

AN OVERVIEW OF TRANSFORMATION  
IN LEADERSHIP AND MANAGEMENT OF  
PRINCIPALS IN PRIMARY SCHOOLS AFTER  
A DECADE OF DEMOCRACY

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TRANSFORMATION IN LEADERSHIP  
AND MANAGEMENT IN PRIMARY  
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DEMOCRACY**

**By**

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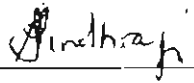
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**2007**

**DECLARATION**

I, Pradeep Sindhrajh, declare that this dissertation is my own original work and that all the sources I have used are acknowledged by means of appropriate references.

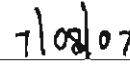
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## ABSTRACT

Post apartheid South Africa heralded changes in society and the educational system as a whole. South African schools have in turn become sites of phenomenal changes. The recent trends towards greater decentralization and partial privatization for many schools have placed more responsibility on school managers and leaders. School managers and leaders are faced with situations in which effective and efficient school management requires new and improved skills, knowledge and attitudes to cope with a wide range of new demands and challenges. During the apartheid era educational managers were subjected to many forms of suppression, which favored the previous government. The education system was characterized as being authoritarian, non – consultative and non – participatory. Educational leadership focuses on technical and bureaucratic functions of the school, and greater emphasis was placed on vertical structures.

Leadership in South Africa today calls for a different mindset. The challenge is for leaders to recreate school as learning organizations that focus on results and accountability. There exists a need for schools to move away from being fixed structures that focus on constraint and control. Real transformation will depend upon the nature and quality of internal management and how principals execute, delegate, consult and participate with all stakeholders. Self – management is accomplished by an internal distribution of power within the school and in transformational leadership. School principals need to adopt a new paradigm of leadership in which leaders are intuitive and visionary. Democratic South Africa places emphasis on transformational leadership. A transformational style of leadership is significant as this style of leadership embraces a charismatic, visionary, cultural and empowering concept of leadership.

Emphasis is given to higher levels of personal commitment towards accomplishing the goal of organizational learning and the development of a school climate that is productive and conducive to learning resulting in effective schools.

Principals need to align themselves with the values of the new constitution bearing in mind democracy, equality, human dignity, freedom and justice. The challenge and need for leadership are great if education is to be uplifted and transformed. One of the main findings of the research was a discrepancy between the principal's perception of his/her style of leadership and the perception of the staff regarding the principal's style of leadership. The principal perceived his / her role as a leader as being more transformational than transactional while members of the staff saw the principal as being a transactional leader. An extremely interesting finding was consensus between School Management Teams (SMT) and educators in respect of the views expressed: 75% of the SMT and educators agree with the perception that the principal's leadership style was autocratic.

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# CHAPTER ONE

## INTRODUCTION

### 1.1. Setting the Focus

The past decade of democracy (1994 -2004) has been a time of considerable change and turbulence for South African schools. Both the transition from the apartheid era and the advent of a democratic government in 1994 resulted in restructuring. This inaugurated major restructuring of the former nineteen apartheid education departments into one national educational system, subdivided into and nine provincial education departments. This heralded policy changes in every sphere of education, which had major implications for principals within schools. This study focuses on the transformation of leadership and management style of primary school principals. We are in a transforming context from apartheid run state towards a democracy that aspires to redress the past inequalities, entrench equity, social justice and human rights and provide a healthy environment for its people to live in harmony.

The challenge facing South African leaders is the transition from the apartheid era to the post apartheid era as leaders and managers aspire to democratic values. This is the challenge for South Africa as it aspires to democratic values. School education has been devolved to the nine provinces and each province is expected, within the framework of national policy to formulate its own policies. The new national education legislation, the South African Schools Act 84 of 1996 (S.A.S.A), has given relatively more power and responsibility to schools for making decisions (Department of Education, 1996). The passing of the S.A.S.A act was to democratize the education system. While assuming a degree of autonomy, schools are also expected to resource themselves with minimum support from their respective provincial departments. Steyn and Squelch (1994), mentioned that prior to 1996, leadership and management style was predominantly authoritarian and autocratic. Principals used power vested in them by the National Department to dictate and make decisions on their own

without consultation. This decision making power of principals has been halted with the introduction of S.A.S.A.

In order for us to understand our present leadership and management style of principals, there is a need to understand the previous role functions that principals once experienced and its implications for the role as management and leadership in a school. In the past the principal's duty was mostly to maintain the smooth running of the school, which was of limited complexity. Principals only required professional training and experience to qualify for promotion to manage a school.

Previously the principals were autocratic and authoritarian. Schools were administered by means of a top – down management system from The Department of Education (D.O.E) where principals and educators were at the receiving end. Principals played managerial roles of implementing regulations and government policies of school organization. The principal was solely accountable for all school responsibilities. Decision – making was undertaken without consultation with relevant stakeholders.

Recently the first democratic government under Mandela leadership, to institute changes based on equity and overhaul the general education policy, had prioritised the education system. Central government devolved policy powers to provincial governments. It became increasingly apparent that while central government dictated monetary or fiscal policies regarding funding of provinces, power was vested in each of the provinces to follow educational guidelines set by national government in drawing up provincial educational policies. This gave provinces a certain degree of autonomy.

According to Sayed and Jansen (2001, p. 25) the Mandela administration, “Unleashed profound forces of democratization, which could not but leave a significant imprint on the country's education and training system.” This resulted in many significant changes in the education system in South Africa following the first democratic elections in 1994. For example, South Africa chose outcomes based education (O.B.E) as the type of education to

underpin the new education dispensation. Essentially the new curriculum affected a shift from one, which has been content – based to one, which was based on outcomes. This aimed at equipping all learners with knowledge; competencies and skills needed for success after they have left school or completed their training. The new curriculum’s guiding vision assumes the creation of a self-sufficient and competent future citizen (Chisholm, 1997). In terms of making a positive impact on the citizens of South Africa, the OBE system was designed and modified to promote the mission and vision of the democratic government of South Africa.

The implication of this change in theory, on school principals, would be that it would assist schools to accomplish their goals more effectively by replacing some dysfunctional structures with better ones. When these educational changes take place in any country, the school becomes the centre of change. The study on transformation will be key performance indicator for the government to assess whether the policies are accepted and implemented as we intended. The new educational system sees the school as an open living system, a complex organization and it makes demands on the school accordingly.

Transformation within the school system was marked by changes in governance, heralded by the South African Schools Act 84 of 1996 (S.A.S.A), which focuses on schools. SASA is an educational policy document, which outlines the parameters of behaviour for all stakeholders in education including shared responsibilities. The responsibility for governance and school management is placed directly on the shoulders of the school governing body. The SGB plays a major role in the selection and appointment of educators, in fundraising and basic maintenance of the school. This shift from centralized control to school autonomy meant that principals could no longer solely depend, as in the past, on the Department of Education for guidance to lead and manage their schools. Schools have been given greater autonomy and are therefore expected to be self-managing in the daily running of the school. These profound changes imply that principals, members of the school management teams, educators and parents have to change their perception about their roles and responsibilities in schools.



The infrastructure of the school has also undergone drastic change. Principals no longer hold all responsibilities for managing the school. Their work is shared with School Management Teams (SMT), the School Governing Body (SGB), educators and educational leaders. Consequently principals have to assume a more delegative role but are accountable for the functionality of the school. This has placed several constraints on the principals from various sectors e.g. Department officials, SGB and from within the school. Staff might resist drastic changes or urgently encourage changes. Besides being burdened with excessive paperwork, both administrative and financial, principals must be legal experts, health and social service co-ordinators, fundraisers, public relations consultants, guidance counsellors and security officers. The most important duty is the implementation of instructional programs, curricular, pedagogical practice and assessments. According to Pounder and Merrill (2001), cited by Whan and Thomas (1996, pp. 37-54) "Despite some of the positive impacts, these role changes have led to an increase in overall workload and have contributed to increased stress for principals."

The Department of Education (1996, p. 25) says, "New education policies require managers who are able to work in democratic and participative ways to build relationships and ensure efficient and effective delivery." The implication of this statement is that school principals are faced with a challenge of delivering quality leadership and management, because the functionality of school is closely linked to the quality of the principals' internal leadership style and approach. As a result, considerably more authority and decision-making has shifted to school level than in previous years. This new direction and organization of education in South Africa aims to decentralize school-based negotiations and increases stakeholders' participation. The result is a distribution of duties and shared responsibilities. This calls for a different mind set and creative leadership skills. The challenge is for educational leaders to recreate schools as learning organizations that focus on results and accountability, to move away from schools as bureaucracies focused on constraints and control. The task facing educational leaders in South Africa is to move away from a hierarchical approach to one of empowerment.

## 1.2. The Purpose of the Study

The purpose of this study is to explore the transformation in leadership and management styles of primary school principals in the ex –Ethekwini Region since democracy in 1994. Democracy heralded several changes, which necessitate leadership qualities that will positively contribute towards transformation of society. Hence the focus of the study indicates the paradigmatic stance of primary school principals who are tasked with the responsibility of leading schools in our democratic country. Although transformation are as much a challenge for primary schools as it is for secondary schools, the researcher has limited the investigation to primary schools because of first hand experience, easy accessibility and finally to delineate the studies to primary school principals.

## 1.3. Critical Questions

In trying to determine the leadership and management style of primary school principals, the study explores these styles through the following questions.

1. What are the de-facto (daily functioning) roles, responsibilities and perceptions of principals as seen by SMT and educators in primary schools?
2. Do educators and SMT's perceive the de-facto roles and responsibilities of primary school principals as transformatory?

To expand on the critical questions the study highlights the leadership and management styles of primary school principals by raising questions to evaluate if transformation is progressing successfully.

- ✓ How do principals perceive decisions or arrive at solutions during staff or departmental meetings?

- ✓ Is there a greater level of responsibility and participation among educators in the decision-making process?
- ✓ Do leaders and managers feel that they have lost their power of authority and are absolving themselves of absolute responsibility?
- ✓ Do principals comply with the legal framework and implement principles as suggested in educational policies?

Finally, the study evaluates the leadership and management styles of primary school principals by the School Management Team and educators and vice versa.

#### 1.4. Rationale of the Study

Being an educator for 22 years, I have taught in the apartheid and post-apartheid era. Under the leadership of the apartheid era, educational leaders and managers were subjected to many forms of suppression, which was ruled by policies of preference towards a minority race that is the Whites. The leadership and management style of principals was clearly prescriptive, direct from outside authority, such as departmental officials, who were promoters of autocratic and authoritarian principles. This allowed them little leeway to develop an alternate leadership style. The common leadership and management style was autocratic, bureaucratic, and hierarchical with a 'top-down' management. The principal was solely accountable to departmental officials regarding the logistics and dynamics of the school. This is why this study has impacted on me as an educator. My first hand experience has impacted on me as an educator. The management styles of principals changed in post apartheid era. Understanding these changes in leadership and management enabled me to understand my role as an educator in this transforming context.

There is an assumption inherent in post-1994 education policies that management styles of principals will gradually transform. The present leadership and management style should move towards more flat horizontal structures (refer to chapter 2), which encourages

collaboration, ownership, accountability and an equitable form of leadership. The new educational system sees the school as a complex organization and demands are made on principals according to the new democratic South Africa, which introduces new educational policies. The South African Schools Act (S.A.S.A) requires all school leaders and managers to work in a democratic and participatory way with all relevant stakeholders to build relationships and ensure efficient and effective service delivery. Understanding these changes in management and leadership style will enable all educators to understand their roles in transformation towards a democratic school system.

This study attempts to illuminate these transforming roles of school principals. The Task Team was instituted by the new democratic government, to report *Changing Management to Manage Change in Management*, that is the new approach to education management development depends on the following elements: planning according to value driven mission, managing through participation and drawing on other levels of the system for support (Department of Education, 1996 p. 26).

This educational change in turn called for the role of the principal to be re-conceptualised. The infiltration of policies, which creates an ever-changing school environment, comes to bear heavily on the role of the principal by giving new meaning to the term 'multi-tasking'. The principle task was not only concentrated on the organizations and administration of staff and learner but to form partnerships with relevant stakeholders to maintain the functionality of the school. Working from this premise, this study focuses on the role of the principal in the light of school transformation in the new South African context.

Transformation to democracy of South Africa necessitates a transformation of every system in this country, including the education system. Over the last 10 years of democracy, there has been some significant change to the governance, curriculum and infrastructure of schooling to promote transformation. These changes were largely introduced through legislation (e.g. S.A.S.A) and policies (e.g. curriculum policy, national schools curriculum). These challenges further require individuals who have the qualities to review and re-evaluate their duties and responsibilities.

According to Bhagowat (2006, p. 10), “A point of departure would be to inquire how principals perceive transformation, what needs they fulfil as agents of transformation and the challenges that these roles present”. Transformational school principals are those who can balance a variety of pressures, while never losing sight of mission, vision and societal values. They set direction, organize, monitor and build relationships with the school community. Thus, this study intends to focus on the leadership and management role of principals in the light of transformation in the South African context as a whole.

### 1.5. Research Methodology

I conducted my research using a quantitative method of data collection and analysis. The researcher selected the quantities approach because the topic was of a sensitive issue. Only a few or no SMT’s or educators were prepared to participate in a qualitative approach. Their feelings and responses would be bias or distorted for fear of victimization or being disloyal to their school. Therefore quantitative approach allowed for a larger population of the sample. I selected primary school principals, teachers and SMT’s (this includes Heads of Departments (HOD) and Deputy Principals (DP). The units of analysis comprised of principals, school management teams and educators. A detailed questionnaire was designed and distributed to a sample population. Permission to distribute the questionnaire and collect data was requested from the principal before hand. A letter was written to the principal and the staff informing them about the research and assuring them that the information and data gathered from the research would be given the highest degree of confidentiality.

The survey questionnaire was selected as a means of collecting data from principals, SMT’s and educators. In the literature review, the researcher presents a critical review of the existing leadership and management styles of principals, contextualising the problem that is in transition from transactional to transformational leadership.

## 1.6. Significance of the Study

The decentralization of education to the school site has impacted on the principals' roles of governance, on management and administration of schools over the last decade. The study is being undertaken to identify the principal's leadership and management style and to assess the extent to which it may be characterized by transformational leadership over a decade of democracy. The research findings will prove very valuable for primary school principals, School Management Teams, educators, School Governing Bodies and departmental officials in this circuit. The study further presents an account of transformation amongst principals given the multitude of changes at school level. Principals are expected to align themselves according to values of the new democratic constitution based on equality, human dignity, freedom and justice. The study will reveal whether school principals have enough flexibility and adaptability to handle newly contextualised needs.

## 1.7 Limitations of the Study

The study is divided into manageable sections by focusing on three ex-Departmental circuits in the eThekweni region. Therefore the study is subjected to the following constraints:

- ✓ The study focuses on primary schools, excluding secondary schools, because I am a primary school educator and do not have easy access to secondary schools or first hand experience.
- ✓ The sample was purposively drawn from schools in the eThekweni region. The sample is not fully representative of the entire population of principals. Therefore this study cannot be generalized to the whole of the Kwa-Zulu Natal province and South Africa at large.
- ✓ Although the change in the leadership and management style of principals are noticeable in all regions, the scope of the study has restricted the researcher's

focus to only one region. Thus, it is not possible to generalize from the findings.

- ✓ Only a questionnaire was used as a method of collecting data and therefore follow up questions to the responses could not be made.
- ✓ Not all selected schools wanted to participate because they feared exposure to criticism on the management style of their school.
- ✓ The timing in administering the questionnaire is an important factor. The administering of questionnaires during lunch breaks or late in the afternoon proved to be inappropriate in terms of teacher tiredness and enthusiasm.
- ✓ A second important factor is lack of interest amongst staff members to complete questionnaires. They believed it would only benefit the researcher to complete his / her dissertation and they did not benefit from the research. They needed to be convinced that the process will lead to school improvements and that their views will be taken seriously. In short, they wanted to feel that they were part of the process and that it is not being undertaken for some extraneous reason.

## 1.8. The Structure of the Study

### *Chapter 1: Introduction*

This chapter introduces the study, provides crucial aspects such as the rationale and limitations impacting on the study. It also provides the structure used in this research.

### *Chapter 2: Literature Review*

This chapter provides a broad discussion of the concepts of leadership and management styles with specific reference to transformational leadership. It provides insight into the difference between leadership and management. It further expands on the definition of leadership, outlines theories of leadership, transformational and transactional leadership, administrative and organizational abilities, characteristics and qualities of good leadership in South African schools, and was the key focus.

### *Chapter 3: Methodology*

This chapter offers an insight into the specific research conducted and examines the research methods used. The research questions are outlined, and the population sample engaged in the study is discussed. The manner in which the data was analysed is also explained.

### *Chapter 4: Data Analysis*

This chapter presents an analysis of data. It is an account of the principal's leadership qualities, leadership styles, organizational abilities and perception regarding transformation. The data is analysed through descriptions and correlations.

### *Chapter 5: Summary, Recommendations and Conclusion*

This chapter provides an executive summary of the data gathered, analysed and discussed in the preceding chapters. Conclusions arrived at and recommendations for transformational and management styles are suggested.



# **CHAPTER TWO**

## **LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents a review of the literature on educational transformation and educational leadership and management. It explores the transformational imperatives affecting schools and principals. Discussion extends to a discourse on principals as managers and leaders in order to establish the necessary roles principals play in a transforming school context.

### **2.2 Transformation in School Education and Implications for Governance**

During the past decade of democracy, South African Schools have undergone enormous changes as a result of development in the social, political, economical and educational arenas. Van der Westhuizen and Theron (2003, p. 216) mentioned not only is education in both the white and black communities in the midst of a process of change and renewal, but the whole education system is also in the process of change and renewable. Changes in education legislation translate into school policies, e.g. admission, curriculum and language policies, which result in a large number of multi-cultural schools. This marks a tremendous challenge to school leaders.

The values underpinned in the Constitution calls for fundamental changes in educational institutions. The National Department of Education has shifted the vision and direction of the South African education system since 1994, through a series of policy initiatives (Department of Education 1996, p. 11). These initiatives were a part of an effort to restructure the South African education to be in line with the constitution.

Loock (2003) found the task of the school principal or any educational leaders has become increasingly complex and constrained. He states that principals find themselves locked in with less room to manoeuvre. They have become extremely dependent on political context

that is to follow the principles of the political party in power. Therefore pro-active leadership is essential; principals are in a favourable position to provide transformational leadership styles. They need a new mindset and guidelines to break through the bonds of dependency that have entrapped those who were keen to change their leadership and management styles Looock (2003).

New leadership styles require that principals make their schools accountable to the community. Successful schools are not only collaborative internally, but they have the confidence, capacity and political wisdom to reach out, constantly forming new alliances with all stakeholders including National Government Organisation (NGO's). It also requires new improved skills, knowledge and attitudes to cope with a wide range of new demands and challenges. Some of the challenges faced by principals, are maintaining the standard for education, greater contact with parents, assuming greater financial responsibilities, coping with increasing multi-cultural school population, managing change and conflict among educators, limited resources and being accountable to the community they serve. These challenges demand a radical shift in leadership styles.

Whether working in a 'brick' or 'click' environment, School Management Teams (SMT) and principals faced rapid change in the new democratic South Africa, leaving behind the 'top-down' approach to management and employing more flatter horizontal configurations of communications (Latchem and Hanna, 2001). Change is messy, complicated and involves conflicting demands. Change is both political and personal. Like learning, change cannot be forced on people. Mere management is no longer enough to guide and shape organizational behaviour. Organizations (schools) need leadership. Robbins and Finley (1997) declare that no change ever succeeded without talented leadership, whether at the top levels of the organization or at the team level.

Latchem and Hanna (2001, p. 53) suggest that leaders, "do not like to be constrained by rules or traditional lines of thought, they know when it's time to break away with the old systems and practices and set up new ones. They point the way ahead and also have the courage to say: 'That is not the way to go'." A good leader will lead by example and will not be afraid

to receive advice from others or accept defeat gallantly. As leaders forge new paths to the future, leaders have to take risks, learn from their mistakes and those of others and re-address problems from new prospective.

McLennan and Thurlow (2003, p. 1) state that, "Education policies for a 'new' South Africa show remarkable congruence with international trends. South Africa's commitment to poverty alleviation, education for lifelong learning and the integration of formal and non-formal education are mixed with emphasis on the need for educational development". This implies that there is a need to change to a democratic type of education. This was indicated in the South African Schools Act 84 of 1996. The beginning of a new democratic educational system and working in partnership with the SGB. Principals, including relevant stakeholders were responsible for the management of their own schools.

Due to the influence of British and American literature on school effectiveness and quality, in South Africa there has been a more recent shift in approach towards education management paradigm, placing emphasis on education leadership, improving teaching, learning and communication. The principal is seen to play a critical role in encouraging motivation and performance of staff. This can be achieved through "effective leadership style and competent management" (Gounden and Dayaram, 1990, p. 310).

New policy frameworks and legislation both nationally and provincially emphasize that governance and management need to be re-conceptualised at all levels of the education system- especially at school levels and be sensitive to the South African context. "Changing South Africa's education and training system is only possible if there is harmony between the vision for transformation and the day-to-day realities of those working in the system" (Department of Education, 1996, p. 17).

The department has put policy into place but whether the policy is put into practice is the key challenge to manage transformation effectively. A simultaneous need is to counteract the pervasive influences of the past. At the system level, a central goal outlined in the Department of Education's White Paper on Education and Training (Department of

Education, 1995) is the development of a democratic and service-orientated education and training management system. However, as McLennan (1995) argues, existing institutional context and the norms and social relations which constitute them, contain 'countervailing tendencies', which inhibit the emergence of an institutional framework appropriate to the effective management of the 'new' education system.

According to McLennan (1995) one of the challenges of educational management is the development of appropriate capacity in the systems, structures, ethos and managers of the education system. This is necessary to ensure that the principles, newly defined in policy are achieved. It requires total commitment by all relevant stakeholders. Establishing democratic governance requires a clear, strong and national policy framework, which defines functions and powers, areas of authority and spaces for participation. A primary task is the management of the political and institutional relationships that would lead to broad agreement on the priorities for education and the structures and institutional mechanisms, which will ensure delivery.

The National Department of Education acknowledges the central importance of effective management at all levels of the education system: in the 2<sup>nd</sup> White Paper (Department of Education, 1996) and in the subsequent appointment of a National Task Team on Education Management Development. The report contained numerous strategic recommendations for a new approach to management development and supported all stakeholders. However, nothing substantive had yet emerged from the national department in the form of coherent policy or strategy. The 'new approach' to education management advocated in the Task Team report is characterized as an integrative and collaborative one. Reference is made to the role of transformational leadership in self-management (Department of Education, 1996).

From the point of view of schools, there are challenges as a result of new policy and legislation. Schools will increasingly have to learn to manage and govern themselves, which is a profound change in culture and practice.

The South African Schools Act (SASA), the cornerstone of South African education, imposes a host of new responsibilities on the principal. It remains to be seen how principals are responding to this rapid transformation and the sudden onslaught of challenges.

South African Schools are beginning to get a sense of what Fullan (2000, p. 157) presents as a scenario prevalent in schools:

“The walls of the school have come tumbling down, metaphorically speaking. ‘Out there’ is now ‘in here’, as government policy, parent and community demands, corporate interests, and ubiquitous technology have all stormed the walls of the school. The relentless pressures of today’s complex environment have intensified overloads.”

With the devolution of power to schools, principals have gained more power and authority, and additional responsibilities. According to the School Register of Needs survey (Department of Education, 2000), South Africa has a diversity of schools ranging from the well resourced to the under resourced, each with its own diversity in terms of culture, demographics, language, staffing and community. Whatever the condition at the site, the principal is expected to work in partnership with all stakeholders, to lead and manage change in the institution.

A point of departure would be to inquire how principals perceive transformation, what needs they fulfil as agents of change and the challenges that these roles present. The prerequisites for being appointed to the principal ship do not stipulate formal qualification or ongoing training in education management and leadership.

The renaissance or rebirth of education in the last decade has revolutionized the role of the principal. The implementation of policies increases the roles and responsibilities of the principal, who is expected for the first time, to draw on a multitude of roles and skills, particularly in the personnel field, rather than rely on bureaucratic direction as in the past (Handy, 1985; Duignan, 1990 as cited in Dimmock and O’Donoghue, 1997).

The transformation goals within South Africa resonate with Australia, England and Wales. Educational reform in Australia, England and Wales, two decades ago, advocated

decentralization, resulting in the practice of site-based management, which moved the emphasis from the principal as instructional leaders to the principal as administrative management.

Bhagowat (2006, p. 17) explained that South Africa is currently experiencing the need for the principal to extend beyond the role of administrative manager because of the wave of school reforms spanning national boundaries. This movement validates Marsh's (2000, p. 129) prediction, "Pressures for accountability ... will also push schooling. The paradigm shift will involve major changes and new patterns of leadership, but also the significant educational leadership of the school principal – the reforms will not be successful without this educational leadership from the principal."

The major thrust of transformation in South Africa is the provision of equal education to all learners, irrespective of their racial, social or economic backgrounds. This is being attempted via legislation being enacted in the spirit of democracy and transformation, but policies alone cannot achieve this goal. Rather, the success of these policies will depend on implementation and, more importantly, by the people who are responsible for this. In the context of schooling, it is none other than the principal who is responsible for the interpretation and implementation of policies. It follows that the role of the principal must evolve from that of administrator / manager to that of leader, or more specifically to a transformational leader.

### 2.3 Leadership in South African Schools

Prior to 1994, there was no common legislation underpinning the governance of public schools. The governance of school was racially based and undemocratic. It excluded important stakeholders in the decision making process. Hence, the leadership and management style was predominantly authoritarian and autocratic. Principals used the power vested in them to dictate and make decisions on their own without consultation. They also served as line managers whose sole role was to carry out district and central directives. Principals played managerial roles of implementing regulations, government policies and were accountable to the education department (Steyn and Squelch, 1994).

Middlewood et al. (1997) mentioned that the traditional notion of leadership is one of exercising authority and directing others. Many South Africans have been brought up with the notion that leadership comes from the person who leads, that is, the person put into office is given the position of a leader- this person is in control.

After 1994 and within the broad context of transformation, the National Department of Education attempted to address the past imbalances through a series of policy initiatives, in line with the new Constitution. The Task Team on Education Management Development (1996) identified that:

“The key challenge for education management relates to the inappropriate nature of many of the existing management systems, processes and structures. New education policy requires a manager who is able to work in democratic and participative ways to build relations and ensure efficient and effective delivery.

(Department of Education, 1996, p. 25).

The ushering in of the new political dispensation in South Africa saw the beginning of democratic processes in various sectors including education. The passing of the South African Schools Act 84 of 1996 was to democratise the education system.

The White Paper set the stage for a democratic system of education. The new school governance policies empower all stakeholders in education, such as parents; educators and learners to be actively involved in decision-making in the way schools are governed and managed. Democratic school governance emphasizes decisions made on the basis of consultation, collaboration, co-operation, capacity building, partnership, mutual trust and participation of all stakeholders.

The leadership review reveals that South African schools need transformational leaders to produce effective schools (Coleman, 2003). School principals can no longer be bureaucratic, controlling managers who are obsessed with hierarchies and maintaining the status quo. School principals as transformational leaders are visionaries who involve followers to such an extent that they raise the level of human contact and ethical aspirations of both the leader and follower. Transformational leadership looks at the basic purpose of the organization giving other people in the organization a vision that will transform the existing situation to parallel democratic values.

Leadership in South Africa today call for a different approach and leadership skills. Hart (1995, p. 11) and Gulting and Butler (1997, pp. 62 – 63) have identified the key changes in the way South African schools are organized. These key changes are summarized in Table 2.1.



**Table 2.1 Key changes in the way 'new' organizations (school) in South Africa is organized.**

**Changing schools: from 'top-down' to 'participatory' management**

<i>Attribute</i>	Implications for principals
<i>1. Principals should lead rather than instruct.</i>	- Principals need the support of the staff
<i>2. The decision-making hierarchy becomes flatter</i>	- To reduce problems in a hierarchical system, flatter, more open and more participative structures should be created
<i>3. Responsibility should be shared.</i>	- With the development of teams, responsibility should be shared.
<i>4. Leadership is about empowering participants.</i>	- People in senior management positions should see their role as empowering others to make decisions about the operation of the school, rather than controlling them. - Create opportunities for staff to engage in professional growth, developing a culture of commitment.
<i>5. Developing instead of delivering expertise</i>	- Schools should create processes and structures that develop expertise.
<i>6. Command respect through stature and not status.</i>	- In a new dispensation an individual's position in the hierarchy is not the only basis for respect. This respect will rather be won by demonstrating to other educators and learners that respect is deserved because an individual succeeds in getting things done.
<i>7. Emphasize effectiveness of schools and not simply efficiency.</i>	- In the past, many schools ran efficiently. They were quiet and neat, but still produced poor matric results and not the desired learning outcomes. The emphasis is not on a commitment to constant continuous improvement, which involves everybody in school.
<i>8. Create a culture of learning, rather than controlling behaviour</i>	- Where principals in the past believed that educators need constant control and supervision. The approach in the 'new' school should be to ensure that agreed-on outputs are achieved by entrusting educators and learners to work towards these without constant supervision.

Source: Hast (1995), Gulting and Butler (1997)

The implications listed in Table 2.1 illustrate key changes for leadership in general, especially those of the traditional principal. The next section discusses the changing roles of principals.

## **2.4 Changing Roles of Principals**

### **2.4.1 Principal's Role Changes**

For over a decade, the literature in overseas countries, such as U.S.A., England, Australia, has documented the changed role of school principals (Whitaker, 2002). Principals' role changes frequently cited in the literature includes site-based management or collaborative decision-making. This increased the role of management, towards greater interaction with the community and financial control.

The boundaries between schools and their external environment have become more permeable and principals are spending more time with parents and community (Kochan et al., 2000; Murphy, 1994). This major role change encompasses many elements – working with parents and community members on collaborative decision making councils, interacting with the business community and marketing the school.

The principal was now responsible together with the staff for the effective and efficient running of the school. This may result in negative or positive impacts.

Despite some of the principal's positive impacts, these role changes have led to an increase in overall workloads and have contributed to increased stress levels (Pounder and Merrill 2001; Whan and Thomas, 1996).

An international picture of role changes for principals in selected western countries' site-based schools result in four predominant categories, namely tension between management and leadership; increased accountability; relationships with parents and community and finally school choice. This is similar to South Africa whereby site-based management is designed to move decision-making closer to the school and empower school officials and parents with more decision-making authority. While site-based management has been viewed

as positive in many ways, it creates uncertainty for principals, because of changes in micro-politics. Principals spend more time in formal and informal meetings. Due to changes in governance structures, principals often find themselves embroiled in more conflict as they assume roles of mediation (Petersen and Warren, 1994).

Although South Africa in comparison to Western countries has adopted and adapted several educational policies, there are many similarities but there still exists much difference. For example in Australia, a self-managing school is defined as “A school system where there has been significant and consistent decentralization to the school level of authority, to make decisions related to the allocation of resources. This decentralization is administrative rather than political, with decisions at the school level being made within a framework of local, state or national policies and guidelines (Caldwell and Spinks, 1992, p. 3).

In South Africa self-managing is similar but decentralization is political rather than administrative. It is the ruling party that dictates the type of education system. Brown (1992) noted that the role most affected by decentralization is that of the school principal. No other person will encounter more changes, more need to adjust and more potential to make a difference. The shift in the balance of power at the site level created changes in the principals’ role from ‘boss’ to facilitator and of teacher from subordination and isolation to collaboration and consensus building” (Rhinehart et al., 1998, p. 631).

Principals feel a point of tension between their roles as educational leaders and managers (Dimmock, 1996 cited by Whitaker, 2002, p. 40). This dilemma is about whether to focus on professional matters, attend to matters related to teaching and learning or whether to concentrate on a growing administrative workload (Dimmock, 1996). School choice refers to the disparities between rich and poor schools, resourced and under-resourced schools. This has affected the ability of principals to effectively implement curricular requirements (Thrupp, 1996).

Thrupp's (1996) research also highlights the dilemmas facing principals in low socio-economic areas, where the school may be expected to, or indeed may wish to take extra responsibilities for student welfare that may impinge on time available for academic requirements.

Therefore principals need to acquire skills in organizing, planning, supervising, motivating, delegating, decision-making and building mutual trust. The question one needs to ask is, who is a leader? And how leaders influence the dynamics of the school? The next section explores leadership as a quality within schools.

## **2.5 Leadership**

### **2.5.1 Leadership as a Quality within School Principals**

The working definition of leadership according to Bush and Glover (2003, p. 8) is "Leadership is a process of influence. Leading to the achievement of desired purposes. Successful leaders develop a vision for their school, based on personal and professional values. They articulate this vision at every opportunity and influence their staff and their stakeholders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision."

Vision is increasingly regarded as an essential component of effective leadership. Beare, Caldwell and Millikan (1989) draw on the work of Bennis and Nanus (1985) to articulate emerging generalizations about leadership. The following relate directly to vision:

- ✓ Outstanding leaders have vision for their organization
- ✓ Vision must be communicated in a way, which secures commitment among members of an organization.
- ✓ Communication of vision requires communication of meaning
- ✓ Attention should be given to institutionalising vision if leadership is to be successful.

Who is a leader? A leader is a person who has the capacity to motivate and inspire others to think beyond their current framework, do what is desirable, necessary and possible. They inject a spirit of energy, creating optimal environment for innovation, quality and enterprise. To sum up, they change mindsets and practices and gain collaboration and commitment even in environments initially characterized by low trust and low morals. They re-define and reform organizations.

Research indicates that ‘something’ is missing from managers; that something we call leadership. Leadership is about three key things: Creating order, inspiring action, and improving performance. In our complex society, where things are less predictable, possibilities endless, hazards seem greater, where problems seem larger and more intractable, we want someone to bring some semblance of order, to shine a light on the chaos around us and say “here is the choice we need to make.” Wells (1997) made mention of a common thread regardless of the specific desire, people want to be committed to something worthwhile. They want to know what they are doing matters; they crave the future. They want to be moved to act. So a leader must inspire action, motivate and sustain vigour towards effective and efficient education.

There is no leadership if there is no focused effort. A leader can create order for us, inspire us to act, or improve performance, but when we are following, we constantly ask, for what? In other words, we are saying, “What is this order?” “How are we going to make it happen?” “What is this action you are inspiring me to do?”; “What specifically do I need to do?”; “What results can I expect?” Wells (1997, p. 2) asks these common responses from people. He suggests that time should not be spent describing the problem but rather providing suggestions on how to improve or provide solutions.

Good leadership can be judged by the content of the message, we do not want people to just deliver messages, but to take responsibility to implement and act upon them Wells (1997). Leadership is about giving commands and everybody falling in line, it is about being part of that implementation process, part of the change, in the mist of the fray!

Leadership capacity exists in every person who claims to have managing responsibilities Wells (1997). We need people to demonstrate leadership when they are working in peer groups in which there is no official authority. It is not a question of the person with the loudest voice or strongest will, taking charge of the group, but of people within the group ensuring that all leadership process are present.

Wells (1977, p. 3) outlines nine leading-edge roles: sage, visionary, magician, globalist, mentor, ally, sovereign, guide and artisan. He states that the nine leading-edge roles are not about being a leader versus a manager. He maintains “each one is the intersection of a leadership process (creating order, inspiring action, or improving performance) and a focused content of management (systems, people or work)”. His model suggests that insitutional leaders are not allocated any one role, but depending on institutional needs can be expected to play a variety of roles. In other words, there is independence between managing and leading. Table 2 has been extracted from Wells (1997, p. 6) to provide an understanding of how the nine leading-edge roles impact on organization.

**TABLE 2.2: ORGANIZATIONAL VALUE OF THE LEADING-EDGE ROLES:  
A QUICK OVERVIEW**

<i>ROLES</i>	<i>ATTRIBUTES</i>
<i>SAGE</i>	Pulls together diverse information and designs a coherent strategy.
<i>VISIONARY</i>	Thinks about the future to specify a vision that inspires others to act.
<i>MAGICIAN</i>	Maintains flexibility to bring about large-scale change when necessary.
<i>GLOBALIST</i>	Operates across cultures and consolidates different perspectives
<i>MENTOR</i>	Motivates others and assists in their professional development
<i>ALLY</i>	Form highly effective and productive teams and alliances.
<i>SOVEREIGN</i>	Accepts responsibility for consequences of decisions.
<i>GUIDE</i>	Sets clear and challenging goals and organizes work to achieve them.
<i>ARTISAN</i>	Sets and meets increasingly higher standards of quality and excellence.

Source: Wells (1997)

There are several questions people ask leaders in organizations;

1. What is the strategy? (sage role)
2. What future do you see for all of us? (visionary role)
3. What large scale change is necessary to make us the king of organization we want to be? (magician role)
4. How are we bringing people together in some type of culture that is cohesive? (globalist role)
5. Is there a way for me to develop my skills and make a great contribution? (mentor role)
6. How do we keep increasing the effectiveness of people working together in this organization, because no one person can work alone? (ally role)
7. Who is empowered to make decisions and how are they responsible? (sovereign role)
8. How are we meeting the goals? ( guide role)
9. How do we keep raising the standards of everything we do, of every product we make, of every service we offer? (artisan role)

Every time you act on an answer to one of these questions, you have shown leadership. Leaders need to have integrity and credibility that is, clear values consistently acted upon, which is the basic foundation in becoming effective managers and leaders. Leadership must be value-driven.

## 2.5.2 WHAT DO LEADERS DO?

Some characteristics that leaders should have cited by Van Deventer and Kruger (2005,p. 70)

- Provide direction
- Offer inspiration
- Build team work
- Set an example
- Gain acceptance
- Servant leader
- Organizational architect
- Leading professional

- Moral educator
- Social architect

Real leadership is that which is acknowledged and effectively 'granted' by others. Three kinds of school leadership may be identified:

- ✓ Perceptive professional developers: Leaders who empower staff to carry the school and themselves forward through joint planning and involvement.
- ✓ System maintainers: Leaders who follow a more rigid and mechanistic approach offering a framework for all, but with little flexibility.
- ✓ Inadequate security conscious: Leaders who follow inconsistent approach and act accordingly to prevailing pressures.

The principal's task is a very complex one. The current changes in education in South Africa, namely, moving towards more school-based management and the introduction of new curricula, further complicates the task of the principal. It should however be noted that in spite of the complexity and volume of the principal's task, his main responsibility theoretically remains that of ensuring that effective teaching and learning takes place. Enhancement of the quality of teaching and learning is also one of the key priorities of the Minister of Education. The next aspect discusses qualities of an ideal leader and manager.

### 2.5.3 Qualities of an Ideal Leader and Manager

Leadership involves performing specific tasks and qualities may be cultivated to some extent. The relevance of ideal qualities of a good principal will depend on the leadership and management styles of principals. A good leader has self-confidence, flexibility, consistency, objectivity, a high level of motivation and good communication skills. Consequently schools would be more productive. Principals who lack interpersonal skills will find it difficult to maintain and control the school, resulting in reduced productivity. Effective leadership is essential because organizations might have all the necessary equipment, staff and finance, but the school might still produce unsatisfactory results. Schools that have good management and leadership skills, even with few luxuries, may be very productive. Therefore leaders need to



take an active role and be effective leaders, promoting the mission and vision of the institution.

The changing roles of the principal are the key to unlocking and building a culture of life-long learning in South Africa. Those who undertake educational leadership roles in the twenty-first century will need a complex mix of skills that is, acquiring skills in organizing, planning, supervision, motivating, delegating, decision making and building trust. The question to be asked is whether this is leadership or management? This would be explored in the next section.

## **2.6 Management**

### **2.6.1 Education Management in Schools**

A review of literature on education management suggest that management tasks or activities such as planning, problem solving, decision making, policy making, organizing, coordinating, delegating, lead and control of school or education are a series of events. The principal is in charge to see that these duties are executed. This also includes learners, staff administration, physical facilities, finances and the school community in order to achieve the aims and objectives of education, which generates a culture of teaching and learning.

Management is about effective task execution, as well as effective people management. The process of learning techniques of professional education management and of becoming an effective education manager is crucial in the South African education context. The resources available to them include human, physical and financial resources, which must be managed efficiently to achieve the outcomes of cultivating a culture of teaching and learning (van Deventer and Kruger 2005, p. 65)

Efficient education cannot be realized without leadership and management. This does not mean that the school principal will be the only person involved in all the management tasks and areas. As the school leader and manager, the principal will be the key person, but each

and every educator at a school will in some way or another be a leader and a manager, during the course of a school day. The principal's primary task is to see that the educators carry out their functional tasks effectively.

Managers perform different roles at various times; therefore managers must be flexible enough to change their management style to suit the situation. Calitz, et al. (1992, p. 6) mentioned that no leadership style could be referred to as good or bad. Every leadership style offers certain advantages and disadvantages. The Laissez-faire system would tend to stimulate creativity amongst group members but would probably result in uncoordinated and consequently inefficient action. The manager awaits emergency of the problem before acting. The system is thus reactive rather than proactive.

Management alone is insufficient for the smooth running of the school; management must be alternate with leadership. A manager needs a leader where new values are explored and alternatives to existing arrangements investigated. They must constantly evaluate existing arrangements and the success thereof. If need arises makes innovative changes to promote the mission and vision of the school. Leaders are those who engage with followers and raise consciousness about the significance of specific outcomes and new ways in which those might be achieved (Barbuto 2005; Barnett, McCormick & Connors, 2001).

### 2.6.2 What Do Managers Do?

Management is not simply a matter of systems, but it is first and foremost a matter of people and relationships focusing on clear organizational aims and tasks that should be performed to realize the stated aims. Law and Glover (2000, p. 19) go on to quote Hargreaves and Hopkins (1994), who have identified three key management dimensions:

- ✓ Frameworks i.e. institutional (school) aims, policies and systems
- ✓ Roles and responsibilities of the people who will actually be doing the work to achieve the aim and to implement the policies within the education system
- ✓ Working together

### 2.6.3 The Difference between Leadership and Management

The literature on leadership and management spans decades and reaches extensive proportions. To elicit a working definition of these processes within the context of my study, I draw on the more contemporary writers.

Over the years there has been considerable discussion in the literature about the similarities and differences between the notion of leadership and management. Leadership tends to be more formative, proactive and problem-solving, dealing with such things as values, vision and mission, where as the concerns of management are more to do with the execution of planning, organizing and deploying of resources or 'making things happen'. Management focuses more on providing order and consistency to organization, while leadership is focused on producing change and movement Kotter (1996).

Bush and Glover (2003, p. 10) cited in Weindling and Earlay (2004) differentiate between leadership and management "Leadership is a process of influence leading to the achievement of desired purposes. It involves inspiring and supporting others towards the achievement of the vision for the school, which is based on clear personal and professional values". Management is the implementation of school policies and the efficient and effective maintenance of the school's current activities.

Leadership and management at all levels of the school are judged by their effect on the quality and standards of the school. Leadership should provide the drive and direction for raising achievement, while management should make the best use of the resources and processes to make this happen. Management includes effective evaluation, planning, and performance management and staff development. Most writers who make distinctions between leadership and management also recognize that the concept overlaps and that both are necessary for organizational success. Both are about motivating people and giving them a sense of purpose to the school and their role in achieving it.

“Leading and managing are distinct, but both are important. Organizations, which are over managed but under-led eventually, lose any sense of spirit or purpose. Poorly managed organizations with strong charismatic leaders may soar temporarily only to crash shortly thereafter. The challenge of modern organization requires the objectives perspective of managers as well as the brilliant flashes of vision and commitment leadership provides.” (Bolman and Deal, 1997, pp. 13-14)

Both aspects are necessary for successful schools and I agree with Bush and Glover (2003, p.102), who argue that in the current policy climate, schools require both visionary leadership and effective management. In reality, leaders and managers are also indistinguishable and both are required for successful schools. In fact, writings in the business context have recently noted that management is leadership, the ability to mobilize collective actions to face a challenge. They believe that leadership places emphasis on here and now, a task and a context, and that it has little meaning in the abstract.

Leadership is aligned to the concept of effectiveness; it is about doing the right thing. A leader acts as a driving force by bringing values and learning to the organization. He/she is a role model/ mentor/ coach who influences/inspires followers to develop and to realize the organization’s vision (Kotter, 1996; Collarbone and Billingham, 1998; Maxwell, 2002). Management is aligned to the concept of efficiency, it is about doing things right. A manager ensures that the organization is running smoothly by fulfilling the functions of planning, budgeting, organizing, staffing, controlling and problem solving (Kotter, 1996; Collarbone and Billingham, 1998; Maxwell 2002).

Yielder and Codling (2004) advance the notion that in an academic context (tertiary institution) leadership and management functions have been closely integrated at department or school levels. They maintain that it can be argued that both leadership and management roles require aspects of leadership, which cannot be described as a function. Leadership is aligned to being inspirational, building vision and nurturing a culture than can support and achieve that vision.

Yielder and Codling (2004, p. 319), state that the fundamental aspects of leadership is "...about creating a vision of what might be and fostering a culture that supports and can achieve that vision. A leader does not have to do it all, but must articulate and inspire visions that compel others to 'buy in'." This implies that leaders do not always have to have the keys to the safe, he/she needs to delegate and trust others and spend more time being productive rather than policing. Management refers to an orientation towards results and goals, organizing tasks and systems, while leadership alludes to an orientation towards human relations and organizing people.

Management has a connotation of being rational, of being a process that involves the head instead of the heart. It is associated with words like efficiency, planning, paper work, procedures, regulation, control and consistency. Leadership, however, is associated with words like risk taking, dynamic, creativity and vision (Huges in Gerber et al., 1998, p.287 cited by Prinsloo et al., 2005, p. 141). In many ways, the difference between being perceived as a leader or a manager is a function of the specific responsibilities of a given role and how a person in that role chooses to fulfil those responsibilities.

Managers have been characterized as people who do things right and leaders as people who do right things. This is just one among many distinctions, Bennis in Gerber et al., (1998, p.287), makes about the distinction between leaders and managers. He also makes the following additional clarifications to outline the difference between leaders and managers.

- ✓ Manager administer, leaders innovate
- ✓ Manager maintains, leaders develop
- ✓ Manager control, leaders inspire
- ✓ Manager has short-term views, leaders have long term views
- ✓ Manager ask how and when, leaders ask what and why
- ✓ Manager initiate, leaders originate
- ✓ Manager accept the status quo, while leaders challenge it

The term leadership management is distinguishable but more often than not they are used interchangeable. Leadership is frequently seen as an aspect of management, with “born leaders” being characterized by charismatic individuals with visionary flair and the ability to motivate and inspire others – even if they lack the managerial skill to plan, organize effectively or control resources (Law and Glover, 2000, p. 13). The difference between leadership and management is that leadership relates to mission, direction and inspiration whilst management involves designing and carrying out plans, getting things done and working effectively with people. A school principal has to be both leader and manager. There exist further divisions by looking at transactional and transformational forms of leadership.

## **2.7 Transactional Leadership**

### **2.7.1 Transactional and Transformational Leadership**

According to Cox (2001), there are two basic categories of leadership: transactional and transformational. Transactional leadership is characterized as the leadership of stability and exchange referring to tangible rewards for the work and loyalty of followers.

Transactional leaders aspire to encourage consistent performance from followers that allows them to meet agreed-upon goals, Bryant (2003). They use rewards and punishments to promote performance, thereby making the leader-follower relationship an economic exchange transaction. (Barnett, 2003; Gellis, 2001; Jung and Avolio, 1999).

Transformational leadership tends to be associated with a more enduring leader-follower relationship. It is based on trust and commitment rather than contractual agreements (Jung and Avolio, 1999). It centres on organisational change through an emphasis on new values and alternative visions of the future, that does not conform to the status quo.

Transformational leaders aspire and stimulate followers to set aside those interests to some degree replacing them with the collective or team purpose.

**Table 2.3. A Table Comparing Transactional and Transformational Leadership**

<b>Transactional Leadership</b>	<b>Transformational Leadership</b>
Leadership of the status quo. Effective in stable organizations and contexts. More likely to be observed in a well ordered society.	Leadership of change (within leaders, followers and organizations). Important in times of distress and rapid and destabilizing change.
Focuses on social and economic exchanges between leaders and followers, using contingent rewards and administrative actions to reinforce positive and reform negative behaviours.	Focuses on organizational objectives and organizational change by disseminating new values and seeking alternative to existing arrangements.
Leaders-follower relations see each exchange needs and services to satisfy their independent objectives.	Leader-follower relations see purposes of both become fused, leading to unity and shared purpose.
Motivates followers by appealing to their own self-interest (for example pay, promotion)	Attempts to raise follower needs (Following Maslow's hierarchy) to higher levels (for example, self-esteem) and to develop followers into leaders.
Based on directive power acts.	Based on interaction and influence.
Follower response based on compliance. Supervision likely to be important.	Follower response based on commitment. Supervision may be minimal.
Leadership 'act' takes place but leaders and followers not bound together in the pursuit of higher purpose.	Leaders and followers raise one another to higher levels of motivation and morality.
Supports structures and systems that emphasize outcomes.	Aligns structures and systems to overarching values and goals.
Founded on people's need to make a living by completing tasks.	Founded on people's need for meaning.

Focuses on situational authority, politics and perks. Involves values, but typically those required for successful exchange relationship (for example, reciprocity, integrity)	Focuses on personal power, values, moral and ethics. May be demonstrated by any type of position.
Emphasis on day-to-day affairs, business needs, short-term goals and quantitative information.	Transcends daily affairs, concentrating on long-term issues.
Leader-follower relationship may be established quickly. A relatively impersonal relationship maintained only as long as benefits outweigh costs.	May take time for leader-follower bonds to develop. A personal relationship may persist when costs outweigh benefits.
Tends to be transitory. Once a transaction is completed, relationship may need to be redefined.	Tends to be enduring.
Emphasizes tactical issues.	Emphasizes missions and strategies for achieving them.
Typically involves working within current system.	May involve redesigning of jobs to make them more meaningful and challenging. Emphasizes realization of human potential.
Follower counselling focuses on evaluation.	Follower counselling focuses on personal development.
Atomistic worldview and moral altruistic motives based on teleological perspective (that is to say, based on consequences).	Organic worldview and moral altruistic motives based on deontological perspective (that is today, based on promises).

*Sources:* Barnett (2003); Bass, Avolio, Jung & Berson (2003); Brown & Moshavi (2002); Cox (2001); Crawford, Gould & Scott (2003); Feinberg, Ostroff & Burke (2005); Gellis (undated); Sanders, Hopkins & Geroy (2003); Spreitzer, Pettula & Xin (2005); Stone, Russells & Patterson (2003); Yukl (1989)



## **2.8 Transformational Leadership Theory**

### **2.8.1 Transformational Leadership**

The concept transformational leadership as described by Burns (1978) was a dynamic vision and commitment of what can be accomplished for organization. Much responsibility is given to members of the team. Learning exploration and creativity is encouraged. Leaders act as change agents, that is, they are courteous, believe others can deal with complexity, ambiguity and uncertainty. They are also life-long learners and they have a strong belief in themselves. They are aware of personal strength and weakness and they have a strong belief in the success of the organization.

Sergiovanni (1990, p. 24) posits that transformational leadership occurs when leaders and followers are united in pursuit of higher levels goals. Both want to achieve. Both want to shape the school in a new direction, that is, a higher level of functioning is transforming leadership, in which the leaders and followers mutually engage in common practices cohered by their shared aspirations and values.

Transformational leadership is a type of leadership style that is both democratic and situational, as well as being concerned with doing the right things. Leaders and followers are united in the pursuit of higher-level of goals common to both. Both leaders and followers want to become the best and both endeavour to shape the school in a new direction. Burns' (1978) comprehensive study of leadership over many countries suggests that successful leaders in terms of bringing about change in direction or new levels of achievement have exhibited transformational leadership.

Transformational leaders succeed in gaining the commitment of followers to such a high degree, that accomplishment becomes virtually a moral imperative. Caldwell and Spinks (1992, pp. 50-57) have identified the six fundamental tenets of transformational leadership focusing on self-managing schools.

- ✓ Leaders have the capacity to work with others in the school community, to formulate a vision for the school
- ✓ Leaders have a coherent personal education platform, which shape their action
- ✓ Vision is communicated in ways, which ensure commitment among staff, students, parents and others in the community
- ✓ There are many facets to the leadership role: technical, human, educational, symbolic and cultural facets
- ✓ Leaders keep abreast of trends and issues, threats and opportunities in the school environment and in society at large; nationally and internationally, they discern the mega-trends and anticipate their impact on education and in the school
- ✓ Leadership, which empowers others, is central to success in a self – managing school, especially in respect to decision- making

Leithwood (1992) argues that transformational leaders engage the aspiration of followers, tap their inner motivation, energize their mental and emotional resources and involve them enthusiastically in the work to be done. This kind of leadership does not merely obtain the compliance of followers; it evokes their personal commitment as they embrace the goals to be achieved as their very own, seeing them as an opportunity for a willing investment of their effort. It transforms the roles of both followers and leaders so that they become virtually inter-dependent: their aspirations, motives and values merged in mutual commitment to achieve the shared goals.

Transformational leadership entails the participation of all teachers as an independent group that forms an integral part of creating transformation and change, rather than focusing on the maintenance of control and power Sergiovanni (1992, p. 43). The primary task of leadership is to build the condition for reflection, open dialogue, mutual respect for ideas and a focus on

professional and institutional growth. Transformational leadership offers flexibility and expectations.

According to Bass and Avolio (1994), a transformational leader has a sense of mission, gains respect, trust and confidence, acquires strong individual identification from followers' gives pep talks, increases optimism and enthusiasm and communicates his/her visions with fluency and confidence. A transformational leader actively encourages a new look at old methods, fosters creativity and stresses the use of intelligence. A transformational leader provokes rethinking and re-examination of assumption and context on which previous assessments of possibilities, capabilities, strategies and goals were based. This leader gives personal attention to all members, making each individual feel valued and each individual's contribution important. The leader coaches, advises and provides feedback in ways easiest for each group member to accept, understand and to use for personal development.

Transformational leadership shapes and alters the goals and values of followers to achieve a collective purpose that benefits the organization. Followers are led to transcend their own self-interest to reach for higher goals. They have the ability to clearly articulate a vision of the future, like storyteller, they capture our imagination with vivid descriptions of the wonderful future to be built together.

## 2.8.2 Strategies for Transformational Leadership

Van Loggerenberg as cited by Bhengu (2005) says that transformational leaders display dynamic actions by:

- ✓ Providing clarity of focus so that everyone involved understands the intended outcomes of curriculum reforms
- ✓ Understanding group and change dynamics as natural phenomena
- ✓ Initiating and sustaining productive group dynamics within the context of situational leadership and relevant change management models

- ✓ Leading the development of clear outcomes, facilitating individual accountability and constantly monitoring progress
- ✓ Ensuring the formation of effective networking to share ideas, best practices and nurture emotional support
- ✓ Facilitating the creating on clear priorities and ensuring their systematic implementation and celebrating small successes

From the points raised above, it is evident that this approach may be difficult for leaders. They need to develop coping strategies in order to be transformative principals.

### 2.8.3 Who is a Transformational Leader?

Transformational leadership refers to the process whereby an individual engages with other and creates a connection that raises the level of motivation and morality in both the leader and the follower (Northouse, 2001). Northouse (2001) reviewed the theory of transformational leadership to extend the focus to followers by arguing that transformational leadership motivates followers by:

- a) Raising follower's levels of consciousness about the importance and value of specified and idealized goals.
- b) Getting followers to transcend their own self-interest for the sake of the team or organization, and
- c) Moving followers to address higher level needs.

A transformational leader is a change agent, committed to changing his/her followers for the progress of the individuals and for the institution at large. Most importantly, transformational leaders provide direction for the organization, by creating a vision by taking cognisance of the needs of the organizations and its people. To sum up, transformational leadership is recognized when there is a positive and productive interplay between leader and followers, to work towards the vision of an organization.

In the process of exploring transformational leadership theory and its development, Bhagowat (2006, p. 38) mentioned, a multi-module theoretical framework emerged, the main features can be summarized as follows:

- ✓ Transformational leaders are models of moral, humane, creative and visionary behaviour.
- ✓ Transformational leaders motivate followers to set higher goals, reach their full potential, work in collaboration and aspire to leadership.
- ✓ Transformational leaders and followers share a common focus, which is the betterment of the organization.

After exploring the history of transformational leadership to its current development, it can be stated that a transformational leader is a change agent. He/she strikes the image of a moral and just individual who serves as a role model, prepared to take people and organizations to new heights. This is executed by convincing people that change is necessary by securing their trust and confidence. Most importantly, transformational leaders provide direction for the organization and its people. To sum up, transformational leadership is recognized when there is a positive and productive interplay between leaders and followers to work towards the vision of the organization.

## 2.8.4 Dimensions of Transformational Leadership

Many authors (Barbuto, 2005; Hall, Johnson, Wysocki & Kepner, 2002; Judge & Piccolo, 2004; Kelly, 2003; Simic, 1998) propose that four factors make up transformational leadership, whereas Leithwood & Jantzi (2000) suggest six. These are set out in *Table 2.4 below*.

They are similar but Leithwood & Jantzi (2000) includes high performance, expectation, and participation in decisions and professional practices and values

**Table 2.4 Dimensions of Transformational Leadership**

The Four Common I's	Leithwood's Six
<ol style="list-style-type: none"> <li>1. Idealized influence – <i>Charismatic vision and behaviour that inspires others to follow.</i></li> <li>2. Inspirational motivation – <i>Capacity to motivate others to commit to the vision.</i></li> <li>3. Intellectual stimulation – <i>Encouraging innovation and creativity.</i></li> <li>4. Individualized consideration – <i>Coaching to the specific needs of followers.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Building vision and goals.</li> <li>2. Providing intellectual stimulation.</li> <li>3. Offering individualized support.</li> <li>4. Symbolizing professional practices and values.</li> <li>5. Demonstrating high performance expectations.</li> <li>6. Developing structures to foster participation in decisions.</li> </ol>
<p><i>Sources:</i> Barbuto (2005); Hall, Johnson, Wysocki &amp; Kepner (2002); Judge &amp; Piccolo, 2004; Kelly (2003); Simic (1998)</p>	<p><i>Sources:</i> Leithwood &amp; Jantzi (2000)</p>

## Figure 1.1 The Addictive Effect of Transformational Leadership

Source: Hall, Johnson, Wysocki and Kepner (2002, p. 2)

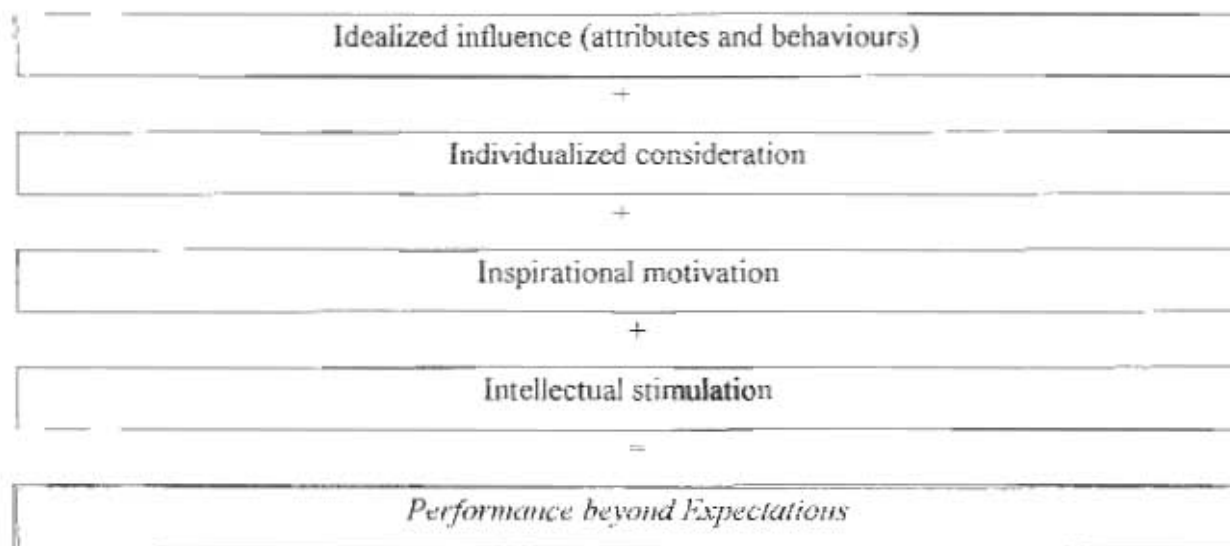


Table 2.41 illustrates that transformational leadership comprises of four independent components, known commonly as the “4 I’s” – which when combined have an addictive effect that yields performance beyond expectations. Refer to figure 1.

*Idealized influence* is about building confidence and trust and providing a role model that followers seek to emulate (Bono & Judge, 2004, p. 901; Simic, 1998, p. 52; Stone, Russell & Patterson, 2003, p. 3). Leaders are “admired, respected and trusted.” (Bass, Avolio, Jung & Berson, 2003, p. 208). Confidence in the leaders provides a foundation for accepting (radical) organizational change. That is, followers who are sure of the virtues of their leaders will be less likely to resist proposals for change from her/him.

*Inspirational motivation* is related to idealized influence whereas charisma is held to motivate individuals. Inspirational leadership is about motivating the entire organization to follow a new idea. Transformational leaders make clear an appealing view of the future, offer followers the opportunity to see meaning in their work and challenge them with high

standards. They encourage followers to become part of the overall organizational culture and environment (Kelly, 2003; Stone, Russell & Patterson, 2003, p. 3). This might be achieved through motivational speeches and conversations and other public displays of optimism and enthusiasm, highlighting positive outcomes and stimulating teamwork (Simic, 1998, p. 52). Through these sorts of means, transformational leaders encourage their followers to imagine and contribute to the development of attractive, alternative futures (Bass, Avolio, Jung & Berson, 2003, p.208).

*Intellectual stimulation* involves arousing and changing followers' awareness of problems and their capacity to solve those problems (Bono & Judge, 2004; Kelly, 2003).

Transformational leaders question assumptions and beliefs and encourage followers to be innovative and creative, approaching old problems in new ways (Barbuto, 2005). They empower followers by persuading them to propose new and controversial ideas without fear of punishment or ridicule (Stone, Russell & Patterson, and 2003, p. 3). They impose their own ideas judiciously and certainly not at any cost (Simic, 2003, p.52).

*Individualized consideration* involves responding to the specific, unique needs of followers to ensure they are included in the transformation process of the organization (Simic, 1998, p. 52). People are treated individually and differently on the basis of their talents and knowledge (Shin & Zhou, 2003, p. 704) and with the intention of allowing them to reach higher levels of achievement that might otherwise not have been achieved (Chekwa, 2001, p.5; Stone, Russell & Patterson, 2003, p. 3). This might take expression, for example through expressing words of thanks or praise, fair workload distributions and individualized career counselling, mentoring and professional development activities. Clearly then, apart from having an overarching view of the organization and its trajectory, the transformational leader must also comprehend those things that motivate followers individually (Simic, 2003, p. 52).

Together, the four main dimensions of transformational leadership are interdependent; they must co-exist; and they are held to have an additive effect that *yields performance beyond expectations* (Gellis, 2001; Hall, Johnson, Wysocki & Kepner, 2002; Kelly, 2003).



## 2.8.5 Characteristics of Transformational Leaders

Transformational leaders are people who can create significant change in both followers and the organization with which they are associated. They lead changes in mission, strategy, structure and culture, in part through a focus on intangible qualities like vision, shared values and ideas and relationship building.

There are four stages of organizational change under transformational leadership. Firstly, is the need *to make a compelling case* for change? The transformational leader helps to bring about change by making a convincing case for it. This characteristically involves heightening followers' sensitivity to environmental changes and challenges and questioning the status quo.

Secondly, it is important *to inspire a shared vision*, seeking broad input and encouraging everyone to think of a new and better future. This might be achieved by involving all staff in the shaping and reshaping of the school/department's strategic plan on a regular basis. Staff might be surveyed to establish their wants and needs. For example, in an educational context, a school principal or department head could also visit classrooms regularly (and encourage others to do the same) to better gauge collective requirements. Inspiring a shared vision will also be achieved through coaching and conscious role modelling strategies.

Thirdly, *change needs to be embedded*. This is achieved by, for example, monitoring progress, changing appraisal and reward systems and hiring staff with a commitment to collaboration. Together these should also empower followers to help achieve the organization's objectives. What leaders pay attention, to what they measure and how they measure it, and what they control (Carlson & Perrewe, 1995) are critical factors in transforming an organization's culture and embedding new ways of thinking and acting.

In summary: "the transformational leader articulates the vision in a clear and appealing manner, explains how to attain the visions, acts confidently and optimistically, expresses

confidence in the followers, emphasizes values with symbolic actions, leads by example and empowers followers to achieve the vision” (Stone, Russell & Patterson, 2003, p. 4).

Transformational leadership is effective regardless of culture; the level of effectiveness depends to some extent on cultural values. People with traditional cultural values see weaker links between transformational leadership and leader effectiveness than those with less traditional values. Transformational leadership has also been demonstrated to result in a “high level of follower motivation and commitment and well-above-average organizational performance, especially under conditions of crisis or uncertainty”(Bryant, 2003, p. 36).

### 2.8.6 Criticisms of Transformational Leaders discussed by (Hays, 2006)

Libertarians and organizational development consultants have questioned the morality of transformational leaders.

- ✓ Transformational leadership has potential for the abuse of power
- ✓ Transformational leaders motivate followers by appealing to strong emotions regardless of the ultimate effects on followers and do not necessarily attend to positive moral values
- ✓ Transformational leaders can exert a very powerful influence over followers, who offer them trust and respect
- ✓ Some leaders may have narcissistic tendencies, thriving on power and manipulation
- ✓ Some followers may have dependant characters and form strong and unfortunate bonds with their leaders
- ✓ Transformational leadership lacks the check and balances of countervailing interests, influences and power that might help to avoid dictatorship and oppression of a minority by a majority

## 2.9 Laissez-Faire Leadership Style

This style of leadership is casual and leaders prefer not to get too involved. There is an allowance of much freedom. The leader provides general guidelines and rules.

Individual's behaviour and work is left to the individual without any direct supervision.

A major criticism of this style is that the leader tends to neglect his/her role by avoiding making decisions or confronting problems directly. According to Calitz et al. (1992) "A leader takes things for granted and assumes that the group has the necessary skills, knowledge and ability to determine his own goals."

## 2.10 Conclusion

To conclude, Bass (1994) summarizes some of the other criticisms of transformational leadership. It lends itself to an amoral self-promotion by leaders since it makes use of impression management. He suggests it is antithetical to organization learning and development involving shared leadership, equality, consensus and participative decision-making. It encourages followers to go beyond their own self-interest for the good of the organization and may emotionally engage followers in pursuit of evil ends.

In this study the constructs of transformational leadership is used as a theoretical framework to explore the roles of principals in a transforming school context. The literature review discusses the transition of leadership and management styles after a decade of democracy, highlighting management and leadership similarities, differences and comparing two forms of leadership: transactional and transformational. Transformational leadership is emphasized due to the focus of the study, i.e. the role and responsibilities of principals in our democratic country. The next chapter focuses on the methodology and the research design employed in this study.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

The main purpose of this study was to explore the leadership and management styles of primary school principals resulting from the devolution of power from centralized, national education after a decade of transformation from the apartheid era to democracy.

The literature survey formed the basis for theoretical knowledge on leadership and management. This chapter presents the methodology and research design employed in order to explore the leadership and management styles of principals in a transforming school contexts.

The focus areas of discussion include the type of sample used, the data collection instrument, validity and reliability, pilot study, triangulation, breakdown of questionnaire and the procedure for data collection. This chapter also outlines procedures for obtaining permission from the department of education in respect of access and acceptance to carry out the study in primary schools in the eThekweni Region. The questionnaire was designed to elicit sufficient data from participants to respond to questions based on:

- ✓ The defacto roles of principals (in the functioning of the school) regarding transformational leadership.
- ✓ The leadership roles principals perform as agents of transformation.
- ✓ What are the SMT'S and educator's perceptions regarding principals leadership and management style.
- ✓ Recommendations that principals may use in improving their leadership and management styles. Taking into account new challenges facing educational leaders and managers in primary schools during the transformational era.

The researcher conducted an in- depth study using four detailed questionnaires, sections B, C, D and E refer to appendix A to ascertain a general sense of how principals are perceiving

and constructing their roles as leaders in school transformation. Data needed to be collected from a fairly large sample of primary schools. To accomplish this exercise required the application of a quantitative data collection method. Hence the survey approach was adopted.

The instrument used was a survey questionnaire with both open-ended questions and closed questions (Appendix A). The survey questionnaire was divided into five sections. The questions ranged from the principal's personal leadership and management style, competencies, their support and guidance to educators and their profession. All of the questions were aimed to analyse the educators and SMT'S views and perceptions of the principal's leadership competencies in a transforming society. A quantitative approach was chosen for this particular study. According to Bell (1987, p. 5) "a quantitative paradigm allows the researcher to collect facts and study the relationship of one set of facts to another. They measure using scientific techniques that are likely to produce quantified and if possible generalized conclusions".

### 3.2 Type of Study

The school is an organization, comprising of various sub-systems amongst which human resource is a part. A key and influential person that has an impact on management and leadership of the school is the principal. His/her efforts to transform the school have profound consequences for the system to function effectively and efficiently as a whole. There is a need for transformation from the traditional autocratic system to a more shared, democratic decision-making process in school governance. This is an underpinning factor of the research, enquiring whether the process had begun and is sustainable.

### 3.3 Procedure for Gaining Acceptance

“When working with any administrative hierarchy, such as a school district, it is very important to follow appropriate channels of authority” (Borg & Gall 1989). It was necessary to obtain official permission from the Department of Education -KwaZulu- Natal. This was achieved through a letter written to the Department requesting permission to conduct research in primary schools located in the eThekweni region (Appendix B).

After receiving a letter of authorization from the Department to conduct research letters were sent to selected principals to request permission to conduct research at their schools.

### 3.4 Methodological Approach

The researcher explored the literature for methodological options before a choice was made for an appropriate methodology. A survey of principals, educators, SMT's formed the paradigmatic issue for the study. The instrument, a survey questionnaire was constructed and used. The theory and logic for selecting a survey questionnaire is as follows. Data sometimes lies buried deep within the minds or within the attitude, feelings or reactions of men and women. One common tool utilized, to probe below the surface and to observe data beyond the physical reach of the observer is the questionnaire. This impersonal probe allows the researcher to reach people thousands of miles away, whom the researcher may never see (Leedy, 1993, p. 187).

The questionnaire is efficient in that it requires less time, is less expensive, has standardized questions, assures anonymity and allows for the collection of data from a much larger sample. In using questionnaires, researchers rely totally on the honesty and accuracy of the participant's response. As a general guideline, questionnaires should be attractive and brief. Sloppily constructed and lengthy questionnaires result in wrong information and inaccurate analysis of data.

Careful thought must therefore be given to both the content and format of this instrument (Gray, 1992, p. 224). The questions designed were based on the principal's administrative and organizational abilities, including his/her leadership and management style.

Questionnaires are generally used in cases where the researcher needs answers to a variety of questions. They are frequently designed so that each question represents a discrete concern and can yield a score specific to that concern. They can also be designed so that answers to several questions can be summed up to yield a single score. The quantitative research method is ideally suited for questionnaires because it is concerned with capturing data, which can be quantified or measured, and validity and reliability can be easily determined. It is believed that data captured and interpreted through the quantitative method can yield unbiased and objective results.

Statistical methods are used to analyse the data and draw conclusions. Quantitative research attempts to be objective, meaning that an understanding of the world as it is "out there independent of personal biases, values and idiosyncratic notions" (Borg and Gall, 1989) has to be developed.

All information obtained from the research is regarded as strictly confidential and no personal details of any respondent or school is mentioned in the findings. Also, the results related to particular educators or schools will not be revealed to them. The research conforms to ethical issues, such as keeping data in strict confidence and making sure that the identity of the respondents is protected at all times (Best & Kahn, 1986, Slavin, 1984; Tuckman, 1988).

### 3.5 A Survey Study

A survey has several characteristics and several claimed attractions, typically it is used to scan a wide field of issues, populations, programmers, etc. in order to measure or describe any generalized features. 'It is useful' Morrison (1986, pp. 38-40) in that it can be used to:

- ✓ Gather data on a one-shot basis and hence is economical and efficient.
- ✓ Represent a wide target population hence there is a need for careful sampling.
- ✓ Generate numerical data that can be processed statistically.
- ✓ Provide descriptive, inferential and explanatory information.
- ✓ Gather standardized information i.e. using the same instrument and question for all participants.
- ✓ Capture data from multiple choice closed questions, test scores or observation schedules.

### 3.6 The Sample

It is a precisely specified population that the researcher was targeting. The sample was carefully chosen, to maintain validity and reliability. This research was conducted in the eThekweni region in KZN. A purposive sample was applied in this research. The sample represented types of primary schools in the urban and sub – urban region.

A purposive sampling procedure was employed to administer the questionnaire to principals and educators in the eThekweni region. At this point I wish to declare that the eThekweni region was targeted for practical reasons. Since I am based in this region it was convenient to gain access to these schools. Secondly, this region consists of schools ranging from the urban to the sub-urban and from the well resourced to the under resourced, offering the diversity that I was seeking to highlight in my study, Finally the proximity to the participants enabled me to develop the kind of rapport necessary to collate the rich data. Purposive sampling proceeds on the belief that the researchers are knowledgeable about the population and its elements can be used to determine schools to be included in the sample (Polit and Hungler,



1993). Moreover, the population was chosen for its accessibility and convenient availability, and considered extraneous variables.

A sample of 15 primary schools in the eThekweni Region was selected comprising of principals, DP, HOD, and educators. Telephonically all 15 schools agreed to participate in the research survey. Upon delivery of the questionnaire, 3 principals returned the questionnaire almost immediately and reserved their right not to participate in the survey. No reasons were given. Twelve schools agreed that the questionnaire would be distributed and answered. A time frame of two weeks was given to complete the questionnaire, taking into account sufficient time for distribution, collection and delays. A courtesy call was made at the end of the first week reminding the principal that the questionnaire will be collected at the end of the second week. Some schools responded promptly while others even after much persuasion, telephone calls and visits still did not complete or send in incomplete questionnaires. Finally 9 schools responded filling in 94 questionnaires, by the principal staff and educators and 3 schools returned blank questionnaires indicating that schools are already burdened with administrative work and they do not have the time to complete the questionnaire. Although the name of the school was not required, certain codes were used on each returned questionnaire in order to link it to a school. Generalization about perceptions of educators was based on the data that was collected.

The rationale for choosing the survey questionnaire was based solely on my experience as an educator. Educators are constantly bombarded with curricular, co-curricular and extra curricular duties. They would not show much interest if it did not benefit them. Some fear talking about their management. The best possible way to yield the correct data and unbiased opinion is a survey questionnaire.

The 15 primary schools that were selected were schools in my school district. These schools indicated via correspondence and telephone calls that they would participate in my survey. I also contacted various other schools but I was bluntly turned down and given a numerous of excuses as to why they cannot participate. An equal representation of foundation phase and senior phase educators were represented. A maximum of 6 educators from each phase were

represented in the sample. Ideally a range of teachers such as those who are newly employed, average years of experience and finally those with many years of service were selected to elicit a wide response. The researcher's purposive sample represented the teacher population in the regions. Consideration was given to include schools from all four sections of the apartheid education system that is House of Delegates (HOD); Ex-House of Representative (HOR); Ex-House of Assembly (HOA) and Department of Training (DET).

### 3.7 Validity and Reliability

To ensure that the research findings were credible, the questionnaire was designed to elicit salient responses for the research. Similar questions were posed in all the questionnaires used for the specific target group.

Similar types of questions were repeated at different intervals and different parts of the questionnaire. A single instrument was used with a range of open and closed questions. The design allowed the researcher to constantly monitor incoming data and data at hand. Triangulation of data was possible because the research was able to compare data with other sections of the questionnaire and other members on staff.

The questionnaire was validated in different ways. Firstly, it was presented to a group of researchers for scrutiny and commentary. Secondly, it was also presented to principals, SMT's and educators at various schools to check for validity and relevance. Taking into account guidance and commentary provided, question were modified, eliminated or added. Finally, the questions themselves were pertinent to access respondent's thoughts and accuracy. The main questions were followed by questions that probed for clarity and completeness. The participants were reassured both verbally and in writing about the confidentiality of their responses.

The question of whether respondents will complete questionnaires accurately, honestly, correctly and return the completed questionnaire impacts on the validity and reliability of the questionnaire. "The advantage of the questionnaire is that it tends to be reliable in that it is

anonymous and it is more economical than the interview in terms of money and time. Questionnaires are also filled in hurriedly” Cohen et al. (2000, p. 128).

### 3.8 Pilot Study

The main purpose of a pilot study is to sharpen the research instruments (Bell, 1989, Best & Kahn, 1986). The pilot studies were to determine the effectiveness of the instrument and to test questions for clarity and ambiguity. Structured space was provided at the end, for the respondents to make any appropriate comments. Slavin (1984), supported the idea of pilot testing research instruments so that weakness can be detected and appropriate modifications can be made. This was piloted at the researchers’ school and one neighbouring school.

The feedback that I received helped me rearrange the construction of the questions, to make grammatical changes to remove ambiguities and to check the appropriateness of the materials. The researcher purposefully selected to study transactional and transformational leadership styles in detail after piloting the questionnaire. Transactional leadership refers to the bulk of leadership models that focus on the exchanges that occur between leaders and their followers. For example, principals are transactional when they give teachers rewards/acknowledgements for work completed. Emphasis here is on the exchange dimension. In contrast to transactional leadership, transformational leadership refers to the process whereby an individual engages with others and creates a connection that raises the level of motivation and morality in both leaders and followers. The transformational leader is attentive to the needs and motives of his or her followers, trying to help them realize their full potential. A laissez-faire leadership style was not alluded to by respondents in the pilot questionnaire hence its removal from the final questionnaire.

The pilot study was also used to check if the likert scale numerical scoring was appropriately assigned to options. Sibaya (1989,p. 53) says “no matter how astute the researcher has been in wording his questions and designing questionnaire, he needs to try them out with the respondents, before launching the final study”.

Finally, to avoid contamination of the research, samples for the pilot study were selected purposively from neighbouring primary schools, which were not included in the research study.

### 3.9 Triangulation

Triangulation is a technique used to verify data. For any research project it is vital to check the truth (validity) and accuracy (reliability) of the findings and explanations offered. In order to find out how convincing the evidence of a research project is, it is necessary to consider the nature and quality of the descriptors provided, to ask whether the research is convincing.

Accordingly, the researcher chose to use the technique of triangulation to establish validity and reliability of the study. Triangulation allows for the data collected from the various respondents (Principals, DP, HOD and Educators) to be scrutinized, compared and crosschecked in order to establish its trustworthiness.

In instances where diverse interpretations during collection of data from the various responses arise, it serves to expand the researcher's understanding of the research proposal.

### 3.10 Questionnaire Use in Survey and Field Research

A questionnaire is a printed document that contains instructions, questions and statements that are compiled to obtain answers from respondents. A self-administered questionnaire was issued because the respondents filled in the questionnaire without the researcher's assistance.

Self-administered questionnaires are particularly useful if the purpose is to investigate topics that are very personal or sensitive, because respondents can exercise the right not to respond and responses can be expected to remain anonymous and confidential.

The first page of the questionnaire utilized was devoted to a brief description of the researcher making a request for co-operation from respondents and gaining the assurance of subject's confidentiality and anonymity. Instructions for completion of the questionnaire to facilitate the answering of questions were included to assist the respondents.

The questionnaire was chosen because it offered the following options:

- ✓ It was easily distributed and cost effective
- ✓ It maintained confidentiality and anonymity, therefore encouraged greater response
- ✓ Accessibility and gathering of questionnaires over a wider geographical area without much difficulty

### 3.11 The Instrument

The instrument used in the study included the following: a detailed questionnaire, both open and closed ended questions, a likert scale and self reporting questionnaire.

**Section A:** The checklist was used to generate the biographical details of the respondents. This was used for statistical purposes only.

**Section B:** scaled responses – starting from number 1 to 5. This part of the questionnaire elicited sufficient views and perceptions from educators and SMT's about the leadership and management style of primary school principals and their efficiency and effectiveness in the post apartheid era.

**Section C:** scaled responses – starting from 1 to 4. This section of the questionnaire requires the principals' views, experience on the leadership and management styles and his/her personal leadership style.

**Section D:** A ‘yes/no’ response was required by the principals to determine the qualities of an effective leader and his/her leadership style.

**Section E:** open ended questions, all participants to answer questions.

A likert type scale as indicated below was used in drawing up Section B of the questionnaire.

STATEMENTS	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
------------	-------------------	-------	-----------	----------	----------------------

The likert scale was selected for collecting data on perceptions, opinions or attitudes because respondents find it simple to respond to and the responses are easy to analyse because it saves a lot of time. The statements about leadership and management style were tabulated into graphs. The statements were grouped according to different categories, such as administrative and organization abilities, transactional leadership, transformational leadership, qualities of a good leader and attitude towards others. The respondents had to tick the appropriate column provided to register his/ her responses to a question. The questions were designed to elicit overall opinions relevant to the research.

To achieve internal validity and reliability, questions were repeated with slight alteration to phrasing. Validity checks across instruments were used to ensure reliability in the data. According to Best & Kahn (1986, p. 181), “The correction of the statements is not important as long as they express opinions held by a substantial number of people.” The open-ended questions require the respondent’s personal experiences and opinions on the principal’s leadership and management style.

### 3.12. Designing of Questionnaire

It must be noted that the research tool used to interview the principal, SMT and educators was also in the form of a questionnaire. This was due to a lack of responses from respondents to participate for fear of victimization from management and leadership. The principals themselves were fearful assuming that the study was a means of checks and balances by the department to evaluate the functionality of the school. Therefore, the intention of administering the questionnaire to the respondents was to maintain anonymity and confidentiality.

In the process of designing the questionnaire, the following factors were taken into account.

- ✓ The researcher began with the general or broader questions and then moved to more precise or specific items, called the funnel technique or funnel patterns. The general questions also functioned as ‘warm up’ questions.
- ✓ Questions were designed according to transactional leadership, organizational leadership, abilities and qualities of good leadership, attitude towards others, and transformation according to the Task Team report on leadership styles.
- ✓ To avoid making the respondent feel hostile, I avoided asking probing questions at the beginning and placed sensitive questions in the central part of the questionnaire.
- ✓ Questions were asked both in the positive as well as negative manner. The reason for this was to avoid bias.
- ✓ Questions were also rephrased and added to double check responses in order to eliminate ambiguities and subjectivity.
- ✓ The researcher used the likert scale for collecting data because it is generally easier to interpret and complete. In addition, the analysis of responses becomes much easier and saves time.
- ✓ Closed questions are very popular in research survey as “they provide greater uniformity of responses and are easily processed” (Babbie, 1990,p. 127).

### 3.13. The Limitations of the Questionnaire

- ✓ Every questionnaire that was incomplete or not returned especially from the principal impacted on the research findings.
- ✓ The possibility of the respondents being subjective in their responses was a reality.
- ✓ Artificial and superficial respondents including extraneous variables can skew the data obtained.
- ✓ Questionnaire can sometimes seem boring and therefore not motivate respondents to complete them.
- ✓ Questionnaires can seldom deal with in-depth questioning.
- ✓ Questionnaires are inflexible, as they require that an initial study remain unchanged throughout.

Whilst it is acknowledged that the limitations will have an impact on the scope of the research finding and the recommendations, it would not invalidate it in its entirety since the research design was adjusted to accommodate the limitations.

### 3.14 Advantages of the Questionnaire

- ✓ Questionnaires allow respondents to be honest and make comments and suggestions that they deem to be true.
- ✓ Questionnaire can be analysed quicker than interviews by using available statistical packages.
- ✓ 200 interviews would have taken more time than having 200 questionnaires completed.
- ✓ The respondents were assured that their data would be handled confidentially as they were not compelled to reveal their identity.
- ✓ According to (Rosnow and Rosenthal, 1999) questionnaires are convenient and more economical than other methods.



### 3.15. Data Collection Methods and Measurement Instruments

Welman and Kruger (2001) suggest three aspects that must be considered. Firstly, the boundaries of the research must be demarcated. In this case the focus was on selected primary school principals in the eThekweni region. Secondly, recurring patterns and consistent regularities must be identified in a deductive manner. In this study, the questionnaire data was analysed systematically. Thirdly, triangulation was effected to corroborate findings.

The questionnaires received were coded, captured, analysed and reported on. The value of the questionnaire was that it provided a holistic view of understanding of leadership and management styles of primary school principals in the eThekweni region.

### 3.16 Analysis of Data Generated Through the Questionnaire

The likert scale items were coded and clustered according to frequency. The items were analysed through score, deductive and inductive reasoning, comparisons and contrasts to detect any emerging themes or patterns. An additional advantage was that it allowed the researcher to interrogate the information provided in all sections of the questionnaire. This process of constant comparisons made it possible to categorize emerging patterns.

### 3.17 Conclusion

A particular concern of mine was the danger of respondents providing socially desirable and educationally correct responses for fear of being disloyal and or being victimized. Therefore to reduce incorrect perceptions conjured about the functioning of the school, the questionnaire was designed to minimize subjectivity and bias. Questions were rephrased and repeated at different intervals of the questionnaire.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### 4.1 Introduction

This chapter reveals an analysis of the perceptions, views, opinions and experiences of principals, SMT's and educators in determining the degree of change in leadership and management styles. The data collected in this study was presented using graphs, tables and statistical summaries. Data was collected through questionnaires and analysed using the S.P.S.S. (Statistical Package for the Social Science) programme. The programme was useful for collection of data, providing numerical data and interpretation of graphs. Generalization about perceptions of educators was based on the data that was collected. The researcher selected the S.P.S.S programme because the questionnaire was largely quantitative. This programme was ideal describing and interpreting quantitative data.

The crucial question to be answered here is whether the principal's perceptions of leadership, after a decade of democracy, matches the educators' and SMT's perception of leadership. Furthermore to what extent principals conceptualise their leadership and management style in terms of transformational leadership. These results indicate that schools are now more self-reliant, working in conjunction with relevant stakeholders. Principals need to have a change in their mind set from transactional (autocratic) to transformational (democratic) leadership style. The question is whether these principals can cope and deal with the radical changes of transformation or will transformation induce specific attitudes either positive or negative.

## **4.2. Data Analysis**

### **4.2.1. The Analysis of the Questionnaire**

I used the S.P.S.S. (Statistical Package for the Social Science) programme to analyse the data from the questionnaire. Steyn (1998) says that perceptions are influenced by experience and demographic factor such as gender, age and teaching experience. My analysis of data considered these aspects mentioned by Steyn (1998). For Section A, B, C, D of the questionnaire the following were assigned: variable names, variable labels, values and value labels to each statement. A spreadsheet was created to capture the coded data from 94 questionnaires. The coded data from the questionnaires were then captured onto the spreadsheet.

I then devised computerized frequency tables in order to ascertain statistically the relationship between two or more variables. I also performed frequencies and cross tabulations for the various respondents, as well as in each of the former - departments. I examined the data checking for relationships, similarities and differences. Graphs, tables and figures were used to represent the data and to improve the quality of explanations. All the questionnaires were numbered so that it could be referred to later when the need arises.

For the open ended questions in Section E the responses were classified according to the different types of leadership (laissez-faire, transactional, transformational style), the challenges facing educational leaders and how managers resolve these challenges by giving a detailed account of the type of leadership style they experience.

### 4.3. Interpretation of Data

#### 4.3.1. Biographical Details

It is important to present the biographical details of respondents, that is, principals, SMT's and educators who participated in the survey demonstrated in table 4.1:

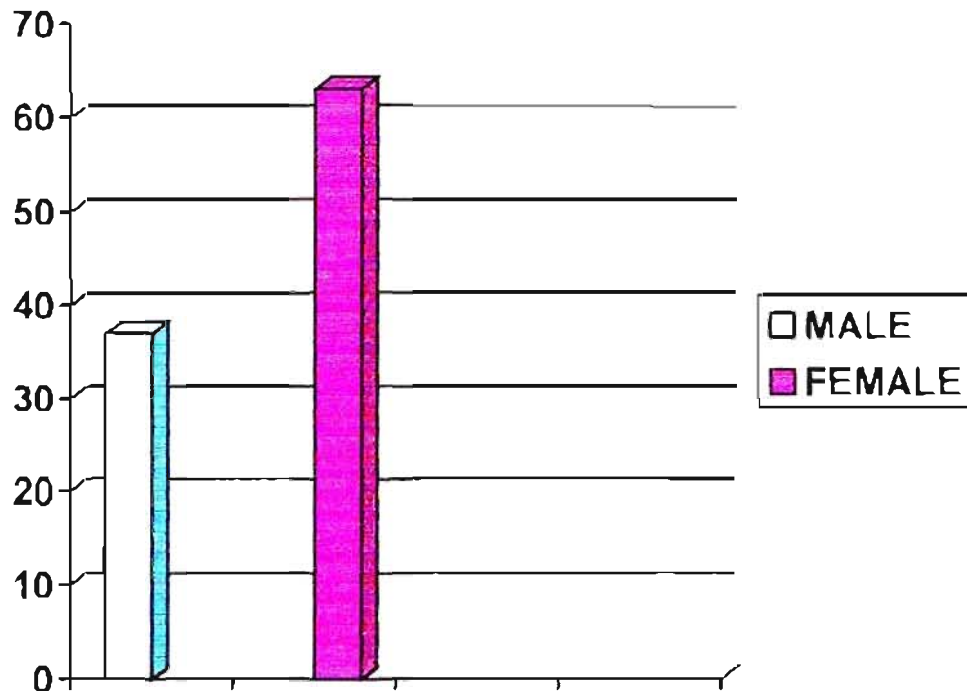
RESPONDENTS	MALE	FEMALE
PRINCIPAL	6	-
DP	5	-
HOD	4	5
EDUCATORS	20	55
TOTAL RESPONSE	35 (37%)	60 (63%)

**Table 4.1: Respondents who participated in the survey**

The above table indicates the number of respondents who participated in the survey. It clearly shows that there are more males in leadership positions but there are more female educators occupying the lower rungs of the hierarchical position in primary schools. This could be possible because more female educators are in the junior primary phase. In table 4.1 it is illustrated that 63% of the respondents are females and 37% are males.

#### 4.3.2. Gender

The graph on gender as illustrated in figure 4.1 clearly indicates that in this study there are 63% of females in the teaching profession as opposed to 37% males in the same profession. However in reality there are more males (15) in management positions in comparison to the number of females (5) in management positions.



**Figure 4.1 Percentages of Males and Females in the Teaching Profession**

According to Ramrathan (2002) demographics in the gender sample resonates with the demographic sample of the KZN province i.e. 32% males and 68% females are found in the teaching profession. Due to the teaching profession and primary schools being largely dominated by females, a natural consequence should be more females in the upper echelons of leadership but this is not evident. Interestingly though when analysing the statistics according to gender, more females believe that there is transformation in leadership because they are given more opportunities after 1994 due to gender equity imperatives. There exists the possibility that females are either not applying for positions of leadership or are being eliminated by SGB during the interview process or leadership continues to be entrusted to males.

### 4.3.3. Teaching Experience Related to Adaptability

The age and teaching experience of respondents are illustrated in table 4.2. Educators aged between 20-29 and have 0-5 years experience were trained in a democratic educational system. Educators aged between 30-39 years and have 6 to 10 years of experience in democratic South Africa are more inclined to adapt to the process of transformational leadership in comparison to educators aged 40+ and with teaching experience 20+ years. The latter are from the traditional school of education normally referred to as transactional leadership and find it more difficult to adjust to changes. This will be further elaborated according to perceptions of principal's leadership and management styles.

**Table 4.2 Teaching Experience related to adaptability**

Age	No response	Educator	HOD	DP	Principal
No response					1
20-29	1	13			
30-39	1	36	2	1	
40-49	1	15	9	1	
50-59		8	3	3	5

**Table 4.3: Age of Participants related to teaching experience**

AGE	YEARS OF EXPERIENCE	EDUCATOR	HOD	DP	%
20-29	0-5 YRS	14			19%
30-39	6-10 YRS	37	2	1	49%
40-49	11-15 YRS	16	9	1	21%
50-59	16-20 YRS	8	3	3	11%
60+	21+ YRS				
<b>TOTAL</b>		<b>75</b>	<b>14</b>	<b>5</b>	<b>100%</b>

Table 4.3 shows that 19% (14) of the respondents have 0 – 5 years experience; 49% (40) have 6-10 years experience; 21% (26) have 11-15 years experience; 11% (14) have 16-20 years experience. The sample included educators with a range of teaching experience in order

to ascertain the views from a wide spectrum of educators in relation to their experiences. The information gathered was analysed into tables to show educators and SMT's perceptions of their principal's transactional and transformational leadership styles.

## Educators

**Table 4.4 Educators Perceptions of principal's leadership and management style**

Table of Age	Transactional	Transformational
20-29	10	4
30-39	29	8
40-49	12	4
50-59	6	2
	57 (76%)	18 (24%)

Both younger and older viewed principals as transactional in their leadership styles but principals of all ages differ in this view and believe that they display transformational leadership style. The reasons are beyond the scope of this study. This could be an impetus for further research.

## HOD/DP

**Table 4.5 Perceptions of principal's leadership and management style**

Age Table	Transactional	Transformational
20-29		
30-39	3	
40-49	8	2
50-59	4	2
	15 (79%)	4 (21%)

Referring to table 4.5 it is interesting to note that even the senior members of the SMT's (79%) view the perceptions of principals as transactional.

## Principals

**Table 4.6 Principals' Perceptions of their leadership and management style**

Age table	Transactional	Transformational
30-39		
40-49		
50-59		5
60+		
		5 (83%)

Studying the data 83% of the principals showed completely opposite views and indicated that they have made the transition from transactional to transformational leadership.

**Table 4.7 Educators' Views**

	Transactional	Transformational
Male	16 (80%)	4 (20%)
Female	20 (36%)	35 (64%)
	36	39

It is interesting to note that 64% of females see the principal as transformational leaders because they are given more opportunities due to gender equity imperative in comparison to 80% of males who see principals as transactional leaders.

The conclusion that can be drawn here is that respondents in all levels of experience agree that principals are inclined to display a transactional leadership style. 68% of educators with 0-10 years experience and who started after 1994 agree that principals still display transactional leadership styles. Principals believe that they are solely responsible and in charge of the school and find it difficult to share power. Educators with 11-20 years of experience hardly noticed much change in the principals' leadership style. These teachers are in the best position to make a comparison having been in the teaching profession during apartheid and post-apartheid eras. Principals still adopted a transactional leadership style.

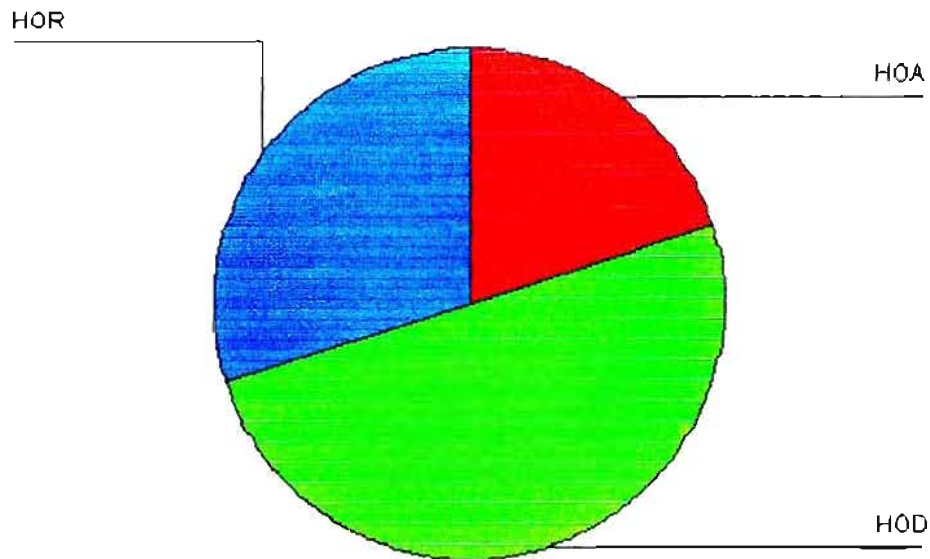


#### 4.3.4. Responses from Ex-Department of Education

The respondents belonged to the various racially divided Departments of Education. The Departments which are discussed in this section are ex -HOD (House of Delegates), ex -HOR (House of Representatives) and ex -HOA / ex -Model C school (House of Assembly). It is clear in figure 4. 2 that the majority of the respondents were from previous HOD schools. This is true because of personal visits to surrounding schools, which predominantly belong to the ex -HOD department. It is evident that there were poor responses from other selected schools (ex -HOR and ex-HOA).

Nevertheless, the percentages of respondents from the other racially divided departments of education were absolutely vital because various schools in the ex-departments are assumed to have varied experiences in transformational process. Therefore, linking the chain of evidence would be really worthwhile.

It was also interesting to note that even ex- Model C school respondents indicated that principals were still geared towards transactional leadership styles. Thus it appears that it is difficult to get rid of old habits or that there has been insufficient work shopping of management and leaders by the current Department of Education to prepare them for changes in school contexts. One would expect that only the previously disadvantaged schools would experience difficulty in making the transition from transactional to transformational leadership.



**KEY:**

- HOD-60%
- HOR-25%
- HOA- 15%

**Figure 4.2: Respondents from Ex-Department School**

**4.4. Is There Change in Principals' Leadership and Management Style**

Appendix A in section B of the questionnaire appraises the views and perceptions of principals by SMT's and educators. In order to evaluate whether change has taken place from transactional to transformational styles leadership after a decade of transformation, one needs to look at the de-facto roles, responsibilities and perceptions of primary school principals.

Some of the de-facto roles of the principal are as follow:

- ✓ Policy development:
  - ❖ Curriculum development and school policies.
- ✓ Decision making skills:
  - ❖ Collaborative, Consultative and Participative.

- ✓ Administrative Duties, Leadership and Management:
  - ❖ Day to day functionality of school.
  - ❖ Control of physical and human resources.
  - ❖ Financial Control.
- ✓ Professional Growth and Development:
  - ❖ Keep abreast of current trends in education.
  - ❖ Workshops, seminars, staff meetings, inductions programmers.
- ✓ Professional Relationship with others:
  - ❖ School Governing Bodies.
  - ❖ Working relationship with staff.
  - ❖ Community
  - ❖ NGO's

This study can be viewed as two pronged; firstly the role function and perceptions of principals by themselves and secondly the role functions and perceptions of principals by SMT's and educators. Data captured from each questionnaire was analysed. A 5-point Likert Scale indicating, "strongly agree", "agree", "uncertain", "disagree" and "strongly disagree" was used.

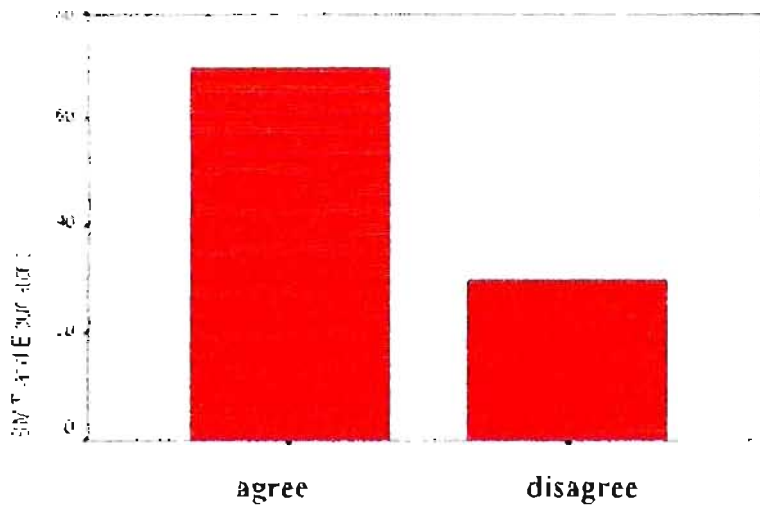
#### 4.4.1. Transactional Leadership

Questions investigated whether educators and SMT's perceived principals to be the one who uses this leadership style such as questions numbered 1, 2, 8, 15, 24, 27, 29, 30, 31, 34, 37, 38, 39, 43, 44 which pointed towards transactional leadership. A transactional principal is one that is strong on task and knows what needs to be done but weak on involving people in decision-making. Burns (1978) describes this form of leadership as more like the traditional manager concerned with the day-to-day operations of the school and reaching prescribed outcomes. An effective principal is someone who makes decisions on behalf of the staff but in their best interests.

The words: dominating/ orthodox/ personal agenda/ formal/ inflexible rule bound/ rules and regulation/ take final decision and task orientated from the questionnaires are linked to transactional forms of leadership. It was found that 75% of the SMT and educators agree with the perception that the principal's leadership style was transactional. See figure 4.3 below. Bass and Avolio (1994) stated that an ineffective principal is someone who does not share authority and power with anybody at school. Steyn (1998) believes that principals who apply a transactional leadership style do not have confidence in other people. Good leadership must provide opportunities for effective leadership and management development at all levels. This view is commensurate with the Department of Education Task Team Report (1996, p. 27), which states that: "Management should not be seen as the task of a few, it should be seen as an activity which all members of the educational organization engage."

**Table 4.8 Characteristics of Transactional Leadership**

Questions	Aspects	SA	A	U	D	SD	TOTAL
1	Solely responsible for all activities.	60	9	3	10	7	89
2	Instructions to be carried out without questioning.	54	16	5	8	6	89
8	Dominating and changes opinions.	61	10	2	7	9	89
15	Prefer to use orthodox discipline.	58	7	0	12	12	89
24	Personal agenda rather than objective.	53	14	3	10	9	89
27	Avoid delegation.	59	10	0	12	8	89
29	Formal, inflexible and rule bound.	63	8	1	10	7	89
30	Promotes individual work rather than teamwork.	60	9	2	10	8	89
31	Rules and regulations rather than discussion.	63	10	0	8	8	89
34	Unrealistic demands on educators.	61	7	3	10	8	89
37	Take final decision.	57	10	0	12	10	89
38	Impose decisions.	52	14	3	10	10	89
39	Only concerned with success and no compassion.	61	10	2	7	9	89
43	Task orientated.	60	9	3	10	7	89
44	No staff development.	50	16	3	10	10	89



**Figure 4.3 Bar graph of Educators and SMT's perceptions of Principals – Transactional Leadership Style**

#### 4.4.2. Transformational Leadership

Transformational leadership entails the participation of all teachers as stakeholders creating transformation and change, rather than focusing on the maintenance of control and power. It further entails the need to identify the motives that are inherent in teachers responding to their needs and utilizing the skills or knowledge that teachers may have (Beare, Caldwell, Millikan, 1989) in building transformation.

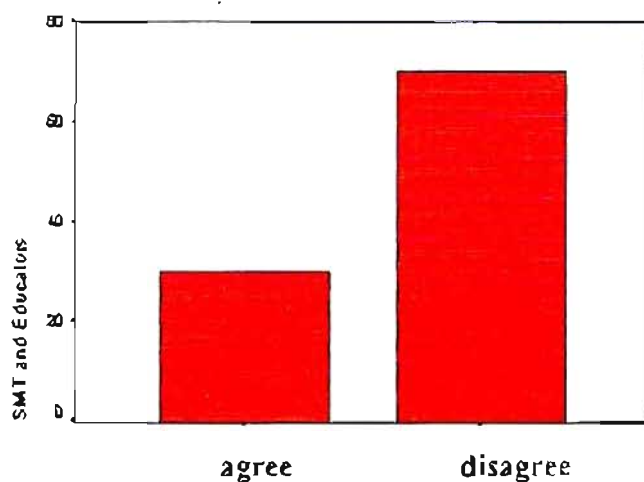
Transformational leadership characteristics were designed into the questionnaire. Questions numbered 3, 4, 7, 10, 19, 25, 26, 32, 36, and 40. The respondents were asked to tick the relevant box to indicate their rating. This question served to assess on the basis of the literature on transformational leadership, the extent to which educators and SMTs perceived the principals as transformational.

The majority of the responses fell in the 'disagree' and 'strongly disagree' categories with regard to the way the principal was perceived by the SMT and educators concerning the extent of his leadership transformation. There was consensus amongst

the SMT and Educators expressing the view that the principal does not display characteristics of transformational leadership. It was also noted that SMT's responses to each question were very similar to the responses of the educators. With reference to figure 4.4, 68% agree that the principal is not transformational as apposed to 32% who disagree.

**Table 4.9 Characteristics of Transformational Leadership**

Aspects	SA	A	U	D	SD	TOTAL
Delegate	20	8	0	50	11	89
Consult	18	12	5	40	14	89
Negotiates	12	12	4	40	21	89
Approachable/open door policy	20	18	1	25	25	89
Flexible	15	10	6	30	28	89
Decision making	20	12	3	32	22	89
Team work	18	12	5	40	14	89
Participation-involves all stakeholders	15	10	6	28	30	89
Transparent-everybody is equal	19	18	2	25	25	89
Supportive	12	13	3	35	26	89



**Figure 4.4 Bar graph of Educators and SMT's perceptions of Principals – Transformational Leadership Style**

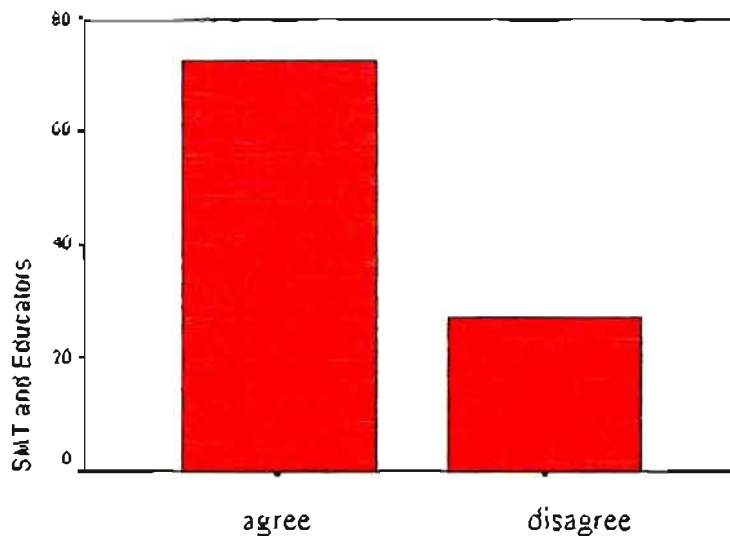
#### 4.4.3. Leadership According to the Principals' Administrative and Organisational Ability

Question numbers 6,9,11,12,18,20,21,22,23,35,41 point towards administration and organization abilities. Question numbers 35 and 41 have both positive and negative connotations. The negative side is that it gives people the freedom to do as they please. Qualities of good leadership, questions numbered 7,10,13,14 together with attitudes towards other questions numbers 5 and 42 are transformational leadership qualities. An analysis of these questions further indicates that principals have not made a distinct change from transactional to transformational leadership.

**Table 4.10 Leadership according to the principal's administrative and organisational ability**

Questions	Aspects	SA	A	U	D	SD	TOTAL
6	Makes clear sense of tasks	20	10	0	20	39	89
9	Good administrative control	15	10	3	30	31	89
11	Organize and, supervise routine matters	16	18	4	23	28	89
12	Regular meeting, inputs, feed back	24	20	0	15	30	89
18	Work under pressure	12	8	10	39	20	89
20	Inform staff in advance of staff meetings	20	9	0	40	20	89
21	Optimal use of human and physical resources	20	11	5	33	20	89
22	Lack of ability to work under pressure	20	9	4	20	36	89
23	Maintain both academic and personal relation	16	18	4	23	28	89
35	Finds it difficult to handle crisis	15	8	5	31	30	89
45	Freedom, no supervision	12	8	10	39	20	89

Management is associated with planning, budgeting, organising, resourcing, supervising and problem solving. Leadership is aligned to change processes, vision building and inspiring people to realise that vision. A leader, therefore, has to possess foresight, be open to change and be a source of inspiration. These qualities resonate with those espoused by transformational leadership theory (Burn, 1978 and Yulk, 1989 as cited in Leithwood, 1994).



**Figure 4.5 Bar graph of Educators and SMT's Perceptions – Administration and Organizational Ability**

#### 4.4.4 The Principals' Leadership and Management Styles

Section C and D of the questionnaire (Refer to Appendix A) looks at the views and perceptions of the principal by the principal. This is necessary to show triangulation of information.

Section C reflects the opinions, experiences and perceptions about leadership and management styles of principals. The principal answered this section of the questionnaire only. Here the questionnaire was designed according to transactional and transformational leadership styles. The literature review highlighted the fact that transformational leadership engages leaders and followers in such a way as to lift one another to higher levels of motivation and morality.

Questions numbered 3,5,8,9,11,12,13,15,19,20,21,23,24,25 highlight school effectiveness and the qualities of a good leader. According to Bass and Avolio, (1994) transformational leadership involves the commitment of employees in the context of shared values and shared vision. It is particularly relevant in the context of managing change.

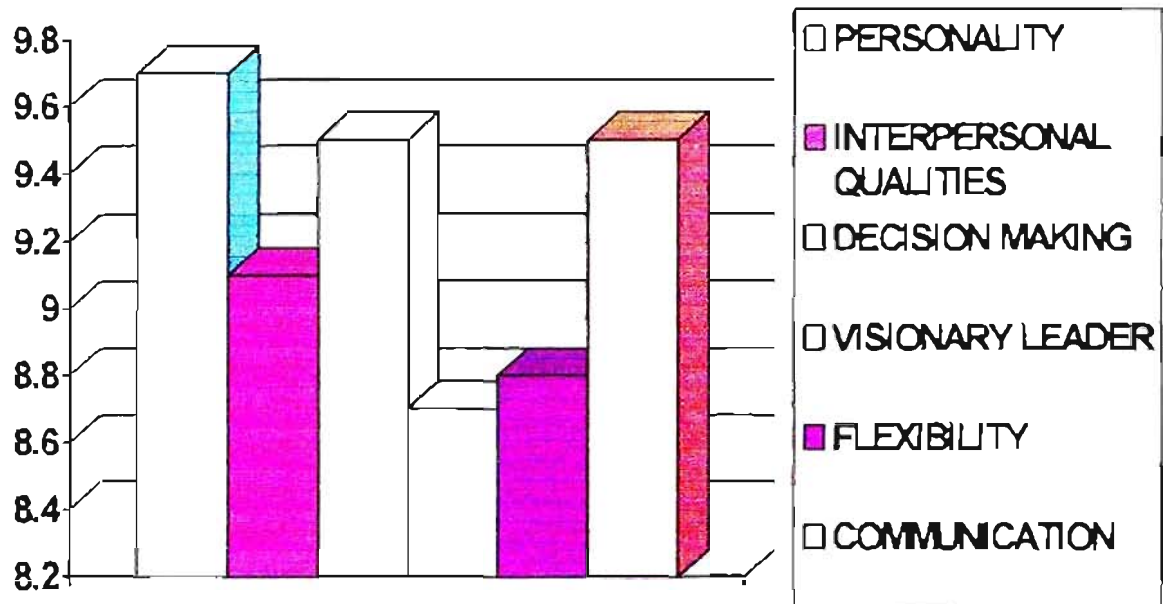


Research findings indicate 100% of principals indicated that they have made the change from transactional to transformational leadership and display qualities of transformational leadership.

**Table 4.11 The Principals' Leadership and Management Styles**

QUESTIONS	ASPECTS	0	1	2	3	4	TOTAL
3	Approachable				4	2	6
5	Lead by example			3	2	1	6
8	Flexibility and adaptability		1	2	2	1	6
9	Empowering				3	3	6
11	Visionary leader		4	2			6
12	Transparent/fair and equal				3	3	6
13	Negotiator		1	2	3		6
15	Collaborative, participative, decision maker				3	3	6
19	Sympathetic towards the needs of others			2	3	1	6
20	Motivator			2	4		6
21	Accept constructive criticism				3	3	6
23	Is visible at school				1	5	6
24	Consults before making decisions			2	4		6
25	Able to communicate at all levels				5	1	6

Principals were asked to rate their behaviour as “not at all, once in a while, sometimes, fairly often and frequently”. The data that emanated from the relevant questions indicated that 85% indicated that they have transformed and adopted a transformational style of leadership.



**KEYS**

**Figure 4.6 Level of leadership and Management Skills of the Principal by the Principal**

The graph in figure 4.6 indicates that 85% of the principals believe that they are transformational in their leadership and management skills. Questions 2,4,6,14,17 and 22 refer to transactional leadership e.g. sole responsibility, dominating, no consultation, difficult to approach, task orientated and cannot accept constructive criticism. 15% of principals still adopt this style of leadership, which is transactional

\*

Section D of the questionnaire required some YES and NO responses (refer to appendix A) to the principals' perception of his leadership and management style. The questions related to qualities of good leadership and how effectively the school functions. The questions were arranged according to transactional and transformational leadership styles. Questions 1,2,5,6,7,8,10,12 and 16 drew on transactional leadership qualities. Common words from the questionnaires related to transactional leadership. No staff development, no motivation, follow rules, prescriptive, vertical structures, task orientated, do not admit to mistakes, bad decision-making or win lose situation. Questions 3, 4,9,10,12,14,15 and 20 refer to transformational leadership. Common words included Risk taking, admit to mistakes, resolve conflicts by arriving to a win-win situation, make constructive criticism, transparent and fair. It is clearly indicated in figure 4.7 that the majority of principals (over 79% principals) regard their leadership to be transformational. It can be concluded on the basis of data that the principals indicated a participatory, collegial or consultative style of leadership. However, in practice they displayed transactional styles of leadership and management.

Figure 4.7

Keys

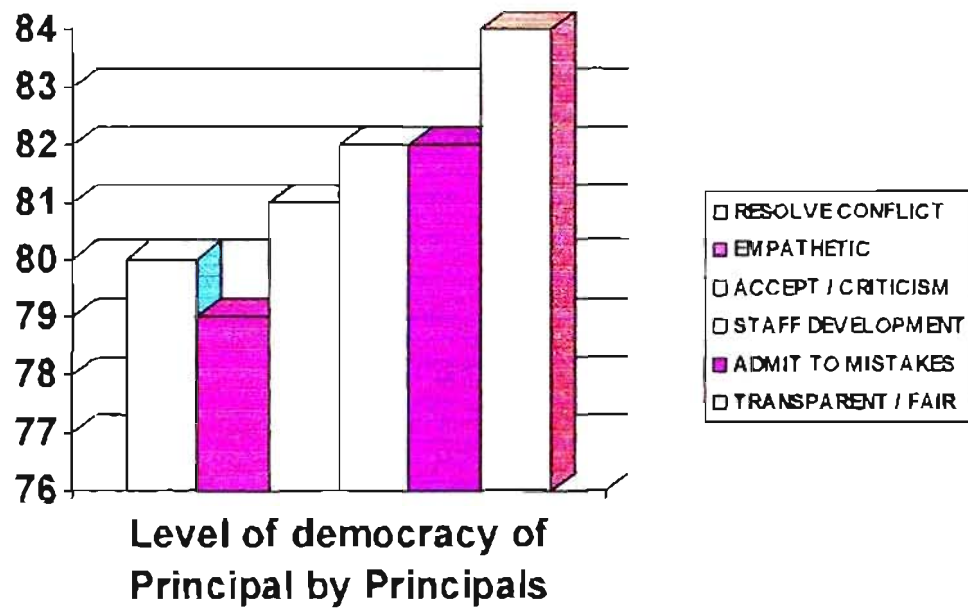


Table 4.12 Yes or No responses of his perceptions of leadership and management

Question	Aspects	Yes	No
1	No staff development	2	4
2	No motivation	5	1
3	Prepared to take risks	6	0
4	Support of staff	6	0
5	Follow rules	3	3
6	Prescriptive	4	2
7	Vertical structures	2	4
8	Do not admit to mistakes	5	1
9	Admit to mistakes	6	0
10	Conflict-win, lose situation	2	4
11	Resolve conflict-win, win	4	2
12	Dependant on the department	5	1
13	Resolve conflicts	4	2
14	Accept constructive criticism	4	2
15	Make constructive criticism	6	0
16	Task orientated	3	3
17	Empathic	4	2
18	Democratic in crisis situation e.g. fire	0	6
19	Make praises to avoid situations	0	6
20	Transparent and fair	6	0

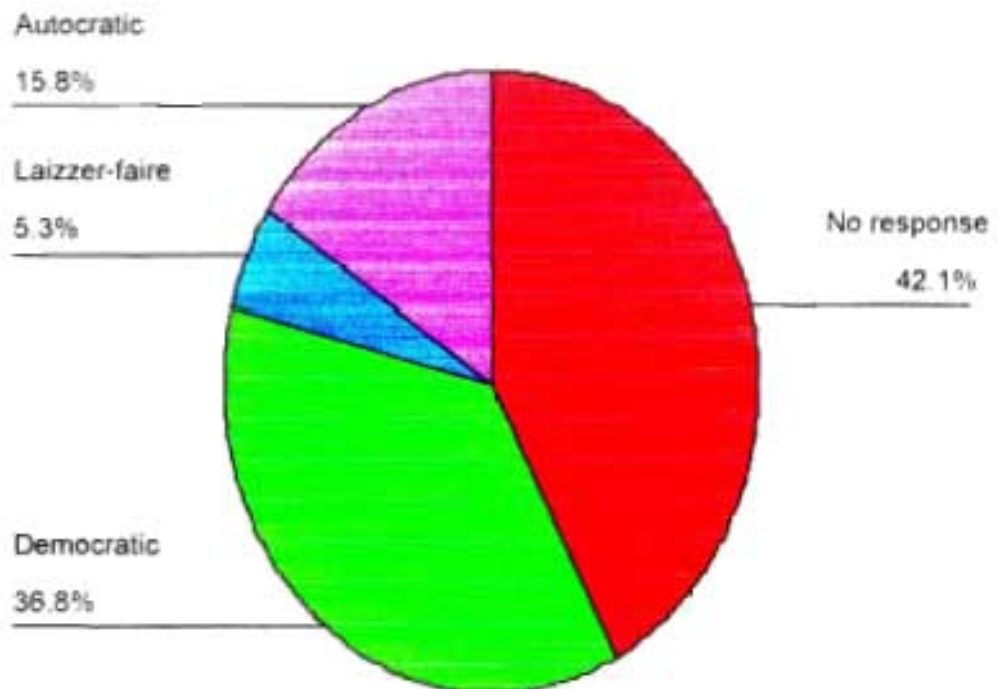
It is strange to note that all principals believe that they should be prepared to take risks, support staff and be transparent and fair yet all stated that they would not be democratic in a crisis situation. Schools at present are constantly impacted upon by crisis situations such as violence and other related crimes.

#### 4.5 Challenges Facing Managers

Section E of the questionnaire (refer to appendix A) contains open-ended questions. It required the respondent to comment about the preferred leadership style, some of the new challenges facing educational leaders and how managers resolve these challenges. The leadership styles mentioned were A – Laissez Faire, B – Transformational and C – Transactional. Keith (1992, p. 65), sums up Laissez faire leadership as “Let everyone do their own thing.” This is free- rein leadership. The Laissez faire leader provides information and materials to the group while exercising minimal control. The leader serves basically as an information booth, answering questions only when asked. He makes no attempt to evaluate the work performed either by praise or criticism. The group has freedom of action.

Refer to figure 4.8.a pie graph below indicating the preferred leadership style of principals, SMT and educators. The preferred leadership style of SMTs and educators is transformational leadership style (36.8%). While 15.8% selected transactional leadership style and 5.3% preferred Laissez Faire style. The majority of the respondents indicated that they wanted the principal to be transparent and transformational, to show more faith and trust in the educators, to treat everybody fairly, to be open to suggestions, to empower the organization (school) by redefining management to support change and develop the capacity to innovate and to recognize skills and expertise of individual educators. Some of the other challenges facing educational leaders were the overburdening of administrative and organizational duties, multi-cultural school discipline, finance and in addition changing school governance. Some possible solutions were proactive thinking, future planning and community involvement.

## Leadership styles



**Figure: 4.8 Leadership styles**

### 4.6 Conclusion

This chapter highlighted the data analysis and interpretation of the questionnaire. Hence explanations were rendered on different aspects of the questionnaire using graphs and tables. The overall findings were very interesting indicating that 75% of the respondents held a negative attitude toward the principal's leadership and management style. The results also exhibited a discrepancy between the principal's perception of his leadership and management style and the perception of the educators and School Management Team regarding the principal's leadership style. Principals perceived their role as leaders to be more transformational than transactional, while educators and SMT's believed that the principal was more transactional as a leader than transformational.

# CHAPTER FIVE

## OVERVIEW

### 5.1 Introduction

This chapter gives the reader an overview of the whole research. Furthermore the summary, findings, recommendations and conclusion of the study are discussed.

### 5.2 Summary

The school as a complex organization demands that the principal have unique and diverse management skills. Principals need to align their leadership style towards one, which is transformational. A transformational leader is able to manage both the concern for people or relationships and the concern for production in addition to being able to promote the conditions that integrate creativity, high productivity and morale through concerted team action. It is important for principals to keep up with present and future trends in educational leadership.

A way to move forward is for principals to recognize that power needs to be distributed among staff by considering their skills and talents. Responsibility when shifted to educators is empowering by relinquishing the structures of control and capacity building is encouraged. The transformational leader adopts a consultative 'listening' style, is decisive but not dictatorial, has an open door policy, is receptive to new ideas and suggestions, is approachable and easily accessible to all staff members. This transformational leadership style will allow all principals to 'lead' without compromising integrity. Staff can feel more fulfilled and the school would strive towards greater school effectiveness and school improvement, through the harmonious and reciprocal relationship between leader and staff.

Perhaps more salient in the paradigm shift occurring in many schools can be found in the wisdom of an old African proverb: “it takes a whole village to raise a single child”. The essence of this proverb is reflected in the collaborative effort of all stakeholders to be involved in the education of the child. The principal is not the only one responsible for the functioning of the school, in its entirety.

The educators and SMT’s perception of the principal’s style of leadership was determined through the questionnaire. What was clearly evident here was that 75% of the educators and the SMT viewed the principal as transactional and 25% as transformational. There seems to be an appeal for the principal to be more consultative, open to suggestions, treat everyone equally, to be more trusting and considerate toward the needs of others.

There also appear to be a contrast between the educator’s perception of the principal’s style of leadership and management style. While the principal perceives his leadership style to be transformational in nature, the educators seem to dispel this as a transactional leadership style. This consensus seemed to be leaning towards the principal being transactional and more a manager than a leader. This was revealed in the way principals display organizational abilities.

### 5.3 Discussion of the Findings

Leadership styles portrayed by principals, as perceived by the SMT and educators tend to be more transactional than transformational. Consultation, empowerment and participative decision-making opportunities were limited. The overall findings reveal that the majority of the educators, SMT and the principal share opposing views about the principal’s leadership style. The principals indicated that transformational leadership is taking place and that he/she possesses qualities of a good leader but the educators and SMT on the other hand, perceive the principal to be authoritarian, rigid, task orientated, formal, inflexible and rule bound.



The above review indicated transformational leadership as the way forward due to its focus on fostering collaboration and strengthening of others, where both the leader and the followers are empowered. There was also an emphasis on vision building: on developing people and of fostering a climate, which promotes shared decision-making. These characteristics instil a sense of worth in individuals, which culminates in a successful organization within the school environment.

There was an outcry (75% of the respondents) for the principal to be less transactional and to work in consultation with educators as well as to engage in democratic decision-making. The respondents favoured a more collaborative, participatory, decision-making style, which could lead to school effectiveness. Contrary to this, the Task Team Report of 1996 on assessing the changes in the present education system indicates the Department of Education, “although pockets of a more open management style exist, management in government departments still tends to be caught in old ways of operating”. From the above finding it can be argued that apartheid management practices are apparent in the desired transformation process. This view seem to validate by the claim made by Harber and Davies (1997) that leadership in education in developing countries, especially African countries, tends to lean towards authoritarian rule. Consequently, transition is prolonged.

Perhaps the principals’ transactional style could be attributed to the principal’s lack of leadership training and the past experiences of being schooled in rigid, bureaucratic management skills, which focused primarily on maintaining control and power.

## 5.4 Recommendations

As a result of the research findings, the following recommendations can be view as appropriate:

- ✓ Principals must be retrained in order to be able to manage effectively in a post apartheid era. This is important because the majority of principals were not trained to manage multi racial and multi -cultural schools.
- ✓ Induction of principal with the view of transformational leadership including workshops on administrative and organizational abilities.
- ✓ Change in educational policies have been so rapid that coping strategies have to be developed among principals who fail to keep abreast with these drastic policy changes.
- ✓ Principals must expose all educators to management duties so that when educators apply for management positions, they have hands on experience of leadership.
- ✓ Principals need not to be like signpost, which show the direction but have never been to the place it is pointing to. They need to be instrumental leaders thus leading by example.
- ✓ The majority of educators like to work in a conducive environment. Not all principals can create a conducive climate; it is only those principals that are effective who create a work ethos.
- ✓ Principals seek to empower teachers to develop their professional practices, rather than control them, also encouraging staff to feel responsible for the success of the school (Greenfield, 1991).
- ✓ People with different forms of expertise should be invited to run seminars and workshops to assist principals to grasp the latest developments and grapple with new issues coming from other fields that impact on their specialization.
- ✓ Principals should aim to develop and create processes and structures for learning and reflection and the capacity to be innovative among staff. Leaders

must encourage their staff to work together and to learn from each other. Teamwork is the thread, which binds all systems in an effective school.

- ✓ It is no longer sufficient for a principal to be a good administrator. He / she must be a proactive leader and manager who together with the SMT and educators are responsible for the daily functioning of the school.
- ✓ Leadership in schools should aim to reduce the rungs on the hierarchical ladder to produce more horizontal, transparent and participative structures. In other words, a move away from a vertical approach to one of dispersed leadership and empowerment.
- ✓ Principals need to be flexible rather than rigid, collegial and professional rather than hierarchical and dictatorial, co-operative and collaborative rather than individual and separate, constructive and developmental rather than punitive and judgmental.

## 5.5 Conclusion

The fact that the research was carried out in formerly ex- Department of Education schools, one would expect remarkable differences to be found between each department but this was not evident. The perceptions on effectiveness of the principal are more or less the same in all schools. I thought there was going to be a great difference of opinion amongst the ex -Model C and ex-HOR and ex-HOD schools because they were better resourced.

Looking at the critical questions, certain conclusions can be drawn from the SMT's and Educator's perception about the principal: that principal's must free themselves from the reigns and harness of the apartheid era and make a change from transactional leadership to transformational leadership. Leadership in primary schools should aim to reduce the rung on the hierarchical ladder and produce a flatter more open and participative structure. Thus, moving away from a hierarchical approach is a task facing leadership.

The research findings reveal how principals viewed their leadership style in conjunction with the devolution of power. They strive to be transformational and effective in some aspects but in other aspects the opposite occurs, that is, they are autocratic and feel completely responsible, avoid delegation and complain how difficult it is to run a school. The principal is no longer totally responsible for all the tasks at school but he/she needs to oversee such tasks. The principal needs to involve educators and other stakeholders in goal setting and creating policies as well as considering how these will be achieved. This reduces the pressure on principals. Furthermore, in sharing the task of leadership, principals are preparing others for the task of leadership in turn.

In any organization, leadership is important. Leaders set the direction and lead by example. Leaders are responsible for creating the right environment, which encourages creativity and innovation. Good leadership empowers their people to work together, plan together and reach the target together.

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Section A

LEADERSHIP AND MANAGEMENT STYLE QUESTIONNAIRE  
(L. M. S. Q.)

**TOPIC: HOW PRINCIPALS USE LEADERSHIP AND  
MANAGEMENT IN PRIMARY SCHOOLS.**

**BIOGRAPHICAL DETAILS**

Please make a tick (√) in the appropriate block.

1. Gender

Male	
Female	

2. Age

20 – 29 years	
30 – 39 years	
40 – 49 years	
50 – 59 years	
60 + years	

3. Job Designation

Educator		HOD		DP		Principal	
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4. Teaching Experience

0 – 5 years	
6 – 10 years	
11 – 15 years	
16 – 20 years	
21 + years	

5. Management Experience

Experience	0 - 5yrs	6 - 10yrs	11 - 15yrs	16 - 20 yrs	21 + yrs
Principal					
Deputy Principal					
Head of Department					

6. Enrolment of your school

1 – 299		300 – 599		600 +	
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7. Type of School

Urban		Sub – urban	
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**Section B**

<b>LEADERSHIP AND MANAGEMENT STYLE QUESTIONNAIRE</b> <b>(L. M. S. Q. 1)</b>
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Note: To be completed by: EDUCATOR / HOD / DP

Designation Level:

Educator	
HOD	
DP	

Please respond to the questionnaire by placing a tick ( √ ) in the column which reflects your opinions and experience about the Leadership and Management style of primary school principals.

Key

1	Strongly agree	SA
2	Agree	A
3	Uncertain	U
4	Disagree	D
5	Strongly disagree	SD

	SA	A	U	D	SD
<b>The Principal</b>					
1. ...is totally responsible for planning and control in school.					
2. ... expects instructions to be carried out without any questioning.					
3. ...delegates tasks and responsibilities					
4. ...makes decisions in consultations with all relevant stakeholders.					
5. ...is genuinely considerate of the opinions and feelings of his/her subordinates.					
6. ...maintains a clear sense of tasks and objectives.					
7. ...negotiates the decisions by considering the needs and wants of all stakeholders.					
8. ...is dominating and changes opinions of others by using convincing arguments.					
9. ...has good administrative control.					

	SA	A	U	D	SD
10. ... is approachable and adopts an open door , policy					
11. ... organizes and supervises routine matters of the school					
12. .... Direct school management teams (SMT) through regular management meetings to receive feed back and make inputs.					
13. ... encourages others to contribute through consultation.					
14. ... is helpful and caring towards colleagues.					
15. ... prefers to use orthodox discipline.					
16. ... is someone who enjoys doing new things by accepting changes readily.					
17. ... obtains maximum output from staff by setting limited activities per term.					
18. ... has the ability to do his job well even under stressful conditions or pressure from parents or educators.					
19. ... has the ability to think quickly and also make spontaneous rational decisions.					
20. ... informs staff in advance regarding staff meetings and also includes an agenda.					
21. ... makes optimal use of human and physical resources for the effective functioning of the school.					
22. ... lacks the ability to cope under pressure even with minimum disruptions at school.					
23. ... is interested in maintaining both academic and personal relations in schools.					
24. ... pursues personal agenda rather than the objectives of the school.					
25. ... accepts and implements democratic decisions even if he/she disagrees with the decision.					
26. ... delegates responsibilities to the SMT and educators.					
27. ... prefers to be personally responsible and accountable for all school activities therefore avoids delegation for the fear of failure of others.					
28. ... believes that the success of the school depends on effective decisions taken by all stakeholders.					
29. ... is formal, inflexible and rule – bound.					

	SA	A	U	D	SD
30. ...promotes individual work rather than team work amongst the staff.					
31. ...governs rules and regulations rather than discussion, consensus and votes.					
32. ...involves all staff in the planning of school activities.					
33. ...is flexible and depends on teachers support in order to manage the school effectively and efficiently.					
34. ...sometimes places unrealistic demands on educators.					
35. ...finds it difficult to handle crisis situations, and allows his SMT to handle situations.					
36. ...is transparent and treats everybody equally and fairly.					
37. ...makes it appear that all mechanisms are in place but takes all final decisions.					
38. ...saves time by imposing his decision on teachers rather than by having discussions with them.					
39. ...is only concerned with the success of the school and unquestioning obedience from all the staff.					
40. ...encourages group approach to problem solving and seeks to create a good working atmosphere in the school.					
41. ...allows much freedom, no supervision and individuals have complete control.					
42. ...treats the staff with dignity.					
43. ...is task – orientated and requires educators to perform specific tasks and reach targets.					
44. ...places little emphasis on promoting staff development.					
45. ...is creative and inspires support and acceptance.					

**Thank you for your co – operation.**



*Section C*

**LEADERSHIP AND MANAGEMENT STYLE QUESTIONNAIRE  
( L. M. S. Q. 2 )**

**Note: To be completed only by Principal**

Please respond to the questionnaire by placing a tick ( √ ) in the column which reflects your opinion and experiences about leadership and management style at school.

Key

Not at all	- 0
Once in a while	- 1
Sometimes	- 2
Fairly often	- 3
Frequently	- 4

	0	1	2	3	4
1. The staff enjoys working with me.					
2. I am solely responsible for managing the school.					
3. The staff finds me approachable and can negotiate terms and conditions.					
4. I am dominating, convincing and do not listen to excuses.					
5. I lead through example and encourage staff to participate in decision making.					
6. I maintain high standards through making all decisions on my own.					
7. I avoid trying to change what they do as long as things are running smoothly.					
8. I am flexible and adaptable to handle newly developing needs.					
9. I praise educators for work performed rather than personal traits.					
10. I am more interested in the welfare of my staff rather than their quality of work.					
11. I encourage them to think about old problems in new ways.					
12. I am transparent and treat everybody fairly and equally.					

	0	1	2	3	4
13. I place strong emphasis on careful problem solving and negotiations before taking action.					
14. I am constantly weighed down with administrative work, therefore I am difficult to find and speak to.					
15. I am collegial and professional rather than hierarchical and dictatorial.					
17. I am task – orientated and expect educators to do their work.					
18. I constantly contact departmental officials before making any decisions.					
19. I am sympathetic towards the needs of others and adopt an open door policy.					
20. I possess an inspirational attitude that motivates others.					
21. I admit to incorrect decisions and accept constructive criticism.					
22. I seldom accept failure even after consultation with relevant stakeholders.					
23. Although I am frequently burdened with administrative work I find the time to be visible and approachable.					
24. I make decisions in consultation with all relevant stakeholders.					
25. I look at the holistic needs and development of the staff in order to ensure success.					

**Thank you for your co – operation.**

*Section D*

<b>LEADERSHIP AND MANAGEMENT STYLE QUESTIONNAIRE ( L. M. S. Q. 3 )</b>
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**Note: To be completed by the Principal**

Read the following responses and tick appropriately.

	yes	no
1. I encourage staff development only if necessary.		
2. I motivate staff members only if forced to.		
3. I am prepared to take risks for the benefit of the school.		
4. I cope better under difficult circumstances if my staff is behind me.		
5. I follow rules by the book.		
6. I am clearly prescriptive which allows me to have a tight control over my staff		
7. I advocate only cascading from SMT to staff, vertical structure rather than flatter structures.		
8. I do not admit to mistakes that I make because the staff will regard me as a weak leader.		
9. I sometimes make mistakes which I admit and am accountable for.		
10. I deal with conflict situations by arriving at a win, lose situation immediately.		
11. I resolve conflict by arriving at a win, win situation.		
12. I constantly contact the department when I experience problems.		
13. I make rational decisions in consultation with relevant stakeholders.		
14. I accept constructive criticism if it would benefit the school.		
15. I make constructive criticism of the staff if it benefits them and the school.		
16. I am task – orientated and expect my staff to conform.		
17. I am empathic towards my staff.		
18. I adopt democratic decision making skills in an emergency or crisis e.g. fire.		
19. I give non – constructive criticism and praise to avoid situations.		
20. I am transparent, fair and just and treat all educators equally.		

**Section E**

<b>LEADERSHIP AND MANAGEMENT STYLE QUESTIONNAIRE (L. M. S. Q. 4)</b>
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**Note: To be completed by All Participants: Principal/DP/HOD/ Educators**

Kindly indicate:

EDUCATOR		HOD		DP		Principal	
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**1. In managing and organising schools, leaders use one, two or all of the following approaches;**

- A) Educators work on their own without any direct supervision and exercise minimal control.
- B) Consult with educators and relevant stakeholders before making decisions and ensure that educators agree with the decisions.
- C) Managers instruct educators and expect all educators to carry out these instructions without any questions.

1.1 In your opinion, which approach do you consider to be the most appropriate?

Indicate with a (✓) tick.

A		B		C	
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1.2 Justify your choice above briefly.

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**2. What are some of the new challenges that face educational leaders and managers in primary schools?**

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**3. How do managers resolve these challenges mentioned in (2) above?**

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Thank you for your co – operation.

**APPENDIX B**  
**CORRESPONDENCE**

4 Road 710  
Montford  
Chatsworth  
4092

3 September 2003

The Regional Senior Manager  
For Att: Mr. L. H. Lambert (SEM)  
KZN Education and Culture  
Ethekweni Region  
Private Bag X54323  
Durban  
4001

Dear Mr. Lambert

Re: Permission to Conduct Research.

I hereby wish to request permission to send out questionnaires to selected primary schools in the Ethekweni Region for research purposes.

I am presently reading for a Masters of Education Degree at the University of Durban Westville.

This research is for academic purposes only. The focus of my study is on Leadership and Management style of Primary Schools. The responses will be treated anonymously and confidentially.

I await your favourable reply

Thank you

Forwarded:

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P. Sindhrajh

-----  
Principal

4 Road 710  
Montford  
Chatsworth  
4092

The Principal

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District of Umlazi  
ETHEKWENI Region

Dear Sir / Madam

Request for permission to conduct research.

I hereby kindly request your permission to conduct a research at your school.  
Your school has been randomly selected.

This research is only for academic purposes. I am doing a Masters Degree in  
Educational Management at the University at Durban Westville.

The focus of the study is on The Leadership and Management style of the  
primary school principals in the post apartheid era.

The instrument to be used is a questionnaire.

Your response will be treated anonymously and confidentially.

Yours truly

---

4 Road 710  
Montford  
Chatsworth  
4092

The Principal

District of Umlazi  
ETHEKWENI Region

Dear Sir / Madam

Thank your for your permission and support in the completion of the questionnaire based on the Leadership and Management studies of primary school principals.

Your contribution to the research topic would facilitate in the data collection process of my research.

Your are assured of confidentiality and anonymity regarding the data you have submitted.

Many thanks once again to you for supporting this research project.

Yours truly

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