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**TRANSFORMATION LEADERSHIP IN GAUTENG SCHOOL:  
A CASE STUDY**

by

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## **ABSTRACT**

After the election of the new democratic government in 1994, bold steps were taken to transform the South African education dispensation, seeking for an appropriate approach to address the educational imbalances of the past. Transformational leadership emerged as the key focus in restructuring the educational system.

A qualitative research design was employed to answer the research question which would be integrated with the aim of the study in a logical way. The aim of the study was to explore leadership styles practiced by the principals in a changing educational system. Data was generated by means of interview to provide rich descriptions and explanations of how principals experience transformation in this particular context.

The literature review revealed that principals as transformational leaders have an important role to play in setting the tone to provide direction, executing their tasks as leaders and managers and building democratic schools. To keep up and cope effectively with constant and rapid transformation, principals are also urged to demonstrate positive, supporting leadership and professionalism, and to acquire new learning and thinking skills to manage change. By developing a better understanding of transformation, the principals will be able to give effective direction and empower their staff, guiding and supporting them in the process of accepting transformation.

While leadership skills are essential for providing effective leadership, principals must also possess a sense of purpose and direction. The challenge is to develop leaders' sensitivity and knowledge so that they will know when to be directive and when to act within a collaborative framework, or to delegate responsibility to others. The research findings indicate that principals do fulfill their new roles and responsibility as educational leaders.

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# TABLE OF CONTENTS

	PAGE
ABSTRACT	i
ACKNOWLEDGEMENT	ii
DECLARATION	iii
TABLE OF CONTENTS	iv
CHAPTER 1	1
INTRODUCTION	1
1.2. HISTORICAL AND CONCEPTUAL BACKGROUND	1
1.3. GOALS	3
1.4. METHODOLOGY	3
1.5. DATA ANALYSIS	4
1.6. QUALITY	5
1.7. OUTLINE OF CHAPTERS	5
1.8. CONCLUSION	5
CHAPTER 2	6
LITERATURE REVIEW	6
2.1. INTRODUCTION	6

<b>2.2. LEADERSHIP THEORIES</b>	<b>6</b>
2.2.1. Trait theories	6
2.2.2. Contingency theories	7
2.2.2.1. Fiedler's model	8
2.2.2.2. Hersey and Blanchard's situational theory	8
<b>2.3. TRANSFORMATION LEADERSHIP</b>	
<b>BEYOND TRANSACTIONAL LEADERSHIP</b>	<b>9</b>
<b>2.4. THE PERSPECTIVE OF TRANSFORMATIONAL</b>	
<b>LEADERSHIP</b>	<b>11</b>
<b>2.5. THE ELEMENTS OF TRANSFORMATIONAL</b>	
<b>2.5.1. Shared vision</b>	<b>13</b>
<b>2.5.2. Commitment</b>	<b>16</b>
<b>2.5.3. Motivation</b>	<b>17</b>
<b>2.5.4. Participative decision-making</b>	<b>19</b>
<b>2.6. TRANSFORMATIONAL LEADERSHIP:</b>	
	<b>20</b>
<b>2.6.1. Symbolizing professional practices,</b>	



<b>values and beliefs</b>	<b>20</b>
<b>2.6.2. Exercising power, influence and authority on followers</b>	<b>21</b>
<b>2.6.3. Offering individual support and consideration</b>	<b>23</b>
<b>2.7. TRANSFORMATIONAL LEADERSHIP, SCHOOL CULTURE AND EFFECTIVE SCHOOL IMPROVEMENT</b>	<b>23</b>
<b>2.8. CONCLUSION</b>	<b>25</b>
<b>RESEARCH DESIGN AND METHODOLOGY</b>	<b>26</b>
<b>3.1. INTRODUCTION</b>	<b>26</b>
<b>3.2. RESEARCH PARADIGM</b>	<b>26</b>
<b>3.3. CASE STUDY</b>	<b>27</b>
<b>3.4. RESEARCH PARTICIPANTS</b>	<b>28</b>
<b>3.5. DATA-GATHERING</b>	<b>29</b>
<b>3.5.1. Interviews</b>	<b>29</b>
<b>3.5.2. Documents</b>	<b>30</b>
<b>3.6. DATA ANALYSIS</b>	<b>30</b>





<b>3.7. RESEARCH QUALITY</b>	<b>31</b>
<b>3.8. ETHICAL CONSIDERATIONS</b>	<b>31</b>
<b>3.9. CONCLUSION</b>	<b>32</b>
<b>CHAPTER 4</b>	<b>33</b>
<b>PRESENTATION AND INTERPRETATION OF DATA</b>	<b>33</b>
<b>4.1. INTRODUCTION</b>	<b>33</b>
<b>4.2. PARTICIPANTS' PROFILE</b>	<b>33</b>
<b>4.2.1. Profile of School A</b>	<b>33</b>
<b>4.3. THEMES</b>	<b>34</b>
<b>4.3.1. SHARED VISION</b>	<b>35</b>
<b>4.3.1.1. Vision and mission</b>	<b>35</b>
<b>4.3.1.2. School policies</b>	<b>37</b>
<b>4.3.1.3. Transparency and communication</b>	<b>39</b>
<b>4.3.2. COMMITMENT</b>	<b>40</b>
<b>4.3.2.1. Collaboration</b>	<b>41</b>
<b>4.3.2.2. Commitment of teachers</b>	<b>43</b>
<b>4.3.3. MOTIVATION</b>	<b>47</b>



<b>4.3.3.1. Motivating teachers</b>	<b>47</b>
<b>4.3.3.2. Rewarding followers</b>	<b>49</b>
<b>4.3.4. PARTICIPATIVE DECISION-MAKING</b>	<b>51</b>
<b>4.3.4.1. Decision-making</b>	<b>51</b>
<b>4.3.4.2. Delegation</b>	<b>53</b>
<b>4.3.5. TRUST AND EMPOWERMENT</b>	<b>55</b>
<b>4.3.5.1. Building teachers' trust</b>	<b>55</b>
<b>4.3.5.2. The role of principals on teachers' empowerment</b>	<b>59</b>
<b>4.3.6. THE SCHOOL CULTURE</b>	<b>60</b>
<b>4.3.6.1. Respect</b>	<b>61</b>
<b>4.3.6.3. Expectations of parents and the community in relation to the principals' leadership</b>	<b>64</b>
<b>4.4. CONCLUSION</b>	<b>66</b>
<b>CHAPTER 5</b>	<b>67</b>
<b>CONCLUSION</b>	<b>67</b>
<b>5.1. INTRODUCTION</b>	<b>67</b>



UNIVERSITY  
OF  
JOHANNESBURG

<b>5.2. BRIEF OVERVIEW OF THE STUDY</b>	<b>67</b>
<b>5.2.1. The principals' and SMT's perception of the principals' leadership</b>	<b>67</b>
<b>5.2.2. Educators' perceptions of the principals' leadership</b>	<b>68</b>
<b>5.3. RECOMMENDATIONS</b>	<b>69</b>
<b>5.5. CONCLUSION</b>	<b>70</b>
<b>LIST OF REFERENCES</b>	<b>70</b>
<b>APPENDICES</b>	<b>80</b>
<b>APPENDIXES 1: APPROVAL- GAUTENG DEPARTMENT OF EDUCATION</b>	<b>81</b>
<b>APPENDIXES 2: ETHICS CLEARANCE</b>	<b>93</b>
<b>APPENDIXES 3: PERMISSION FROM THE PRINCIPALS</b>	<b>95</b>
<b>APPENDIXES 4: INTERVIEW TRANSCRIPTS</b>	<b>98</b>



# CHAPTER 1

## INTRODUCTION

### 1 INTRODUCTION

In this chapter I discuss the historical background to transformation leadership in Gauteng schools. The conceptual framework that lends itself to this study is presented briefly, followed by the research question and methodology employed. It concludes with a brief summary of each of the chapters.

### 2 HISTORICAL AND CONCEPTUAL BACKGROUND

The South African Schools Act (South Africa 1996) advocates an approach to school leadership based on democratic principles. According to the Department of Education (DoE) (1996:25), the new education dispensation in South Africa (SA) requires leaders who are able to work in democratic and participative ways to build relationships and ensure efficient and effective teaching and learning. Research shows that the quality of teaching and learning at any school is closely linked to the quality of the principal's leadership approach and style (Mitchell, 1992:14).

The DoE (1996:4) in, "Changing management to manage change: A new plan for South African schools," emphasised that the task of leaders at all levels of the SA education system is ultimately the creation, maintenance and support of conditions under which teachers and learners are able to achieve optimum teaching and learning. The document went on to say that leadership should not be seen as being the task of a few individuals but rather as an activity in which all members of educational organisations engage. Jeevanantham (1999:102) noted that this implies a profound change in the culture and practice of most South Africa schools.

The extent to which schools are able to make this change depends on the nature and quality of their internal leadership (Reinmann, 1997:54). It means reconceptualising the nature of school leadership. A reconceptualised view of school leadership includes: having a value-driven mission; managing through participation and collaboration, developing the school as a learning organisation and partnerships (DoE, 1996:5).

Shared leadership that includes principals, teachers, parents and governing bodies can play a major role in school change or transformation. Transformation leadership (Sergiovanni, 1990:24) is a process whereby leaders and followers raise one another to higher levels of motivation and morality (Burns 1978:20). According to Mampuru (1992:46), transformation leadership deals with the leaders' influence on, the followers' values, self-esteem, trust, their confidence in the leader and the motivation to perform above and beyond the call of duty. Transformation leaders lead change in an organisation's vision, strategy and culture, as well as promote innovation (Bass 1994:148).

Leithwood (1990:42-47) pointed out that transformation leaders in schools pursue three fundamental goals:

- Helping staff develop and maintain a collaborative, professional school culture
- Fostering educator development
- Helping educators solve problems effectively

The new education dispensation in SA expects school principals to be transformation leaders (Bush 1994:46). My research question is, "What evidence is there of transformation leadership being practiced by the principal at the schools in my study?"

### 3 GOAL

Aims and objectives:

The aim of my research is to explore what evidence there is of transformation leadership in two Gauteng schools. To determine the extent to which the current and desired leadership at the school coincides with a transformation leadership style, the following objectives will help me achieve my aim:

- To explore the principal's and SMT's perceptions of the principal's leadership
- To explore educators' perceptions of the principal's leadership

### 4 METHODOLOGY

I chose to follow a qualitative paradigm. The overall purpose of qualitative research is to describe and understand how people interpret what they experience (Merriam, & Simpson, 2000:98; Schurink, 1998:241.) In my research study, I operated within the interpretive paradigm. I was interested in understanding the experience and perceptions of the participants with respect to the principal's leadership in two schools.

The method of my study is a case study. A case study is both a process of inquiry about a case and the product of that inquiry (Patton, 1990:14). Adelman, Jenkins and Kemmis (1996:2) describe a case study as an umbrella term for research focusing on enquiry around an instance.

Qualitative interviewing usually refers to in-depth, semi-structured or loosely structured forms of interviewing (Mason, & Bramble, 1989:38). I conducted semi-structured interviews with the research participants. This type of interview provides opportunities for participants to share their individual experiences,

perceptions and feelings. I will enquire about participants' experience and perceptions of the principal's leadership at the respective schools.

I also analysed documents as a data collecting technique. Documents are records which are written or printed forms of data (McMillan, 2000:23). In my case, documents that helped me address my research question included the respective schools' mission and vision statements, school policies, job descriptions and strategic plans. Staff meeting minutes, if accessible, may also provide relevant data

### **1.5. DATA ANALYSIS**

Merriam (1992:127) refers to data analysis as the process of making sense of the data. In qualitative research, data generation and analysis constitute a simultaneous and ongoing process. According to Merriam (1992:128) the initial step in the analysis of qualitative data is the immersion of the researcher in the data in order to become familiar with it. I analysed the data using generic qualitative data analysis techniques. I transcribed the tape recordings of the interviews. The data were read and examined carefully looking for emerging themes. After identifying the themes I sorted the data placing them under relevant themes (Creswell, 2009:186).

For ethical reasons, the respondents were kept fully informed of the purpose of the research. They were informed that the information would be kept confidential, and that their identities or their schools would not be revealed.

## **6 QUALITY**

The interview transcripts were shown to the respective participants after the transcription of the recorded data in order for them to have the opportunity to verify the data for quality purposes (Bassegy, 1999:69).

## **7 OUTLINE OF CHAPTERS**

In chapter two I present an overview of literature that I have found relevant for my study. I discuss leadership theories, transformation and the school culture.

In chapter three I address the aim of my study and discuss the research approach and method applied to my research project. The selection of the sample, data gathering, analysis of data and quality are also discussed in this study.

In chapter four I present and discuss the findings. Themes and sub-themes are identified. The key themes are: shared vision, commitment, motivation, participative decision-making, authority and empowerment, and the school culture.

In chapter five I present a summary of the thesis, commencing with the principals' and SMTs' perception of the principals' leadership. It also summarises the educators' perceptions of the principals' leadership. Recommendations and suggestions for further research follow.

## **8 CONCLUSION**

Chapter 1 is an introduction to the research study, commencing with the historical background then leading to the aims of the study. The research design and the methodology are presented, after which a brief outline of the data collection and data analysis process are described. Quality and the way it was achieved are also discussed. The chapter closes with a brief outline of the chapters that follow.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

The South African Schools Act (RSA, 1996b) demands educational reforms to improve educational quality and lays the basis for developing talent and democratically transforming society. This requires the protection of individual rights and places school governance in the hands of the people with a direct interest in changing education, that is, parents, learners and educators.

As my research aim is to investigate the prevalence of transformational leadership in selected primary schools, in this chapter I begin with leadership theories, transformation beyond transactional leadership, perspectives of transformational leadership, the elements of transformational school leadership, implications for transformational leaders and transformation leadership, school culture and effective school improvement. The literature review is vital as knowledge accumulates; thus we can learn from and build on what others have done (Neuman, 2000:445). Shared leadership, which includes principals, teachers, parents and the governing body can play a major role to transform and move towards developing a more transformative and reflective leadership in South African schools.

#### **2.2. LEADERSHIP THEORIES**

In order to capture the development of leadership over time, it is necessary to trace leadership theories from the trait, through to contingency theories of leadership, as part of transformational leadership. This enables one to appreciate the connections and or differences among these theories.

Taylor (1994: 9-10) found that early researchers of leadership attributed particular characteristics to those who became leaders. Traits were classified as those relating to personality, physical appearance, social background, intelligence and ability. It was believed that their presence differentiated leaders from followers and even effective leaders from ineffective leaders. Smyth (1994: 12) supports about the views of leadership when he says that advocates of the trait approach have spent time attempting to correlate leadership behaviour and physical and personality traits such as age, height, weight, appearance, fluency of speech, intelligence, introversion and extroversion. Maritz (2003: 243) concurs with the above authors and adds attributes such as charisma, enthusiasm and courage. Contingency theories as an approach to effective leadership follow.

### **2.2.2. Contingency theories**

Smyth (1994: 16) asserts that the contingency model assumes that the leader's contribution to group performance depends on the leadership style in terms of either task orientation or people orientation and the favorable nature of the situation for the leader.

In addition, Beard (1988: 49) asserts that the contingency theory is often referred to as the 'it depends' approach to effective leadership. It assumes that there is no best approach to leadership and stresses the influence of the total set of conditions in which the leader must function. Two contingency models are examined in the next sections; these are the Fiedler, Hersey and Blanchard models.

### **2.2.2.1 Fiedler's model**

Fiedler (1967: 13) developed a contingency model in which three major situational variables function to determine whether a given situation is favourable to the leader or not. They are:

- Leaders' personal relationship with the members of their group (leader-member relations)
  - The degree of structure in the task that the leaders group has been assigned to perform (task structure);
  - The power and authority that the leader's position provides (position power).
- Fiedler (1967: 13) defines the favorableness of a situation as the "degree to which the situation enables the leader to exert his influence over his group".



### **2.2.2.2 Hersey and Blanchard's situational theory**

According to Smyth (1994: 14), as factors vary with the situation, leadership styles also vary. A leader's behaviour is the result of a blend of both personal character and the situation in which the leader must act. The basic assumptions of this view are:

- People differ in how they perceive a situation, accomplish tasks, interact with others and make decisions.
- People behave differently depending on contextual circumstances; consequently behaviour changes.

- There is no single correct way for people to behave.
- What is comfortable and 'right' for one person may feel uncomfortable and 'wrong' for another.
- An organization functions best when it capitalizes on the strengths of individuals and encourages their recognition.

Situational approach was developed as part of the human relationship strategy. (Hersey and Blanchard 1988: 83, Smyth 1994: 12, Taylor, 1994: 10) conceptualize that leadership is a dynamic process, varying from situation to situation with changes in leaders, followers and situations. It is clear that the behaviour depends on the level of maturity in the situation whereby followers continue to increase in terms of accomplishing a specific task. Facilitators should then begin to reduce their task behavior and increase relationship behavior until the individual or group reaches a moderate level of maturity. In the next section, leadership is explored through explaining the distinction between transformational and transactional leadership.

### **2.3. TRANSFORMATION LEADERSHIP BEYOND TRANSACTIONAL LEADERSHIP**

Transactional and transformational leadership are two unique leadership theories which are often looked at in comparison to one another in order to offer a clear understanding of each paradigm. The same leader may use both types of leadership at different times and under different circumstances.

According to Daft (2001:147-148), transactional leadership is based on a transaction or exchange process between leaders and followers, while transformational leadership is characterized by the ability to bring about significant change in the organization's vision, strategy and culture as well as to promote innovation in products and technologies.

Where transaction leadership seeks to maintain stability in the organization through official's traditional management functions such as planning and budgeting, transformational leadership aims to promote change within an organization through regular economic and social exchanges that achieve specific goals for both the leaders and their followers (Gray & Ross 2002:383-384).

Transactional leadership recognizes followers needs and desires, clarifies how those needs and desires will be satisfied in exchange for meeting specified objectives or performing certain duties, and allows followers to receive rewards for job performance, which benefits leaders through completion of tasks (Daft 2001:47). Gray & Ross (2002:383-384) also say that transactional leaders go into specific contractual arrangements with followers i.e. awarding bonuses & other benefits in exchange of meeting certain specified objectives or performing certain duties excellently. Transactional leadership tends to be transitory and seeks to satisfy followers' individual needs. It involves a commitment to follow the rules.

Transformational leaders go beyond that in five significant areas adapted from (Daft, (2001:148); April, (2003:47) and Hoy & Miskel (2000:393).

- Transformational leadership develops followers into leaders. Leaders have idealized influence on followers i.e., they rally people around a mission and clear vision, and define the boundaries within which followers can operate in relative freedom to accomplish organizational goals.

delegation, coaching, monitoring and giving constructive feedback. Transformational leaders link followers' needs and abilities to the organization's mission and empower followers to change the organization.

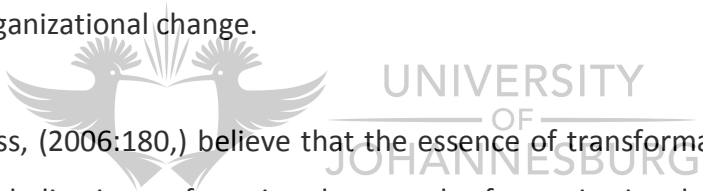
- Transformational leadership inspires followers to go beyond their own self-interest for the good of the group. Transformational leaders possess intellectual stimulation i.e. they actively solicit new ideas and new ways of doing things to enable followers to transcend their own immediate interests for the sake of the organizational mission. They motivate people (members) to do more than is originally expected of them.
- 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. Through inspiration transformational leaders motivate people, generate enthusiasm, set examples and show that they share the load. They change the organization to accommodate their vision rather than work within the existing one.
- Tiny Devanna in April *et al* 2003:47 concludes that transformational leaders share a number of common characteristics that differentiated them from transactional leaders For example: they see themselves as change agents; are courageous; believe in people; are driven by a strong set of values, are life-long learners; are able to handle complexity, uncertainty and ambiguity and are visionaries.

It is therefore apparent that transformational leadership goes beyond transactional leadership, but many researchers are suggesting that effective leaders can learn to be transformers as well as transactional leaders. In other words, they can exhibit & balance both leadership patterns. The perspective of transformational leadership is explored in the next section.

## 2.4 THE PERSPECTIVE OF TRANSFORMATION LEADERSHIP

In this study I take the position that transformation means to change the appearance or character of something. Transformational leadership has a big impact on primary schools. Leading the transformation of schools is a complex and a challenging endeavor, whether it is for ministers of education at the level of government or for principals at the level of the school (Caldwell, 2004:82).

Leithwood (1992:49), in Singh and Lokotsch (2005:280) describes transformational leadership in essence as the leadership style that facilitates the redefinition of a people's mission, the restructuring of their commitment and the restructuring of their systems for goal accomplishment. Nguni (2006:146) claim that among the transformational leadership's direct effects are employee motivation and commitment leading to the kind of extra effort required for significant organizational change.



Gray and Ross, (2006:180,) believe that the essence of transformational school leadership is dedication to fostering the growth of organizational members and enhancing their commitment by elevating their goals. Furthermore, transformational leadership affects employee attitudes, effort, job satisfaction and organizational citizenship behaviour.

Leithwood (1990:42-47) pointed out that transformation leaders in schools pursue three fundamental goals:

- ***Helping staff develop and maintain a collaborative, professional school culture:*** Staff members often talks, observes, critique and plan together. Norms of collective responsibility and continuous improvement encourage them to teach each other how to teach better. Transformational leaders involve staff in collaborative goal setting, reduce educator isolation, and use bureaucratic mechanisms to support

cultural changes, share leadership with others by delegating power and actively communicate the school's norms and beliefs.

- ***Fostering educator development:*** Leithwood (1990:45) studies suggest that educators' motivation for development is enhanced when they internalize goals for professional growth. He found that this process is facilitated when they are strongly committed to the school's mission. When leaders give staff a role in solving non-routine school improvement problems they should make sure goals are explicit and ambitious but not unrealistic
- ***Helping educators solve problems more effectively:*** Transformational leadership is valued by some, argues Leithwood (1990:46), because it stimulates educators to engage in new activities and put forth that extra effort. He found that transformational leadership uses practices which primarily help staff members work smarter not harder. Leithwood (1990:47) found that "these leaders share a genuine belief that their staff members as a group can develop better solutions than the principal can alone."

It is clear that the principal plays a clear role in the establishment of transformation in school. The following section will address the elements of transformational school leadership.

## **2.5. THE ELEMENTS OF TRANSFORMATIONAL SCHOOL LEADERSHIP**

When studying transformational school leadership, researchers focused on numerous and diverse elements, therefore, it is very important to give the theoretical underpinnings of the following concepts: *shared vision, commitment, motivation, and participative decision-making.*



## 1 2.5.1 Shared vision

Any organization that operates without a well-considered, robust and inclusive vision will be unable to achieve its objectives. Vision is the projected image or picture of the school the principal intends to achieve. Transformational leadership is crucial in initiating the development of a sound shared vision. It is the art of creating a working atmosphere that motivates and directs the people working in the organization towards the achievement of organizational aims and high performance levels (Korkmaz, 2006:14). To create such an atmosphere a robust vision is needed.

Transformational leadership is therefore closely aligned with vision. It is a grand future purpose which describes the optimally functioning schools, that provides an overall direction or reason for existence, is motivational and can be used as a marketing tool to attract learners and employees who fit into the school's culture (Department of Education, 2004). The school vision arises from a set of values that answer fundamental questions about the purpose of education and how the educational programme should be carried out (Boerema, 2006:182). The school vision is the blueprint that clearly spells out the direction in which the business of teaching is going to be conducted.

It is argued by De Bruyn and Kruger (1998), in Nuku (2007:44) that vision is a pro-active dream from which an ideal environment can be seen to enhance transformational leadership. Whitaker and Monte, in Korkmaz (2006:17) define vision as addressing the feelings and ideas of the staff through the manifestation of the school's goals, values and aims. Munroe (2007:270) identifies the following characteristics of vision: vision helps you craft your future, it helps you

use your time correctly, it helps you choose your priorities and it also helps you prioritize your to-do list.

Through shared vision, the principal as a transformational leader is able to win the commitment and compliance of the people needed to implement the developed vision. Involving the staff-members in the development and production of the school vision should be the commitment of every principal if the objectives of the school are to be achieved. Through a school vision the principal is able to chart the direction for the school. When the school operates without vision, confusion is likely to occur. Nuku (2007:45) identifies the following main functions of vision:

- Vision serves as the basis for encouraging, enabling, empowering, inspiring and developing educators to execute their duties effectively within the expected professional ethics.
- It is the corner stone for decision-making that helps all educators to know where they are heading, so that they can modify their actions daily to help the school travel on a known journey.
- Vision enables all educators at school to find common points to focus their energy in achieving sustainable and quality results. Once the school's vision is crafted with educators having accepted ownership, the power of the vision to shape the school becomes very real.

A principal who has initiated a sound and shared vision is confident about the direction the school is taking. Basically, the school vision should typically reflect the values and goals of the whole school community. The development of the school vision results in planning and goal setting. Goal setting is the fundamental aspect of vision crafting. According to The Department of Education (2001:11), Wilzem (2002:42), a goal is a concisely formulated need which entails a specific

achievement or action which will satisfy the need in a given period of time and in the most affordable and realistic manner. A further demand in South Africa is for schools that are committed to improving the quality of school life for all.

### **2.5.2 Commitment**

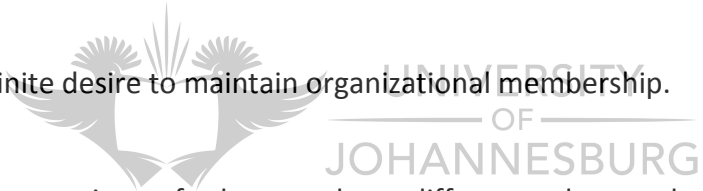
Transformational leadership plays an important role in building the commitment of teachers. Their morale should improve due to commitment and participate in decision-making within the school. The integrity of the organization is measured by the amount of commitment the employees give to the organization. Simply translated, for a school to achieve and maintain high standards and academic excellence, it needs to have committed educators. Commitment is central and a determining pillar of the success of any organization. The degree of educator commitment is one of the most important aspects of the performance and quality of the school staff (*National Centre for Education Statistics, 1997:2*).

Even if the school can develop and follow an attractive school vision, a state of the art building, enough funds to run it, highly qualified and competent staff-members, but does not have commitment, it will not be able to accomplish its desired objectives. The Department of Education (2007) in its manifesto on values, education and democracy, argues that the competence of educators is meaningless if there is no commitment alongside it. Only a strong education and training system with committed and excellent educators can ensure that South Africa becomes a caring society, with a thriving economy (*The Teacher, 2001*).

- Affective commitment is an emotional identification and the attachment to the organization. The employee feels emotionally bonded to the organization.
- Continuance commitment. This is the commitment to stay with the organization.
- Normative commitment. The obligation to stay or remain loyal to the organization.

Angle and Perry in Nguni (2006: 150), supported by Mowday, in Jaussi (2007:53) identify the following components of commitment:

- Willingness to exert considerable effort on behalf of the organization.
- A strong belief in the acceptance of the organizations' goals and values, and
- A definite desire to maintain organizational membership.



The current generations of educators have different values and motives about their profession as compared to the previous generation. Therefore, motivation is of high importance in transformation.

### **2.5.3. Motivation**

Transformational leadership of teachers has various benefits as the literature indicates. Educator motivation is the most important determinant of performance in schools. Nuku (2007:79) mentions that motivation is the driving force that causes individuals to engage in behaviours. Bennell (2004) refers to motivation as the psychological processes that influence the behaviours of individuals with respect to the attainment of workplace goals and tasks.

Covington (2000:22) asserts that motivation refers to the reasons for individuals to be roused to action. It is one thing to motivate educators, but another thing to keep them motivated. It is based on the motives that compel an individual to take a particular action. Without motivation it is difficult for the school to function. According to Mampuru (2001:58), most definitions of motivation have the following three components: energizing human behaviour, channeling behaviour by creating a goal orientation for the workers and maintaining and supporting behaviour that is both positive and acceptable.

Mampuru (2001:58) states that motivation includes all the efforts on the part of the principal to encourage his staff to perform, at their best, voluntarily in order to ensure successful educative teaching. Nuku (2007:79) holds the same view as Mampuru (2001), indicating that principals are best positioned to motivate their staff in order to achieve the desired results and grow professionally. Motivation is the inner energy that propels commitment.

Transformational leaders need to prioritise the importance of educators' perceptions and improve educators' motivation. Ramachandran, Pal, Jain, Shekar and Sharma (2005) believe that when educators secure employment they tend to relax and start lacking commitment and motivation. The key issues of educator motivation have been completely ignored for a long time now, and there appears to be mounting concerns that unacceptably high proportions of educators working in public schools are poorly motivated (Bennell, 2004:8). Motivation has a significant and direct impact on the quality of teaching. The educator in the classroom is the main instrument for bringing quality improvement in learning. Such quality is maximized where there is an enabling and supportive climate, and where educators have opportunities for personal growth.

The Department of Education (2005) runs a programme called the Employees Assistance Program (EAP). The objective of this programme is to assist educators in dealing with issues that demotivate them. However, it is understaffed and cannot cope with the amount of challenges educators face. The fundamental importance of the educators' role in ensuring effectiveness in education must be recognized, understood and taken into account.

Kadalie (2006:222) proposes the following principles of motivation:

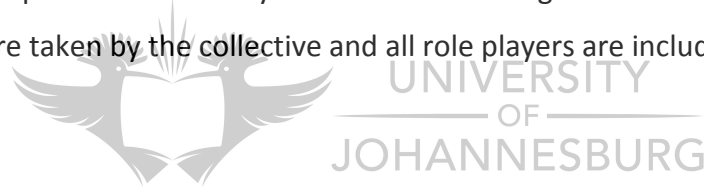
- Show appreciation in little ways. A thank you note, or half a day off, a meal, or a phone call to say thanks, can do wonders to keep your team motivated.
- Create a stimulating climate where people are eager to work and serve. Often the place of work can be very disheartening.
- Show recognition for work well done. Do this at special and well-organized functions and make the rewards attractive.
- Allow them to give you feedback about your own performance to determine if you are not contributing to some motivational problems.

Viewing transformational leadership as a collective practice implies that leadership is less about position and role title and more about the interactions and involvement of people within the school community. The redistribution of power and leadership throughout the school can be facilitated by participative decision-making.

#### **2.5.4. Participative decision-making**

The principal as the transformational leader should involve all role players such as school management team, the school governing body and teachers in the decision-making process. Duke (1995:85) defines participative decision-making as a process in which influence is shared between the super-ordinate and their subordinates. By involving all role players, the principal as the transformational leader will be transforming the way in which decisions are taken.

Duke (2005:3) mentions that participative decision-making refers to the sharing of decision authority among stakeholders in a given context and the principal as the role player should ensure that teachers participate in decision-making. Transformation of the decision-making process means that the transformational leader creates processes whereby decisions are no longer limited to an individual leader, but are taken by the collective and all role players are included.



In the following exposition the implications of transformational leadership for the school principal are discussed.

#### **2.6.1. Symbolizing professional practices, values and beliefs**

Beare, Cadwell and Millikan (1989: 123) emphasize that transformational leadership is concerned with gaining commitment to a set of values through statements of “what ought to be” which then becomes the heart of the culture of the school. Leithwood and Jantzi (1999: 475) assert that the school manager must show respect by treating educators as professionals and has he/she to

symbolize success and accomplishment within the teaching profession. He or she has to set a respectful tone for interaction with all stakeholders in the school community and promote an atmosphere of caring and trust within the school. This will impact positively on the culture of the school and facilitate the transformation process. The main outcome of transformational leadership is the increased capacity of schools to improve continuously.

The school principal is required to demonstrate a willingness to change practices in the light of a new understanding of leading schools gained from transformational leadership skills. While transactional and transformational leadership are likely to be displayed by leaders to different extents and intensities, Klein and Diket (1999: 24-25) view transformational leadership practices as a way to bring art into leadership. This requires that leaders work beyond strategies and methods in the area of educational leadership, to current metaphors for leadership as an artful practice. The real value of leader development may be that it is action oriented. What artists and transformational leaders have in common is that they both can create spaces where new possibilities and meanings may occur.

### **2.6.2. Exercising power, influence and authority on followers**

A transformational leader, by virtue of the authority he or she possesses needs to have the necessary legal power to influence his or her followers positively towards change for the purposes of school improvement. Kruger and Van Schalkwyk (1997: 39) maintain that some of the important components of transformational leadership are:

- authority,
- power and
- Influence.

These are discussed below.



Leadership implies authority (Tyala & Van der Mescht, 2008:22), because effective leadership is impossible without authority. Without authority the leader will not be able to lead the various activities in the teaching– learning situation and within the school. Authority is regarded as the right to influence the behaviour of others, and to prescribe what they should or should not do. Authority is the right to make others behave in a certain way and is not available to everyone but rather is formally conferred on some. Without authority, it will be difficult for the school manager to lead well during the changing times. The fact that people have authority does not necessarily guarantee that they will exercise power.

Power refers to the potential influence of the leader. Without power a leader will not be able to practice his or her authority. Daresh (2001: 188) adds that power is the ability to make others behave in certain ways and is available to most people in society, regardless of whether or not they have formal authority. Bennis and Nanus (1985: 16) define power as “the basic energy needed to initiate and sustain action or ... the capacity to translate intention into reality and sustain it”.

Influence is the authority figure’s ability to change the actions, behaviours and attitudes of individuals and groups. From the definitions of authority, power and influence one notices that the three terms are interrelated. To be able to influence followers to initiate and implement change, a transformational leader needs to make his/her power and authority felt. Daresh (2001: 193-194) is of the opinion that power and authority are valid considerations for educational leaders. While it may seem uncomfortable to some that they are given power over others, the fact is that they are ultimately held accountable as leaders for moving towards the desired goals, and often that must be accomplished through the use of power and authority. If a leader learns to engage primarily in behaviors that influence others, then he or she will bring about change.

In such settings the adoption of techniques designed to have an impact based on expertise, competence, and interpersonal skills will probably result in longer-lasting change on the part of followers. A leader who relies solely on formal authority and pulls rank to try to make others perform in a particular way will rarely be effective and will do more harm than good. When a leader always tells educators what to do, they often rebel against what they perceive as an effort to manipulate their behaviour.

### **2.6.3. Offering individual support and consideration**

Duignan and MacPherson (1992: 83) noticed that educative leadership takes place in a rapidly changing societal and institutional context. It has to cope with many demands for change coming from diverse sources such as government, educators, parents and learners. Any educational change such as introduction of a new teaching strategy is dependent on individuals changing. According to Leithwood and Jantzi (1999: 475) whenever there is change, it is one of the principals' roles to take the opinion of educators into consideration when initiating action that may affect their work.

When the initiative is being implemented, he or she has to provide moral support and encouragement by making staff members feel appreciated for their positive contribution to the initiative. Jones and George (2003: 461) agree that for developmental consideration, the leader needs to engage in behaviours that support and encourage followers and help them develop and grow.

According to Connolly and James (2000: 69), the need for leadership may result from a feeling that leaders can satisfy un-articulated needs and desires. The principal has to be aware of the unique needs and expertise of the followers. Fertman and Linden (1999: 13) concur that school managers need to consider individuals within their context and situations. Learning to lead means not just to be tolerant, but understanding and appreciative of other people's points of view,

culture, and needs. Empathy and care for others are part of considering others' points of view.

## **2.7. TRANSFORMATIONAL LEADERSHIP, SCHOOL CULTURE AND EFFECTIVE SCHOOL IMPROVEMENT**

The attitudes and beliefs of those within the school create mental models of what schooling is and how others in the school should, and will, respond to events and actions. It is from these attitudes and beliefs that the culture of the school is created. The transformational leader needs to understand and realign the organization's culture as a way of providing meaning by making sense of symbols and events (Schein, 1999:56). Schein et al (1999:59) asserts that one is likely to see a constant interplay between culture and transformational leadership. Transformational leadership is the source of beliefs and values that encourage a group to take action and deal with both its internal and external problems.

Schein (1999:59) further says that understanding cultural issues in organizations is to identify what may be the priority issues for leaders and transformational leadership. Principals create mechanisms for the internalization of culture. School culture is embedded and strengthened by principals. Principal leadership behaviour can be observed through the function of managing culture (Harris, 2003:37). Schools are building blocks for transforming the education system; therefore there is a need for the culture of teaching and learning to be created in schools. It is important to create a work context in which the central aspirations of the school are realized. To promote winning cultures, the principal should ensure that the school culture is celebrated (Moloi, 2005:91). This culture should be consciously seen as part of school transformation.

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 general strategy is best characterized as one that promotes collaborative planning, collegial work, and a positive school atmosphere. Leithwood and Jantzi (1991:35) demonstrate that transformational leadership fosters the development of collaborative school cultures and linked the purposes of transformational leadership with the effects of collaborative school culture on teachers and learners.

The principal's transformational leadership behaviour can impact school effectiveness when a school's culture changes to promote more collaborative principal-teacher relationships. As teachers and principals work together collaboratively, new norms for schools develop creating potential for whole new roles, relationships and expectations among teachers. An empowering-inclusive type of leadership practice is demonstrated consistently by principals across various effective schools. Principals most capable of bringing about school reform improvements appear to employ transformational leadership.

## **2.8. CONCLUSION**



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On the basis of the above discussion on transformational leadership, managers of schools as transformational leaders need to move towards changing the school culture from a more authoritarian to a more democratic style of leadership. This will enable them to instill in their staff values, attitudes and beliefs that will encourage a cooperative and participatory school culture, which will in turn support democratization. The next chapter describes the research design and methodology to be used in the study.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. INTRODUCTION**

This chapter discusses the research paradigm and methods to be used in order to gain greater insight of transformation leadership in the schools under investigation. The research utilized a case study for the transformation leadership of two principals. The study used semi-structured interviews and documents as the research methods.

#### **3.2. RESEARCH PARADIGM**

Mertens (1998:7) refers to a research paradigm as a way of looking at the world. Mertens (1998:8) identifies the following research paradigms: positivist and interpretive. Each of these paradigms intends to answer three fundamental questions, namely: what is the nature of reality and what is there to know, what is the nature of knowledge and the relationship between the researcher and the participants and how can the researcher obtain the desired knowledge and understanding. I ground this study in the interpretive paradigm.

Neuman (2006:88) states that for the interpretive paradigm, the goal of social research is to develop an understanding of social life and discover how people, in this case school principals, constructing meaning in their natural everyday setting. The interpretive paradigm is concerned with how people interact and associate with each other. In general, the interpretive approach is the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings, in order to arrive at an understanding of how people create and maintain their social world.

Qualitative research is the kind of research that produces findings derived from real-world settings where interests unfold naturally (Merriam & Simpson, 2000:97 & Patton, 2001:39). A qualitative research suits this study as I intended to understand and describe data that will reflect the perceptions, feelings and experiences of the participants. Merriam & Simpson (2000:97) write that the overall purposes of qualitative research are to achieve an understanding of how people make sense out of their lives, to explain the process of meaning-making and to describe how people interpret what they experience.

### **3.3. CASE STUDY**

To best achieve my research goal, in this chapter a qualitative case study within the interpretive paradigm was chosen as research design, (Bassey, 1999:78; Maxwell, 2005:129; Denzin & Lincoln, 2000:4) to explore the evidence of transformational leadership in schools. By using a qualitative case study, I focused primarily on evidence provided that enabled me, “to understand the meaning of what is going on” (Gillham, 2000:10), this is transformation leadership.

This research is a case study of two primary schools under the investigation. The focus of the study is on transformational leadership. Merriam (1998:19) asserts that a case study is the intensive description and analyses of a single unit or a bounded system, such as an individual, a program, event, group intervention or community. Case study design was usually employed to gain an in-depth understanding of a situation and to clarify the meaning for those involved (Patton 1990:169) concerning the transformation leadership.

Weiss (1994:123) describes a case study as a way of organizing data so as to keep the focus on totality. One who conducts case studies tries the interrelationship among people, institutions, events and beliefs. Rather than breaking down into separate items for analysis, the researcher seeks to keep all

elements of the situation in sight holistically. Case studies allow differences to be fully recognized and characterized. A case study is a type of descriptive research in which data are gathered directly from individuals or social community groups in their natural environment for the purpose of studying the interactions, attitudes or characteristics of individuals or groups (Leedy, 1989:90, Neuman, 1997:278).

Descriptive studies may be seen as an umbrella term used for many different types of research. This type of research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations between two or more groups (Leedy & Ormrod, 2001:74). Leedy & Ormrod et al (2001:75) add by stating that the researcher's ability to interpret and make sense of what he\she sees is critical to an understanding of any social phenomenon. This means that as a qualitative researcher I may be regarded as a 'research instrument' because I am involved in the situation.

#### **3.4. RESEARCH PARTICIPANTS**



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This study was conducted in the Tembisa area in Gauteng. The reason for selecting this area is that the schools in Tembisa are facing challenges of transforming themselves. The research problem, the purpose and the design of the research have served to guide me in the selection of the sample for this study. McMillan and Schumacher (1993:382) say that the sample size is directly related to the purpose of the study, the research problem, the major data collection technique and the availability of information-rich participants.

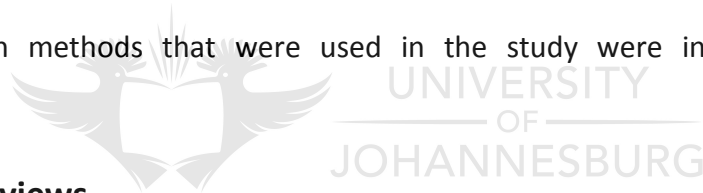
In this study I used purposeful sampling for the selection of respondents. Through purposeful sampling I picked the cases that were to be included in the sample. In this way I was able to obtain samples that assisted in answering the research questions. Purposeful sampling (Neuman, 1997:206, Patton, 1990:169) is appropriate if the researcher wants to develop a deeper understanding of the

phenomena under research. The aim of the research is to explore transformation leadership.

Dane (1999:14) points out the advantage of purposive sampling is that it allows the researcher to home in people or events, which have good grounds in what they believe, will be critical for the research. This type of sampling permits the selection of interviewees whose qualities or experiences permit an understanding of the question and are valuable. This is the strength of purposive sampling. This study was conducted in the Johannesburg East district from two schools; I chose two principals, two Heads of Department and two teachers who have more than 10 years of teaching experience intending to yield rich data pertaining to the study of transformation leadership due of their experiences.

### **3.5. DATA-GATHERING**

The research methods that were used in the study were interviews and documents.



#### **3.5.1. Interviews**

Gillham (2000:65), points out that the semi-structured interview is the most important form of interviewing in case study research as it offers the possibility of responding to what participants say. I employed this method as it was appropriate to collect data necessary to understand and describe the participants' perceptions to explore the transformational leadership in the two schools. The interview guide assisted me to focus conversations within the area of transformation leaderships. The questions are directed to the participants' perceptions and experiences about the topic in question (Kruger & Welman, 1999:196).

There are certain advantages of the interview as a method of data collection. Firstly, people are more easily engaged in an interview than in completing a



questionnaire. Secondly, the interviewer can clarify questions and probe the answers of the respondent, providing more complete information than would be available in written form. Lastly, interviewing enables the interviewer to pick up on non-verbal cues, including facial expressions, tones of voices and in case of interviews conducted on the respondent's cues from the surrounding and content (Anderson, 1990:222). Semi-structured interviews allowed the interviews to be flexible during the interviews.

### **3.5.2. Documents**

Documents are records which are written, or printed, forms of data (McMillan, 2000:23). Documents such as the records of meetings, vision, mission and planning documents were checked in order to compare the findings to the content of the interview. In my case, documents that may help address my research question include the respective schools' mission and vision statements, school policies, job descriptions, strategic plans and records of meetings. I looked for transformation leadership in all records of documents provided by the schools.

### **3.6. DATA ANALYSIS**

I analyzed my data throughout the process and after the collection of data. Data analysis was the systematic procedure used to identify essential features and relationships that exist within the data (Dane, 1996:90). Data analysis is a way of transforming the data through interpretation. The qualitative data was analyzed using Tesch's method (1990) cited in Creswell (2009:186) which provided a systematic approach to data analysis, meaning that topics are identified and categories are developed. Thereafter the categories were synthesized into themes and contextualized in terms of the literature review to gain a broader understanding of the findings. The categories enabled me to compare the data

and to establish relationships among my data sources (Gillman, 2000:74). The data was categorized according to each of my research questions.

### **3.7. RESEARCH QUALITY**

Various procedures were employed in the research process to ensure quality in the study. I recorded the interviews using a tape recorder in order reproduce the verbal transcripts as accurately as possible. The transcripts were thoroughly checked against the tape recording. All transcripts of every interview were shown to the interviewees. Bassey, (1999:69) says this must be done after the transcription of recorded data so that participants will have the opportunity to verify the data for quality purposes.

### **3.8. ETHICAL CONSIDERATIONS**

The Higher Degree Committee of the Faculty of Education at the University of Johannesburg approved my research proposal (Appendix 1). The clearance was obtained from the Ethics Committee of the University (Appendix 2). Consent was sought from the Gauteng Department of Education to conduct research in the Johannesburg East district (Appendix). The principal and the school governing body gave me permission to conduct the research.

All participants were reassured that data collected was for the purpose of the partial fulfillment of my Masters of Education Degree. The participants were informed that their participation in the study was voluntary and that they could withdraw at any time (Mouton, 2008:243). Participants' names and the data collected will be kept anonymous and confidential. All participants were assured that the questions asked were not meant to be in any way judgmental and there were no wrong or right responses; they were only expected to give their honest opinions to the questions. It was ensured that the research was not conducted during school teaching time. Through the research process the rights, dignity,

interests and well being of the research participants were safeguarded since the data was collected on the basis of mutual trust (Mouton, 2008:243).

### **3.9. CONCLUSION**

This chapter examined research methodology, how sampling was done, of which it was purposive sampling, data gathering employed were interviewing and documents, data presentation analysis, research quality and ethics. In the next chapter, data will be presented, interpreted and analyzed.



## **CHAPTER 4**

### **PRESENTATION AND INTERPRETATION OF DATA**

#### **4.1. INTRODUCTION**

This chapter presents an analysis and interpretation of the data I collected from the interviews. I interviewed the principal, HODs and teacher from each of the two schools. Themes that emerge from the data will be explored in order to analyze teachers' perceptions and experiences of transformation leadership. In order to comply with ethical issues I have used participants' titles as A1- School A principal, A2- School A HOD and A3-School A educator. For School B I used B1- principal, B2- HOD and B3- educator.

#### **4.2. PARTICIPANTS' PROFILE**



##### **4.2.1. Profile of School A**

School A is headed by a male principal. He has been the principal of this school for the past eleven years. The school has a total enrolment of 2217 learners with 65 teachers and 17 support staff. The principal is assisted by two deputy principals due to the size of the school. One deputy principal is responsible for foundation phase and the other for the intermediate phase. The school was established in 1990.

##### **4.2.2. Profile of School B**

School B is also headed by a male principal who has been the principal for the past 17 years. The school has a total enrolment of 1745 learners with 41 teachers and 11 support staff. The school also has two deputy principals. One is

responsible for curriculum matters and the other for administration. The school was established in 1987.

The data in School A was collected within a day. The collection of data took place during an examination period where there was no formal teaching. Three participants were interviewed. They are referred as Respondent 1 (Principal), Respondent 2 (HoD) and Respondent 3 (Teacher).

### 4.3. THEMES

The themes and sub-themes that were identified through data analysis are presented in the following table.

#### Summary of themes and sub-themes contained in the data

THEME	
1 Shared vision	<ul style="list-style-type: none"> <li>• vision and mission</li> <li>• School policies</li> <li>• Transparency and communication</li> </ul>
Commitment	Collaboration commitment
Motivation	Motivating teachers Rewarding followers
Participative decision-making	Decision-making Delegation

Trust and empowerment	Building teachers' trust The role of principals on teacher empowerment
The school culture	Respect Lead by example Expectations of parents and the community in relation to the principals' leadership

The themes focus on the topic of transformational leadership. The findings will be analyzed and interpreted within the framework of the literature. New literature will be used to support the findings where necessary. The first theme that emerged was shared vision.

**4.3.1. SHARED VISION**

Three sub-themes were identified under the theme of shared vision namely, vision and mission; school policies and transparency and communication.

**4.3.1.1. Vision and mission**

All of the respondents who were interviewed described the importance of vision and mission as part of the transformation leadership of the school. School A2, was of the view that:

*In this school we understand the importance of vision because without vision our efforts to transform our school will fail. The vision transcends*

*our day to day issues because building our school vision will help us to create a common identity and give our teaching and learning direction.*

The respondent reported that the vision and mission are important and help them to align what they do with what they want to achieve in future. In School B1: *our vision is to achieve our goals.* People take ownership of the school and that together they want everybody to participate in crafting the mission and vision of the school.

The principal participants also indicated that the visions developed are owned and embraced by educators. The views of the two principal participants do ensure that other role players are involved in the development of the school vision. In School A1:

*As a leader I make it a point that the vision and mission of the school are transparent to everyone including the visitors. As for leadership I lead to the best of my ability. I make sure that people are happy. I always consult the two deputy principals and the HoDs to find out problems that staff members encounter.*

The respondents promote effective teaching and learning in order to achieve the vision. One respondent stated that vision allows people to become committed and work hard to transform the schools towards a common goal. The views of respondent B3 indicated that their principal's view involves role players in vision crafting:

*When drafting the vision we were all involved. According to my understanding vision is not merely an idea; it allows people like us to become committed to and to work towards a common goal.*

Transformation leadership builds the bright future of the school through vision. As the respondent in School A1 claimed:

To transform the school into a learning organization with a vision and mission, clearly reflect the school's core future and goals of working together. My research respondents revealed that they had common aims and a clear vision for their school. When asked whether transformation leadership in School B will achieve the goals of the school, respondent B2 stated:

*Our mission is to make this school a better one, by working together with the principal and for people know to that it is their school. Our school principal has not only a vision but also the skills to communicate that vision to others. Our aim is to achieve our goal.*

The schools have their mission statement publicly pinned on the walls and notice boards. The principal disclosed that the most active stakeholders at the crafting of the mission and vision statements were teachers. The respondents indicated that primary school principals involve other role players in developing the school vision. They also stated that the SGB and the SMT members are also part of the developments taking place in their respective schools.

This is in accordance with what Walker, (2004:40) defined as collegiality where teachers are to become an integral part of the transformation leadership processes of the school that are guided by that school's shared vision. According to the principals interviewed, vision is not to be seen as a solution to problems, but rather a driving force for the process of co-creation. Without vision to challenge followers with, there is no possibility of a principal being a leader. It also becomes apparent that transformation leadership of the principals affects the school policies.

To build a new South Africa through transformation and policy intervention initiatives has made an impact in bringing about real change in the culture of the



schools (Moloi, 2005:xv). The respondents reported that the schools have developed several policies. In order for principals to lead effectively transformation should go hand in hand with school rules. There are policies on school rules and learners' code of conduct. The following extract from School B1, mentions some of the policies that are in place:

*Yes, we have internal policies which were drafted for the school and external policies which are supplied by the DOE. Each department also has Learning Area Policy Documents which the educators use as guidelines for their respective learning areas. Policies for extra-curricular and co-curricular activities are also in place.*

The principal also says that these policies were developed collaboratively by concerned and committed teachers. The respondent stated that the policies were developed in an effort to create a safe, calm and orderly atmosphere in the school for all parties, meaning teachers and learners. Teachers' respondents spoke positively on the subject of how the policies serve as a directive and practical framework for them. Respondent B3: *The principal cannot lead without setting rules for us to follow. Policies serve as direction.* Transformation leadership that principals adopt determines the rules, growth and development of staff members.

All the interviewees' agreed that the school had very good policy documents and guidelines. Respondent A2: *because of these policies, we all know our rights at school and where to go when we experience problems.* The policies again indicate on teachers' behavior on how to behave professionally towards each other. The principals said that teachers who find themselves guilty of this would face the consequences. It is commonly accepted that transformation leadership is favored, yet the principals are not afraid to show authority when it is needed.

While being seen as transformation leaders who have the interest of their people at heart, they are also leaders who want the work to be done. The latter

emphasizes that the success of implementation depends upon the school principals' skills to motivate all stakeholders to implement the new policy and provide them with the necessary resources to do so.

#### **4.3.1.3. Transparency and communication**

Transparency is concerned with making information available, keeping business practices and decision-making processes visible and accessible to others, allowing for input from others and being accountable (Carr, 2006:68). Teachers were vocal about the issue of transparency at schools A and B. Respondent A3 claimed: *So now concerning transparency, there is transparency. Circular is used to inform us if anything is needed quickly.* In School B a similar view was offered by Respondent 3.

*We understand everything here. Our SMT tells us everything on time and do not hide things from us. They are always honest with us. There are no hidden agendas. They tell us about the meetings, they tell us about workshops.*

Transparency is linked to trust because when information is available, honest, and precise and in keeping with actions taken, then trust and satisfaction increases. Transparency is hindered by top-down, rigid communication where members have limited personal interaction with management (Carr, 2006, 69) which may be there in School A and B. Two of the principals saw communication as an important characteristic of effective leadership. Respondent A1:

*I can say communication is the heart of transformation leadership. As a principal I have to communicate with staff members so for effective leadership. To meet the demands of the school transparency help us to build the future of the school.*

Respondent B2 indicated that his principal managed to lead the school successfully because he communicated very clearly to everybody. The respondent further stated: *this principal has skill to communicate, to persuade and mobilize people that is why he is effective principal.* Respondent A3 also saw ensuring the flow of information at a school as a very important aspect of running an effective school. Respondent A2 believed this helped to keep teachers informed with up-to-date information and upcoming changes.

According to these respondents, open communication contributes to the empowerment of others and the building of positive relationships for effective transformation leadership, whereas poor communication can create mistrust amongst people in the school. Respondent A3: *Since I have been here things are quite transparent. We are being updated with everything.* The respondent further described communication as: *we communicate freely with the SMT; we are free to communicate with each other as colleagues.* Listening was one of the communication skills identified by Respondent B2 as a quality that contribute to the principals' success in transformation leadership. He stated that the principals understood and showed empathy for others.

The two schools under the investigation did realize the importance of transformation and a harmonious, collegial atmosphere amongst staff that encourages communication, transparency and teamwork. Van Wyk (2005:13) is of the opinion that the old adage of 'leading a horse to water ...' applies here insofar as it is the principal of a school who can initiate and develop transformational leadership. The principal's role should be changing from the traditional view to one of shared vision and planning of the school, in the quest for obtaining and developing a successful team.

An educator's commitment could be a real territory for fundamental educational transformation in schools (Moloi, 2005:89).

### 4.3.2. COMMITMENT

Sahin (2004:388) describes transformational leadership as increasing the interest of the staff to achieve higher performance and developing and revealing the commitment and beliefs in the organization.

#### 4.3.2.1. Collaboration

There was evidence that a collaborative and transformation style of leadership where teachers have an opportunity to express their views was adequately practiced at the two schools. Respondent A3 claimed: *all the efforts we have what we call collaboration where everyone must participate is practiced here.*

Respondent A2 reported that the true collaboration is:

*You know usually the principal asks about strategies that we can use and implement, that's where each and every one of us participate and view out our ideas.*

The respondent in School B1 was of the opinion that the principal engaged the staff in collaboration when he solves problems stating: *two heads are better than one.* The document analysis in School A and B indicates that there is availability of the records of staff meetings, school governing body meetings, school committee meetings and department meetings.

inspire his staff members, learners and their parents: *In this our success in transforming the school is that we utilize the talents of us as teachers, learners and the community including the parents.* Respondent A2 associates transformation leadership as:

*We all know that we cannot be perfect, so in this school our principal tries by all means to lead in a good way. Transformation leadership does exist in our school. We are all part of every decision taken here. The principal doesn't surprise us with something we don't know.*

Respondent B2 agreed with respondent A2 that in their school there is transformation leadership:

*I am part of the SMT and I'm not trying to protect the principal here, what we do in this school is that we unleash hidden talents and mobilize the energies of teachers to transform our school. I can say we succeed because our goal is we adopt the human spirit and reveal the talents of our staff members.*

Another respondent associates transformation leadership in the school as innovative and creative. In School B the presence of transformation leadership was directly mentioned by respondent 1 who remarked: *The way I lead here is in the hands of my followers. They are the ones who will tell you how I lead them. As for me I think everything is under control.*

All of the respondents who were interviewed described transformation leadership in their schools.

In School A1, the respondent was of the opinion that: *the way I understand transformation leadership, I say in this school we do leading the transformation way. I strive to acquire the skills of mentoring, coaching and helping my staff members to learn from me.* The respondent reported that principals as designers are aware that teachers learn what they need to learn, not what someone else thinks they need to learn.

Fink and Hargreaves (2008:232) propose that leaders move away from hierarchical structures to communities, networks premised on shared collaboration, where their function is to connect and contribute rather than to command and control. They believe that hierarchical leaders are not needed in communities of practice but rather leaders who can create a culture where leadership is transformed in a good manner.

#### **4.3.2.2. Commitment of teachers**



Commitment is essential in every school for the positive impact of transformation in South Africa. Respondent A1 expressed his views on educators' commitment as follows:

*We always reflect on our performance every day. I have to bring this element of commitment reflection in the morning sessions so that educators can focus. In these morning briefings I also check whether educators are not encountering problems. We make sure that we maintain our professionalism as educators. We operate according to certain standards. There is no way I accept unprofessional behavior. I always refer them to policy. Our core business is to deliver curriculum to learners. Every morning I remind them of their core business, why they are here.*

Respondents indicated that they try to ensure that teachers are and remain committed to their responsibilities. The core business to deliver the curriculum is emphasized above hence it is seen as being part of school transformation leadership.

Respondents indicated that educators show commitment when it comes to school attendance and time observation. They mentioned that educators are only absent and late due to circumstances beyond their control. To support this view, Respondent 3 in School B reasoned that:

*Late coming is there but not always. Emergencies at times make us late, but we inform the principal. Absenteeism is there but is not frequent or rife. Educators who are absent do have valid reasons.*

On the issue of interpersonal relations, the views of the principal respondents indicated that they do ensure that educators interact cordially in their relationships. One principal (School B) respondent portrayed the following picture when requested to comment on the issue of interpersonal relations at his school:

*Ah you see, the basic of these interpersonal relations is the value of respect. Respect for various cultures is encouraged because we are a multicultural school. I encourage people to first respect themselves. We usually celebrate birthdays and other important events together to assist in building positive interpersonal relations. During breaks we come together, this builds positive relations.*

Generally, the views of educators emphasized that primary school principals do ensure that they are satisfied in their work environments. The respondents revealed that, from experience the best way to build teachers' commitment is to involve teachers in planning and decision-making. He explained (Respondent A1):

*rigid with issues of protocol. These small meetings that we normally have are an advantage towards interpersonal relations. We don't have the drifts. We have a sense of belonging. We have an open policy in terms of interpersonal relations. Interpersonally we believe in values such as respect, dignity and equality.*

The views of respondents indicated that commitment of teachers has an impact on how curricular matters, school effectiveness and relationships are introduced and resolved in both schools. Respondent B1:

*I give them opportunities to suggest and decide what they believe to be the best to tell us, as SMT, what they want us to do to increase commitment amongst them(teachers). A suggestion box in our school is very helpful.*

The respondents also indicated that another way to increase the teachers' commitment is to discuss with teachers individually or in a group during staff meetings ways to improve the learners' performance. He (Respondent A1) said that through this he learns a lot concerning how individual teachers feel about the function of the school.

Every Monday and Thursday morning the staff gathers in the staff room to start briefings. As the principal, he (Respondent A1) is sympathetic in that he understands his staff not only on a professional level but attempts to understand them on a personal level too.

According to him it is important to know and understand his staff. He states that: *I think a principal needs to have people skills and know how to work with people.* He further stated that knowing your staff, knowing their family background and understanding people were important to him.

If one of the educators did not feel well and had a personal problem their circumstances were understood for that specific day. This humane approach of



the principal contributed to the good working relationship amongst him and his staff.

*I can draw on the nurturing nature of mine and say listen here do not do it that way, rather try it the other way around and sometimes it works wonderful.*

The principal interacted respectfully with his staff in the way in which they communicate with each other. Though I was not using observation as one of my research methods, I observed that the teachers felt comfortable enough to knock at his office door, enter and speak in a relaxed way about school related issues.

As a researcher I would definitely say that School A and B have a sense of direction in that they know what they want to accomplish. The two principals believe that commitment to work is a desirable quality in the successful school. According to these principals, a principal should be someone who shows interest in improvement. This is illustrated in what they mentioned when describing an effective leader. Respondent A1 added:

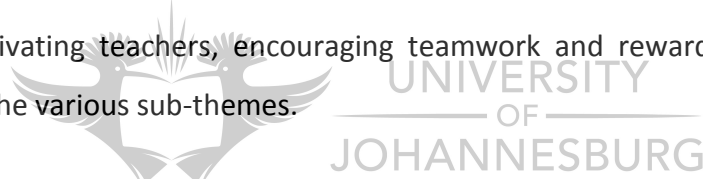
*The moment you enter a school where there is an effective principal, you find silence at the school, teachers commitment to their work, they are all in classes.*

*I would prefer to look at someone who shows some kind of hard work, and this person should be able to show independence, which can do things on his own, without relying on other people. It should be someone who shows interest in his work.* Respondent B2 referred to the principal as: *a principal with a strong positive leadership* because he was committed to his work, and he *encourages his staff to work very hard and he is always doing the right thing.*

There was a commitment to change in the participating schools, it was clear that the principals knew how to implement this and what transformational leadership entailed. The creation of negotiating procedures and structures such as transformation forums would ensure commitment and a free-flow of information, which would encourage participation in the transformation of leadership. Motivation is followed as the next theme

### **4.3.3. MOTIVATION**

Bennell (2004:78) mentions that motivation is the psychological processes that influence the behaviours of individuals with respect to the attainment of workplace goals and tasks. Transformational leaders need to possess inspirational motivation skills to inspire their followers to go beyond ordinary levels of commitment. Motivation has an influence in transformation leadership such as motivating teachers, encouraging teamwork and rewarding followers which form the various sub-themes.



#### **4.3.3.1. Motivating teachers**

The school cannot achieve its objectives when its educators are discouraged. The principal as the leader and the supervisor is charged with the responsibility of ensuring that his or her educators perform to the best of their abilities. Respondent A1 explained:

*In fact, motivation is not even an issue one could say is peripheral. I use it as part and parcel of the whole in this school. If I divorce motivation from work, it means the school is going nowhere; teachers are motivated here, so it is part of what is going on.*

Respondent B1 explained: *motivation is what encourages staff to stay commitment all the time. My duty as the principal is to make sure that I work with them accordingly.*

Respondents indicated that their principals ensure that educators are motivated. To indicate that their principals do motivate their educators, the respondents indicated that their principals do praise educators who work hard, give incentives for such educators and buy cards for educators who are sick. One respondent (School B2) responded in this way:

*Our principal is like a father because sometimes he is able to detect that a teacher is not happy and disturbed by something. To us, he is also a counselor. He always motivates us during tough times. He does not speak harshly with educators who are not performing well. Rather, he motivates them to work harder. He also encourages them to cluster with those who are doing well to help them improve.*

Principal respondents presented a positive scenario that they do ensure that educators are and remain motivated. They indicated that they acknowledge those educators who are extra committed in front of others. They also indicated that they have staff lunches together, during which they verbally thank very committed educators. The views of the principals are in agreement with most educators, saying that they praise and give incentives for motivation.

Those who are sick, receive cards to encourage them to recover speedily. Respondents stated that they remind them (teachers) that they have the potential and are capable. Respondent A1:

*You see, these briefing sessions' strategies are twofold because we also discuss daily happenings in the school and outside the school. We do not lose sight of what is happening outside the school environment. Anything that happens to the teacher we bring that into those meetings, to motivate teachers. We also have small social meetings where during break we come together as a staff, we have a tea club. We talk about our frustrations and also joke. We also have these birthday lunches.*

The performance of educators hinges around their level of motivation. The leader needs to engage with followers in such a way that they are raised to higher levels of motivation and morality. The transformational leader looks for potential motives in followers, seeks to satisfy higher order needs and engage the full person of the follower (Loock, 2005:14). It came across in School A that transformation leadership would lead to teachers being happier at school. Respondent B2 articulated:

*When the teacher is doing well in the class, we acknowledge him/her in front of the other colleagues. We also help teachers who are not doing well by motivating them to do more. Annually we have staff lunches, where we visit a particular place. We give praise and incentives. We also acknowledge important teachers dates such as teachers' international day.*

Motivation includes all the efforts on the part of the principal to encourage his staff to perform at their best voluntarily, in order to ensure successful educative teaching (Mampuru, 2001:58). The daily lives of all stakeholders should be organized in ways that promote motivation among them.

#### **4.3.3.2. Rewarding followers**

Transformational leadership is linked to transactional leadership. That is a leader-follower exchange process in which the leader offers rewards in exchange for good performance. Tyala & Van der Mescht (2002:383-384) say that transactional leaders go into specific contractual arrangements with followers i.e. awarding bonuses and other benefits in exchange for meeting certain specified objectives or performing certain duties excellently. Transformation leadership in this view is also expressed by the leader's ability to make the followers aware of the link between effort and reward.

The first respondent A3 explained:

*This is an interesting one because I've just awarded certificates to some of the teachers in my school. Sometimes this tends to cause some kind of competition and actually it could also cause some competition among educators. I overheard some staff members talking. I sensed in the manner in which it was said that it was positive comments. It is fortunate that some staff perceive it in a positive way because it is meant to be motivational.*

The second respondent B2 explained:

*It is good for the school to do that [award the follower or give rewards]. Every term we have academic presentations where learners are rewarded with badges: alpha and beta as symbols for working hard. So if you have worked hard and you have improved you do get rewarded. It is not just the top learners who get. For sport as well every second term we have a sports presentation assembly where those outstanding learners who excel in sport or tried hard are rewarded. So learners are constantly being rewarded.*



Other respondents made general comments and saw rewarding good work as a desirable source of motivation. Respondent A2 expressed this opinion:

*I don't know, but I believe personally that recognition plays an important role. It's up to you then, how you go about doing it, depending on your institution, but I believe that recognition of a job well done plays a big role. You know, teachers are sometimes just like kids, a pat on the back to recognize that somebody has done something good. To me no matter how small or minor the recognition the fact that somebody has gone out of his /her way to do something good [needs to be recognized]. One can use any form to recognize achievements and you know, to recognise their good work.*

Respondent B1 said: *For educators just to say thank you, is appreciated.* Another respondent A1 was of the opinion that, *awarding rewards is good because educators need to see that what I'm doing is being seen and is being appreciated. To appreciate that you did good or you did well.*

Respondent A1 also concurred: *Every person needs a pat on the back. You demand the results, and you don't award the results how can you get good results if you do not enforce them by motivating the team.*

The ability to reward followers openly helps team members to appreciate the uniqueness of other people's points of view. The quest to build a successful leadership is driven by the desire to satisfy educators who work hard and engage in participative decision-making (Caldwell, 2004:2) is my next theme.

#### **4.3.4. PARTICIPATIVE DECISION-MAKING**

Stakeholders such as teachers are entitled to participate in decision-making processes in schools. In this regard Bush (2007:400) maintains that all stakeholders have a right to be heard. Participative decision-making fulfils the need of teachers to contribute to matters which affect them and can play a role in the effective functioning of the school (Van Deventer, 2003: 100). In this section, qualitative data on participative decision-making is presented in accordance to two sub themes, namely decision making and delegation.

##### **4.3.4.1. Decision-making**

(Department of Education 2004) mentions that the principal should always ensure that consultation is wide when developing the school vision. Respondent A2, who indicated that their principal involves them in the development of the school, explained the views as follows:

*As part of the SMT we were called to contribute and all stakeholders were included. Every year we sit down again and review our vision also naming everything that we need to change.*

A benefit of transformation leadership as viewed by the respondents in two schools was that it would facilitate decision-making processes in their schools. Respondent A2 remarked:

*You know if maybe there was a button where when I press it and we just find ourselves in this type of leadership I will do so because it is participative and then it allows each and everyone to contribute his own views, then I think it's a good type of leadership. We really need this particular type of leadership at our school.*

Another respondent A3 concurred with the above view:

*I think it's great because we are all going to take part and take decisions, so it will come to us whether we agree with that or not. Rather than just the leaders will take decisions and come and give you the report even though you disagree with that point so they don't care.*

A similar perspective ensued from respondent A3: *I think that leadership is a good one because the management doesn't decide alone. They ask ideas from people. I mean you can't lead alone. You must have people who give you ideas.*

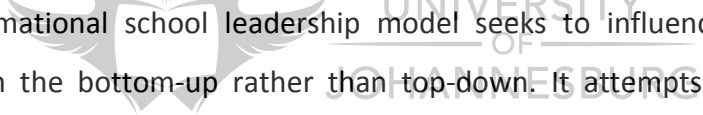
In School B3 a similar picture arose where transformation leadership was seen as inclusive, promoting decision-making through consensus and fostering teamwork. The respondent elaborated:

*I think it's a positive one because here people are going to be able to share ideas, whether positive ones, whether negative ones but you will be*

*working as a team. Even if coming to a conclusion everybody in that situation will be satisfied to say, we have reached consensus.*

Respondent B1's views were captured as follows:

*Yah, you see, I think that when you have an idea, you must share it with others so that you get a broader base. Seek support and consensus. You must also go to the staff and seek ideas on issues. Seek ideas from different committees. Decision-making in our school is two ways. We go to the educators with the proposals and they also come to us with the ideas. Management will come with the suggestions and the staff makes inputs. The SGB will also be involved. That is how we normally decide on issues.*



The transformational school leadership model seeks to influence people by building from the bottom-up rather than top-down. It attempts to stimulate change through bottom-up participation (Hallinger, 2003:335). Before any important decisions are made the principals always consults with SGB and staff.

The principal delegates responsibilities so that others were also afforded the opportunity to take in the life of the school. He (Respondent A1) stated:

*I also think it is important to empower at certain levels with the ability to make decisions. I cannot make every decision about every single thing.*

He was willing to empower others by sharing control and responsibilities. Teachers were made to feel that they were making a valuable contribution to the life at school. He said: *when it comes to decisions the buck stops with me.*

From the data, respondents in both of the schools perceive transformation leadership as enabling participative decision-making. As respondent B3 has




stated, there may be differences of opinion in the decision-making process but at least decisions are arrived at through consensus. A transformation leadership approach may assist in enhancing delegation in schools.

#### **4.3.4.2. Delegation**

In South African schools, tasks are transformed from the principal who assumes positional authority. In this regard delegation is referred to as formal distribution (MacBeath, 2005:357) since tasks are structurally delegated by the principal.

Respondent B1 posited that delegation is necessary because a leader cannot do everything alone. *I think, as a leader you cannot do everything alone. You have to delegate people that can help, delegate people to do some of the jobs.* Respondent B2 showed support for the distribution of leadership since it would enable delegation according to each person's expertise. The respondent articulated:



*Well as you mentioned transformation leadership is a good one because it's where everyone is delegated according to strength... if it can apply here I think everyone can be happy like number one has said.*

As conveyed by respondents, transformation leadership engages all teachers in delegation according to their strengths. This is supported by Thornton (2010:4), who asserts that transformation leadership promotes inclusivity in a school with regards to the utilization of the capabilities of its members. The delegation and distribution of work indicates that principals are confident in their staff as expressed by respondent B3.

*I think that the delegation and distribution of work reflects a good leadership and which can bring about the smooth running of a school. Because if you delegate and accept that those people, and you have confidence again in those people that you have delegated them to do*

*work. So I think that's a good one. Here trust is what makes our principal to delegate us because he is confident that we will do well.*

Respondents in School B raise the issue of trust in the above quotation. In order for principals to delegate work they need to trust and have confidence in the abilities of staff. A belief in the potential and authority of others, listening with the intent to understand, negotiation and persuasion are the levers that allow trust to gain a foothold and leadership to be assumed and shared (MacBeath, 2005:355).

From the data the respondents highlighted that the principal is a good leader, is approachable and serves as a father figure (School B). They stated that he prompts them to participate and even delegate various duties to different people, in that way he is always happy just like the staff that is always relaxed. This leadership approach is evident in the transformative style and its assumption that it will succeed in bonding the staff together and ease the pressure on the school principal. One respondent mentioned that the school principal likes to share his powers; he does not want to be seen as the sole figure of authority.

Another respondent (Respondent A3) stated that:

*Our school is properly governed by all of us. The principal likes to delegate duties, you find teachers performing various tasks and that makes them feel part of the school. Another respondent (Respondent B3) said: in our school, our leadership is effective in such that we get duties to perform and the principal believes that we all have abilities and if you don't understand, they guide you.*

From all that was said by the respondents about their school leadership, delegation as part of transformation leadership prevails in their school.

### 4.3.5. TRUST AND EMPOWERMENT

From my experience as a teacher, effective principals generally attach importance to empowering teachers by allowing more flexibility and giving them responsibility throughout the school, and establishing an organizational structure that encourages collaborative work amongst teachers and other stakeholders.

#### 4.3.5.1. Building teachers' trust

The role of school managers as people who have been entrusted by the Department of Education (SASA, 1996) to lead the activities in schools is very important. Despite the challenges they might face school principals are still accountable. Respondent B1 explained:

*It [the role of school managers as transformational leaders] is very important in this day but it has many challenges you know, you need to focus as the principal because everyone especially in this democracy, wants to say something, so as the principal you need to have a backbone.*

He insisted: *I have to draw up a programme of activities...I call it the school maps of activities. It indicates what the school wants to accomplish in that year.* He is committed to monitoring progress: *I need to lead and control the progress; so that I am assured that things are up to date....it is also a way of checking that every activity that I have planned is carried out.*

The respondent felt that the school was doing well as there was good transformation leadership. This was possible as the principal had a programme to follow and was therefore able to control both teaching and learning in the school. The school teacher felt that because of this and other factors such as empowerment from the HOD and the principal, the school was able to carry out its objectives without much difficulty.

Educators had varied expectations of their school principals. One respondent A3 was of this opinion:

*What I expect is that the school principal gets involved actively so that they lead well, because you cannot lead if you have no idea of what is going on. So they have to be at the workshops and get all information that is necessary for them to guide and give support to the staff for this change.*

Another respondent B3 explained:

*They [school principals] have to be agents of change to start with. They have to understand change, they have to lead the change, they have to know the dynamics of change, they have to be champions of change, they have to rally in front and are quite sure of what they are doing. They have to lead the organization to a truly democratic institution. Leaders need to portray democracy to their followers.*

Since school principals are expected to communicate with parents as important stakeholders in the education of their children, respondent A2 was of the opinion that:

*One of them [expectations] is community integration. Funding is not enough but is critical as far as OBE and NCS are concerned. So you cannot drive this curriculum without the active involvement of parents and the community at large. You have to integrate the school in the community. Principals have to portray their leadership in and out of the school. In order to gain the support of the community you have to be visible in the community you serve. They [community] need to feel that you [school managers] are part and parcel of the community so that the 'us' is portrayed. Issues that culminate in running the school, that is funding, rally in front, should be an example.*

Another respondent B2 had this to say:

*I would expect the leadership of principals during this time of transformation to lean more towards democracy. Listen to what your subordinates have to say to you and give them a chance to voice their views. I also expect a leader to make it possible for educators and learners to produce good results because for us to recruit learners we need good results. There is no school without good results. The principal needs to encourage a good culture of teaching and learning for this to happen.*

To be able to encourage a good culture of learning and teaching, a participant added:

*Principals need to take their part in the learning and teaching process. Principals need to do class monitoring and visits, and making sure that the work is done for better results. Every principal needs to come early to work and make sure that every educator is present.*

When asked whether the expectations of followers have been met or not, one participant said:

*I do think that the expectations of followers are entirely met. Principals tend to convene staff meetings as a requirement, take the inputs and suggestions of educators in identifying school priorities, needs and objectives. This seldom happens according to my observations.*

The essence of the expectations of a participant is that school managers should keep abreast with curriculum changes so as to be able to lead learning and teaching activities. They also have to give instructional support and encourage a good culture of learning and teaching. They have to be agents of change and practice democratic principles. However, expectations are entirely met.

The principal in School A stated that:

*What is important is to empower stakeholders so that they can take ownership; so that the principal is not one making decisions' but those that do feel they have a sense of belonging.*

The principal has a sense of direction and has made a good attempt to make it a collective activity. The principal has a democratic leadership style because he attempts to have a consultative and negotiating style of leading. He stated: *my leadership style would pretty much be consultative. I am as fair as possible not being autocratic but democratic.* There are clear lines of accountability in that all structures are functional and in place at the school. A very strong sense of what is expected of them prevailed amongst the teachers.

According to the principal there are limited opportunities to develop principals from the DOE side. He receives support from the SGB with whom he has a good working relationship. He said that he has learnt a lot from them. He stated: *more networking and mentoring, where there is a bit of a trust relation where one can bounce off an idea and say you have been in a similar situation and how you did it differently, is needed.*

Meeting other principals and learning from them has helped him in the execution of his duties as principal. They see themselves as approachable, friendly, organized, good listeners and as being flexible. When it came to empowerment it is important to them that consensus is reached in the staffroom giving everybody the opportunity to voice their opinion.

#### **4.3.5.2. The role of principals on teacher empowerment**

Transformation leadership is dependent upon the empowerment and encouragement of all stakeholders towards leadership and the opportunities provide for teachers to expand their skills (Harris & Lambert, 2003:45). To empower teachers in schools, unlocking their opportunities and potential lie with the principals. In both schools teachers have opportunities of being

empowered in teams and committees as indicated by the respondents.  
Respondent B3:

*We are given opportunities to work in teams according to subjects. I'm the co-coordinator for Mathematics, I'm allowed to make some decisions with other teachers from another school and everything will be taken to the district for approval. And again we are encouraged to appear in at least two committees.*

The respondents' spoke of being on committees such as learning area committees, entertainment, safety, HIV & Aids, sports etc. This is supported by document analysis which shows evidence of the existence of subject committees, entertainment, music, sports committee. The document analysis further indicates that there is a functional school governing body at both Schools.

Interviewees in Schools A and B were of the opinion that there were opportunities that helped to empower them. Respondent A3 reflected: *In my case I think we do have opportunities for empowerment especially in sports. We are grouped into clusters, committee, and district committee. It's up to us whether you like to be there or not, but we do have opportunities.* In school B respondent 3 added: *we do get together with other schools in different learning areas. We set a common paper; we discuss our challenges and come up with strategies. Our relationship with other schools is good.*

From the data it appears that the district is making an attempt to encourage teachers from different schools to collaborate in cluster groups and committees. Forming partnership with other local schools is beneficial since it promotes the sharing of expertise, encourages learning together and enables collective problem solving across schools. Empowering teachers and providing them with leadership opportunities is premised upon the notion that if schools want to improve on how learners are taught, then schools should improve on the

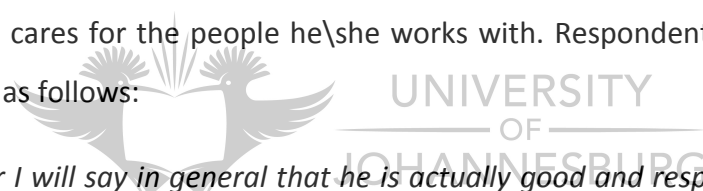
opportunities they provide teachers to innovate, grow professionally and collaborate (Muijs, 2005:41). The school culture as the impact of transformation leadership follows.

#### **4.3.6. THE SCHOOL CULTURE**

In terms of transformation of the school culture, both principals were innovative. They were dependent on the support and direction offered by the Department of Education. Respect, lead by example, the role of transformation in leadership of the principals' abilities, expectations of parents and the community in relation to the principals' leadership follow as the school culture's sub-themes.

##### **4.3.6.1. Respect**

Two of the respondents agreed that a good principal is a person who loves, respects and cares for the people he\she works with. Respondent A2 describes the principal as follows:



*So far I will say in general that he is actually good and respects us. There is a healthy friendship between the principal and staff.*

The principal has been shown to be caring towards others, especially when his staff may need assistance. The teachers have reciprocated by giving him the respect he deserves. If a teacher does not do his\her work properly, the principal acts as follows (B3):

*Respect goes a long way, usually if the teacher doesn't do work I call him\her to my office, and explain how he \she can do work better. If I find that he\she cannot catch up easily, I make some kind of a workshop to help such a teacher.*



There is a strong belief from the respondents that the schools depend to a large extent on the good relationship and respect that the principals help to cultivate among school members. Respondent A3 confirmed this when saying:

*I think one of the things I should highlight is that there is a clear relationship and respect, in fact a very good working relationship between the principal and us. Respondent B3 noted: The school is doing well together... he (the principal) strives to unite the parents and teachers.*

According to the principal in School A: *Living with the community in harmony is a good thing. Whenever I meet them we are friends. I am free to talk to them and really enjoy it.* Everybody according to the principal is free and happy to mix with him. He (School B1) believes that: *It might be that they have confidence, respect and trust in me or that I am not doing wrong things that they don't want.* Respondent 3 in School B confirmed this when saying:

*Through morning briefings each teacher is given the opportunity to suggest anything as a contribution to the school. As teachers we thus feel a sense of belonging, which can lead to a positive contribution.*

Respondent 2 in School B expressed the same thought: *This is a person who is human, a person who is willing to respect and discuss things before they are implemented so that everyone feels included in the decision.*

The principals live up to the teachers' expectations that for a school to run effectively, the transformation leadership needs to include all teachers, parents and learners. Respondent 3, School A: *the principal is a person who is approachable and willing to consult with others.* According to Respondent A1:

*one should be open in order to be trusted, because if you are not open enough, some people won't come to your office, they won't approach you, you will see that some of them just whisper outside without coming to you, because they don't trust and respect you.*

Respondent A2 explained that the following are important for a school principal to be successful in leadership:

*Be trustworthy and honest. Try by all means to treat all teachers in the same way, impartially. Confidentiality is very important. Sometimes a teacher could behave in a certain manner not because s/he is insubordinate but because she/he has some problems.* Respondent B2 also added:

*The principal is an approachable somebody and easy to work with, but be firm and show that you are entrusted with the leadership of the school at all times, not only for the staff to feel that the learners are in good hands but also the parents and the community must be able to approach you. These are very important attributes for a transformational leader.*

The principals' understanding of the importance of respect is one of the key features of their transformational leadership style. The principals believe that leadership requires respect and the school leader should be somebody who envisages the future and plans accordingly. The principals felt these provided for a stable environment. Respect can enable the school to have better results, because through strong transformation leadership you will find nearly every staff member will feel free to contribute to the smooth running of the school.

My respondents felt that it was very important that a leader should know exactly what is required in carrying out the tasks they are expected to perform. School principals should show respect by treating educators as professionals to symbolize success and accomplishment within the teaching profession (Loock, 2005:17). They have to set a respectful tone for interaction with all stakeholders in the school community, promote an atmosphere of caring and trust within the school. The principal should set the best example, by valuing the spirit of respect to those who want to learn.

#### **4.3.6.2. Lead by example**

The principals were seen as setting a very good example by not just concentrating on transformation leadership matters, but also on teaching by encouraging the teachers to be serious about their profession as well as by doing things to keep in touch with the smooth running of the school. Respondent A2 describes the principal as:

*Our principal is a person who is always at the school on time and someone who is always doing the right thing. He has foresight and brought so many things to this school. He is teaching just like the rest of us. In this way he understands what teachers are going through in classes.*

Respondent B3 expressed: *it is better to practice what you preach, for people will emulate your steps easily; well this principal does not only talks about teaching, but is active in the classroom while leading effectively.* The respondent further felt that the principal acted as an example: *he regularly teaches, leads and works long hours for the school.*

In this sense they embody idealized influence, one of the key dimensions of transformation leadership identified by Avolio and Bass (2004:76). They are seen to be exemplars', exercise a form of motivation and encourage others to do the same. The principal is responsible for the practical operation of the school, as a leader he evokes innovation, encouragement and must be inspirational.

The school principal had strong feelings regarding the part he plays (Respondent B1): *first of all I must rectify all of my problems and shortcomings before I can point a finger at someone else.* He went on to say:

*The most important thing for me is to win the interest of the teacher and parents as a whole because these people keep me going. If you win their interest and support then you will lead the school properly. People should understand you and they should perceive what you are looking for.*

The principal who attempts to transform the school without including other structures is bound to fail. Manasse (2005:150) supports this when he says; for educators, the SGB, the SMT and the general parent body to embrace, support and ensure that transformation leadership is effectively implemented, the principal of the school has to ensure that from the early stages of the initiation, definition and development of transformation must involve all these role players completely.

#### **4.3.6.3. Expectations of parents and the community in relation to the principals' leadership**

Parents and the external community usually have high expectations from the school and especially from the school manager as the leader of the school who has been entrusted with the education of their children. In this regard respondent B3 explained:

*I think their children are here to study and they [parents] expect therefore that the school has to give all in terms of teaching, discipline, academic and social so as to end up with a holistic individual. Also to offer learners extramural activities like debate, sport, and music and so on.*

Another respondent A3 expressed the opinion that:

*I believe that we cannot change the behavior of the child only at home, but for most of the parents it is hard for them to discipline children. Sometime when they let them go to school they have the hope that my child will come out better if he can go to a good school he can come out being a better person.*

Parent involvement in the affairs of the school is vital, especially during this time of transformation in the education system. Respondent B2 added that:

*The leader has to play a big role because if you are the principal in a school you have to consider that the school also belongs to the community. Offer more parents meetings in order to interact with parents and check on their views as what needs to be done for learners.*

A respondent A2 voiced the expectation of parents in stressing the need for the school principal to be accountable and explained:

*The school principal has to give answers at the end of the day. The community sees the principal as the most answerable person even if he was not present when something was happening they feel he is still answerable. The SGB also sees it that way, which is a bit unfair because it is difficult for a principal to say what happened when he did not witness it when it happened. The community in that sense does not very understand. They have it that you are the principal you are responsible for the school but one can't be responsible for everything.*

This respondent was, however, protective of the school principal, but in the end the school principal remains the most accountable officer in a school. Parents expect her or him to be alert to what is happening in the school entrusted to her or him. Respondents indicated that most of the expectations of parents and those of the community are met.

#### **4.4. CONCLUSION**

This chapter has presented analysis and discussion of the data obtained from my respondents. The picture that emerged presents the principals as transformation leaders who lead by example, are visionaries, accountable and empower their staff members. They work hard to involve the community in the running of the school. The chapter has also revealed the importance of involving staff in decision-making and the need to communicate well. The next chapter concludes the study.

## CHAPTER 5

### 5.1. INTRODUCTION

In chapter four, qualitative data analyses and interpretations were presented. In this chapter I summarize the following aspects: the brief overview of the study, recommendations and suggestions for further study from the data collected and analyzed. The chapter ends with a conclusion.

### 5.2. BRIEF OVERVIEW OF THE STUDY

The main aim of my research was to explore what evidence there is of transformation leadership in two Gauteng schools. To investigate this the following research aims were formulated with the intention of achieving the aims of my study, namely to explore the principal's and SMT's perceptions of the principal's leadership; to explore educators' perceptions of the principal's leadership; and to find out from role players whether they would like leadership at their school to be any different.

#### 5.2.1. The principals' and SMT's perception of the principals' leadership

Emerging from the findings, the principals' and SMT's perception of the principals' leadership is perceived in a multifaceted dimension. The data revealed that the principals in both schools in the study use a transformation

leadership approach to motivate staff members. The school principals under the investigation are transformational in the daily execution of their leadership responsibilities. This study revealed that principals under the investigation are leaders who stimulate vision development and collaboration with other members of the school. It is through the principals' ability to visualize the future that changes, in both schools have been possible. A mission was required in both schools to visualize the future direction and destination of the schools, taking into account the present contextual reality.

Participant principals serve as role models for teachers and learners who look to them for guidance and inspiration. In other words, people who apply self-discipline and have a positive attitude. Participant principals constantly reviewed and evaluated their own actions. This conclusion implies that primary school principals demonstrate transformational leadership traits.



**5.2.2. Educators' perceptions of the principals' leadership**

It emerged from the literature study that the integrity of the organization is measured by the amount of commitment the employees give to the organizations. Data gathered through qualitative research point to the fact that principals ensure that educators are and remain committed to their responsibilities.

Teachers' commitment is built through collegial and transformation leadership. Principals in both schools use this leadership by giving teachers opportunities to suggest and decide what they believe to make them committed; they also motivate teachers to make suggestions freely by keeping a suggestion box. This study emphasized that both principals have clear and well-articulated goals, delegated tasks to teachers, treat staff fairly and equitably and provide staff with support in difficult situations.

The principals created a positive attitude amongst teachers through morning briefings. The data show a high degree of teamwork and accountability in the school. The teachers came up with many solutions (involved in decision-making) in the school. From the teachers' interview; teacher participants believe that without good communication it would be difficult to realize one's vision: effective principals succeed because they communicate the development and success very clearly to everybody. A culture of respect was developed in both schools. The data revealed that the principals, by working hard to improve and increase teachers' growth, instilled transformation leadership culture into teachers.

### **5.3. RECOMMENDATIONS**

The main purpose of this study was to investigate transformation leadership in schools. Schools are encouraged to adopt a transformation approach to leadership in order to cope with challenges in contemporary times. Transformation leadership is aligned with post-modern trends such as participation; shared vision; motivation and transparency and is relevant to the South African context. In light of the findings from the qualitative data some recommendations will now be offered.

In order to facilitate a shift away from traditional models of leadership it is recommended that greater emphasis be placed on the practice of leadership styles that support transformation leadership. While the South African Department of Education supports participative decision-making there seems to be a gap between policy and the practice of transformation leadership in the two schools investigated. It is recommended that principals should learn how to share with others (stakeholders) the decisions they make at schools. The accountability for the progress of the institution needs to be directed to the



relevant members of the school whose joint endeavors result in the outcomes of the school.

As schools move towards the transformation of leadership the boundaries of leadership are extended and teachers are increasingly engaged in various leadership roles and functions. It is recommended that teachers who work hard be rewarded for their good performance so that they remain motivated and feel valued. It is also recommended that for those who work hard help their colleagues in a form of workshops which should deal with aspects such as team work, collaboration and peer mentoring. These opportunities of such aspects are of great importance not only because it enables teachers to develop professionally but also because of its relevance to the unique school context in which transformation is practiced.

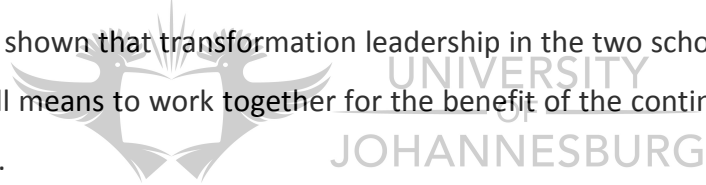
#### **5.4. SUGGESTIONS FOR FURTHER RESEARCH**

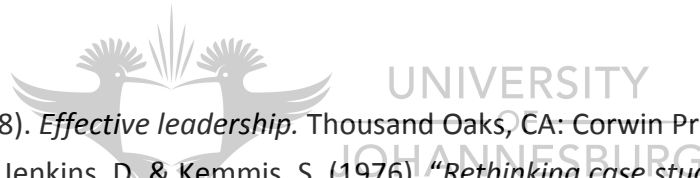
Based on the finding from the study it was found that important gaps remain and that more research needs to be conducted on:

- The principals as facilitators of transformation leadership in schools have positional authority as a result of the hierarchical structure of schools, they are key figures influencing change, development and improvement in schools.
- Exploring whether transformation leadership enables members to better anticipate and respond to complex challenges in the organisational environment is an interesting line of future research.
- Raising educational standards is an important priority in schools since the performance of learners is dismal when compared to other countries, it will be of great interest to investigate if there is a positive link between transformation leadership and learner achievement.

## 5.5. CONCLUSION

This chapter summarizes the study which explored evidence of transformation leadership in two schools investigated. It became evident that this leadership approach had been embraced by research respondents and that the school has started to reap some fruits of transformation. The principals' and SMT's perceptions of how the principals lead school have come as a result of extra effort made by all the stakeholders; hard work and commitment of the whole. The data has shown that transformation leadership in the two schools exists and they try by all means to work together for the benefit of the continuous running of the school.





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1 INTERVIEW AT SCHOOL A

2 DATE:

3 TIME:

4 PLACE

5 **Rebo:** Thank you for participating in my research project. My research topic is  
6 transformation leadership in primary schools.

7 **A2:** You are welcome mam.

8 **Rebo:** Thank you. From your understanding can you describe transformation  
9 leadership at your school?

10 **A1:** I think transformation leadership here is the way I lead whether I engage all the  
11 stakeholders in the everyday smooth running of the school, and whether I'm  
12 transparent enough to them.

13 **Rebo:** What about the vision of the school?

14 **A1:** In this school we understand the importance of vision because without vision  
15 our efforts to transform our school will fail. The vision transcends our day to day  
16 issues because building our school vision will help us to create a common identity  
17 and give our teaching and learning direction.

18 **Rebo:** Ok, do you consider transformation leadership when drawing your school  
19 vision?

20 **A2:** Our vision is to achieve our goals

21 **Rebo:** Do you agree?

22 **A1:** Yes, I think we should always bear in mind that the larger picture of the future  
23 comes from vision and mission of the school. Working together also helps to make  
24 it happen. So far in this school, we are united for the bright future of our school.

25 **Rebo:** What gives you the direction as a school?

26 **A2:** Because of these policies, we all know our rights at school and where to go  
27 when we experience problems.

28 **Rebo:** Alright

29 **A1:** I do not protect anyone who makes himself\herself guilty of these. In order to  
30 lead in a transformative way, people should respect, follow relevant policies.

31 **Rebo:** Do you plan as a school or what?

32 **A1:** The culture or the climate of the school is based on its rules, in other words  
33 whatever the DoE plans, it is what we stick to when we are dealing with the  
34 operation of the school.

35 **Rebo:** How do you embrace transparency?

36 **A3:** So now concerning transparency, there is transparency. Circular is used to  
37 inform us if anything is needed quickly.

38 **Rebo:** What is the relationship between communication and transformation  
39 leadership?

40 **A1:** I can say communication is the heart of transformation leadership. As a principal I  
41 have to communicate with staff members so for effective leadership. To meet the  
42 demands of the school transparency help us to build the future of the school.

43 **Rebo:** Alright

44 **A3:** Since I have been here things are quite transparent. We are being updated with  
45 everything.

46 **Rebo:** Are you free to communicate with the SMT?

47 **A3:** We communicate freely with the SMT; we are free to communicate with each other  
48 as colleagues

49 **Rebo:** Alright

50 **A3:** All the efforts we have what we call collaboration where everyone must participate  
51 is practiced here.

52 **Rebo:** What do you do for the improvement of the school?

53 **A2:** You know usually the principal asks about strategies that we can use and  
54 implement, that's where each and every one of us participate and view out our  
55 ideas.

56 **Rebo:** What strategies do you use for your transformation leadership?

57 **A1:** We always reflect on our performance every day. I have to bring this element of  
58 commitment reflection in the morning sessions so that educators can focus. In  
59 these morning briefings I also check whether educators are not encountering  
60 problems. We make sure that we maintain our professionalism as educators. We  
61 operate according to certain standards. There is no way I accept unprofessional  
62 behavior. I always refer them to policy. Our core business is to deliver curriculum to  
63 learners. Every morning I remind them of their core business, why they are here.

64 **Rebo:** How do educators interact with the SMT?

65 **A1:** Our door as the SMT is open. We encourage them that if there are frustrations  
66 with the curriculum, they must openly talk. We are not so rigid with issues of  
67 protocol. These small meetings that we normally have are an advantage towards  
68 interpersonal relations. We don't have the drifts. We have a sense of belonging. We  
69 have an open policy in terms of interpersonal relations. Interpersonally we believe  
70 in values such as respect, dignity and equality.

71 **Rebo:** Ok

72 **A1:** The moment you enter a school where there is effective principal, you find  
73 silence at the school, teachers commitment to their work, they are all in classes.

74 **Rebo:** Alright

75 **A2:** I would prefer to look at someone who shows some kind of hard work, and this  
76 person should be able to show independence, which can do things on his own,  
77 without relying on other people. It should be someone who shows interest in his  
78 work.

79 **Rebo:** How do you motivate others?

80 **A1:** In fact, motivation is not even an issue one could say is peripheral. I use it is part and  
81 parcel of the whole in this school. If I divorce motivation from work, it means the school  
82 is going nowhere; teachers are motivated here, so it is part of what is going on.

83 **Rebo:** Now, how does transformation leadership affect the running of the school?

84 **A1:** You see, these briefing sessions' strategies are twofold because we also discuss  
85 daily happenings in the school and outside the school. We do not lose the sight of  
86 what is happening outside the school environment. Anything that happens to the  
87 teacher we bring that into those meetings, to motivate teachers. We also have  
88 small social meetings where during break we come together as a staff, we have a  
89 tea club. We talk about our frustrations and also joke. We also have these birthday  
90 lunches.

91 **Rebo:** Um, what rewards do you get in this school?

92 **A3:** This is an interesting one because I've just awarded certificates to some of the  
93 teachers in my school. Sometimes this tends to cause some kind of competition and  
94 actually it could also cause some competition among educators. I overheard some  
95 staff members talking. I sensed in the manner in which it was said that it was  
96 positive comments. It is fortunate that some staff perceives it in a positive way  
97 because it is meant to be motivational.

98 **Rebo:** Do you agree?

99 **A2:** I don't know, but I believe personally that recognition plays an important role.  
100 It's up to you then, how you go about doing it, depending of course on your  
101 institution, but I believe that recognition of a job well done plays a big role. You  
102 know, teachers are sometimes just like kids, a pat on the back to recognize that  
103 somebody has done something good. To me no matter how small or minor the  
104 recognition the fact that somebody has gone out of his /her way to do something  
105 good [needs to be recognized]. One can use any form to recognize achievements  
106 and you know, to recognise their good work.

107 **Rebo:** Is it good to reward educators?

108 **A1:** Awarding rewards is good because educators need to see that what I'm doing is  
109 being seen and is being appreciated. To appreciate that you did good or you did  
110 well.



111 **Rebo:** Do you feel the same?

112 **A1:** Every person needs a pat at the back. You demand the results, and you don't  
113 award the results how can you get good results if you do not enforce them by  
114 motivating the team.

115 **Rebo:** Ok

116 **A2:** As part of the SMT we were called to contribute and all stakeholders were  
117 included. Every year we sit down again and review our vision also naming  
118 everything that we need to change.

119 **Rebo:** Any decisions, are you informed?

120 **A3:** I think it's great because we all going to take part and take decisions, so it will come  
121 to us whether we agree with that or not, rather than the leaders will take decisions and  
122 come and give you the report even though you disagree with that point so they don't  
123 care.

124 **Rebo:** Tell how you do it?

125 **A1:** I also think it is important to empower at certain levels with the ability to make  
126 decisions. I cannot make every decision about every single thing.

127 **Rebo:** Are you involved in school activities?

128 **A3:** Our school is properly governed by all of us. The principal likes to delegate duties,  
129 you find teachers performing various tasks and that makes them feel part of the school.

130 **Rebo:** Do you embrace transformation leadership?

131 **A2:** In our school, our leadership is effective in such that we get duties to perform and  
132 the principal believes that we all have abilities and if you don't understand, they guide  
133 you.

134 **Rebo:** Ok

135 **A3:** What I expect is that school principal get involved actively so that they lead  
136 well, because you cannot lead if you have no idea of what is going on. So they have  
137 to be at the workshops and get all information that is necessary for them to guide  
138 and give support to the staff for this change.

139 **Rebo:** Yes

140 **A2:** One of them [expectations] is community integration. Funding is not enough  
141 but is critical as far as OBE and NCS are concerned. So you cannot drive this  
142 curriculum without the active involvement of parents and community at large. You  
143 have to integrate the school in the community. Principals have to portray their  
144 leadership in and out of the school. In order to gain the support of the community  
145 you have to be visible in the community you serve. They [community] need to feel  
146 that you [school managers] are part and parcel of the community so that the 'us' is  
147 portrayed. Issues that culminate in running the school, that is funding, rally in front,  
148 be an example.

149 **Rebo:** Are expectation of others met?

150 **A3:** I do think that the expectations of followers are entirely met. Principals tend to  
151 convene staff meetings as a requirement, take the inputs and suggestions of  
152 educators in identifying school priorities, needs and objectives. This seldom  
153 happens according to my observations.

154 **Rebo:** Do you agree:

155 **A1:** What is important is to empower stakeholders so that they can take ownership;  
156 so that the principal is not one taking decisions' but those they have a sense of  
157 belongings.

158 **Rebo:** Are you empowered to do well here?

159 **A3:** In my case I think we do have opportunities for empowerment especially in  
160 sports. We are grouped into clusters, committee, and district committee. It's up to  
161 us whether you like it to be there or not, but we do have opportunities.

162 **Rebo:** What is the relationship between the principal and staff

163 **A2:** So far I will say in general that he is actually good and respects us. There is a  
164 healthy friendship between the principal and staff.



165 **Rebo:** Alright

166 **A3:** I think one of the things I should highlight is that there is clear relationship and  
167 respect, in fact a very good working relationship between the principal and us.

168 **Rebo:** How is the relationship between the school and the community?

169 **A1:** Living with the community in harmony is a good thing. Whenever I meet them  
170 we are friends. I am free to talk to them and really enjoy it.

171 **Rebo:** Ok

172 **A3:** The principal is a person who is approachable and willing to consult with others.

173 **Rebo:** Ok, are saying...

174 **A1:** One should be open in order to be trusted, because if you are not open enough,  
175 some people won't come to your office, they won't approach you, you will see that  
176 some of them just whisper outside without coming to you, because they don't trust  
177 and respect you.

178 **Rebo:** How is the professional behavior of the principal?

179 **A2:** The principal is an approachable somebody and easy to work with, but be firm  
180 and show that you are entrusted with the leadership of the school at all times, not  
181 only for the staff to feel that the learners are in good hands but also the parents  
182 and the community must be able to approach you. These are very important  
183 attributes for a transformational leader.

184 **Rebo:** Yes

185 **A2:** Our principal is a person who is always at the school on time and someone who  
186 is always doing the right thing. He has foresight and brought so many things to this  
187 school. He is teaching just like the rest of us. In this way he understands what  
188 teachers are going through in classes.

189 **Rebo:** In transformation leadership, the vision mostly has to do with the objective  
190 of the school which is the future of the learner, so how do you mould learners to  
191 become competent?

192 **A3:** I believe that we cannot change the behavior of the child only at home, but for most  
193 of the parents it is hard for them to discipline children. Sometime when they let them go  
194 to school they have the hope that my child will come out better if he can go to a good  
195 school he can come out being a better person.

196 **Rebo:** Do you agree?

197 **A2:** The school principal has to give answers at the end of the day. The community sees  
198 the principal as the most answerable person even if he was not present when  
199 something was happening they feel he is still answerable. The SGB also sees it that way,  
200 which is a bit unfair because it is difficult for a principal to say what happened when he  
201 did not witness it when it happened. The community in that sense does not very  
202 understand. They have it that you are the principal you are responsible for the school  
203 but one can't be responsible for everything.

204 **Rebo:** Thank you for your time and your participation, everything is completely  
205 confidential.

206

1 INTERVIEW AT SCHOOL B

2 PLACE: EBOMINI PRIMARY SCHOOL

3 DATE: 11 SEPTEMBER 2011

4 TIME: 14:00

5 **Rebo:** Thank you for participating in my research project and now I am going to proceed  
6 with the interview. In your understanding, what do describe transformation leadership  
7 in shared vision?

8 **B3:** When drafting the vision we were all involved. According to my understanding  
9 vision is not merely an idea; it allows people like us to become committed to and to  
10 work towards a common goal.

11 **Rebo:** Right, the way you understand it, is in the context of this school?

12 **B2:** Our mission is to make this school a better one, by working together with the  
13 principal and people know that it is their school. Our school principal has not only a  
14 vision but also the skills to communicate that vision to others. Our aim is to achieve  
15 our goal.

16 **Rebo:** Do you have policies?

17 **B1:** Yes, we have internal policies which were drafted for the school and external  
18 policies which are supplied by the DoE. Each department also has Learning Area  
19 Policy Documents which the educators use as guidelines for their respective  
20 learning areas. Policies for extra-curricular and co-curricular activities are also in  
21 place.

22 **Rebo:** Alright

23 **B3:** The principal cannot lead without setting rules for us to follow. Policies serve as  
24 direction.

25 **Rebo:** Ok, you are saying...

26 **B1:** When the policy is finalized I call a staff meeting then I read it out. On the  
27 acceptance of the policy, they all sign for receiving and understanding the content  
28 policy and file the list in a safe place. This prevents unnecessary denial.

29 **Rebo:** Can you explain the way the principal handle the whole situation with  
30 teachers and SGB?

31 **B3:** The SMT was also included because in the first place, the principal held the  
32 meeting with the SGB, the SGB went down to the SMT. From there, we got the  
33 views of the educators and the principal took the views of educators back to the  
34 SGB and the SGB gave us the green light to formulate and develop the school policy.

35 **Rebo:** Yes

36 **B3:** We understand everything here. Our SMT tells us everything on time and do not  
37 hide things from us. They are always honest with us. There are no hidden agendas.  
38 They tell us about the meetings, they tell us about workshops.

39 **Rebo:** So communication comes in?

40 **B2:** This principal has skill to communicate, to persuade and mobilize people that is why  
41 he is effective principal

42 **Rebo:** Alright



43 **B1:** Two heads are better than one

44 **Rebo:** Yeh

45 **B2:** We are given the chance of viewing our understanding and saying whatever we  
46 think especially when coming to the developments in the school.

47 **Rebo:** Any late coming and absenteeism?

48 **B3:** Late coming is there but not always. Emergencies at times make us late, but we  
49 inform the principal. Absenteeism is there but is not frequent or rife. Educators who  
50 are absent do have valid reasons.

51 **Rebo:** Can you tell me about respect?

52 **B1:** Ah you see, the basic of these interpersonal relations is the value of respect.  
53 Respect for various cultures is encouraged because we are a multicultural school. I  
54 encourage people to first respect themselves. We usually celebrate birthdays and

55 other important events together to assist in building positive interpersonal  
56 relations. During breaks we come together, this builds positive relations.

57 **Rebo:** How does this type of leadership affect the running of the school?

58 **B1:** I give them opportunities to suggest and decide what they believe to be the  
59 best to tell us, as SMT, what they want us to do to increase commitment amongst  
60 them (teachers). A suggestion box in our school is very helpful.

61 **Rebo:** Yes

62 **B1:** I think a principal needs to have people skills and know how to work with  
63 people

64 **Rebo:** Alright

65 **B1:** I can draw on the nurturing nature of mine and say listen here do not do it that  
66 way, rather try it the other way around and sometimes it works wonderful.

67 **Rebo:** Ok, and regarding commitment?

68 **B2:** A principal with a strong positive leadership because he is committed to his  
69 work, and he encourages his staff to work very hard and he is always doing the right  
70 thing.

71 **Rebo:** Can you tell me about motivation?

72 **B1:** Motivation is what encourages staff to stay commitment all the time. My duty  
73 as the principal is to make sure that I work with them accordingly.

74 **Rebo:** How do you feel about the transformation leadership of the principal?

75 **B2:** Our principal is like a father because sometimes he is able to detect that a  
76 teacher is not happy and disturbed by something. To us, he is also a counselor. He  
77 always motivates us during tough times. He does not speak harshly with educators  
78 who are not performing well. Rather, he motivates them to work harder. He also  
79 encourages them to cluster with those who are doing well to help them improve.

80 **Rebo:** And then?

81 **B2:** When the teacher is doing well in the class, we acknowledge him/her in front of  
82 the other colleagues. We also help teachers who are not doing well by motivating

83 them to do more. Annually we have staff lunches, where we visit a particular place.  
84 We give praise and incentives. We also acknowledge important teachers dates such  
85 as teachers international day.

86 **Rebo:** Why are you saying that?

87 **B2:** It is good for the school to do that [award follower or give rewards]. Every term  
88 we have academic presentations where learners are rewarded with badges: alpha  
89 and beta as symbols for working hard. So if you have worked hard and you have  
90 improved you do get rewarded. It is not just the top learners who get. For sport as  
91 well every second term we have a sports presentation assembly where those  
92 outstanding learners who excel in sport or tried hard are rewarded. So learners are  
93 constantly being rewarded.

94 **Rebo:** Yes

95 **B1:** For educators just to say thank you, is appreciated.

96 **Rebo:** is transformation leadership good for the school?

97 **B2:** You know if maybe there was a button where when I press it and we just find  
98 ourselves in this type of leadership I will do so because it is participative and then it  
99 allows each and everyone to contribute his own views, then I think it's a good type of  
100 leadership. We really need this particular type of leadership at our school.

101 **Rebo:** oK

102 **B3:** I think that leadership is a good one because the management doesn't decide alone.  
103 They ask ideas from people. I mean you can't lead alone. You must have people who  
104 give you ideas.

105 **Rebo:** Is this leadership good?

106 **B2:** I think it's a positive one because here people are going to be able to share ideas,  
107 whether positive ones, whether negative ones but you will be working as a team. Even if  
108 coming to a conclusion everybody in that situation will be satisfied to say, we have  
109 reached consensus.

110 **Rebo:** Do you think you are achieving?

111 **B1:** Yah, you see, I think that when you have an idea, you must share it with others so  
112 that you get a broader base. Seek support and consensus. You must also go to the staff  
113 and seek ideas on issues. Seek ideas from different committees. Decision-making in our  
114 school is two ways. We go to the educators with the proposals and they also come to us  
115 with the ideas. Management will come with the suggestions and the staff makes inputs.  
116 The SGB will also be involved. That is how we normally decide on issues.

117 **Rebo:** Any delegation of activities?

118 **B1:** I think, as a leader you cannot do everything alone. You have to delegate people  
119 that can help, delegate people to do some of the jobs.

120 **Rebo:** Mmmm

121 **B2:** Well as you mentioned transformation leadership is a good one because it's  
122 where everyone is delegated according to strength... if it can apply here I think  
123 everyone can be happy like number one has said.

124 **Rebo:** Do you agree on delegation, how does the principal distribute it?

125 **B3:** I think that the delegation and distribution of work it's a good leadership and  
126 which can bring the smooth running of a school. Because if you delegate and accept  
127 that those people, and you have confidence again in those people that you have  
128 delegated them to do work. So I think that's a good one. Here trust is what makes  
129 our principal to delegate us because he is confident that we will do well.

130 **Rebo:** The way you understand...

131 **B1:** It [the role of school managers as transformational leaders] is very important in  
132 this day but it has many challenges you know, you need to focus as the principal  
133 because everyone especially in this democracy, wants to say something, so as the  
134 principal you need to have a backbone.

135 **Rebo:** Any programmes in place?

136 **B1:** I have to draw up a programme of activities....I call it the school maps of  
137 activities. It indicates what the school wants to accomplish in that year. He is  
138 committed to monitoring progress: I need to lead and control the progress; so that I  
139 am assured that things are up to date....it is also a way of checking that every  
140 activity that I have planned is carried out.

141 **Rebo:** How do the principal respond to transformation?

142 **B3:** They [school principals] have to be agents of change to start with. They have to  
143 understand change, they have to lead the change, they have to know the dynamics  
144 of change, they have to be champions of change, they have to rally in front and be  
145 quite sure of what they are doing. They have to lead the organization to a truly  
146 democratic institution. Leaders need to portray democracy to their followers.

147 **Rebo:** Alright, ok

148 **B2:** I would expect the leadership of principals during this time of transformation to  
149 lean more towards democracy. Listen to what your subordinate have to say to  
150 you and give them a chance to voice their views. I also expect a leader to make it  
151 possible for educators and learners to produce good results because for us to  
152 recruit learners we need good results. There is no school without good results. The  
153 principal needs to encourage a good culture of teaching and learning for this to  
154 happen.

155 **Rebo:** How do you feel about teaching and learning process?

156 **B2:** Principals need to take their part in the learning and teaching process. Principals  
157 need to do class monitoring and visit and making sure that the work is done for  
158 better results. Every principal needs to come early to work and make sure that  
159 every educator is present.



160 **B1:** More networking and mentoring, where there is a bit of a trust relation where  
161 one can bounce of an idea and say you have been in a similar situation how did you  
162 do it differently is needed.

163 **Rebo:** So are you professionally developed?

164 **B3:** We are given opportunities to work in teams according to subjects. I'm the co-  
165 coordinator for Mathematics, I'm allowed to make some decisions with other  
166 teachers from another school and everything will be taken to the district for  
167 approval. And again we encouraged to appearing at least two committees.

168 **Rebo:** Do you network with other school?

169 **B3:** We do get together with other schools in different learning areas. We set a  
170 common paper; we discuss our challenges and come up with strategies. Our  
171 relationship with other schools is good.

172 **Rebo:** How do you handle respect when meeting with others?

173 **B1:** Respect goes a long way, usually if the teacher doesn't do work I call him\her to  
174 my office, and explain how he \she can do work better. If I find that he\she cannot  
175 catch up easily, I make some kind of a workshop to help such a teacher.

176 **Rebo:** Ok

177 **B1:** It might be that they have confidence, respect and trust in me or that I am not  
178 doing wrong things that they don't want.

179 **Rebo:** Where and when do educators given a chance to view their opinion?

180 **B3:** Through morning briefings each teacher is given the opportunity to suggest  
181 anything as a contribution to the school. As teachers we thus feel a sense of  
182 belonging, which can lead to a positive contribution.

183 **Rebo:** Can you explain the professional behavior of the principal?

184 **B2:** The principal is an approachable somebody and easy to work with, but be firm  
185 and show that you are entrusted with the leadership of the school at all times, not  
186 only for the staff to feel that the learners are in good hands but also the parents  
187 and the community must be able to approach you. These are very important  
188 attributes for a transformational leader.

189 **Rebo: Ok**

190 **B3:** It is better to practice what you preach, for people will emulate your steps  
191 easily; well this principal does not only talks about teaching, but is active in the  
192 classroom while leading effectively.

193 **Rebo:** Do you agree?

194 **B1:** It is better to practice what you preach, for people will emulate your steps  
195 easily; well this principal does not only talks about teaching, but is active in the  
196 classroom while leading effectively.

197 **Rebo:** Alright

198 **B3:** I think their children are here to study and they [parents] expect therefore that the  
199 school has to give all in terms of teaching, discipline, academic and social so as to end up  
200 with a holistic individual. Also to offer learners extramural activities like debate, sport,  
201 and music and so on.

202 **Rebo:** Community?

203 **B2:** The leader has to play a big role because if you are the principal in a school you have  
204 to consider that the school also belongs to the community. Offer more parents meetings  
205 in order to interact with parents and check on their views as what needs to be done for  
206 learners.

207 **Rebo:** Thank you so much