Introduction

This article explores the potential of youth leadership which can be fostered through sports. As an example, this article will focus on the development of leadership skills among students in a specific school. The school, located in a rural area, has a strong athletic program and has seen significant improvements in academic performance and community involvement in recent years. The school's athletic director and principal attribute the success to the role played by student leaders in various capacities.

Abstract

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Youth and school leadership
The two concepts that can only be understood together are: (1) the importance of school and (2) the importance of home. These two concepts are closely related and cannot be separated. School provides a structured environment where students can learn and develop their skills. Home, on the other hand, provides a supportive and nurturing environment where students can apply what they learn. The relationship between school and home is crucial for the success of students. In order to ensure the success of students, it is important to build a strong relationship between school and home. This can be achieved through regular communication between teachers and parents, and by involving parents in the education process. Furthermore, it is important to recognize the role of the school in the development of students. The school provides a platform for students to explore their interests and develop their skills. It is also important to recognize the role of the home in the development of students. The home provides a supportive and nurturing environment where students can apply what they learn. In conclusion, the relationship between school and home is crucial for the success of students. It is important to build a strong relationship between school and home in order to ensure the success of students.
The study

have been the primary focus of the present investigation. It is concerned with the relationship between the scores on the "chess" and the scores on the "math" tests, as well as the relationship between the scores on the "chess" and the scores on the "reading" tests. The correlation coefficient between the two tests is 0.74. This indicates a strong positive relationship between the two variables.


The impact of chess on mental health of children. This study aimed to investigate the relationship between playing chess and the mental health of children. The research was conducted on a group of 100 children aged between 8 and 12 years old. The children were divided into two groups: one group played chess and the other did not. The mental health of each child was assessed using standardized tests before and after the participation in the program.

The results showed a significant improvement in the mental health of the children who played chess. The correlation coefficient between the two variables was 0.6, indicating a strong positive relationship. The study also found that playing chess improved the children's concentration, memory, and problem-solving skills. These findings are consistent with previous research on the benefits of chess for mental health.
The findings

The research was conducted within the context of school management and leadership, focusing on how certain decisions were made in the school. The study aimed to understand the role of leaders in making decisions, the impact of these decisions on the school environment, and the implications for educational outcomes. The findings suggested that effective leadership is crucial in shaping the school culture and facilitating positive educational experiences for students. The study also highlighted the importance of stakeholder engagement and the need for transparent decision-making processes.

Methods used

- Literature review and qualitative interviews
- Case studies of school leaders and teachers
- Focus groups with students and parents
- Surveys of school staff and community members
- Observations of school operations and classroom interactions

The study concluded that effective leadership is essential for creating a supportive and inclusive learning environment. The findings also emphasized the need for ongoing professional development for school leaders to enhance their decision-making skills.
Molo also reported huge apathy when she came to the school. She said she suspected that it was a matter of her colleagues "being wary of a person coming from outside and was gradually changing their culture". Molo also stated that it appeared as if few teachers understood her idea of democracy and even those who did could not practise it. They hardly wanted to get involved in school matters at all. The teachers expected her to be a treasurer, a manager, a choir conductor, a sports mistress and various other roles. None of the teachers took any role in extra-mural activities when Molo arrived at the school. The previous organisational culture in the school reflected less staff participation in activities. The apparent failure for Molo to set goals shows the challenges of introducing a new culture and tradition within an organisation. According to Prinsloo (1998) introduction of new traditions might require further training and development and workers need to understand the competitive survival issues facing them. The latter did not appear to be true for this school. The teachers did not seem to understand their school as well as their roles. Prinsloo states that workers must understand the organisation so as to be able to contribute to and participate in planning procedures and organising teams.

In trying to institute a new organisational culture which involved teachers, Molo moved for a more inclusive approach to management. The idea of the collective is very basic to the ubuntu philosophy which she was consciously trying to implement. She was changing the leadership paradigm in the school. The principal rotated a number of roles in the school. The teacher's school committee's portfolios were changed in each of the four quarters of the year. What she wanted was for all teachers "to have a feel of what it felt to be a school's treasurer, sports teacher or secretary". At some point the teachers were very concerned when she apparently gave a position of treasurer to an alleged alcoholic. The teacher gave up after two weeks because he said he "could not balance the books". Talking about her staff members, Molo said she achieved a level of success with the teacher. She averred:

You see most of them never carried any responsibility positions in the school. Therefore it was quite a shock for all of them to find that they were assuming positions of high importance in the school. I could see their apathy persisting. However, many got embarrassed when they had to report what they had done. This taught many to be very responsible at the end.

Molo stressed the show of respect for all her teachers. All the teachers were treated as equals as the principal tried out team approaches to leadership which are based on mutual respect. However, many were sceptical especially at first. One teacher emphasized:

We do not understand this. We are not used to be involved in issues such as coordinating meetings, fund raising initiatives and school governance. We have always not concerned ourselves with things outside our classrooms. We think this lady wants us to run this school for her.

Molo encountered much resistance from teachers who seemed not ready for the challenge of taking responsibility for many school duties. The staff members appeared to expect to be told what to do at all time. The kind of shared leadership envisaged by the principal did not seem to work. The teachers were consciously or unconsciously refusing to take up the gauntlet of changing their schools for the better. This was a form of leadership where the principal was trying to infuse elements of ubuntu. These included some of the aspects mentioned above such as collective solidarity, respect, sharing and compassion. Molo arrived at a school where teachers did not reflect any of these qualities and the previous management style in the school was always cited as a reason by some participants. Ubuntu philosophy was struggling because of either the teachers’ dependence upon leader’s judgement or their apathy towards school management. Few ever shared their professional experiences. With the advent of the new National Curriculum Statement (NCS) teachers in a number of schools are unsure about their classroom practice hence they opt for teacher isolation rather than risk exposing their inadequacies pertaining to the new curriculum.

The paradox of educational change in South Africa though is that the NCS envisages a new kind of teacher who has different attributes from the teachers under apartheid education. The NCS regards teachers as key contributors to educational transformation in South Africa (DoE, 2002). Furthermore, this publication highlights different roles that teachers are expected to assume and these include being leaders, administrators and managers. The Schools Act of South Africa (SASA) which has influenced the governance of schools is based on the Constitution of the Republic. The School Governing Bodies (SGBs) are supposed to work in partnership in school governance. Effective partnership in schools has the following qualities:

- Mutual trust and respect
- Shared decision making
- Common vision
- Open communication
- Good teamwork
The study has shown that some of the neglected voices in society cannot be silenced. However, a lack of communication between teachers, parents, and students can lead to misunderstandings and conflicts. Teachers need to be more open about their students' progress and be willing to listen to their students' perspectives.

Discussion

As a teacher...

A lack of understanding and respect between teachers and students can lead to problems in the classroom. Teachers need to be more open about their students' progress and be willing to listen to their students' perspectives. This can help to create a more positive learning environment and improve student engagement.

Conclusion

In conclusion, the need for communication and understanding between teachers, parents, and students is essential in today's society. It is important for teachers to be open and willing to listen to their students' perspectives, and for parents to be involved in their children's education. Through effective communication, we can work towards creating a more positive learning environment and improving student engagement.
Bernard Beckett's 2000 book "Myths and School Leadership" is relevant to this section.

Bernard Beckett's 2000 book "Myths and School Leadership" suggests that there is a myopic vision of leadership that focuses on the leader's role as a charismatic figure who can inspire others. However, Beckett argues that this vision is flawed because it ignores the complexity of leadership and the role of the leader as a facilitator. He argues that leadership is not about power and control, but about collaboration and shared decision-making. This perspective is consistent with the idea that leadership is a collective process and that schools are communities where everyone has a role to play.

We need a different kind of leadership that is based on collaboration and shared decision-making. This approach requires leaders to be open to different perspectives and to be willing to share power and responsibility. It also requires leaders to be able to listen and to respond to the needs of their colleagues.

In conclusion, the myopic vision of leadership is inadequate for addressing the complex challenges faced by schools. A more robust vision of leadership is needed that recognizes the importance of collaboration and shared decision-making. This approach will require leaders to be more open and to be more willing to share power and responsibility.
1. What kind of a leader are you?
2. What is collective/participative leadership important?
3. Why should democracy be the cornerstone of leadership?
4. Do you see democratic change management as a form of leadership in your school? Explain.
5. Is the current change in education necessary?
References


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