from staff members.

The principal again mentions that it is important to know your staff well but it is also important for the principal to show some creativeness in his leadership and management of the school.

The principal of School D promotes creative thinking by sometimes asking his staff to draw a picture and then give it to a colleague. The colleague must then think of 7 creative ways to use the product in the picture. In this way he attempts to force people to think outside the box, to think more creatively. It stimulates people to look at things differently, even normal everyday things.

School E recognise the fact that not all people are creative but appreciate new fresh ideas. Younger teachers are venturing into using more technologically advanced items in class rooms, which stimulates more creative thinking from other staff members. The school supports creativeness and if it means that some resources need to be procured, it could be investigated and bought if the budget allows it.

At School F, which is more focused on traditions, people tend to rather follow than lead or to come up with new creative ideas. Creative thinking in the classroom is encouraged, but many teachers are still set in their ways. Outside the classroom creativeness is more visible, especially on the sports field and with cultural activities. The school managed to install digital projectors in all classrooms – this transition was welcomed by all teachers. This allows more creativeness and creative thinking amongst staff members, but it is still an area requiring more attention.

School G gives staff members the opportunity to come up with creative ideas, but they must be able to properly motivate the idea. Ideas which could make a difference, which can change something for the better, are recognised by the management team. Staff are allowed to run with creative ideas but must know they need to take responsibility for the idea and its consequences. The new idea must always be in the best interest of the child, because the school has a responsibility towards parents, and within those boundaries staff can experiment.

School H allows staff members to present their creative ideas at HOD meetings and from there ideas can be investigated further.

4.5.4.3 How do you encourage teachers and learners to become more involved in school related activities?

The principal of School A encourages his staff by saying: *"You do not need to be involved in any activities at the school, you may get in your car every day and go home. But … if you are involved it must be because you want to and you have a passion for what you are doing"*. The principal however believes that the educational task of a teacher reaches outside the four walls of a classroom. All staff are not evenly involved in extra-mural activities, but those who are, put their heart and soul into it. The school has a big support club where parents are actively involved in supporting sports and cultural activities.

At School B structures are created to promote mass participation in activities. They empower and give responsibilities to staff and learners to organise some projects at school. The question is: "When do you delegate or when do you participate in management?" By knowing children and staff members, it is possible to ensure that they involve persons who have the necessary skills to run the project. If not, it needs to happen under the guidance of a more skilled person.

School C changed their strategy to promote mass participation in sports activities. They changed their focus from increased performance to increased participation. They already determined that 50% of the learners are not actively involved in extra-curricular activities. The school offers 18 different sports activities and 22 cultural activities, so there is something for everyone to be involved in. The next step they are taking is strategic decision-making in a session with the directors of sports later in the school year in preparation for the following year.

School D believes the culture of the school is based on values – values which are displayed and values that are invisible. Learners must be proud of their school and eager to participate in activities. They focus on their school's history and make the learners aware where they are coming from. Many of the parents are former scholars of the school.

School E advocates mass participation in activities. They allocate coaches to the teams who are responsible for the learners, from their training and gym sessions to ensuring that they show up for matches. The learners are eager to participate and to receive recognition for participating in activities and good results. Teachers who are involved in extra-curricular activities receive compensation for extra work hours through Section 38A of SASA. This serves as some kind of motivation, but most teachers cannot be compensated for the extra hours they are working, because it is far more than what they are being paid for.

At School F the involvement in school activities is voluntary. They encourage learners to participate in at least one summer sports activity and one winter sports activity. Many of the learners are accommodated in the boarding houses, therefore they have high participation in school activities. The boarding learners think of themselves as the backbone of the school as they reside on the premises. They encourage learners who are not participating in activities to attend as supporters or as an audience.

School G offers a wide variety of activities and promotes mass participation in activities. They want the learners to feel they are privileged to be able to participate, as even learners playing in the 10th rugby team are exposed to matches and participate in activities just as the first teams of the school would do. The boarding school leaners must participate in at least two sports and cultural activities, as they believe they must develop a learner holistically.

School H also believes that no learners should be forced to participate in activities. It must be an attitude of wanting to be part of school activities.

4.5.4.4 What role does the motivation of staff and learners play in your leadership and management practice as a school principal?

The principal of School A makes a point of asking learners: *"Is it true that some of you sit at school and wait for the bell to ring at the end of the day and then you go home? Do you realise that you are missing out?* The principal, on a regular basis, reminds learners of their whole "menu" of school activities and how they can become involved. The school experiences a high level of involvement in extra-mural activities. He also

makes a point to praise learners who participate in activities. Every child and every kind of involvement in activities are important, from their achievements on the rugby field to the learner who decorated a cake beautifully.

At School B motivation is seen as a crucial element in their involvement in school activities. Most of the learners come from an environment where there is a need to achieve and where parents ascribe to this kind of principle. Learners are motivated at home so it makes motivation at school easier.

The principal of School C focuses on positive thinking and does not tolerate any negativity. He feels motivated when his RCL comes to his office with suggestions of how to make the school even better. The school must be a place where teachers experience job satisfaction and where they have trust in, for example, the disciplinary system of the school. The parents must be satisfied with the school's future direction. The school has a duty of care, so the principal believes he, as a manager, must be an informed manager who knows what it takes to keep learners and parents happy and motivated. He believes to be a successful principal, one needs to show emotional intelligence and be able to delegate tasks.

The principal of School D believes the ability to motivate others, starts with being self-motivated. According to the principal, he is aware that learners are saying that the principal looks in the mirror every morning and says: *"Gorgeous, today it is me and you and the school."* The principal believes that motivation should be done differently every day. You cannot motivate staff members every day in the same manner. He looks at a situation and see which opportunities might occur to give him an idea for motivation. He is also aware that learners look forward to seeing what he comes up with. Motivating learners and staff is much easier if you have good communication skills and when staff and learners are aware of the image and values of the principal and staff members.

The principal of School E believes in giving credit for all achievements. He also believes in motivating before the learners participate, as this plays a major role in their achievements. He believes that staff members must be aware that he supports them all the way, whether they are winning or losing, but he also reminds them of previous

achievements. He believes that learners should fulfil their potential in all fields of life, from academics to sports and cultural activities.

School F use their assemblies to recognise achievements in all school activities. They have a Sportsman of the Week, Sports Team of the Week and Cultural Activity of the Week trophies which are handed over weekly by the Principal. In their opinion there is lots of scope in which they motivate and recognise achievements and the learners are also aware of it. They use a colour system, for example half colours, full colours and honours in every activity and there are blazers, scroll and ties to give recognition and motivation for involvement in school activities. They see the small pat-on-the-back moments as quite important and think that is something they are good at doing. They focus on acknowledging achievements and do it publicly.

The principal of School G sees motivation as part and parcel of every school day as he sees motivation as part of his DNA. He believes that mass involvement in school activities forms a person to become a better citizen of the country. They acknowledge that individuality and rights are important, but more important is group cohesion and the learner's ability to function in a group.

The principal of School H sees motivation as an inherent trait of every person. Without motivation to be the best, one could not fit into the culture of the school. They encourage learners and teachers to be part of the culture and shared management of the school to become a recognised citizen of the country. Group cohesion can only be taught when one functions in a group, and the school is the place to teach learners exactly that.

4.6 Findings

From the data presented above, the following findings emerged:

4.6.1 Finding 1

All school principals can be seen as visionary leaders as the setting and pursuit of a vision is a valid part of the leadership practice of principals in high performing schools.

4.6.2 Finding 2

Risk-taking is an important part of the leadership practice at successful schools without risking resources and within the framework of the policies of the GDE.

4.6.3 Finding 3

Innovativeness and pro-activeness are necessary skills to allow school principals to successfully lead and manage their schools in becoming high performing schools.

4.6.4 Finding 4

Motivation plays a major role in the leadership practices of principals in high performing schools.

These findings will be discussed in detail in the chapter that follows.

CHAPTER 5

DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter offers a discussion and summary of the findings based on the results of the research. The objective of this study was to investigate and describe the role, if any, that entrepreneurial leadership plays in the day-to-day leadership practices of school principals in high performing schools. It aims to highlight those practices in the leadership and management of a school principal which may contribute positively to the quality of education in South Africa. The findings and recommendations presented in this chapter serve to answer the main research question: What role does entrepreneurial leadership play in the leadership practices of principals in high performing schools? The chapter concludes with recommendations, a summary and conclusion of the study.

5.2 Discussion of findings

The primary research questions ask what role entrepreneurial leadership plays in the leadership practices of principals in high performing schools. The findings will be presented by using the secondary research questions to unpack the primary research question.

Finding 1: All school principals can be seen as visionary thinkers as the setting and pursuit of a vision is a valid part of the leadership practice of principals in high performing schools.

The attribute of an entrepreneur of being a _visionary thinker_, was used to answer the research question.

One of the most unique characteristics of an entrepreneur is that they are visionary thinkers who can think beyond the current way things are done (Smith _et al._ 2006). According to Kinlin (2012), a visionary leader is forward thinking and has the ability to inspire confidence and communicate a sense of purpose.

A visionary thinker is a focused leader who inspires others to reach their shared goals. They are creative people who set the vision for the school and are focused on the creation of values and opportunities (Smith *et al.* 2006).

In answering this question, all school principals showed a passion for the teaching profession and had a personal vision for their schools, which included the creation of values and opportunities. All school principals are challenged every day to improve the quality of teaching and learning and the overall results of the school. They are all achievement orientated and want the learners to strive to be the best in whatever they are doing. All of them had clear goals and a vision for what they want to achieve.

*"*Principals should clearly and regularly articulate and communicate the school's vision and set and communicate high but achievable performance expectations, stimulate staff initiatives and provide support and give feedback in this regard" (Engels *et al*, 2008:171).

Steyn (2014) focuses on the characteristics of an entrepreneurial school principal. He identifies the characteristics to include being fully committed, effectively using available resources, having a clear vision, motivating others to work willingly towards their goals and being compassionate and caring. "Successful principals built a vision and set clear directions that promote a sense of shared purpose for the school, which are at the core of most conceptions of successful leadership" Steyn (2014:349).

According to the University of Pretoria (2015), parental involvement and the leadership skills, commitment and vision of a principal make the difference between successful school and schools that fail. All the school principals expressed their personal vision for their schools which included the setting of clear goals and a vision for the school, as well as the creation of values and opportunities. Most principals indicated that sharing the vision of the school often is a continuous process and something they do deliberately.

The principals of the selected schools are not focused on academic achievements only, but rather the holistic development of the child. The goal is to equip every child to fulfil their own calling in life and to ensure the school gives each learner an opportunity

to change their future and to give them an advantage in life. It enables the school principal to become a visionary who recognises new opportunities to improve performance (Ezeani, 2012).

According to Suyitno *et al*, (2014), research recently done on school leadership in Indonesia, proved that having a clear vision for the school is vital for successful school leadership. The principals whose leadership were based on entrepreneurial leadership, held the following values in leadership: visionary, creative, innovative, independent, hardworking, risk-taking and an entrepreneurial spirit.

All schools have a vision developed by the SGB and the vision of the school is communicated on a regular basis to learners and staff members. It is important that all stakeholders are aware of the vision of the school and try to live the vision of the school. Some schools mentioned that they often revisit their vision, but most schools set a vision for a term of 3 years. By setting the vision and the goals together they ensure that all stakeholders buy-in to the vision and goals of the school.

All principals see the pursuing of the vision of the school as part of their daily task. Without mentioning values in the research questions, the principals all mentioned that they are value driven. Values such as respect, truthfulness, honesty, integrity, responsibility, zeal, compassion and loyalty are mentioned.

During the interviews it was clear that the interviewed principals all showed a passion for education and the development of learners to fulfil their own calling in life. They spoke with pride and passion about what they are doing at school and what it is they want to achieve. All of them mentioned that they are focused on the holistic development of a child and they are all achievement orientated. The goal is to be the best in whatever you do, within your own limitations. Everyone must find his/her purpose in life, and the school is the vehicle towards a happy successful life.

In conclusion, the setting and the pursuit of a vision for the school plays a vital role in the leadership practices of the principals as well as the achievements of the school. An entrepreneurial leader develops a vision and determines the goals of the undertaking and can motivate others towards achievement of the set goals (Fernald *et al,* 2005;

Leitch & Volery, 2017). It is safe to say that all school principals showed the characteristic of entrepreneurial leadership of being a visionary leader.

Finding 2: Risk-taking is an important part of the leadership practice at successful schools without risking resources and within the framework of the policies of the GDE.

The attribute of an entrepreneur of being a _risk-taker_, was used to answer the research question. Risk-taking is the willingness to take the burden and responsibility of uncertainty.

Entrepreneurial principals make opportunities come alive by being courageous in taking a risk. "They create change within the school by having a diverse range of interest and experience that would benefit the school setting" (Torres, 2015:24).

One of the most common characteristics of an entrepreneurial leader is the ability to take a calculated risk. All principals are willing to take a risk, but only if it is within the framework of the policies of the GDE. If risks need to be taken, it must be calculated risks. But, by putting measures in place to prevent a risk, one can handle a risk before it becomes a disaster.

According to Agbim _et al,_ (2013), Dahiru and Pihie (2016), Kuratko (2007), Lajin and Zainol (2015), Reimers-Hild and King (2009) and Renko _et al,_ (2015), entrepreneurial leadership is a vibrant process of vision and change and it involves a willingness to take risks. Principals were all adamant that they are not prepared to risk the resources of the school but are willing to take a risk in seeking an opportunity if it is in the best interest of the child. Risks such as offering more specialised subjects such as Civil Engineering and Design, Alpha Mathematics and Ballet are taken. Teachers in these subjects are scarce and they must often be compensated from the school budget which may become expensive.

A principal can gain benefits from entrepreneurial leadership as they face challenges and constraints every day. This is not only about securing more resources for the school or looking for new ideas – operational-based activities – this kind of leadership is

in its essence, about change. It not only signifies a change in leadership style, but also a change in how things are done, how people think and a change of attitude towards school improvement (Pihie *et al,* 2014(b)).

With changes in policies the principals all mentioned that the best interest of the child is always at play. Some decisions, such as incorporating Accounting in the Senior Phase in EMS together with Economics and Business Studies, was in the opinion of some, not a good departmental decision. Accounting is a specialist subject and the foundation of the subject is grounded in the first two years of study. Some schools kept "Accounting" as an independent subject and therefore they can produce good matric results in this subject due to a good foundation.

One of the principals mentioned that they are prepared to take a risk and to test the boundaries, as testing boundaries is the only way to move forward. They are continuously in a process of change. If it means they test the boundaries and take calculated risks, they must also be prepared to take the responsibility for the successes or failures of the risks. The management of change is difficult, but together with a strong management team one can excel and not conform to be mediocrity.

All the schools in the sample are Section 21 schools, meaning that they are managing their own finances (RSA, 1996). All principals mentioned that the SGB is responsible for fundraising but finding potential sources of funding is difficult. They feel strongly that one needs to take advantage of opportunities. Sponsors are willing to contribute to sustainable projects, but also want to be associated with success. Principals mentioned that small sponsorships go to sports teams, but companies are more inclined to sponsor academic ventures, such as a Mathematics or Technology which are more sustainable.

All school principals, even though projects such as fundraising is a duty of the SGB, accept ultimate responsibility for projects at school level. All of them rely heavily on team work. At some schools teachers, who come up with workable ideas, can form a team and run with the project. Visionary thinking amongst staff members are encouraged and their enthusiasm is to the benefit of the school. Some of the schools

are in a privileged position to have a marketing department, who are absolutely focused on marketing the school, and also on managing all projects the school ventures into.

Good academic results are shared with teachers and learners, but academic performance is never the focus at, for example assemblies. Assemblies recognise school activities and universal truths. School principals never sit down and show charts to compare themselves with, for example other schools. Information is shared in smaller groups, such as departmental or subject groups. Some schools mentioned that, at subject meetings, they compare results continuously with previous results, even from previous years and use it as a motivational tool. The SMT and teachers, on a regular basis, look at the academic performance of learners and will then focus on an individual learner or a specific subject they identified as a having a challenge.

Entrepreneurial leaders, according to Dahiru and Pihie (2016), are people who show an understanding of their personal capabilities, as well as a capability to perform towards the creation of values and opportunities. They are motivated by a challenge and are not deterred by problems such as the absence of resources. They are rather challenged by problems such as a lack of resources and they confront these issues by providing solutions to the organisational problems.

Principals with entrepreneurial characteristics are those who can succeed in the administration of their schools in more creative and innovative ways as they are willing to take risks and exploit opportunities in a positive manner (Ezeani, 2012). "Risk is an essential element of innovation, entrepreneurial organisations and entrepreneurial individuals" (Ramachandran, Devarajan & Ray, 2006) cited in Reimers-Hild and King, 2009:4).

In conclusion risk-taking is playing a major role in the leadership practices of school principals when it comes to venturing into new opportunities or being creative in handling challenges. All schools rely heavily on their parents paying their school fees and not much funding or sponsorships are sourced from outside organisations. Risk-taking plays no role when it comes to resources of the school.

Finding 3: Innovativeness and pro-activeness are necessary skills to allow school principals to successfully lead and manage their schools in becoming high performing schools.

The attribute of an entrepreneur of being *innovative and pro-active*, was used to answer the research question.

The underlying dimensions of entrepreneurial leadership are innovativeness, risk-taking and pro-activeness, and these appear to be suitable skills to allow school principals to successfully manage their schools in an innovative way (Kuratko, 2007, Pihie & Bagheri, 2013; Pihie et al, 2014(a), Pihie et al, 2014(b), Reimers-Hild & King, 2009).

Innovativeness is to think creatively, to develop practical ideas for improvement, to use resources more effectively, to solve problems constructively and the ability to do things differently. Pro-activeness is to have a vision, to lead towards the future, to recognise new opportunities and to act to exploit new opportunities (Agbim *et al,* 2013). According to Tatlah and Iqbal (2012), an innovative approach to school activities leads to effectiveness.

Hamzah *et al*, (2009) as seen in Dahiru and Pihie (2016:1374) believes "the success of the school depends on the competency of the school head as the majority of the researchers on effective schools have shown innovativeness in leadership to be the key factor for effectiveness".

Dahiru and Pihie (2016) mentions that many scholars base their definition of school effectiveness on the academic performance of learners, irrespective of their gender, socio-economic status or race. A school is thus regarded as effective when all the students would be educated irrespective of their socio-economic status or family background.

All principals focused on delegating tasks and to empower their management teams and other staff members. They can venture into new ideas and opportunities, as the success of a school lies in developing people and venturing into new opportunities. At most of the schools, staff members are purposefully challenged to think more creatively, to

challenge the boundaries and to be more innovative. Problems are a challenge and an opportunity for new development.

According to Reimers-Hild and King (2009), schools should have a vision and a unique innovation strategy which matches the culture of the school. Innovation is a continuous process which involves hard work, focus and purpose. It requires time, but one of the most important elements of innovation is risk-taking.

The principals mentioned an open management style. Some schools even allow staff members who are not part of the management team to attend management meetings as observers. This "in-service training" assists in staff being informed and trained in management skills and techniques.

Staff members are encouraged to come up with new ideas when they think something needs improvement. New ideas are considered and discussed. When it seems to be a workable idea, it will be tested and implemented. The principal should delegate tasks and authority to competent staff members who, in return will feel trusted and motivated to accept greater responsibility. Staff members must feel empowered and even if they are not on the management team, feel comfortable enough to present new ideas.

School principals know their staff well, know their strong and weak points and the qualities they can bring to the table. The trust a principal shows in the ability of a person when they are empowered to take leadership position in whatever activity, gives the person confidence. Confidence leads to success and even more successes and there is no sense in forcing staff members to be involved in activities without them showing a passion for it. One school even goes as far as inviting the Sports Director to academic meetings to ensure a balance between the different academic and sports activities.

In conclusion, principals use innovativeness and being pro-active in most creative ways. By empowering staff members, they already identified future leaders who may be promoted into Head of Department positions. They are all focused on being pro-active – exploiting new opportunities and being innovative – by being ready to recognise and develop new ideas and ready to solve a problem in creative ways.

Finding 4: Motivation plays a major role in the leadership practices of principals in high performing schools.

The attribute of an entrepreneur of being a _motivator_, was used to answer the research question.

Motivation is to encourage people to become involved and to strive to be the best. The leader must show the skill an ability to persuade and influence people to work towards a share goal (Gilley *et al*, 2009).

Leadership requires a vision, passion and the capability to motivate others to work willingly (Renko *et al*, 2015; Lajin & Zainol, 2015). At large, leadership involves influencing the activities of a group of people towards achieving organisational goals.

No school is paying teachers additional money for the good academic results of learners. Section 38(a) of SASA (RSA, 1996), allows payment for additional work hours of state employees for which the employee must seek approval from the Employer to be compensated for extra hours of work. When schools make use of Section 38(a) payments, it is not attached to good performance, but for extra work done. People want recognition for work well done, but money is seldom a good motivational tool.

An entrepreneur is a leader who must develop a vision and determine the goals of the undertaking and needs to be able to motivate others towards achievement of the set goals (Fernald *et al*, 2005; Leitch & Volery, 2017). Motivating others requires a skilled leader who can organise others, who can communicate effectively, who can generate creative ideas, plan actions, give meaningful answers, prioritise ideas and provide follow-up to overcome motivational challenges (Gilley *et al*, 2009).

The school principals all believe in giving credit where credit is due. Motivation of staff and learners plays a major part in the leadership styles of the principals. A good principal must be a self-motivated person and be able to give recognition to staff and learners for tasks well done. This is done on a public platform, such as staff meetings and at assemblies where learners are present. Public praise is an intentional action and are used fruitfully to motivate staff members.

Motivation is the drive that forces us to behave in a specific manner. Kroth (2007) cited in Gilley *et al,* (2009), describes motivation as a direction consisting of energy and sustainability. The leaders' ability to persuade and influence people to work in a common direction, is a direct reflection on the leader's talent to motivate others. This influence is partly based on his/her skills to motivate and partly on the motivational levels of the individual people involved (Gilley *et al*, 2009).

Motivation should be part and parcel of every school day and should be an inherent trait of every person. Motivation plays a major role in encouraging learners and staff members to be involved in extra mural activities at the school. Most schools promote mass involvement in extra-curricular activities; some even go as far as expecting learners to participate in at least one summer and one winter sport and one cultural activity in a year.

Motivating learners and staff members is much easier if you have good communication skills and when staff and learners are aware of the image and values of the principal, the management team and other staff members. Learners and staff members must be aware of the support from the principal and management team, whether they are winning or losing.

Entrepreneurial leadership behaviour is especially visible in the school principal's ability to motivate teachers, as well as setting high expectations for teachers, thinking of innovative educational methods for school improvement, sharing and implementing the school's vision and capturing new opportunities for school improvement (Dahiru & Pihie, 2016; Pihie et al, 2014(b)).

Creative thinking amongst staff members are encouraged. It stimulates people to look at things differently, but one must be able to properly motivate the idea. Ideas which could make a difference, which can change something for the better, is recognised by the management team, if the new ideas are in the best interest of the child.

In conclusion, leadership involves influencing the activities of people towards achieving a shared goal and requires a vision, a passion and ability to motivate others to work willingly. Motivating others requires a skilled leader who plays a major role in

encouraging people to become involved in school activities and to strive to be the best. Motivating people must form part of every school day as motivated people work willingly to achieve the vision and goals of the school.

5.3 Answering the research question

What role does entrepreneurial leadership play in the leadership practices of principals in high performing schools?

From the presented data it is safe to say that entrepreneurial leadership appears to play a significant role in the leadership practices of principals in high performing schools. The study found that entrepreneurial leadership, as a distinctive leadership style, is applied incidentally by principals who embrace customs such as being a visionary thinker, innovativeness, motivation, risk-taking and being pro-active (Kuratko, 2017). It is found that the school principals, as the driving force behind a school's success, are guided by these and some more attributes of entrepreneurial leadership.

Furthermore, it is found that principals whose leadership is based on entrepreneurial leadership held values in leadership such as being a visionary, are creative, innovative, independent and hardworking, prepared to take a risk and show an entrepreneurial spirit (Suyitno, Sonhadji, Arfin & Ulfatin, 2014).

The study found that the principals all showed characteristics associated with entrepreneurial leadership which assist them in executing their daily tasks to improve school effectiveness and facilitate school innovation (Ezeani, 2012, Xaba & Malindi 2010). The principals are focused on motivating and encouraging staff and learners to think and act more innovatively and by expressing a compelling vision for the school they confirm the entrepreneurial leadership practices applied at the schools (Dahiru & Pihie, 2016; Reimers-Hild & King, 2009).

The study confirms that the principals take interest in people as individuals, take their opinions into account, and believe in working together as a team. Principals believe subordinates can make a valuable contribution when decisions are taken thus confirming entrepreneurial leadership practices.

5.4 Recommendations

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

1. It is suggested that entrepreneurial leadership as a unique leadership style may be one of the vehicles for school improvement. The study found that the principals all showed characteristics associated with entrepreneurial leadership which assisted with school effectiveness and improvement.

2. All school leaders should set clear goals and a vision which should be communicated with leaners and staff members on a regular basis. The study found that the school principals regularly communicated the school's vision and communicated high, but achievable goals.

3. The vision of a school should be value based and values such as respect, responsibility, compassion, trustworthiness and accountability should be embraced. The study found that all school principals had a vision for their schools based on values and the creation of opportunities.

4. School leaders should set clear directions to promote a shared purpose for the school. The study found that the school principals are visionary thinkers who are forward thinking and who inspires others to reach their shared goals.

5. School leaders should have a passion for education and the achievement of high expectations. The study found that all school principals showed a passion for the teaching profession and they all had a personal vision for their schools.

6. Schools should focus on the holistic development of the child. The study found that the school principals are not focused on academic achievements only, but rather the holistic development of the child as the goal is to give learners an opportunity to change their future and to give them an advantage in life.

7.   New opportunities should be investigated and acted upon. The study found that the school principals are able to think creatively, able to develop new ideas for improvement and show the ability to do things differently.

8.   School leaders should encourage learners and staff members to be achievement orientated. The study found that school principals are challenged to improve the quality of teaching and learning and the overall results of the school.

9.   Working together in a team is recommended. The study confirms that the principals believe in teamwork and they take interest in people as individuals and take their opinions into account.

10.   Tasks should be delegated to empower management teams. The study found that schools principals delegate tasks in order to empower and prepare staff for leadership positions.

11.   Motivation of staff and learners should be part of each day. The study found that the motivation of others plays a major part in the process of school improvement.

12.   Principals should establish a sound relationship with staff members. The study found when a principal takes interest in people as individuals and takes their feelings and opinions into account sound relationships are established.

5.5 Limitations

The study was limited to 10 high schools in three districts in the Gauteng Department of Education (GDE). Only eight schools was selected as one of the schools had an acting principal for a number of months and the principal of the other school is a former colleague of the researcher. All schools are purposefully selected Quintile 5 schools situated in affluent suburbs and selected on the grounds of their NSC academic results in 2015 and 2016. This proved to be a limitation, as more high performing schools within other quintiles could have been selected for a bigger sample. Qualitative research was used with interviews as the data collection method. If Quantitative research was used, the sample could have been bigger including other provinces.

These participants could have been reached by using questionnaires or a Google questionnaire. No primary schools were selected in the sample. The socio-economic status of the learners at the selected schools was not considered.

5.6 Suggestions for further research

- Future research could cover schools from other provinces in the country. The research only covered a small sample high performing schools in Gauteng, but schools outshining others are found all over the country.

- Entrepreneurial leadership, as a distinctive leadership style, deals with challenges and crises in organisations and further studies may be conducted on the development of entrepreneurial skills of school principals.

- Just as there are high performing high schools all over the country, there are high performing primary schools so further research could include principals of high performing primary schools.

- Research could be conducted on formal training programmes for school principals which could provide them with the necessary skills, knowledge and values to manage schools effectively.

- Further research would be done to look at the leadership styles of school principals in other quintiles, and not only Quintile 5 as this study has covered.

5.7 Summary of the study

One of the problems currently experienced in South African schools is that school leaders are not officially trained to become school principals (Bush *et al*, 2011; Mathibe, 2007; Xaba and Malindi (2010). Despite the lack of training, many schools are successful in offering a high quality education and produce good results.

The reasons why some schools are successful despite the lack of formal training to become a school principal deserved to be investigated. This study investigated the role of entrepreneurial leadership in the leadership practices of principals in high performing schools.

The primary research question which guided this study is:

What role does entrepreneurial leadership play in the leadership practices of principals in high performing schools?

The secondary research questions used to unpack the primary research question are the following:

- What role does the setting and the pursuit of a vision for the school play in the leadership practices of principals in high performing schools?

- What role does risk-taking play in the leadership practices of principals in high performing schools?

- What role does innovativeness and pro-activeness play in the leadership practices of principals in high performing schools?

- What role does motivation play in the leadership practices of principals in high performing schools?

The data was gathered through semi-structured interviews with 8 of the 10 high performing schools in Gauteng. The study used entrepreneurial leadership as a theoretical framework and wanted to see if any, if not all of the principals from the selected school apply entrepreneurial leadership as a unique leadership style in leading the schools.

A Qualitative approach was most suitable for this study with the focus on leadership styles of principals in high performing schools and the relationship to entrepreneurial leadership.

The study is based on a case study design where school principals of the Top 10 performing schools in Gauteng (based on their academic results in 2015 and 2016), were interviewed. For this investigation into the leadership practices of the principals in high performing schools, the purposively selected participants were the principals of such schools. The focus of the study also dictated the research sites, namely high performing schools in Gauteng.

Individual, semi-structured interviews were conducted and the research design was constructed to find the possible link between entrepreneurial leadership and the leadership styles of principals in high performing schools. The researcher served as a data collecting instrument by asking the participants broad, open-ended questions in semi-structured interviews to share their views and experiences on the subject. In this study, the interviews were recorded and answers of the participants analysed.

From the data presented, the following findings emerged:

Finding 1: All school principals can be seen as visionary leaders as the setting and pursuit of a vision is a valid part of the leadership practice of principals in high performing schools.

Finding 2: Risk-taking is an important part of the leadership practice at successful schools without risking resources and within the framework of the policies of the GDE.

Finding 3: Innovativeness and pro-activeness are necessary skills to allow school principals to lead and manage their schools successfully in becoming high performing schools.

Finding 4: Motivation plays a major role in the leadership practices of principals in high performing schools.

Based on the findings of the study, it is recommended that entrepreneurial leadership as a unique leadership style should be a vehicle for school improvement. All schools should set clear goals and a vision and it should be communicated to leaners and staff members on a regular basis. The vision of the school should be value based and values such as respect, responsibility, compassion, trustworthiness and accountability should be embraced. Principals should set clear directions to promote a shared purpose for the school and have a passion for education and the achievement of high expectations. Schools should focus on the holistic development of the child and new opportunities should be investigated and acted upon. Principals should encourage learners and staff members to be achievement orientated and finally the principal, staff members and learners must be willing and able to adapt to change.

5.8 Conclusion of the study

The principals showed aspects of being a visionary thinker by setting clear goals and having a personal vision for the school. They all set clear directions to promote a shared purpose for the school. All schools have a vision developed by the SGB and the vision of the school is communicated on a regular basis to learners and staff members. The principals are focused leaders who inspire learners and staff members to reach their shared goals and are focused on the creation of values and opportunities. They are all highly achievement orientated and show a passion for education and the holistic development of the learner.

All principals were adamant that they are not willing to risk the resources of the school but do take advantage of opportunities. They are willing to take a risk, but only if it is within the framework of the policies of the GDE and it should be a calculated risk.

Schools are continuously in a process of change – new opportunities and ventures are sourced all the time to ensure quality of teaching and learning. All principals delegate tasks to subordinates to empower and prepare staff for leadership positions

The principals all showed a passion to be innovative and pro-active. They can all think creatively and develop practical ideas for improvement. They use resources effectively and solve problems constructively. All principals are focused on recognising new

opportunities and show the ability to implement innovation to create change. They all showed an ability to do things differently and to enable new ideas and are focused on empowering staff and allow them to venture into new ideas and opportunities.

Motivation plays a major role in their successes, as all principals believe in inspiring others to work to the best of their ability. They often communicate their vision for the school as a strategy for motivation. They can organise and motivate people to attain their common goals and regularly show appreciation for achievements, encourage happiness and promote the holistic development of the learner. The principals all encouraged people to be involved in school activities, to strive to be the best and to think creatively.

In conclusion I can report that all the principals involved in the study showed attributes of applying entrepreneurial leadership practices. All principals incidentally used entrepreneurial leadership skills fruitfully to lead and manage their schools. Not all aspects of being an entrepreneurial leader can be applied in the school environment, such as risking the monetary resources of the school, but when it comes to leading and managing the school, entrepreneurial leadership practices can be applied with huge success.

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ANNEXURE A

INTERVIEW PROTOCOL

The role of entrepreneurial leadership of principals in high performing schools

PURPOSE OF THE STUDY

This study proposes to examine the role (if any) that entrepreneurial leadership plays in the leadership practices of school principals in high performing schools in Gauteng.

SOURCES OF DATA TO BE COLLECTED

Individual, semi-structured interviews will be conducted with the principals of the 2015 and 2016 top 10 academic schools in Gauteng.

ASSURANCE OF CONFIDENTIALITY

All participants are assured that their identity as well as their responses will always be regarded as completely confidential and will not be made available to any unauthorized user. The participation of individuals in this study is completely voluntary. Should any participants wish to discontinue their participation during the research project, he or she will be free to do so at any stage, up to and including after the completion of the actual interview.

Precautions will be taken to ensure that no participant will be harmed in any way by this research or their participation therein. No participant or school will be named or identified in any way – should the researcher wish to quote from an interview transcript, a pseudonym will be allocated to that particular participant. Every participant will be given an opportunity to verify the transcription of the discussion/ his or her interview.

DURATION OF INTERVIEW

This individual interview should take no longer than 2 hours (120 minutes). Please note that the discussion will be recorded and then transcribed. Every participant will be given

the opportunity to validate the transcription as an accurate reflection of the discussion and of their individual part therein.

ANNEXURE B

THE PRINCIPAL AS A VISIONARY THINKER

1.1   What is your vision for the school?

1.2   How did you set the vision of the school?

1.3   Who are the stakeholders you involved?

1.4   How do you familiarise your staff and learners with the vision of the school?

1.5   How often do you articulate the vision of your school to staff and learners?

1.6   What role does the pursuing of the vision of the school play in your leadership and management of the school?

2.   THE PRINCIPAL AS RISK-TAKER

2.1   How do you react to changes in policy?

2.2   How do you identify potential sources of funding?

2.3   At your school, who assumes ultimate responsibility for all projects or other non-academic activities at the school and why?

2.4   What role does risk-taking play in the leadership and management practice of your school? For example, do you, for instance, share academic performances of subjects with learners on a regular basis?

3.   THE PRINCIPAL AS INNOVATIVE AND PRO-ACTIVE

3.1   What are the leadership practices you apply in the effective management and leadership of the school?

3.2   How do you and your staff members come up with new ideas and how do you re-act on it? Give examples?

3.3   How do you utilise the expertise of staff members? Give examples?

3.4   In your opinion, what do you think do you do differently at your school compared to other schools?

4.   THE PRINCIPAL AS MOTIVATOR

4.1   How do you motivate your staff and learners to increase performance? Are there any incentives (e.g. monetary incentives) attached for better results?

4.2   How can you, as a principal, develop creative thinking amongst staff members?

4.3   How do you encourage teachers and learners to become involved in school-

related activities?

4.4   What role does the motivation of staff and learners play in your leadership and

management practice as a school principal?

ANNEXURE C

The Principal

………………………….. High School

Dear Sir/Madam,

PARTICIPATION IN THE STUDY ON THE ROLE OF ENTREPRENEURIAL LEADERSHIP OF PRINCIPALS IN HIGH PERFORMING SCHOOLS

I am currently enrolled for a Master's degree in Education Leadership at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is: **The role of entrepreneurial leadership in the leadership practices of principals in high performing schools.** This study is therefore concerned with the investigation into the leadership practice of the school principal in his/her core duties in leading and managing the school.

It is therefore my great honour and privilege to be able to invite you to become a voluntary participant in this research project.

Please allow me the opportunity to explain the scope and responsibility of your participation, should you choose to do so. It is my intention to gather the information I require for this research project as follows:

- By interviewing the principals in high performing schools participating in the study on their leadership practice

I have included here for your information a schedule of interview questions.

This study aims to investigate and describe the role, if any, that entrepreneurial leadership plays in the day-today leadership practices of school principals in high performing schools.

Please understand that the decision for you and your school to participate is entirely voluntary and that, once you have indicated your willingness to participate, permission for your participation will also be secured from the Gauteng Department of Education. Please also be assured that the information obtained during the research study will be treated confidentiality, with not even the Department of Education having access to the raw data obtained from the interviews. At no time will either you as an individual or your school be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations. This research study presents a unique opportunity for you and your school to get involved in the process of research aimed at exploring ways and means to improve the quality of education at management level in South African schools. If you decide to participate in this research study, kindly indicate this by completing the consent form at the end of this letter.

Thanking you in anticipation.

Yours in service of education,

Mrs. A de la Rey

      Dr. E Eberlein

Student researcher

      Supervisor

ANNEXURE D

LETTER of INFORMED CONSENT

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED

The role of entrepreneurial leadership of principals in high performing schools

I, _____, hereby voluntarily and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by Amanda de la Rey, currently a student enrolled for an MEd Leadership degree at the University of Pretoria.

I further declare that I understand, as they were explained to me by the researcher, the aim, scope, purpose, possible consequences and benefits and methods of collecting information proposed by the researcher, as well as the means by which the researcher will attempt to ensure the confidentiality and integrity of the information he collects.

_____   _____

Full name   Date

ANNEXURE E

<div align="center">

VERIFICATION OF THE TRANSCIPT
IN THE RESEARCH PROJECT ENTITLED

</div>

The role of entrepreneurial leadership of principals in high performing schools

I, _____, hereby voluntarily and willingly agreed to participate as an individual in the above-mentioned study introduced and explained to me by Amanda de la Rey, currently a student enrolled for an MEd Leadership degree at the University of Pretoria.

I further declare that I received the transcript of the interview and can verify the authenticity and correctness of it.

SIGNATURE   Date