

RHODES UNIVERSITY

DEPARTMENT OF EDUCATION

**THE IMPACT OF US PEACE CORPS VOLUNTEERS ON THE
MANAGEMENT AND LEADERSHIP OF A SCHOOL IN NAMIBIA: A CASE
STUDY**

submitted in partial fulfilment of the requirements for the degree of

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by

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ABSTRACT

Peace Corps Volunteer teachers have played a significant role in Namibia's attempts to restructure education in line with its policy of education for all. While we have learned a great deal in recent years about how Peace Corps Volunteer Teachers have achieved their stated goals and objectives of teaching students and training serving teachers, we still know relatively little about the role they may have played in school management. The purpose of this study is to examine the impact of Peace Corps volunteers work on the management and leadership of the schools they serve. The study focuses on the work of two volunteers based in a combined school in the Ondangwa West educational region of Namibia.

The study adopts a qualitative approach and seeks to establish whether there has been an impact by Peace Corps volunteer's work on the management and leadership of this school by focusing on (a) activities performed by Peace Corps volunteers; (b) the experiences of both management and staff in working with Peace Corps volunteers; (c) whether the presence of Peace Corps volunteers that served at the school influence the management and leadership of the school; (d) how the duties and activities performed by these volunteers were perceived by the students, teachers and community.

The interview questions that were used to collect data from seven respondents were based on the literature from Peace Corps and the Ministry of Basic Education, Culture and Sport as well as education management and leadership literature. The findings indicate that volunteers that served at this school performed management and leadership related activities with the students, teachers and community and that these activities are having an effect on the management and leadership of the school.

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ACRONYMS USED IN THIS STUDY

BES:	Basic Education Support Project
C:	Counterpart
CPCV:	Current Peace Corps volunteer
DP:	Deputy Principal
HOD:	Head of Department
IBIS:	Denmark Volunteer Agency
IFESH:	International Foundation for Education and Self-Help
LBDQ:	Leader Behaviour Description Questionnaire
MBEC:	Ministry of Basic Education and Culture
MEC:	Ministry of Education and Culture
PC:	Peace Corps
PCV:	Peace Corps volunteer
PCVs:	Peace Corps volunteers
PTA:	Parent Teacher Association
RPCV:	Returned Peace Corps volunteers
SB:	School Board Member
TSB:	Teacher and School Board Member
US:	United States
USA:	United States of America
USAID:	United States Agency for International Development
VSO:	Volunteer Service Overseas

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CHAPTER 1

INTRODUCTION

1.1 Background

Education in Namibia during the colonial period (1920-1989) was managed and administered through bureaucratic means. Apartheid policies and strategies left this country with the crippling legacies that have been, and still, commonplace in South Africa, such as unequally resourced schools, unqualified or under-qualified teachers, and inappropriate curricula. By the late 1980s, Namibia not only lacked sufficient professional educators and educational managers, it also was unable to train enough specialised educational staff within its own borders (Cohen 1994: 185).

Namibia's independence brought huge challenges especially in education. One of the most difficult challenges and decisions for the government, undoubtedly, was eradicating the Bantu Education Policy. Coincident with this challenge came a fundamental overhauling of the basic education school curriculum, which resulted in the policy of an equal education for all, a national curriculum, and a national language policy.

The aim of the restructuring of education was to prepare present and future generations of all Namibian children to be contributing members of society, and thus be involved in all spheres of a democratic society. Overcoming these challenges was to be guided by the four national education goals of quality, equity, access and democracy as called for by *Towards Education For All* (MEC 1993).

Naturally, an education policy and hence a school curriculum designed to accomplish this end, particularly at the primary and secondary levels, would involve different studies in all areas of education, training of teachers and policy makers, school administration and management. The important feature of all these issues was, of

course, immediate action. By 1991, committees were formed and educators, opinion shapers, and policy makers were able to publish reports and make suggestions and recommendations to bring about a fundamental reorganization of primary and secondary education.

One of the first documents to emerge was a report of The Education Committee titled, *Recommendations for a National Education Policy: Objectives and Strategies*. The report concluded that among the problems inherited in the education system was a lack of trained and qualified teachers, particularly in mathematics, science, and English (MEC 1993).

Not long after the report of the Education Committee, the government appointed another committee to make a specific study of serving teachers in the education system. This committee's report, *The Training Needs of Serving Teachers*, identified the same problems and went as far as indicating that a proficient command of the English language by both teachers and students affected secondary education most directly (MEC 1993: 22). The problems and issues central to the education system amounted to restructuring, reorganizing, and redesigning the education system to achieve the objective of "Education for All" (MEC 1993: 23).

Unfortunately, however, the pursuit of education for all was not without its problems. If an equal education opportunity were to be provided for all Namibians, the government would have to seek assistance from outside its country's boundaries. Not only that, but the assistance of international agencies and other countries would be needed to accommodate the National Education Policy recommendations. One of the first responses to this international call for this accommodation was by the United States of America (USA) in the form of Peace Corps Volunteers (PCV). In 1991 the USA sent PCVs to teach English, mathematics and science in secondary schools, and later volunteers to work with Junior Primary school teachers in implementing the newly restructured school curriculum. The vast majority of these volunteers served in the northern educational region of Namibia, Ondangwa East and West. These were among

the regions identified as significantly disadvantaged with the highest proportion of teacher shortages in English, mathematics and science subjects.

Currently, other volunteer sending agencies assisting Namibia in its educational thrust include Volunteer Service Overseas, World Teach, International Foundation for Education and Self-help, and IBIS. In addition, Egyptian, Nigerian and Australian volunteers are also active in Namibia, all serving mostly at the secondary level teaching mathematics and science subjects. Interestingly, among these volunteers, the US Peace Corps has sent the largest number of volunteers since 1991.

As a former Director for Education with the US Peace Corps, I have in the course of my duties observed that Peace Corps Volunteers not only taught English, mathematics and science but were also involved in activities that relate to management of primary and secondary schools. Peace Corps Volunteers have, for example, assisted their school management with drafting and editing of official correspondence. The volunteers' interaction with school management also increased the confidence level of principals to manage their schools better. The resources solicited by volunteers have also helped principals to become better managers. As a result of Peace Corps Volunteer Teachers' and Teacher Trainers' involvement with the management of schools, many principals are now more open to the ideas of shared decision making. Equally important, they have become more open to democratic practices in the management of their schools. This ties in well with both the objectives of the National Education Policy and the recent trends in educational management, i.e. democratic approaches in educational management.

1.2 Topic and Research Question

The purpose of this study is to examine whether the Peace Corps volunteers' work has made an impact on the management and leadership of a combined school in the Ondangwa West educational region of Namibia. This school is one of the schools that

has benefited from more than one Peace Corps volunteer, in both BES and Secondary Education projects, and is therefore a suitable setting for this study.

As I stated above, I chose this topic based on my own experience supervising Secondary Education Peace Corps volunteers. As such, in order to determine whether there has been an impact, I chose to focus on:

- The experiences of both management and staff in working with Peace Corps volunteers;
- whether the presence of Peace Corps volunteers at the school have influenced management and leadership of the school;
- how the duties and activities performed by volunteers at the school were perceived by students, parents and communities.

Although teaching responsibilities for PCVs varied from one school to another, primary and secondary schools in the northern region had to experiment with innovative ways to utilize volunteer teachers (Peace Corps 2000). But in what other ways were they used? What impact did these other ways have on the management of these schools? How did they influence school administrators in their choice of assigning educational activities and functions? Did their contribution make any difference? These are some of the questions this research has sought to answer.

1.3 Research Approach

The approach I elected to follow in conducting this study falls within the interpretive paradigm. According to this approach, objectivity is not possible and the results of an inquiry are always shaped by the interaction between the researcher and researched. The study aims to explore the subjective reasons that lie behind social action. It focuses on experiences and attitudes. Bassey (1995: 13) describes the concept of reality in an interpretive study as varying from one person to the other. Moreover, qualitative researchers study things in their natural settings, attempting to make sense of, or

interpret, phenomena in terms of the meanings people bring to them. A case study method was felt to be most appropriate (Winegardner 2001: 1).

I used multiple data collection sources in order to present a more comprehensive or richer picture. I chose interviews as the main data collecting tools. Various documents including Peace Corps project plans and reports were also analyzed.

1.4 Steps Followed in Conducting the Study

When I started this research, I had no clear picture of what I was getting into. I decided to take it step by step. After I submitted my proposal, I started working on my interview questions right away. This I did without working on my literature chapter first. The research question and goals I indicated in my draft proposal, Peace Corps reports and the literature on democratic management and leadership guided me in formulating the questions. After this process I contacted the educational region as well as the school for permission to work with the school. My first meeting at the school was really to introduce the study and explain what I would require from them. I shared examples of the type of questions I would be asking. The principal offered to assist with the selection of participants.

My second meeting at the school was to start with interviews. It took me two days to interview the six participants. These included the principal, deputy principal, head of department, the counterpart to the previous and current PCV, the current PCV and two members of the school board.

Upon my return to Windhoek, I started transcribing the data from the audio recording I used during the interviews. After reviewing the data, I realised that I needed to collect data from the former PCV who had already returned to the US at that time. The current PCV had only been at the school for four months at the time of the interview, and had insufficient experience on which to draw. I decided to send the former PCV a questionnaire by e-mail, which she returned to me a week later.

During the initial assessment of the data, it became clear that there was a need for follow-up interviews, especially with the principal and the volunteer counterpart. Their responses gave rise to further questions, which needed clarification by additional interviews. This I think was caused by the fact that I conducted the interviews without working on my literature chapter. This is something that I advise any researcher against. One needs to have a thorough knowledge of one's literature before conducting the interviews. When I contacted the school to arrange for follow-up interviews, I learned that the counterpart to the volunteers was going to be in Windhoek the next day for the whole week attending a workshop. I arranged to meet with her. After the follow up interview with the counterpart, there were only two things that I needed to talk to the principal about. Due to financial and time constraints, I decided to telephone the principal. The follow-up interview with the principal was done by phone.

At that point, I felt I had collected enough data. I started with the writing of the report. Writing the report was not easy. I struggled to make sense of the experiences of the respondents with the work of the PCVs. I hope you will agree with me, after reading this report, that the way I worked with the data is sensible and appropriate.

1.5 Terminology Used

Before going further, it would be helpful to present a description of a number of concepts and terms that will be used regularly throughout the paper. The concepts are: management, leadership, democratic management and leadership.

Management: The meaning of the term management may differ from one person to another depending on the nature of the context in which it is used. In this report, *management* is about creating and maintaining order, planning and budgeting, controlling and problem solving, organising and staffing. I take the outcome of management to be the creation of a degree of predictability and order, and the potential for consistently producing key results expected by various stakeholders (e.g. for

customers, always being on time; for stockholders, being on budget) (Hoy & Miskel 1996). To this one would have to add the potential for developing human resources, both in terms of skills and personal qualities in pursuit of democratic ideals.

Leadership: The meaning of the term leadership may be more debatable than management. Some theorise that leaders are born while others refer to behaviours of individuals to define leadership. However, in this report I adopt the definition of leadership given by Whitaker. Whitaker (1993: 74) defines leadership as a behaviour that enables and assists others to achieve planned goals. The definition by Whitaker indicates that a leader is someone who demonstrates qualities of teamwork, trust in others, and someone who leads others in achieving the organisation's goals.

Democratic Management and Leadership: The democratic approaches to management and leadership have their origin in the critical tradition, which stresses the notions of participation, collaboration and empowerment. Bush (1986: 48) defines democratic approaches as those that emphasize that power and decision-making are shared among some or all members of the organization. These approaches range from a 'restricted' democracy where the leader shares power with a limited number of senior colleagues to a 'pure' democracy where all members have an equal voice in determining policy.

1.6 Organization of the Thesis

The thesis is divided into five chapters. The first chapter includes the introduction, topic and research question, research approach, steps followed in conducting the study, as well as the organization of the thesis. The second chapter provides a review of literature relating to democratic educational management and leadership. The third chapter discusses the methodology of the study including the research question and goals, the paradigm adopted for the study, the method used, as well as data collecting tools, data analysis procedures, participants in the study, ethics and critiques of case study method. The fourth chapter presents the research data, analysis of results as well as the discussion of findings. The fifth and last chapter presents the conclusion including a

summary of findings, some thoughts on the potential value of the study as well as the limitations of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this chapter, I will attempt to do two things: one, provide an overview of Peace Corps involvement in Namibian education reform, especially in terms of leadership and management; and two, provide an overview of management and leadership literature, with special reference to theories which resonate with principles that are central to education reform in Namibia, of which democratization is one. Democratic management and leadership styles are central to the education reform in Namibia.

2.2 Involvement of US Peace Corps in Namibia Education Reform

The idea of education for all and democratic education, as called for by *Towards Education for All* (MEC 1993) has not been easy to realize. If equal educational opportunities were to be provided for all Namibians, the government would have to seek the assistance of international agencies. One of the first respondents was the United States of America (USA) and its Peace Corps Volunteers (PCVs). In 1991 the USA sent PCVs to teach English, mathematics and science in secondary schools, and subsequently volunteers to work with Junior Primary school teachers in implementing the newly restructured school curriculum. Although there are currently several other volunteer agencies assisting Namibia in its educational thrust (such as VSO, World Teach, IFESH, IBIS, and agencies from Egypt, Nigeria and Australia etc.) the US Peace Corps has been the largest supplier of volunteers since 1991.

Later, in 1994, the Peace Corps entered into a collaborative agreement with United States Agency for International Development (USAID) to provide assistance to the Namibian Ministry of Basic Education and Culture in one of their major initiatives, the Basic Education Support (BES) project. The purpose of the project is to increase the Ministry of Basic Education and Culture's capacity to implement the new lower

primary curriculum while improving learner outcomes in Namibia's most disadvantaged schools.

2.2.1 Peace Corps promotes democratic education

There is clear evidence within the Peace Corps projects that planned activities and stated goals are geared towards the promotion of democratic education, as is central to the Namibia education reform. Overall within Peace Corps projects, there is an assumption that Peace Corps volunteers' influence frequently extends beyond the parameters of the stated goals of these projects, which are to teach students (English, math and science), train teachers in implementing the new reform and work with counterparts. The review of literature shows that some of the minor goals as stated by the projects documents are related to education management and leadership.

In the following section, I will outline some of these minor goals.

2.2.2 Goals of US Peace Corps projects in regards to education management and leadership

- Assist with establishing community based projects to link the schools and the community.

This goal intends to close the gap between schools and community to facilitate democratic education. The Ministry of Basic Education recognises that the substantial gains in access and equity of basic education now need to be sustained through management for quality assurance, community involvement and management development. The Ministry further recognises that sustaining its great strides in educational reform will require strong community partnerships. *Towards Education for All* (MEC 1993) states that the administration of the education system requires broader participation in decision making.

Peace Corps volunteers are to respond to this goal by initiating secondary projects in their communities that will serve the purpose of linking schools to the community and vice versa. This is essentially an education management and leadership function, particularly when viewed in light of growing emphasis on community involvement in schools, and schools as “communities” (Sergiovanni 2001: 1-3).

- Assist school management with English writing skills for official correspondences.

Towards Education For All (MEC 1993) calls for English as the medium of instruction in schools as well as an official means of communication within the national government offices. A great number of school managers are not well versed in English writing skills as indicated by the report on Research into the English Language Proficiency of Namibian Teachers and Principals (MBEC 1999).

Volunteers, being in most cases the only person among staff who is comfortable writing English, are in a good position to assist school management in editing, and drafting official correspondence. School managers are enabled by the use of English to better manage their schools in terms of time and resources. Thus there is a direct link between increasing proficiency in English and communication, one of the central elements in management.

- Create Parent Teacher Associations to broaden the management role of the principal as well as involving parents in the management of schools.

PTAs place greater emphasis on strengthening parent and community linkages in education. By 2000, the Ministry of Basic Education and Culture expect to implement a ten-year plan supporting increased democratic participation in education. The trend toward decentralisation in education is envisioned as “a

smart partnership between international agencies, parents, learners, teachers, and the community at large” (MBEC 1999)

- Solicit resources to help school managers better manage their schools.
This goal is to be addressed by both Secondary and BES projects volunteers. Peace Corps volunteers will help communities access external resources, from the private sector as well as from the US funded programs such as Small Project Assistance, Peace Corps Partnership, Sabre Books and the Ambassador's Self-Help Fund. Volunteers will assist with identification of funding sources, drafting project proposal for funding, drawing up budgets and management of funds. It goes without saying that fund-raising has increasingly become one of the primary roles of education managers. Governments can no longer afford education, and are becoming increasingly reliant on the business acumen of school principals. Schools are increasingly viewed as business, evidenced in the popularity of theories such as Total Quality Management (Murgatroyd & Morgan 1992).
- Through the Basic Education Support project, train principals of schools in matters related to supervision, control, advice and evaluation of the teaching and learning in the classroom and contribute to the process of continuous professional development through leadership workshops
This goal is to be addressed by way of conducting management and leadership workshops for school managers. Volunteers are to bring Principals together for workshops and “share days” (professional gathering to share ideas and information). Volunteers will also assist in improving the effectiveness of school management by assisting principals in implementing MBEC training packages for school management.
- Help build skills confidence and motivation at the individual and group levels through professional and social interaction

Volunteers are to attain this goal by assessing and prioritising needs of principals, conducting workshops for principals and also have a one to one basis professional development. Also, Volunteers are to support the professional development of school principals to coordinate the program within the established school clusters.

This list serves to highlight the extent to which volunteer teachers were envisaged as being in a position to assist with duties and functions that are either directly or indirectly linked to school management and leadership. Of course, it is possible to speculate on what these expectations suggest about Peace Corps' assessment of local or 'indigenous' expertise. But perhaps critical engagement of this kind falls outside the scope of this study. Suffice to say that Peace Corps seemed to have fairly low expectations of what Namibian principals were capable of without outside aid.

2.3 Management and Leadership Approaches in Post-independent Namibia

Since independence in 1990, the Namibian government has committed itself to education reform that is based on the four major national education goals of *equity, quality, democracy and access*. These goals form the pillars of the Namibian education reform, expressed in *Towards Education For All* (MEC 1993).

Equity refers to overcoming educational disadvantage, that is every child should have a fair chance of succeeding in school, as opposed to the past where most children did not have a fair chance of succeeding in school.

Quality means that schools should aim at equipping children with knowledge, skills and attitudes they need to compete and cooperate with their counterparts around the globe.

Access aims at providing educational opportunities and facilities for all learners. Parents should understand the value of schools, therefore enabling their children to attend school.

Democracy refers to provision of education that foster democracy.

Towards Education For All (MEC 1993) states that a democratic education system is organised around broad participation in decision-making and clear accountability. Participation at all levels and accountability are vital elements of democratic education. The Namibia education reform calls for schools to be organised in such a way that parents may be active participants in school governance, active contributors to discussion of school management and administration, and active evaluators of the quality of instruction and learning:

To teach about democracy, our teachers - and our education system as a whole should practise democracy (MEC 1991:37).

Democracy must therefore be not simply a set of lessons in our schools but rather a central purpose of our education at all levels. The attainment of these national education goals poses challenges for schools and the education system as a whole.

Unlike many other educational reforms in African countries that have relegated teachers and teacher educators to marginal roles as implementers of ideas and practices created away from the classroom, the Namibian reforms call for broad participation in defining and developing the reforms in ways that are consistent with the four general goals (Dahlstrom 1999).

The aim of the restructuring of education was to prepare present and future generations of all Namibian children to be contributing members of society, and thus be involved in all spheres of a democratic society. The process was to be guided by the Policy of National Reconciliation which required a balanced restructuring of Public Service based on the three pillars of the Constitution of the Republic of Namibia: *Unity, Liberty and Justice*.

As in the case of South Africa, the challenges that have emerged from the education reform initiatives are:

- The development of effective management
- The promotion of education for all
- The implementation of a learner-centered and democratic pedagogy
- The restoration of a culture of teaching and learning and service in schools.

Thus, the themes of quality, access, competence, learner-centered classrooms and participative management styles lie at the heart of education reform in Namibia.

Cohen's (1994) analysis of the state of the education reform was clear that the success of Namibia's educational reform is dependent upon effective management as much as on popular consent. The above-mentioned challenges require paradigm shifts in teaching and learning, how knowledge is viewed, and in how leadership and management are practised. Since the overall challenge is the transformation of the whole education system, leadership and management are central in addressing these challenges.

The approaches to education management and leadership which are appropriate to the education reform challenges are best described as democratic approaches. These approaches are appropriate, because change is complex, it cannot be managed single-handedly. De Jong's (1999) study of change in a South African school has highlighted the complexity and unpredictability of the change process. It is essentially non-linear and recursive by nature and characterised by many influences. In order to uphold democratic principles and values, leaders and managers are therefore required to be "transformational", and committed to develop mechanisms to enhance communication among staff to embrace truly participatory decision-making (Cousins 1996: 637). Cousins (1996) describes transformational leaders and managers as those who emphasise empowerment and development of staff, who are flexible and able to accommodate different demands and expectations. Macbeth (1996: 244) points out that in order for leaders and managers meet the challenges of the education reform, they are

required 'to create a collective sense of purpose without undermining the individual sense of ownership.' Therefore one can agree with Whitaker (1993: 87) who points out that managing change requires the following shifts:

Fixed roles → flexible roles

Individual responsibility → shared responsibility

Autocratic → collaborative

Power → empowerment

Vertical → sideways (horizontal)

In the next section I will define the terms "Management" and "Leadership" in Education and show the distinction between the two.

2.4 Definition of Terms

I will define the concepts: Educational Management and Leadership in broad terms and then link these to the democratic approaches of management and leadership. These concepts create the basis of understanding the content and purpose of this study.

2.4.1 Educational management and leadership

There are universally agreed upon definitions of management and leadership. Different perspectives or views have emerged from a variety of different contexts. In examining what management and leadership mean, I will treat them separately, because there are differences between the two, even though they are intertwined.

Management

Tony Bush's (1995) comprehensive overview of management thinking provides several contending notions of management practice and theory. Many of the theories developed during the previous century were based on a functionalist view of management, and thus reflect the generic management cycle; management is about creating and maintaining order, planning and budgeting, controlling and problem solving, organising

and staffing. Bush shows how different writers introduce different perspectives. So, Hoyle (1981, cited in Bush 1995) defined management as a continuous process through which members of an organisation seek to coordinate their activities and utilise their resources in order to fulfill the various tasks of the organisation as efficiently as possible, while Cuthbert (1984, cited in Bush 1995) saw management as an activity involving responsibility for getting things done through other people. Glatter (1979) saw management as concerned with the internal operation of educational institutions, and also with their relationships with their environment, while Cyert (1975) and Culbertson (1983) stress the achievement of objectives and goals of the organisation (all cited in Bush 1995). These definitions differ subtly from each other. There is some emphasis on the participation of other people (members); there is reference to coordinated activity; and there is mention of sensitivity to the environment. These fairly dated “definitions” understandably say little about issues that have become key in more contemporary thinking, such as values, culture and political influences (Dalin 1998: 107-112).

Leadership

Whitaker (1993) defined leadership as a behaviour that enables and assist others to achieve planned goals. The definition by Whitaker indicates that a leader is someone who demonstrates qualities of teamwork; trust in others and someone who leads others in achieving the organisation's goals.

Beare, Caldwell & Millikan (1989) argue that there are different perspectives of leadership depending on different contexts. Dubin (1968) defined leadership as the exercise of authority and making decisions, while Fiedler (1967) sees the leader as the individual in the group who embodies the values the group themselves believe are good (all cited in Beare *et al.* 1989). The leader is given the task of directing and co-ordinating task-relevant group activities. These “definitions” suggest that people in senior positions have both formal and informal authority by virtue of their appointments and may exercise leadership (Beare *et al.* 1989: 101).

Whereas the above-mentioned points focus on the meaning of leadership in general, Lipham (1964, cited in Beare *et al.* 1989) focused exclusively on change in his definition of leadership. Lipham saw leadership as the initiation of a new structure or procedure for accomplishing an organisation's goals and objectives.

Again though, as was the case in the previous section management, the attempts to define leadership remain instrumental, giving little attention to personal meanings and values. An early attempt to understand these factors can be seen in an approach suggested Pondy (1978, cited in Beare *et al.* 1989), who considers that the effectiveness of a leader lies in the ability to make activity meaningful, to give others a sense of understanding of what they are doing. Greenfield (cited in Sergiovanni & Corbally 1984: 142-143) took this notion further in describing leadership as “a willful act where one person attempts to construct the social world for others” and therefore he suggests the fact that “leaders will try to commit others to the values that they themselves believe are good”. It is possible to discern a shift from an instrumental view of leadership towards a more symbolic view, closer to what Burns (1978) would have called “transformational”.

2.4.2 Distinction between management and leadership

It is difficult to point out a clear distinction between management and leadership in schools, one reason being that they are both necessary and go hand in hand for the effectiveness of the school.

Whitaker (1993: 74) however points out the differences that exist between the two as follows:

Management is concerned with:

- Orderly structures
- Maintaining day to day functions

- Ensuring that work gets done
- Monitoring outcomes and results
- Efficiency

Leadership is concerned with:

- Personal and interpersonal behaviour
- Focus on the future
- Change and development
- Quality
- Effectiveness

As shown by the above functions identified by Whitaker, both management and leadership are vital for the functioning and success of a school. When we talk of a successful school we refer to schools where effective teaching and learning takes place. Management activities keep the school functioning effectively, which will lead into achieving the planned goals and procedures. Leadership is concerned with creating conditions in which all members of the school can perform their best in a climate of commitment and challenge. Management enables a school to function and leadership helps it work well.

The distinction made by Deal and Peterson (1999) is also appropriate to the management and leadership role played during the educational reform in Namibia. It is appropriate in the sense that it refers to the functions of management and leadership during a rapid change environment. It makes sense to organizations with democratic approaches. According to Deal and Peterson (1999) management provides consistency in an organization, control and efficiency, while leadership fosters purpose, passion, and imagination. In times of rapid change, leaders provide hope, inspiration and a pathway to somewhere desirable.

Another perspective of leadership and management is brought forward by Davidoff and Lazarus (1997: 157) that leadership is “about moving forward, having a sense of

direction and purpose”, while management is “about making sure that the organisation is functioning effectively and achieving its vision”. They argue that leadership and management should be seen separately and yet always in their mutual context.

The educational management and leadership styles of Namibia's post -independence education system is based on the policy document *Toward Education for All*. According to this policy document the administration of the education system requires broader participation in decision-making. Learners will be involved in setting objectives and organising their work. Teachers will facilitate and guide learners in their learning. Parents will become more active in monitoring and guiding the schools in their communities. Each of these groups - teachers, learners, and parents – will necessarily become more accountable to others (MEC 1993).

The following section will deal with philosophies which underpin democratic approaches to educational leadership and management.

2.5 Democratic Educational Management and Leadership Theories

Bush (1995) defines democratic approaches as those that emphasize that power and decision-making are shared among some or all members of the organization. These approaches range from a ‘restricted’ democracy where the leader shares power with a limited number of senior colleagues to a ‘pure’ democracy where all members have an equal voice in determining policy. There are several features that characterize democratic management and leadership approaches. I will outline them as follows:

2.5.1 Power and Decision-making are shared among some or all members of an organization.

Bush (1995) notes that management ought to be based on agreement. Decision-making should be shared among members of the organization. In a case of a school, a democratic model prescribe that all stakeholders in the school should participate in decision-making. This includes parents, students, teachers, school boards etc.

We are all learners. Learning is a lifelong activity. Improving the quality of our schools is a responsibility we share. We all have a vital stake in the success of our efforts (MEC 1993: 30).

This democratic ethos underpinned the spirit of Namibian independence.

Whitaker (1993) also talks about normative in orientation as one of the features of democratic approaches to management and leadership. According to Whitaker, democratic approaches reflect a shift from individual responsibility to shared responsibility. Effective teamwork is the hallmark of most organizations. People should collaborate in making decisions.

Creating a collaborative management culture requires that those in senior management positions learn to see their leadership roles as one of empowering others in the organization rather than controlling them (Whitaker 1993: 88).

2.5.2 Learning and sharing knowledge are key values to democratic participation in decision-making.

Gultig, Ndhlovu & Bertman (1999) talk of participation as central to democratic management. According to them, learning and sharing knowledge are key values to democratic participation in decision-making. The teaching of each other should come from all directions. This is the same with Whitaker's point of flexible roles. With flexible roles, organizations are able to respond quickly to changing circumstances. It is the involvement of the school members or strategic constituencies in important activities related to decision making and planning such as searching for meanings, identifying problems, procuring and sharing information, developing ideas, making policy, planning actions or programs, and sharing responsibility and authority. Cheng (1996: 70) identifies the following benefits of democratic management process for school effectiveness:

- Participation provides important human resources in terms of participant's time, experience, knowledge, and skills for better planning and implementation.
- Participation can produce high quality decisions and plans by involving different perspectives and expertise.
- Greater participation can promote greater responsibility, accountability. Commitment support to implementation and results;
- Participation in planning and decision-making is a form of meaning-development or culture-building that contributes to team spirit and organizational integration;
- Participation in management provides opportunities for individuals and groups to enrich their professional experience and pursue professional development;
- Participation in planning and decision making provides greater opportunities for schools to overcome resistance and change ineffective practices; and
- Participation is an important value or right for the concerned constituencies.

2.5.3 People in democratic approaches are self-managing and self-directed.

Gultig *et al.* (1999) touched on the role of professional staff in democratic approaches. According to them, people in democratic approaches are self-managing and self-directed. There is also a high degree of lateral communication and collaboration. What Gultig *et al.* are implying can only be achieved in an organisation if you have a professional team, applying professional approaches. Their analysis is also backed up by the following quote that refers to the Namibia education reform.

Perhaps the most important challenge in improving the quality of our education system is to ensure that our teachers are well prepared for the major responsibilities they carry (MEC 1993).

The characteristics of democratic approaches in management and leadership styles requires that staff are confident in making decisions, are capable of performing their duties, are able to arrange teaching and learning in such a way that students are engaged and take control of their own learning. In addition to that staff should also have a clear

understanding of the school vision and make valuable contribution towards attaining the planned goals in order to realise the vision.

Bush (1995) refers to this feature that professionals have authority based on their expertise in contrast to the official authorities associated with formal models. Professional authority occurs where decisions are made on an individual basis rather than being standardized. Bush assumes that the school as an organization is run through a professional approach. That, in fact, is what is expected of a professional organization like a school. The problem only comes in when in the case of a school the teachers themselves are not professionals. How do you apply a professional approach if you are not a professional yourself? The answer to this question is probably given by Cheng (1996) who said:

A school must pay more attention to staff motivation, their feelings and their needs for development and growth, and create opportunities for them to develop their potential and make more contribution (Cheng 1996: 127).

I can conclude here that it is clear that a professional staff trained in democratic approaches is necessary to facilitate the implementation of democratic education in schools.

2.5.4 Democratic models assume a common set of values held by members of the organization.

Values refer to standards or principles considered valuable or important in life; moral values. In a school situation, values may mean the standards or principles regarded important by that specific school community. Democratic models talk about what the stakeholders (students, parents, teachers etc) regard important in the lives of students and the country at large. In education, the set of values has found expression in the demands of religious and ethnic groups for educational provision that is consistent with their cultural and moral norms. There is an increasing expectation of public bodies to justify the ethical basis on which they function and to demonstrate consistency between

professional values and actual behaviour. Bush (1986) refers to these as common values that guide the management of an organization towards shared institutional objective.

Cheng (1996) mentions that the school values emphasized in school management have been changed in recent years. For example, achieving long-term school development and effectiveness, pursuing educational professionalism, having quality staff conditions, meeting constituencies' needs, participating in decision making, and providing services to the community have become some of the major school values for teachers and administrators. Staff development is often assumed as the necessary condition for the realization of these school values.

Sergiovanni (1996) claims that good schools reflect the values of their particular communities- students, parents, teachers – and each will be different. Through their uniqueness, they not only gain the connections between the elements constituting the school design, but among the stakeholders: families, teachers and students. A truly 'connected' learning –centered school will have the bonding that comes from the collective community with shared interests. Sergiovanni (1996) argues that this bonding can only come from shared values, purposes, ideas and ideals.

Dalin (1998: 267), in his book *Theories of Change* quotes Ekholm and Miles from the OECD Report as follows:

There is no universal norm that could define what is 'better' for a school. It is a question of values, as well as other factors relevant to the situation ... we must consider for whom the benefits of school improvement occur.

One can conclude here that an essential component of the total quality process is the identification and agreement of core purpose, vision and values and the means of achieving them.

2.5.5 Democratic models assume that decisions are reached by a process of consensus or compromise rather than division or conflict

This feature is clearly explained by Bush in the following quote.

The belief that there are common values and shared objectives leads on to the view that it is both desirable and possible to resolve issues by agreement. (Bush 1986: 50).

In a democratic model, there is no win or lose situation. All stakeholders participate in decision-making. Decision-making is a process whereby proposals are made, discussed and results are weighed towards attaining the vision and planned goals of the school. Bush points out the weaknesses of that assumption.

According to Bush (1993), the collegial models tend to overlook the possibility of conflict between internal participative processes and external accountability. The often bland assumption that issues can be resolved by consensus leads to the comfortable conclusion that heads are always in agreement with decisions and experience no difficulties in explaining them to external bodies. In practice, it may be that the head's accountability leads to a substantially modified version of collegiality in most schools and colleges. There is also the risk of tension for the principal who is caught between the conflicting demands of participation and accountability.

In the next sections, I will discuss the democratic leadership and management styles.

2.6 Democratic Leadership and Management styles

Democratic leadership styles are generally referred to as participatory, consultative, negotiating and inclusive (see, for example, Bush 1986:48-50).

Heron (1992) cited by Davidoff and Lazarus (1997:159) challenges the above definition of democratic leadership style. Heron points out that if autocratic and democratic leadership are polarized, then we run the risk of labeling any form of directiveness as autocratic or democratic. Heron mentions that in an effective and democratic school,

directiveness is an essential aspect. He has distinguished three main styles of leadership, which are associated with democratic approaches. These are “directive”, “consultative” and “autonomous” (*Ibid*: 160). Heron argues that leaders and managers need to be ‘directive’ in order to steer their organisation on a particular course with clarity when necessary. He also points out that negotiation and consultation are important in order to ensure ownership of ideas among staff members. The ‘autonomous’ style is important because leaders need to know when to delegate authority so that they do not hold the reigns of power unilaterally or in unchecked fashion (Davidoff and Lazarus 1997: 159).

Heron further argues that these styles are inter-related and they operate with each other. A good leader will know when each is appropriate. “A wise leader is one who does not have only one way of responding to situations” (Gultig *et al.* 1999: 69).

Stogdill (cited in Hoy & Miskel 1996) argues that a leader is characterised by a strong drive for strong responsibility and task completion, vigour and persistence in pursuit of goals, venturesomeness and originality in problem solving, a drive to exercise initiative in social situations, self-confidence and a sense of personal identity, willingness to accept consequences of decision and action, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, and a capacity to structure interaction systems to the purpose at hand.

2.6.1 Features of democratic leadership styles

The literature on democratic leadership in schools reveals that although many theorists differ in their views of leadership, there are central themes of democratic leadership. Therefore, I choose to discuss democratic leadership styles under the following two features; how leaders influence their followers and how they develop and achieve their goals.

2.6.1.1 Influence of followers/ others' behaviours

This feature is expressed very well in the theories of Burns (1978), on transformational leadership, Sergiovanni's (1996) idea of school communities and Weber's (cited in Nur 1998) theory of charismatic leadership. I will discuss the three as follows:

Transformational Leadership

The idea of transformational leadership was first developed by James McGregor Burns in 1978 and later extended by Bernard Bass and others. Neither Burns nor Bass studied schools but rather based their work on political leaders, army officers, or business executives. Although there have been few studies of such leadership in schools and the definition of transformational leadership is still vague, evidence shows that there are similarities in transformational leadership whether it is in a school setting or business setting.

According to Sagor (ERIC Digest 1992) the issue is more than simply who makes decisions. Rather it is finding a way to be successful in collaboratively defining the essential purpose of teaching and learning and then empowering the entire school community to become energized and focused. In schools where such a focus has been achieved, it was found that teaching and learning became transformative for everyone.

Transformational leadership involves more than exchange. It entails shifts in the beliefs, needs, and values of followers. The transforming leader recognises and exploits an existing need or demand of a potential follower. According to Burns as quoted by Nur (1998:46), "the result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents". It is important to note, that, for Burns, the transforming qualities of leaders are transcendental, emanating from their beliefs and moral values.

Looking at transformational leadership in educational context, Leithwood (1992: 9-10) finds that transformational leaders pursue three fundamental goals: (1) helping staff develop and maintain a collaborative, professional school culture; (2) fostering teacher development; and (3) helping teachers solve problems more effectively.

Kuhnert and Lewis (in Hoy & Miskel 1987: 640-670) stated that the basis of transformational leadership is in the personal values and beliefs of leaders. By expressing their personal standards, transformational leaders are able to both unite followers and change their goals and beliefs in ways that produce higher levels of performance than previously thought possible.

According to Hoy and Miskel (1996: 393), a transformational leader has or demonstrates the following characteristics:

- ♣ A leader who defines need for change to followers
- ♣ A leader who creates new vision and change the organization to accommodate the followers vision
- ♣ A leader who concentrates on long term goals
- ♣ A leader who is a role model to his followers and as a result his followers become a change agent, and the organization may achieve higher performances.

Numerous studies were done in the 20th century on leader behaviour and the findings of these studies reflect some characteristics of transformational leadership, as described by Burns. The LBDQ is one of those studies on Leadership behavior done by the university of Ohio. According to the LBDQ study, there are two types of leaders i.e. the consideration leader and the initiating structure leader. An initiating structure type of leader is a task-oriented leader while the consideration leader is a people oriented leader. According to the study, a consideration leader is someone whose behaviour indicates friendship and trust, and encourages the respect of subordinates. In similar vein, a transformational leader as described by Burns also possesses the same attributes i.e. trust, moral values, vision and consideration of followers.

Learning communities

This theory of Sergiovanni talks about transforming schools into communities. The theory aims to provide a different approach to school leadership because according to Sergiovanni, schools are moral communities that are more akin to families and they therefore require a different approach to leadership. Sergiovanni (1996: 1) suggests that in order to change schools, communities must begin by creating new theories, “theories that better fit the context of schools and fit better what schools are trying to accomplish.”

Moral connections grounded in cultural norms are central to Sergiovanni’s theory of school leadership. According to Sergiovanni (1996: 1), moral connections come from the duties teachers, parents, and students accept, and the obligations they feel toward others, and toward their work. Obligations result from common commitments to shared values and beliefs.

This theory stresses the need for a school community to come together around shared values, and ideas because “real schools are managerially loose and culturally tight” (Sergiovanni 1996: 2). Sergiovanni believes that the change process must be norms based rather than rules based. Such approaches emphasize professional socialization, shared values and purposes, collegiality, and natural interdependence.

Charismatic leadership

Charisma is a word introduced into modern lexicon by Max Weber in 1974. There is a slight difference between a charismatic leader and a transformational leader. Some researchers refer to charismatic leader as the most crucial component of transformational leadership (Nur 1998). Charisma, as described by Hoy and Miskel (1996) refers to leaders who by the force of their personal abilities are capable of making a profound and extraordinary impact on followers.

How leaders develop and achieve their goals is another feature of democratic leadership style I identified. It is discussed in the next section.

2.6.1.2 Goal development and achievement

Having a clear vision and goals for a school is a vital criterion of democratic leadership. It is believed that goals are attained well if people in the organisation are also respected and well looked after. Gultig *et al.* (1999) argue that maintaining task and people is a great challenge to leadership. This means that for building effective schools, a democratic leader should be able to work effectively with the tension between task and people.

One of the five dimensions of school leadership that Cheng (1996: 107) describes is structural leadership. According to Cheng, this dimension categorises the leader as one who thinks clearly and logically, develops clear goals and policies, holds people accountable for results, and provides suitable technical support to plan, organize, coordinate and implement policies in school. Another description is that of Auala (1997: 243) that a democratic leader helps the organisation to achieve its objectives by giving information, suggesting alternative courses of action, and trying to stimulate self-direction on the part of all its members.

One can conclude here that democratic leaders develop and achieve their goals by having a clear vision of what they would like their school to achieve, well formulated policies and respect for people while at the same time coordinating the accomplishment of tasks. People need to be guided and provided with the necessary support in order to achieve the goals.

Summary

The Government of Namibia called in the United States Peace Corps and its PCVs right after independence to assist with the implementation of the Namibian Education Reform. The education reform is based on the four major national education goals of equity, quality, democracy and access. Therefore, Peace Corps and the Ministry of Basic Education and Culture developed goals for the Basic and Secondary Education Projects, that are geared towards addressing these challenges. Democratic management and leadership styles are central to the education reform in Namibia. Therefore, democratic approaches are reflected within the goals of these projects. The minor goals I indicated at the beginning of this chapter are to respond to facilitating the shift of managing and leading schools from bureaucracy (pre-independence) to democratic principles (post independence), as called for by *Towards Education For All* (MEC 1993).

CHAPTER 3

METHODOLOGY OF THE STUDY

This chapter starts with a selected definition of research. This is to give a broader perspective to the reader of what this activity is all about. From the definition of research, I explain my research question and how I came to select it. This is followed by a brief description of the research paradigm. This leads into a discussion of the interpretive paradigm within which this study is located. Further, I discuss the case study method associated with this study and also point out some limitations and critiques associated with the method. This chapter also discusses concepts of ethics, validity and reliability in relation to this study.

3.1 Research

Research is systematic, critical and self-critical enquiry, which aims to contribute to the advancement of knowledge (Bassey 1995: 2)

Bassey's definition impresses me because it encompasses all the facets of research in one sentence. That is how rich this definition is. I understand Bassey as saying that research is an enquiry conducted for a clearly defined purpose. Depending on your question and goals, data is collected and analysed according to the paradigm that the researcher is associated with. The researcher will have to scrutinize the data and be self-critical to assure accuracy and ensure trustworthiness. The last part of the definition refers to advancement of knowledge; in this regard, Bassey is saying that the findings of the study should aim to increase knowledge. What is the use of conducting research to arrive at the exact same findings as another person?

3.1.1 Research Question and Goals

The goal of this research is to examine whether Peace Corps volunteers' work has had an impact on the management and leadership of a combined school. In order to

determine this, the research focuses on: (1) the experiences of both management and staff in working with Peace Corps volunteers; (2) whether the presence of Peace Corps volunteers at the school influenced management and leadership of the school; (3) how the duties and activities performed by volunteers at the school were perceived by students, staff and community.

The design of this research is consistent with the goals of the research as described in the previous paragraph. In the next section, I will describe what a research paradigm is.

3.1.2 Research Paradigm

Terre Blanche & Durrheim (1999: 5) refer to paradigms as “black boxes” that are too complex to understand and are treated as an incontestable given, which is understood purely in terms of input and outputs. Paradigms are further defined by Terre Blanche *et al.* (1999: 5) as:

A complex set of assumptions and practices that operate in universities by training students in methods (inputs) and producing researchers and knowledge (outputs).

Bassey (1995: 12) defines a research paradigm as

a network of coherent ideas about the nature of the world and the functions of researchers which, adhered to by a group of researchers, conditions the patterns of their thinking and underpins their research actions.

Paradigms serve as a sieve that define for researchers the nature of their enquiry. The inquiry is defined along three dimensional lines: Ontology (the nature of reality); epistemology (the nature of relationship between the researcher and knowledge; and methodology (how the researcher may go about discovering what he/she believes can be known).

My own belief in this study is that the reality I am studying is made up by people's experiences of the external world and that interaction with these people and building a

good relationship with them is vital to this approach. It is against this background that I adopted an approach that allows me to use methodologies that actually demonstrate this interaction and relationship between the researcher and subject. The approach I selected is the interpretive approach. In the next section, a description of the interpretive paradigm, both ontologically and epistemologically is given.

3.1.3 Interpretive Approach

The purpose of the interpretive paradigm is to describe and interpret the phenomena of the world in attempts to get shared meanings with others (Bassey 1995: 14). Bassey further describes the term interpretation as a search for deep perspectives on particular events and for theoretical insights. This is actually what the aim of this study is: to explore the views and perceptions of interviewees, and interpret these in an attempt to share meanings with others.

In the interpretive paradigm, reality is seen as a construct of the human mind as opposed to the positivist view that sees reality as out there. Bassey (1995), states that the concept of reality in the interpretive study varies from one person to the other. "Instead of reality being 'out there', it is the observers who are 'out there'"(Bassey 1995: 13). This means that one gives meaning to what one observes. Researchers use language to interpret their meanings. It is acceptable in this approach for researchers to have differences in their meanings. This, of course, may lead to different views of what is actually considered 'real', but interpretivists would not consider this problematic. Rather, it highlights the multi-faceted nature of reality.

The interpretive paradigm moves beyond a positivist view that looks at the world as a rational place that can be understood in terms of general statements about human actions. According to the interpretive paradigm, objectivity is not possible and the results of an inquiry are always shaped by the interaction between the researcher and the researched. This is another reason why this study fits comfortably into this paradigm. The study aims to explain the subjective reasons that lie behind social action. It focuses

on the experiences of the interviewers and their observations about the assistance of the Peace Corps volunteers. As such, the 'reality' I seek to explore is that which is reflected in the perceptions of the respondents.

Now that the paradigm has been explained, the next question is, what method was used to conduct this research? The next section answers this.

3.1.4 Research Method

This study is a case study. Winegardner (2001: 1) refers to a case study as a popular method of conducting qualitative research. Tellis (1997: 1-18) goes deeper than the 'what' by bringing in the 'why' in his definition of case study method, which begins to address the question of epistemology. Tellis (1997) refers to case studies as multi-perspective analyses. This means that the researcher considers not just the voice and perspective of participants but also the study's relevance to the group of actors and the interaction between them. This approach explains the role observation could play in a study of this nature. In addition to interviews, the researcher could observe meetings to get a perspective on the interaction between participants and the rest of the staff. This would be in line with Van Rensburg's (1995: 31) view that the emphasis in a case study is on the meanings constructed by individuals and the complexities of educational situations. Case studies seek to describe and understand, as opposed to correlate and predict. The descriptive data of a case study highlight the complexity of relationships and promote broad insights into situations. However, the scope of this study did not allow me to engage in observation, and I ultimately relied on interviews and document analysis as the chief data-gathering devices for the study. As indicated in the previous paragraph, the epistemological orientation of this study is interpretive. It may happen that a researcher would want to go beyond description to suggestions and recommendations for improving the status of the meaning. This is enhanced more by qualitative research. As such, a qualitative research design is most appropriate for this study. In the next section I elaborate on what I mean by qualitative research.

3.1.5 Qualitative research

Qualitative research is a type of research that is used to discover phenomena. In qualitative research, the researcher collects extensive narrative data, sometimes over an extended period of time, in a naturalistic setting (Gay & Airasian 1996: 627). Another way of viewing qualitative research is that it is an approach that sets out to understand and interpret daily occurrences and social structures as well as the meanings people give to phenomena (Cantrell 1993). If, for example, the intention were to improve the structuring of Peace Corps volunteer programmes, one would conduct qualitative research in order to gain a clearer understanding of the existing situation. Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

The product of qualitative research is richly descriptive, expressed in words and pictures rather than numbers. Descriptions of the context, the participants, the activities of interest, as well as the participants' own words, are typically included (Winegardner 2001: 2). Therefore, I agree with Merriam (1998) as quoted by Winegardner (2001: 3) that qualitative research has the following characteristics:

- There is an inductive approach to knowledge generation
- The researcher focuses on gaining the emic perspective
- Meaning is mediated through the investigator's own perceptions
- The researcher is the primary instrument for data collection and analysis.

The next section presents the setting of this study, why this specific school was selected as well as the logistics that went into the preparations.

3.2 Research Case

The research is a single case study of one primary school, Onampira Combined School. This school is located in the North West region of Ondangwa West educational region.

The school has grades 1-10. Onampira Combined School has a total of 694 learners, 317 boys and 377 girls. The total number of teachers is 24 of which 5 are males and 19 are females. I obtained permission from the Ondangwa West regional director and from the principal of the school to conduct the study.

I selected this school based on the following criteria:

- the school has benefited from the services of more than one Peace Corps volunteer and programs in the past
- there is a Peace Corps Volunteer teacher during the time of this research
- the case offers the best example of what I want to look at

My initial contact with the principal of the school further strengthened my selection because of the warmth he displayed toward me and his willingness and that of his staff and community to participate in the study. Further, I agree with Tellis (1997: 2) that:

Case study research is not a sampling research; that is a fact asserted by all the major researchers in the field, including Yin, Stake, Feagin and others. However, selecting cases must be done so as to maximize what can be learned in the period of time available for the study.

3.2.1 Participants

Participants of this study were either self- or purposefully selected. The study included a total of 7 participants: the principal, the deputy principal, a head of department, the counterpart to the Peace Corps volunteer who was also a counterpart to the former volunteer, the current Peace Corps volunteer, and two members of the school board, of whom one is a teacher at the school.

The principal of the school assisted me in selecting participants based on their positions at the school and their familiarity with Peace Corps programmes and volunteers. The participants' familiarity with Peace Corps volunteer work varied from one to two and a half years. At the time of conducting the interview, the current PCV had only been at the school for four months. This prompted me to also collect data from the former

volunteer who had returned to the United States. Data from the former volunteer was collected by means of a questionnaire sent by e-mail. The same questions were used.

3.2.2 Data collection tools and procedures

Multiple data collection sources were used in order to present a more comprehensive or richer picture. Interviews were used as the main data-collecting tool. Various documents including Peace Corps project plans and reports as well as Ministry of Basic Education and Culture reports were also analysed.

Audio recording was used to capture data during the interviews. Cantrell (1993: 96) describes the purpose of interviews as to allow the researcher to gather descriptive data in the participants' own words and to access the unobservable—to “walk in the head”, so to speak. According to Cantrell, the interview enables the inquirer to develop insights into how the participants interpret and make meaning of the world. Guba and Lincoln (1981: 177) describe interviews as the backbone of qualitative research.

The purpose of the interviews was to solicit the views, beliefs and experiences of the participants as these relate to management and leadership. The interview format varied along semi-structured and open-ended questions. Guba and Lincoln (1981: 177-8) propose that open-ended questions are most appropriate:

when the issue is complex, the relevant dimensions are unknown, or the interest of the research lies in the description of phenomena, the exploration of the process, or the individual's formulation of an issue.

3.2.3 Data analysis procedures

Data analysis focused on the qualitative data obtained through the use of interviews and reports. Transcripts of audio recordings constituted the raw data of the study. I analyzed data along the lines suggested by Bogdan and Biklen (1982: 154), which involves searching for themes, discovering what is important and what is to be learned, and deciding what you will tell others and how.

I developed categories derived from the data. After the data was categorized, I coded and sorted the segments into appropriate categories. I then decided what was relevant and what was not. I was guided by the Tellis' (1997) comments in Terre Blanche *et al.* (1999) which encourages researchers to ensure that all relevant evidence is used, and that the researcher's knowledge and experience are used to maximum advantage throughout the study.

During the initial assessment of the data, it became clear that there was a need for follow-up interviews, especially with the principal and the volunteer counterpart. Their responses gave rise to further questions, which needed clarification by additional interviews. Data collected during the follow-up interview were handled exactly the same as with the initial data.

The following headings emerged from the final data:

- The role of Peace Corps volunteers;
- volunteers' involvement in extra curricular activities;
- upgrading of resources;
- leadership and management of the school; and
- human capacity building and girls' empowerment.

I comment on these at length later in this thesis.

There are some ethical implications associated with this study, which I discuss in the next section.

3.3 Ethics

It is always vital for a researcher when conducting research to be aware of the ethical implications of her work. Therefore this section will address ethical values that appear relevant to this particular study.

Bassey (1995: 15) identified three major ethical values in social research. These are: respect for persons; respect for truth; and respect for democratic values.

The participants in this study were respected throughout the process. I held meetings with all participants prior to conducting research in which the purpose of the study was discussed and the issue of confidentiality explained; it was clarified to all participants that they were free to withdraw from the study at any point, if it was necessary to do so. All participants agreed to be recorded and for their identity to be revealed. Bassey (1995: 15) in terms of respect for persons put it like this:

Researchers, in taking and using data from persons, should do so in ways which recognize those persons' initial ownership of the data and which respect them as fellow human beings who are entitled to dignity and privacy.

Respect for the truth is another value that occupied the highest rank in this study. I remained conscious of the fact that the research was in a field in which I had been closely involved, and I was aware that this could be problematic. Throughout the period of this study, I attempted to set aside personal bias and preconceptions, trying to achieve the ideal of bracketing, that is, the deferment of the researcher's personal prejudice and biases (Heppner *et al.*1992). I tried to remain faithful to the data.

The third ethical aspect of respect for democratic values that Bassey (1995) mentions was also taken into account. For participants to have freedom in withdrawing from the study was one factor. Participants also asked that the final thesis be shared with them before final submission. I intend to do just that.

In conclusion, it is a professional requirement for a researcher to know that one's work does not in any way constitute any injustice to anyone, but is a true reflection of the findings and undertakings of the study.

3.4 Critique of the Study Method

Although I mentioned in the previous section that the case study method is the appropriate one for this study, it also has some limitations. This section will outline the limitations of this method.

3.4.1 Potential limitations

It became clear that if two cases had been selected for this study, it would have provided a bigger scope of data and probably have added a new dimension to the research. This was not possible due to logistics, time, and financial constraints. This concern should probably be minimized because I tend to agree with Tellis (1997: 3) that:

Each individual case study consists of a ‘whole’ study, in which facts are gathered from various sources and conclusions drawn on those facts.

What Tellis says above about the selection of a case also addresses the issue of generalisation, as it remains one of the criticisms of the case study method. A major criticism of case study research is that the results are not widely applicable. The inappropriate manner of generalizing assumes that some sample of cases has been drawn from a larger universe of cases. Thus the incorrect terminology such as ‘small sample’ arises, as though a single -case study were a single respondent (Tellis 1997). Stake (1978), as referred to by Winegardner (2001: 12) describes the generalisability of case studies as “naturalistic,” that is, context -specific and in harmony with a reader’s experience, and thus “a natural basis” for generalization.

Another criticism of the case study method has to do with the skill limitations and/or bias on the part of the researcher. The argument is that some researchers are not sufficiently skillful at applying the case study method, and therefore confusion between procedures and stages is likely to occur. Also, there may be unethical selection of data,

bias and failure to distinguish between stated and observed behaviours and attitudes. I leave it to the reader to decide whether this criticism applies to this study.

3.4.2 Validity and reliability of the study

This section will discuss the concepts validity and reliability in regards to findings of qualitative research, a case study.

Winegardner (2001: 8) defines validity in qualitative research as “the accuracy and value of the interpretations”. Reliability is “the extent to which other researchers would arrive at the same results if they studied the same case using exactly the same procedures” (Winegardner 2001: 8). Winegardner (2001) provides the two definitions and further points out that there are no uniformly agreed on validity and reliability criteria for case studies. However, according to Yin (1994) cited in Tellis (1997: 7), using multiple sources of data is one way to verify the reliability of the data. According to Tellis (1997: 9),

the rationale for using multiple sources of data is the triangulation of evidence. Triangulation increases the reliability of the data and the process of gathering it. In the context of data collection, triangulation serves to corroborate the data gathered from other sources.

This study will rely more on multiple sources of data as verification for validating the data and findings, as mentioned by Yin (1994). Some of the criteria of interpretive validity mentioned by Winegardner (2001: 8) appear to be suitable for this study. These include:

- Researcher positioning, a demonstrated sensitivity by the researcher to how he or she relates to the case being studied.
- Reporting style, the ability to reconstruct the participants' reality credibly and authentically.
- Triangulation, the use of multiple data-collection methods, sources to check validity.

3.5 Summary

This chapter has discussed the research methodology, which includes a description of the case, the research tools and the data collection and analysis procedures. Potential strengths and weaknesses of the case study method were also discussed. In the next chapter I present and discuss the data.

CHAPTER 4

PRESENTATION AND DISCUSSION OF FINDINGS

Introduction

In chapter three, I described how data was collected and analysed. In this chapter, I will present and discuss the themes that emerged from the data. Data was collected through interviews at Onampira Combined School in Ondangwa West Region as well as from an analysis of United States Peace Corps and Ministry of Basic Education and Culture reports.

The interviews were conducted at the school. Six people were interviewed. The respondents included the principal, the deputy principal, the head of department, the counterpart to the Peace Corps volunteer, the current Peace Corps volunteer and two members of the school board. Data was also collected from the returned volunteer by means of a questionnaire sent by e-mail.

I had prepared a few guiding questions for the interview. These were deliberately open-ended to allow respondents to express themselves freely on their experiences of Peace Corps volunteers. The guiding questions (see appendix A) covered some aspects related to management and leadership. In my working with the data, I realised that there was a need for follow up interviews, especially with the principal and the counterpart to the volunteer. Their responses prompted more questions. Data collected during the follow up interview form part of this chapter.

As I indicated in chapter three, the epistemological orientation of this study is interpretive. Therefore, in discussing the findings, I will try to describe, interpret and give meaning to the words of the respondents.

This chapter is thus a presentation, discussion and interpretation of the experiences of respondents with Peace Corps volunteer's work. This is not an evaluation of the Peace Corps programme; it is merely a description and interpretation of what has happened in this school and community and what it means to the people interviewed.

I present the data and discuss the findings according to the following themes that emerged from the data:

- The role of PCVs
- The impact of PCVs on the management and leadership of the school
- PCVs and human capacity building in the school and community
- Overall effect on school performance
- PCVs involvement in extra curricular activities within the school and circuit
- PCVs involvement in obtaining resources for the school
- Girls' empowerment.

4.1 The Role of Peace Corps Volunteers

The purpose here was to find out what the respondents saw as the role of PCVs who served at their school. The roles of PCVs as presented in the data and described in the project documents vary according to the project the volunteer belongs to. I will therefore present and discuss the findings according to two projects, namely the Basic Education Support and the Secondary Education Projects.

4.1.1 Basic Education Support Project (BES)

The documentation states that volunteers in this project are given a responsibility of working with primary teachers from a number of schools within the circuit, in implementing the new curriculum as well as upgrading their teaching qualifications (Peace Corps Namibia 2000: 3). The Basic Education Project Plan (*Ibid.*: 4) states that

volunteers will do this through providing one-on-one site training for primary school teachers at schools where implementation of the new curriculum is currently difficult, and organising and facilitating workshops for Namibian teachers.

Further:

The project will allow teachers in the field an opportunity to receive a teaching certificate through a combination of contact courses, distance education and tutoring (Peace Corps Namibia 2000: 4)

Respondents generally felt that the volunteers fulfilled this role. It seems that the volunteer teacher played a significant role in helping teachers to upgrade their qualifications. One of the respondents valued the course because there was an examination attached, and the participants passed the course well.

What I find interesting here is that the respondents' experience of this particular role of the volunteer in this project correlates well with what is indicated in the documents. This indicates that the volunteer understood and carried out her role well and that the role was clearly understood by the respondents. It is of course also possible to argue that the people interviewed were among those who clearly understood this role of the volunteer. However, since this role is not directly related to management or leadership, I shall not explore it any further. What is encouraging, though, is the degree of correlation between my chief data sources, the interviews and the documents.

4.1.2 Secondary Education Project

The purpose of this project is to strengthen Namibia ' s human resource base by improving the skills of secondary students in English, mathematics and science; to encourage female achievement; to strengthen the skills of secondary teachers; to improve the physical conditions of schools (i.e. libraries, laboratories, teaching materials) and to encourage communities to play an active role in the education of their children (Peace Corps 2000: 13).

Volunteers in this project are assigned to a school, given a responsibility of teaching one or more subjects (mostly, English, Math and Sciences) as well as transferring of skills to counterparts and colleagues and involvement in secondary projects (Secondary Education Project Plan 1999: 11). The respondents generally felt that volunteers in this project fulfilled this role.

The Counterpart to the volunteer described the role of PCVs as teaching, upgrading communities and advancing the education of girls. According to the volunteer, community projects involvement varies from school to school. It depends on whether the PCV has time after teaching to spend on community projects. She explained: "Some volunteers have a full teaching load, therefore are unable to participate in community projects".

The head of department explained the role of the PCV in this project as "to teach students, interact and work with the community". The Counterpart explained the role in more detail as, "to help, together with Namibians, teach students and help Namibians create their own independence". Another respondent, a teacher, stated that "she (the volunteer) worked with teachers from this school and other schools". What the Head of department, counterpart and this respondent said indicate that volunteers in this project did not work alone, but with Namibian teachers. The volunteer in this school did not only teach students but also worked with other teachers and performed activities to help the community. This is indicated by terms like, "worked with teachers", "together with Namibians", and "interact". The counterpart also mentioned that the volunteer helped Namibians "create their own independence". That was a bit vague for me but later she made it clear that the former PCV used to talk to the girls and women and share the outside world with them. The counterpart's experience of the role of this volunteer is expressed as bringing a different perspective of things to other women and by doing that increasing their knowledge and capacity to become independent.

The Principal saw the volunteer's role as to work with the school and the community and to assist teachers and management of the school. It is of interest to note that the

Principal's experience also includes management assistance as a role that PCVs in this project play. According to the principal, "their work (PCVs) is to work with the school, to work with the community, to assist teachers and management at the school". The PCV who is currently at the school backed up the Principal's statement regarding management support. According to her, the principal indicated to her that he would like her to assist management with official correspondence in English. This is the first mention of actual management support, and I shall discuss this in more detail later.

4.2 The impact of PCVs on the management and leadership of the school

The Peace Corps Project Plans (1999-2000) for both Basic Education Support and Secondary Education do not explicitly state management and leadership support as a role that volunteers in these projects could play. Nevertheless, the data reveal that some of the activities performed by volunteers are related to management and leadership.

Before I move into the details of what these activities are, I would like to refer the reader back to chapter 2. There I cite Whitaker (1993) defining management and leadership and making distinct the difference between the two. Management is more concerned with structures, order, efficiency as well as ensuring that day-to-day functions take place. Leadership is more to do with the behaviour, future development plans of the institution and ensuring quality and effectiveness. These definitions will guide me throughout this discussion.

4.2.1 PCVs involvement in management of the school.

PCVs at this school have performed activities that according to respondents are related to management of the school. The activities that were mentioned by respondents are: timetabling, advising management on the use of school funds as well as assistance with English official correspondence.

Three respondents – a teacher, the Principal and a school board member – mentioned how the problem of **timetabling** was overcome with the help of the volunteer. The school began to follow the “general” timetable policy as opposed to the individual timetable they had used before, thereby increasing its efficient running. A brief look at selected literature reveals how what may be regarded as a trivial task (compiling a general timetable) is indeed a powerful management function. According to Whitaker (1993), management activities are carried out to keep the school functioning effectively, which will lead to achieving the planned goals and procedures. A good timetable is one way of guiding and directing activities in a school, and to maintain order. Management enables a school to function. Hoyle (1981) cited in Bush (1995: 1) defines management

as a continuous process through which members of an organisation seek to coordinate their activities and utilise their resources in order to fulfill the various tasks of the organisation as efficiently as possible.

Clearly an effective school timetable plays a significant role in helping to coordinate the activities of a school.

The other function reflected in the data has to do with **advising management on the use of school funds**. According to one interviewee, the volunteer was always there to assist with decisions regarding the school funds. One respondent commented that:

Management should decide what to do with money from the school fund, that is the duty of management and she (the PCV) was always there just to see over the decision that is made.

This reflects that volunteers at this school participated in fairly significant decision-making. The interviewee mentioned that deciding about school funds is a function of management at that school. Another interviewee commented that:

When we have staff meetings these volunteers really contribute, they also make decisions and can also give ideas which are also useful to management.

Here, I would like to refer to what Stogdill (1950) cited in Hoy & Miskel (1987) said about leadership functions. According to Stogdill, "leadership is the process of influencing the activities of an organised group toward goal setting and goal accomplishment". This view suggests that people without formal authority may exercise leadership (*Ibid.*: 271). One can conclude here that based on the views of the respondents and what Whitaker (1993) says about management and leadership functions, the school regards decision making as a management function and what the volunteers at this school did is to exercise leadership.

The Peace Corps Project Status Report (1999: 5) reported that **PCVs assist school management with English writing skills for official correspondence**. The report further explains that PCVs, being in most cases the only persons among staff who are proficient in writing English, are in a good position to assist school management in editing and drafting official correspondence. School managers are enabled by the effective of English to improve their communication skills and thus manage their schools more effectively. According to a teacher respondent,

when the Principal was writing letters to the Circuit Inspector or to the circuit office or anything to the regional office, normally she (PCV) drafts the letter and he can look through. Sometimes he tells her what he would like to tell the people and she writes the letter.

The interesting thing about this function is that the Principal himself sees this as assisting him in managing the school. The current volunteer also commented on the same function as indicated in the previous section. Further, *Towards Education For All* (MEC 1993) calls for English as the medium of instruction in schools as well as the official medium of communication within the national government offices. A great number of school managers are not proficient in English writing skills as indicated by the report on Research into the English Language Proficiency of Namibian Teachers and Principals (1999: 15). Principals are thus enabled not only to communicate more effectively and thus project a positive image of the school, but also to demonstrate that they are prepared to enact language policy.

4.2.2 PCVs involvement in the leadership of the school.

PCVs at this school have performed activities that according to respondents are related to leadership of the school. The activities that were mentioned are the writing of the school mission statement, and organising, coordinating and negotiating among other teachers for learners' participation in sporting events within the school and circuit.

The literature on educational leadership indicates that **developing a school mission** is a leadership function. Whitaker (1993) mentions that leadership is concerned with creating conditions in which all members of the school can perform at an optimum level in a climate of commitment and challenge. Davidoff and Lazarus (1997: 157) see leadership as “about moving forward, having a sense of direction and purpose”. Clearly developing a clear mission statement is one way of developing a sense of purpose and direction. The principal mentions that volunteers introduced the concept of a mission statement to the school. According to the principal:

They (volunteers) introduced that our school needs to have a mission statement and assisted with coming up with one. This is something we did not have. Now we are working guided by our school mission and goals.

In this case, the PCVs assisted the school to have some direction and purpose in doing what they are doing. This is in line with what Greenfield (in Sergiovanni and Corbally 1984) believes, as referred to on page 18). The idea of purpose is clearly interwoven with Greenfield's notion of willfulness and moral intent.

Another function that the former volunteer mentioned about her involvement has to do with **organising, coordinating and negotiating** learner's participation in sporting events, clubs as well as field trips. She mentioned that:

I needed transport for the field trip, the sporting events and the debates. Also, some learners needed time off or the school schedule had to be amended for some events.

Almost all respondents commented on the involvement of the former PCV in organising and coordinating sport events in their school and within the circuit. What is emphasised is the way in which the volunteer went about arranging these events; she negotiated with other teachers, and helped to coordinate the events. The literature on management and leadership refers to such approaches as democratic leadership style of approach. Heron (1992) emphasises that good leadership means ensuring that appropriate consultation and discussion take place as part of school life. It seems clear that the volunteer was able to model a desirable leadership approach while helping to ensure that activities less directly concerned with classroom instruction but no less crucial (such as field trips) would take place.

To summarise what I have discussed under these two headings, although PCVs were not given the responsibility of assisting management to manage and lead the school, at this particular school a number of functions performed by volunteers were seen by respondents as management and leadership functions. These include timetabling, assistance with the use of school funds, assistance with drafting and editing of official correspondence in English, developing a school mission statement as well as assuming a leadership role in organising and coordinating and negotiating extra-curricular activities.

The next section will discuss the management and leadership style of this school, as revealed by the data.

4.3 Management and Leadership Style of the school

Towards Education For All (MEC 1993) calls for a democratic education system that is organised around broad participation in decision-making and clear accountability. Participation at all levels and accountability are vital elements of democratic education. The Namibia education reform calls for schools to be organised in such a way that parents are active participants in school governance, active contributors to discussion of

school management and administration, and active evaluators of the quality of instruction and learning. The educational management and leadership styles projected as ideal by the Namibia post-independent education system are based on the policy document: *Toward Education for All*. According to this document, the administration of the education system requires broader participation in decision-making. Learners should be involved in setting objectives and organising their work. Parents should become more active in monitoring and guiding the schools in their communities. Each of these groups-teachers, learners, and parents – will necessarily become more accountable to others (MEC 1993). How does this particular school respond to these challenges?

My data reveal that this school has the potential of becoming a good example of a democratic institution, as described in *Towards Education for All*. The leadership and management style of the school depict some characteristics of a democratic management and leadership style.

First of all, data reveal that the top **management of this school loves what they do and are confident about it**. This is evident in such comments as “I see myself as an exemplary principal” and “ although it is because of the great support I get from my team, I still think I am good” and “I like my job as a deputy principal” and “I am happy in my role because I am representing the parents that elected me and entrusted me for this job”. These quotes indicate that they have passion for their work, believe in themselves and their team and are able to express their own standards. One can argue here that these quotes depict characteristics of transformational leadership. In terms of Leithwood's (1992) understanding of transformational leadership (discussed on page 28), it is clear that the commitment to teamwork and sense of passion characterise these leaders as having transformational characteristics.

Secondly, **democratic participation in decision-making** is fully embraced in this school. Data reveal that school board members, teachers and Peace Corps volunteers participate in the decision making of the school. The school board members are

nominated by parents to represent them. They participate in decisions like: recruitment of teachers, disciplinary activities for both learners and teachers. One of the respondents, a school board member, commented on his role in regards to teacher recruitment that “if a teacher comes without our approval, the principal will have to inform us of how that happened”. The same respondent also commented on the role of the school board in disciplinary activities for learners. According to him, teachers sometimes call him to school to participate in questioning or disciplining disruptive learners. This suggests a high level of parental involvement in school management.

Teachers also participate in decision making of the school. This usually happens during staff meetings. According to one respondent, the former volunteer used to make good decisions in staff meetings that could help the management of the school.

What I stated above agrees with Bush's (1986: 48) definition of democratic approaches. Bush defines democratic approaches as those that emphasize that power and decision-making are shared among some or all members of the organization. These approaches range from a ‘restricted’ democracy where the leader shares power with a limited number of senior colleagues to a ‘pure’ democracy where all members have an equal voice in determining policy.

Thirdly, the management of this school recognises that things goes well as they do because of the **great team** they have at the school. According to the interviewee, the role the school board plays in recruiting teachers at the school made the school to be one of the best. Nepotism and favoritism do not play a role in recruiting teachers at this school.

The school board looks at the applicants themselves, they interview them, and also look at the qualifications. Things like tribes, clanship do not play a role at all. The teamwork that we have at this school is one of the tops.

Fourthly, management is **supportive towards their staff** and **staff recognises this support**. The former volunteer commented on that support that she was greatly

supported by the principal in matters of procedures, especially during her first year of service. When one interviewee was asked to comment on the leadership style of the school, she mentioned that the school management is flexible and gives the necessary support to the teachers and students.

The next section will discuss what influences, if any, Peace Corps volunteers may have on the management and leadership style of the school.

4.3.1 The influence of Peace Corps volunteers on the management and leadership style of the school.

In any situation, it is a given that the presence of guests may cause people to behave differently as well as do things differently. This normally happens for two reasons: to accommodate the guests or adopt the behaviour as is beneficial to the hosts. Peace Corps volunteers were not just guests in this school; they were part of the teaching team of the school. Two volunteers served at this school in the past. Currently, there is a volunteer at the school. What made them teach at the school for two years? Is it perhaps commitment from their side, force from their organisation, or could it be that the environment accommodated them therefore they felt accepted?

This school is no exception to the common practice of changing behaviour to accommodate guests. Data reveals that the presence of PCVs has influenced the way the school is managed to a certain degree. This is especially true in the use of English to accommodate volunteers as well as to translate to parents in the local language. One respondent, a member of school management, mentioned that he has changed his attitude to and use of English because of volunteers. He now communicates more in English to both teachers and learners as opposed to mother tongue. As a result of the presence of PCVs at the school, the same respondent now encourages teachers and learners to talk to him in English. Another respondent commented that he has become so comfortable with English now and that is because he had to translate to the parents when they met with PCVs. According to him, “when she (PCV) wants to talk to parents, she will call the parent and I will translate to the parent”.

It is amazing how the presence of someone can teach and influence people to do things differently. The fact that this switch to English is in line with the national policy would obviously have given the practice a greater sense of urgency.

The other influence that is revealed by the data has to do with modeled behaviour. Data revealed that the Principal of the school is always punctual. The Peace Corps volunteers are also punctual. The presence of the PCVs thus gave the Principal an opportunity to point out the desired behaviour to the teachers and learners. Here, I would like to refer to what Hoy and Miskel (1996: 393) refer to as characteristics of a transformational leader. According to them, a transformational leader is a leader who defines the need for change to followers, and serves as a role model to followers. It seems that the 'good practice' of volunteers enabled the principal to develop transformational leadership characteristics. The former volunteer at the school mentioned that management is open to new ideas and are flexible, further characteristics of this style of leadership.

It is against what I presented in this section that I conclude that the presence of PCVs, while not strongly or directly influencing school management, did facilitate and reinforce what the school had already identified as best practices like punctuality among teachers and students. I say this because the Principal already modeled punctuality to teachers and students. In addition, the principal of this school displays characteristics of a transformational leader. That I think is what made it possible for PCVs to freely share their ideas and somehow influence the management of the school. The school used the experiences of PCVs, being mother tongue English speakers, to enhance the learning of English at the school as called for by the language policy. In order for parents to be informed about the intentions of these activities performed by PCVs, staff had to translate to them into the local language, since parents are so much involved in the decision making at the school. Another element to this is that the school communities were good hosts to PCVs.

4.4 PCVs and human capacity building in the school and community

The main focus of the Secondary Education Project is capacity building among students. The Peace Corps Secondary Education Project Plan (2000: 12) states that the project participants are not only the students taught by volunteers, but also teachers who collaborate with volunteers as well as the rural schools and communities that benefit in many ways from the presence of PCVs. Benefits include improved English, support for community development projects, and a broader knowledge of the world.

The Basic Education Project Plan (Peace Corps Namibia 2000: 10) on the other hand states that this project will increase local capacities by improving the skills of Namibian teachers. The Project Plan further states that it is designed to expand Namibia's capacity to offer effective educational services at the primary school level and to ensure that this capacity can be maintained over a long term.

Volunteers that served at this school represent both projects.

What does the data say about what PCVs in these projects do in regards to capacity building among students, teachers and community at this school? The next sections will discuss the findings in this regard.

4.4.1 Working with students

At this school, PCVs, especially the ones under the Secondary Education project interacted a lot with students. Interactions included classroom teaching as well as extra curricular activities. PCVs taught English and other subjects as well as extra curricular activities like debating club and sports. A former PCV at this school organised girls on two occasions to participate in a Girls Empowerment Workshop.

Data reveal that students learned English through the interaction with PCVs. The learning of English is one purpose of the Secondary Education Project. Besides,

Towards Education For All (MEC 1993) calls for English as a medium of instruction across the curriculum as well as an official language of communication. It is clear that this purpose has been fully embraced by PCVs at that school. There is high motivation among students to speak English. As a teacher respondent argued,

The former PCVs ' work has brought students at to certain level, especially with English communication because when they debate in their debating club, they do it in English. It improves their English.

Apart from students learning to speak English through the motivation of PCVs, data reveal that other activities like the debating club taught them to speak English with confidence. According to one respondent, the idea of the debating club was to teach students to speak English with confidence. The above statement is echoed by the Secondary Education Project Status Report (1999: 3), which reports that one of the outcomes of the project during that year is that the level of confidence of students has increased, especially expressing themselves in English.

If it is true that these students improved their English speaking skills and built up their confidence in speaking English because of the involvement of PCVs, then one can conclude here that PCVs at this school did help build capacity of students. PCVs took a leadership role in organising activities like debate clubs and sports. Students have improved their English speaking skills and feel more comfortable conversing in English.

4.4.2 Working with teachers and counterparts

The interaction between teachers and PCVs at this school varied depending on the goals of the project. BES volunteers had more direct contact with teachers than Secondary Education volunteers since their project was targeting teachers. The interaction of PCVs and teachers in the secondary project was minimal since the primary target for this project is a student.

Teachers who participated in courses presented by PCVs in the BES project feel that this interaction has helped them improve their English, broaden their understanding of learner centered teaching, introduced them to varieties of teaching strategies as well as presented them with an opportunity to upgrade their qualifications. One teacher who actually benefited from this intervention said that:

I was actually one of those teachers. She (PCV) gave us a course that we later on were examined in at Ongwediva. We passed the course well.

The PCVs contribution to the teachers understanding of learner centered teaching was also expressed by the principal. According to him, learner centered teaching at his school has improved because of PCVs and the commitment of his staff. Similar benefits by teachers from this project are also indicated in the Project Status Report (1999: 15). According to this report, teachers learned planning from PCVs and are applying what they learned. Inadvertently many teachers have learned planning from school based Volunteers. These Volunteers are expected to post their schedules in the school staff room as well as their 'special notes' about what they're planning to do for the project. Many teachers have picked up this model and are now using it to do the same thing with their classes and class preparation (Peace Corps Namibia 1999: 16).

BES volunteers did not only conduct workshops on teaching but also trained teachers to be good leaders. This is based on what is said in the above statement from the Basic Education Support Project Status Report. Teachers in the learner centered teaching have a task of directing and coordinating task relevant group activities therefore need to possess good leadership skills. The Basic Education Project Status Report (Peace Corps Namibia 1999: 4) further states that volunteers in the school-based portion of the project had a counterpart weekend workshop on the topic of Educational leadership. Volunteers brought one teacher from their school. The feedback from the teachers was very positive. One teacher was heard to say as she was leaving the workshop, "I am empowered."

Apart from teaching students, the Secondary Education PCVs at this school also worked with their colleagues and counterparts. The counterpart to the volunteer enjoyed working and living with the former volunteer. She even expressed that the volunteer's hard working habits encouraged her to work harder. Apart from that she learned to be punctual, as a result of observing the volunteer. According to the interviewee:

Volunteers are quite hard working. They encourage me to work harder.They come here with their different styles and come across Namibians' way of doing things e.g. coming late; everybody is coming late and they are always on time, if it was I ... I probably would have felt that everybody is coming late why should I go early?

There seem to be differing opinions on the experiences of respondents as to how PCVs introduce or model their way of doing things. While it was expressed that what they did was good and beneficial to the teachers, there also is some resentment that their approach is somehow indicating that they are better than the locals. Sometimes they tend to criticise actions by locals without really studying the circumstances that led to such actions. One respondent commented that:

criticising should be there but before you criticize you should know the background and assess the situation to find out what is really making people to stick to that kind of situation.

Based on what I presented and discussed in this section, one can conclude here that BES volunteers helped build capacity of Namibian teachers who participated in the BES project workshops. These teachers improved their English, broadened their understanding of learner centered teaching and upgraded their qualifications. Teachers were also trained to become good leaders and planners of their classroom activities. Although Secondary Education PCVs do not really have much direct contact with teachers, data indicates that they also help build capacity of their counterparts that live and work with them through modeled behaviour of a good leader, e.g. punctuality and hard work. Another conclusion here is that the way PCVs introduce or model their way of doing things is not really embraced by all.

The next section will discuss PCVs interaction with the community and the experiences of respondents.

4.4.3 Working with the community

The Peace Corps programme encourages volunteers in both Secondary and BES projects to engage in community projects (secondary projects) with the aim of linking schools to community and vice versa.

One part of the purpose of the secondary education project as stated in the project plan (2000: 8) is that the project “will encourage communities to play an active role in the education of their children”. As such, the BES project plan (1999: 10) also states that the project “will promote community support for education”. The above is directly linked to the fourth national education goal of democracy. This goal intends to close the gap between schools and community to facilitate democratic education. The Ministry of Basic Education recognises that the substantial gains in access and equity of basic education now need to be sustained through management for quality assurance, community involvement and management development. The Ministry further recognises that sustaining its great strides in educational reform will require strong community partnerships (MEC 1993)).

Community partnership links very well to Sergiovanni’s (1996) theory of learning communities. This theory stresses the need for a school community to come together around shared values and ideas because “real schools are managerially loose and culturally tight” (Sergiovanni 1996: 2). The importance of culture and shared values is emphasised in this theory. Sergiovanni believes that the change process must be norms based rather than rules based.

As such, *Towards Education For All* (MEC 1993) also states that a democratic education system is organised around broad participation in decision-making and clear accountability. Participation at all levels and accountability are vital elements of

democratic education. The Namibia education reform calls for schools to be organised in such a way that parents are active participants in school governance, active contributors to discussion of school management and administration, and active evaluators of the quality of instruction and learning.

The Peace Corps Secondary Education Project Plan (2000) reports that several projects have been established in the past to address the need of closing the gap between schools and communities. These include gardening projects, erecting basketball courts and school fences, HIV/AIDS awareness campaigns, activities for street kids, community art workshops at the school as well as clean up campaigns within communities. It is reported that PCVs and their Namibian counterparts organised and coordinated these activities. Community members assisted with labour.

Data reveal that similar activities have taken place at this school. PCVs that served at this school interacted with the community from the start, therefore got to know them well. According to the school board member interviewed, he got to know the PCVs when they arrived. The Principal introduced PCVs to the parents. The same school board member also mentioned that the former PCV occasionally visited his home, which is close to the school. The counterpart to the volunteer sees her (counterpart) role as that of introducing PCVs to the community. It appears that this school created the opportunities for PCVs to engage in such projects. How did PCVs make use of this opportunity?

Most of the respondents mentioned the involvement of the former volunteers with community. One respondent talked about the teaching of English to community members:

Their (PCVs) presence also assisted the community. They teach community members English after school working hours.

Another respondent mentioned a garden project that was started by a PCV at one of the community schools she served:

One of the volunteer started a garden project. She was concerned about the garden but that is still going, people are still taking care of that garden, producing a lot of vegetables like green peppers and they are selling them in the community.

The other point I picked up from the interviews related to this section is the feelings of the community towards the presence and work of PCVs. All seven respondents mentioned that the parents and community at large were happy with the work of PCVs. The three respondents expressed the feelings of parents towards PCVs and shared a concern that they heard that the current PCV would be the last one for their school.

Somehow, the former PCV is aware of how the community and parents feel about her work. This is based on her comment, "To my know ledge, the community and parents were pleased with my work." Since data collected from the former PCV was done by means of a questionnaire, I was unable to find out how she came to know about the parents and community feelings about her work.

The conclusions here are that the PVCs played a significant role in helping to link the school to the community. While the gardening project and the teaching of English to the community are highlighted as sustainable projects, there is also a general sense that the PVCs went out of their way to involve parents, and saw the importance of a community-based school.

4.4 The overall effect on school performance

The Secondary Education Project Plan (2000: 10) states that one of the purposes of this project is to address the shortage of teachers in subject areas such as English, math, and science. This is directly linked to the national education goal of equity. Equity, as I indicated in chapter 2 page16, refers to overcoming educational disadvantage, that is every child should have a fair chance of succeeding in school, as opposed to the past where most of the children did not have a fair chance of succeeding in school. Definitely if there is a shortage of teachers, students do not stand a chance of performing well in schools.

The Basic Education Project Plan (Peace Corps Namibia 1999: 5) states that the project will assist in upgrading the skills of less qualified teachers. We learned from the previous sections of this report that this project upgraded teachers' English skills, broadened their understanding of learner centered teaching and upgraded their qualifications. Teachers were also trained to become good leaders and planners of their classroom activities. Therefore, what is revealed by the data regarding the student performance is no surprise.

Data indicate that PCVs have contributed to the performance rating of students (pass rate). It is indicated in the data that the pass rate of learners has increased due to the involvement of Peace Corps volunteers. One of the respondents, a school board member, related the PCVs work to his own experience. According to him, the work of the PCVs improved his son's English as well as enabled him to be admitted to a Senior Secondary School. Out of six respondents, four of them referred to the increased pass rate of students due to the work of PCVs at the school and within the community. They commented on PCVs' hard work, interaction with students, teachers as well as community members. Also, the fact that PCVs are English mother tongue speakers played a big role in students' improved performance.

In conclusion, it is stated in this section that PCVs at this school addressed the shortage of teachers in certain subjects, provided teachers with certain skills to enable them to provide quality education as well as help improve the level of English within the school and community. What PCVs did in this school addresses the imbalances of pre-independence education. What they did was to create a stable environment for the implementation of the new curriculum as well as the four national goals as called for by *Towards Education For All* (MEC 1993). These endeavours affected the performance of students at this school.

4.5 PCVs involvement in extra curricular activities in the school and circuit

Nowhere in the Peace Corps Project Plans did they mention extra curricular activities as part of the role of PCVs. Nevertheless, data reveal that at this school PCVs not only taught students and trained teachers, they also performed extra curricular activities. Their involvement included planning, coordinating, supervision, negotiating with teachers and management. Overall, it was mentioned that the former PCV took a leadership role in these activities. The involvement of the former volunteer in sports at school and within the circuit was so evident that almost everyone except the school board member had something to say about it. According to one interviewee, “most weekends she (PCV) goes to different schools with learners for sport games”. The other interviewee mentioned that she coached students in sports while the other one commented on her role in organising netball. Data also reveal that the PCV's involvement in sport was not only confined to her school but included the whole circuit. According to one respondent, “the whole school relied on the former PCV, for any sport event that took place within the circuit or outside the circuit.”

The other activity that also featured in the data is the involvement of the former PCV in forming, organising and coordinating the debating club at the school. The debating club visited several schools for competitions as well. One interviewee who worked with her in these sporting events mentioned that:

I worked with her in the debating club, always taking learners to various schools where the debate is taking place.

Data revealed by the questionnaire sent to the former PCV agreed with respondents. The questionnaire indicated that the former PCV coached the Grade 10 debate team, assisted with the sports programme for both soccer and netball as well as arranged transport for and attended netball and soccer games/tournaments. As such, the Peace Corps Project Status Report (2000: 4) echoes the views of the respondents. According to this report, during the year 2000, the former volunteer at this school coached netball, ultimate frisbee and other sports.

In conclusion, the Principal, Counterpart, HOD, Deputy Principal and School Board member all commented on the former volunteer's involvement in organising and coordinating sports at school and within the circuit. Apart from sport, the counterpart to the volunteer, and the Head of Department mentioned her involvement with the debating club. The debating club helped improve the learners English. The former volunteer took leadership roles in organising and coordinating these activities.

The next section discusses the views of respondents regarding the role of PCVs in obtaining resources for the school.

4.6 PCVs Involvement in obtaining Resources for the School

The Secondary Education Project Plan (2000: 10) states that one purpose of this project is to “assist Namibian schools to establish, maintain, or upgrade new school libraries, laboratories and other essential educational resources that are culturally accessible”.

The purpose quoted above is directly linked to the two national goals of equity and quality education. Equity refers to overcoming educational disadvantage, that is, every child should have a fair chance of succeeding in school. Quality means that it should be a right of all in every domain of educational provision, as well as the fact that schools should aim at equipping children with knowledge, skills and attitudes they need to compete and cooperate with their counterparts around the globe. For equity and quality education to take place, teachers, management and learners should be provided with resources that will enable them to attain the two national goals. Apart from the national goals, *Towards Education for All* (MEC 1993) talks about democratic education. It is stated in this document that the most important challenge in improving the quality of the education system is to ensure that our teachers are well prepared for the major responsibility they carry. How do you prepare teachers for their responsibility without providing them with the necessary resources?

Data from my interviews indicate that something to this effect has happened in this school as a result of PCVs' involvement. The establishment and development of the school library is an example. PCVs started serving at this school in 1999. At that time the school already had a room allocated for a library but it was under-equipped and poorly organised. According to one of my respondents,

It is the volunteers who organised and put our library into standard. Now when you go in, the books that are in are all catalogued, there are cards that are used to take out books and the learners know how to use them. There is really a big change.

Another respondent echoed what the first respondent said in terms of the number of books provided by the former PCV. According to him, most of the books and magazines that are in the library came during the past years that the former PCV was at the school. The former PCV wrote letters to donors requesting donations of books.

These findings confirm the Peace Corps Project Status reports (Peace Corps Namibia 1999: 8-9 and 2000: 5-6) state that a number of libraries were built with assistance from Peace Corps volunteers during the two years. Examples are: the library at Onayena J.S.S in Ondangwa East, Iikokola Combined School in Ondangwa East as well as Ebandulo Combined School in Ondangwa East. The reports also indicate that Peace Corps volunteers took leadership roles in coordinating library committees and soliciting funds for these projects. Apart from the physical buildings, the reports further mention that volunteers played a major role in making sure that the libraries are stocked with books and the books are organized in such a way that they are easily accessible by teachers, students and community. It is also indicated in these reports that at least one teacher at each of these schools was trained by the PCV to manage the library.

The Secondary Education Project Plan (Peace Corps Namibia 1999: 12) states that PCVs established or reorganized 122 libraries and 44 laboratories, since the initiation of the project. Peace Corps seem not to be impressed by these achievements, as can be seen in the following extract:

The projected number of new libraries and laboratories in Goal 3 was unrealistic and not practical. What is practical is the renovation, upgrading and expanding of use of existing libraries and laboratories (Peace Corps Namibia 1999: 11).

Apart from library books, data also reveal that the former PCV helped the school obtain sport uniforms for the school team. One interviewee commented on this effort that “we are proud, among other primary schools, our school has uniforms”. What this respondent says indicates that having uniforms has made them different from other teams and she is proud of that.

In conclusion, the purpose of the secondary project in this regard was to assist with establishing/upgrading libraries and laboratories. Data reveal that in this school a library was upgraded. The former PCV obtaining donated books for the library. Apart from that she helped organise and catalogue the books. Teachers, students and community now use the library. Another finding is that currently two Namibian teachers are helping to run the library with the current volunteer. Similar establishments and reorganization of libraries has taken place in different schools in the past. Although these seem significant achievements, they have not met the projected number of libraries and laboratories set for the project. This prompted Peace Corps to re-state their goal. That being the case, the resources solicited by this volunteer are a contribution towards quality education.

4.7 PCVs and Girls’ Empowerment

The Education Management Information System (EMIS) Report (MEC 1998) reported a higher drop out rate of female students compared to male students from secondary school grades. It is indicated in this report that the higher drop out is caused by factors such as female pregnancy, lack of female role models in leadership positions, lack of exposure to career and higher education opportunities, cultural influence and family and household responsibilities of females. It is against this background that the Peace Corps secondary education project states one of its purpose as:

To assist the education Ministry's efforts with gender issues, especially in terms of the much higher drop-out ratio of female students (Peace Corps Namibia 2000: 10)

Respondents generally felt that PCVs at this school have fulfilled this role. According to one of my respondents, "the former volunteer started a girls club at the school. This club meets and discusses issues facing girls in the community and in the world."

Another respondent touched on the role of the girls' club in addressing cultural practices and what effect that has on girls. According to her the girls' club teaches girls to feel valuable as opposed to traditional customs when it comes to the treatment of boys and girls at home. "At home, girls are made to feel inferior while boys are made to feel superior".

Apart from the girls' club, respondents also commented on the former PCVs involvement in what they referred to as "Girls' Leadership Workshop". The former PCVs during her two years at the school organised and took grade 10 girls to participate in this workshop. These girls shared what they learned from the workshop with the others. Data reveal that 2001 is the third year that this type of workshop is organised and conducted by Peace Corps volunteers with assistance by local counterparts. The focus for the 2001 workshop has changed to include boys in the workshop.

The main idea was to educate girls, for example how to make their own income, guard themselves from contracting HIV/AIDS and to realise the value of their own whole being. This is why the boys are also included in the workshop. This workshop teaches boys to respect girls.

Data reveal that the former PCV took a leadership role in organising and coordinating among staff the participation of girls and boys in the workshop. When the former volunteer was asked by questionnaire whether she did anything in regards to educating the girls, she referred to the Grade 10 annual Girl's Leadership Workshop to which she took girls from the school. She also assisted in planning the workshop.

In the same vein, the Peace Corps Project Status Report (Peace Corps Namibia 2000: 2) also refers to some of these activities. According to this report, PCVs in that project have established 17 boys' and girls' clubs at their schools. The report further states that 2 boys and girls empowerment workshops were held in the north and the south during 2000 and 2001.

In conclusion, the former PCV established a girls' club, which discussed topics like HIV/AIDS, teenage pregnancy and career opportunities. The former PCV also coordinated the participation of girls and boys in what use to be called "Girls Empowerment Workshop". Apart from that, the former PCV coordinated the selection of learners to participate. Unfortunately this project has not gone further to establish the impact of these clubs and workshops on the drop out of girls from schools. Clearly this would be an area for further research, since it would be interesting to know how these activities have influenced girls' self-image.

4.8 Conclusion

This chapter presented and discussed the findings of the study derived from the themes which emerged from the data. The core of this chapter is the activities performed by Peace Corps volunteers that served at this school, and how these activities relate to the management and leadership of the school. The chapter also discussed activities that facilitated management to better manage the school. The main conclusion here is that PCVs that served at this school have had an impact on the management and leadership of the school and this is done through their activities and involvement with both students, teachers, management and members of the community.

The next chapter will summarise the main findings and their potential value as well as limitations of this study.

CHAPTER 5

CONCLUSIONS

5.1 Introduction

In chapter four I discussed the findings of the study that emerged from the data presented in chapter four. In this chapter, I will provide a summary of the findings as well as my thoughts on the potential value of this study. This chapter will also include some recommendations and suggestions for Peace Corps and the Ministry of Basic Education as well as areas for potential research.

5.2 Summary of findings

The findings of this study strongly support the assumption as stated in chapter one concerning the impact of Peace Corps Volunteers on the management and leadership of the case school. Nevertheless, I wouldn't have been able to make these claims if I had not gone through the research process. I therefore present a summary of the following findings:

Apart from their (PCVs) prescribed assignments, the two volunteers that served at this school performed duties that are not described in their project assignments; in other words, they responded to the needs of the school and the community. The two volunteers understood their roles and their roles were well communicated to the school and community. The respondents clearly understood the volunteer's role.

Although PCVs are not given a responsibility of assisting management and leadership of the school, at this particular school, PCVs had an impact on the management and leadership of the school. Respondents described a number of functions performed by volunteers as management and leadership functions, and as such their effect on the management and leadership of the school has been substantial. These include: timetabling, assistance with the use of school funds, assistance with drafting and editing

of official correspondence in English, developing a school mission statement, as well as assuming a leadership role in organising, coordinating and negotiating among teachers for learners' participation in sporting events, debating club and other activities.

While the presence and input of PCVs did not necessarily shape school management, it is clear that their role helped to facilitate and reinforce what the Principal had already identified as best practices, such as punctuality among teachers and students. PVCs also played a role in helping to establish democratic management principles (such as participative decision-making) at the school.

The PVCs' role in encouraging the use of English has clearly been enormous, as emerged from the data discussed earlier. Apart from feeding directly into national language policy aims, this gradual mastery of English has several managerial implications. Naturally it would be in a school's interest to be able to present themselves, in spoken and written English, as competent and fluent users. This would increase their standing in the community and make communication with the department of education more effective.

In an interesting way the fact that the PVCs' communication with parents had to be translated by teachers also played a significant role. Activities such as these would help to strengthen parents' understanding of the school's activities, and thus their stake in the future of the school. Thus governance was also indirectly affected by the PVCs' activities.

The Peace Corps volunteers that served at this school helped build capacity of both students and teachers. The former Secondary Education volunteer helped build capacity of students by improving their English speaking skills as well as their confidence in speaking English. The former volunteer took a leadership role in organising activities like debate clubs and sports events for students.

The BES volunteer also played a role in teacher development, and important human resource function of management. This they achieved through the BES project

workshops where they helped to broaden teachers' understanding of learner centered teaching as well as upgrade their qualifications. Teachers were also trained to become good leaders and planners of their classroom activities, chiefly following the example set by PVCs. Although secondary PCVs do not really have much direct contact with teachers, the findings reveal that they also helped build the capacity of their counterparts who lived and worked with them through modeled behaviour of a good leader, such as being punctual and hard working.

There are differing opinions of experience among respondents on how PCVs introduce or model their way of doing things. While it was expressed that what they did was good and beneficial to the teachers, there also seemed to be a resentment that their approach is somehow indicating that they are better than the locals. Sometimes they tend to criticize actions by locals without really studying the circumstances that led to such actions.

PCVs that served at this school implemented two projects that link the schools to the community, namely the gardening project and the teaching of English to community members.

The work of PCVs that served at this school helped to increase the pass rate of students. PCVs at this school taught students, trained teachers and worked with the community.

The former Secondary Education volunteer took leadership and management roles in planning, organising and coordinating the supervision of sports activities in the school and among the circuit. Apart from sports, she was also involved with the debating club. The former volunteer took leadership roles in organising and coordinating these activities.

The former PCV helped obtain resources (books) for the school library for the use of teachers and students to ensure quality and equity education as called for by *Towards Education For All* (MEC 1993). Although the purpose of the secondary project in this

regard was to assist with establishing/upgrading libraries and laboratories, data reveal that in this school only the upgrading took place. The former PCV played a major role in obtaining donated books for the library. Apart from that she helped organise and catalogue the books. Both teachers and students now use the library. The former volunteer trained two Namibian teachers who are helping to run the library with the current volunteer. Apart from library resources, the former PCV also obtained school uniforms for the school sport teams.

The former PCV at this school attempted to address the problem of higher drop out rate of female students from secondary school grades by targeting the possible causes as identified by EMIS report (MEC 1998). The former PCV established a girls' club, which discussed topics like HIV/AIDS, teenage pregnancy and career opportunities. The former PCV also coordinated the participation of girls and boys in what use to be called " Girls Empowerment Workshop". Apart from that, the former PCV coordinated among staff the selection of who are the learners to participate.

Overall, it is my conclusion that based on the findings above, the Peace Corps volunteers that served at this school helped the school manage and lead as per requirements of the education reform. They actually facilitated the change from pre-independence management approaches to post independent democratic approaches as called for by *Towards Education for All* (MEC 1993).

5.3 Potential value of the study

This study looked at the impact of Peace Corps volunteers on the management and leadership of a combined school. This topic came up because as I indicated in chapter one, during the course of my duties with the Peace Corps I observed that Peace Corps Volunteers' influence frequently extends beyond the parameters of the projects' stated goals. My contention was proven right by the findings of this study. This study found that volunteers have had an effect on the management and leadership of Onampira Combined School.

I believe that the findings indicated in the previous section may be useful to United States Peace Corps and the Ministry of Basic Education, Sports and Culture in their future programme reviews and restructuring of volunteer programmes. Apart from programme reviews and restructuring, I also think that Peace Corps and Ministry of Basic Education can use these findings in designing the pre-service training of volunteers to include a component of training volunteers in assisting management and leadership of the school, since this study shows that this is something that is necessary to facilitate the implementation of the educational reform.

5.4 Recommendations for future research

Since this is an under-researched area, I believe it would be helpful to identify possible research areas brought to light by this study, but were outside the scope of this study. These are intended for future research.

- This study is a case of one school only, and it would be interesting to conduct the same study on a much broader scope, e.g. regionally or perhaps nationally.
- Secondly, I believe that if these studies are separated by projects they would have much more of an in depth discussion and conclusions. For example: if the researcher's focus is the work of the secondary education volunteers, then an in-depth collection of data needs to be collected from students; while if the focus is BES volunteers then an in-depth collection of data needs to be collected from teachers.
- The other area that is at the bottom of my heart is the work that volunteers do in regards to education of girls and boys about gender issues (women's development). The role of gender awareness in promoting democracy in education should be a key research area in an emerging democracy. This study has helped me to recognise the importance of this issue, chiefly through the

role PVCs played in educating girls (and boys) in terms of gender discrimination. I believe it would be interesting to find out from these girls and boys who participated in the workshops (and those who are members of other clubs) what their experiences have been and how what they learn at these meetings is perceived by their parents and communities.

- One of the limitations of this study is that it could be nothing more than a snapshot picture of a complex situation. A longitudinal ethnographic study would reveal richer and more significant data.
- The study also lacks the input of students. Because none of the students was interviewed, I was unable to find out whether students play a role in the decision making of the school. The input of students would also have given a value to what this assistance means to them, as they are at the receiving end. Many activities undertaken by volunteers in this school involved students like sports, debating club, teaching of English. This leads to another recommendation, namely that researchers would do well to look at how learners perceive the contribution of PVCs.
- Finally, I would recommend that research into the preparation of United States Peace Corps volunteers be undertaken, chiefly with a view to sensitising them to 'local' circumstances. My findings reveal that there were occasions on which the Namibian recipients of the programme felt patronized and misunderstood

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APPENDIX A

INTERVIEW SCHEDULE

INTERVIEW QUESTIONS FOR PRINCIPAL & HOD

How long have you been a principal/HOD of this school?

How would you describe yourself as a Principal/HOD of this school/manager?

Have you supervised PCVs during your time?

Can you explain their assignment/ role/ responsibilities to me?

Tell me about your experience with them.

If you look back at the work of all the PCVs at your school, how would you describe their contributions to the school/community?

Did the presence of PCVs influence your role as a manager? Give some examples of how this happened/ in what ways did they do this?

Did PCVs perform duties outside their job assignments? Give examples

How were these activities received by the school/ management and community?

In your own words, how do you think PCVs assignment be structured in the future?

INTERVIEW QUESTIONS FOR THE VOLUNTEER TEACHER

How long have you been a volunteer at this school?

Where there PCVs before you and how many?

Describe your assignment to me.

How would you describe your experience at this school so far?

Do you feel you are making any contribution at all? (examples)

Mention some of the activities that you have done so far (examples).

In your own words, how did these activities effect the management of the school? (examples)

How were these activities received by the management/school/community?

How do you think PCVs assignment be structured in the future?

If you are given a chance to do it all over again, are there things that you will do differently?

INTERVIEW QUESTIONS FOR THE SCHOOL BOARD MEMBER

Tell me about your role regarding the school.

How long have you been doing this role?

How has your experience been so far?

Are you aware of the presence of PCVs at the school, and if so how did you come aware of them?

Are you familiar with their work? If so, give examples?

During your tenure, were you involved in an activity with a PCV? Explain the activity.

What was your role on that activity?

How did your involvement come about?

Would you honestly say that PCVs have effected management of this school in a way?
(Examples)

INTERVIEW QUESTIONS FOR THE COUNTERPART TO THE VOLUNTEER

Tell me about your role as a counterpart to the PCV.

How long have you been a counterpart?

Is this the first PCV you are a counterpart to?

Describe the role of the PCV to me.

Describe your experience of working with a PCV.

Have the PCVs performed duties outside their job assignment? Please give examples.

How were these activities received by management/school/community?

In what way did these activities affect management?

Would you honestly say PCVs work has affected management of the school in a way?

How do you think PCVs' assignment should be structured in the future?

FOLLOW UP INTERVIEW QUESTIONS WITH THE PCV COUNTERPART

You mentioned in our earlier interview that Volunteers helped improve your English because they speak English. How does that happen?

Do they also assist the principal, deputy principal, HOD etc with English? Can you give me examples?

In the first interview, you mentioned that part of the PCVs' role is to try and get means to upgrade communities as well as help Namibians create their own independence.

What do you mean by upgrading communities and creating own independence?

The workshop for girls that Kirsten assisted in organising, what exactly was it all about?

How did she introduce the subject to the school?

In what way did Kirsten's punctuality influence the way the school is managed?

Talk more about the community and teachers involvement in the debate club. How did their involvement come about?

Do you have PTAs (Parents Teacher Associations) at your school? How were they started? How is the involvement of PCVs in these?

Apart from the sport uniforms that Kirsten helped acquire for the school, are there some other resources that she also played a role in obtaining for the school?

APPENDIX B

LETTER REQUESTING PERMISSION FROM REGIONAL DIRECTOR

IFESH-Namibia

Memo

To: Mr. G. Tshiguuo
From: Anna Ipangelwa, IFESH-Namibia Country Representative
Date: 17 May 2001
Re: Request to work with Onampira C.S for research purposes

Dear Mr. Tshiguuo

I trust things are going well with you and your staff at Ondangwa West Regional office.

I am sending this memo to you in a form of a request for permission to involve Onampira Combined School in my research project for my Masters Thesis.

I am currently enrolled for a Masters Degree in Educational Leadership and Management with Rhodes University, South Africa. I finished my first year course work successfully last year and now I am about to enter the second part of the degree requirements i.e. a Research Thesis. The area that I am researching is to do with the impact of Peace Corps Volunteers on the management of a school. The school I identified to work with is Onampira C.S, in your region.

I identified Onampira C.S because it is one of the schools that I worked with during my time with Peace Corps and also because both Volunteers that have served at the school seem to have gained good experience and are in fact glad that they were given an opportunity to be part of the school. Similarly, the management and staff of the school also appear to have enjoyed their time with Volunteers and are satisfied with their work and contributions they have made to the school and community. Based on the above justification, I would like to find out whether that is the case and if so what the factors were that made it work.

In the meantime I will contact the Principal, Mr. Tshitayi while awaiting your response. I am planning to make my first contact with the school, in this capacity, on 22 May 2001.

I would appreciate it if you could indicate your reaction at the bottom of this memo and fax it back to me.

Thank you so much for considering my request.

Best regards

Approve: _____ Disapprove: _____

Mr. G. Tshiguu, Regional Director, Ondangwa West

Signature: _____

