
**TRANSFORMATIONAL LEADERSHIP:
AN INVESTIGATION INTO THE EXISTENCE OF
TRANSFORMATIONAL LEADERSHIP AT A DURBAN SECONDARY SCHOOL**

BY

ALISTAIR R. KOK

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ABSTRACT

Coinciding with a rebirth in South Africa, new education legislation has given considerable more power and responsibility for making decisions. While assuming a degree of autonomy, schools are also expected to resource themselves with the minimum support from their respective provincial departments. The extent to which schools will be able to make the transition depends a great deal upon the nature and quality of their internal management. (Department of Education 1996). The Task Team on Education Management Development (1996) says that a move to self-management does not mean that you are guaranteed positive change. It is the nature and quality of internal management that will influence real transformation. So, a self-managing school is accompanied by an internal devolution of power and by a leadership style that is transformational.

It is here that an attempt is made to look at the extent to which transformational leadership is practiced in a Durban Secondary School. Seeing that transformational leadership is linked with school effectiveness, (Coleman, 1994) it is the aim of this research project to evaluate the principal's leadership style. Does the way the school is managed contain any evidence of transformational leadership? Is the principal's perception of his leadership style parallel with the staff's perception of how he leads the school?

The findings of this research have shown that there is no evidence of transformational leadership at this school. The recommendations have highlighted ways in which the principal can begin to transform the school so that they too may improve to such an extent that the school is seen as being effective.

DECLARATION

declare that this work is my own and where other sources
have been consulted, these have been acknowledged
through references.

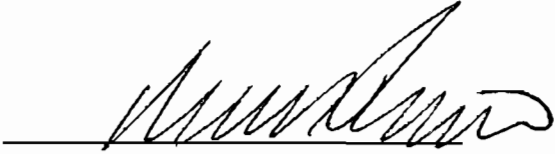


A . R . KOK

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SUPERVISOR'S STATEMENT

This mini dissertation is submitted with / ~~without~~ my approval.

A handwritten signature in black ink, appearing to read 'M. Thurlow', written over a horizontal line.

PROFESSOR M. THURLOW

DEDICATION

This project is dedicated to my wife Beverley, my children Leah and Joshua and my family and close friends who have supported me and given me strength during these years of study.

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Thank you to Almighty God, without whom nothing is possible. A special thanks to the principal and staff of this school for their cooperation in this research project; without you this project would not have succeeded. I am eternally grateful to my Supervisor, Professor M. Thurlow who has guided and supported me throughout this research project.

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CHAPTER 1: INTRODUCTION AND OVERVIEW

.1. Introduction

Prior to the birth of the 'New South Africa' in 1994, the South African education system was divided into a number of racially defined education departments. White schools fell under the governance of the House of Assembly and they enjoyed the lion's share of the allocated education resources while the Coloured, Indian and Black schools were ruled by the House of Representatives, House of Delegates and the Department of Education and Training respectively. The latter majority enjoyed very little in the way of resources and under the apartheid government, a bureaucratic and authoritarian management style was the order of the day.

Coinciding with a rebirth in South Africa, new education legislation has given considerably more power and responsibility for making decisions. While assuming a degree of autonomy, schools are also expected to resource themselves with the minimum support from their respective provincial departments. The extent to which schools will be able to make the transition depends a great deal upon the nature and quality of their internal management. (Department of Education, 1996). The move to decentralize education systems is not a new one because countries like England, Australia and the United States of America have embraced the notion of self-managing schools. Bush (1995: pg4) sees these autonomous schools as "...potentially more efficient and effective but much depends on the nature and quality of internal management if the ... benefits of autonomy are to be realized." Echoing this view is the Task Team on Education Management Development (1996) saying that a move to self-management does not mean that you are guaranteed positive change. It is the nature and quality of internal management that will

influence real transformation. So, a self-managing school is accompanied by an internal evolution of power and by transformational leadership.

It is against this backdrop that the student attempts to look at the extent to which transformational leadership is practiced in a Durban Secondary School. Seeing that transformational leadership is linked with school effectiveness, (Coleman, 1994) it is the aim of this research project to evaluate the principal's leadership style. Does the way the school is managed contain any evidence of transformational leadership? Is the principal's perception of his leadership style parallel with the staff's perception of how he leads the school?

.2. Context of the Study

This study focuses on a secondary school in central Durban, KwaZulu Natal having a staff complement made up of a principal, 2 deputies, 5 heads of department and 25 level one educators. The staff members are all qualified educators, with qualifications ranging from a three-year education diploma to post-graduate degrees. More than seventy percent of the staff has been teaching for more than ten years.

The school chosen for the study is one in which the researcher is a member of staff. This research hopes to highlight the quality of leadership at this school, the findings of which are intended to help improve the quality of the leadership at this school. The study's specific focus is on the principal as a leader, asking to what extent he can be called a transformational leader.

.3. The Focus of the Study

The study attempts to highlight what is understood by the term transformational leadership and its significance in the context of South African schools. Then, it will attempt to

determine the principal's perception of himself as a leader, the educators' perception of him as a leader and a comparison of the two perceptions. The research looks at the following critical questions:

1. What is understood by the term Transformational Leadership?
2. What is its significance in the context of South African schools?
3. What is the principal's perception of his leadership style and to what extent does this style parallel with Transformational Leadership?
4. How do the educators perceive the principal's leadership style? Is there congruence between the two perceptions?
5. Based upon these perceptions, to what extent is the leadership at this school transformational?
6. What are the implications of the findings for possible leadership development in the school?

4. Research Methods

In conducting this research, the methods of collecting data would be both qualitative and quantitative, namely a semi-structured interview schedule and a questionnaire.

Arrangements were made for the principal, a deputy, one head of department and a post-level one educator to be interviewed. The remainder of the staff were asked to complete a questionnaire supplying information regarding their perceptions regarding the principal's leadership style. In an attempt to address the key questions, the following methods will be used:

Question 1 and 2 will be answered by reviewing the relevant international and local literature regarding transformational leadership.

Question 3 requires a semi-structured interview with the school principal while question 4 will be answered by means of an interview with one deputy principal, one HOD and one level one educator. The remainder of the staff will require a questionnaire to be completed.

The answer to questions 5 and 6 is addressed by referring to questions 3 and 4 after the collected data is analysed and interpreted.

5. Limitations of the Study

The findings of this study are limited to the school in which the study is conducted. In no way can these be generalised to any other cases. The concept of leadership is a broad one and has been researched widely. There are therefore many varying opinions regarding good leadership. This study's opinions are derived from a number of sources, but these opinions are just *that*.

6. The Structure of the Study

This project has been divided into five chapters.

Chapter 1 is an introductory chapter, providing a brief overview of what the study is all about, namely the concept of leadership, what research methods were used and the limitations of the study.

Chapter 2 examines the literature connected to leadership, referring to transformational leadership specifically. This chapter looks at definitions of leadership, theories of leadership

the difference between leadership and management, characteristics of a good leader, transactional and transformational leadership, school effectiveness and management and the context of management in South African schools.

Chapter 3 deals with the research methods employed to conduct the research. The aims of the research are explained before examining the actual methods used, the research questions and the research instruments.

Chapter 4 presents the findings of the research in which respondents were interviewed or required to fill out a questionnaire.

Chapter 5 summarises the findings of the research and makes recommendations on how to improve leadership at this school.

.7. Conclusion

The research project is aimed to look at leadership in a Durban-central secondary school. The next chapter examines the literature on leadership, focusing specifically on the literature directly connected to this study.

CHAPTER 2: LITERATURE REVIEW

1. Introduction

The concept of leadership is quite complex with many researchers giving varying definitions of what it is. There is definitely no one cut and dried definition of leadership, being viewed differently in different cultures. In reviewing the literature on leadership, we look at the various definitions and theories of leadership before examining the link between leadership and management. Effective leaders would have certain qualities so attention would be focussed upon the role of transformational leaders as opposed to transactional leaders in South African schools post-1994.

2. Leadership: Is there a definition?

It seems that everyone knows what leadership is, but when asked to define it, then each definition differs. Stogdill (1974) points out that there are as many different views of leadership as there are people trying to define it. There are, however, many similarities in the definitions that follow.

Leadership is the exercise of influence in a group context. ... (They are) the people having the greatest impact on the group or organisation." (Johnson, 2001: 6)

The common characteristic of ... leaders is their ability to inspire and stimulate others to achieve worthwhile goals. ... (L)eadership is the ability to inspire confidence and support among the people who are needed to achieve organisational goals." (Dubrin, 2001:3)

Nowalski and Reitzug (1993) define leadership as "... a process that results in the determination of organisational objectives and strategies, entails building consensus to

meet those objectives and involves influencing others to work towards those objectives.

(Bass & Steidlmeier, 1999: 2)

There are numerous ways of conceptualising what leadership is, but we can isolate a number of components that are central to the phenomenon of leadership. Northouse (2001) says that leadership is a process. It is not a linear, one-way event, but an interactive one between the leader and his followers. Secondly, leadership involves *influence*; without which the phenomenon of leadership would not exist. Thirdly, leadership occurs in *groups*, the context in which leadership takes place. Leaders influence these groups to achieve or work towards a *common goal*.

3. Theories of Leadership

Trait Approach to Leadership

The trait perspective on leadership suggests that certain individuals have certain innate characteristics that make them leaders. These characteristics make them different from non-leaders. Some of the differentiating characteristics include unique physical factors, personality features, and ability characteristics. It is believed that the special leadership properties reside in selected people and leadership is restricted to only these people.

Process Leadership

This viewpoint suggests that everyone possesses leadership qualities. As a process, leadership can be observed in the behaviour of leaders and it is something that can be learned.

Assigned Leadership

This approach suggests that some people are leaders because of their formal position that they occupy within an organisation, for example, team leaders, heads of department, etc.

Emergent Leadership

When others see an individual as being the most influential member of a group or organisation, regardless of their title, then that person is exhibiting emergent leadership. Emergent leadership is acquired through the support and acceptance of other people in the organisation or department.

Style Approach

The style approach focuses on what leaders do and how they act. Here leadership is viewed as being composed of two general kinds of behaviours namely, task behaviours and relationship behaviours. Task behaviours facilitate the accomplishment of goals, helping group members to achieve their objectives. Relationship behaviours help subordinates feel comfortable with themselves, with each other and with the situation that they find themselves in. This approach aims to explain how leaders combine these two types of behaviour to influence subordinates to reach a particular goal.

Situational Approach

Situational leadership stresses that leadership is composed of both a directive and a supportive dimension, each to be applied appropriately in a given situation. The essence

If situational leadership demands a leader's matching his or her style to the competence and commitment of the subordinates. Effective leaders are seen to be those who can recognise what employees need and then adapt their own style to meet those needs.

Transactional Leadership

Refers to the bulk of leadership models that focus on the exchanges that occur between leaders and their followers. For example, teachers are being transactional when they give students a grade for work completed. Emphasis here is on the exchange dimension.

Transformational Leadership

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 the leader and follower. The transformational leader is attentive to the needs and motives of his or her followers, trying to help them realise their full potential.

4. Leadership and Management

Leadership and management are not synonymous terms. One can be a leader without being a manager. One can, for example, fulfil many of the symbolic, inspirational, educational and normative functions of a leader and thus represent what an organisation stands for without carrying any of the formal burdens of management. Conversely, one can manage without leading. An individual can monitor and control organisational activities, make decisions, and allocate

resources without fulfilling the symbolic, normative, inspirational, or educational functions of leadership (Schon 1983, p36).

In an attempt to understand leadership, it is important to see how it differs from management: planning, organising, directing and controlling. It seems that leading is a major part of a manager's job, but he also has to plan, organise and control. Leadership would deal with the interpersonal aspects of a manager's job whereas planning, organising and controlling deal with the administrative aspects. Leadership deals with change, inspiration, motivation and influence. Sterling et al (2000), points out the differences between leadership and management:

- A leader guides while the manager would coordinate.
- Leaders motivate their subjects and managers organise.
- The leader is the initiator while the manager maintains.
- Leaders anticipate and managers stabilise.
- A leader would build a vision for the school and the manager helps the school to realise that vision.
- Leaders create and managers structure.
- Leaders are concerned with moving forward and managers with the establishment of parameters.
- Leaders inspire. Managers handle.
- A leader breaks boundaries while managers set them.

Which of the two concepts are more important in the school context? Sterling et al (2000) says that the two work together, being two sides of the same coin. A teacher in a leadership position cannot be effective as a leader if he/she is an incompetent manager.

Similarly, the managerial work of someone who coordinates day-to-day functioning of the school is undermined if there is no holistic view of the long-term development plan of the school. So, a leader needs both leadership and managerial skills to be effective as a leader in the school context.

It is clear that the functions of leadership and management cannot be separated because there are certain functions in the school that are both leadership and management functions.

Berling et al (2000) assigns functions like strategic planning, building of the school's vision, liaison with communities and parents and development of the staff can be identified as the functions of a leader, while the managerial functions would include staff meetings, duty rosters and administering textbooks. If these two entities were separate domains, then the intersection of the two would include decision-making, delegating, conflict resolution and staff appraisal. So, to be an effective leader, effective management skills are a prerequisite if you really want to make a difference at your school.

Bergiovanni (1984) also makes a distinction between leadership and management likening them to tactical and strategic leadership. Tactical leadership being a small-scale analysis that leads to administrative action while the strategic identifies with beliefs and commitment. Leaders are thus charged with a number of responsibilities that have great implications for the improvement of the institution, the most important one being developing and communicating a vision for the school.

Wens (1998) says that leadership and management are not only different, but are mutually exclusive.

This view correctly derives from the fact that one manages things, not people, and one leads people, not things. We manage finances, inventories, and programs, for

example but we lead people.

Owens, 1998: pg 216

Even though there is a dire need for leadership at all levels of educational institutions, caution should be taken about "...substituting management-bashing for leadership." (Owens, 1998: pg 217). Educational leaders have got to be able to manage. They have to allocate resources, deal with budgets as well as organise the people in the institution to do the necessary work so that they move towards attaining its vision. So, if a leader is a skilled manager, then he/she is able to deal with mundane, everyday workings of the organisation while striving to reach their vision.

5. The Characteristics of a Good Leader

5.1. Planning and Vision

Until recently, school leaders have not seen planning ahead to be a priority. Taking a long-term view of the school was unheard of in school managerial circles. Instead, school managers were preoccupied with operational issues, solving problems as they presented themselves.

This lack of attention to planning is now rapidly disappearing because of the importance of strategic thinking and forward planning for school leaders becomes inevitable as they now assume responsibility for their own budgets and school resources. Schools are now obliged to present a School Management Plan, setting out priorities for development and how they go about implementing them as well as anticipating future resources. However, creating a plan is not the same as creating a vision (Jenkins, 1991). Planning has to do with the problems of today and tomorrow, prioritising and allocating resources on a short-term

asis. Is vision different?

ision is an interpretation of the direction in which an organisation is going, something necessary to give people a belief in the organisation's future. It is not an imaginary picture, but "...a view of a realistic, credible, attractive future for the organisation" (Bennis and Nanus, 1985:89). Jenkins (1991) says that a vision does the following for a school:

- It inspires. A vision transforms the ordinary school life into something special.
- It binds the school together, incorporating shared beliefs of what the school is about.
- Its clarity and power strengthens the bonds the school has with the broader school community.
- It gives staff a view of excellence – of what the school is capable of achieving.
- It lights the way ahead, giving direction during trying times.
- A vision places school staff at the centre of things. It is about what people can achieve and the extent to which people are valued in an organisation.

ere are a few important points to remember as a principal when attempting to implement a successful vision. The first is that the vision has to be owned by all the stakeholders. A vision cannot be imposed. Bennis and Nanus (1985) warn that a vision can only be created successfully if it grows out of the needs of the entire organisation and is owned by all the important stakeholders. Secondly, constantly articulate and clarify the vision, modifying it if need be. Thirdly, remember that a vision does not just happen overnight. Spend time on the vision remembering that it is a continuous process that is never-ending. Every opportunity that you get to refer to the vision, hammer the message

ome. Lastly, make sure that you enact the vision, embedding it in the culture of the school. In all the school structures, the school's vision would be omnipresent. When making day-to-day decisions, bear in mind the vision of the school, bearing in mind that you are constantly under scrutiny. If you as the leader don't enact the vision, then other school stakeholders would become disillusioned.

Indeed, one of the pivotal activities of leaders is to engage constantly in the dynamic process of stating a vision of things to come; then revising in light of emerging events, ideas and beliefs; and restating the vision of "where we are and where we are going" that coheres the members of the organisation in mutual purpose and resolve.

Owens R. G., 1998: pg212

oare et al (1993, pg 157) emphasises the link between leadership and vision when he says that:

The term 'vision' ... is not describing a new phenomenon in leadership. It is simply attaching a label to the sort of dream or constellation of goals or scenarios that form in the mind of everyone from time to time. What we now know is that these form readily in the minds of leaders who succeed in transforming their organisations.

5.2. Empowering Staff

Many schools still have over-developed hierarchies and school leaders are still quite dominant figures. These hierarchies demotivate staff and stifle their creativity. A good school leader would therefore move away from the token attempts at staff involvement to more radical forms of power sharing. A way to do this would be to create highly autonomous teams to whom power is granted on a self-managing basis. The leader will

cept letting go of his/her power by playing the role of post-heroic leader. Teams rather than dominant individuals will be celebrated as the 'heroes', being trained to perform at a high level of efficiency. School leadership will then have to play the role of consultant, facilitator, counsellor and empowerer. The school leader would be charged with the task of ensuring that teams work effectively, while giving them the necessary back up and support in terms of time and technical resources.

2.5.3. Create fair and caring systems

To put it simply, a good leader is consistently fair and takes care of his/her staff. To do this, he/she will need to have integrity and trust, a caring attitude to staff and reduce the micro-politics in the school. Staffs often feel uncared for and undervalued, so leaders must ensure that all staff is treated fairly with proper care and consideration. A good leader aims to end interdepartmental rivalries, stop staff members blaming and criticising each other, remove the tendency to resort to manipulation and politics and the desire to over-control staff. Instead, work with people in such a way that nobody gets hurt and you build trust and support (Jenkins, 1991).

2.5.4. Offers strong instructional leadership

Instructional leadership is the one professional activity that marks out the distinctiveness of a school leader. The leader has a central role at school and that is to ensure that quality learning is offered to pupils. School leaders need to return urgently to strong instructional leadership as a core element in their activities. How is this done? The leader must be able to articulate a coherent learning philosophy while having a good understanding of the practical and theoretical issues that underpin curriculum, learning and assessment. He/

He will be up to date with the latest thinking on curriculum having a thorough understanding of new learning developments. Lastly, it is his/her responsibility to create a disciplined climate in which effective learning can take place.

6. Transactional and Transformational Leadership

6.1. Transactional Leadership

Transactional leadership refers to the bulk of leadership models, which focus on the exchanges that occur between leaders and their followers. (Northouse, 2001:32) Transactional leadership is about responsibility and loyalty and the consideration of others. (Bass & Steidlmeier, 1999:18). Much of leaders' activities are transactional in that they involve necessary operational activities, getting things done and sorted out within the organisation. A transactional leader would exchange things of value with subordinates to advance their own as well as their subordinates' agenda (Kuhnert, 1994). These leaders are influential only because it is in their best interest of the subordinates to do what the leader wants.

This type of leadership is characterized by two factors. First there is an exchange process, where followers are rewarded for their efforts. Leaders would try to obtain agreement from followers on what needs to be done and the payoff for the followers doing it. The second factor according to Northouse (2001) is known as management by exception that involves corrective criticism, negative feedback and negative reinforcement, for example, a leader watching followers closely for mistakes or rule violations and only then taking corrective action. A transactional leader would only intervene after standards have not been met or when problems have arisen.

6.2. Transformational Leadership

Transformational leaders engage with others and in so doing create a connection that raises the level of motivation and morality in both the leader and follower. Jenkins (1999) echoes the definition given by Northouse (2001), "Transformational Leadership...builds on people's needs for meaning and for purpose in organisational life, and involves leaders and followers engaging in such a way as to lift one another to higher levels of motivation and morality" (pg18). It is Bass (1985) who further argues that transformational leadership motivates followers to do more than what is expected of them by:

- Raising the level of consciousness of followers concerning the importance and values of specified and idealized goals
- Getting the followers to put their own interests aside for the sake of the team or the organisation.
- Moving followers to address higher level needs.

What is it that transformational leaders have? Northouse(2001) says that the transformational leader has charisma or idealised influence acting as a strong role model for followers. Followers in turn identify with them and want very much to emulate them. Bass,(1990:22) defines charisma as that which, "...(P)rovides vision and sense of mission, instils pride, gains respect and trust." Northouse (2001) agrees that this charismatic leader provides his/her followers with a vision and a sense of mission. Secondly, the transformational leader communicates high expectations to followers, inspiring them through motivation to become committed to and a part of the organisation's shared vision. This type of leadership stimulates followers to be creative and innovative, challenging their own beliefs as well as those of the leader and the organisation. This

Intellectual stimulation promotes followers thinking things out on their own, engaging in careful problem solving.

The last transformational factor highlighted by Northouse (2001) is called individual consideration. Here leaders provide a supportive climate where they listen carefully to the individual needs of followers. Leaders are counsellors and advisors, assisting individuals to become fully actualised.

It is expected that transformational leaders produce greater effects than transactional leadership. Yes, transactional leadership results in expected outcomes, but transformational leadership results in performance that goes well beyond what is expected. Transformational leadership moves followers to accomplish more than what is usually expected of them. Bennis and Nanus (1985) have virtually echoed views of the previous researchers. Transformational leaders had a clear vision of the future state of their organisation; secondly they felt that transformational leaders were social architects for their organisations, communicating a direction that transformed the organisations values and norms. Thirdly, transforming leaders created trust in their organisation by making their own position clearly known and then standing by them. Trust in organisations gives the organisation a sense of integrity. Lastly transforming leaders used creative deployment of self through positive self-regards. They know the strengths and weaknesses of the workers emphasising the former rather than dwelling on the latter.

So if transformational leadership's main focus is on what leaders accomplish, hopefully a major positive change, Dabrin(2001) suggests seven ways in which transformation takes place illustrated in the figure below(See Fig. 2.1)

THE LEADER

1. Raises people's awareness
 2. Helps people look beyond self-interest
 3. Helps people search for self-fulfilment
 4. Helps people understand the need for change
 5. Invests managers with a sense of urgency
 6. Is committed to greatness
 7. Adopts a long-range broad perspective
-

FIGURE 2.1

Transformational leadership is undoubtedly the newest and most encompassed approach to leadership, looking at how some leaders are able to inspire followers to accomplish great things. These leaders are recognized as being change agents, positive role models who articulate a clear vision for the organisation. Transformational leadership emphasises the importance of followers in the leadership process, going beyond traditional transactional models to include growth of followers and placing strong emphasis on morals and values.

7. School Effectiveness and Management

7.1. Introduction

The concept of school effectiveness is seen by many as being central to the progress of education in South African schools. The basic premise here is that there are many schools that are equipped with similar resources as other schools, produce better results and have different effect on their learners' development. Reynolds and Creemers (1990) say that

Schools actually do make a difference. What is it that makes a school effective? Does the school management and leadership contribute towards school effectiveness?

7.2. The Concept of School Effectiveness

Definitions of effectiveness differ greatly amongst educational researchers. However, simply put, effectiveness is the extent to which a school achieves its goals. No, the main goal of all schools is not only to achieve outstanding academic results. It includes learners' experiences out of the classroom as well. Creemers and Reezigt (1997) say that it refers to all theories and research studies that explain why student achievement between schools and classrooms differ.

Being effective is reflected in the institution nurturing a culture of teaching and learning. Research has shown that "...certain internal conditions are typical in schools that achieve higher levels of outcomes for their students."(Hargreaves et al., 1993:229).

These internal conditions include the management of the most important resource in the institution, people. Squelch and Lemmer (1994) see leadership being an important contributor to the effectiveness of a school. School, staff and pupil performance is greatly affected by the leadership role of the principal. Being the school principal does not mean that you are an effective leader. Rather, many principals acquire leadership skills as they go along and even improve on them. How would they know that their school is an effective one?

7.3. The Characteristics of an Effective School

A school would be regarded as being effective if, according to Ubben & Hughes (1992), they display the following:

Emphasis on achievement. An effective school will achieve high academic results.

Building a positive learning climate. Establishing a positive learning culture and environment is essential in an effective school. This depends largely on the attitudes of educator, learners and parents towards the learning process and education in general.

Ensure safety and order in the school. The school is kept free from disruption, chaos and anger.

Monitoring the progress of students continuously. If the progress of students is constantly monitored, performance could be improved and areas that need attention could be identified.

Collegiality. It is the task of school leadership to develop positive staff attitudes and collegiality. Motivate, support staff, involve them in decision-making, promote teamwork, instil trust and confidence and show them that their work is appreciated.

Looking at what effective schools are and aim to achieve, we see that it is vital that these schools have good, strong, effective leaders. It may seem relatively simple to identify and list leadership tasks, but it is another for these to be fulfilled in practice, possible with effective leadership.

8. The Context of Management in South African Schools

The legacy of apartheid in the field of education is well-known: it has left the country with an education system that is characterised by fragmentation, inequity in

provision, a crisis of legitimacy and in many schools, the demise of a culture of learning as well. (Report of the Task Team on Educational Management Development, 1996:10)

rior to the birth of the New South Africa in 1994, the school principal's role was different from the role that he/she now has to play. Where did this come from?

Earlier examples of schools in the United Kingdom, upon which the South African education system was based, saw school as social institutions that had somebody in charge. The head teacher was looked upon as being the leader of the institution, exercising some responsibility for setting and implementing standards. (Dunford et al,2000) At that time, the early to middle 20th century, schools were, however, simple institutions whose primary task was to teach. During the years of apartheid people in leadership positions were actually trained in rigid, bureaucratic management styles, their primary agenda being to keep the school under control. Principals were primarily tasked with maintenance of the status quo.

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 identifies 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 managers who are able to work in democratic and

participative ways to build relationships and ensure efficient and effective delivery.

(Department of Education, 1996b : 25)

The school manager is now faced with far greater responsibility than ever before. Schools now need effective and efficient school management that are equipped with new and improved skills, knowledge and attitudes to help them cope with a range of new demands and challenges. Managers now have to work more closely with parents and the community at large, assume greater financial responsibility, cope with a multicultural school population, and manage change and conflict while making do with fewer resources.

The above challenges to school management is as a result of the South African Schools Act of 1996 ensuring that schools become self-managing institutions. "The extent to which these schools are able to make the necessary changes depends largely on the nature and quality of their internal management." (Department of Education, 1996: 28). It is the place of transformational leaders to take up the challenge facing South African school principals. These leaders are visionaries, masterful communicators with the ability to inspire trust in their followers while making them feel capable. The terms leadership and management, sometimes used interchangeably, are not synonymous. Schools in our country need principals who portray both qualities so that schools may realise their visions.

9. Conclusion

What has clearly emerged from the leadership review is that South African schools need transformational leaders to be effective schools. School principals can no longer be the

ureaucratic, controlling manager who is 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 leader and led. Transformational leadership looks at the basic purpose of the organisation, giving other people in the organisation a vision that will transform the existing situation.

CHAPTER 3: RESEARCH METHODS

1. Introduction

This chapter deals with the methods to be employed to conduct this particular research. It will look at what the aims of the research are; the actual research questions, the specific methods used to conduct the research and how the data is analysed.

2. The Aims of the Research

This research project looks primarily at the extent to which transformational leadership is practiced in a Durban Secondary School. Seeing that transformational leadership is linked with school effectiveness, (Coleman, 1994) focus of this research project is to evaluate the principal's leadership style. 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 the leader and follower. The transformational leader is attentive to the needs and motives of his or her followers, trying to help them realise their full potential. Does the way the school is managed contain any evidence of transformational leadership? Is the principal's perception of his leadership style parallel with the staff's perception of how he leads the school?

3. Research Questions

What is understood by the term Transformational Leadership?

What is its significance in the context of South African schools?

What is the principal's conception of his leadership style and to what extent does his style parallel with Transformational Leadership?

- How do the educators perceive the principal's leadership style? Is there a congruence between the two perceptions?
- Based upon these perceptions, to what extent is the leadership at this school transformational?
- What are the implications of the findings for possible leadership development in the school?

4. Research Methods

In conducting this research, the methods of collecting data would be both qualitative and quantitative, namely a semi-structured interview schedule and a questionnaire. In an attempt to address the key questions, the following methods will be used:

Question 1 and 2 will be answered by reviewing the relevant international and local literature regarding transformational leadership.

Question 3 requires a semi-structured interview with the school principal while question 4 will be answered by means of an interview with one deputy principal, one HOD and one level one educator. A questionnaire will be distributed to the remaining educators on the staff.

The answer to questions 5 and 6 will be addressed by referring to questions 3 and 4 after the collected data is analysed and interpreted.

5. Research Population

This research project involved the entire population of educators at a Durban

secondary school, inclusive of school management. The researcher is a member of staff, but will not be part of the actual research, so the number of actual participants could be limited to 35.

6. The Research Instruments

The entire research is made up of a semi-structured interview with the school principal, the deputy principal, one HOD and one level one educator. Apart from the principal, the other interviewees were randomly chosen, i.e. 1 deputy principal from the two on staff, one head of department from the five and 1 post-level one educator from 25. A questionnaire will be distributed to the remaining educators on the staff.

6.1 The Interview

The semi-structured interview was chosen as one of the research instruments because it gives each participant an opportunity to define the situation as they see it. The interview questions are structured in such a way that the respondents are able to relate their opinions on leadership while giving the researcher an opportunity to see what the respondent is thinking without the restrictions of the questionnaire.

The principal's interview consists of 9 questions. The first question deals with how he would define the term leadership. The aim is to bring his train of thought to the subject, while letting him provide the researcher with a subjective definition of the concept.

Question 2 deals with the principal's view of leadership and management. Does he look at the two terms as being synonymous? Are they the sole responsibility of the principal?

Question 3,4 and 5 question the principal on his perceptions of his abilities as a leader. How does he see himself as a leader? Where is he strong or weak?

Question 6 questions the principal on whether other people see him as a leader.

Question 7 questions what has influenced the principal's approach to leadership.

Question 8 questions the principal's relationship with his staff while the final questions asks what he would do differently if he had the opportunity to start all over again.

The deputy-principal, head of department and educator will be asked the same questions. The purpose of the interview is to see the correlation between the principal's answers regarding his leadership style and the opinions of the staff members from various levels of the organisational hierarchy. The six questions in this schedule are therefore very much the same posed to the principal.

The Questionnaire

The questionnaire will be distributed to the rest of the school staff complement. The questionnaire's primarily aimed at providing the researcher with a general staff impression of the leadership style of the school principal. Is there any evidence of transformational leadership at the school, according to the staff?

The questionnaire is divided into two sections the first of which concentrates on the

respondent's background information. The first 2 questions ask the number of years the respondent has been teaching at this school and altogether. The 3rd enquires as to the number of institutions taught at previously while the 4th asks the present position of respondent at the school at the time of the research project. This information is important as it would put into perspective the past experiences of the educator, their ability to make comparisons of various leadership styles and to ascertain the position of the respondent on the organisation's hierarchy.

The second section asks specific questions as to the opinion of the respondent regarding their principal's leadership style. The first question asks how the respondent rated their principal as a leader. Respondents are required to tick an appropriate block ranging from numbers 1-5, 1 being excellent, 2 is good, 3 – fair, 4 – poor and 5 being leadership is non-existent.

Question 2 uses the same scale to rate the leadership of other management figures at the school. This question is aimed to see if respondents felt a certain way about the principal's leadership or the entire school management team.

Question 3 and 4 are open-ended questions requiring the respondents to elaborate on what they felt good leadership was. The aim here is to see if the educators know what to look for in a leader. Are there any qualities that are common?

The fifth question aims to ascertain what the staff felt about the principal's relationship with his management team, staff, the parent community and the learners. Once again the same scale of 1 – 5 ranging from excellent to non-existent

will be used to gauge the views of the respondents.

Question 6 questions the respondent if they were aware of the presence of a mission statement, vision for the school, staff policy, management plan and effective governing body. All these are crucial elements of a learning organisation and characteristic of a school led by a transformational leader.

Question 7 asks the respondents to rate their principal on a scale of 1 – 4, ranging from 1-excellent, 2-good, 3-fair to 4-poor. Question 7.1 to 7.8 asks about the principal's ability to motivate, be seen, live the vision of the school, initiate teamwork, acknowledge work done well, ability to listen, value opinions and promote mutual trust. The final question allows the respondent to comment freely on leadership at their school. Any concerns or comments would be entertained here.

7. Data Analysis

Data was captured from two sources, namely an interview and questionnaire. The interview, a qualitative method of research, will be analysed by looking at what was said by each respondent. However, if more than one respondent made the same comment, then the frequency of the comment would then hold more water. Analysis of the data from the questionnaire will primarily be via a frequency count. The open-ended questions will serve to reinforce the quantitative data captured from the questionnaire.

8. Conclusion

This chapter looked at the research methods to be employed in conducting this research project, analysing the questions used in the interview schedule and the

questionnaire. An explanation was given as to why a question was asked. The next chapter will analyse the results of research that was conducted.

CHAPTER 4: THE FINDINGS OF THE RESEARCH

1 INTRODUCTION

The fourth chapter looks at the findings of the research, namely the interviews and the questionnaires. The findings of the questionnaires will first be looked at before the interview

2. THE QUESTIONNAIRE

The questions were asked in a specific format and these will be analysed in that same format. Questionnaires were distributed to one Deputy-Principal, 4 Heads-of Department and 24 educators. All 29 questionnaires were returned.

Section A: Background Information

. How many years have you been teaching?

The respondents were required to indicate the number of years they have been educators. The results have been analysed as follows:

1 – 5 yrs	6 – 10 yrs	11 – 15 yrs	16 – 20 yrs	> 20 yrs
3	5	9	4	8

The results show a fairly experienced staff, 72% of whom have been educators for more than ten years.

. How many years have you been at this school?

The respondents were required to indicate the number of years they have been educators at this particular institution. The results have been analysed as follows:

1 – 5 yrs	6 – 10 yrs	11 – 15 yrs	16 – 20 yrs	> 20 yrs
11	4	7	3	4

The staffing situation is fairly stable, 62% of them being at this school for more than five years.

. How many other institutions have you taught at previously?

the results are as follows:

Number of Institutions	nil	1	2	3	>3
Number	8	7	6	5	3

lot many of the educators have taught at other institutions, but there are enough members who have experienced other leadership styles, having something to make a comparison with.

. What position do you currently hold at this school?(Please tick the appropriate box)

Principal

Deputy Principal

Head of Department

Level 1 Educator

SECTION B

.How would you rate your school principal as a leader?

1-excellent 2-good 3-fair 4-poor 5-non-existent)

1 Nil	2 Five	3 Fifteen	4 Nine	5 Nil
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. How would you rate the leadership of other school management figures at this school?

1 Three	2 Twelve	3 Nine	4 Four	5 One
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.How would you rate the leadership of the heads of department at this school?

1	Four	2	Fourteen	3	Nine	4	One	5	One
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The majority of the staff felt that the school management team (SMT) were better leaders than the principal himself. 31% of the respondents said that the principal was a poor leader, while more than 50% felt that the SMT were good or excellent.

. What would you regard as good leadership? (Comment briefly)

This question allowed the respondents to comment on what they felt good leadership was. The respondents were not asked to merely tick off from a list of qualities, but rather think of qualities of a good leader. More than one respondent listed the following qualities:

Leadership Quality	No. of Respondents
• Leads by example.	7
• Listens and motivates	6
• Has a hands-on approach	5
• Able to delegate	5
• Having a vision	5
• Consults before making decisions	4
• Is visible around the school	4
• Have the ability to make others be the best that they can be	3
• Is a person that is approachable	3
• Is an effective communicator	2
• A collaborative, participative decision-maker	2
• Not afraid of change	2
• Able to communicate at all levels	2
34	

Other comments relating to good leadership were, Balanced individual, A person aware of his/her strengths and weaknesses; one mature enough to accept advice/ input from colleagues without feeling threatened; a person who is transparent; acknowledges work well done; is an independent thinker and is a support structure. These responses show that the educators are aware of what qualities to look for in a leader.

How would you rate your principal's relationship with the following?

(1-excellent 2-good 3-fair 4-poor 5-non-existent)

1. School Management

1 One	2 Twelve	3 Ten	4 Five	5 One
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2. Educators

1 One	2 Seven	3 Thirteen	4 Six	5 Two
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3. Parents

1 Three	2 Ten	3 Fourteen	4 Two	5 Nil
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4. Learners

1 Two	2 Eight	3 Fifteen	4 Four	5 Nil
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The results of question 5 indicate that the principal has a good relationship with all role-players at the school. Seven of the respondents felt that he had an excellent with one or more of the listed stakeholders.

To the best of your knowledge, does your school have?

	Yes	No	Total
A mission statement	9	20	29
A vision	12	17	29
A policy on Staff Development	2	27	29
A School Management Plan	6	23	29
An effective School Governing Body	11	18	29

Even though the principal's interpersonal relationships were very good, good leadership is shown when the principal has the above in place. Sterling et al (2000) assigns functions like strategic planning, building of the school's vision, liaison with communities and parents and development of the staff can be identified as the functions of a leader. Schools are obliged to present a School Management Plan, setting out priorities for development and how they go about implementing them as well as anticipating future resources. However, creating a plan is not the same as creating a vision (Jenkins, 1991). Planning has to do with the problems of today and tomorrow, prioritising and allocating resources on a short-term basis. The results show that the majority of the staff is not aware of these things happening at this school. Maybe none of them are in place or maybe they are, but many are not aware of them. Remember, however, vision cannot be imposed. Bennis and Nanus (1985) warn that a vision can only be created successfully if it grows out of the needs of the entire organisation and is owned by all the important stakeholders.

How would you rate your principal with regards to the following?

(1-excellent 2-good 3-fair 4-poor)

	1	2	3	4	Total
1. Motivating the staff to give of their best	0	5	9	15	29
2. Highly visible throughout the day	0	2	4	23	29
3. Constantly living the vision of the school	0	3	11	13	29
4. Getting staff to work together as a team	0	3	9	16	29
5. Acknowledges work well done	0	6	11	12	29
6. Listens carefully to the needs of his followers	0	7	10	12	29
7. Values the opinion of others when making decisions.	0	3	5	21	29
8. Promotes mutual trust between staff and management	0	3	13	13	29

The general ratings ranged from fair to poor with not one respondent rating the principal as excellent in the above qualities. These are the characteristics of good leadership as highlighted by the accompanying literature, so in evaluating the principal as a leader, educators do not see him as being one.

1. Is there any comment that you would like to make regarding leadership at this school?

Here the respondents were required to make any comment they felt was pertinent to the context of the study in question. This question allowed them to make comments on leadership at this school about which they felt strongly and was not asked to in the questionnaire. The most popular answers are listed below:

Comment	No. of Respondents
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the principal at this school must be visible.	5
leadership at this school is non-existent	3
the principal's leadership style is autocratic.	3
there is a breakdown in communication between management and the rest of the staff.	3
most of the school management team do a good job	2

Other individual comments are now listed,

- The principal has a good one-to-one relationship with the staff, but fails to address the staff as a whole.
- The staff of this school also needs to work with the school management, being professional in going about their job.
- Educators need to show respect/ be less confrontational.
- We never have staff meetings.
- The principal of this school is trustworthy, mannerly and has tact. He is, however, paranoid regarding instructions from the Department of Education; being in fear of doing the wrong thing.

1.3. Summary

Looking at the responses to the questionnaire, the staff saw the SMT as better leaders than the principal. These educators have shown a good understanding of what good leadership is and even though the principal had a very good relationship with the SMT,

educators, pupils and parents, they rated him fair to poor when it came to enacting the elements of transformational leadership.

4. The Interviews

Four interviews were conducted with the principal, one of the deputy-principals, a head-of-department and a level one educator. Analysis of the interviews follows:

PRINCIPAL

1. How would you define the term leadership?

The principal responded that a leader is the head of an organisation, saying that there were 3 aspects to the concept namely, management and administration, human relations and vision.

2. Is leadership and management the sole responsibility of the principal? Explain.

No. The organisational objective is to be a high quality institute of learning. This is only achieved through the joint effort of the School Management Team, governing body and the educators. Here the principal admitted to the role of other role-players in managing the organisation.

3. What would you describe as your strengths and weaknesses?

The principal felt that his strengths included capacity for work, his ability to multitask, project management, his commitment to community building and transformation. He has a good professional relationship with parents, teachers, the education department and the community.

He felt that his weaknesses were his high expectations of others and the fact that he did not delegate enough.

The principal also felt that he had insufficient contact with the educators, admitting that he needed greater involvement in staff development.

6. What would you regard as the critical points in your career?

1979 – as a locum, taking a conscious decision to make teaching my career.

1981 – Top school (House of Representatives) for Physical Science (Higher & Standard grade)

1982 – British Council Award to attend the British Association of Science Educators Conference in the United Kingdom.

1984 – Appointment as a Head of Department (Science)

7. If you had to describe your leadership style, what would it be?

Long-term development. Looking at the bigger picture to develop the school over a period of time. The principal said that he had a vision as to where the school would be eventually.

8. How would you say others view you regarding your leadership style?

Demanding high standards with attention to detail. He felt that others saw him as a perfectionist, wanting to do everything on his own.

9. What past events most influenced your leadership approach?

The South African Constitution and the Bill of Rights because it redefined the whole approach to education in South Africa, particularly the central role of the learner in education.

10. How would you regard your relationship with your staff?

The principal valued the staff for their commitment to the learners and the school especially in light of the difficult working conditions. The personal relationships are sound. The principal empathised with and understood the many difficulties faced in the

classroom and in their many personal situations. He tries to balance this with a sound professional relationship with all educators.

. If you, as a leader, had to do something different, what would it be?

The principal felt that he would prefer to be a leader in the classroom situation, as opposed to being the school principal. He felt that being in the classroom was the reason that he became an educator.

In summarising the interview, it is clear that the principal understood the challenges facing South African schools today, knowing what is expected of him as principal. He admitted that to be an effective learning organisation, then all role-players needed to be involved in managing the organisation. He also seemed to understand what qualities a good leader possessed. He admitted that he did not delegate enough. A good school leader would therefore move away from the token attempts at staff involvement to more radical forms of power sharing. A way to do this would be to create highly autonomous teams to whom power is granted on a self-managing basis.

He had a vision, but did not communicate it to everyone. Vision is an interpretation of the direction in which an organisation is going, something necessary to give people a belief in the organisation's future. It is therefore senseless having a vision if none of the stakeholders are aware of this vision.

He reinforced what the educators said about his interpersonal skills, but felt that his place would rather be in the classroom as opposed to the principal's office.

DEPUTY-PRINCIPAL, HEAD OF DEPARTMENT (HOD) AND EDUCATOR'S INTERVIEW

1. How would you define the term leadership?

The deputy principal said that a leader is defined as the person at the helm, leading by example and delegating in a meaningful way for the benefit of the whole institution. The

OD's explanation of a leader was that he/she is a motivator while the educator's definition of the term included good interpersonal skills, initiative, able to handle conflict and be impartial.

. What would you regard as good leadership?

Here the three respondents said that a good leader had good interpersonal relationships, deals with conflict, is impartial, is both sympathetic and empathetic and keeps their personal perspective out of decision-making. One respondent noted that a good leader would look for strengths in your staff, harnessing these strengths while taking note of any weaknesses.

. Is leadership and management the sole responsibility of the principal? Explain.

All three respondents said no. There should be participation at all levels with the principal delegating, looking for strengths that he himself does not have.

One respondent felt that there should, however, be someone in the driver's seat.

i. What would you describe as your principal's strengths and weaknesses?

The principal's strengths included being a good listener, approachable, sympathetic to learners and staff on a personal level, tolerant, compassionate and caring. The respondents felt that the weaknesses included being absolutely clinical, taking on too much on his own without delegating, is aloof and does not see himself as part of the staff.

ii. If you had to describe your principal's leadership style, what would it be?

One respondent said that the principal had no leadership style. There was no notable evidence of leadership from him. Another felt that the principal was autocratic with very little faith in his management team.

5. How would you regard the principal's relationship with his staff?

All the respondents felt that the relationship with the staff was not a healthy one. The relationship was not conducive to teamwork and not in the best interest of the school as a whole. One-on-one, the principal is very friendly, but in a group he seems to avoid confrontation. One respondent intimated that the school operated because the educators were hardworking.

The interviews showed that the interviewees understood what to look for in a leader. Leadership and management was, they said, the task of all stakeholders with the principal at the helm. They saw the principal as a compassionate, caring person whose downfall was that he took on far too much on his own. His professional relationship with the staff was not healthy and not conducive to teamwork. None of the respondents felt that the principal possessed any leadership qualities.

5. Overview of the Findings

Even though there were a few respondents who saw the principal as a leader, the leadership characteristics shown were more transactional than transformational. However, the majority of the staff felt that the principal did not possess any of the qualities required of transformational leadership. They were not aware of any vision for the school, there is no School Management Plan that they know of, staff don't feel empowered and many feel stifled when it comes to their creativity. School leadership has to play the role of consultant, facilitator, counsellor and empowerer, ensuring that teams work effectively, while giving them the necessary back up and support in terms of time and technical resources.

The principal did not claim to be a transformational leader. He did not even say that he was a good leader, demonstrating that he knew what good leadership was. He did,

However, he feels that he was managing the school effectively bearing in mind the lack of resources and other obstacles before him. He expected a lot from his subordinates, but was reluctant to delegate with the result that he has lost contact with his staff professionally, resulting in frustrations from many organisational stakeholders.

6. Conclusion

This chapter has concentrated on analysing the responses to the questionnaire and the interviews that were conducted. The findings of the research will be discussed in the next chapter followed by the recommendations based on the findings of the research.

CHAPTER 5: THE FINDINGS OF THE RESEARCH AND RECOMMENDATIONS

1. Introduction

This chapter summarises the findings of the research conducted in this study, an interview with the principal, a deputy-principal, an HOD and an educator as well as a questionnaire distributed to the remainder of the staff. Coupled with this, the research questions will be summarized before making any recommendations as to the way forward for this school.

2. Summary of the Findings

This research project focussed on transformational leadership. Was there any evidence of transformational leadership at a Durban Secondary school?

The first research question asked what was understood by the term transformational leadership, while the second questioned its significance in the context of South African schools. This question was addressed by the literature review, which 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. The transformational leader, according to Bass (1990), provides a vision and sense of mission in his/her followers, motivating them to become part of the organisation's shared vision. The significance of this kind of leadership is that it promotes a culture of teaching and learning, the primary task of a school leader.

The school manager in South Africa is now faced with far greater responsibility than ever before. Schools need effective and efficient school's management that are equipped with new and improved skills, knowledge and attitudes to help them cope with a range of new demands and challenges. Managers must work more closely with parents and the

community at large, assume greater financial responsibility, cope with a multicultural school population, and manage change and conflict while making do with fewer resources. "The extent to which these schools are able to make the necessary changes depends largely on the nature and quality of their internal management." (Department of Education, 1996: 28). It is the place of transformational leaders to take up the challenge facing South African school principals. These leaders are visionaries, masterful communicators with the ability to inspire trust in their followers while making them feel capable.

The third question asked what the principal's conception of his leadership style was and to what extent did this style parallel with Transformational Leadership. A semi-structured interview was conducted with the principal and it was discovered that he had a particular long-term vision for the school and he led in such a way so as to achieve those goals. He acknowledged that the organisational objective is to be a high quality institute of learning and this is only achieved through the joint effort of the School Management Team, governing body and the educators. Also, he did see leadership as being made up of management and administration, human relations and vision. The vision aspect of leadership in this case seemed to be the principal's personal vision for the school as many of the educators were not aware of it.

He saw others viewing him as a person who demanded high standards. He felt that his personal relationship with the staff was sound and he tried to balance this with a sound professional relationship.



The fourth question looked at how do the educators perceived the principal's leadership style. Was there congruence between the two perceptions? Here a semi-structured interview was conducted with a deputy-principal, a head-of-department and a level 1 educator. A questionnaire was administered to the remainder of the staff to gather the required data for the research. More than 50% of the educators did not see any evidence of transformational leadership in the principal's style. Most educators felt that the principal did not motivate the staff to give of their best, was not visible during the school day, did not make people aware of the vision for the school, does not promote teamwork or value the opinions of other educators.

It is clear from the interviews and questionnaire that the principal did not claim to be transformational in his leadership style and the staff felt that he was a bit autocratic as a leader.

Question 5 asked to what extent leadership at this school was transformational. There was little evidence of transformational leadership at this school, so it is safe to say that there is much to be learnt concerning leadership as a topic.. The extent to which schools will be able to make the transition to being a self-managed organisation depends a great deal upon the nature and quality of their internal management. (Department of Education 1996). The absence of any transformational leadership characteristics at this school means that there would be very little improvement in their performance ' MacBeath (1998) clearly indicates that leadership has the task of ensuring that the school is learning. Leadership builds conditions for reflection, open dialogue and mutual respect for everybody's ideas. Individuals, groups, the institution as a whole, other role-players and school management would, in a learning organisation, be allowed to grow and develop.



3. Recommendations

Looking at what has come out of this research project, it is clear that the principal's leadership style is called into question. Some educators felt that the principal was autocratic while others saw the school as being without leadership.

It is recommended that the principal ensure that the relevant parties viz. educators, school governors, parents and SMT draft a new vision and mission statement using the guidelines set out in the South African Schools Act. Beare et al (1993) also says that a pivotal activity of a leader is to constantly engage in the ever-changing process of stating a vision of things to come. The principal would constantly be asking: "Where are we and where are we going?" Thereafter ask: "How are we going to get there?"

Secondly, expose all those in a leadership role at the school to the many leadership and management courses available to them so that they are aware of other leadership styles and can learn valuable skills like how to delegate, managing people, managing change, and so on.

The third recommendation deals with the principal's own leadership style. The characteristics of transformational leadership and good leadership are referred to in this research project. An attempt could be made to incorporate some of these into his own management style.

Fourthly, what has come out of the research is the fact that the principal is not always accessible. The principal must attempt to make himself accessible to his staff, adopting an open-door policy, thus promoting a culture of collaboration.

astly, as a transformational leader the principal should constantly be motivating his staff to improve themselves and by so doing, improve the organisation. He would be there to provide support whenever called upon for it.

4. Conclusion

The literature reviewed in this project has highlighted the challenges facing South African schools today. These newfound challenges, research has shown, are easier to overcome if school management are transformational in their leadership style. Transformational leaders have a vision for the organisation, ensuring that all role-players are aware of that vision and systematically works towards attaining those goals. This type of leadership is directly related to school effectiveness and school improvement.

The findings of this research have shown that there is no evidence of transformational leadership at this school. The recommendations have highlighted ways in which the principal can begin to transform the school so that they too may improve to such an extent that the school is seen as being effective.

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APPENDIX 1

QUESTIONNAIRE : Transformational Leadership

I am a M.Ed. student at the University of Natal and I have chosen to research the above topic. Part of my research involves gathering data from you as staff members, so I would greatly appreciate your cooperation in completing this questionnaire.

Please note:

- 1. Any information divulged in this questionnaire is confidential. Please do not write your name anywhere on this questionnaire.**
- 2. As far as possible, please answer all the questions as accurately and as honestly as possible.**
- 3. I once again thank you in anticipation for your cooperation.**

Section A: Background Information

1. How many years have you been teaching?
2. How many years have you been at this school?
3. How many other institutions have you taught at previously?
4. What position do you currently hold at this school?(Please tick the appropriate box)
Principal
Deputy Principal
Head of Department
Level 1 Educator

Section B:

This is *not* a test of competence. Please mark your opinion with the appropriate number on



the scale provided for each question.

to what extent do you agree/disagree with questions 1 - 2 ?

How would you rate your school principal as a leader?

(1-excellent 2-good 3-fair 4-poor 5-non-existent)

1	2	3	4	5
---	---	---	---	---

How would you rate the leadership of the deputy-principals at this school?

1	2	3	4	5
---	---	---	---	---

How would you rate the leadership of the heads of department at this school?

1	2	3	4	5
---	---	---	---	---

What would you regard as good leadership? (comment briefly)

.....
.....

How would you rate your principal's relationship with the following?

(1-excellent 2-good 3-fair 4-poor 5-non-existent)

5.1. School Management

1	2	3	4	5
---	---	---	---	---

5.2. Educators

1	2	3	4	5
---	---	---	---	---



.3. Parents

1	2	3	4	5
---	---	---	---	---

.4. Learners

1	2	3	4	5
---	---	---	---	---

. To the best of your knowledge, does your school have?

	Yes	No
A mission statement	<input type="checkbox"/>	<input type="checkbox"/>
A vision	<input type="checkbox"/>	<input type="checkbox"/>
A policy on Staff Development	<input type="checkbox"/>	<input type="checkbox"/>
A School Management Plan	<input type="checkbox"/>	<input type="checkbox"/>
An effective School Governing Body	<input type="checkbox"/>	<input type="checkbox"/>

7. How would you rate your principal with regards to the following?

(1-excellent 2-good 3-fair 4-poor)

7.1. Motivating the staff to give of their best	1	2	3	4
7.2. Highly visible throughout the day	1	2	3	4
7.3. Constantly living the vision of the school	1	2	3	4
7.4. Getting staff to work together as a team	1	2	3	4
7.5. Acknowledges work well done	1	2	3	4
7.6. Listens carefully to the needs of his followers	1	2	3	4

.7. Values the opinion of others when making decisions.

1 2 3 4

.8. Promotes mutual trust between staff and management

1 2 3 4

8. Is there any comment that you would like to make regarding leadership at this school?

.....
.....
.....



APPENDIX 2

INTERVIEW SCHEDULE (PRINCIPAL)

1. How would you define the term leadership?
2. Is leadership and management the sole responsibility of the principal? Explain.
3. What would you describe as your strengths and weaknesses?
4. What would you regard as the critical points in your career?
 - i. If you had to describe your leadership style, what would it be?
 - ii. How would you say others view you regarding your leadership style?
5. What past events most influenced your leadership approach?
6. How would you regard your relationship with your staff?
7. If you, as a leader, had to do something different, what would it be?

APPENDIX 3

INTERVIEW SCHEDULE (DEPUTY-PRINCIPAL, HEAD OF DEPARTMENT AND 1 EDUCATOR)

1. How would you define the term leadership?

2. What would you regard as good leadership?

3. Is leadership and management the sole responsibility of the principal? Explain.

4. What would you describe as your principal's strengths and weaknesses?

5. If you had to describe your principal's leadership style, what would it be?

6. How would you regard the principal's relationship with his staff?