An investigation into leadership in a junior secondary school in Lusikisiki district, Eastern Cape, with special focus on evidence for the existence of transformational leadership.

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ABSTRACT

The dilemma in South African schools can be attributed to the lack of legitimacy created apartheid system and its policies during the previous dispensation. The apartheid school system was characterized by inequality: racially, regionally and in terms of gender (Department of Education 2000f:1). It was also administered by means of a top-down management system where principals and educators were at the receiving end. This means that the principals were accustomed to receiving instructions from departmental officials. This led to poor management and leadership and to a collapse of the culture of teaching and learning in the majority of schools. The South African Schools Act of 1996 places all South African Schools firmly on the road to a school based system of education management and leadership.
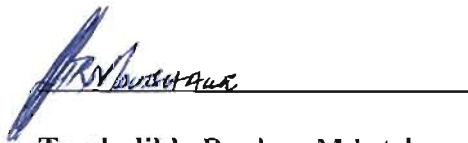
Department of Education Task Team Report " Changing Management to Manage Change in Education" (1996), as well as the South African School Act of 1996, proposed that a new approach to leadership and management which is a process of decentralizing decision making about allocation of resources to school level, and a significant process of democratization in ways in which schools are governed and managed. The Department of Education (1996) also emphases that the implementation of these new policy trends require school principals who are able to work in democratic and participative ways to build relations and ensure efficient and effective delivery in schools. In this connection transformational style of leadership is essential as this style of leadership is regarded as being more suitable and appropriate for school effectiveness and improvement (see Coleman 1994).

What is attempted is of the principal's leadership and its impact on this school; whether the principal's leadership style corresponds with the processes of transformational leadership advocated in the new education policy trends; and a special focus will be on whether there is any evidence of the existence of transformational leadership in this school.

The main findings of this research exhibited that the principal's leadership at this school was transactional rather than being transformational. Although the principal at some stage would feel confident that she is carrying out his duties effectively toward promoting effective teaching and learning at this school, it was evident from the findings that she was not at all prepared to face the challenges of the new paradigm shift.

DECLARATION

I, hereby declare ' *An investigation into leadership in a junior secondary school in Lusikisiki District, Eastern Cape, with special focus on evidence for the existence of transformational leadership* ' is my own work and all the sources consulted have been indicated and acknowledged by means of complete references.
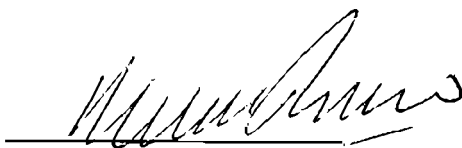
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January 2004

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SUPERVISOR'S STATEMENT

This dissertation has been submitted with/without my approval.

Professor M. Thurlow

January 2004

DEDICATION

Special dedication to my parents Getrude and the late Samuel Mdutshane and my wife N.V. Mdutshane, who have been my strength and encouragement at all times of my studies.

ACKNOWLEDGEMENTS

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CHAPTER 1: INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION

A broad theme to be investigated in this small-scale project is leadership, a theme, which is applicable to educational management, a theme of much discussion and a theme that has been widely researched. The choice of this theme for investigation is because of the educational changes, which have been brought about by the South African School's Act of 1996, as well as the Department of Education Task Team Report of 1996, which proposes a new approach to leadership and management development. The Department of Education (1996: p25) says, "new education policies require mangers who are able to work in democratic and participative ways to build relationships and ensure efficient and effective delivery". The implication of this statement is that school principals are faced with a challenge of delivering quality leadership and management, because the quality of a school is closely linked to the quality of principal's internal leadership style and approach. This calls for a distinction to be made between "transactional " and "transformational" leadership. Coleman (1994; p69) describes transactional leadership as a " contract between the leader and a follower". This type of leadership is according to Coleman found in " bargaining and negotiation, rewards and the search for mutual advantage". However, transactional leadership is the type of leadership that has been shown by leaders of the past; it is no longer appropriate for use in leading schools today especially with the emergence of school improvement. What is appropriate is transformational leadership, - a process where " leaders and followers raise one another to higher levels of motivation and morality", Burns (1978: p20). Transformational leadership provides a useful model for effective leadership in modern school settings. This research project will endeavour to investigate whether the principal's leadership style and behaviour corresponds with the transformational leadership processes advocated in the new education system in South Africa. This investigation will also attempt to reveal whether the principal's leadership style is participatory leadership style and whether there is any evidence of the existence transformational leadership in this school.

1.2 CONTEXT OF THE STUDY

This study will focus on a single junior secondary school situated in the rural areas of Lusikisiki in the former Transkei, Eastern Cape. It has a professional staff population of 21 teachers made up of one principal, one deputy principal, three heads of department and sixteen post level one educators. All educators at this school are in possession of a three-year diploma and only two post level one educators have university degrees obtained from South African universities. The school chosen for this study is not the one in which the researcher is a staff member; rather it is a neighbouring school. The findings of the research will prove very valuable to this school towards improving the quality of leadership in this school because the findings will be made available to the school at the end of the research. The study is being undertaken to identify the principal's leadership style and to assess the extent to which leadership in this school may be characterised as 'transformational'.

1.3 THE FOCUS OF THE STUDY

The main objective of this study is to conduct an investigation on the perceptions of the principal about her own leadership style and behaviour in a junior secondary school. The study will also assess the extent to which the characteristic qualities of transformational leadership are evident in   this school. The research will attempt to determine the principal's perceptions of her leadership style and to determine how the educators perceive as their principal's leadership style and behaviour. After this, an attempt will be made to compare the actual and the ideal by focusing on the existence of evidence of transformational leadership qualities in this school.

The research will focus on the following critical questions:

1. What is transformational leadership?
2. What are the characteristic qualities of transformational leadership?

3. What is the principal's perception of her leadership style and behaviour?

4. To what extent does this relate to the qualities of transformational leadership? Is there any evidence?

5. What are educators' perceptions of their principal's leadership style and behaviour and to what extent does it relate to the qualities of transformational leadership? Is there any evidence?

6. On the basis of perceptions and evidence alone, to what extent may leadership at this school be characterised as transformational

7. What are the implications of the findings for possible leadership improvement and development?

1.4 RESEARCH METHODS

In this small-scale research semi-structured interview was used to obtain data. An interview schedule was compiled, and arrangements were made for the principal, the deputy principal, one HOD, and two educators to be interviewed using semi-structured interviews. A questionnaire was designed to be distributed to the rest of the staff that has not been interviewed, with the view of assessing the opinions of different members of the staff about the principal's leadership style. Permission to conduct interviews and to distribute the questionnaires was requested from the principal before hand because all this was to be done during the educators' free periods and at break time. A letter was written to the principal and the staff informing them about the research and assuring them that the information and data gathered from it would be given the highest degree of confidentiality so they should feel free and be honest with their answers.

The research questions will be addressed as in the following manner:

- Questions 1 & 2 will be addressed through literature review and any relevant South African policy documentations.

- Questions 3, 4 & 5 will be addressed using the data obtained through semi-structured interviews with the principal, the deputy principal, the HOD and two educators respectively. Data for answering these questions will also be derived from the questionnaires administered to the rest of the staff not interviewed.

- Questions 6 & 7 will be addressed through a referral to the findings from questions 3, 4 & 5 and to the literature in general

Data obtained from semi-structured interviews will be analysed through content analyses procedures and the data from questionnaires wild be analysed through frequency counts.

1.5 LIMITATIONS

The major limitation of this study is that findings emanating from this single school case study cannot be generalised to other cases. The other limitation is that the concept of leadership has been widely researched; as a result there is no conformity about the concept and characteristics of leadership.

1.6 THE STRUCTURE OF THE STUDY

This research project is divided into five chapters.

Chapter 1 is an introductory chapter, which provides a brief introduction of the concept of leadership and examines the overall nature of the research about leadership that was undertaken.

Chapter 2 is the literature review, which provides a broad discussion of the concept of leadership with specific reference to transformational leadership. The definition of leadership, theories of leadership, transformational and transactional leadership, leadership and school effectiveness, leadership and school improvement, the qualities of good leadership, the role of the principal in leadership, leadership and gender, leadership in South African schools – all these are dealt with.

Chapter 3 is the research methods chapter which offers an insight in the specific research conducted and further examines the research methods used, the research questions used, the population sample used, the nature of the analysis of data collected from this study.

Chapter 4 focuses on the presentation and discussions of findings paying special attention to the questionnaire and the interview schedule used in the study.

Chapter 5 provides a summary of the main findings of the research and the recommendations for future leadership improvement and development in the school.

1.7   CONCLUSION

This research was conducted in a single junior secondary school using interviews and questionnaires as research methods for data collection. The total population of the professional staff was used. Following this chapter will be chapter 2, which deals with the review of literature. Only parts of the leadership literature that has direct relevance to the focus of the study will in fact be reviewed.

CHAPTER 2: THE REVIEW OF LETERATURE

2.1 INTRODUCTION

Although the issue of leadership in educational institutions is the most intensively researched and written topic in educational management, leadership still remains a very broad and complex topic. Leadership is a topic with universal appeal, and in popular press and academic research literature, there is much written about leadership. Despite the abundance of writing on the topic, leadership has presented a major challenge to practitioners and researchers interested in understanding the nature of leadership. It is a valued phenomenon that is very complex. There are key themes associated with leadership in schools that still need to be explored, for example the issue of transformational leadership.

The literature that was reviewed on this topic of leadership, gave different definitions and insights about the nature and purpose of leadership, leadership style and behaviour, links between effective leadership and school improvement and transactional and transformational leadership.

2.2 THE TRADITIONAL VIEW OF LEADERSHIP.

Leadership is one aspect, which characterises the school as an organisation. The principal's leadership is very important in the promotion of effective teaching and learning in his/her school. The traditional view of leadership regards leadership as the sole responsibility of the principal as a leader. This is because the principal is accountable to the external education authorities. According to this view, the principal is the person who is at the apex of the school pyramid. He/she has all the power to make decisions on his own without consulting the other members of the staff. This traditional view of leadership is supported by Baldridge et al (1978: p44) when they say ' the principal is seen as the hero who stands at the top of a complex pyramid of power. The hero's job is to assess the problems, consider alternatives and make rational choices. Much of the

organisation's power is held by the hero, and great expectations are raised because people trust him (sic) to solve problems and fond off threats from they environment.'

The implication of this statement in the school situation is that the principal, as a leader, plays an important role in all decision-making taking place at his/her school. As the sole decision-maker, he is not compelled to consult with the other members of the staff. This view forgets the fact that the principal is inclined to make wrong decisions, which can be detrimental to him/her as well as the whole school community.

This is transactional leadership. But leadership in the new dispensation and in the era of democratisation requires leaders who are able to work in democratic and participative ways to build relationship and to ensure effective delivery of education in schools. This is transformational leadership. These two leadership concepts will be dealt with in detail in the subsequent sections of this chapter.

2.3 DEFINITION OF LEADERSHIP

The definitions of leadership are often confusing and unclear because of the use of imprecise terms to describe the phenomena such as authority, power, management, administration, control and supervision, (Yukl 1989). There are almost as many definitions of leadership as there are persons who have attempted to define the concept; yet there is no single definition broad enough to encompass the total leadership process. Always, it seems the concept of leadership eludes us with its slipperiness and complexity and an endless proliferation of terms to deal with it, but 'still the concept is not sufficiently defined', Bennis, (1959:p260) in Marriner-Tomey (1993; p.5)

Bass (1981) has defined leadership in terms of a focus for group process, personality and its effects, the art of inducing compliance, the existence of influence, a behaviour or act; a form of persuasion, a power relation, an instrument of goal achievement, an emerging effect of interaction, a differentiated role, and the initiation of structure.

House, (1988:p253) has described leadership as " a social activity involving informal or formal status differences between the leader and the follower, usually face-to-face communication, exertion of social as well as informational influence, usually not always involving relationships between leader and a group, subordinates or between a leader and a number of individuals in multiple dyads."

Eyre (1993:p193) views leadership as ' essentially a group situation where members of a group have common purpose." This view of a 'group' by Eyre implies that every member of the school community should strive for the achievement of the common goals, which is effective teaching and learning in a school situation through participatory decision-making.

Kirth and Girling (1991: p57) define leadership as ' a relationship between a leader and followers, involving power, vision and influence." This implies that leadership is about a group and human relationships. The leaders should influence his followers to set and achieve certain goals; must lead his followers in such a way that they become committed to their organisation and its improvement.

According to Coleman (1994: p55), leadership exists where "an organisation has common goals; there are different roles within the organisation, one role being that of a leader; there are systems and structures in place to allow the co-ordination of efforts to achieve common goals" this is true because school as an organisation is characterised by the existence of common gaols, which require every member of the staff to put his/her effort on the attainment of these goals. The principal as a leader of the institution should always act as a facilitator and co-ordinate the teachers' efforts to realise the goals of the school.

West-Burnham et al (1995: p102) suggests that leadership for quality should involve the following things:

- Vision
- A value-driven strategic view of the nature
- Creativity
- Problem solving
- Clear decision- making
- Sensitivity
- Interpersonal and communication skills
- Delegation and improvement.

They put an emphasis in leadership for empowerment to make things happen and future oriented leadership that is characterised by vision, planning, strategising and improvement.

Another definition of leadership is the one by Caldwell and Spinks (1992: pp49-50),
which they call 'transformational leadership'. They argue that transformational leaders
succeed in gaining the commitment of the followers to such a degree that higher levels of
accomplishment become virtually a moral imperative. This view of leadership coincides
with Bass and Avallio's views (1994:p2). They argue that transformational leadership is
found when leaders:

- Stimulate interest among colleagues and followers to view their work from new
  perspectives.
- Generate awareness of the mission or vision of the team and the organisation.
- Develop colleagues and followers to higher levels and potentials.
- Motivate colleagues and followers to look beyond their own interests towards
  those, which will benefit the group.

Although there are many different definitions of leadership, the commonality in these
definitions has to do with a group, a phenomenon where there is an interaction between
two or more people. This implies that leadership occurs when one person in a group
stands and leads other persons who are then referred to as followers or subordinates.
A definition of leadership from Gardener (1990: p.38) holds that 'leadership is the
accomplishment of group purpose, which is furthered not only by effective leaders but
also by innovators, entrepreneurs, and thinkers; by the availability of resources; by
questions of value and social cohesion'. By this definition, then, leadership can be
thought of as an even broader phenomenon. Gardener begins to challenge the idea that
leadership exists within a single designated person and a situation. Instead, he positions
leadership as moving towards and achieving a group goal, not necessarily because of the
work of one skilled individual, the leader, but because of the work of multiple members
of a group. This idea is further supported by Bennett at al (2003: p.32) when they say that
' not only does leadership require someone who helps set direction and move the group
forward while serving as a resource, but it involves the contributions of other great
thinkers and doers, access to the right resources and the social composition of the group.'

2.4 THEORIES OF LEADERSHIP

Approaches to the study of leadership divide the school of thought on leadership into the following categories:

- **Great Man Theories**. These theories are based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. These theories attempt to explain leadership on the basis of inheritance.

- **Trait Theories**. These are based on the belief that traits, or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all adjectives in the dictionary, which described some positive or virtuous human attributes; from ambition to zest for life.

- **Power and Influence Approaches**. These focus on the exercise of power and influence and assume the centralisation of decision- making and a passive role of subordinates.

- **Behaviourist Theories**. These concentrate on what leaders actually do rather on their qualities. Different patterns of behaviour are observed and categorised as styles of leadership. This area has probably attracted most attention from practising leaders and managers.

- **Situational Leadership Theory**. This approach sees leadership as relatively specific to the situation(s) in which it is being exercised. For example military leadership may demand skills, qualities and behaviour, which differ from those, associated with successful leadership in education, industry or the church.

- **Contingency Theory**. This is the refinement of the situational viewpoint and it focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances.

- **Transactional Leadership Theory**. This approach emphasises the importance of the relationship between the leader and the followers, focusing on the mutual benefits derived from a 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers. The nature of this approach has already been mentioned above.

- **Transformational Leadership Theory**. The central concept here is change and the role of leadership in envisioning and implementing the transformation of organisational performance. This approach is said to be relevant for use by principals in South African schools.

- **Attribution Theory**. Here the emphasis is on the power of the followers and factors, which can cause them to attribute leadership to such a particular person. For instance charismatic leadership is an attributional phenomenon based upon the followers' belief that the leader is endowed with special qualities.

2.5 LEADERSHIP AND MANAGEMENT

"Leadership and management are not synonymous terms. One can be a leader without being a manger. One can, for example, fulfil many symbolic inspirational educational and normative functions of a leader and thus represent what an organisation stands for without carrying out any of the formal burdens of management. Conversely, one can manage without leading. An individual can monitor and control organisational activities, make decisions and allocate resources without fulfilling the symbolic normative, inspirational or educational functions of leadership", Schon (1984: p36).

Here the implication of this differentiation is not intended to distinguish between roles. Schon goes on to say that since we generally expect managers to lead, it may be permissible to treat management and leadership as one. Both leadership and management are necessary for a school to be effective. Each must be present, but they are quite separate in their meaning.

West-Burnham (1997, p117) sums up this difference succinctly as follows:

"Leading is concerned with	Managing is concerned with
• Vision	implementation
• Strategic issues	operational issues
• Transformation	transaction
• Ends	means
• People	systems
• Doing the right things	doing things right'

In short leadership is the ability to move the school forward, whilst management is concerned with procedures necessary to keep the school running. According to Dunford et al (eds), (2000; p2) 'leadership is concerned with the long term and strategic, management with the immediate and short term. Vision is articulated and set by leader, whilst the manager is required to design and implement procedures which enable the vision to be achieved.' The implication here is that an effective principal needs to be both a leader and a manager by ensuring that 'good communication systems are in place, expectations are clear and consistently applied: procedures 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: p2). In practice, effective management requires good leadership and the vice versa but the presence of one does not necessarily guarantee the other. Squelch and Lemmer (1994, p.11) illustrates this relationship between management and leadership as follows:

The relationship between management and leadership
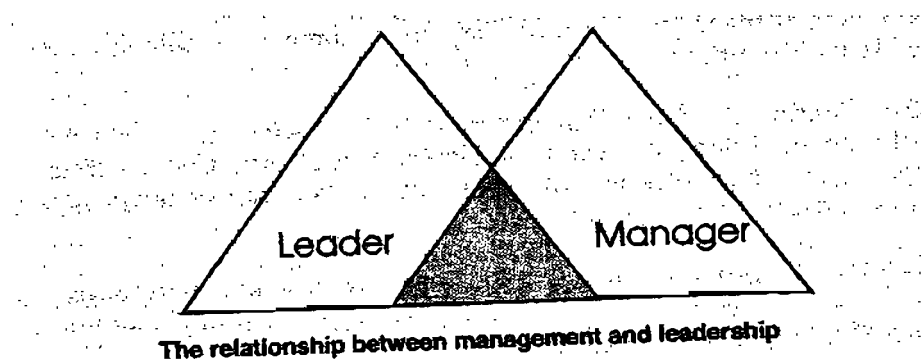
Figure 2.1 The relationship between management and leadership

Although leadership and management are different concepts they have a considerable amount of overlap. The overlap between leadership and management is centred on how they both involve influencing a group of individuals in goal attainment.

According to Guthrie and Reed (1986) in Squelch and Lemmer (1994,p.11)

> "School principals must be both managers and leaders. As managers they must ensure the fiscal and human resources are used effectively for achieving organisational goals. As a leader they must display the vision and skills necessary to create and maintain a suitable teaching and learning environment, to develop goals, and to inspire others to achieve these goals".

Although some believe that management and leadership are synonymous, Hersey and Blanchard (1992) believe there is an essential distinction between the two concepts. They define leadership as ' the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation' (p.83). Management is described as ' working with and through individuals and groups to accomplish organisational goals' (p.3). From these definitions, it implies that leadership as a broader concept than mere management.

Bennis and Nanus (1985) also agree that although both leadership and management are important there is a profound difference between the two. They believe that "managers are people who do things right and leaders are people who do the right thing" (p.21). Bennis (189) in Nanus (1992: pp.10 – 11) further makes the following distinctions between managers and leaders:

- The manager administers; the leader innovates.
- The manager is a copy; the leader is an original.
- The manager focuses on systems and structures; the leader focuses on people.
- The manager relies on control; the leader inspires trust.
- The manager has a short-range view; the leader has a long-range perspective.
- The manager asks how and when; the leader asks what and why.
- The manager has his eye always on the bottom line; the leader has his eye on the horizon.
- The manager imitates; the leader originates.
- The manager accepts the status quo; the leader challenges it.
- The manager is a classic good soldier; the leader is his own person.
- The manager does things right; the leader does the right thing, (Bennis, 1989;p.45).

This is not to say that one cannot be both a good manager and a fine leader, as Kotter (1998) in Marriner-Tomey (1993; pp.7-8) asserts that leadership and management are not mutually exclusive; they are complementary and sometimes overlap. This means that each is needed to keep the other in check. Without leadership, management can become overbearingly bureaucratic and less creative over time, and without management, leadership can become overwhelmingly volatile, as exemplified by Adolf Hitler, (ibid).

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2.6 THE QUALITIES OF A GOOD LEADER

When asked to list the qualities of an effective leader, one is likely to have a long list of qualities or to hesitate to reply, for there is no doubt that this exercise is immensely demanding. Clearly then, there is no set of rules which, if applied, automatically makes a good leader. There is no blueprint, which ensures that if the rules are followed, good leadership and management will be assured. Certainly, we can develop skills, we can understand more, but the mystery of leadership does not end there. According to Davidoff and Lazarus (1997) for good leadership and management, one needs the ability to differentiate, that is, to make informed judgements about how to deal with particular situations out of an inherent wisdom and an understanding of situations in all its complexities. Good leadership and management is about having a repertoire of responses and ways of being and doing in the world. Each moment is unique. What worked yesterday might be completely inappropriate today. Being a good leader means having the flexibility to recognise the difference and respond appropriately, so that you are not bound by rules but guided by wisdom and intuition (Davidoff & Lazarus 1997 p155).

In 1988 Management Centre Europe surveyed some 1500 top and middle managers across Europe. Respondents' replies to the question 'What qualities does an ideal leader have?' resulted in key leadership attributes being identified as follows:

- The ability to build effective teams.
- The ability to listen
- The capability to make decisions on his own.
- The ability to retain good people.
- The ability to surround himself with good people.
- Courage
- Desire to lead.
- Empathy – including sensitivity to other people's values and other cultures, beliefs and traditions.
- Self- confidence.
- Accountability- in particular, never heaping praise on oneself for one's own achievements or laying blame on others for what one fails to bring about.

- Responsibility.
- Loyalty.
- Credibility.
- Good interpersonal skills and integrity.
- Highly motivated to lead.
- Relevant knowledge.
- Sound relations with the followers.

The list is long. These qualities of leadership express the real ethos of leadership. These qualities of leadership develop on an ongoing process and thus are a life long process. Leadership requires one to use different abilities, qualities and ways of leading in different situations. Sterling and Davidoff (2000:p14) came out with ten principles of leadership that offer a framework of the approaches and values, which are the mark of a true, and an effective leader:

- Leadership means having a holistic perspective.
- Leadership means bringing core values of 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.

This pattern sounds very much like transformational leadership, which will be discussed later in this chapter, but here the focus is on the attributes of an effective leader.

2.7 LEADERSHIP AND GENDER

The literature on leadership has a strong masculine ring to it. Most lists of outstanding leaders are exclusively male and many writers exclusively use masculine pronouns. In today's world, however, as equal opportunity for all continues its slow advance, more and more women are assuming leadership roles and a select few are making it to the top. The studies (Shakeshaft 1989, Hall1994, Jones 1990, Eagely et al 1992) on attributes of female leadership tend to favour female leaders being more democratic, less hierarchical, better at dealing with conflict, more concerned for social and emotional development of students and more supportive of new teachers and of parents. The report of the Task Team on Education Management Development (DOE 1996) comments on a small number of women in senior management positions in education in South Africa. Women numerically dominate the profession of teaching but women are proportionately under represented in positions of leadership and management in education. A review of principals in KwaZulu Natal in 1993 indicated that 95,4 percent of school principals are male (Thurlow 1993). This implies that there are gender stereotypes associated with leadership. The existence of the stereotype that identifies leaders as ambles is supported by research in management undertaken in the 1970's and repeated in 1990's. Schein (1994: p47) laments that "one of the most important hurdles for women in management in all countries has been thought to be persistent stereotype that associates management with being male". The findings of Schein's research were that both men and women tended to see the key characteristics of good managers as more likely to be found in men. There is a stereotype of a tough, possibly aggressive leader who is pre-occupied with tasks rather than relationships. In contrast, the female leader in education has tended to be identified with the softer aspects of leadership, for example, those aspects related to pastoral work or the management of people.

Empirical work with female principals and other female senior managers does indicate that they tend to move toward a participative and transformative leadership style. Shakeshaft (1989) reviews the research undertaken in USA, which identifies the following with regard to the differences between women and men in leadership:

- That women tend to have more contact with both super ordinates and subordinates, teachers and students.

- Women spend more time with community members and with colleagues.

- Women are more informal.

- Women are concerned with individual differences between students.

- Women view their position as that of an educational leader rather than that of a manager.

- Female leaders live in a world that carries an undercurrent of stress and anxiety.

- In communication they may appear to be more polite and tentative than men, using qualifiers of simple statements.

- Women tend to use more participatory styles of leadership, and use collaborative strategies to resolve conflict

The implication here is that women leaders appear to adopt a style that could be regarded as transformational. It is this style, which is likely to meet the demands of the work force with emphasis on increased participation and the demands of the economy for flexible and adaptable organisations. This is further supported by Macbeth (1998: p29) when he says, "while men have had to appear to be competitive, strong, decisive, and in control, women have been allowed to be co-operative, emotional, supportive and vulnerable. This may explain why women today are more likely than men to be interactive leaders"

The implication here is that alongside the recognition of the lack of opportunities for women, there is also recognition of qualities that women may bring to leadership. Reflecting on women in educational leadership and management Ozga (1993: p15) concludes that " we do not suggest that women have a natural capacity to manage better but we do submit that styles of communication and organisation with which women are familiar are effective management styles, with particular application in education."

There is a growing body of research evidence that shows that the experience and attitudes of women are different to men and that a single male model of educational leadership is inadequate. The research evidence also indicates that women are able to bring strengths to leadership and management, which may be particularly appropriate to effective educational leadership today.

It is sometimes argued that women may be advantaged by the new managerialist's context and the development of site-based education management, since more flexible

organisational structures have created opportunities for collaborative and non-hierarchical leadership – traditional characteristics of women's approach to management (see for example, Shakeshaft 1987,1993). However, while women's representation at senior school management levels may have increased slightly (Howson 1998), it remains too early to link any positive response to new public management – the Affirmative Action

with it. The decade has brought no shattering of the glass ceiling and women still predominate at lower organisational levels. Their reluctance to undertake training for senior management posts often stems from concerns over the scale of demands imposed by both the new training and initiatives and the role itself.

Despite these issues, the feminisation of management means that women's apparently more consensual and people oriented management approaches are according to Caldwell and Spinks (1992), likely to make them better educational leaders. In addition, Hall's (1996) study of women head teachers argues that women may more readily resist a mangerialist stance than male colleagues because they are particularly concerned 'to preserve the integrity of educational enterprise and its ultimate gaol: young people's learning and development'. She adds:

> *the integrity of their leadership styles would appear to have given them the*
> *strength to transform(through working with rather than against) New Right*
> *education reforms…. They demonstrate the possibility of playing the game but*
> *according to their rules, which were not always the same as the other players.*
> **Halls (1996 pp 192 – 3).**

Perceptions about the interplay between gender and new managerialist agenda are, however, highly contested. For example some consider that education management has, in the new policy climate, become more 'macho' and less consensual (Gerwitz at al. 1995), while others stress the dangers of 'remasculinisation' (Blackmore 1996).

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2.8 THE LEADERSHIP ROLES OF THE SCHOOL PRINCIPAL.

The principal as a leader of an institution has an amazingly significant role(s) to play. As a leader s/he has to take charge, make things happen in his/her school, dream dreams and then translate them into reality. The principal as a leader has to attract the voluntary commitment of followers, energize them and transform his/her school into a totally new entity with great potential for survival and excellence. Effective school leadership empowers the school to maximise its contributions to the well being of the school community and the larger society of which it is a part. Nanus (1992; pp.12-14) came out with the four roles critical for effective leadership, which are also of great relevance to the roles of the principal as a leader of the school. Figure 2.2 neatly illustrates these four critical roles.

External
Environment

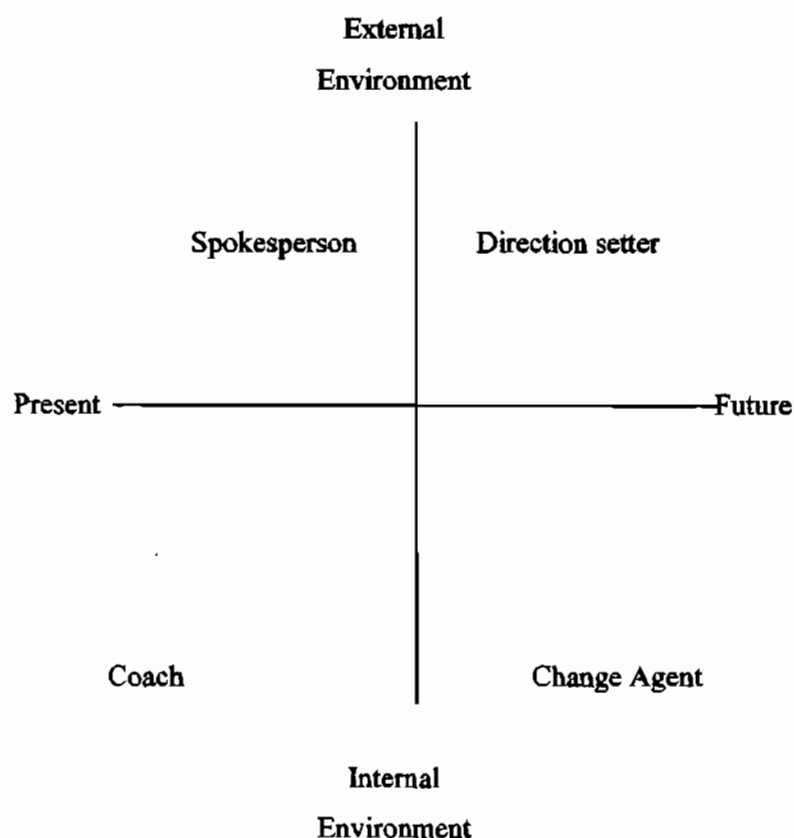| | Spokesperson | Direction setter | |
| Present | | | Future |
| | Coach | Change Agent | |

Internal
Environment

Figure 2.2 Leadership Roles

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- **Direction setter**: The leader selects and articulates the target in the future environment towards which the organisation should direct its energies, Nanus (1992, p. 12). To be a good direction setter, the principal must be able to set a course towards a destination that others will recognise as representing real progress for the school. The principal should establish a vision so compelling that everyone in the school will want to help make it happen.

- **Change agent**: To be a good change agent the principal must be able to anticipate developments in the outside world, assess their implication for his school, create a sense of urgency and priority for changes that the school vision requires in the light of these developments, and empower people to make the necessary changes.

- **Spokesperson**: To be an effective spokesperson, the principal must be the major negotiator with other schools and the builder of networks of external relationships to provide useful ideas, resources, support, and information for his school.

- **Coach**: To be an effective coach, the principal must let people know where he/she stands, what the vision means to him, and what he will do to make it happen. The principal must be committed to the success of everyone in the school, respecting them, building trust, helping them learn and grow and helping them to constantly improve their ability to achieve the vision.

These four roles together define the job of the visionary leader. They are all equally important and no one can be a successful leader without excelling at all of them.

Squelch and Lemmer (1994, p.11) put it clearly that the school principal is the most important leader in the school, but is not the only person who is responsible for school improvement. The principal should be supported by an efficient team of staff and the parent community. The principal has a number of leadership roles to fulfil and that is by no means a simple matter. Squelch and Lemmer (1994, pp.11-12) came up with the following important leadership roles of the school principal:

- Educator
- Manager
- Communicator

- Evaluator
- Counsellor
- Public relations officer

Another important role of the principal is that of an instructional leader. The functions and duties of the principal with emphasis on his/her role as an instructional leader includes the following:

- Stimulate and motivate staff to maximum performance.
- Develop with staff a realistic and objective system of accountability for learning.
- Develop cooperatively operable assessment procedures for ongoing programs to identify and suggest alternative for improving weak areas.
- Work with staff in developing and implementing the evaluation of staff.
- Work with staff in formulating plans for evaluating and reporting student progress.
- Provide channels for involvement of community in the operation of the school.
- Encourage continuous study of circular and instructional innovations, and provide help and resources for establishment of those that are most promising.
- Provide leadership to students in helping them to develop a meaningful but responsible student council.
- Establish a professional learning resource centre and expedite its use.
- Develop cooperatively with the staff a dynamic professional development and in-service education program. (Roe and Drake, 1981).

These are important, of course, but concentrating on them alone is like an architect caring only about form and forgetting the function. For leadership to succeed, it needs both form and function, both processes and purpose and that all starts with a clearly articulated vision for the future of the school.

Raelin (2003) suggests the following tips for managers and leaders:

- **Developing Concurrent Leadership.** Since concurrent leadership suggests that leaders are willing to share their leadership with others in the community at the same time, they need to support the development of others so that sharing becomes a viable alternative to control. The leaders need to acknowledge the contribution of the members by either working with them in participative mode or

by allowing them to control their own operations using full delegation. They need to use their formal role to co-ordinate with stakeholders both within and outside the present organisation.

- **Developing Collective Leadership.** Collective leadership requires a mindset that shifts from individual to community, from singular to a plural phenomenon. Collective leadership benefits from having a collective voice to count on when critical decisions are made and actions taken.

- **Developing Collaborative Leadership.** A collaborative leader is not only enriched by difference of opinion, but also keeps it out. Collaborative leaders are not afraid of conflict because they recognise that affirmative change arises from an open exchange of well-considered points of view. So as a collaborative leader one seeks to discover wisdom through other's eyes and to do so requires open and civil dialogue.

- **Developing Compassionate Leadership.** Compassion emanates from a profound respect for the dignity of every other human being. As compassionate leader one commits to establishing relationships that embody democratic values, in particular, humility, participation, and trust.

Now follows a discussion of transformational leadership, which is propagated in the new education policies in the new leadership dispensation in South Africa.

2.9 TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

Transactional leadership occurs when leaders take the initiative in offering some form of need satisfaction in return for something valued by employees, such as pay, promotion, improved job satisfaction, recognition etc. the leader sets clear gaols, is adept at understanding the needs of employees and selects appropriate, motivating rewards. This form of leadership is no longer appropriate for use in schools today. The basis of transactional leadership is a transaction or exchange process between leaders and followers. Transactional leader recognises followers' needs and desires and then clarifies how those needs and desires will be satisfied in exchange for meeting specified objectives or performing certain duties. Thus, followers receive rewards for job

performance, while leaders benefit from the completion of tasks. Transactional leaders focus on the present and excel at keeping the organisation running smoothly and efficiently. They are good at traditional management functions such as planning and budgeting and generally focus on the impersonal aspects of job performance. Transactional leadership can be quite effective. By clarifying expectations, leaders help build followers' confidence. In addition, satisfying the needs of subordinates may improve productivity and morale. However because transactional leadership involves a commitment to "follow rule" transactional leaders maintain stability within the organisation rather than promoting change (Daft 2002, p 147) transactional skills are important for all leaders. However, in today's world where organisational success often depends on continuous change effective leaders have to move toward transformational leadership.

Transformational leadership on the other hand is the process of engaging the commitment of employees in the context of shared values and a shared vision. It is particularly relevant in the context of managing change. It involves relationships of mutual trust between the leader and the led. Bass and Avallio (1994) suggest four components of transformational leadership:

- **Idealised influence.** Having a clear vision and a sense of purpose, such leaders are able to win the trust and respect of followers. By showing them they can accomplish more than they believed possible they build a base for future missions, which enable them to obtain extra efforts from them.

- **Individualised consideration.** Paying attention to the needs and potential for development of their individual followers. Delegation, coaching and giving constructive feedback.

- **Intellectual stimulation.** Actively soliciting new ideas and new ways of doing things, stimulating creativity, encouraging others to look at problems and issues in a new way

- **Inspiration.** Motivating people, generating enthusiasm and optimism, communicating high expectations, pointing out possibilities not previously considered.

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Transformational leaders are thought to engage followers by employing one or more of the 4 "I's" to stimulate voluntary enthusiastic responses to their influence attempts. Transformational leaders motivate, inspire and unite educators on common gaols, Black

(1998:35). They have the ability to persuade followers to join their vision and share their ideals. They also have the ability to achieve productivity through people, Armstrong & Armstrong (1996:23). The actions of transformational leaders convey beliefs and commitments that are spoken. Transformational leaders are at the centre of school management and they involve educators, learners, parents and others in adapting to new challenges, solving problems and improving learners' performance. The implication here is that principals have to accommodate team meetings where they participate as members of a small group. Unfortunately, principals who have bee trained under power-centred role expectations often lack the skills and knowledge necessary to practise transformational leadership, Portin et al (1998:6).

Transformational leadership involves the maximum amount of mutual interest and minimum amount of coercion.

2.10 CHARACTERISTICS OF TRANSFORMATIONAL LEADERSHIP

Tichy and Devanna having observed a number of transformational leaders in action drew conclusions that they shared common characteristics that differentiated them from transactional leaders. These are as follows:

- They clearly see themselves as change agents. They set out to make a difference and to transform the organisation for which they are responsible.
- They are courageous. They can deal with resistance, take a stand, take risks, and confront reality.
- They believe in people. They have well developed beliefs about motivation, trust and empowerment.
- They are driven by a strong set of values.

- They are life long learners. They view mistakes - their own as well as other people – as learning opportunities.
- They can cope with complexity, uncertainty, and ambiguity.
- They are visionaries.

The distinction made between transactional and transformational leadership provides a useful, initial framework from which to start thinking about the type of attributes, abilities and characteristics of leaders during the periods of change.

From study and observation and from his own strivings, Covey, (1993; pp.32-38) came out with eight characteristics of principle centred leaders, the effective leaders. They are briefly discussed as follows:

- **They are continually studying.** The effective leaders are constantly educated by their experiences, they read, they seek training, they take classes, they listen to others, and they learn through both their ears and their eyes. They are inquisitive, always asking questions.
- **They are service-oriented.** Such leaders see life as a mission, not as a career. Every morning they 'yoke up' and put on the harness of service, thinking of others.
- **They radiate positive energy.** Such leaders are always cheerful, pleasant, and happy, and their attitude is optimistic and positive. Their spirit is always enthusiastic, hopeful and believing.
- **They believe in other people.** Effective leaders do not overreact to negative behaviours, criticism, or human weaknesses. They do not feel built up when they discover the weaknesses of others. They believe in the unseen potential of all people. They do not carry grudges and they refuse to level others. to stereotype, categorize or prejudge them.
- **They lead balanced lives.** Effective leaders read the best literature and keep abreast with current affairs and events. They are socially active and have many friends. They have a lot of fun. They enjoy themselves. They have a healthy sense of humour, particularly laughing at themselves and not at other's expense. They can feel their own worth, which is manifested by their courage and integrity. They are also open in their communication, simple, direct and non-manipulative.

- **They see life as an adventure.** Such leaders are like courageous explorers going on an expedition into an unknown world. They are always not sure what is going to happen, but they are confident it will be exciting and growth producing and that they will discover new territory and make new contributions. Their security lies in their initiative, resourcefulness, creativity, willpower, courage, stamina and native intelligence. They rediscover people each time they meet them.

- **They are synergistic.** Synergy is the state in which the whole is more than the sum of the parts. Effective leaders are change catalysts. They improve almost every situation they get into. They are amazingly productive and they strive to complement their weaknesses with the strengths of others, because they believe in others' strengths and capacities. Since they are not threatened by the fact that others are better in some ways, they feel no need to supervise them closely.

- **They exercise for self-renewal.** They exercise their minds through reading, creative problem solving, writing, and visualising, along with many other physical and mental activities. Emotionally they make an effort to be patient, to listen to others with genuine empathy, to show unconditional love, and to accept responsibility for their own lives and decisions and reactions.

Transformational leadership is characterised by the ability to bring about significant change. Transformational leaders have the ability to lead changes in the organisation's vision, strategy, and culture as well as promote innovation in products and technologies (Daft, 2002 p148). Rather than analysing and controlling specific transactions with followers using rules, directions, and incentives, transformational leadership focuses on intangible qualities such as vision, shared values, and ideas in order to build relationships, give larger meaning to separate activities, and provide common ground to enlist followers in the change process. Transformational leadership is based on personal values, beliefs, and qualities of the leader rather than on an exchange process between leaders and followers. Transformational leadership differs from transactional leadership in four significant areas:

1. *Transformational leadership develops followers into leaders.* Followers are given greater freedom to control their own behaviour. Transformational leadership rallies people around a mission and defines the boundaries within which followers can operate in relative freedom to accomplish organisational

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goals. Transformational leader arouses in followers an awareness of problems and issues and helps people look at things in new ways so that productive change can happen.

2. *Transformational leadership elevates the concerns of followers from lower-levels physical needs (such as safety and security) to higher-level psychological needs (such as for self-esteem and self-determination).* It is important that lower-level needs are met through adequate wages, safe working conditions, and other considerations. However, the transformational leader also pays attention to each individual's need for growth and development. Therefore, the leader sets examples and assigns tasks not only to meet immediate needs but also to elevate follower' needs and ability to a higher level and link them to the organisation's mission. Transformational leaders change followers so that they are empowered to change the organisation.

3. *Transformational leadership inspires followers to go beyond their own self-interests for the good of the group.* Transformational leaders motivate people to do more than originally expected. They make followers aware of the importance of change, goals and outcomes, and in turn enable them to transcend their own immediate interests for the sake of the organisational mission. Followers admire these leaders, want to identify with them, and have a high degree of trust in them. However, transformational leadership motivates people not just to follow the leader but also to believe in the need for change and be willing to make personal sacrifices for the greater purpose.

4. *Transformational leadership paints a vision of a desired future state and communicates it in a way that makes the pain of change worth the effort.* The most significant role of the transformational leader may be to find a vision for the organisation that is significantly better than the old one and to enlist others in sharing the dream. It is the vision that launches people into action and provides the basis for the other aspects of transformational leadership discussed above. Change can occur only when people have a sense of purpose as well as a desirable picture of where the organisation is going, without vision, there can be no transformation (Days, 2002 pp 148-149).

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2.11 TRANSFORMATIONAL LEADERSHIP AND SCHOOL EFFECTIVENESS AND IMPROVEMENT

Literature on leadership shows that there is evidence of a strong link between transformational leadership and school effectiveness and improvement. Research, mainly British literature, (Sammons et al 1995), has led to the development of a list of factors that are common to effective schools:

- Professional leadership
- Shared vision and goals
- A learning environment
- Concentrating on teaching and learning
- High expectations
- Monitoring progress
- Purposeful teaching (Sammons et al, 1995, p.8)

Factors affecting school effectiveness in South Africa are somewhat the same as the ones above. The organisational culture of an academically effective school includes a set of school-wide norms stressing academic effort and accomplishments. The research on effective schools stresses that norms of an academically effective school will give highest priority to academic effort and achievement (Snowden and Gorton 1998). Regardless of how the norms manifest themselves, norms should represent a clear, articulated vision of what the school stands for, a vision that embodies core values and purposes. According to Snowden and Gorton (1998) organisational norms are usually expressed in the form of expectations for the members of the organisation. They identified four expectations for teachers in an effective school:

- Striving for excellence would be one expectation in an effective school.
- A second important expectation for teachers in an effective school is adopting the attitude that all students are capable of achieving, and therefore teachers should behave accordingly.

- A third expectation characteristic of an effective school culture is that the faculty members should strive to improve themselves.

- A fourth major expectation associated with the culture of an effective school is that students and teachers and teachers will behave in ways contributing to a safe and orderly school environment.(Snowden & Gorton 1998, pp 110- 111)

Of course, for these expectations to work, they will need to be communicated and reinforced, activities that usually occur in an effective school as a result of symbolic actions.

School improvement is according to Leithwood et al (1994) a value based, vision-driven approach to leadership. A survey of principals conducted (Hargreaves, 1997, Joyce, 1991) showed recognition of the need to impact on the culture of the school if improvement is to take place. When the principals were asked for strategies that they intended to use to improve the school, amongst them were several that related to collaboration and to the development of teachers of which these are closely linked to transformational leadership. Stoll and Fink (1996), building on the work of Hopkins et al (1994) have developed a model of five idealised types of schools and identified their relationship to both school effectiveness and school improvement.

Fig 2.3 Effectiveness and improvement typology of schools

	Improving	**Declining**
Effective	moving	cruising
	Strolling	
Ineffective	struggling	sinking
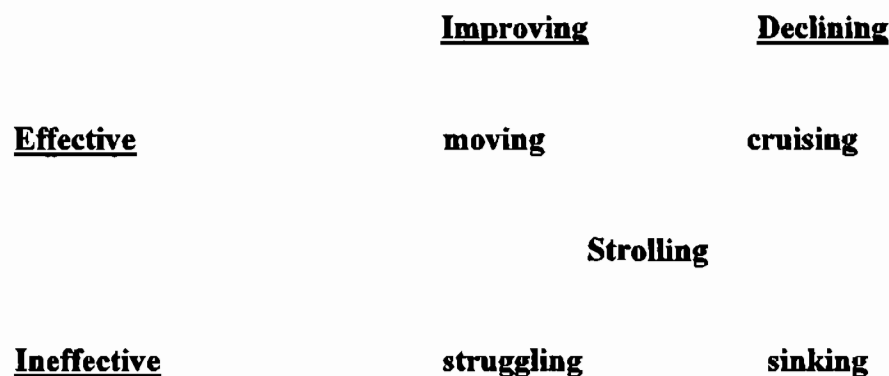
(Stoll and Fink 1996 figure 6.1 p.85)

Moving schools are both effective and improving. Cruising schools, since they are effective may be well regarded, but these schools often have a high ability intake and may add little value in education of their students; they are unlikely to be actively seeking

improvement. Strolling schools may be trying to improve but are doing so slowly, possibly in ways that are not well defined within the school. Struggling schools are ineffective in terms of examination results but trying to improve whilst sinking schools are both ineffective and deteriorating.

The link between transformational leadership and school improvement is seen to be via a collaborative school culture, where there is common understanding of shared aims. The assumption of the importance of shared understanding and collaboration can be seen in the following list of ten principles which "capture the essence of improvement", (Hopkins, 1994, pp 79-80) :

- The main focus for action should be on teaching and learning in classrooms.
- Such classroom practice can only be sustained through ongoing stall development.
- Leadership should empower people (students, staff and community) to achieve their own and the school's purposes.
- All members of a school community should actively build and share a common vision of its main purposes.
- The school's current priorities should reflect its main purposes and its vision, and be generated through consultation.
- Work on current priorities should be based upon planning in order to manage the process of change.
- The substance of staff development should be teaching skills, as well as the best available knowledge of curriculum content.
- Collaboration is a necessary condition for staff development and school improvement.
- Processes of improvement should be informed by monitoring, feedback and reflection on the part of students as well as staff and, of course the school.
- Successful policy implementation occurs when groups of teachers adapt educational ideas to their own context and professional needs.

Hopkins concludes that "the significance of these principles lies in their synergism: together they are greater than the sum of their parts: (ibid. p.80).

2.12. LEADERSHIP IN SOUTH AFRICAN SCHOOLS

In South African school, prior to the establishment of democracy, leadership of schools was determined and done outside the school at a higher level and lower levels were expected to implement the policies and the laws readily laid down for them. Officials in the Department of Education issued and instructed principals via circulars and handbooks as to the procedures to be followed in the management of schools. Many schools used to work according to theses policies laid down for them without taking any initiative. This resulted in South African school principals who sit and wait for decisions to be taken at a higher level of the education system and then implementing them without questioning them. Emphasis and surplus funding were allocated to the white schools to ensure effective learning and teaching in the form of quality education at the expense of other races, which were denied that access. The principal of the school was regarded as the law unto himself, an authority figure who more often ruled with an iron fist and whose leadership style was rigid, inflexible and undemocratic in nature. These schools did not know the concept of transformational leadership. The leadership was transactional in nature simply to implement policies and maintain the status quo

This scenario dramatically changed after democracy was achieved in 1994.
In 1994 the emergence of democracy facilitated the formulation and the passing of the South African Schools Act of 1996 which focuses on schools with the responsibility for governance and school management put squarely on the shoulders of the school governing body and the professional management responsibility put on the shoulders of the school principal. In 1996 the Task Team was appointed to assess the education system toward restructuring and developing a new approach to education. This team came up with a report entitled "Changing Management to Manage Change in Education"(1996), which suggested that there should be a move to decentralised decision making to school level where schools would be governed and managed through a process of democracy. This current trend towards institutional autonomy, which is currently

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being implemented, is based on the understanding that decisions should be made by those who understand best the needs of the 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 (1996:26)

This shift from centralised control to school autonomy meant that principals can no longer depend on, 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 of the school. These profound changes imply that principals, members of the school management teams, educators and parents have to change their perceptions, their roles and responsibilities in schools.

The Task Team further recommended that the schools need to have mangers and leaders who would need to work in democratic and participative ways in order to build relationships and ensure efficient and effective delivery. The Task Team believes that people with the right understanding, skill, knowledge and ability are required if education is to be lifted and transformed. Because schools are the building blocks for transforming the education system, there is a need for the culture of teaching and learning to be created in schools. This therefore requires people who have vision and who are committed to leading the school as a learning organisation toward a pro-active path of growth and productivity. Leadership in South Africa today calls for a different approach and a set of leadership skills. South African scroll principals need to adopt a new paradigm in which leaders are confident and visionary. Hart (1995:11); Gulting & Butler (1999:62-63) have identified the key changes in the way South African schools are organised. These key changes are outlined in the following table

TABLE 1
Key changes in the way 'new' organizations [school] in South Africa are organized

Changing schools: from 'top-down' to 'participatory' management
1. *Principals should lead rather than instruct.* Principals need to rely on the support of staff. Their status will depend on the ability to lead and motivate their team of educators. Effective principals are able to create an ethos that generates motivated and successful educators and stimulated and inspired learners in an effective school setting (Terry 199:28)
2. *The decision-making hierarchy becomes flatter.* To reduce problems in a hierarchical system, flatter, more open and more participative structures should be created. This will enhance the flow of information and create an atmosphere where all members experience a sense of "ownership".
3. *Responsibility should be shared.* With the development of teams, responsibility should be shared. Where teams operate the principal cannot be blamed since the team works together to solve problems.
4. *Leadership is about empowering participants.* People in senior management positions should see their role as empowering others to make decisions about the operation of the school, rather than controlling them. By providing teachers with greater autonomy and creating opportunities for teachers to engage in professional conversation a supportive environment is developed and a culture of commitment is created.
5. *Develop instead of delivering expertise.* Schools should create processes and structures that develop expertise. This requires a system of staff development. Three types of development process are distinguished:
• In outcome-based education schools, all staff members have a management role which requires an effective system of staff appraisal and high-quality professional development policies that meet the needs of both the individual and the organization
• In a changing environment, educators need to update their subject and professional knowledge continuously so that effective learning takes place.
• Educators have to fulfill a anew role. For example, there may now be a demand for computer literacy instead of biblical studies. Effective schools will encourage educators to develop knowledge and skills in various learning areas.
6. *Command respect through stature and not status.* In the new dispensation an individual's position in the hierarchy is not the only basis for respect. This respect will rather be won by demonstrating to other educators and learners that respect is deserved because an individual succeeds in getting things done.
7. *Emphasise effectiveness of schools and not simply efficiency.* In the past many schools ran efficiently. They were quiet and neat, but still produced poor matric results and not the desired learning outcomes. The emphasis is now on a commitment to constant, continuous improvement, which involves every body in the school.
8. *Create a culture of learning rather than controlling behavoiur.* Where principals in the past believed that educators needed constant control and supervision, the approach in 'new' school should be to ensure that agreed-on outputs are achieved by entrusting educators and learners to work towards these without constant supervision.

In order to do this, South African schools need motivated principals and leaders who are trusted and recognised by the society to take the lead in their schools' development.

West-Burnham (1997; p.116) says that 'leadership today demands vision, creativity, sensitivity and subsidiarity'. The subsidiarity principle is outlined by Handy (1989; p.100) "…it is an injustice…for a large and higher organisation to arrogate to itself functions, which can be performed efficiently by smaller and lower bodies". Giving teams and individuals responsibility, authority, resource control and decision-making powers without reference is what subsidiarity is all about. This transformational approach to leadership is the one needed for effective schooling in South African schools.

2.13 CONCLUSION

Coleman (1994, p.102) states that to be able to manage change successfully, "principals as leaders will have to change their old ways of doing things." The Department of Education (1996, p.28) also states that " the extent to which schools are able to make necessary changes largely depends on the nature and quality of their internal management". The implication here is that the principals are expected to have a clear vision for their schools and the ability to communicate this vision to the other members of the staff. Principals are also expected to empower their staff and build capacity so as to be able to manage change and become effective leaders in their classrooms. School improvement is imperative in South African schools during this era of educational transformation and the challenge that faces the school principals today is immense. The principals as leaders of schools have to be transformational rather than transactional in approach to leadership.

The school effectiveness and school improvement link up with the principals as instructional leaders working with teachers, learners, and parents to improve instructional effectiveness in the classroom. The role of the principal as an instructional leader is very pivotal in developing an effective school in which learners can receive quality instruction both inside and outside the classroom. End/

The following chapter will deal with the research methods used in conducting this research.

CHAPTER 3: THE RESEARCH METHODS

3.1 INTRODUCTION

This chapter will concentrate on the analysis of the research methods and techniques used in this leadership study. Reference will be made to the aims of the research, research questions, the research methods, the participants or population of the study, the technique(s) to be used to analyse the data, what limitations are there for this research and the instruments used in the research.

3.2 THE AIMS OF THE RESEARCH

The primary aim of this research was to access the principal's leadership and to determine the extent to which the principal's leadership style is transformational or not. The research further determined the existence of the evidence of transformational leadership at this school. Generally the aims of this research were as follows:

- To examine the theoretical perspective on school leadership with specific emphasis on transformational leadership.
- To gather data from the principal and the members of staff.
- To identify the personal qualities and professional competences that are applicable to transformational leadership.
- To compare and contrast the perceptions of leadership of the principal and the other members of the staff.
- To determine the existence of the evidence of transformational leadership in this school.

3.3 RESEARCH QUESTIONS

This research attempted to explore and answer the following questions:

1. What is transformational leadership?
2. What are the characteristic qualities of transformational leadership?

3. What is the principal's perception of her leadership style and behaviour?

4. To what extent does this relate to the qualities of transformational leadership? Is there any evidence?

5. What are educators' perceptions of their principal's leadership style and behaviour and to what extent does it relate to the qualities of transformational leadership? Is there any evidence?

6. On the basis of perceptions and evidence alone, to what extent may leadership at this school be characterized as transformational

7. What are the implications of the findings for possible leadership improvement and development?

3.4 RESEARCH METHODS

Questions 1 and 2 will deal which the theory of transformational leadership and characteristic features of transformational leadership will be addressed through the literature review. Question 3, which addresses the principal's perception of her leadership style and behaviour and the extent to which this is transformational, will be dealt with through semi-structured interviews with the principal. The reason for choosing semi-structured interviews is that semi-structured interview questions have no choices from which the respondent selects an answer; rather questions are phrased to allow for individual responses. Semi-structured interview is appropriate in this research as it allows the principal to say what is of significance to her within a predetermined framework of issues, which the principal considers to be important (Schumacher and McMillan, 1993). The semi-structured interview provides a desirable combination of objectivity and depth and often provides valuable data that could not be obtained by any other means. The interviewer had a schedule before him for completion during and/or immediately after the interview. This schedule represents a guide at to all the information the researcher have secured by the time the interview comes to an end.

Question 5 which examines the educators' perceptions of their principal's leadership style and behaviour and the extent to which it relates to the qualities of transformational leadership, will be addressed through the questionnaires administered to the rest of the staff not interviewed. Questionnaire design will contain both open-ended questions and

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item checks. There are quite a number of advantages of questionnaires in this kind of research. Questionnaires are administered personally to groups of individuals. The person administering the instrument has an opportunity to establish rapport, too explain the purpose of the research and to explain the meaning of items that may not be clear to the respondents. A questionnaire is relatively economical, has standardised questions, can ensure anonymity and questions can be written for specific purposes (Schumacher and McMillan, 1993: p238). The availability of a number of respondents in one place makes possible an economy of time and expense and provides a high proportion of valuable responses (Best and Kahn 1968).

Questions 6 and 7 determined the extent to which leadership at this school may be transformational on the basis of perceptions alone. The implications of the findings for possible leadership improvement and development will be explored. Furthermore answers to questions 6 and 7 will be derived from a referral to the findings of questions 3, 4 and 5 to the literature.

3.5 POPULATION

The research was carried out in a single junior secondary school and the researcher does not form part of the staff of the school. The principal, the deputy principal, the HOD and one educator were interviewed over a period of two hours, allocating 30 minutes to each respondent. Of the 21 members of the staff 17 members responded to the questionnaire, this comprised of the two HOD and 15 post- level -one educators. In fact 100 percent of the school population was used in the research.

3.6 ANALYSIS OF THE DATA COLLECTED

In this leadership research data analysis took the form of basing judgements on leadership of the principal of this school against the yardstick of the characteristics of transformational leadership. The data collected from semi-structured interview were analysed through content- analysis procedures and from the questionnaire through the counts, and illumination through comments from the open-ended questions.

3.7   THE RESEARCH INSTRUMENTS (METHODS) USED

The main methods used in this research to collect data were questionnaires and interview. The reason for choosing these research instruments was based on the assumption that the concept of transformational leadership is a contextualised and relational construct. The questionnaire consisted of eight questions. The purpose of these questions was to determine teachers' perceptions with regard to the principal's leadership and to fond out whether teachers were satisfied with the principal's leadership style and whether there was any evidence of the existence transformational leadership in this school. Question 1 requested the position or the rank of the respondent. The aim was to offer an accurate indication of the number of respondents who were post level 1 educators and HOD respectively.

Question 2 required the respondents to indicate the number of years in this school. The aim of this question was to find out the teaching experience of the teachers at this school and how long each of them has been exposed to the leadership style of their school principal.

Question 3 required the respondents to indicate the level of their satisfaction with leadership at their school. A scale of A – D was provided ranging from not effective at all (A), less effective (B), good but needs improvement (C), and smooth and effective (D). Question 4 required the respondents to comment briefly on their choices. This was an open-ended question that would serve to indicate the reason for the choice, toward determining whether the principal was responsible for the respondents' choices.

Question 5 focused on the principal's relationship with her staff, parents and learners. The respondent was to tick the appropriate circle of the scale ranging from very poor (1), poor (2), fair (3), good (4) and very good (5). The purpose of this question was to determine the extent to which the principal was transformational in her interaction with the colleagues, parents and learners, since the extent of effective relations with these people would impact on the principal's leadership style.

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Question 6 required the respondents to indicate by means of Yes or No whether the items listed were in their school. The purpose of this question was to determine the extent at which there was evidence that transformational leadership was being implemented at this school.

Question 7 required the respondents to rank in order of importance five qualities that she considered to be the most important for a leader to possess. This question offered the respondents absolute freedom of participation in the sense that no alternatives or vocabulary were given to the respondents and the respondents were required to list these qualities in his/her own words. The purpose of this question was to determine what the educators regarded as qualities of a good leader and also to match and ascertain whether the principal's perception of leadership matched the educators' perceptions of leadership.

Question 8 gave the respondents a scale ranging from agree (1), disagree (2), strongly agree (3), and strongly disagree (4). The respondents were then required and expected to indicate by means of the scale above, the principal's involvement, or lack of involvement in the practices of transformational leadership. The respondents had to answer these questions based on their understanding of principal's leadership style.

THE INTERVIEW

The purpose of the interview with the principal was to find out the principal's perceptions about what she considers to be good or effective leadership with specific reference to the qualities that she regards to important for a good or effective leader to possess (question 1). The purpose of this question was to ascertain whether the principal considered good or effective leadership to be transactional or transformational.

Question 2 required the respondents to say what they considered to be the role of the principal in comparison to her own practise as a principal (that is, in relation to what they perceive her to be doing).

Question 3 required the respondents to agree or not to agree with the school leadership and management as being the sole responsibility of the principal. The purpose of this question was to determine the various perceptions of the respondents (the principal, the HOD and the educator) and the extent to which per se was transformational in her perception of her leadership role.

Question 4 required the principal to say something about her leadership style. The HOD and the teacher were requested to say something about their principal's leadership style. The purpose of this question was to determine the extent to which the principal's leadership style contributes to the smooth running of the school.

Questions 5 and 6 wanted the respondents to say whether or not the school has the vision and mission statements and how these were crafted, whether or not there are appropriate policies and procedures in place to enable the school to run smoothly. The purpose of this question was to determine the extent to which there was evidence to support the existence of transformational leadership at this school. This kind of evidence would be very useful to inform the researcher of the principal's practise or lack of practise on the practices of transformational leadership.

Question 7 required the principal to say something about his relationship with teachers, learners and parents. Other respondents were to comment on the relations of the principal with teachers, learners and parents. The purpose of this question was to determine the extent to which the principal relates with and involves her staff, learners and parents in running the school

Question 8 required the principal to give the magnitude of the extent to which she involves her staff in decision making. The purpose of this question was find out whether or not the principal allows her staff to participate in school decision making process.

Question 9 asked the principal the areas of leadership where the principal felt she needed improvement. This question was asked to determine whether or not the principal believes in ongoing process of growth, since one of the hallmarks of a transformational leader is to

possess the inherent ability to identify his/her strengths and weaknesses so as to be able to view her role of principalship critically and objectively.

Question 10 required the respondents to give a list of qualities they regard as the qualities of a good or effective leader. The principal was in fact asked to identify the skills, knowledge, qualities and traits that she considered important for her to possess if she were to carry out her duties effectively. The answers here would be compared to the educators' perceptions of the qualities of a good or effective leader.

Question 11 required the respondents to rate their school and to make a safe evaluation of their school. The purpose of this question was to find out whether or not the respondents regard their school as moving, cruising, strolling, struggling, or sinking.

3.8 CONCLUSION

The subsequent chapter will be dealing with the analysis of answers and data gathered from both the questionnaires and interview.

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter will deal with the presentation, analysis and discussion of the data and the findings obtained from the questionnaires and interviews. These full research instruments are to be found in the appendices at the end of this research report. In each case the findings will be analyzed and discussed in the same order as the questions are arranged in the questionnaire and the interviews schedule. The questionnaire will be dealt with first and then followed by the interviews.

4.2 QUESTIONNAIRE

Questionnaires were distributed to 15 educators, 2 Heads of Department (H.O.D) and 1 Deputy Principal, and all of them responded.

Question 1: **What position do you hold at this school?**

In this question respondents were required to tick the relevant box in line with the current rank they were holding currently at this school. This is how the respondents were distributed:

- 15 educators
- 2 Heads of Department
- 1 Deputy Principal

Question 2: **For how long have you been at this school?**

The respondents were invited to tick the appropriate box corresponding to the number of years they have been at this school. The results were as follows:

1 – 5 years	6 – 10 years	10 years and over	Total
3	8	7	18

Question 3: **How would you rate leadership at this school?**

In response to this question, the respondents were required to choose, A Not effective at all, B Less effective, C Good but needs improvement, D Smooth and effective. The results were as follows:

- A = 1
- B = 10
- C = 7
- D = 0

Most of the respondents chose alternative B (Less effective), which suggests the principal's leadership style to be more transaction than transformational. The implication here is that the principal was not doing well in her leadership practice and that he needed to be empowered.

Question 4: **Comment briefly on your choice.**

The respondents that responded, "Good but needs improvement" commented that leadership at their school was somewhat good and supportive but there was still a big room for improvement. Those responding "Less effective" commented that their principal was not doing enough and her leadership was very much lacking and that she needed to change her old ways of doing things. This relates to a call by the Department of Education (1996) principals in South Africa are faced with a challenge of delivering quality leadership and management because the quality of a school is closely linked to the quality of principal's leadership style and approach; and real transformation will depend upon the nature and quality of the institution's internal leadership and management.

Question 5: **How does your principal relate with the staff, parents and learners?**

A scale of (1) very poor, (2) poor, (3) fair, (4) good and (5) very good was provided for each of the above categories of people. The respondents were required to tick the appropriate number applicable to their case. The results were as follows:

	Very Poor	Poor	Fair	Good	Very Good	Total
Staff	1	1	10	4	2	18
Parents	1	3	7	5	2	18
Learners	1	4	7	3	3	18

The principal's relations with these people seem to be lacking. If schools and teachers want to be effective, they must be linked to a larger social good. They must join forces with others and must also realize that they are part of a larger environment. Hence the Department of Education (1996:25) says "New education policy requires mangers who are able to work in democratic and participative ways to build relationships and ensure efficient and effective delivery".

Question 6: **Does your school have the following?**

This question required the respondents to encircle either yes or no to indicate whether their school has the following items:

Items	Yes	No	Total
Vision Statement	1	17	18
A mission Statement	3	15	18
Admission Policy	5	13	18
Policy on Staff Development	2	16	18
Finance Policy	4	14	18
Minute Books	15	3	18
Time Book	16	2	18
An effective RCL	3	15	18

The items listed above are the indicators of the basic functionality of the school. The majority of the responses fell on "No" which is a clear indication that the school could not be categorized as a functional school. According to Coleman (1994:55) leadership

exists where " an organization has common goals…there are systems and structures in place to allow the co-ordination of efforts to achieve common goals"

Question 7: What qualities would you consider to be important for a leader to possess? Mention at least 5 qualities in their order of importance.

The respondents were required to give qualities of leadership, which they deemed necessary for a leader to possess and to rank them in their order of preference. This proved to be a very challenging question for the respondents because it forced them to think about the concept of leadership and further more there were no leadership qualities provided to avoid prompting the respondents. The respondents came up with the following leadership qualities necessary for good leadership.

- Exemplary   18
- Respect for others' opinion   18
- Democratic   18
- Visionary   15
- Flexible   14
- Supportive   13
- Dedicated   12
- Trustworthy   10
- Responsible   08
- Self-confident   06

With regard to the leadership qualities that a the educators expected the principal as a leader to possess, the leadership qualities deemed important in order of preference ranked from exemplary to self-confidence. These qualities are necessary for leader to have because they are characteristic qualities of a transformational leader (see Management Centre Europe 1988). The implication here is that educators have leanings toward expecting their principal to be transformational in his leadership as all the leadership qualities identified by the educators can be considered to be transformational.

Question 8: **How would you rate your principal in respect of the following aspects?**
A scale of (1) agree, (2) disagree, (3) Strongly agree, (4) strongly disagree was provided.
The respondents were asked to tick the relevant box to indicate their rating. 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 transformational in outlook.

Aspects	Agree	Disagree	Strongly Agree	Strongly Disagree	Total
Makes decisions alone	8	4	6		18
Does not consult with her staff	9	4	3	2	18
Does not care about the welfare of her staff	11	3	3	1	18
Does not consider others opinion to be important	8	3	6	1	18
Motivates and encourages others toward the achievement of goals	3	9		6	18
Always says "this is our school"	7	5	1	4	18
Praises the staff for the job done	3	10		6	18
Involves others in planning the actions to be taken	2	9		7	18
Treats others with respect	3	13	1	1	18
Creates an atmosphere of mutual trust in the staff she leads	4	8	1	5	18

The majority of the responses with regard to the way members of the staff perceived the
principal's leadership reflected that principal's leadership was transactional. In fact the
consensus reached amongst the educators seems to indicate that the principal does not
display characteristics of transformational leadership.

4.3 SUMMARY

Taking from these responses given above the principal's style of leadership appears to be more transactional rather than being transformational. There is little or no evidence that the principal is practicing transformational leadership in this school.

4.4 INTERVIEWS

The principal, the HOD and one educator were interviewed in turns, using a semi-structured interview. This section will therefore deal with the analysis of their answers.

Analysis

Question 1: **What would you regard as good or effective leadership?**
The respondents gave different opinions on what they regarded as good or effective leadership. However, the principal the HOD and an educator gave consultation with the staff as a very important aspect of leadership. The HOD and an educator gave participation of the staff in all planning and decision-making taking place at school as very important. The HOD also felt that effective leadership should include creativity, innovation, and an ability to work with all other members of staff, parents and learners and the ability to handle any situation that can crop up in the school situation. The principal also cited effective leadership as being democratic and flexible, that is, being able to change when need arises.

Question 2: **What do you think is the role of the principal?**
In response to this question, the principal gave the following as her role, namely: organizing, planning, supervising, motivating, delegating duties to other members of the staff and evaluating whether the delegated duties have been performed well. The educator said that the principal is like a compass in an airplane, he gives directions, he has to control and monitor all the activities taking place at the school. He should steer the school to the right direction. This educator also mentioned that the principal as a leader should

see to it that effective teaching and learning take place at school. The HOD saw the role of the principal as that of being exemplary and a role model so that every body in the school community should take after him. The HOD further said that it is difficult to talk of punctuality to the learners and staff if the principal himself does not honour punctuality.

Question 3: **School leadership is the sole responsibility of the principal. Do you agree? Support your answer.**

All the respondents unanimously agreed that leadership could not be the principal's sole responsibility. The HOD felt that leadership should be a collective effort, where educators, learners, parents and the school management team (SMT) are actively involved. The educator mentioned that the principal as a leader should be able to accept other people's ideas and give every member of the staff an opportunity to show up his/her leadership potential and skills. By so doing, every one will feel part and parcel of the school, and will therefore develop a strong sense of ownership of the school. The principal commented that she has to share ideas pertaining to the school with all other stakeholders. He further said that all the stakeholders should regard the school as theirs and not the principal's.

Question 4: **What would you regard as your leadership style? (Principal). What would you regard as your principal's leadership style? (Educator and HOD)**

In response to this question, the principal said that he has a participatory leadership style. He admitted that gone are those days of autocratic leadership and top-down management approach. The principal, however, said that there are many instances where he cannot just throw his old approach depending on certain situations in which she finds herself.
The other respondents gave different answers to this question. The HOD saw the principal as having no clear and serious leadership style. He even regarded the principal's leadership style as being permissive and allowing every one in the school to do as one pleases (laissez-faire approach). The educator felt that the principal was not firm and transparent enough as she should be, however, the educator also cited that the principal was an easy and approachable person.

Question 5: Does your school have a vision and the mission statements? If yes, how was it crafted?

The principal responded that, in deed the school does have a vision statement and a mission statement. She said that in future she wished to see her school as being one of the leading schools in the district, with best and quality education for all. However, she highlighted that she never communicated this vision and mission to the other members of the staff, parents and learners. In actual fact she drafted the vision and mission of the school alone. The other respondents said that they did not know much about the vision and the mission of their school because they were never involved in its crafting and no body had ever communicated it to them. However, they all showed interest in taking part in the formulation of the vision and the mission of the their school.

Question 6: To what extent does your leadership style (principal), does your principal's leadership style (educator and HOD) contribute to the running of the school?

In response to this question, the principal highlighted that he has a participatory leadership style where every body is allowed to participate. The other respondents regarded the principal's leadership style as permissive rather than participatory where she allows every one to do as one pleases.

Question 7: How are the relations between the principal and educators, parents and learners?

All the respondents were of the opinion that the relationship of the principal with the educators and the parents was not very harmonious and there were generally conflicts between the principal and the staff. The educator went on to say that when there is a conflict or a problem at school; the principal would pretend that there is no problem until the problem bursts or finally solves itself. The principal also agreed that he had a weakness when it came to conflict resolution as result she always resorts to avoidance-avoidance approach to conflict resolution.

Question 8: **To what extent does the principal involve her staff in decision-making?**
There were different responses to this question. The principal felt that he does not involve and consult her staff on all decisions made at school. This was confirmed by the other respondents when they said that the principal had a tendency of imposing decisions on her staff. They further added that there was poor or no proper consultation by the principal. The educator also commented that the principal would make decision alone and if she experienced a problem arising from that decision, she would then remember to go to the staff when it was already too late.

Question 9: **In which areas of leadership do you think there is still room for improvement?**
All the respondents were of the idea that there was a strong need for the principal to improve her leadership skills in order to lead and manage the change effectively. The principal felt that she needed to attend workshop and seminars on leadership so as to build his capacity. She also admitted that she was not well equipped to face the challenges of the new South African Education System. The responses given by the principal, the HOD and the educator revealed very strong concerns about the principal's leadership style at this school. It became clear that the principal was still lacking important qualities of transformational leadership.

Question 10: **Does your school have appropriate policies and procedures in place to enable it to run smoothly?**

The educator said that the school does have certain policies although the educators are not all completely conversant with those policies because some were drafted long ago and have not been revised to accommodate the new staff and new changes. He also added that they heard from other schools about certain government policy documents that came from the principals' workshop held in the district, but they have never had access to or interacted with those policies, because when the principal had attended a workshop she would rarely give the staff a report back. When asked how she manages to run the school in this way, to be honest the principal simply could not answer. The HOD seemed to echo what the educator had already said above.

Question 11: **How do you (does your principal) contribute to the professional development of teachers in your school?**

All the respondents were looking forward to the staff development programmes. The principal was not doing anything to develop the staff in her school. The educator and the HOD felt that the principal needed to organize staff development programmes to build their capacity in leadership. The principal, on the other hand, said she thought that it was the responsibility of the Department of Education to organize development programmes to build the capacity of the teachers.

Question 12: **How would you rate leadership at your school? Make a self-evaluation of your school.**

The principal rated leadership at her school as good but needed a lot to be done to improve it. The HOD and the educator rated leadership at their school, as less effective and that it needed a lot to be done to drive the school toward self-managing school. The educator said that he was not happy that his school was what it is but he felt he was powerless to make any drastic changes to improve the situation. All the respondents agreed that amongst other things, an effective school is judged by the quality of teaching and learning taking place in the school, the quality of results that the school produces, and the quality of leadership in that school. But from the information gathered so far, it has become evident that the principal's leadership at this school needed to be directed toward teamwork. It should be collaborative and participative. The HOD added that a lot has to be done if they were really serious about applying transformational leadership at their school as a means to drive their school toward self-improvement.

4.3 OVERVIEW OF THE FINDINGS

The main findings of this research exhibited that the principal's leadership at this school was transactional rather than being transformational. Although the principal at some stage would feel confident that she is carrying out his duties effectively toward promoting effective teaching and learning at this school, it is evident from the findings that she is

not at all prepared to face the challenges of the new paradigm shift. The principal's leadership style does not correspond with the processes of transformational leadership advocated in the new education policy trends, as a result there is absolutely no evidence of the existence of transformational leadership in this school.

4.4   CONCLUSION

In this chapter, the findings and responses from the questionnaire and interview were presented and discussed with a view to unfold their meaning and implication. In the chapter that follows the main findings will be presented and analysed, and that will be followed by the recommendations based on the findings of the study.

CHAPTER 5: SUMMARY AND RECOMMENDATIONS

5.1 INTRODUCTION

Now follows the presentation and the discussion of the findings of the questionnaire and interview and this will also be followed by the recommendations that can be of great importance to the principal and the staff of this school.

5.2 SUMMARY OF THE MAIN FINDINGS

This research was an attempt to investigate whether the principal's leadership style corresponds with the transformational leadership processes advocated in the new education system in South Africa and in the literature on leadership discussed above. This research also attempted to reveal whether the principal's leadership style is participatory leadership style and whether there is any evidence of transformational leadership in this school. The questionnaire and the interviews were used to gather information about the principal's leadership style and behaviour. The main findings of the research will now be summarized according to the research questions.

Questions 1 & 2 of the research focused on the transformational leadership as a concept to be defined and explored with specific reference to the characteristic qualities of transformational leadership. These questions were explored extensively in the literature review which saw transformational leadership as a necessity in leading schools and organizations today due to its focus on fostering of collaboration, participation, and commitment of employees in the context of shared values and a shared vision. There was also a strong emphasis on transformational leadership as a vision building, developing people and fostering a positive climate which promote shared decision making; leadership which involves maximum amount of mutual interest and minimum amount of coercion. Reference was also made to the qualities of transformational leadership that

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differentiated transformational leaders from transactional leaders. These characteristic qualities instill a sense of worth in individuals which culminates in successful organizations, by actively soliciting new ideas and new ways of doing things, stimulating creativity, encouraging others to look at problems and issues in a new way, motivating people, generating enthusiasm and optimism, communicating high expectations and pointing out possibilities not previously considered.

Questions 3 & 4 attempted to examine the principal's perception of her leadership style and behaviour and the extent to which these relate to the qualities of transformational leadership. Furthermore, the existence of evidence to gauge the extent to which the principal's conceptualization of her leadership style was regarded as transformational. The interview with the principal revealed that her perception about her leadership style was transformational. She believed that she was actually performing her role as a principal effectively and that she was fostering a sense of motivation and empowerment among the educators in the school. Furthermore, she was of the idea that the members of the staff perceived her as a role model and that she was making a remarkable difference in promoting effective teaching and learning at this school. But, on the other hand the HOD and the educator had a different view about their principal in that they perceived her leadership as being less effective.

Question 5 aimed to examine the educators' perceptions of the principal's leadership style and behaviour, and to seek to assess the extent to agreement or disagreement thereof. The educators' perception of their principal's leadership style was determined through the questionnaire. The HOD and the educator were interviewed for the same purpose. What appeared to be evident was that the educators perceived the principal as being transactional. There seemed to be a great appeal for the principal to treat everyone equally and to be more considerate to all educators. When educators were asked to identify the extent to which the principal was transformational in her attitude and practices (refer to question 8 of the questionnaire), the principal was perceived as not being in possession of most of the characteristics of transformational leadership. The educators also were to rate the leadership in their school and to comment briefly on their choices, (refer to question 2 & 3 of the questionnaire). Many educators felt that

leadership at their school was less effective and that the principal needed to develop her interpersonal skills and to display insight and vision as a leader. The evidence to support this feeling was that the principal was rated to have poor relationships with the staff, parents and learners.

Based on the findings of this research, there seems to be disjunction between the educators' perception of their principal's leadership style and behaviour and the principal's perception of her leadership style and behaviour. The principal perceives her leadership style to be transformational in approach, but the educators on the other hand seem to disagree with the principal in that they perceive he principal's leadership style as transactional. When the educators were asked to rate their principal in terms of the characteristics of a transformational leader and the qualities that such a leader should possess in her interaction with her staff (refer to question 8 of the questionnaire), what seemed to be evident was that the principal possessed only a few qualities of a transformational leader. The general feeling of the educators appeared to have leanings toward the principal as a transactional leader.

Question 6 attempted to determine the extent to which the principal's style of leadership could be characterized as transformational leadership. From the discussion of the main findings of question 5, one is likely to conclude that on the basis of the perceptions alone, leadership at this school cannot be characterized as transformational since what the principal perceives her role to be seems to disagree with what the educators perceive her leadership to be. Furthermore, in the question pertaining to how the principal interacts with her staff, there appears to be a belief and/or evidence that the principal is not democratic enough and that she does not give equal attention to and respect to the teachers. Teachers do not feel completely involved in the running of the school. This seems to suggest that the principal makes decisions alone, does not consult with her staff, does not care for the welfare of her staff, does not consider other's opinion to be important, does not motivate and encourage others toward the achievement of goals, does not involve others in planning the actions to taken, does not treat others with dignity and respect and does not create an atmosphere of mutual trust in the staff she leads. This insinuation here seems to suggest that the principal is not a transformational leader. The

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disparity between the principal's perception of her style of leadership and staff input regarding the principal's actual leadership style and behaviour suggests the principal's leadership style to be more transactional than transformational where the principal appears to be more of a manger than a leader.

The implications of the findings for possible future leadership development and improvement are examined in question 6. The research pointed out that the principal is not transformational in her leadership. If the school is to keep up with the future trends and challenges in education, there is a need for leadership at this school to move toward being more transformational the next section will now examine the possible recommendations for future improvements and development in this school.

5.3 RECOMMENDATIONS

On the basis of the analysis and comparison of the data that was collected from the respondents in the school, and in the light of the findings and the conclusions inferred above, the following recommendations are suggested:

Transactional leadership, which is characterized by bargaining and negotiation, is no longer appropriate for principals today and in future. There has to be a radical shift from transactional leadership to transformational leadership, which is founded on the basis of change based on commitment. Bennet et al (1994:p18) say "today's leaders who make things happen are transformation, they vitalize the entire organization" this type of leadership which is value based and vision- driven approach to leadership has to begin at this school. The principals leading schools today have to be transformational rather than being transactional so as to be able to manage the change process successfully. It has also become evident that school leadership cannot be regarded as the sole responsibility of the principal. Leadership should be regarded as team effort and permeate every role in the school. The principal of this school needs to involve the entire staff of this school in order to drive the school toward improvement. Perhaps the principal needs to review her style of leadership and to be more transparent and democratic in her dealings with the members of the entire staff. The principal has to allow every one to play an active role in transforming the whole school toward improvement, through transformational leadership.

This view is supported by the Department of Education (1996:p30) when it says "only by actively involving all members of the school community in realization of the vision of the school can commitment and school improvement be reached". The concern for the importance of vision for the leader is further emphasized by Bennet et al (1994:p18) when they say "knowing where we are going is what makes leaders attractive to followers.

In the issue of staff development in this school, it is important that all the staff members of the school need to be empowered so as to become effective future leaders and build capacity to manage the change successfully. The importance of empowering people in any organization is further emphasized by the Department of Education (1996:p25) when it advocates that "individuals who are working in an environment which is constantly changing require support. Managing people and developing their skills ensure continuous improvement and positive chance for every one in the organization and makes excellence in schools". The implication of this statement is that no excellence and improvement can be reached in this school without empowering the educators who can make change possible.

5.4 CONCLUSION

It is important to remember that every school is unique and this makes unique demands on the principal. Research has shown that principals are key agents in bringing about change in schools. However, to bring about change requires effective leadership and management. In essence the principal's role in the new educational dispensation is a balance between leadership and management. What is then required is for principals to realize this paradigm shift and therefore, to apply and practice transformational leadership in the way in which they run their schools. This shift toward transformational leadership is based on the research that proves that effective and successful schools have principals with a vision who are able to lead schools toward a goal.

In this school specifically, transformational leadership, which is a value-based and vision drive approach to leadership has to begin. The findings indicate that the nature of

leadership at this school is transactional. The principal has to begin with the involvement of his staff in formulating a vision based on the values of this school. She should allow every one in the school to play an active role in transforming the whole school toward school effectiveness and improvement through transformational leadership.

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ADDENDUM B

The Interview Schedule

The interview Schedule

1. What would you regard as good or effective leadership?

2. What do you think is the role of the principal?

3. School leadership and management is the sole responsibility of the principal. Do you agree? Support your answer.

4. Does your school have a vision and the mission? If, yes, how was it crafted?

5. What would you regard as your leadership style? (Principal). What would you regard as the leadership style of your school principal? (Educator, HOD)

6. To what extent does your leadership style (your principal's leadership style) contribute to the running of the school?

7. How are the relations between the principal, teachers, learners and parents?

8. To what extent does the principal involve his/her staff in decision-making?

9. What would you regard as the qualities of a good or effective leader?

10. Does your school have appropriate policies and procedures in place to enable it to run smoothly?

11. In which areas of your leadership do you think there is still, room for improvement?

12. To what extent do you (does your principal) acknowledge the teachers professionalism?

13. How do you (does your principal) contribute to the professional development of the staff?

14. How would you rate your school? Make a self-evaluation of your school.

ADDENDUM   A

The Questionnaire

Questionnaire

This is a questionnaire geared at collecting and gauging information about the principal's leadership style that currently prevails at this school. It is not aimed at ridiculing the principal or at undermining anybody's integrity but to assist me towards my studies in leadership. Then everybody involved should feel free and be assured that his/her responses shall be treated with utmost confidentiality. Should there be any one who wishes to add any information not covered in this questionnaire, one should be at liberty to do this at the end..

1. What position do you hold at this school?

(Tick the appropriate box)

- ❑ A Head of Department
- ❑ Level 1 Educator
- ❑ A Principal
- ❑ A Deputy Principal

2. For how long have you been at this school?

- ❑ 1 – 5 years
- ❑ 6 – 10 years
- ❑ 10 years and above

3. How would you rate leadership at your school?

A. Not effective at all
B. Less effective
C. Good but needs improvement
D. Smooth and effective.

4. Comment briefly on you choice.

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

5. How does your principal relate with:

5.1 Staff

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

5.2 Parents

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

5.3 Learners

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

6. Does your school have the following:

(Encircle Yes or No)

6.1 Vision statement	Yes	No
6.2 A mission statement	Yes	No
6.3 Admission policy	Yes	No
6.4 Policy on Staff Development	Yes	No
6.5 Finance policy	Yes	No
6.6 Minute Books, e.g staff	Yes	No
6.7 Time Book	Yes	No
6.8 Effective RCL	Yes	No

7. What qualities would you consider to be the most important for a leader to possess? Mention at least 5 qualities (in order of their importance).

7.1...

7.2...

7.3...

7.4...

7.5...

8. How would you rate your principal in terms of the following:

(Rating: 1 = agree, 2 = disagree, 3 = strongly agree, 4 = strongly disagree)

8.1 Makes decisions alone.

- o 1
- o 2
- o 3
- o 4

8.2 Does not consult with his/her staff

- o 1
- o 2
- o 3
- o 4

8.3 Does not care about the welfare of his/her staff

- o 1
- o 2
- o 3
- o 4

8.4 Does not consider others' opinion to be important.

- o 1
- o 2
- o 3
- o 4

8.5 Motivates and encourages others towards the achievement of goals.

- o 1
- o 2
- o 3
- o 4

8.6 Always says 'This is our school'

- o 1
- o 2
- o 3
- o 4

8.7 Praises the staff for the job well done

- o 1
- o 2
- o 3
- o 4

8.8 Involves others in planning the actions to be taken

- o 1
- o 2
- o 3
- o 4

8.9 Treats others with dignity and respect.

- o 1
- o 2
- o 3
- o 4

8.10 Creates an atmosphere of mutual trust in the staff s/he leads.

- o 1
- o 2
- o 3
- o 4

Thank you very much for your time