

**UNIVERSITY OF NATAL**

**AN INVESTIGATION INTO LEADERSHIP IN A HIGH SCHOOL IN THE  
PINETOWN DISTRICT OF THE KWA-ZULU NATAL DEPARTMENT OF  
EDUCATION AND CULTURE, WITH SPECIAL REFERENCE TO  
CHARACTERISTICS OF TRANSFORMATIONAL LEADERSHIP.**

**KHAMBULE NHLANHLA PROTAS**

**An investigation into leadership in a high school in the Pinetown district of the Kwa-Zulu Natal department of education and culture, with special reference to characteristics of transformational leadership.**

**Khambule Nhlanhla Protas**

**A research report submitted to the School of Education, University of Natal, Durban in partial fulfillment of the requirements for the degree of Master of Education (Educational Management).**

**Kwa-Zulu Natal, September 2003**

## ABSTRACT

The apartheid Education System in South African schools which was in existence prior to the introduction of democracy was based on a top-down management and leadership. The system of management and leadership was extremely non-consultative and non-participatory. Many challenges in education were brought into existence by the advent of the South African democratic constitution in 1994. The task team on education management development (1996) made some recommendations regarding the management and leadership of the schools. Transformational leadership has been identified by the task team as the best form of leadership through which school effectiveness and school improvement can be created. (see Bans & Avolio, 1996)

In this study, bench marked against the characteristics of transformational leadership, derived from the literature, an attempt was made to determine the principal's perceptions of his leadership style and to determine the educators perceptions of the same. Thereafter the research attempted to compare the actual against the ideal, based upon the findings and further reference to the literature. The use of questionnaire and interview was made to gather information from the staff and the principal.

A discrepancy was identified between the perceptions of the staff and those of the principal with regard to the style of leadership of the principal. Although the principal identified himself as being a friendly, approachable and a transformational leader, the staff perceived him as a more transactional and autocratic leader.

## DECLARATION

I hereby declare that “an investigation into leadership in a high school in the Pinetown district of the Kwa-Zulu Natal department of education and culture, with special reference to characteristics of transformational leadership” is my own work and that all sources consulted have been indicated and acknowledged by means of complete references.



Khambule Nhlanhla Protas

September 2003

## SUPERVISOR'S STATEMENT

This dissertation has been submitted with / ~~without~~ my approval.

A handwritten signature in black ink, appearing to read 'M. Thurlow', with a small number '1' written above the first letter.

Professor M. Thurlow

September 2003

## DEDICATION

To my family, friends and  
relatives.

r

## ACKNOWLEDGEMENTS

Many people have been extremely generous with their time and expertise while I have been writing this book. In particular, I should like to thank Professor M. Thurlow for his guidance and support.

Special thanks also go to the principal and the staff of the school without whom this research would not have been a success. Finally, I would like to thank my friends and family who have supported and encouraged me throughout the writing of this book, especially my wife Zinhle who has provided invaluable help and advice. They have my wholehearted thanks.

## TABLE OF CONTENTS

	PAGES
Title	i
Abstract	ii
Declaration	iii
Supervisor's Statement	iv
Dedication	v
Acknowledgements	vi
Table of Contents	
List of Tables and Figures	1
CHAPTER 1: INTRODUCTION AND OVERVIEW	
1.1. Introduction	2
1.2. Context of the study	2
1.3. Focus of the study	2-3
1.4. Research methods	3
1.5. Limitations of the study	3-4
1.6. Structure of the study	4
1.7. Conclusion	4
CHAPTER 2: LITERATURE REVIEW	
2.1. Introduction	5
2.2. How is leadership defined	5
2.3. What is educational leadership	6-7
2.4. Characteristics and roles of leadership	7-9
2.5. The qualities of successful leaders	10-11
2.6. Different theories of leadership	11-14
2.7. The role of the principal in school improvement	14-16
2.8. Leadership and management	16-18
2.9. Leadership in South African Schools	18-19
2.10. Conclusion	19-20
CHAPTER 3: RESEARCH METHODS	
3.1. Introduction	21
3.2. Research questions	21
3.3. Research objectives	21
3.4. Population	21-22
3.5. Research methods	22
3.6. Analysis	22
3.7. Research instruments	23-26



3.8. Conclusion

26

#### CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

27

4.2 Questionnaire

27-31

4.3 Interview

31-34

4.4 Conclusion

34

#### CHAPTER 5: SUMMARY AND RECOMMENDATIONS

5.1. Introduction

35

5.2. Summary of the main findings

35-37

5.3. Recommendations

37

5.4. Conclusion

37-38

#### REFERENCES

APPENDIX A : QUESTIONNAIRE

APPENDIX B : INTERVIEW SCHEDULE

## LIST OF TABLES AND FIGURES

LIST OF TABLES	PAGES
2.4.1. A summary of leadership roles	9
2.8.1. Leading and managing	17

  

LIST OF FIGURES	
2.8.1. Differences between leadership and management	17

## **CHAPTER 1: INTRODUCTION AND OVERVIEW**

### **1.1. INTRODUCTION**

The issue of leadership for change and improvement is now high on the research and policy agendas of many countries. With some inevitability, thinking about leadership has focused on school leaders-who they are and how they exercise their leadership. Although there are some divergence of opinions concerning the nature of effective leadership, research into school effectiveness and school improvement has contributed to an evolving concept of leadership, with particular emphasis upon the leadership of the head teacher.

It is suggested in the literature on effective leadership that if schools are to be transformed into learning organizations, school leaders must create shared visions, shared values and mental models for the development of schools and assisting the teachers to become members of teams that would be learning through continuous dialogue.

A distinction has been made between transactional and transformational leadership. Bass and Avolio (1994) have argued for a shift from transactional to transformational leadership, which they suggest is found when leaders stimulate interest among colleagues and followers to view their work from new perspectives, generate an awareness of the mission or vision of the team and develop colleagues and followers to higher levels of ability and potential.

The focus of the study is on the attempt to assess the extent to which leadership in the school may be characterized as "transformational". The nature of the study will be examined in the form of the Context of the Study, the Focus of the Study, Research methods, Limitations of the study and the Structure of the Study.

### **1.2. CONTEXT OF THE STUDY**

The study is located within the context of educational leadership i.e. transformational leadership with a particular focus on a high school in the Pinetown District of Kwa-Zulu Natal Department of Education and Culture. The school is situated in a rural area and the researcher is a member of the teaching staff of the school. In this study, bench marked against the characteristics of transformational leadership, an attempt will be made to determine the principal's perceptions of his leadership style and to determine the educators perceptions of the same. Thereafter, the research will attempt to compare the actual against the ideal, based upon findings and further reference to the literature.

### **1.3. FOCUS OF THE STUDY**

The main purpose of the study is to investigate the principal's perceptions of his leadership style and

behavior and also to determine educator perceptions of the same. An attempt will be made to assess the extent to which leadership in the school may be characterized as "transformational". Furthermore, the research will attempt to compare the actual against the ideal. The research will focus on the following questions:

1. What is meant by transformational leadership and why is it important?
2. What is the principal's conceptualization of his approach to leadership and to what extent does this approximate to transformational leadership?
3. What are the perceptions of educators in relation to the principal's approach to leadership and to what extent are these congruent?
4. Based on the perceptions of the principal and the educators, to what extent may leadership in the school be characterized as transformational?
5. What are the implications of the findings for leadership development in the school?

#### **1.4. RESEARCH METHODS**

The underlying purpose of the study is to investigate aspects of leadership in the student's own school, with a possible outcome of contributing to change or development in the school. In view of its limited focus, the method represents a form of "case study" which may be illuminative for its purpose but from which findings are not generalisable.

- Question 1 : This question will be addressed by reference to the leadership literature.
- Question 2 : This question will be addressed by means of semi-structural interview with the principal. The interview schedule will be designed with reference to key characteristics of transformational leadership derived from the literature and will be recorded.
- Question 3 : This question will be addressed using a questionnaire administered to all educators in the school. While interviews were preferred, there are too many staff in the school for this to be practicable. The design of the questionnaire will involve both item checks and open-ended questions.
- Question 4 : This question will be addressed using the findings derived from question 2 and 3, which will be analysed together with cross-referencing with the literature.
- Question 5 : As for question 4 recommendations will be made if appropriate.
- Access : Access to undertake the research has been granted.
- Sampling : As the whole population will be polled, there is no requirement for sampling.
- Analysis : Data derived from the structural interview will be analyzed through content-analysis procedures and from the questionnaires through frequency counts and illumination via comment from open-ended questions.

#### **1.5 LIMITATIONS OF THE STUDY**

The study involves both methodological and theoretical limitations. Its methodological limitation is that it focuses on a student's own school from which findings are not generalisable. Its theoretical limitation pertains to the varied opinions of definitions and characteristics of leadership.

## **1.6 STRUCTURE OF THE STUDY**

The study comprises five chapters. Chapter 1 provides a brief description of the concept of leadership as well as the nature of the research about leadership that was undertaken. Chapter 2 provides a comprehensive discussion of the concept of leadership with reference to definition of leadership, the qualities of successful leaders, theories of leadership, the role of principal in school improvement, distinction between leadership and management as well as focus of leadership on South African schools. Chapter 3 discusses the research methods with a particular focus on the objectives of the research, questions of the research which need to be answered, population, research methods, analysis of the research data as well as research instruments which were employed. Chapter 4 deals precisely with the presentation and discussion of findings gathered from questionnaire and interviews. Chapter 5 provides a summary of the main findings as well as recommendations, which can be implemented to improve the existing situation.

## **1.7 CONCLUSION**

This study seeks to discover the perceptions of the educators regarding the style of leadership of the principal as well as the extent to which the leadership of the principal may be characterized as being transformational. The information was gathered through questionnaire as well as interview.

## CHAPTER 2: LITERATURE REVIEW

### 2.1. INTRODUCTION

The issue of leadership in educational institutions is probably the most intensively researched and widely written about topic in educational management. Yet it is one where polemic is still highly significant and where research, training and development appear to have had a disproportionately low impact on actual practice. Literature on leadership in general and more particularly in educational organizations regard leadership as one of the most fascinating topics in organizational behavior. In the report of the Task Team on Education Management Development, 'Changing Management to Manage Change in Education" (1996), it was suggested that self-management needs to be accompanied by an internal devolution of power in the school and in transformational leadership. The variable of leadership, and particularly of transformational leadership, is closely associated both with notions of school effectiveness and school improvement.

Coleman (1994) has suggested that the development of a wider conceptualization of leadership is implicit in the types of leadership associated with effective schools and school improvement. Many writers on leadership in educational organizations draw up a distinction between transactional and transformational leadership with the latter being judged to be more closely associated with school effectiveness and improvement.

Effective management and leadership (Leithwood et al. 1994, Caldwell et al. 1992, Leithwood a al. 1999) view successful leaders as people who are goal orientated, people orientated and have future visions in their organization.

### 2.2. HOW IS LEADERSHIP DEFINED

Leadership is an ambiguous concept, which has some significance in the development process in any organization. Many definitions of leadership exist and all are based on specific human and organizational outlooks.

Leadership is defined as:

**The ability to present a vision so that others want to achieve it. It requires skill in building relationships with other people and organizing resources effectively. Mastery of leadership is open to everyone (O'Connor, 1996)The leaders' tasks are to focus attention on a common purpose, to events, and to organize activity. Co-operation among colleagues is inspired by creating a shared sense of purpose and the awareness of the importance of the task. Leadership requires Self confidence to encourage others to complete assigned tasks, and to monitor progress while always highlighting the common vision. Leaders work with their followers and that is why leaders must have the ability to influence, inspire and sometimes persuade others to implement plans despite difficulties, discouragements and setbacks.**

### 2.3. WHAT IS EDUCATIONAL LEADERSHIP

Leadership from an educational perspective is assumed to be the process by which school managers direct and influence educators and learners to perform educational tasks. Charlton (1993) further suggests that leadership involves competencies and processes which are required to enable and empower ordinary people to do extraordinary things in the face of adversity and constantly turn in superior performance to the benefit of themselves and the organization. In order to achieve the tasks school leaders must create and establish an environment to assist all educators and learners to work to their full potential.

Literature on educational leadership suggest that leadership in schools and colleges is not confined to the head teacher and may be assumed by or dispersed to others including deputy heads, team leaders, curriculum leaders and class teachers. Leithwood et al. (1994, p.10) argue that

**[.....] the problem for leadership in the future [has] three parts: developing a shared defensible vision of a future school ; directly assisting members of the school in addressing the challenges ; and increasing the capacity of school members to address those and future challenges themselves, more successfully.**

Educational leadership is largely about influencing behavior to achieve educational excellence.

Leadership is about dealing appropriately with people. Educational leaders need to build interpersonal relationships based on a philosophy of respect for human dignity. Leaders need to reflect on their own personality, values, behavior and leadership styles, as it is their own character that is critical in influencing others to follow them.

**Strong leadership of teachers and pupils usually means articulating a clear academic mission for the e school, setting standards and creating a recognizable ethos. These are not ends in themselves. But they are necessary conditions for good management (DFE 1992, para. 1.35)**

Educational leadership differs from ordinary leadership in many different ways. Some of these ways may be summarized as professionalism, the dual role model, mission or vision and educational values. When engaged in leadership process, leaders may use legal authority, charismatic authority or traditional authority.

**In general leaders in the educational system are finding that their bases of authority are changing. The popular view of the leader as one who possess legal rights, with powers by virtue of his position to impose sanctions and rewards is being upstaged by his need to display superior competence and possess those leadership qualities as an individual which encourage his views to be adopted (Harling 1984, p12) (Harling 1989, p25).**

Professional expertise is not restricted to leaders in schools and colleagues. Professionals expect a degree of autonomy of operation in view of the extent of their training. The importance of a vision is

recognized by business as well as education. However it can be argued that the objectives of education are different in kind:

**The objectives of educational institutions are much more difficult to define than the purpose of commercial organizations. There are no clear-cut educational equivalents to such major private sector objectives as proper maximization, output maximization or product diversification. Schools and colleges are expected to develop the personality capacity of individuals, to inculcate the accepted values and beliefs, to look after children and young people for set periods of each day and to prepare pupils and students for the next stage of education, for employment or increasingly unemployment (Bush, 1986, p.5).**

There has been general recognition amongst those writing about educational leadership in the 1980's and 1990's that it is essentially that the leader of a school or college has a vision or mission for the institution and that the leader can transmit their own commitment into one that can be shared by others. The objectives of education are difficult to define, and in comparison with other spheres of life, it is difficult to measure outcomes and test success. According to Hodgkinson (1991, p.62-3) this provides the very environment in which a leader has real opportunity to develop a vision:

**The opportunity to discover, clarify and defend the ends of education, to motivate towards those ends, the opportunity to discover means and invent process.....and the opportunity to create and establish morally grounded evaluation and legitimate it for all the participants in the great co-operative educational project.**

Hodgkinson considers that the highest form of leadership contains:

**Some element of charismatic commitment or enthusiasm, ..... and [leadership] will then embrace the added functions of vision and mystique (p.159)**

Beare et al. (1993a, p.155) suggest that outstanding leaders have a vision for their organizations, those visions must be communicated in a way which secures commitment among members of the organization and that communication of vision requires communication of meaning. Caldwell and Spinks (1988, 1992) point out that leadership should be dispersed throughout the school and that teams with a designated leader take on the policies within the school or college.

**It could be that, without this dispersal of leadership, demands, which are too great or are potentially conflicting, are being made on the school or college leader. The idea that heads are the owners of the schools vision has implications for the meaning of collaboration. Where heads hold the vision and encourage teacher collaboration the head, tacitly or otherwise, may only be developing teacher interaction as a vehicle for the implementation of his or her wishes (Southworth 1993, p.82).**

#### **2.4. CHARACTERISTICS AND ROLES OF LEADERSHIP**

Literature on leadership in educational organizations has pointed out that the vital purpose of leadership is to promote school effectiveness as well as school effectiveness. Literature also stresses 'the less



tangible, more subtle aspects of management' (Flatter 1988, p.128). Leaders in education are expected to both act as a change agent and maintain the day to day running of a stable institution. In order to maintain school effectiveness and highly recognizable school improvement, Covey (1989), in the seven habits of highly effective people, suggests that leaders must have the following characteristics:

1. Be pro-active i.e. take control.
2. Begin with the end in mind i.e. clarify values.
3. Put first things first i.e. prioritize.
4. Think win – win i.e. work for mutuality
5. Seek first to understand i.e., listen
6. Synergize i.e. learn to work in teams
7. Sharpen the saw i.e. constantly renew

In addition the following common elements describe leadership:

- a) **Competence.** Leaders have sufficient expertise and competence to make good judgments.
- b) **Connector.** Leaders connect people with their own life purpose, spirituality etc.
- c) **Letting go.** Leaders let go of concepts that block new ideas.
- d) **Balance.** Leaders balance action / inaction, change / stability.
- e) **Visionary courage.** Leaders consider mistakes as opportunities, not failures (Adams, 1986).

The increased level of autonomy both imposes extra responsibilities upon the management of institutions and creates opportunities for new modes of leadership. This area has been identified by Caldwell and Spinks (1992, p.47) who state that:

**It is clear that special kinds of leaders and leadership are required for school self-management, both at the system level and at the school level. For example there is no place for an autocratic leader who is unwilling to empower others.**

The requirements of leaders of the self-managing school are seen to be:

1. Cultural leadership, working with others to establish a recognized ethos and value system, and to sustain a culture of excellence.
2. Strategic leadership, including the ability to look at wider issues, already discussed in terms of awareness of 'mega trends'.
3. Educational leadership, 'in the final analysis, the case for self-management must be based on benefits for students in terms of gains in learning outcomes' (P.57).
4. Response leadership, the accountability of the school to parent and pupil and to the wider community.

Leaders in education are expected to both act as a change agent and maintain the day to day running of a stable institution. The International School Improvement Programme (ISIP) working in fourteen countries, emphasized the importance of the school leader in school improvement:

**Our observations point to some common factors: in particular, the difficulty and complexity of the task and that..... A great deal depends on less tangible, even elusive qualities such as judgment, sensitivity, courage, imagination, perseverance, personal stability, practical sense and professionalism (Flatter 1987, p.197)**

The International school Improvement Programme (ISIP), from it's work, recommended four major tasks for leadership in school improvement:

1. Taking a long-term view.
2. Ensuring a corporate educational strategy agreed to by all involved.
3. Working towards integration, they have to glue the results of successful improvement work on to the normal work of the school.
4. The management of external relations, relating the school or college to it's wider environment.

Table 2.4.1. A summary of leadership roles

Project leaders' role	Partnership Leaders role
Plan the programme.	Co-ordinate the partnership
Ensure meetings are well planned.	Manage work loads and time scales
Problem solving for the school improvement Cadre group.	Maintain morale (review success; focus on achievements)-keep the focus manageable.
Connect with the wider knowledge base (and the knowledgeable!)	Ensure relevance and integrity of research.
Manage the external support: University's	Anticipate need and seek appropriate support.
Network with other Schools	Generate dialogue within and beyond partnership.
Generate dense communication systems.	Network into other school systems; keep staff informed.
Facilitate implementation	Involve relevant others, as appropriate.
Conjure resources: money	Help to interpret data and to generate recommendations.
Time	Share with, learn from and support partnership.
Creative ideas	Leaders – within and outside IQEA sessions.
Be a source of: professional development support	Engage with implementation issues. Make it work for your partnership and for school.
Vision for the endeavor	
Theoretical and practical Knowledge	
Optimism and joy	
Humility!	

Source: Kathryn et al, 2000, p44.

## 2.5. THE QUALITIES OF SUCCESSFUL LEADERS

The nature of the type of leadership within an organization determines the extent of effectiveness or efficiency in terms of productivity in an organization. Research in leadership has proven that effective organizations are organizations which are well led. Organizations are linked with the existence of leadership:

**The concept of organization, ..... With it's implications for the differentiation or responsibility roles, does permit the study of leadership as an aspect of the relationship between members who are co-ordinating their efforts for the achievement of common goals (Stogdill 1969, p.41)**

Various studies in leadership have shown that the following consistently characterize effective leaders.

They:

- Have a vision
- Are able to take decisions
- Are governed by human values
- Have enthusiasm
- Use imagination
- Show willingness to work hard
- Show understanding of others
- Are able to spot opportunities
- Are able to adapt to change quickly
- Are willing to take risks
- Are able to administer efficiently
- Are persistent
- Are willing to work longer hours
- Are capable of handling stress
- Are influential

The defining of an effective school as 'one which responds to individual pupil and staff needs and to the changing face of the community in which it is placed' (Murgatroyd and Froy 1984, p.39) highlights the importance of the nature of the leadership of such a school. Indeed the emphasis given here is very much on the inter-personal skills of the leader, in this context:

**Leadership is not about skills, rules or procedures but about the person and the quality of their relationships with others (Murgatroyd and Froy 1984, p.47)**

Beare et al. (1993b) state that a model for managing an excellent school should be consistent with what is known about outstanding leadership, and go on to mention the importance of values, commitment, corporative decision making and the sharing of leadership roles (p.149)

Sterling and Daridoff (2000, p.14) list the following principles as qualities that best describe a true leader:

Leadership means encouraging a vision.

Leadership means having a holistic perspective.

Leadership means flexible response.

Leadership means working with balance, rhythm and flow.

Leadership means finding the path of integrity.

Leadership means acknowledging creative complexity and controversy.

Leadership means understanding and acknowledging the needs and contributions of others.

Leadership means building your school as a learning organization (Sterling and Daridoff 2000, p.14)

When describing the leadership style and behavior, Torrington and Weightman (1989) distinguish between networks and agenda's. They define networks as 'co-operative relationships with people who can help to get things done' (p.112). Agenda's are lists of things to be done. In essence, vision, mission statements and strategies will be significant only if they are acted on; operationalized. Effective leadership requires knowing 'Who?' and 'How?' as well as 'What?' and 'Why?'

## **2.6. DIFFERENT THEORIES OF LEADERSHIP**

Coleman (1994) has suggested that the development of a wider conceptualization of leadership is implicit in the types of leadership associated with effective schools and school improvement. In this regard she draws upon the distinction in the literature broadly made between transactional and transformational leadership, with the latter being judged to be more closely associated with effectiveness and improvement.

An international perspective on leadership theories has been offered by Ken Leithwood who has been influential in arguing that there is a need to move from the concept of 'transactional leadership' to 'transformational leadership': The former 'is based on an exchange of services (from teachers, for example) for various kinds of rewards (salary recognition and intrinsic rewards, that leader controls, at least in part' (Leithwood 1992:9).

Leithwood argues that 'transformational leadership' is needed to develop the school into a learning organization with shared defensible values and goals, with good communication and problem solving routines. In the learning organization, the school leaders support teachers in achieving goals and in developing their personal / professional capacities. Hopkins et al., 1994, Sergiovanni 1994, Murphy and Louis, 1994) point out that it is important to form a link between leader behaviour and the 'culture' of the school.

It has been widely argued that complex and dynamic changes, such as the 'cultural' changes that are required for sustained school improvement, are less likely to occur as a result of transactional leadership

(Stoll and Fink 1996, Beare et al. 1989). A model of leadership more congruent with the requirement of cultural change is that of transformational leadership. Transformational leadership focuses on the people involved and their relationship, and requires an approach that seeks to transform feelings; attitudes and beliefs. Transformational leaders not only manage structure, but they purposefully seek to impact upon the culture of the school in order to change it. It has been argued that cultural transformation and all the associated complexities that surround the school-based change are at the heart of school improvement. Consequently, both theoretically and conceptually, transformational leadership would appear to be consistent with a desire to bring about school improvement, rather than simply change the school! Hopkins et, al (1994) suggest that a more dynamic and decentralized approach to leadership is most often associated with school improvement. It is further suggested that head teachers must give others real authority and help them to develop to be able to use this authority wisely. Trust is essential to support the leadership climate. The transformational approach is grounded in trust:

**Trust is essential link between leader and led, vital to people's job status functions and loyalty, vital to fellowship. It is doubly important when organizations are reaching rapid improvement, which requires exceptional effort and competence and doubly so again in organizations like schools that offer few motivations (Evans 1998:183).**

Bass and Avolio (1994, p.2) suggests that transformational leadership is found when leaders:

- Stimulate interest among colleagues and followers to view their work from new perspective;
- Generate awareness of the mission or vision of eth team or organization;
- Develop colleagues and followers to higher levels of ability and potential;
- Motivate colleagues and followers to look beyond their own interests toward those that will benefit the group.

Focusing on self-managing school, Caldwell and Spinks (1992) have identified the following six fundamentals of transformational leadership:

1. Leaders in the self-managing school have the capacity to work with others in the school community to formulate a vision for the school.
2. Leaders in a self-managing school have a coherent personal 'educational platform' which shapes their action.
3. Vision is communicated in a way, which ensures commitment among staff, students, parents and others in the community.
4. There are many facets to the leadership role: technical, human, educational, cultural facets being important in the self-managing school.
5. Leaders in self-managing schools keep abreast of trends and issues, threats and opportunities in the school environment.
6. Leadership which empowers others is central to success in a self-managing school, especially in

7. respect to decision making.

The transformational leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents (Burns, 1978).

The following are important points, which Burns describe as essential to transforming leadership:

- **teachers participate actively in dynamic ongoing process of leadership by contributing their knowledge, insights and idea to the development of the vision of the school.**
- **They acquire greater personal ownership and thus a greater sense of personal commitment to, the values fro which the school stands and that shape its vision fro the future.**
- **By their active personal engagement in the process and by being personally committed it's outcomes, teachers are stimulated to increase their awareness of both the larger mission of the school and the connection of their own daily mundane work to the achievement of that mission Burns (op.cit).**

Literature in leadership has pointed out that ion the more stable system, where maintenance has a higher priority than development and the head teacher is seen a playing a major role in protecting and promoting the interest of the system, a transactional approach is frequently found. In such an approach, the emphasis will tend to be on the management of the schools system and the structures, on creating effectiveness and on achieving prescribed outcomes. The role of the transactional leader is to focus on the key purposes of the organization and to assist people to recognize what needs to be done in order to reach the described outcomes.

Transactional leadership describes the 'contract' made leader and follower:

**..... from the followers, an agreement to work toward the achievement of organizational goals, from the leader, an agreement to ensure good working conditions or, in same way, satisfy the needs of followers (Caldwell and Spinks 1992, p.49).**

Transactional leadership is based on an exchange of services (from a teacher, for example) for various kinds of rewards (salary recognition and intrusive rewards) that the leader controls, at least in part (Leithwood, 1992, p.69)

Transactional educational leaders can and do offer job, security, tenure, favorable ratings and more in exchange for support, co-operation and compliance of followers. Transactional leadership exist wherein the leader and the followers bargain with each other to establish a 'contract' for working together. It is suggested that when the parameters for success are well defined, transactional leaders can be very effective. It is further pointed out that transactional leaders may even be effective in bringing about certain

kinds of organizational change—those where the parameters are very clearly identified, where conformity rather than creativity is valued, and where it is hoped to retain organizational structures and relationships despite changing education content or method. Transactional leadership approaches, therefore, seem best suited to static school systems and communities.

Hopkins et al. (1994) have noted that a school that looks to the head teacher as the single source of direction and inspiration is severely constrained in its development capacity.

## 2.7. THE ROLE OF THE PRINCIPAL IN SCHOOL IMPROVEMENT

Whilst school effectiveness is generally concerned with outcomes such as examination results, staying on rates or pupil attitude, the work on school improvement is generally concerned with the introduction of change into schools. Both bodies of investigation have considered the variable of leadership:

**These traditions of educational research have shared input and process variables..... Concerned with leadership, for example, directed the school effectiveness enquirers to issue of whether the behaviors or expectations of the principal were distinguishable in effective and less effective schools. The school improvement researchers examined the impact of the school leader on the ability of the unit to invent, adopt or adapt practices that would make the school more responsive to contemporary knowledge in education (Clark et al, 1989, p.160).**

Literature in effective educational management as well as leadership have, assumed that leadership is constantly recognized as being a vital factor in both school effectiveness and school improvement. The principal is a key factor in the survival of any school's effectiveness. He/she is the administrator of 'direct – line action' with the parent and local community, the teachers needing resources and direction, the students in the learning environment, the staff in the central administration and with outside agencies and institution (Roe and Drake, 1980). Louis and Miles (1990) focus on the role of the principal as an orchestrator of an open-ended process, while Leithwood and Steinbach (1995) regard the school principal as an 'expert problem-solver'.

Caldwell and Spinks 1992; Crawford et al, 1997, Grace 1995 have pointed out that research into school improvement and school effectiveness has contributed to an evolving concept of leadership, with particular emphasis upon the leadership of the principal.

School effectiveness literature propagates a view of leadership centered around strong head teachers with a clear instrumental vision for the school. Such head teachers or principals have dynamic or forceful personal qualities and a high instructional focus. School improvement writers have, meanwhile, built up transformational leadership models of practice from settings in which school leaders have, by definition, 'transformed' their schools.

Louis and Leithwood (1998) regard school principals as stimulators (who get things started), they are storytellers (to encourage dialogue and add understanding), they are 'net workers' and 'copers', they are problem-scavengers, too (Louis 1994). They tend to have a wider social repertoire than has been customary in hierarchically conceived educational settings, so as to encourage openness and to maintain relationship. Whilst wrestling with ambiguity. They will be improvisational and comfortable with spontaneity (Joyce et al, 1993, Joyce et al 1999). They will care deeply, about teachers, about students and about education (Louis, 1994:6).

In a study of the principal's role in forging new relationships with classroom teacher, Bredeson (1989) found that in schools with empowered teachers the principals supported and positively affected the teacher's professional work by the following methods:

- Providing time, space and money to implement ideas.
- Reassuring people that ideas and plans are valued.
- Letting go throughout the growth process
- Being informed.
- Being available.
- Providing an open, friendly, supportive environment.

In the studies of school improvement, Novotny and Tye (1973) raise the following four dimensions as essentials for principals:

1. Goal Orientation : The ability to focus on tasks and structure one's work.
2. People Orientation : The ability to create a healthy co-operative environment.
3. Self Awareness : The ability to appreciate one's own limitations while recognizing one's strong points, so that one can draw effectively upon one's own resources even while giving wide berth to others.
4. Perspective : The ability to project beyond one's daily work understands the forces at work in society at large, exploit external resources and have a broad view of one's work as a manager.

Milber and Lieberman point out the great expectations and the down-to-earth realities.

A principal is supposed to:

- Be a manager, in all probabilities he is an administrator.
- Be a help, he is one who evaluates and makes judgements
- Share information with others, instead, he must keep information to himself.
- Be democratic, in fact, he is authoritarian-at least at times.
- Look after the individual.



- Take a long-range view.
- Be a renovator
- Be someone with good ideas (Milber and Lieberman 1982).

Arqyris and Schon's (1974) Model ii suggest that openly sharing information can improve the quality of interpersonal relations, stimulate professional growth and enhance organizational effectiveness. Research has constantly confirmed that the model ii theory-in-use encourages trust, collaboration and effective problem solving (Blasé and Kirby, 2000, Leithwood and Jantzi, 1990, Parkay and Hall). Open communication and sharing appear to be the foundation for collaborative work on school improvement.

## 2.8. LEADERSHIP AND MANAGEMENT

As well as good leadership, schools also need good management. Some people believe that leadership and management are two different things. Others believe that they can be combined. One can be a good manager without being a good leader, but one cannot be a good leader without being a good manager. Management has a bottom line focus, that is how best to accomplish a particular goal. However, leadership deals with the top line, that is what goals should be accomplished. Peter Drucker and Warren Bennis argue that 'management is doing things right, leadership is doing the right things' (Chibber 1993:9).

Leadership tends to be equated with vision and values and management to process and structures:

**“Leadership and management are not synonymous terms. One can be a leader without being a manager. One, can, for example, fulfill many of the symbolic, inspirational educational and normative functions of a leader and thus represent what and organization stands for without carrying any of the formal burdens of management. Conversely, one can manage without leading. An individual can monitor and control organizational activities, make decisions and allocate resources without fulfilling the symbolic, normative, inspirational or educational functions of leadership”**  
(Schou, 1984, p.36)

The division between management and leadership may be akin to the division into tactical and strategic leadership identified by Sergiovanni (1984):

**“Tactical leadership involves analysis which lead to administrative action and means of minor magnitude, which are of small scale, and which serve larger purposes. Strategic leadership, by contrast, is the art and science of enlisting support for broader policies and purposes and for devising longer-range plans”** (Sergiovanni op. cit.)

Sergiovanni (1984b) further suggests that the nature of leadership and management indicates that leaders in schools and colleges are charged with a range of responsibilities that have enormous implications for the well being and improvement of the institution.

Much has been written about the relationship between managing and leading. For some writer's leadership is a sub-set of management, for others leadership is too intangible concept to be discussed usefully and the emphasis is therefore on operational issues. Hall, Mackay and Morgan (1986) cited from John West Burnham (1992) have consistently argued that leadership is one of the crucial determinants of an effective school. Schools that are perceived as being less than effective are probably being managed, more or less successfully, rather than being led.

The following table (2.8.1) extracted from John West Burnham (op. cit.) summarizes the key differences between leading and managing.

Table 2.8.1 Leading and Managing	
Leading is concerned with	Managing is concerned with
Vision	Implementation
Strategic Issues	Operational Issues
Transformation	Transaction
Ends	Means
People	Systems
Doing the right things	Doing things right

Source: West-Burnham, 1992, p102.

In a study that involves comparisons between leadership and management, Louis and Miles (op. cit) came with the following differences as illustrated in figure (2.8.1).

Figure 2.8.1 Differences between Leadership and Management	
Leadership	Management
Leaders set the course for the organization	Managers make sure the course is followed
Leaders make strategic plans	Managers design and oversee the way that plans are carried out.
Leaders stimulate and inspire	Managers use their influence and authority to get people to work productively
Leaders make new things happen	Managers keep things on track and headed in the direction that has been set.

Source : Louis and Miles, 1990

Educational leaders must, as all leaders are able to manage. John Gardener rightly pointed out that leaders often must allocate resources, deal with budgets, and organize the enterprise in order to enable people to do the necessary to move the organization toward it's vision (John Gardener, 1989). He further concluded that leaders need to be skilled managers well able to deal with the mundane inner workings of organizational life that must be attended to if the vision is to be realized.

"Schools need vision of all organizations, those dealing with the intellectual formation, shilling and nature of young people need vision. No school can assume that it's teachers all share common purpose, all espouse a relevant set of values and all articulate those values in their day-to-day work. Unless the sense of vision is clearly debated, regularly restated and firmly embedded in what the school does you might as well assume it is not there (Holmes, 1993, p.22).

Holmes (1993) further suggests that in seeking to build vision in schools and colleges, leaders should avoid a 'top-down' approach, forcing staff and stakeholders to embrace their ideas. Vision should enthuse staff not to make them resentful and unwilling participants in an imposed process.

## 2.9. LEADERSHIP IN SOUTH AFRICAN SCHOOLS

The apartheid education system in South Africa which was in existence prior to the introduction of democracy was based on a top-down management and leadership. Power and control were exercised from the top-that is from the Minister of education, the director-general for education and the departments of education. Whilst the principal had to run the school on a day-to-day basis, the department of education made the managerial decisions. During the 1980's schools became sites of struggles and school principals found themselves in a dilemma (Department of Education 1996).

The advent of the democratic South African constitution as well with the passing of the South African schools Act (Republic of South Africa 1996), schools such as Model c schools ceased to exist. School governing bodies created in the act were granted certain 'generic functions' with the provision that they could acquire additional 'allocate' functions, subject to their being able to demonstrate the capacity to perform these efficiently.

**The current challenge in South Africa is the building of truly humane society i.e. a society which respects the rights of the individual, a society which unites rather than divides, and which enables it's citizens to participate meaningfully and creatively in it's ongoing development. The same is true for schools as specific organs or institutions of society (Daridoff and Lazarus 1997, p.3).**

As it is being advocated, the challenge which is quoted lies at the heart of South Africa's commitment to fundamental transformation of educational institutions as well as values, which underpin and shape them. The Report of the Task Team entitled 'Changing management to manage change in Education' (1996) suggested that the move toward self-management in itself offers no guarantee of positive change. Real transformation will depend upon the nature and quality of internal management. Self-management must be accompanied by an internal devolution of power within the school and in transformational leadership.

Sullivan's research into management competencies of searching school principals revealed that leadership, judgement, sensitivity, organizational ability and creative problem solving are among the

competencies most highly ranked by education managers. The principal of the school must be seen as a person who plays a critical role in ensuring motivation and performance of staff. It is further suggested that this can be achieved through 'effective leadership, a predominantly democratic leadership style and competent management (Gounden and Dayaram 1990, p.310).

Carlson (1994) suggests that Total Quality Management (TQM) is beginning to be considered as management tool in South African education system. A shift in the orientation and understanding of schools as organizations, and therefore subject to common management principals and practices, is reflected in an der Westhuizen's book, 'School as Organizations' (1996). Leadership in South African school as Liethwood suggests, must shift from that of transactional to that of transformational since the latter is judged to be more closely associated with school effectiveness and school improvement (Leithwood, 1994).

## **2.10. CONCLUSION**

Research into school effectiveness and school improvement has contributed to an evolving concept of leadership, with particular emphasis upon the leadership of the school principal (Coldwell and Spinks 1992, Crawford et al 1997, Grace 1995). While both traditions agree upon the importance of leadership, they trend to view it from different theoretical positions.

Bass and Avolio argue for shift from transactional to transformational leadership, which they suggest is found when leaders stimulate interest among colleagues and followers to view their work from new perspectives, generate an awareness of the mission or vision of the team, develop colleagues and followers to higher levels of ability and potential, and motivate colleagues and followers to look beyond their own interest towards those that will benefit the group, among other things. (Bass and Avolio).

Schools have often been described as learning systems. Particular emphasis is on transformational learning, which is described as involving the creation of socially (mutually) constructed interpretations of fact and knowledge (data) which either enters the organization from the outside or is generated from within the school. Literature in leadership and management has pointed out that the transformation of schools into learning organizations is dependant on school leaders creating shared visions, shared values and mental models for the development of the school and assisting the teachers to become members of teams that would be learning through continuous dialogue. School leaders are also expected to become, increasingly sensitive to "the customer" and to comply with the expectations of children, parents, school boards and teachers, even if they are contradictory. The following are a few of the generalizations which (Beara et al 1989, 1993) have drawn from a review of the literature on leadership in education and which also reflect a serious concern of leadership in schools and colleges:

1. Emphasis should be given to transformational rather than transactional leadership.
2. Outstanding leaders have a vision for their organizations.
3. Vision must be communicated in a way, which secures commitment among members of the organization.
4. Communication of vision requires communication of meaning.
5. Issues of value – what ought to be – are central to leadership.
6. Studies of outstanding schools provide strong support for school – based management and collaborative decision making
7. Attention should be given to institutionalizing vision of leadership of the transforming kind is to be successful. (Bera et al 1989, p.108, 1993, p.147)

## **CHAPTER 3: RESEARCH METHODS**

### **3.1. INTRODUCTION**

This chapter provides an elaborate discussion of the research methods used in this study with a specific focus on the research questions, research objectives, the population of the study, research method, analysis of the data as well as research instruments.

### **3.2. RESEARCH QUESTIONS**

This leadership study attempted to address the following questions.

1. What is meant by transformational leadership and why is it important?
2. What is the principal conceptualization of his approach to leadership and to what extent does this approximate to transformational leadership?
3. What are the perceptions of educators in relation to the principal approach to leadership, and to what extent are these congruent?
4. Based on the perceptions of the principal and educators, to what extent may leadership in the school be characterized as transformational?
5. What are the implications of the findings for leadership development in the school?

### **3.3 RESEARCH OBJECTIVES**

This leadership study attempts to assess the extent to which the principal's style of leadership may be characterized as being transformational. The objectives of the research were to:

- collect data from the educators and the principal through questionnaire and interview.
- Identify the qualities and characteristics of leadership, which apply to transformational leadership.
- Contrast the perceptions of leadership of the principal and educators.
- Provide leadership recommendations which are likely to improve the situation if necessary.

### **3.4. POPULATION**

This leadership study was undertaken in a public high school which is in the Pinetown District of the KwaZulu – Natal Department of Education and Culture. The student's own school, which is trying hard to come to terms with the move towards self – management, stimulated by the South Africa School Act, has been particularly chosen with a view to assessing the extent to which leadership of the principal may be characterised as transformational. The data collection was carried out over a period four days. An access to undertake the research was granted. The school comprises 12 Educators i.e. 1 principal, 2 Heads of Department and 9 Post level one Educators. There was no requirement for sampling as the whole population was polled. The principal was interviewed on one occasion over a one hour duration.

The Educators as well as the Principal responded positively to the questionnaire and interview respectively.

### **3.5. RESEARCH METHODS**

Question 1 which explores the meaning and the important of transformational leadership will be addressed by reference to the leadership literature review. Question 2 which addresses the principal's conceptualization of his approach to leadership and the extent to which this approximate to transformational leadership will be addressed by means of a semi-structured interview with the principal. The interview schedule will be designed with reference to key characteristics of transformational leadership, derived from the literature, and will be recorded. The semi-structured interview has been chosen particularly because it provides a desirable combination of objectivity and depth and often provides valuable data that could not be obtained by any other means. The time during which the interview schedule is conducted will be pre-determined so that this dose not affect the professional and administrative duties of the principal.

Question 3 explores the perceptions of educators in relation to the principal's approach to leadership and the extent to which these are congruent. This question will be addressed through using a questionnaire, administered to all educators in the school. While interviews were preferred, there are too may staff in the school for this to be practicable. The design of the questionnaire will involve both item checks and open-ended questions. The inclusive of both closed form question types and open form question type are important towards ensuring the frame of reference and reason for responses from respondents. One advantage of questionnaire is that the researcher, who is administering the questionnaire, has an opportunity to establish rapport and to explain the purpose of the study and explain the meaning of items that may not be clear. The respondents are provided with a huge amount of latitude when they are responding to the questionnaire.

Question 4 examines the extent to which leadership at the school may be characterised as transformational based on the perceptions of the educators and the principal. This question will be addressed using the findings derived from questions 2 and 3 which will be analyzed together with cross-referencing with the literature review Question 5 which addresses the implications of the findings for the leadership development in the school will be addressed by means of the recommendations which will be made, if appropriate.

### **3.6. ANALYSIS**

Data derived from the semi-structured interview will be analysed through content –analysis procedures, and from the questionnaires through frequency count and illumination, via comment from open –ended questions. A methodological approach which involve qualitative stance will be employed as these methods are particularly oriented towards exploration and are most appropriate for in-depth inquiries.

### 3.7. RESEARCH INSTRUMENTS

Two methods were used to collect data from the respondents:

Questionnaires

Interview

The questionnaire was administered to all educators in the school. While interviews were preferred, there are too many staff in the school for this to be practicable. The design of the questionnaire will involve both item checks and open – ended questions. The questionnaire comprised ten questions. The objective of these ten questions was to determine the perceptions of educators with regard to the style of leadership of the principal and also to establish whether the educators were happy about the principal's leadership style.

The educators were asked to state their post levels at this school in question 1. The objective of this question was to know the exact number of the educators in post level one as well as those members of the SMT. Question 2 required the educators to state whether they were satisfied with teaching at this school. Educators were ordered to show their level of satisfaction using a scale of 1-5 ranging from very unhappy (1), unhappy (2) fair (3), happy (4) and very happy (5).

The educators were also required to briefly comment on their choice of the level of satisfaction. This open – ended response would serve to indicate whether the principal was concerned about good working conditions of the educators.

Question 3 was based on decision – making i.e. whether or not the principal involves the staff when decisions are being made. Involvement and participation of all the stateholders in decision – making is one of the most important characteristics of transformational leadership. Educators were ordered to tick the appropriate block and this would serve to indicate whether or not this aspect of transformational leadership exist at this school.

In question 4 the respondents were offered two alternatives which relate to teamwork as one characteristic of good leadership style. The respondents were required to tick the appropriate block which they perceive as being applicable to the school. The purpose of this question was to establish whether or not team work exist at this institution.

Question 5 offered the respondents two alternatives to describe the leadership style of the principal in terms of autocracy and democracy. The aim of this question was to discover the general perception of the educators in relation to the leadership style of the school principal.

In question 6 the educators were offered 4 alternatives regarding leadership. The focus of this question



was placed on what educators perceive a good leader to be. A right was given to the respondents to respond beyond the given alternatives. The main objective of this question was to direct the respondent's thinking along the lines of what qualities they deemed to be essential for a leader to possess.

The objective of question 7 was to establish a relationship which exist between the a relationship which exist between the school principal and the members of the staff of the school. The educators were required to put a circle on the appropriate number of the choice from a scale ranging from excellent (1), good (2), fair (3), poor (4) and very poor(5). Good and effective relations between the principal and the staff, as a characteristic of transformational leadership, has an impact on staff development and motivation.

In question 8 the educators (respondents) were required to rank in order of importance five qualities that respondents considered most important for a leader to have. The aim of this question was to determine the qualities of a leader according to the respondent perception and to ascertain whether the principal's perception of leadership matched the educator expectations of leadership.

Question 9 comprised a number of transformational leadership characteristics and it offered the respondents a scale ranging from I strongly agree (a), I agree (b), I disagree (c) and I strongly disagree (d). The respondents were required to indicate on the above – mentioned scale the principal's involvement or lack of involvement in the practices of transformational leadership. The main objectives of this question was to ask the respondents to comment on the principal's style of leadership based on the respondent's observations of the principal's leadership style.

In the open-ended question 10, the respondents were required to comment on what they would like to see changed or improved in the school with reference to the leadership style of the principal. The main objective of this question was to identify the areas that needed to be improved or developed in the leadership style of the principal so as to improve the working conditions of the staff, create an atmosphere at the institution which would be conducive to both teaching and learning, to bring about both school effectiveness and improvement and also to be able to move the school forward.

A semi-structured interview with the principal was arranged. The interview schedule was designed with reference to key characteristics of transformational leadership, derived from the literature, and was recorded. The aim of the interview with the principal was to gather the principal's perception of his leadership style. Questions in the interview were both general and specific to the principal's style of leadership. Some questions in the interview were specifically aimed at determining the extent to which the principal was transformational in the leadership style. The interview with the school principal comprised 14 questions.

Question 1 of the interview required the school principal to state the reason of the choice of teaching as his profession. The main objective of this question was to discover exactly what prompted the school

principal to choose this profession i.e. did he chose it out of love or he was forced by certain circumstances.

In both question 2 and 3 the school principal was required to disclose the circumstances that led him to become the school principal and to state precisely whether or not he enjoys his principalship. This question placed in context the principal's position at this school.

Question 4 of the interview was one where the principal was required to point out the qualities which he considered significant and necessary for a principal to possess. The main objective of this question was to determine the extent of transformation leadership of the principal at this school.

The emphasis in the question 5 and 6 is on the role which the principal plays in the school as a leader. Particular attention is also given to the duties of the principal in creating an atmosphere which is conducive to teaching and learning and the extent to which the leadership style of the principal is transformational in bringing about school effectiveness and school improvement. The principal was also questioned about what the members of the staff expected from him as a leader. The objective of both question 5 and 6 was to determine the type of a leader the principal appeared to be. These questions were also aimed at determining whether the principal's perception of his role did match the practice of his role.

In question 7 and 8 the principal was required to state the extent to which the members of the staff were satisfied about what the principal does at school as a leader. The purpose of this question was to determine a link between what the principal perceive as qualities of a goal leader and what he does.

Question 9 and 10 focused on the problems which the school principal encountered in his principalship as a leader and also to state those areas of leadership which needed to be improved or developed. The emphasis on both questions was on identifying the problem areas in the principal's leadership style and to provide with some helpful or corrective measures which would perfect the leadership style of the principal through recommendations.

In question 11 the principal was asked about how he resolved conflict among the members of the staff. The principal's responses to this question would be used to determine the level of personal qualities as well as the level of professional skills. Question 11 is closely related to question 12 where the principal was asked to state the leadership qualities which the principal should have and which would enable him to carry his duties effectively and efficiently.

Question 13 required the school principal to state his visions about his school as an organization. This question relates more precisely to some characteristics of transformational leadership i.e. a leader must be visionary, pro-active and should begin with end in mind. The main objective of this question was to

determine whether the principal believes in ongoing development and the extent to which he perceives role objectively and critically. The response of the principal to this question would be used to compare what the principal says with the educators' perception of the principal in his professional capacity.

Question 14 was more focused on the assertion which was made on the report of the Task Team on Education Management Development in which it was stated that the approach to education management must be integrative and collaborative, collaborative in that it involves all staff and stake holders in decisions related to concerns such as student learning, resource management, staff management and development. The principal was expected to state whether he involves the staff when making decisions. Involvement of all the stake holders in decision –making is one of the most important characteristics of transformational leadership. The main objective of this question was to determine the extent to which transformational practices in the principal's leadership style are in place.

### 3.8. **CONCLUSION**

Chapter 3 provides an elucidated elaboration and a comprehensive discussion of the nature of the research methods which were employed during the process of eliciting information about the nature of leadership which existed at the school. A questionnaire which consisted of both item checks and open-ended questions was administered to educators. A semi-structured interview with the principal was prepared. The interview schedule was designed with reference to key characteristics of transformational leadership derived from the literature review. The research population were the members of the staff of the school and qualitative method was used during data analysis as a method which is particularly oriented towards exploration and most appropriate for in-depth inquiry.

## **CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS**

### **4.1. INTRODUCTION**

Chapter 4 focuses on two aspects of the research process i.e. presentation and discussion of the finding which were obtained from the population through questionnaire as well as interview. The sequence of the questions as they appear in the questionnaire and the interview schedule will determine the order in which findings will be presented and discussed.

### **4.2. QUESTIONNAIRE**

Questionnaires were given and administered to 11 members of the staff of which all of them responded positively to those questionnaires.

#### ANALYSIS

##### Question 1: State your present post level at the school

Respondents were required to tick the appropriate block which corresponded with the relevant post level at the school. The following respondents participated in the questionnaire

2 heads of department

9 post level one educators

##### Question 2: Are you happy to teach at this school?

The respondents were given a scale of 1-5 ranging from very unhappy (1), unhappy (2), four (3), happy (4) and very happy (5). Respondents were required to choose the appropriate number of the correct option, and to provide a reason for their choices. From the 11 respondents, the following results were obtained:

5: Very unhappy

1: Unhappy

5: Fair

Respondents who selected "fair" commented that sometimes they experience difficulties when they are expected to discipline the learners. Other respondents said that they travel a long distance from their homes to the school and there were lots of expenses incurred. The majority of the respondents selected unhappy and very unhappy. They described the atmosphere at the school as one in which there is no co-operation and good healthy working conditions between the management and the staff. Some respondents pointed out that there is no culture of teaching and learning at the school.

Question 3: Which of the following applies to my school ?

Two responses were provided. Response 1 described a principal as a leader who is not transformational since he does not involve the staff when decision on school issues are made. Response 2 described the principal as a transformational leader who involves everyone when decisions are made. Of the 11 respondents, 2 respondents selected response 2, 8 respondents selected response 1 and 1 respondent selected both responses.

The majority of the respondents selected response 1 which suggested that the principal does not involve the staff when decisions are made. This on its own, suggests a lack of being transformational in leadership.

Question 4: Which one of the following statements best describes my school ?

Two options were provided to the respondents. Option one applied to transformational leadership style while option two did not apply to transformational leadership. From 11 respondents, 4 respondents selected option one and 7 respondents selected option two. This meant that 64% of the respondents suggested that teamwork does not exist in the school.

Question 5: Which leadership style best describes the principal of the school ?

The respondents were required to select their options from the leadership styles in which Autocratic was option 1 and Democratic was option 2. From 11 respondents, 5 respondents selected option 1; 5 respondents selected option 2 and 1 respondent chose both options. These readings proved that though the principal is associated with autocracy he tries to be democratic to some extent.

Question 6 : Which of the following would you regard as the best form of Leadership?

Four options were offered to the respondents who were allowed to choose more than one response. The options ranged from respecting other people and listening to their views; pro-active; working together as a team; vision. The following results were obtained

Option 1	:	2 respondents
Option 2	:	1 respondent
Option 3	:	3 respondents
All Option 5	:	5 respondents

The 5 respondents who constituted 45% considered the best form of leadership as the one that can be associated with respecting other people, being pro-active, working together as a team and having a clear vision. 3 respondents who constituted 27% considered leadership at its best as the one which is associated with working together as a team and this was followed by 18% and 10% who viewed

leadership as being respecting other people as well as being pro-active respectively.

The majority of the respondents suggested that the principal must possess all the options in order to be characterised as being a good leader.

Question 7 : How does the principal of your school relate to members of the teaching staff on Personal level? Indicate your preference by placing a circle around the Appropriate number

The respondents were given a scale from 1-5 : 1 (excellent), 2 (good), 3 (fair), 4 (poor) and 5 (very poor). A ring had to be placed around the applicable number regarding the attitude of the principal toward the members of the staff. The results obtained were as follows:

Good	:	4 respondents
Fair	:	4 respondents
Poor	:	2 respondents
Very poor	:	1 respondent

4 respondents described the principal's attitude to his staff as being reasonable and good. This was followed by the same number of respondents who fell on 'fair'. These readings can be summed up by pointing out that though the attitude of the principal may be defined as being poor, attempts are made to have it as good as possible.

Question 8 : List 5 qualities which you would consider to be the most important for a leader to Have

Respondents were asked to offer qualities which they considered necessary for a leader to possess. In order to avoid prompting respondents, no leadership qualities were provided. Respondents suggested the following leadership qualities necessary for good leadership.

QUALITIES	RESPONDENTS
DISCIPLINE	5
SYMPATHETIC	4
APPROACHABLE; FRIENDLY	2
SUPPORTIVE	2
DEMOCRATIC	2
SYNERGIZING	6
LEADING BY EXAMPLES	4

This question required respondents to list good leadership qualities. With regard to the leadership qualities which educators expected the principal to have, the majority of educators pointed out that synergy is the most important and this was followed by sympathy, leading by examples as well as being approachable. All these leadership qualities are considered to be transformational and indispensable to any leader who has a vision and an objective of the organization.

Question 9 : Statements 9.1 to 9.6 refer to the principal and his relation to the school and the staff. Indicate your response by putting a ring on the appropriate letter

Respondents were instructed to put a ring on the appropriate letter of the correct choice. A scale of A-D was provided ranging from I strongly agree (A), I agree (B), I disagree (C) and I strongly disagree (D). The respondents were required to put a ring on the appropriate letter based on the characteristics of transformational leadership. The focus of this question was to assess the extent to which educators perceived the principal to be transformational on the basis of the literature review on transformational leadership. The respondents were given six characteristics of transformational leadership from which the results were as follows:

	TRANSFORMATIONAL CHARACTERISTICS	SCALE			
		A	B	C	D
9.1	Develops structures to foster participation in decision of the school	1	5	2	3
9.2	Creates environment which is conducive to teaching and learning	2	3	3	3
9.3	Treats everyone equally	2		6	3
9.4	Has a receptive mind and an open-door policy	1	2	6	2
9.5	Offers support to individuals		4	4	3
9.6	Is friendly, approachable	2	2	3	4

An analysis of this question suggested that too many responses obtained were on (C) I disagree and (D) I strongly disagree. This demonstrated the extent to which educators perceived the principal in terms of his behaviour, conduct and attitude in his leadership position. These results suggested an agreement among educators that there are no transformational characteristics in the principal's leadership style.

Question 10 : Briefly describe, in your own opinion, anything that you wish the principal must change from his leadership style in order to be a true transformational leader

This question was more of an open-ended one in which the respondents were required to state precisely anything that they did not approve from the leadership style of the principal, as well as what they would like to see changed in the school in order to create an atmosphere conducive to both teaching and learning.

The respondents indicated that they wanted the principal to have a change of attitude, develop a team work spirit, have a vision, be friendly and approachable, democratic and supportive to his staff. The concern from educators was that should a principal adopt all these transformational characteristics, the school will soon be a learning institution characterised by both effectiveness and improvement.

## **SUMMARY**

The educators perception of the leadership style of the principal indicates evidently that the principal is more of an autocratic leader. It would appear from the perceptions of educators that the leadership style of the principal is non-participatory and non-consultative. This is seen to be contrary to the requirements which were made in the new policy directions in Education Management in which it was stated that the management should not be seen as the task of the few, but it should be seen as an activity in which all members of an educational organisation engage. Transformational characteristics of leadership appear to be non-existent in the school.

### **4.3. INTERVIEW**

A semi-structured interview was held with the school principal with the purpose of determining the extent to which leadership in the school may be characterised as transformational.

## **ANALYSIS**

Question 1: Why did you become a teacher?

The principal was expected to state the reason which forced him to pursue a teaching profession. The principal responded by saying that it seemed to him the shortcut to self sufficiency and he added by saying he took this profession because there no financial means to pursue other interests – this suggested that the principal did not pursue this profession out of love.

Question 2: How did you become the principal of the school?

The principal stated that there was a vacancy for a deputy principal at the school and he was offered the post. The principal stayed at the school for only one month and former principal opted for a severance package and he then acted as a principal and two years down the line he was appointed as the principal of the school.



Question 3: Do you enjoy being the principal ?

The principal responded by saying that there was nothing enjoyable in his principal ship. He added by saying that there are always problems.

Question 4: Briefly describe the leadership qualities which the principal should have

The leadership qualities which were deemed important to any principal of a learning organisation were as follows:

1. Leading by examples
2. Being compassionate
3. Developing listening skills
4. Planning and delegation

The principal believed that the staff perceived himself as a leader with all these qualities and as a person who is committed to promoting quality teaching and learning at this learning institution.

Question 5: Why did you choose to be the principal?

The principal believed that he had been teaching for a long time and that he had much to offer with regard to providing quality contributions to educational issues. Principal further stated that there were less challenges in the classroom and so he opted for management.

Question 6: What does the staff expect from you as a leader?

The principal believed that what was expected from him as a leader was to include all the members of the staff in decision –making to be supportive and compassionate

Question 7 : In your own opinion as a leader do you think that the people (staff) whom you lead are satisfied with your leadership style?

The principal believed that the majority of the staff were happy about him as the principal of the school though not all of them. The principal pointed out that delinquent educators do not like the principal.

Question 8 : Briefly describe the role which you play at the school as a leader

Principal regarded himself as a leader who should call meeting to discuss issues before taking decision. He believed himself as a person who should form a link between the school and the community. He

further regarded himself as a person who should make educators own all the decisions taken.

Question 9 : What problems do you encounter in your position as a leader?

Problems which the principal encountered in his position as a principal of the school were non-involvement of parents in their children's education, new educational policies which were cumbersome to implement, and difficult educators and learners.

Question 10 : What is it that you wish to be improved in your leadership style?

What the principal wished to be improved in his leadership style was consistency in implementing policies.

Question 11 : What leadership qualities / skills are required in resolving conflicts among members of the staff?

Showing a spirit of comradeship, team spirit, compassion and good listening skills were seen as indispensable in resolving conflicts among members of the staff.

Question 12: What leadership qualities should a principal have that will enable him to carry his duties effectively and efficiently ?

The principal believed that to plan, to motivate and to lead by examples were necessary in order to carry his duties effectively and efficiently.

Question 13 : What vision do you have for the school in the near future?

The principal's vision about the school were to see his school as a school that provides quality education for all its learners, a happy place to be for both educators and learners

Question 14: Do you involve the staff when making decision on matters that relate to teaching and learning?

The principal pointed out that the staff was always included or involved in decision-making. The principal believed that the staff regarded himself as a good role model an understanding and a supportive leader

## **SUMMARY**

The principal of the school believes that the staff is satisfied with him being the leader of the school and he is confident that he is regarded as a true leader who is exemplary, sympathetic and supportive to his

staff. The principal believes that he is making a sound input and difference in this school. Although the principal finds his position of being a principal stressful, he is, however, confident that he does his duties effectively and efficiently.

#### **4.4. CONCLUSION**

Chapter 4 has been focusing on the analysis of the findings which were obtained from the questionnaires with the educators and interviews with the principal of the school. The next chapter will focus specifically on the summary of the findings as well as recommendations which can be made to improve the situation at this school.

## **CHAPTER 5: SUMMARY AND RECOMMENDATIONS**

### **5.1. INTRODUCTION**

Chapter five focuses on a comprehensive summary of the main findings of the questionnaire with educators as well as the findings of the Interview with the school principal. Apart from this, a summary of the research questions will be made which will then be followed by recommendations, which can be implemented to improve the existing situation at this school.

### **5.2. SUMMARY OF THE MAIN FINDINGS**

In this research an attempt was made to determine the extent to which the leadership style of the principal may be described as being transformational through the use of questionnaires, which were administered to educators as well as through a semi-structured interview with the school principal. Different responses from both the educators as well as the school principal were gathered and these will then be summarized on the basis of the research questions which were described in chapter 3.

Question 1 of the research questions focused on the meaning of transformational leadership and its importance in leading educational organizations. This question was addressed in the leadership literature in which it was pointed out that under transformational leadership both the leader and the followers work in a collaborative and participatory approach, share the same visions and goals of an organization, work towards the attainment of the goals of an organization and develop team-work spirit to solve the problem of an organization. The leader was seen as being pro-active, stimulating interest among followers to maximize their performance and to generate an awareness of the mission or vision of the team. The emphasis in the importance of transformational leadership was on the notion that it fosters a climate, which is conducive to both teaching and learning and contributes towards effectiveness and improvement.

Question 2 of the research questions explored the principal's conceptualization of his approach to leadership and the extent to which this was seen as transformational. A semi-structured interview with the school principal revealed that his perception about his leadership style appeared to be transformational. The principal believed that he was playing his vital role in the school to bring about a climate, which believed to be conducive to both teaching and learning. Although the school principal pointed out that he had a problem of failing to implement policies constantly he, nevertheless, believed himself as a leader who stimulates interest among colleagues and followers and a leader who creates a sense of motivation and empowerment among educators. The principal had a strong belief that he was perceived by educators as a principal who is friendly and approachable, sympathetic and supportive to all individuals as well as a role model who promotes collaboration and participation in the school as a learning institution.

Question 3 of the research questions examined the perceptions of educators in relation to the

principal's approach to leadership and sought to assess the extent of congruence thereof. The perception of educator in relation to the principal's style of leadership were gathered through the use of questionnaires which involved both item checks and open-ended questions. What transpired from the analysis of the perceptions of educators was that the principal was viewed as being more of a transactional leader than a transformational leader. The analysis of the findings revealed that there were no characteristics of transformational leadership at the school. The evidence of nonexistence of transformational leadership at this school is seen in question nine in which educators were asked to identify the extent to which the principal was transformational in his attitude and practices in the school and towards the staff. Many responses of educators proved that the principal was perceived as not possessing many of the characteristics of transformational leadership. The lack of transformational characteristics from the principal's leadership style is seen in an open-ended question (question ten) in which educators were asked to describe anything, which they wish to be changed from the principal's leadership style. When responding to this question, educators pointed out that they wanted the principal to have a change of attitude, develop a team work spirit, have a vision, be friendly and approachable as well as to be democratical and supportive to individuals.

The findings of this research have proven evidently that there is no congruence between the perceptions of educators of the principal's leadership style and the way how the principal conceptualizes his approach to leadership. The principal view his leadership as being transformational whereas the perceptions of the educators prove the principal's leadership style to be transactional. Although the principal does not have good leadership qualities i.e. transformational qualities, he does manage the school effectively and efficiently.

Question 4 examined the extent to which the leadership in the school may be characterized as being transformational on the basis of the perception of the principal and educators. In question 2 the principal believed himself to be a true, transformational leader whereas in question 3 the principal was perceived to be more of a transactional leader than a transformational one. On the basis of the findings from question two and question three it can be concluded that there is no conjunction between the perceptions of educators and those of the principal. Leadership in this school cannot be characterized as transformational since there is a discrepancy between the perceptions of the leader and the followers.

In addition, in question seven of the questionnaire, the educators were asked to comment about how the principal of the school related to members of the teaching staff on a personal level. In response to this, some educators pointed out that his relationship was poor and this proved in itself that the principal was a bit autocratic. This provides a clear indication of the existence of a discrepancy between the perception of the educators and those of the school principal.

Question 5 attempted to explore the implications of the findings for leadership development in school. As it has been suggested in the literature, leadership is a topic, which has been intensively researched and

widely written about in educational management. A shift has been made from transactional to transformational leadership since the latter is judged to be more closely associated with effectiveness and improvement within an organization. It has been discovered in this research that there are no characteristics of transformational leadership in this school. The school is seen to be unlikely to increase its effectiveness and to improve its performance. Schools, which are able to cope with the demands of transformation, new policies and cope with future challenges, are the ones that are characterized by transformational leadership.

### **5.3. RECOMMENDATIONS**

In the light of what has transpired from the analysis of the findings from both the questionnaire and the interview, the following recommendations can be made to improve the current situation. Although transactional leadership are outlined in the literature review, an emphasis has been placed on transformational leadership since it is closely associated with school effectiveness and school improvement.

If schools are to move forward so as to keep up with the future trends and also to cope with the future challenges in education there is a need for leadership in such schools which is characterized as transformational. Schools can have effective and efficient managers but who are not leaders. The concept of transformational leadership has also been outlined in the Task Team report in which it was suggested that leaders must be able to devote power in their followers. Leaders must empower their followers. The principal of the school has been seen to be more of a manager than a leader. In order to be a true, transformational leader, the principal needs to review his leadership style taking into account all the characteristic of transformational leadership, which have been raised in the literature review. A need has also been identified for a principal to be more transparent and democratic to promote collaboration and participation of all members of the staff in decision-making. There is also a need for the principal to treat all members of the staff equally and to eliminate any form of favoritism among the staff. Transformational leadership is only a key in educational management through which school effectiveness and school improvement can be created.

### **5.4. CONCLUSION**

Research into school effectiveness and school improvement has contributed to an evolving concept of leadership, with particular emphasis upon the school principal. An emphasis has been placed upon a shift from transactional to transformational. Transformational leadership is found when leaders show visions, simulate interest among colleagues and generate awareness of the mission or vision of the team. Principals of schools, who are known as leaders, must be familiar and be kept abreast of a shift from transactional to transformational leadership. Schools that are known to be effective schools and learning organizations are run by leaders who have some characteristics of transformational leadership. On the

basis of the results from the analysis of the findings of perceptions of educators and the principal, it has been proven that the principal of the school is not transformational. It is therefore strongly suggested that the principal of the school, who is a leading figure of the institution, must recognize a need and a sense of being transformational in leadership so as to enable the school to become effective and to improve its performance.

## REFERENCES

- Adams, J.D. (ed) (1986) **Transforming leadership: from vision to results**, The United States of America: Miles River Press.
- Arqyris, C and Schon, D. (1974) **Theory in practice: Increasing professional effectiveness**. San Francisco: Jossey-Byss
- Byss, B.M and Avolio, B.J. (1994) **Improving organizational effectiveness through Transformational leadership**, London: Sage
- Beara, H Caldwell, B and Millikan, R (1989) **creating an excellent school**, London: Rontledge
- Beara, H Caldwell, B and Millikan, R (1993) 'leadership' in Preedy M. (Ed) **Managing the effective school**, London: Paul Chapman.
- Beara, H Caldwell, B.J. and Millikan, R.H. (1993b) 'A model for managing an excellent school' in Bennette, N, Crawford, M and Riches, C (Eds) **Managing change in Education: Individual and Organizational Perspectives**, London: Panchopman.
- Blasé, J and Kirby P. (2000) **Brining out the best in teachers: What effective principals do** (2 and ed). Thousand Oaks, CA: Corwin.
- Bredeson, P. (1989) **Redefining leadership and the roles of school principals: Responses to changes in the professional work life of teachers**. The high school journal, 73(1), 9-20.
- Burns, J. (1978) **Leadership** (New York: Harper and Row) p. 18
- Bush, T. (1986) **Theories of Educational Management**, London: Paul Chapman
- Caldwell, B.J, Spinksm J.M. (1988) **The self-managing school**, London: Falmer Press
- Caldwell, B.J and Spinks J.M. (1992) **Leading the self-managing school**, London: Falmer Press
- Carlson, B. (1994) TQM edges into education, **Productivity SA**, 20(5), pp.15-20
- Charlton, G.D. (1993) **Leadership: The Human Race**. A guide to Developing leadership Potential in Southern Africa, Second Edition, Capetiwn: Juta & Company Limited.
- Chibber, M.L (1993) **Sai Baba's Mahavakya on Leadership**. Parashathi Nilayam Shri Sathya Sai Books and Publications Trust
- Clark, D, Lotto, L and Asuto, T. (1989) **Effective School and School Improvement: A comparative analysis of two lines of enquiry**, in Burdin, J. (ed) **School Leadership: A contemporary reader**, Newbury Park: Sage.
- Coleman, M. (1994) **Leadership in Educational Management** in Bush, T and West-Burnham J. (eds) **The Principles of Educational Management**, Harlow, Longman.
- Covey, R (1989) **Principle-centered leadership**.
- Crawford, M, Kydd, L and Riches, C (eds) (1997) **Leadership and Teams in Educational Management**, Buckingham: Open University Press



- Darridoff, s. and Lazarus, S. (1997) **The learning School: An organization Development approach**, Kenwyn: Juta and Co, LTD.
- Department of Education. (1996) **Changing Management to Manage Change in Education**. Report of the Task Team on Education Management Development, Pretoria, Dep. Of Education.
- DFE, (1992) **Choice and Diversity: A new Framework for Schools**, (CMNd 2021), London; HMSO.
- Evan, R (1998) **The Human Side of School Change**, San Francisco: Jossey Bass.
- Gardener, J.W. (1989) **Ou Leadership** (New York: The Free Press)
- Glatter, r (1987) "Tasks and Capabilities" in Stego, N.E. Gielen, K. Glatter, R. and Hord, S (Eds). **The Role of School Leaders in School Improvement**, Leuven: Acco.
- Glatter, R. (1988) "The Management of School & School Improvement" in Glatter, R, Preedy, M, Riches, C and Masterton, M. **Understanding School Management**, Milton Keynes:" Open University Press.
- Gounden, P and Dayaran, M. (1990) **Factors in Educational Management Affecting School Climate**, South African Journal Of Education, 10(4), pp.310-314.
- Grace, G. (1995) **School Leadership: Beyond Educational Management**, London: Falmer Press.
- Hall, V, Mackey, H and Morgan, C. (1986) **Head teachers at Work**, Open University Press.
- Harling, P (1984) "**The Organizational Framework for Educational Leadership**" in Harling p. (Ed) **New Directions in Educational Leadership**, London: Falmer Press.
- Haling, P. (1989) "**The organizational Framework for Educational Leadership**" in Bush, T. (Ed) **managing Education: Theory and Practice** Milton Keynes: Open University Press.
- Hodgekinson, C (1991) **Educational Leadership: The moral Art** Albany:Stare University Of New York Press.
- Hopkins, D, Aintscow, M and West, M. (1994) **School Improvement in an Era of Change**, London: Cassrell.
- Joyce, B, Wolf, J and Calhoun, E (1993) **The self-Renewing School**, Alexandra, V.A: Association for Supervision and Curriculum Development.
- Joyce, b, Calhaum, E and Hopkins, D. (1999) **The New Structure of School Improvement**, Buckingham: Open University Press.
- Kathryn A, Riley and Karen Seashore Louis (2000) **Leadership for Change and School Reform**
- Leithwood, K. (1994) Leadership for School restructuring. **Educational Administration Quarterly**, 30(4), 498-518.

- Leithwood, K and Jantzi, D. (1990) **Transformational Leadership: How principals can help reform school cultures**. Paper presented at the annual meeting of the American Educational Research Association, Boston.
- Leithwood, K and Steinbach, R. (1995) **Expert Problem Solving: Evidence of School District Leaders**, Albany, NY: Sunny Press.
- Leithwood, K, Begley, P and Cousins, J (1994) **Developing Expert leadership for future Schhols**, London: Falmer Press
- Leithwood, K, Jantzi, D and Steinbach, R. (1999). **Changing Leadership for Changing Times**, Philadelphia: Open University Press.
- Louis, K.S. (1994) **'Beyond "Management Change" Rethinking how school Improve'** in school Effectiveness and school Improvement 5(1): 2-24.
- Louis, K and Leithwood, K. (1998) **Learning Organizations**, Lisse: Swets and Zeitlinger.
- Louis, K and Miles. M. (1990) **Improving the Urban High School: What works and Why**. New York: Teacher College Press.
- Murgatroyd, S and Gray H.L. (1984) "Leadership and effective school" in Harling, P.(Ed) **New Directions in Educational Leadership**, London: Falmer Press
- Murphy, J and Louis, K (1994) **Reshaping the Principal ship Insights from Transformational Reshape efforts**, Thousand Oaks, Ca: Corwin Press.
- Novotny, J and Tye, K. (1973) **The Dynamics of Educational Leadership**, 2<sup>nd</sup> ed. Loss Angeles, Educational Resource Associates, Inc.
- O'Connor, C (1996) **Succesful leadership**, London Parkey, F and Hall, G. (1992) **Becoming a Principal: The challenges of beginning leadership**. Needham Heights, M.A: Ally and Bacom.
- Republic of South Africa (1996) **South African Schools Act (84 of 1996)** Pretoria: Government Printer.
- Roe, W and Drake, T (1980) **The principal ship**, (2<sup>nd</sup> Ed) United States of America: Macmillan Publishing Company Incorporated.
- Schon, D.A. (1984) "Leader ship as Reflection-in-Action" In Sergiovanni, T1 and Corbally, J. (Eds) **Leadership and Organizational Culture**, Urban and Chicago University of Illinois Press.
- Sergiovanni, J. (1994) **Building Community in Schools**, San Francisco: Jossey Bass.
- Sergiovanni, T.J. (1984a) "Leadership as Cultural Expression" in Sergiovanni, T. and Corbally, J (eds) **Leadership and Organizational Culture**, Urban Chicago, University of Illinois Press
- Sergiovanni, T.J. (1984 b) "Leadership and Excellence in Schooling" **in Educational Leadership**, February 1984, pp. 4-13.
- Southworth, G (1993) 'School leadership and school development: reflections from research' **School Organization**, 13,1.

- Sterling, L and Daridoff, S (2000) **The courage to lead.** A whole school development approach, Kenwyn: Juta & Co, LTD.
- Stogdill (1969) "Personal Factors associated with leadership: A survey of the literature" in Gibb. C.A. (Ed) **Leadership**, Harmondsworth: Penguin.
- Sullivan, P. (1995) **Management Competencies of Secondary School Principals**, Unpublished M.M. (Human Resources) research report, Johannesburg: University of Witwatersrand.
- Torrington, d., Weightman, J and Johns, K. (1989) **Effective Management: People and Organization**, Prentice Hall, International.
- Van der Westhuizen, P. (ed) (1996) **Schools as Organizations**, and Pretoria: Van Schaik.
- West-Burnham, J. (1992) **Managing Quality in Schools: A TQM Approach**, Harlow: Longman.

APPENDIX A  
THE QUESTIONNAIRE

## QUESTIONNAIRE ON LEADERSHIP

This questionnaire is aimed at eliciting information about the nature of leadership, which exists at this school. Your co-operation in responding to this questionnaire would be much appreciated. Should you wish to expand on any of the questions, please feel free to do so on a separate sheet. All the information you provide will be treated as strictly confidential.

### Questionnaire

1. State your present post rank at this school. *(Tick the appropriate block)*

- |  |   |
|--|---|
| <input type="checkbox"/> Level 1 educator          | <input type="checkbox"/> Head of Department |
| <input type="checkbox"/> Acting Head of Department | <input type="checkbox"/> Deputy Principal   |

2. Are you happy to teach at this school? *(On a scale from 1-5 ring the appropriate number)*

- |              |         |      |       |            |
|--------------|---------|------|-------|------------|
| 1            | 2       | 3    | 4     | 5          |
| Very Unhappy | Unhappy | Fair | Happy | Very Happy |

Comment briefly on your choice: \_\_\_\_\_  
\_\_\_\_\_

3. Which of the following applies to my school? *(Tick the appropriate block)*

- |   |  |
|---|--|
| <input type="checkbox"/> The principal alone makes decisions on teaching and learning issues.   |  |
| <input type="checkbox"/> The principal involves the entire staff when decisions are to be made. |  |

4. Which one of the following statements best describes my school? *(Tick the appropriate block)*

- |  |  |
|--|--|
| <input type="checkbox"/> The principal and the teachers work together as a team to solve the problems of the school and to attain the goals of the school. |  |
| <input type="checkbox"/> Teamwork does not exist in the school.  |  |

5. Which leadership style best describes the principal of the school? *(Tick the appropriate block)*

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Autocratic |  |
| <input type="checkbox"/> Democratic |  |

6. Which of the following would you regard as the best form of leadership?

*(You may tick as many blocks as you wish)*

- |   |  |
|---|--|
| <input type="checkbox"/> Leadership means respecting other people and listening to their views.       |  |
| <input type="checkbox"/> Good leaders are always pro-active i.e. take control.                        |  |
| <input type="checkbox"/> Leadership means synergizing i.e. working together as a team.                |  |
| <input type="checkbox"/> Leadership means having a clear personal vision of what you want to achieve. |  |

7. How does the principal of your school relate to members of the teaching staff on a personal level? (*Indicate your preference by placing a circle around the appropriate number*)

- 1 = excellent
- 2 = good
- 3 = fair
- 4 = poor
- 5 = very poor

8. List 5 qualities which you would consider to be the most important for a leader to have.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

9. Statements 9.1. to 9.6. refer to the principal and his relation to the school and the staff.

Indicate your response by putting a ring on the appropriate letter.

9.1. The principal develops structures to foster participation in the decisions of the school.

A-I strongly agree      B-I agree      C-I disagree      D-I strongly disagree

9.2. Creates the environment which is conducive to both teaching and learning.

A-I strongly agree      B-I agree      C-I disagree      D-I strongly disagree

9.3. Treats everyone equally.

A-I strongly agree      B-I agree      C-I disagree      D-I strongly disagree

9.4. Has a receptive mind and an open-door policy.

A-I strongly agree      B-I agree      C-I disagree      D-I strongly disagree

9.5. Offers support to individuals.

A-I strongly agree      B-I agree      C-I disagree      D-I strongly disagree

9.6. Is friendly, approachable and welcoming.

A-I strongly agree      B-I agree      C-I disagree      D-I strongly disagree

10. Briefly describe, in your own opinion, anything that you wish the principal must change from his leadership style in order to be a true, transformational leader.

---

---

---

Thank you for your co-operation

APPENDIX B  
INTERVIEW SCHEDULE

## **INTERVIEW SCHEDULE**

### **LEADERSHIP**

1. Why did you become a teacher?
2. How did you become the principal of the school?
3. Do you being the principal?
4. Briefly describe the leadership qualities, which the principal should have.
5. Why did you choose to be the principal?
6. What does the staff expect from you as a leader?
7. In your own opinion as leader do you think that the people (staff) whom you lead are satisfied with your leadership style?
8. Briefly describe the role, which you play at the school as a leader.
9. What problems do you encounter in your position (principalship) as a leader?
10. What is it that you wish to be improved in your leadership style?
11. What leadership skills are required in resolving conflict among members of the staff?
12. What leadership qualities should a principal have that will enable him to carry his duties effectively and efficiently
13. What vision do you have for the school in the near future?
14. Do you involve the staff when making decisions on matters that relate to teaching and learning?