LEADERSHIP FOR SELF MANAGEMENT: AN INVESTIGATION INTO EVIDENCE FOR TRANSFORMATIONAL LEADERSHIP IN A PRIMARY SCHOOL IN DURBAN, SOUTH AFRICA.

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ABSTRACT

During the apartheid era the South African education system was characterised as being authoritarian, non-consultative and non-participatory. Educational leadership tended to focus on technical and bureaucratic functions of management without integrating the skills of vision building, team building or promoting collaboration and participative management skills. The dawn of a democratic South Africa heralded major transformation in the education policies, systems and practices for all schools. The South African Schools Act places all South Africans firmly on the road to a school based system of education management. Educationalists were faced with a major challenge to transform education towards a participative and collaborative approach with the fundamental goal of promoting effective teaching and learning in all schools.

The Task Team on Education Managements report, Changing Management to Manage Change 1996, emphasised that the move to self-management in itself offers no guarantee of positive change. Real transformation will depend upon the nature and quality of internal management. In this connection self-management must be accompanied by an internal devolution of power within the school and in transformational leadership. A transformational style of leadership is significant as this style of leadership embraces a charismatic, visionary, cultural and empowering concept of leadership. Emphasis is given to higher levels of personal commitment towards accomplishing the goals of the organisation. Evidence suggests that transformational leadership in particular is closely associated with both school effectiveness and school improvement (see Clark 1989)

What is attempted is an assessment of the extent to which leadership in a primary school may be characterised as transformational. The mentioned school is substantially self-managing and is one which has clearly stated goals related to effectiveness and its mission implies an ongoing concern with continuing improvement.

The main findings of the research exhibited a discrepancy between the principal's perception of his leadership style and the perception of the staff regarding the principal's leadership style. The principal perceived his role as leader as being more transformational than transactional while members of the staff believed that the principal was more a transactional leader.

DECLARATION

I hereby declare that Leadership for self-management: An investigation
of evidence for transformational leadership in a primary school in Durban,
South Africa is my own work and that all sources consulted have been indicated
and acknowledged by means of complete references.

Chengladevar.

Sulochana Chengladevar
September 2003

SUPERVISORS'S STATEMENT

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

Professor M.Thurlow
September 2003

DEDICATION

To my parents Janaki, the late Mari Pillay and my loving husband Gengan Chengladevar.

ACKNOWLEDGEMENTS

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CHAPTER 1: INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION

Leadership is a topic of much discussion and much has been researched about what constitutes effective schools. The Task Team on Educational Management's report, 'Changing Management to Manage Change in Education (1996)' suggested that at the heart of recent South African policy and legislative initiatives, related ultimately to schools, is a process of decentralising decision-making about the allocation of resources to school level, and a significant process of democratisation in the ways in which schools are governed and managed. These processes relate closely to a trend towards institutional autonomy which is occurring in many other parts of the world. In these other countries, the move towards school self-management is based on the understanding that decisions should be made by those who understand best the needs of learners and the local community. Studies have suggested that self-management has the strong potential to lead to greatly improved school effectiveness.

However, the report emphasises further that the move to self-management in itself offers no guarantee of positive change. Real transformation will depend upon the nature and quality of internal management. In this connection, self-management must be accompanied by an internal devolution of power within the school and in transformational leadership. The variable of leadership, in particular, is closely associated both with school effectiveness and school improvement. A contrast can be drawn between 'transactional' and 'transformational' leadership. Leithwood (1992) suggests that transactional leadership is based on an exchange of services for various kinds of rewards that the leader controls. However, transactional management is insufficient to stimulate improvement. What is required is transformational leadership – a process where leaders and followers strive for higher levels of motivation. Transformational leaders not only manage structures but they purposefully impact upon the culture in order to change it. This study will attempt to deduce the leadership style of the principal in the context of a single primary school.

The nature of the study undertaken 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 in the field of education management in general with a specific focus on a single primary school in Durban, South Africa. The school chosen for the study is one where the researcher is a member of the school community. Thus, the findings of the research will prove valuable toward improving the quality of teaching and learning at this particular institution. The study is being undertaken to identify the principal's leadership style in a substantially self-managing school. An attempt is made to assess the extent to which leadership in this specific school may be characterized as 'transformational'.

1.3 FOCUS OF THE STUDY

What is proposed is to investigate perceptions of leadership styles and behaviour in a single primary school and to assess the extent to which these approximate to a characterization of the qualities of transformational leadership. In particular, the study will focus on the leadership style of the principal. The research will attempt to determine the principal's perceptions of his leadership style and behaviour and to determine the educator's perceptions of the same. Furthermore, the research will attempt to compare the actual against the ideal.

The research will focus on the following questions:

1. How may transformational leadership be understood and what is its significance for self-managing schools?
2. How does the principal conceptualise his leadership style and behaviour, and to what extent do these relate to transformational leadership?

3. What are the educators' perceptions of the principal's leadership style and behaviour and to what extent is there conjunction between these and the principal's perspective?

4. On the basis of articulated perceptions, to what extent may leadership at the school be characterised as transformational?

5. What are the implications of the findings for possible leadership development in the school?

1.4 RESEARCH METHODS

As many as possible of the characteristics of transformational leadership were identified. A questionnaire was designed with the view of assessing the opinions of members of staff, including the Deputy Principal and the three Heads of Department about the leadership style of the principal. Permission was sought for the questionnaires to be distributed. An interview schedule was complied and arrangements were made for the principal to be interviewed, using the semi-structured style of interview.

The research questions were addressed as follows:

Question 1 was addressed through the literature review and relevant South African documentation. Data for answering Question 2 was obtained through a semi-structured interview with the principal. The interview schedule was shaped by characteristics of transformational leadership derived from literature. Data for answering Question 3 was derived from questionnaires administered to all educators in the school. The questionnaire design involved both item checks and open ended questions. Answers to Question 4 and 5 were derived from a referral of the findings from Questions 2 and 3 to the literature.

The data derived from the semi-structured interview was analysed through content-analysis procedures and from the questionnaires through frequency counts and illumination through comments from open-ended questions. 100% of the population will be polled.

1.5 LIMITATIONS OF THE STUDY

The main limitation is that this is a single-school case study and thus the findings cannot be generalized to other cases. Also, there is no overall consensus about the concept and characteristics of leadership.

1.6 STRUCTURE OF THE STUDY

This leadership study is divided into 5 chapters. Chapter 1, 'Introduction and Overview' provides a brief introduction of the concept of leadership and examines the nature of the research about leadership that was undertaken. Chapter 2, 'Literature Review' offers a discussion of the concept of leadership with specific focus on the definition of leadership. The differences between Leadership and Management, the Qualities of a good Leader, the Theories of Leadership, and there is a focus on the link between transformational leadership and school effectiveness followed by the Role of the principal in a self-managing school and a look at the present context of leadership in South African schools. Chapter 3, 'Research Methods' provides insight into the specific research conducted and examines the research goals, research questions, research methods, the population, the nature of analysis and the limitations and the main research instruments that were used. The 'Presentation and Discussion of Findings' are discussed in Chapter 4 with a focus on the main research instruments, that is, the questionnaire and the interview. Chapter 5, 'Summary and recommendations' presents a summary of the main findings of the research and recommendations for future development are suggested.

1.7 CONCLUSION

This leadership case study was undertaken in a single primary school using the questionnaire and interview research methods. In the following chapter parts of the literature will be reviewed with specific focus on those that have direct relevance to the focus of the study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Leadership has always been one of the important factors in school improvement and effectiveness. However, in the current environment of change and upheaval in education leadership, particularly that of the school principal is fraught with opportunities and challenges. Research on effective leadership and management (Leithwood et al, 1992, Caldwell, 1999) has revealed that leaders in the 21st century who wish to be both effective and successful in leading schools in times of change need to be person-centred and strongly driven by sets of personal values which create a desire to build, implement and monitor a vision for excellence in learning and achievement through feedback.

Furthermore studies confirm that effective leaders are reflexive, caring and highly principled people who emphasise the human dimension of the management enterprise. The skills and behaviour of effective leaders are driven by their beliefs and trust in themselves and others and these leaders recognise and are skilled in managing tensions and dilemmas within a framework of competing values.

The key to the future of effective leaders lies in their ability to make sense of the chaos and to remain confident by developing their leadership base alongside high levels of emotional commitment as well as empowering their followers since effective leadership requires both an intelligent head as well as an intelligent heart.

2.2 DEFINITION AND CHARACTERISTICS OF LEADERSHIP

A review finds that common to all definitions of leadership, is the notion that leaders are individuals who, by their actions facilitate the movement of a group of people towards a common or shared goal. This definition implies leadership is an influence process. (Robbins 1999:442) Leadership is defined as:

> The competencies and processes required to enable and empower ordinary people to do extraordinary things in the face of adversity, and constantly turn in superior performance to benefit of themselves and the organisation (Charlton: 1993).

Leadership is the ability to socially influence people to strive for mutually acceptable goal attainment. It involves interaction in the form of exchange and transaction between leaders and followers. The leader is expected to foster creative change through a vision by creating a meaningful work context, communicating the vision, developing trust and thereby empowering subordinates. (Bennis and Nanus, 1985).

Peter and Austin, (1985), cited in Bryman (1992:284) express vision in the following words:

> You have got to know where you are going to be able to state it clearly and concisely – and you have to care about it passionately. That all adds up to vision, the concise statement/picture of where the company (school) and its people are heading... The issue here is not the substance of vision but the importance of having one perse and the importance of communicating it consistently and with fervor.

A vision has clear and compelling imagery that offers an innovative way to improve, which recognizes and draws on traditions, and connects, to actions that people can take to realize change. Vision taps people's emotion and energy. A well-designed vision provides direction; it offers means as well as ends. A vision contains values and the action to take to achieve the desired result.

A vision is powerful for it expresses purpose. With purpose comes the will to act as well as commitment (Adams, 1986). Thus vision is the glue that binds individuals into a group with a common goal.

Leadership is the ability to empower others i.e. share control and responsibility by providing structures and relationships where followers are not merely carrying responsibilities but are also exercising real control over the situation within which they work. Empowerment is defined as:

> The act of investing and authorising, where people and organisations are enabled to achieve goals. This involves the sharing of power and authorising people to think and make decisions. Moreover, empowering emphasises skilling people in competencies needed to discharge their responsibilities and removing organisational obstacles hindering personal and organisational development (Linda Human, 1989). See figure 2.1
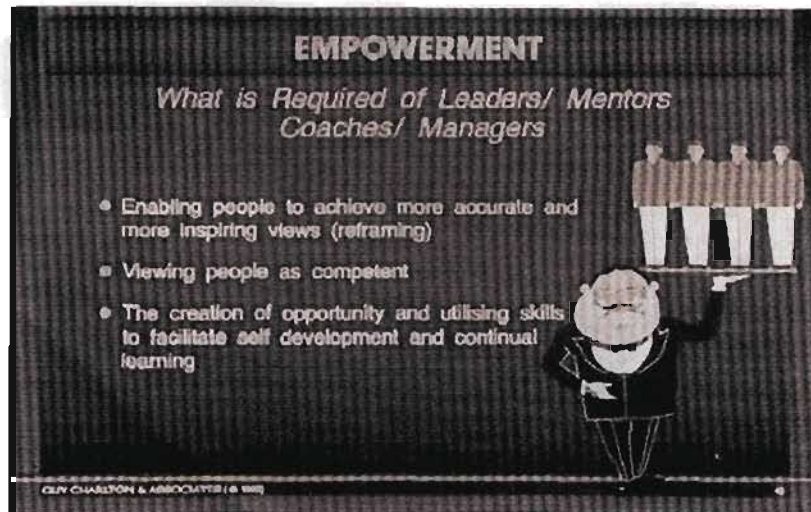
FIGURE 2.1 EMPOWERMENT   CHARLTON(1993:192)

Transformative leadership is the wise use of power, and while vision is the commodity of leaders, power is their currency (Charlton 1993).

In addition the following common characteristics describe leadership:

1. Connector: Leaders connect people with their own life purpose, spirituality,
        energy, society, organisation resources, etc.

2. Visionary courage: Leaders consider mistakes as opportunities, not
                    failures. They take risks based on this self knowledge.

3. Letting go: Leaders let go of concepts that block new ideas.

4. Balance: Leaders balance action/inaction, praise/correction,
        change/ stability, and so on.

5. Competence: Leaders have sufficient expertise and competence to
            make good judgements.

(Adams, 1986)

2.3 LEADERSHIP AND MANAGEMENT.

The distinction between leader and leadership is important but potentially confusing. The leader is the individual, leadership is the function or activity the individual performs. Do all leaders exercise leadership? It depends on what is meant by the term leader. The word leader is often used interchangeably with the word manager to describe individuals in an organization e.g. the school principal, who has a position of formal authority regardless of how he/she acts in his/her job.

Many distinctions have been made between a manager and a leader. Management is often associated with words like efficiency, planning, paperwork, procedures, regulations, control and consistency. Leadership is more associated with words like dynamic, creativity, change, inspiration and vision. Managers set targets that are smart-small manageable, achievable tomorrow, realistic today and timid. In contrast, leaders set targets that are large, ambitious and unrealistic. This is a conclusion reached by numerous biographers, among them Napoleon Hill (1928) who conducted interviews with 504 of some of the most outstanding leaders of his time, among them Woodrow Wilson, Theodore Roosevelt and Henry Ford (Macbeth, 1998).

There has been considerable debate about whether leadership is a different function from management. Do some formal leaders exercise leadership while others exercise management? Arguably the best analysis of this question has been provided by Harvard's John Kotter (1990) says that management is about coping with complexity. Good management brings about order and consistency by drawing up formal plans, designing organizational structures and maintaining results against plans.

Leadership in contrast is about coping with change, establishing direction by developing a vision of the future. Then the leaders aligned people by communicating this vision and inspiring them to overcome the hurdles. Kotter (cited in Charlton 1993) sees both management and leadership as necessary for optimum organizational effectiveness.

The following table (2.1) extracted from Charlton (1993) summaries further the differences between leadership and management.

Table 2.1

The difference between leadership and Management
LEADERSHIP vs. MANAGEMENT

Category	Management	Leadership
Change	Peacemakers- maintenance work, sustaining the present	Pacemakers- fostering change and creating the future
	Repeats and follows what is desirable and necessary	Changes the way people think about what is desirable, possible and necessary
	Administers	Innovates
	Maintains	Develops
	First order change	Second order (fundamental change)
People	Relies on systems	Relies on people
Attention	Does things right	Does the right things right
Planning	Thinks of today	Strategic thinking-day after Tomorrow
Thinking	Focus on present	Vision of the future and
		Strategy to get there
	Focus on getting things done	Systematic structure-patterns underlying behaviour
Role	Bringing about, Implementing	Influencing, guiding
	Dressmaker	Designer(vision, social architecture)
	Pupil	Teacher(more insightful views of reality; challenging assumptions)
	'You serve me'	Steward(attitude of serving others)

Category	Management	Leadership
Attitude to Goals	Impersonal if not passive attitude	Active attitude to goals.
	Goals arise out of necessity	Influencing and changing organization.
	External locus of control	Internal locus of control
	Responds to change	Exercise personal choice and responsibility for change and creating the future
	Expectations ('You owe me')	Aspirations ('I can create')
Meaning	Respond to meaning	High degree of personal Meaning
		Manage and create meaning
Work	Reliant on planning budgeting and other tools of management	Prepared to invest faith in others, excitement, risk opportunity.
	Instinct for survival dominates need for risk	Faith in key executive's judgment
		Focus on meaning as the Foundation of motivation
Inter-Personal	Maintains low level of emotional involvement, task orientated	Ability to empathize-send and receive feedback
Sense of self	sees self as conservative regulator of an existing order of affairs with which he/she personally identifies	Sense of self does not depend on membership, work roles or social indicators of identity Seeks opportunity for change
Motivation	Threat-'Big Stick'	Develops intrinsic Motivation
	Rewards-'Carrots'	Creates purpose/hope
Power	Win/lose orientation	Expandable-pie orientation
	Relies on control	Gives power to get power
		Counts on trust

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CHARLTON(1993:25-27).

These fundamental differences between Management and Leadership are both important. In contrasting management and leadership, it may also help to think of the latter as involving the ability to inspire people. Management focuses on inanimate objects whereas leadership focuses on raising human potential. Leadership is associated with movement, direction and purpose. However if there is too much movement, too much activity, and too much challenge, it is very likely that there will be a loss of direction, and insufficient stability in a school. Management is essentially about 'holding' the organization: providing the framework to fulfill its purpose.

Managers are people who do things right and leaders are people who do the right things right (Bascia and Hargreaves, 2000). Schon's (1984) view is that "leadership and management are not synonymous terms". One can be a leader without being a manager. It has been accepted that a manager is not always a good leader and a good leader is not necessarily a good manager. Leaders and managers are basically different kinds of people; more specifically they differ in their views (Bascia and Hargreaves 2000:134).

Yet, the distinction between management and leadership is not always easily distinguishable and appears to be contradictory by the nature (Stogdill and Shartle 1948). The problem is compounded in the use of terminology such as 'leadership style', 'supervisory style' and 'managerial style' which are used interchangeably and seem to be addressing the same phenomena. (Bryman 1986). The following comment is apt in conveying the contradictory nature of leadership and management:

> Despite these distinctions, leadership research continues to be dominated by studies which in fact deal only with a restricted range of managerial behaviours. This may well be a reflection of the difficulties involved in pursuing definitions which do not tie leaders to particular role titles, such as supervisor (Hosking and Morley 1982, cited in Bryman 1986).

Thus, leadership is viewed as a major variable within the managerial role. The interface of 'leadership' and 'administrative' functions poses a paradox for those in a managerial role. As an administrator, the head fulfils a stabilizing role where the

existing arrangements within the organisation are maintained and strengthened. As a leader his concerns are with the dynamics of interaction between the organisation and its members, the present and future definitions of goals, and so on. Hence the leader's role is:

> A force for radicalism and re-thinking set against the conservatism of the organisational needs for logistical regularity and predictability in everyday running (Morgan and Turner 1976:24).

In the school situation the 'administrative-leadership' dichotomy gives rise to a basic paradox in the role of the principal. In practice principals are tasked with management functions of designing and carrying out plans, getting things done and working effectively with people on the one hand, and on the other hand they are expected to be leaders who have a vision and can direct their staff towards reaching the visions. In practice principals have to be both leaders and managers in order that their schools are successful, productive, effective and moving to accommodate change. In contrasting management and leadership, it is clear that leadership is about coping with change where as management is concerned with bringing about order and consistency. The functions of leadership and management are inseparable. They support each other. This statement is amplified by Drucker and Bennis(cited in Charlton 1993:142) who state that:

> Management is efficiency in climbing the ladder of success. Leadership determines whether the ladder is leaning against the right wall

Certain functions within the school are both management and leadership functions. Schools need both leadership and management, since leadership provides a vision and helps people to move towards that vision; management puts together plans and structures to achieve specific goals. Hence in reality, leadership and management work together. The principal as a leader cannot be totally effective if he is a totally incompetent manager. This raises the question, how can a leader guide the staff-team towards realizing a long term vision if the day-to day management functions aren't present to give structure and support? Thus it may be possible to conclude that the functions of leadership and management are inseparable, they support each other and overlap in areas. Certain functions within a school are both management and

leadership functions, which are likely to be carried out within the same role. In reality, leadership and management work together. They are two sides to the same coin.

2.4 THE QUALITIES OF A GOOD LEADER

There has been a variety of suggestions, definitions and views of what leadership is and what the many attributes of leaders are. However, research has not yet empirically revealed a consistent set of findings about the personal attributes of leaders. The real nature of leadership is one of depth and complexity. Leadership requires for one to use different abilities, qualities and ways of leading in different situations. Leadership qualities are described as being one where the leader:

> Should be able to tap different parts of him/herself appropriate to 'the time and place'. These are some of the parts one is expected to play: nurturing, challenging, supporting, confronting, strategising, evaluating, visionary, facilitating, structuring, managing, freeing, encouraging, braking, and so on (Harding, 1988).

A leader uses only one tool: him or herself. Like any other tool, the more we know the tool's potential and limitations, the more effectively we can use it. Leadership is therefore dependent on self-knowledge and awareness. These require commitment to lifelong learning on the part of the leader. Leaders put themselves in control of change when they commit to learning about 'leadership competencies' for only by earning commitment can leaders move 'followers' perceptions from expectations to aspiration (Charlton. 1993).

The following ten principles of leadership offer a framework of the approaches and values which are the mark of a true leader:

Leadership means having a holistic perspective.

Leadership means bringing core values to life.

Leadership means encouraging a vision.

Leadership means building your school as a learning organisation.

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

Leadership means flexible response.

Leadership means working with balance, rhythm and flow.

Leadership means acknowledging creative complexity and controversy.

Leadership means finding the path of integrity.

Leadership means modelling the way.

(Sterling and Davidoff, 2000 p 14).

These ten guiding principles of leadership express the ethos of leadership. The qualities of leadership develop in an ongoing way and this expansion of leadership qualities through personal and organisational development is a lifelong process.

The essence of an effective leader is captured by Adult Educator and Counsellor Steven Wertheim in response to the question who is the kind of leader I admire?

> --it is someone who has integrity. Someone who says, "I believe that I can help to make the world a better place." Instead of complaining and feeling overwhelmed by day-to day life, this person brings clarity and hope to others just by being himself by being human and focusing on other people's positive qualities; this leader inspires others to become great too. And so, in this leader's presence, you choose tolerance instead of judgement, you choose courage instead of fear and you choose self respect and understanding instead of self-blame and self-hatred (Sterling et al 2000: 21).

The word 'leadership' conjures up images of those larger than life figures that gloried in power and took every opportunity to remind people of their status, in this way enhancing their own authority by diminishing that of others. This myth of a leader is dispelled by Carl Jung who said that the true leader is always led. He was referring to internal listening and to listening to others; Murphy (1994) adds that leaders lead not from the apex of the pyramid but from the centre of the web of human relations.

Goleman (1996) describes leaders as being at the node of three kinds of networks – expertise, communication and trust. Good leaders are aware of the power they possess at their disposal. They identify governing rules which separate manipulation from empowerment. In addition, a good leader sees intelligence as a collective phenomenon (Macbeath, 1998). The intelligence of leadership can be realised through synergy. The leader receives 'added value' through those who manage him or her, either accepting that it is an extension of his or her persona, or crediting the team nature of the persona.

Day et al (1998) cited in Brighouse (1991) proposed seven leadership qualities deemed necessary for a leader to inculcate:

Be cheerful and optimistic;

Be welcoming and ready to be enthusiastic;

Be a good listener;

Be considered an effective user of time;

Celebrate others and blame yourself;

Manage change;

Have a clear educational policy and set a personal example.

If they are to facilitate the development of their organisations, leaders must deepen their capacity to act with sincerity and integrity toward embracing transformation. They must have the courage to reflect and change (Sterling et al, 2000).

2.5 THEORIES AND STYLES OF LEADERSHIP

There is a notion within the concept of leadership that there is no one best way to lead all people in all situations. Different situations and different people require different styles of leadership. Leadership styles refer to the manner in which leadership is conducted in practice. There are different styles of leadership. Leadership styles may fall anywhere along a spectrum of control. At the one end, the leader's style might be autocratic and authoritarian. At the other end, it might be democratic and participative. Some leaders focus on tasks, and the leaders main concern is getting results. Other leaders focus on relationships, and the leader spends time developing good relationships with the staff. One style e.g. (autocratic leadership) may be most appropriate in one situation while another e.g. (participative leadership) may be the best in another situation. There are various leadership styles, however what is important is that there is no one perfect leadership style that can be used as a recipe for success. A leadership style may be effective in one situation and not necessarily effective in another. An ideal leader is one who will analyze a situation and act accordingly.

Blake and Mouton 1964 rated leadership styles on two axes, "one concern for people or relationships" and the other "concern for production or results". An implicit outcome of this analysis is that a good leader will be able to manage both and will

"promote conditions that integrate productivity and high morale through concerted team action" Blake Mouton (1964:142). However the implication of this theory is not that good leaders are born but that "managerial styles are not fixed. They are not unchanging. They are determined by a range of factors. Many are subject to modification through formal instructions or self training" (op cit: 13).

A further development of the notion of leadership is that there is a relationship between the appropriate style of leadership and the context in which that leadership is being exercised. The leadership continuum of Tannenbaum and Schmidt illustrates the various leadership styles. There is the autocratic leadership style on the one end and the democratic leadership style at the other end. In between there are several different approaches or choices which leaders have. Tannenbaum and Schmidt 1973 recognize that to delegate decision making to inexperienced colleagues may be inappropriate and that the range of styles used by leaders will vary according to the specific situation. The forces within the educational leader, forces within the subordinates will determine largely what approach the educational leader will choose.

This view leads us to the notion of leadership referred to as the situational theory, which argues that good leadership depends on using leadership techniques that match the situation and the people in it. Leaders may be required to change their behavior to suit the circumstances and the people they work with. Heresy and Blanchard(cited in Blake and Mouton 1964) developed a model in which they identified a range of behavior in a leader, delegation, direction, coaching and support, which can be modified according to the level of development, experience and commitment of the subordinate. They seem to suggest that there is no one best style of leadership that can be equally and effectively applied everywhere and every time. The notion of situational leadership indicates that every situation requires a unique course of action by the educational leader. Every situation will therefore have to be carefully analyzed and adapted to the education leaders own abilities and personality, the forces at work within the staff /or parents and the forces within the environment.

Fiedler 1967 also developed a model for leadership in which he combined an analysis of the leader's style with an analysis of the situation in which the leader was working in. According to Fiedlers model leaders can be trained to modify their work situations

to suit their personality and leadership style. The situational approach shows that leadership involves more than personal traits and involves interacting with other people in real situations. Coleman (1994:59) states that this style allows for the fact that appropriate and successful leadership styles and behavior will vary in different situations. It is argued that the situational leadership techniques may in fact be used to manipulate staff. Situational leaders may alter their behavior to get what they want from staff whether or not what they want is the 'Right thing to do' e.g. in a male dominated society, treating women unequally may get results, but it does not help to bring about gender equality? Good leadership goes beyond techniques of behavior. It involves morals and values as well. The Situational Approach to leadership emphasizes 'Doing things right' for the circumstances but what about 'Doing the right thing' Thus the focus shifts from Transactional leadership to the notion of Transformational leadership, which is a type of leadership style that is both democratic and situational as well as being concerned with Doing the right things.

Transactional leadership approach is found in a more stable system e.g. in the apartheid era 1970s where maintenance has a higher priority than development and the principal was seen as a vital role player in protecting and promoting the interests of the system. This form of leadership style tends to place emphasis on the management of the schools systems and structures, on creating compliance and effectiveness and on achieving prescribed outcomes.

The role of the transactional leader is to focus upon the key purposes of the organization and assist people to recognize what needs to be done in order to reach the desired target. Transactional leadership styles seem best suited to static school systems and communities like those of the apartheid era. It has been widely argued that complex and dynamic changes, such as cultural changes, which are a vital requirement for sustained school improvement, are less likely to occur if the leader adopts a transactional leadership style (Stroll and Fink1996, Beare et al 1998).

James McGregor Burns 1978(cited in Caldwell and Spinks 92: 49) made an important distinction between transactional and transformational leadership, which has helped to derive the concept of leadership. Simply expressed "Transactional leadership is exercised when a leader and followers undertake as it were a transaction from

followers, an agreement to work towards the achievement of organizational goals, from the leader on agreement to ensure good working conditions or satisfy the needs of followers." In contrast transformational leadership is where leaders and followers are united in pursuit of higher-level goals common to both. Both the leaders and followers want to become the best and both endeavor to shape the school in a new direction. Burns' comprehensive study of leadership over many countries suggests that successful leaders in terms of bringing about changes in direction or new levels of achievement have exhibited transformational leadership. Transformational leaders succeed in gaining commitment of followers to such a high degree that accomplishment becomes virtually a moral imperative.

Transformational leadership entails the participation of all teachers as an independent group that form an integral part of creating transformation and change, rather than 'focusing' on the maintenance of control and power. It further entails the need to identify the motives that are inherent in teachers responding to their needs and utilizing the skills or knowledge that the teachers may have (Beare, Caldwell, Millikan 1994:142).

Transformational leadership occurs when purposes that were at one time perceived as separate became fused and the leadership function is driven by the need to attain common-goals. Transformational leaders not only manage structure but they purposefully impact upon the culture in order to change it. Burns (cited in Caldwell and Spinks 1999:50) describes transformational leadership as being concerned with exploring conventional relationships and organizational understandings through involvement and participation.

Leadership from a transformational perspective sees everyone as a potential leader. There is a focus on enabling others to act through the fostering of collaboration and the strengthening of others. This involves competencies such as the effective use of power, developing others and the ability to cope with and initiate change (see figure 2.2) from both the leader and the follower (Charlton 1993).
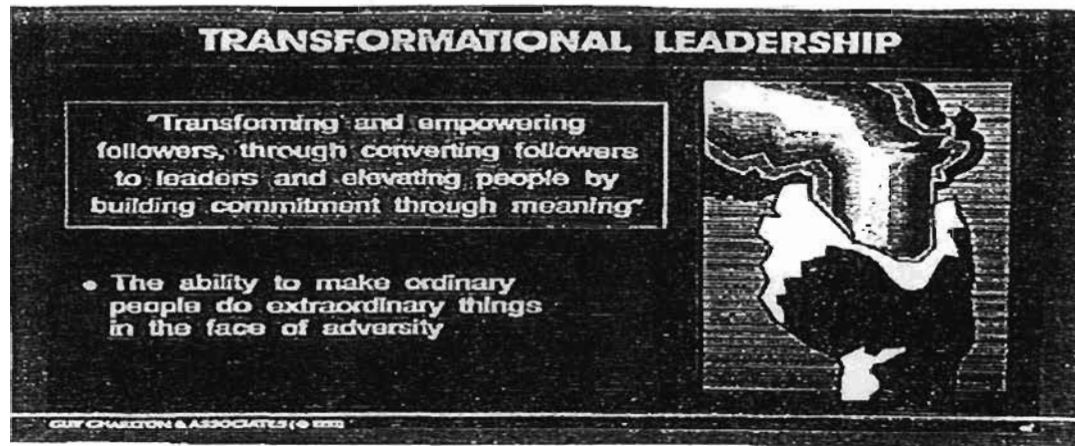
FIGURE 2.2 TRANSFORMATIONAL LEADERSHIP CHARLTON(1993:192)

A transformational leader's relationship to the organization is based on the idea that an organization can produce the desired result whilst being supportive and responsive to its people. An organization that is not supportive and responsive to its people cannot fully produce the desired result (Adams 1986).

The focus of transformational leadership can be categorized into four principles:

1. Setting directions (includes vision building, goal consensus and the development of high performance expectations.)

2. Developing people (individual support, intellectual stimulation and the modeling of values and practices important to the mission of the school)

3. Organizing (culture building in which colleagues are motivated by moral imperatives and structuring which fosters shared decision-making processes and problem-solving capacities)

4. Building relationships with the school community (Leithwood et al, 1999 cited in Day et al, 2000).

The primary task of leadership is to build the conditions for reflection, open dialogue, mutual respect for ideas and a focus on professional and institutional growth. Transformational leadership offers flexibility and expectations. The focus shifts away from: Pragmatism where it fosters the ability to accommodate different demands and:

> Total quality management which is largely technically driven, to an emphasis on total quality leadership, which takes the technical side and marries it with the human side (Macbeth 1998:29).

Research also confirms that some behaviour of the principal have a positive effect on schools toward promoting school effectiveness. Using a path model to determine which leadership practices make a difference, Silins (1994) provided empirical evidence for promoting certain leadership behaviour for school improvement. These behaviour were defined as being visionary, providing individual consideration, engaging in collaborative problem solving, ensuring goal achievement and establishing a culture or ethos of improvement (Blasé and Blasé 2001).

Transformational leaders pay attention to the concerns and developmental needs of individual followers, they change followers awareness of issues by helping them to look at old problems in new ways and furthermore these leaders are able to excite, arouse and inspire followers to put in extra effort to achieve group goals. Bass and Avolio (1994:6) state that transformational leadership is characterized by the four "I's"

1) Idealized influence- leader's project self-confidence and success, articulate goals, arouses follower's emotions. Transformational leaders are seen as role models for others
2) Inspirational Motivation, transformational leaders communicate high expectations, use symbols to focus efforts, express important purposes in simple ways.
3) Intellectual Stimulation, the leader promotes intelligence, rationality and careful problem solving.
4) Individual consideration- the leader pays personal attention, treats each employee individually including acting as coach or mentor to individuals in the institution.

Of essence also is the nature of this leadership which is situational where leaders exhibit different styles and aspects of leadership depending on the context in which they are operating. This is the contingency approach to the study of leadership which asserts that a particular style or pattern of behaviour will be effective in some circumstances but not in others. Contingency theorists draw attention to the notion that there are no universally appropriate styles of leadership. Particular styles have an impact on various outcomes in some situations but not in others (Bryman 1992).

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The path-goal theory of leadership is a good example of a contingency approach. This represents the expectancy theory which proposes that people choose levels of effort at which they are prepared to work. (see also the work of House 1973 & House and Mitchell 1947.) Coleman says that "Such leadership is situational, leaders may exhibit different styles and aspects of leadership depending on specific context within which they are operating"

Transactional and transformational leadership styles shouldn't be viewed as opposing approaches to getting things done. Transformational leadership is built on top of transactional leadership- it produces levels of sub-ordinate effort and performance that go beyond what would occur with a transactional approach alone. Research conducted by Bass and Avolio (1995) (cited by Robbins 1999) in various organizations and educational institutions state that leaders who used transformational leadership styles were more effective and satisfying as leaders than those leaders adopting transactional styles, but the best of the leaders frequently used transactional styles but relied more on using transformational leadership styles.

Coleman supports this view in her statement that leaders who display "an optimal leadership profile" and "exhibit transformational leadership and back up their transactional leadership with positive reinforcement and reward rather than correction. Studies in educational institutions have indicated that transformational leaders appear to be: "in continuous pursuit if three fundamental goals:

1. Helping staff members develop and maintain a collaborative, professional school culture;
2. Fostering teacher development; and
3. Helping them solve problems together more effectively."
   (Leithwood, 1992:69-70).

In light of these models and strategies developed on situational leadership styles, it would be imperative that leaders of South African schools draw on these theories in their daily practice. This assertion cannot be overstated since school leaders are functioning in schools that have unique cultures and contexts that require dynamic situational styles of leadership.

2.6 THE LINK BETWEEN TRANSFORMATIONAL LEADERSHIP AND SCHOOL EFFECTIVENESS AND IMPROVEMENT

Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership on processes related to school effectiveness and improvement (e.g. Van Velzen et al. 1985; Ainscow et al. 1994; Hopkins et al. 1994; Stoll and Fink 1996). Essentially, schools that are effective and have the capacity to improve are led by head teachers who make a significant and measurable contribution to the effectiveness of their staff. Whatever else is disputed about this complex area of activity, the centrality of leadership in the achievement of school effectiveness and school improvement remains unequivocal (Cited in Day et al 2000:160).

Murgatrody and Gray (1984 : 39) define 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. "Although the role of the school principal is changing, he is no longer the absolute authority figure; he continues to be critically important in the establishment of an effective school.

School improvement essentially is a process wherein individual schools develop strategies for change which will not only enable them to accomplish their educational goals more effectively, but will also help them to strengthen the organizational arrangements which support and contextualize the educational programme. This is a radical way of thinking about change from the traditional top-down approach, which has been popular with education policy-makers and administrators. The individual school is regarded as the locus or center of change and the school itself becomes the active agent in its development.

Evidence about the effects of transformational school leadership was provided by 20 of the 34 studies included in the Leithwood et al (1996b) review. Of interest are the effects on perceptions of leaders, effects on the behaviour of followers and effects on the followers' psychological states and organisational level effects. (Refer to Table 2.3)

The results of these studies proved that transformational approaches to leadership is strongly related to satisfaction with the leader and positive perceptions of the leader's effectiveness. This was seen in three studies carried out in the USA and one in New Zealand which examined transformational leadership effects on perceptions of leader effectiveness and satisfaction with the leader (Bass, 1985; King, 1989; Kirby et al, 1992 cited in Leithwood et al, 1999).

It was further reported in these studies (Bass,1985; Koh,1990; Orr,1990; Leithwood et al,1991b,1993c,1994;Smith,1989;Leithwood and Jantzi,1990 cited in Leithwood et al,1999) that the psychological states of followers as well as their organisational commitment and perceptions of the school environment were positively associated with transformational leadership. These studies provided empirical support for transformational approaches as a foundation on which a model of leadership could be built. Transformational leadership accounted for positive perceptions in organisational learning, teachers' perceptions of school improvement and effectiveness and productive school cultures and climate (Leithwood et al, 1999).

TYPES OF EFFECTS OR OUTCOMES MEASURED	NO. OF STUDIES	TOTAL POSITIVE	TOTAL NS	NEGATIVE
Effects on Students				
1. Teachers' perceptions of student effect	6	5		1
2. Student participation and identification	3	0		2
Effects on Perceptions of Leaders				
3. Perceptions of leader effectiveness	3	15		4
4. Satisfaction with Leader(s) and style	5	16		5
Effects on Behaviour of Followers				
5. Extra Effort	2	5		2
6. Organizational citizenship behaviour	1	1		3
Effects on Followers' Psychological States				
7. Commitment	5	12		10
8. Developmental press	3	12		6
9. Control press	1	5		3
10. Morale/job satisfaction	1	1		0
Organisation-level Effects				
11. Organisational learning	1	5		1
12. Organisational improvement/effectiveness	7	3.5		16
13. Organisational climate and culture	7	14		1

Many studies reported associations between an outcome and multiple dimensions of transformational leadership

Table 2.3. Effects of transformational leadership
(Leithwood et al, 1999).

Studies conducted on school climate and the notion of leadership (e.g. Leithwood et al 1994, Rosenblum et al 1994, Dinham et al 1995) indicate that principals can make a

difference to the quality of teacher effectiveness and their professional growth as well as having an influence on the students behavior towards learning in schools. Effective principals have to become "Leaders of Leaders" who empower their staff members and students to show leadership themselves.

2.7 ROLE OF THE PRINCIPAL IN A SELF-MANAGING SCHOOL.

Schools in Australia, New Zealand, United States of America, Canada, England and Wales are experiencing a greater devolution of autonomy and there is a growing tendency towards self-managing schools. The international trend towards self-management is advocated on the basis that decisions are likely to be more appropriate for schools and colleges if they are taken by those inside the institution rather than those in central or local government who are divorced from the organization concerned and the community it serves.

Caldwell (1994) has reviewed developments in many western countries and found that there is a noticeable increase in authority and responsibility vested in schools. He states that this has serious implications for schooling systems and implies that educational authorities should be considering ways of preparing leaders with a capacity for self-management at school level.

The many changes occurring in education management demands a new type of principal or leader who is in a position to adapt to new kinds of management systems and styles. In a dynamic and complex world, planning and administration must:

> ...be adaptive. They require managers who can facilitate rather than control...skilled people who can act as catalysts...administrators who can respond creatively and quickly to changes....administrators who view themselves as leaders rather than bureaucrats. It calls for managerial systems that train administrators to join action with learning to experiment and to be sensitive to the needs of the people they serve (Rondinelli 1983:148).

The move towards greater self-management in education implies that the role of the principal is thus much more demanding than the one of executing and implementing orders and decisions of education and authorities, that have been centrally determined, without questioning their authenticity (Mashinini and Smith, 1995 p 135) It means

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that decisions for the school are made within the locus of the school and that Leadership has therefore moved from outside (centralized) to inside the school (decentralized). School based Management calls for a radical shift from a heavy reliance and a structured functionalist paradigm to one characterized as being much more "Interpretive and humanist in orientation" (Burrnel and Morgan 1979 cited by Sackney 105). According to this paradigm the individual is more important and it emphasizes communication and consensus building. This view entails a more collaborative and participative approach to decision-making and leadership as opposed to the previously strong hierarchal and bureaucratic practices.

The principal is a critical 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). Everyone agrees that effective leadership is one of the most important factors in the success of a school. In 1988 the House of Commons Steel Committee on Education in England investigated the role of the principal. In the conclusion to its report, the committee commented that:

> There seems to be a very high degree of correlation between the behaviour of the head teacher and the progress and achievement of the people inside the school (House of Commons, 1998; cited in Dunford et al, 2000).

All effective leaders use a range of styles on a regular basis ranging from autocratic, democratic, liberal, consensus and consultative as they seek to fit each to the purpose of the activity. However, ultimately, style is less important than impact, effectiveness and fitness for purpose Op.cit. An effective principal needs to be both a leader and a manager as leadership is the ability to move forward whilst management is concerned with the procedures necessary to keep the school running. Further, leadership is concerned with the long term and the strategic, while management is concerned with the immediate and the short term. Vision is articulated and set by the leader, whilst the manager is required to design and implement procedures which enable the vision to be achieved.

Strategic leadership calls for leaders who are strategic thinkers and have a vision. They are able to "see ahead and behind, above and below" but more importantly also see it through. Hence leaders need to have a vision and move away from having a closed outlook of the world, which concentrates on maintaining the status quo and operational management.

Although management can and should be delegated to senior staff members, leadership must primarily remain the responsibility of the principal. The principal should ensure that good communication systems are in place; expectations are clearly and consistently applied; procedure are unambiguous and fit for purpose; policies are articulated and appropriate; and that the implementation of all these is monitored and evaluated (Dunford et al, 2000).

In seeking to build a vision in schools and colleges, leaders are cautioned against using a top-down approach, forcing staff and other stakeholders to embrace their ideas. A fundamental role of the leader is to challenge individuals to create their own visions for the future of their department. Empowering is a fundamental component of quality leadership. In essence it involves releasing the potential of individuals-allowing them to flourish and grow, to release their capacity for improvement. This can be achieved through delegation. Delegation empowers because it has a potential to demonstrate trust, create real purposeful jobs and crucially provide a vehicle for self-actualization, esteem and achievement.

Keith and Girling (1991:38) postulate that when employees at the bottom rung of the organizational hierarchy are given the opportunity to share power they experience greater fulfilment of their psychological needs, feel greater team identity and are more co-operative. Empowered individuals will be capable of making better judgments about the development, utilization and management of resources.

According to Rosenblum (1994,17) a good leader is one who models risk taking by focusing on people, nurturing staff members and helping them to grow by emphasizing the educational aspects of the school rather than purely technical aspects of schooling. Leadership then, is about empowering participants not wielding power. Creating a collaborative management culture requires leaders to view their role as one

of leading professionals and that of empowering others in the school rather than controlling them. The acid test of leadership is the presence of empowered people in organizations. Leaders face an unenviable task of holding others accountable for their actions and allowing people to take consequences in this regard. A leader should also instill hope and commitment in the followers:

> The people who have a sense of meaning, purpose and clear-cut character are not people who play introspective power games, but people who have taken a stand and are committed to a particular direction (Charlton, 1993:59).

A leader should be committed to a course greater than himself and should create an environment where the individuals within can make a similar commitment. (Op cit). Leadership then becomes a process of building and developing participation and collaboration as well as being able to cede power in order to liberate the creative talents of others. Good leaders acknowledge that they are not experts in all fields, but they draw on the expertise around them and actively develop this expertise. Good leaders acknowledge that people within the school community are their most important resource; they have skills and talents, which the leader can draw on to make his school effective. A leader is one who remembers and articulates daily that leadership is not confined to the principal of the school but may be assumed or dispersed to all stakeholders. School leaders must therefore build leadership capacity.

In light of the current educational trend towards self-managed schools, principals should brake away from the culture of dependency; where in the past leaders tended to see problems as external and disassociated themselves from finding a solution since help was expected to come from "experts" outside the school. However a leader is now expected to develop and promote capacity building using whatever resources are available to him both within and outside the school. The task of the leader is to develop and create schools as learning organizations, which treat change as an ongoing feature of their existence.

The concept of a 'learning organisation' was described by Senge (1990:14), as 'an organisation that is continually expanding its capacity to create its future.' Drawing upon literature in this field, Holly (1994) has summarised what learning organisations actually do:

- Learning Organisations look to the future by looking at their present.
- Learning Organisations institutionalise reflection-in-action.
- Learning Organisations treat planning [and evaluation] as learning.
- Learning Organisations pace their learning and development.
- Learning Organisations attend to the new 'disciplines'.
- Learning Organisations learn from themselves.
- Learning Organisations are life-long learners.

(Cited in West-Burnham, J & O' Sullivan, F., 1998:34).

Many writers on education have applied the concept of a learning organisation to schools in order to provide a framework for change. In South Africa, an important contribution to this growing body of literature is to be found in the work of Davidoff and Lazurus (1997:35) who argue that in order to build an environment which is supportive of change:

> The school needs to be a learning organisation-an organisation which is constantly and systematically reflecting on its own practice, and making appropriate adjustments and changes as a result of new insights gained through that reflection. In this way we are talking about professional teacher development (with the emphasis on 'people' change) and organisational development (organisational development) in order to equip the school as a whole to become more effective in its purpose and goals

In a learning organization everybody is constantly learning and growing in their understanding and skills. The leader should aim to develop and create processes and structures for learning and reflection and the capacity to be innovative among his staff. Leaders must encourage their staff to work together and to learn from each other. Effective teamwork is the hallmark of successful learning organizations and results in imaginative and quick problem solving. 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 leader supports educators in achieving goals and developing their personal and professional capacities.

The position of the principal is one that concerns itself with purposes as well as processes, with development as well as implementation, with initiating new ideas and approaches and with monitoring the effectiveness of existing systems. The functions and duties of the principal with emphasis on his/her role as educational and instructional leader include the following where he/she needs to:

1. Stimulate and motivate staff to maximum performance.
2. Develop with the staff a realistic and objective system of accountability for learning.
3. Develop cooperatively operable assessment procedures for ongoing programs to identify and suggest alternatives for improving weak areas.
4. Work with staff in developing and implementing the evaluation of the staff.
5. Work with staff in formulating plans for evaluating and reporting student progress.
6. Provide channels for involvement of the community in the operation of the school.
7. Encourage continuous study of curricular and instructional innovations, and provide help and resources for the establishment of those that are most promising.
8. Provide leadership to students in helping them to develop a meaningful but responsible student council.
9. Establish a professional learning resource centre and expedite its use.
10. Develop cooperatively with the staff a dynamic professional development and in-service education programme (Roe and Drake,1980).

For a principal to be effective in his role it is vital that he/she leads from a stronger base than his/her status. He/she should be able to make significant and pragmatic contributions to the achievement of the school's purposes. The opportunities for exerting leadership in a school are almost innumerable and are, in a sense, the measure of the principal's responsibility to lead as he/she enacts various roles in the form of instructional leader, decision maker, site manager, mediator, creator of a learning environment, amongst other roles Op.cit.

Clark, Lotto and Mc Carthy (1980), cited in Morris et al. (1984) conducted 97 studies of urban school achievement and concluded that:

> Site leadership is crucial in determining school success and that this leadership is typically attitudinal and motivational, and capable of engendering an achievement climate (pp.75-76).

The principal wields power and influence and the nature of his leadership influences school effectiveness.

2.8 THE PRESENT CONTEXT OF LEADERSHIP IN SOUTH AFRICAN SCHOOLS

During the apartheid era, schools in South Africa were subject to an authoritarian top-down, bureaucratic style of management. Officials in the Department of Education issued and instructed principals via circulars and handbooks as to procedures to be followed in the management of the school. The principal of the school was a law unto himself, an authority figure who more often ruled with an iron fist and whose management style was usually rigid, inflexible and undemocratic. The concept of transformational leadership was unknown in these schools. The leadership task was transactional in nature simply to implement policies and maintain the status quo.

This scenario altered dramatically after democracy was achieved in 1994. The new Department of Education began the process of radically transforming the education system after 1994. A series of policy frameworks, white papers, education review committees and education commissions resulted in the South African Schools Act of 1996 which has a host of implications and innovations for schools. The implementation of these changes brought about increasing demands on the school. With the spotlight being directed on the principal as leader of the school.

The management of improvement and change in schools is a complex task that principals as leaders have to execute. Fullan (1993) and Sparks (1993) argue that "principals need to understand changes taking place in order to lead and manage change and improvements effectively". They must learn "to overcome barriers and

cope with the chaos that naturally exists during the complex process of change"
(Fullan and Miles 1992:750).

The need to assist schools in developing an enabling environment for change through
management processes that are flexible and supportive resulted in a task team being
appointed to assess the education system towards restructuring and developing a new
approach to education. Among the underlying assumptions acknowledged by the task
team in its report entitled Changing Management to Manage Change in Education
(1996), was that:

> The task of management, at all levels in the education system, is ultimately the
> creation and support of conditions under which teachers and their students are
> able to achieve learning. Management should not be seen as the task of the
> few; it should be seen as an activity in which all members of educational
> organisations engage. The extent to which effective learning is achieved
> therefore becomes the criterion against which the quality of management is to
> be judged (op.cit:27).

In stating its belief that the 'primary focus of any new approach to management must
be the school and its community' (op.cit:28), the Report drew attention to the
opportunity provided by the South African Schools Act of 1996 for the development
of a school-based system of educational management. The task team suggested that
there be a move to decentralise decision-making to school level where schools would
be governed and managed through a process of democracy. This trend towards
institutional autonomy which is currently being implemented is based on the
understanding that decisions should be made by those who understand best the needs
of learners and the local community. The Report of the Task Team states that:

> 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...
> The new approach to education management development depends on the
> following elements: planning according to a value-driven mission, managing
> through participation and collaboration, developing the school as a learning
> organisation, and drawing on other levels of the system for support (1996:29).

This shift from centralised control to school autonomy meant that principals can no
longer depend, as in the past, on the Department of Education for guidance on how to

lead and manage their schools. Schools have been given greater autonomy and are therefore expected to be self-managing in the daily running of the affairs at the plant. These profound changes imply that principals, members of school management teams, educators and parents have to change their view of themselves, their roles and responsibilities in schools.

Principals have to overcome many shortcomings and simultaneously facilitate the transformation of education in a fledging democracy, which is South Africa. They are challenged with managing the change process and at the same time ensuring a culture of effective learning and teaching at their schools. How is this to be achieved? The Department of Education (1996 (a):25) states that: "New education policy requires managers who are able to work in democratic and participative ways to build relationships and ensure efficient delivery".

An effective school is judged on the professional conduct of the principal and the leadership and management role he plays in the school and the community. Research in South Africa has indicated that the role of the principal has undergone gradual changes, it has transformed "from being pedagogical-didactical to more managerial in nature." (Buckley, 1985:4).

The task team report 1996 suggests that school principals should adopt a transformational approach to leadership, as this approach is known to facilitate change and transformation effectively. However for leaders, especially those who have been trained and who worked in a pedagogical style that was strongly hierarchical in nature, this would not be an easy task making this radical mind shift overnight.

One of the first major obstacles in transforming educational leadership in South Africa is to change the traditional image of the South African principals as a figure of authority, control and power that has been firmly embedded in educational institutions by past pedagogical styles where leadership means control. During the apartheid years people in leadership positions in schools and colleges were schooled in rigid bureaucratic management skills with a primary agenda of keeping schools "under control"

The tendency was to focus primarily on technical and bureaucratic functions of leadership, without integrating the skills of vision building, team-building or transforming the organizational structure of the school. The move in South Africa towards self –management has shifted the concept of leadership to be viewed as giving an institution direction or chartering a course of the institution to follow. It also involves participative management skills i.e. working together to achieve the common goals of the institution. Empowerment is another important aspect of leadership today. Schools need to make a shift from a dependency culture to one of empowerment i.e. giving power to people to do what they can do well and giving them opportunities to exercise their leadership skills and in this way build their confidence.

Leadership in South Africa today calls for a different mind-set and set of leadership skills. The challenge is for leaders to recreate schools as learning organizations that focus on results and accountability and away from schools as bureaucracies focused on constraint and control. Moving from a hierarchal approach to one of empowerment is the task facing educational leaders in South Africa. South African school principals need to adopt a new paradigm of leadership in which leaders are intitutive, confident, self-effacing, empathetic, trusting and visionary. The challenge and need for leaders are great if education is to be uplifted and transformed. The Task Team considers: "schools as building blocks for transforming the education system". There is a need for the culture of learning and teaching to be recreated.

This requires effective people who have vision and who are committed to leading the organization toward a proactive path of growth and productivity.
This implies that a leader is one who is able to formulate clear, identifiable vision for his school, which will help "jump start", the process towards democracy, equity and effectiveness as well as steer the school on its path towards self-management. The concept of a vision is an important notion related to effective leadership. For effective schooling in a transforming South African education system, the vision should be perceived as challenging yet doable by all stakeholders involved in its attainment. Desirable visions fit the times, circumstances and reflect the uniqueness of the organization.

Schools need the inspiration and commitment of leaders with not only vision but with drive to empower and uplift education in South Africa. This is because schools need to undergo social change in dynamics and outlook. In order to achieve this, Bascia and Hargreaves (2000) feel that leaders need to 'exemplify' this approach to learning. There is a need for senior personnel in a school more so leaders to value and model a working environment and climate where people seek friendly criticism, question and actively enquire, explore and debate over issues. This transformational approach to leadership is one where teachers are seen as active role-players who are not merely viewed as the implementers of plans but who are also viewed as planners. The leader should aim to develop and create processes and structures for learning and reflection as well as the capacity to be innovative amongst his staff. It is the leader's responsibility to ensure that his/her leadership and strategies offer a sense of support and spur the process of change. Charlton (1993) enforces this when he says that:

> The world does not need prophets of doom expounding the pathways to destruction but rather people of action who offer a realistic vision of an attractive future and plan of how to get there-together.

Roe and Drake (1980) speak of the principal of today and tomorrow facing a changing environment. The political, social, economic and environment forces influencing society are in turn impacting on all aspects of the school, for example, the curriculum, the school organization, the student behaviour, community relations and the teaching-learning process. Research conducted by Leithwood (1995) found that schools with leadership that served to increase the capacity of teachers to engage in individual and collective learning were less troubled by lack of clarity in central policies and made more progress in implementing it. In these schools principals and their staff became 'critical consumers' of central policies. They were willing to stop, think and examine the issues contained in new state policies and to 'exploit' the potential resources that might be obtained. It is this kind of knowledge and insight that educational leaders in South Africa will need if they are to work successfully with educational reform. Leaders have to realize that the change process is essentially one of developing and coordinating relationships and resources.

In the light of this, there is a need for principals to bring to the position a solid foundation base in the form of knowledge that will give perspective to the changing society. There is a need for people in positions of power to have expertise in teaming up with individuals and groups in order to make schools responsive to the changing needs in society. The challenge for South African leaders is to develop and broaden their leadership base. Roe and Drake refer to the study conducted by Reynolds (1995) who argues that the school staff of his failing schools lacked knowledge of their context, the change process, and even their own school's outline. This situation may also be applicable to some South African schools. What is needed is a leader. Therefore leadership and more especially transformational leadership are important for effective schooling in South Africa.

2.9 CONCLUSION

The move towards self-managing schools implies that leadership is one of the most important factors that will play a pivotal role in bringing about effective schooling. Simply changing the organizational structure does not result in more autonomy for those in the lower levels of the organizations. Thus leadership should aim to reduce the rungs on the hierarchal ladder to produce flatter, more open and participative structures. For effective schooling in a transforming education system, school leaders must move away from locking educators in very fixed roles and responsibilities since this inhibits the capacity of a school to respond to sudden change and prevents responsibility from being shared by all.

Coleman as cited in West-Burnham et al (1994), identified leadership as an important link to school effectiveness and improvement. A leader must be well grounded and know who he is and must have a personal vision of what effective schooling is. Good leadership in the form of transformational leadership is expressed in the following words:

> The heart of leadership has to do with what a person believes, values, dreams about, and is committed to... The head of leadership has to do with the theories of practice each one of us has developed over time, and our ability to reflect on... (and act appropriately in)... the situations we face in the light of those theories... the hand of leadership has to do with the actions we take, the decisions we make, the leadership and management behaviour we use as our strategies become institutionalized (Day et al, 1998).

The role of the school leader is to constantly reassess the roles and functions of the staff so that the staff has the capacity to respond to changes and new demands. This will lead to good communication of information and create an atmosphere in which the staff feels a sense of "ownership" This transformational leadership style allows managers to lead rather than instruct. In the following chapter a description of the research methods employed in the research will be conducted.

CHAPTER 3: RESEARCH METHODS

3.1 INTRODUCTION

The research methods employed in this leadership study will now be described with specific reference to Research Goals, Research Questions, Research Methods, The Population of the Study, The Technique Deployed in the Analysis of the Data, The Limitations of such a research and the Research Instruments used.

3.2 RESEARCH GOALS

The fundamental aim of the research was to assess the leadership style of the principal and to determine the extent to which the principal's style of leadership was transformational. The main goals of the research, therefore, were to:

- Collect and analyse data from the principal and members of staff.
- Identify the personal attributes and professional competencies that are generic to transformational leadership.
- Examine theoretical perspectives on school leadership.
- Contrast the perceptions of leadership of the principal with that of the other educators on the staff.

3.3 RESEARCH QUESTIONS

This leadership study attempted to explore the following questions:

1. How may transformational leadership be understood and what is its significance for self-managing schools?
2. How does the principal conceptualise his leadership style and behaviour, and to what extent do these relate to transformational leadership?
3. What are the educators' perceptions of the principal's leadership style and behaviour and to what extent is there conjunction between these and the principal's perspective?
4. On the basis of articulated perceptions, to what extent may leadership at the school be characterised as transformational?

5. What are the implications of the findings for possible leadership development in the schools?

3.4 <u>RESEARCH METHODS</u>

Question 1 which examines the theory of transformational leadership and its significance for self managing schools was addressed through the Literature Review. Question 2 which addresses the principal's conceptualisation of his leadership style(s) and behaviours and the extent to which this is transformational will be obtained through a semi-structured interview with the principal. A semi-structured rather than the structured interview is appropriate in this case as it allows the principal to talk about what is of significance to him but within a predetermined framework of issues which the principal considers important (Warren et al, 1999). According to Borg and Gall (1989), cited in Warren et al (1999), the semi-structured interview provides a desirable combination of objectivity and depth and often provides valuable data that could be obtained by other means. The interviewer has the schedule before him for completion during or immediately after the interview. It represents a guide as to all the information he must have secured by the time the interview is finished (Buttoughs, 1975).

Question 3 examined the educators' perceptions of the principal's leadership style(s) and behaviours and the extent of conjunction or disjunction in this regard. Data for answering Question 3 was derived from questionnaires administered to all educators in the school as interviewing would be too time consuming to be practical. Questionnaire design will involve both item checks and open-ended questions. The inclusion of both closed form question types and open form question types are significant toward determining the frame of reference and reasons for responses from respondents. The advantages of questionnaires in a study of this nature are many. The questionnaires are administered personally to groups of individuals. The person administering the instrument has an opportunity to establish rapport, to explain the purpose of the study and to explain the meaning of items that may not be clear. The availability of a number of respondents in one place makes possible an economy of time and expense and provides a high proportion of usable responses (Best and Kahn, 1986).

Questions 4 and 5 determine the extent to which leadership at the school may be characterised as transformational on the basis of perceptions alone. In addition, the implications of the findings for possible leadership development in the school are explored. Answers to Questions 4 and 5 were derived from a referral of the findings from Questions 2 and 3 to the literature.

3.5 <u>POPULATION</u>

This research was conducted over a 4 day period in a single primary school. This particular school was selected with the primary intention to evaluate the leadership style of the principal and a secondary applied intention to make recommendations for leadership development in that school. Furthermore input regarding the leadership style of the principal would prove valuable in assessing the long-term vision of the school. The study was also meaningful and personalised as the student formed part of the staff.

The questionnaire was administered to all 25 educators in the school. The respondents comprised of 1 Deputy Principal, 3 Heads of Department and 21 Level One Educators. The principal was interviewed once over a one hour duration.

3.6 <u>ANALYSIS</u>

In attempting to analyse the data a methodological approach involving a qualitative stance was adopted as these methods are particularly oriented towards exploration and are most appropriate for in-depth inquiries (Warren et al, 1999). In the case of this leadership study, this took the form of benchmarking the leadership of the principal against the characteristics of transformational leadership. In the light of this, data derived from the semi-structured interview were analysed through content-analysis procedures and from the questionnaires through counts and illumination through comment from open-ended questions.

3.7 **LIMITATIONS**

In the field of leadership studies in education one of the major problems is that the issue of leadership in educational institutions is probably the most intensely researched and widely written about themes in educational management. The literature not only is extensive but is also complex and exhibits a high level of controversy – often highly polemical. This view is endorsed by James McGregorBurns who stated: 'Leadership is one of the most observed and least understood phenomenon on earth' (1978:2) This is equally true of that part of the literature which deals with transformational leadership, and Coleman (1994) suggests that while it is relatively easy to demonstrate the characteristics of transformational leadership, demonstrating its impact is much more problematic.

The six fundamentals of transformational leadership, focused on the self-managing schools have been identified by Caldwell and Spinks (1992). However, to demonstrate the operationalisation of these fundamentals in a school, let alone to assess their impact on practice would require a research project conducted over a longer time scale than is possible to employ in the case of a mini-dissertation. Furthermore, the complexity of such a study would be greatly increased if one were to take into account, as one should, the assertion of more recent writings on leadership that leadership is not simply a process associated with the principal, but is a process disseminated throughout the school.

However, despite the theoretical and methodological limitations, the research is illuminative in respect of the current state of leadership in a single primary school. Perceptions of leadership style and behaviour are investigated with a view to assessing the extent to which these approximate to a characterisation of the qualities of transformational leadership, with a focus on the leadership of the principal, since research on effective schools have highlighted especially the significance of the leadership role of the principal (Reid et al, 1988).

With regard to the limitations regarding methodology, there is always the danger of bias creeping into interviews, largely because interviewers are human beings and not machines and their manner may have an effect on the respondents. However, if one

researcher conducts an interview (as was the case in this research), the bias may be consistent and go unnoticed. Hence, interviewing is not easy, for many researchers have found it difficult to strike the balance between complete objectivity and trying to put the interviewee at ease (Bell.1987).

Another essential criticism of the interview is that its reliability is low. It is not markedly lower than many other techniques of measurement in regular use such as written examinations. In addition an interview is an artificial situation, particularly in its emphasis on verbal procedures. However, the problems of reliability and validity are virtually the same as for other observational techniques (Burroughs, 1975).

The principal disadvantage of the questionnaire is the general low response rates which sometimes force samples into unrepresentativeness. Also, the technique of constructing questions demands close attention. The recipient is usually not eager to respond to questionnaires and his motivation to respond carefully and honestly is low (Op.cit).

If one contrasts questionnaire to interviews, questionnaires are a convenient means of collecting attitudinal and perceptual data but they require that the researcher reduce his/her research questions to a set of items that may be too limited or limiting. In an interview, the interviewee is asked specific questions but is allowed to answer in his/her own way. Respondents can be asked to clarify or expand on responses, thus enhancing the data by enriching it and making it more complete than that which can be obtained from a questionnaire. Interview data however, is certainly much more difficult and expensive to collect and analyse. The sequencing of interview questions are also very important for the earlier questions set the tone or context for later ones, and may allow unintended bias to enter into the responses (Slavin, 1984).

3.8 THE INSTRUMENTS

The choice of research instruments was based on the assumption that the concept 'transformational' in relation to leadership is a contextualised and relational construct. In view of this, an investigation involving reference to multiple perspectives within the school was required.

The main methods used to collect data were:

Questionnaire

Interview

The construction of the questionnaire comprised eight questions (see Appendix:A). The purpose of these eight questions was to determine educator perceptions with regard to the principal, and to also establish whether educators were satisfied with the principal's leadership style.

Question 1 requested the rank of the respondent. The aim of this question was to offer an accurate indication of the number of respondents who were educators as compared to members of management.

Question 2 required the respondent to indicate his/her level of contentment at school. A scale of 1-5 was provided ranging from very unhappy (1), unhappy (2), fair (3), happy (4) and very happy (5). As well as indicating the level of happiness, the respondent was asked to briefly comment on his/her choice. This open-ended response would serve to indicate the reason for the choice, toward determining whether the principal was responsible for the state of mind of the respondent.

In question 3 the respondent was offered two alternatives of leadership that being transformational and transactional. The respondent was asked to indicate which definition was more applicable to his/her school. The aim of this question was to ascertain the nature of leadership at the respondent's school based on educator perceptions.

Question 4 offered the respondent 6 alternatives regarding leadership. Emphasis was placed on what the respondent perceives a good leader to be. Concession was made for the respondent to respond beyond the given alternatives. This took the form of the 'other' category where the respondent was invited to specify. The purpose of this question was to channel the respondents' thinking along the lines of what qualities he/she deemed to be essential for a leader to possess.

In question 5 the respondent was required to rank in order of importance five qualities that he/she considered most important for a leader to have. No alternatives or

vocabulary were offered and the respondent was required to list these qualities. The aim of this question was to determine educator priority regarding the qualities of a leader and to ascertain whether the principal's perception of leadership matched the educator expectations of leadership.

Question 6 offered the respondent a scale ranging from I strongly agree (a), I agree (b), I am undecided (c), I disagree (d) and I strongly disagree (e). The practices of a transformational leader based on eight considerations were offered to the respondent. The respondent was required to indicate on the above-mentioned scale the principal's involvement or lack of involvement in the practices of transformational leadership. This question required the respondent to comment on the principal's style of leadership based on the respondent's observations of the principal's leadership style.

In Question 7, there was a focus on the relationship between the principal and members of staff. The respondent was required to ring the appropriate circle of a scale ranging from (1) excellent, (2) good, (3) fair, (4) poor (5)and very poor. The purpose of this question was to determine the extent to which the principal was transformational in his interaction with colleagues since the extent of effective relations with the staff would impact on staff morale and staff motivation.

Question 8 took the form of an open-ended question. The respondent was asked to comment on what he/she would like to see changed at the school regarding the leadership style of the principal. This question served to gage staff satisfaction or dissatisfaction and input from this question would be valuable toward offering recommendations to move the institution forward.

The purpose of the interview with the principal was to ascertain the principal's perception of his leadership style. The interview took the form of being semi-structured (see Appendix:B) and the questions were both general and specific to the principal's style of leadership. Specific questions took the form of determining the extent to which the principal was transformational in his leadership style. The Interview Schedule comprised 15 Questions which will be discussed briefly:

Question 1 of the interview was one where the principal had to identify qualities that he considered necessary for a principal to possess. The purpose of this question was to determine the extent to which the principal was transformational in his perception of his role. Questions 2 and 3 served to personalise the interview by questioning the circumstances leading to the principal being stationed at this particular school. This question placed in context the principal's position at the school.

Questions 4 to 7 focused on the principal's role and duties at the school and attempted to determine whether the principal's perception of his role matched the practice of his role in the extent that he was enacting the duties in reality compared to what he had perceived his role to be. The principal was also questioned about what other role members of staff expected him to play. These questions served to determine the nature of leader or manager the principal appeared to be.

In Question 8, the principal was asked to identify the skills, knowledge, qualities and traits he considered important for him to possess if he was to carry out his job effectively. Question 9 focused on the principal's attitude towards collective decision-making. The response of the principal here would be used to determine the extent to which the principal was transformational in outlook.

In Question 10 the principal was asked about how he resolved conflict among members of staff. The manner in which a principal handles conflict can reveal much about their personal qualities and professional skills. Hence, this question was asked. This is also relevant for questions 13 and 14 where the principal was asked about whether he felt he handled people well and how he developed members of staff professionally and personally.

Questions 11 and 12 questioned the areas of leadership the principal felt needed improvement and where the principal saw the school in five years time. This question was asked to determine whether the principal believes in ongoing growth and the extent to which he views his role critically and objectively. The answer here would be compared to the educators' perception of the principal in his professional capacity. Question 12 was more a vision question since one of the hallmarks of a

transformational leader is to possess inherent vision regarding where they are going in the educational sphere.

Question 15 required the principal to identify initiatives in which leadership amongst the staff was promoted since the Acid test of leadership is the presence of empowered people in the organisation. Effective principals have to become 'leaders of leaders' who empower their staff members to show leadership themselves.

3.9 <u>CONCLUSION</u>

This chapter sought to highlight the nature of research undertaken at this particular single primary school. The questionnaire and interview were the main research methods used. The population of this particular school comprised of the staff. Analysis of the data took the form of a qualitative treatment. An attempt was also made to comment on the limitations of the research from both a practical and technical point of view.

The construction of the research instruments were assessed with regard to the provision of a motivation for the most questions. Hence, an explanation was rendered about how data and evidence were collected in the undertaking of this research on leadership. A report on the main findings that were obtained from this research will now follow.

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS.

4.1 INTRODUCTION.

The presentation and discussion of the findings obtained through the questionnaire and the interview will now follow. In each case the findings will be presented and discussed in the same order as the questions appear in the questionnaire and interview schedule.

4.2 QUESTIONNAIRE

All 25 members of staff responded to the questionnaire distributed amongst them.

Analysis:

Question 1: **What rank are you currently holding at this school?**
Respondents were invited to cross the appropriate rank they were currently holding at the school. The following respondents participated in the questionnaire:

1 Deputy Principal

3 Heads of Department

21 Educators.

Question 2: **Kindly rate the level of job satisfaction you feel at this learning institution? On a scale of 1 to 5 ring the appropriate number.**
A scale of 1-5 ranging from very unhappy (1), unhappy (2), fair (3) happy (4) and very happy (5) were provided. Respondents were asked to choose the appropriate number applicable to their personal circumstances and to briefly comment on their choice. Of the 25 respondents the results were:

> 6: happy
>
> 16: fair
>
> 3: very unhappy

Those responding 'happy' commented that they felt fortunate to be teaching at this particular school which is an ex House of Delegates school, since it was fairly well resourced as compared to their colleagues in the township schools.

Those who responded 'fair' commented that leadership tends to be autocratic and unrealistic demands were placed on educators. They described the atmosphere as being highly stressful as the pupil-teacher ratio was 1:50. Educators felt overburdened with the additional administrative tasks assigned to them as a result of the Governing Body's refusal to employ additional educators and administrative staff. The staff felt often policies were drafted by the principal and "discussed" with staff at meetings but seldom are changes made e.g. Assessment and Office Test Policies.

Question 3: Choose a statement that best describes your school?

Two definitions were proposed. Response 1 was a definition of a transactional leadership style while response 2 was a definition of a transformational style. Of the 25 respondents 4 selected the transformational leadership style while 21 selected the transactional leadership style.

This implies that 84% of the respondents considered the leadership style of the principal to be transactional, the principal being considered more a manager than a leader.

Question 4: Choose the definitions of leadership that best describe your own views?

Six options were pro-offered to the respondents who were allowed the option to choose more than one response. The options ranged from vision, leading by example, respect, planning and foresight and the ability to negotiate and compromise. The respondent was given an opportunity to offer his/her own definition of leadership under the category 'other'. The results were: Vision   :1

                                      Lead by example   : 5

                                      Respect   : 7

                                      Planning/foresight :2

                                      Negotiate/compromise: 9

                                      Other   : 1

Of essence and importance to the respondents there appeared to be a need for the principal to be able to negotiate and comprise (36%), followed by a need for the leader to respect the followers (28%), lead by example (20%), planning and foresight(8%), vision(4%) and other(4%)

The respondent who selected 'the other' commented that good leaders must provide opportunities for effective leadership and management development at all levels. This view is commensurate with the Task Team Report of (96:27) which states that **"Management should not be seen as the task of a few, it should be seen as an activity in which all members of the educational organisation engage."**

Question 5: **List the 5 most important qualities that you think a leader should have?**

Respondents were asked to offer qualities of leadership which they deemed necessary for a leader to possess and to rank the qualities in order of preference. In order to avoid prompting respondents, no leadership qualities were provided. This proved difficult for respondents as it forced them to think about the concept of leadership. Respondents suggested the following leadership qualities necessary for good leadership

Order of Preference

		1	2	3	4	5
Q	Vision			1		3
U	Compassion	2		1	5	
A	Consultative	4	1	2		7
L	Empowering	3	2		10	
I	Leading by Example	4	2	6	3	5
T	Flexible	1	3	4	1	2
I	Democratic	6	11	4	4	
E	Integrity		6	1	2	
S	Respecting the Opinions of Others	3	3	14	2	3
	Being able to delegate		4	2		5

The leadership qualities considered desirable and acceptable by respondents ranged as follows:

Respect for opinions of others	: 25
Democratic	: 25
Leading by example	: 20
Empowering	: 15
Consultative	: 14
Flexible	: 11
Being able to delegate	: 11
Integrity	: 9
Compassion	: 8
Vision	: 4

With regard to the leadership qualities that the educators expected the principal as a leader to possess, the leadership qualities considered important ranking from order of preference were: Respect for the opinions of others, Democracy and the need for the head to lead by example. These qualities are necessary for they are transformational in outlook. What is suggestive here is that the educators have leanings toward expecting the principal to be transformational in his leadership as many of the leadership qualities identified by the educators can be considered transformational.

Question 6: **The following statement represents opinions, and your agreement or disagreement will be determined on the basis of your particular beliefs. Kindly check your position on the scale as the statement first impresses you. Indicate what you believe, rather than what you think you should believe.**

Respondents were instructed to cross the appropriate block. A scale of a-e was provided ranging from I strongly agree (a), I agree (b), I am undecided (c), I disagree(d) and I strongly disagree (e). The respondents were required to cross the appropriate block based on the characteristics of transformational leadership. This question served to assess, on the basis of the literature review on transformational leadership, the extent to which the teachers perceived the principal to be transformational in outlook. Eight characteristics of transformational leadership were offered to the respondents. The results were as follows:

	S	C	A	L	E
TRANSFORMATIONAL CHARACTERISTICS	a	b	c	d	e
1.Builds the school's vision.	2	3	16	4	
2. establishes the school's goals.		19	4	2	
3. provides intellectual stimulation.				20	5
4. offers support to individuals.		3	4	16	2
5. models best practices and important organisational values				12	13
6.demonstrates high performance expectations				14	11
7. creates a productive school culture			12	8	5
8. develops structures to foster participation in the decisions of the school				15	10

Majority of the responses fell in the (d) I disagree and (e) I strongly disagree categories with regard to the way the principal was perceived by members of staff concerning the extent of his leadership being transformational. The consensus amongst educators seems to be one where the principal does not display characteristics of transformational leadership.

Question 7: **How does the principal of your school relate to members of the teaching staff? Indicate your preference by placing a circle around the appropriate number.**

The respondents were given a scale from 1-5: 1(very effective) and 5(not effective). A circle had to be placed around the applicable number regarding the attitude of the principal toward members of staff. The results were as follows:

	Attitude of Principal	s	c	a	l	e
		1	2	3	4	5
7.1	Promotes a sense of democracy and empowerment of educators				22	3
7.2	Encourages discussion and debates before decisions are taken				22	3
7.3	Has an open door policy		18	7	1	
7.4	Promotes and develops your individual expertise	10	6	6	3	
7.5	Treats everyone equally	10	6	6	3	
7.6	Encourages a collaborative culture and team work		18	7		
7.7	Is thoughtful about personal needs of staff			1	22	2

In the question on the principal's attitude towards promoting democracy and empowerment of educators (7.1), whether educators were encouraged to discuss and debate issues before decisions were taken (7.2) and whether the principal was thoughtful about the personal needs of the staff (7.7), an overwhelming majority of the respondents (88%), indicated that the principal reacted poorly in this regard.

This finding is in conflict with school effectiveness literature which emphasises that an important characteristic of effective leadership is that management is not the unique task of those at the apex of a hierarchy but a shared responsibility of all who are involved in this school. With regard to the issue of the principals 'open-door' policy (7.3) and whether the educators were encouraged to work collaboratively as a team (7.6) the majority of the respondents (92%) concurred that the principal was successful in fulfilling his duties.

The principal seems to be adopting a transformational leadership approach with regard to collaboration and teamwork amongst staff. According to Robbins (1999:475) a leader aims to develop and create processes and structures for learning and reflection as well as the capacity to be innovative amongst his staff. Effective teamwork is the hallmark of successful learning organisations and results in imaginative and quick problem solving. Effective school managers promote

collaboration and encourage teamwork. The principal's approach towards creating initiatives and opportunities for collaboration and teamwork amongst staff is one that is highly recommended for success in self-managing schools.

With regard to the principal treating everyone equally (7.5) and the principal promoting and developing educators individual expertise (7.4) the responses ranged from good to very poor and there was an even distribution of responses with no significant consensus. This is because in a question of this sort, judgement is based on the rapport between the principal and individual members of staff. The general reaction of staff regarding the principal's interaction at a personal level is not one where one can readily conclude whether the principal is transformational or not. The principal seems to have some good qualities whilst in other areas there appears to be lapses.

Question 8: **Complete the following statement: What I would like changed at my school in respect of the leadership style of my principal is.**

This is an open-ended question which required the respondent to comment about what he/she disapproved of regarding the leadership style of the principal and what the respondent would like to see changed at the school with regard to this. The majority of the respondents indicated that they wanted the principal to be transparent and democratic, to show more faith and trust in the educators, to treat everyone fairly, to be open to suggestions to empower the organisation (school) by redefining management to support change and develop the capacity to innovate and to recognise skills and expertise of individual educators.

The comments expressed by the respondents are in line with Charlton's (1993:59) view of transformational leadership which states that a leader should be committed to a cause greater than himself and should create an environment where individuals within can make similar commitment (Charlton 1993:59). Leadership then becomes a process of building and developing participation and collaboration as well as being able to cede power in order to liberate the creative talents of others. Furthermore Leithwood argues that transformational leaders support their educators in achieving goals and developing their personal and professional capacities.

There was an outcry (88% of the respondents) for the principal to be less autocratic and work in consultation with educators as well as to engage in democratic decision making. This view is supported by Poo and Hoyle (1995), who found that 90% of the respondents favoured a more collaborative, participatory, decision-making style when they conducted a random survey of educators in Pretoria. Contrary to this the Task Team Report of 1996 on assessing the changes in the present education system indicated that "although pockets of a more open management style exist management in government departments still tends to be caught in old ways of operating" From the above findings it can be argued that past education management and education management development practices are hampering the desired transformation process. This view seems to validate the claim made by Harber and Davies (1997) that leadership in education in developing countries, especially African countries, tends towards the authoritarian.

Perhaps the principal's autocratic approach could be contributed to the principal's lack of leadership training and past experiences of being schooled in rigid bureaucratic management skills which focused primarily on keeping schools under control.

SUMMARY

The extent to which the members of staff consider the principal's style of leadership to be transformational is limited. The principal seems to be attempting to foster leadership at this institution but it appears more transactional in outlook and it is more in keeping with the principal enacting a managerial role rather than a leadership role.

4.3 INTERVIEW

The principal of this learning institution is a middle-aged man who is very confident in outlook. A semi-structured interview was held.

Analysis

Question 1: **What qualities do you deem as important in carrying out your role effectively?**

The qualities that were deemed important in carrying out the role of the principal were:

1. The ability to communicate with staff effectively.

2. Being inspirational and motivational.

3. Co-operating with staff and working as a part of a team.

4. Being able to create a conducive learning environment.

The principal was confident that he was a good leader who was a team player. He felt that staff valued him and that he was successful in promoting quality teaching and learning at this educational institution.

Question 2: **How did you come to be a principal?**

The principal has been involved in education for 23 years. He was promoted to Head of Department and served in this position for 10 years. 4 years ago when the post for principalship at this school was advertised ,he applied for it and was successful in being appointed as principal.

Question 3: **Why did you become a principal?**

The principal believed that he had the knowledge and skills needed to promote education and facilitate effective teaching and learning in this period of transition in South Africa. This was because not only was he well qualified, having obtained a Masters in Education but also because of his love for teaching and his many years of experience.

Question 4: **What do you think others expect of you?**

The principal believed that others expected him to be a good role model, to be understanding and supportive. He believed he was fulfilling these expectations more than adequately.

Question 5: **What role do you play at the school?**

The principal was overall coordinator and leader at the school. He liaised with staff on academic, extra curricular and co-curricular matters. He also liaised with the Education Department on professional matters and the members of the Governing Body concerning the governance of the school. He served as a link between the school and the community. The principal believed that his role was to ensure that there was effective teaching and learning at this institution, keep staff informed about new policies, regulations and to ensure that these policies were implemented

Question 6: **Does the perception of your role match the practice of your role?**

The principal felt that he was good at his job. He felt he was strategic in that he had foresight about the future goals of the organisation. In addition he believed that he offered staff total academic support. He also kept them informed about new policies and developments in education.

Question 7: **In this regard, give me a record of your 'typical day'.**

The principal's typical day started with the morning notices. This was followed by meetings with educators and tasks associated with the daily running of the school such as the preparation of agendas for various meetings, the monitoring of learners and teachers, the handling of discipline problems and liaising with the administrative staff and members of the Governing Body. He also fulfils administrative duties which includes paperwork required by Department of Education, attending departmental meetings and workshops.

Question 8: **Do you subscribe to the notion of collective decision-making?**

The principal replied in the affirmative but stated that in a school situation its difficult to make the time. However the principal suggested that he does discuss with some members of staff usually the school management team before decisions are taken but the principal highlighted that the final decision was taken by him.

The principal's response seems to collaborate with the educators response to Question 2 of the Questionnaire in which they commented that leadership tends to be autocratic. It also endorses the respondents response to Question 3 in which 84% of the respondents selected the definition of transactional leadership.

This finding seems to be in conflict with the South African Schools Act (96:25) which requires managers who are able to work in democratic and participative ways to build relationships and ensure efficient delivery. The move in South Africa towards self-management requires leaders to use participative management skills that is working together to achieve common goals of the institution. The challenge is for leaders to move away from a hierarchical approach to one of empowerment where educators are seen as active role players who are the planners as well as implementers of plans.

SUMMARY

The principal is confident that he is carrying out his duties effectively toward promoting effective learning and teaching at this institution. He is pleased with the members of staff and believes that he is motivating and empowering them. He believes he is making a significant difference at this single primary school and in this regard he considers himself a role model. Generally he is pleased with his designation and considers that he is providing sufficient input toward moving the institution forward.

4.4. CONCLUSION

Leadership at this school tends to be more transactional than transformational. Since consultation, empowerment and participative decision-making opportunities are limited. The overall findings reveal that the majority of the educators and the principal share opposing views about the principal's leadership style. The principal insists that his "door is always open" (transformational leadership style) but the educators on the whole perceive him to be authoritarian, rigid and rather dogmatic (transactional leadership style).However the principal's good management skills results in a relatively smoothly run school.

In this chapter the findings from the Questionnaire and the Interview were presented and discussed. In the following chapter the main findings will be summarised and this will be followed by recommendations.

CHAPTER 5: SUMMARY AND RECOMMENDATIONS.

5.1 INTRODUCTION

The main findings of the Questionnaire and the Interview will now be summarised. In addition, a summary of the original research questions will be discussed and this will be followed by any recommendations that can be used to facilitate effective relations with the principal and staff.

5.2 SUMMARY OF THE MAIN FINDINGS

This research attempted to examine the principals' style of leadership at a primary school through the questionnaire which was used to gather information about the principal's style of leadership and the interview, which served to assess the principal's perception of his style of leadership. The main findings of the research will now be summarized according to the research questions.

Questions 1 of the research question, questioned how transformational leadership may be understood and its significance for self-managing schools. This question was explored in the literature review which viewed transformational leadership as being superior due to its focus on the fostering of collaboration and strengthening of other. both the leader and the follower were empowered. There was also emphasis on vision building, on developing people and of fostering a climate which promotes shared decision making. These characteristics instil a sense of worth in individuals which culminates in a successful organisation.

Question 2 examined the principal's conceptualization of his leadership style and the extent to which this was seen as transformational. The interview with the principal revealed that his perception about his leadership style appears to be transformational. He believed he was enacting his role as principal effectively and that he was fostering a sense of motivation and empowerment among educators. He believed that members of staff perceived him as a role model and that he was making a significant difference in promoting effective teaching and learning at this learning institution.

Question 3 examined the educators' perception of the principal's leadership style and sought to assess the extent of conjunction or disjunction thereof. The educators' perceptions of the principal's style of leadership were determined through the questionnaire. What appeared evident here was that educators viewed the principal as being transactional. There seemed to be an appeal for the principal to be more consultative, open to suggestions, and treat everyone equally and to be more trusting and considerate toward all educators', rather than concentrating on a few chosen educators. When educators were asked to identify the extent to which the principal was transformational in his attitude and practices (see question 6 of the questionnaire), the principal was perceived as not possessing many characteristics of transformational leadership. The open-ended question (question 8) assessed the extent to which staff respected and admired the principal as a leader. Many educators felt that the principal needed to develop both his leadership and personal skills.

From the findings of this research there appears to be a disjunction between the educators' perception of the principal's style of leadership and the principal's perception of his leadership style and behaviour. While the principal perceives his style of leadership to be transformational in nature, the educators seem to dispel this in that most educators appear to perceive the principal's leadership style as transactional. When educators were presented with the characteristics of a transformational leader and the qualities that such a leader should possess in his/he interaction with members of staff, what appeared to be evident here was that the principal was transformational in possessing only a few qualities of a transformational leader. The consensus seemed to have leanings toward the principal being transactional and being more a manager than a leader. This was seen in the principal carrying out his administrative duties efficiently toward facilitating learning and teaching at the school. The literature review on the differences between leadership and management does not dispel the need for managers but professes that schools require managers to facilitate the smooth running of the institution. Hence, the principal can be a manager in a school. However, a principal also needs to be a leader and more especially in the context of self-managing schooling today, there is a need for the principal to be transformational in moving the school toward new trends in education. Thus in the context of this study, the principal was seen to be more of a manager than a leader.

Question 4 attempted to determine the extent to which the principal's leadership style could be characterised as transformational. From the discussion of the main findings of question 3, one may conclude that, on the basis of perceptions alone, leadership at this school cannot be characterised as transformational since what the leader perceives of his role is not seen in conjunction with the perception of members of staff.

In addition, in the questions pertaining to the principal's interaction with members of staff, there seems to be a belief that the principal is not democratic and that he does not accord equal trust and respect to all teachers. The insinuation here is one which seems to suggest that some educators are viewed more favourably than others. this seemed to conjure resentment and rebellion among many teachers who felt that they were not valued as members of staff. In conclusion, the discrepancy between the principal's perception of his leadership style and staff input regarding the actual behaviour of the principal displays the principal's leadership style to be more transactional than transformational where the principal is more a manager than a leader.

Question 5 attempted to examine the implications of the findings for possible leadership development in the school. The research pointed toward the principal not being transformational in his leadership style. If the school is to keep up with future trends and future challenges in education there is a need for leadership at the school to move toward being more transformational. In this regard possible recommendations for future leadership development at this specific primary school will now be examined.

5.3 RECOMMENDATIONS

In the light of the findings and the conclusions inferred here from, the following recommendations are recorded. Transformational leadership is a form of leadership that is preferred due to it being linked to school effectiveness and school improvement.(see literature review). However, in the context of the aforementioned school and the South African schooling climate in general, transformational leadership is a relatively new concept. As was indicated in the Report of the Task

Team, schools are still in the transitional stages and many schools have as yet not recovered from the effect of the Apartheid system of education. The school as a complex organisation demands unique and diverse management skills and abilities of principals. Thus it is recommended that principals receive training in both educational leadership and management.

This particular primary school is fortunate in many ways in that it has motivated staff and it is effective in the delivery of learning and teaching. The leadership style of the principal being more transactional spells that the principal cannot take credit for motivating and empowering members of staff. The principal is fortunate to have inherited a committed and dedicated staff and credit should be given to the principal for being an effective manager. However, what needs to be stressed here is that there is a distinction between managerial duties and leadership duties (see literature review) and in this regard it is easy to assume that one is an effective leader when one's school is functioning efficiently. Hence, the principal perceived himself as being a transformational leader.

The perception of staff that the principal is more transactional, however, indicated that there is a need for a move toward transformational leadership if the school is to move toward future trends. Perhaps the principal needs to review his style of leadership and to be more transparent and democratic in his dealings with members of staff. In the questionnaire the majority of the respondents indicated that the principal leaned towards being autocratic and non-consultative. In order to improve this scenario it is suggested that leadership in this school should aim to reduce the rungs on the hierarchical ladder to produce flatter, more open and participative structures. Moving away from a hierarchical approach to one of dispersed leadership and empowerment is a task facing leaders in South African schools. The concept of democratic management is particularly resonant in South Africa where above all educators have an important role to play in cultivating democratic values and norms particularly in the wider South African community.

Certain behaviours of the principal may be construed as favouritism and in this regard the principal needs to work with staff toward establishing a rapport and in this way promoting a sense of team spirit. In a self-managing school it is imperative that

principals promote professional development and awareness cultures in their schools by acknowledging and drawing upon the skills and talents of the people within the school in order to make their schools creative, dynamic centres of learning.

The best way to move the school forward is for the principal to give members of staff real responsibility thus empowering them. This requires the principal to relinquish the idea of structure as control and replace it with the view of structure as a vehicle for building the learning capacity of the staff. It is further recommended that the principal adopts a consultative "listening" style, is decisive and forceful but not dictatorial, is open to other people's ideas and is easily assessable to all staff members.

What needs to be re-emphasised here is that the principal is not a poor leader but his leadership style at present is different from transformational leadership. A transformational leader is one who is able to manage both concern for people or relationships and concern for production and is able to promote the conditions that integrate creativity, high productivity and high morale through concerted team action. It is important for principals to keep up with present and future trends in educational leadership. Transformational leadership seems to have a winning recipe for successful self-managing schools. Hence, the principal needs to reassess and review his style of leadership.

5.4 CONCLUSION

The shift toward leadership being more transformational is based on research that proves that effective and successful schools have leaders with vision who are able to move the institution toward progression. With the business of education being competitive, what is required is for more principals to realise this shift and to foster transformational leadership in the way their schools are run.

In this specific primary school, the implications of the findings can be used for possible leadership development at the school. The findings indicate that the nature of leadership at this school in not transformational. The move forward is for principal to recognise the sense of disjunction between him and the staff and to enact moves

toward being more transformational in his approach to leadership. This will lead to good communication of information and create an atmosphere in which the staff feels a sense of 'ownership'. This transformational leadership style will allow the principal to 'lead' rather then 'instruct' and will result in the staff being more fulfilled and to greater school effectiveness and school improvement.

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APPENDIX A

QUESTIONNAIRE

4. Choose the definitions of leadership that best describes your own views:
(Tick the appropriate responses. You may choose more than 1 response)

O Leadership means having a clear personal vision of what you want to achieve.

O Good leaders are in the thick of things, working alongside their colleagues. They lead by example.

O Leadership means respecting teachers' autonomy and protecting them from extraneous demands.

O Good leaders look ahead, anticipate change and prepare people for it so that it doesn't surprise or disempower them.

O Good leaders are pragmatic. They are able to grasp the realities of the political and economic context and they are able to negotiate and comprise.

O Other

If other, please specify:_____
_____
_____

5. List the 5 most important qualities that you think a leader should have? Rank in order of importance.

1._____
2._____
3._____
4._____
5._____

6. The following statement statements represent opinions, and your agreements or disagreement will be determined on the basis of your particular beliefs. Kindly check your position on the scale as the statement first impresses you. Indicate what you believe, rather than what you think you should believe.

a. I strongly agree   b. I agree   c. I am undecided   d. I disagree   e. I strongly disagree

The Principal:

	a	b	c	d	e
1.Builds the school's vision.					
2. establishes the school's goals.					
3. provides intellectual stimulation.					
4. offers support to individuals.					
5. models best practices and important organisational values					
6.demonstrates high performance expectations					
7. creates a productive school culture					
8. develops structures to foster participation in the decisions of the school					

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

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

7.1 Promotes a sense of democracy and equality.
     1   2   3   4   5
very effective   **not effective**

7.2   Encourages discussion and debates before decisions are taken.
     1   2   3   4   5
very effective   **not effective**

7.3 Has an 'open door' policy in which you feel comfortable to discuss your ideas
     and feelings

1	2	3	4	5
very effective				**not effective**

7.4 Promotes and develops your individual expertise.

1	2	3	4	5
very effective				**not effective**

7.5 Encourages democratic decision – making

1	2	3	4	5
very effective				**not effective**

7.6 Encourages a collaborative culture where educators at this school are encouraged
     to share ideas and work as a team.

1	2	3	4	5
very effective				**not effective**

7.7 Is thoughtful about personal needs of staff

1	2	3	4	5
very effective				**not effective**

8. Complete the following statement:

What I would most like changed at my school in respect of the leadership style of my
principal is_____
_____
_____
_____

Thank you for your co-operation.

APPENDIX B

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

LEADERSHIP

1. What qualities do you deem as important in carrying out your role effectively?

2. How did you become principal?

3. Why did you become a principal?

4. What do you think others expect of you?

5. What role do you play at the school?

6. Does the perception of your role match the practice of your role?

7. In this regard, give me a record of your 'typical day'?

8. Which skills, knowledge, qualities and traits do you consider as being important for you to carry out your job effectively?

9. Do you subscribe to the notion of collective decision-making?

10. How do you resolve conflict among members of staff at school?

11. Do you think there is scope for improvement in areas of your leadership style?

12. Where do you see your school in 5 years time?

13. In your opinion do you manage people well? Explain briefly.

14. How do you develop your members of staff professionally and personally?

15. How do you promote leadership amongst your staff?