EMPOWERING MANAGERS OF SECONDARY SCHOOLS IN THE EASTERN CAPE: A TRANSFORMATIONAL LEADERSHIP ANALYSIS

BY

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DECLARATION

I **CHRISTABEL DUDU MANTLANA** solemnly declare that the thesis hereby submitted by me for the PHILOSOPHIAE DOCTOR degree at the University of the Free State is my own independent work through the professional guidance of my promoters whose name appear on the title page. I have not previously submitted this thesis at any other University/Faculty. I further more cede copyright of the thesis in favour of the University of the Free State.

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To my Creator and my personal Leader, who has blessed me with enormous courage and many opportunities in life, "…unto Him that is able to do exceedingly abundantly above all that we ask or think, unto Him be glory throughout all ages, forever and ever"(Ephesians 3: 20-21).

Finally, this study is affectionately dedicated to my children, Lusanda, Tandile, Sinovuyo and Sibonelo as well as my granddaughter, Sibulele Mixo, for the meaning they add to my life.

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SUMMARY

Many new developments are taking place in the field of schooling. Some of these developments are school based management, Outcomes-Based Education, the National Curriculum Statement, and the devolution of power of control to the school level, especially in Section 21 schools. Many educational leaders are struggling with these changes in their leadership of secondary schools. These developments created the need to conduct a needs analysis for the empowerment of managers of secondary schools in transformational leadership in the Eastern Cape.

The specific objectives of this study were as follows:
- To investigate the basic principles and various dimensions of effective leadership in general and transformational leadership in particular.
- To provide an exposition of how managers of secondary schools should execute their leadership tasks in a transformational way.
- To determine the transformational leadership abilities of managers of secondary schools in the Eastern Cape Province.
- To establish the transformational leadership empowerment needs of managers of secondary schools in the Eastern Cape Province.
- To indicate guidelines for a series of empowering activities for training managers of secondary schools to equip them with the necessary knowledge and skills for effective leadership in times of transformation.

A literature study of transformational leadership was conducted to investigate the grounding perspective of transformational leadership. For school managers as educational leaders to be forces for change and improvement within their schools, they should have a vision of where to lead their schools, a series of values and assumptions about their work and insight into the context in which they are working. Therefore, school managers should become leaders inspiring creativity and higher levels of achievement. Thus, school managers should actively seek to motivate and develop educators by creating opportunities for them to grow and to learn from each other.

Despite the fact that many researchers see transformational leadership as a comparatively better model of leadership, some authors argue that it has weaknesses and criticize some of its activities as unethical and immoral. Therefore, a critical reflection of transformational leadership was

done. From the foregoing discussion, it was deduced that the quality of any transformation process depends on the caliber of leadership. Leadership gives direction and effectiveness to transformation because it forms the basis for transformation. In essence, managers of secondary schools as transformational leaders should concern themselves with the motivation, betterment and empowerment of followers. With meaningful development and empowerment in place, transformational leadership provides an appropriate solution to the challenges prevalent in schools today because it always seeks to confront change as an opportunity rather than a threat.

To gather data, both quantitative and qualitative investigations were undertaken. A preliminary survey was conducted on a sample (n = 43) from the same population as the primary study, using the Leadership Practices Inventory (LPI) to check on the need for this study. The results of this survey indicated that managers of secondary schools performed leadership practices to a moderate degree. The study was then considered to be necessary on the basis of the need for maximum possible leadership practices during times of change. The primary data collection instrument was a researcher-designed questionnaire (RDQ) that was used to collect data from managers of secondary schools in the Eastern Cape. Data were collected from a sample of 191 managers of secondary schools. Categories and units of analysis were used for data analysis and for scoring data. After data capturing, data were computed using STATA 8.2 and Excel. Data were then presented, interpreted and discussed. The results indicated that managers of secondary schools have merely fair abilities in transformational leadership and that they need empowerment in transformational leadership to a great extent.

It was necessary to get more clarity and further information on the abilities of and empowerment needs of managers of secondary schools directly from participants (n = 9) that formed part of the population studied. Thus, qualitative data was collected using interviews. Emergent themes and categories were discussed in the data report on the findings of the qualitative investigation. Participants indicated various leadership skills, abilities, actions and behaviours that are important for school managers to portray and perform to lead their schools to effectiveness. It was evident from participants that school managers were not adequately empowered in transformational leadership. Participants indicated that school managers need continuous empowerment and induction/orientation on leadership knowledge and skills to be able to perform their transformational leadership role effectively. On the basis of the findings from both the quantitative and qualitative research, a synthesis of the main findings was made. Based on these findings, recommendations and conclusions were made. Possible areas for further research were

identified. Guidelines for a series of short courses for the empowerment of managers of secondary schools in transformational leadership were given.

OPSOMMING

Baie onwikkelings is besig om plaas te vind op die gebied van die skool. Party van hierdie ontwikkelings is skoolgebaseerde bestuur, uitkomsgerigte onderwys, die Nasionale Kurrikulumverklaring en die afwenteling van gesag tot op skoolvlak, veral in die Seksie 21-skole. Baie onderwysleiers sukkel met hierdie transformasies en word daarmee gekonfronteer met betrekking tot leierskap in sekondêre skole. Hierdie ontwikkelings bring die nodigheid mee aan 'n behoefte-ontleding vir die bemagtiging van bestuurders van sekondêre skole in transformasionale leierskap in die Oos-Kaap.

Die spesifieke doelwitte van hierdie studie is soos volg:
- Om die basiese beginsels en uiteenlopende dimensies van doeltreffende leierskap in die besonder, te ondersoek.
- Om 'n uiteensetting te verskaf van die wyse waarop sekondêre skoolbestuurders hulle leierskapsverpligtinge op 'n transformasionele wyse uitvoer.
- Om transformasionele leierskapsmoontlikhede en praktyke van sekondêre skole-bestuurders in Oos-Kaap te bepaal.
- Om die transformasionele leierskapbemagtigingsbehoeftes van sekondêre skoolbestuurders in die Oos-Kaap vas te stel.
- Om riglyne te voorsien vir 'n reeks kort kursusse om sekondêre skoolbestuurders te bemagtig, wat hulle sal toerus met die nodige kennis en vaardighede vir doeltreffende leierskap in tye van transformasies.

'n Literatuurstudie oor transformasionele leierskap is onderneem, om die grondperspektiewee van transformasionele leierskap te ondersoek. Vir skoolbestuuders as onderwysleiers om verandering en verbetring in hulle skole te bestuur, behoort hulle 'n visies te hê waarvolgens hulle, hulle skole lei, 'n reeks waardes norme oor hulle te werk en konteks waarbinne hulle werk, te hê. Daarom behoort skoolbestuurders leiers te word wat kreatiwiteit en hoë prestasievlakke inspireer. Skoolbestuurders moet daarom aktief daarna streef om opvoeders te motiveer en te ontwikkel deur geleenthede te skep waarin hulle kan groei en van mekaar kan leer.

Ten spyte van die feit dat baie navorsers transformasionele leierskap as 'n doeltreffende model van leierskap sien, voer sommige skrywers aan dat dit foute het en kritiseer hulle sommige van

die aktiwiteite as oneties en immoreel, dog is daar ander skrywers wat nie met hierdie siening akoord gaan nie. Daarom is 'n kritiese ondersoek na transformasionele leierskap ook geloods.

Uit die bespreking hierbo kan 'n mens aflei dat die gehalte van enige transformasieproses op die kwaliteit van leierskap berus. Leierskap blyk rigting te gee aan die doeltreffendheid van transformasie, want dit vorm die grondslag daarvan. In wese behoort sekondêre skoolbestuurders as transformasionele leiers nou-betrokke te wees by die motivering, verbetering en bemagtiging van hul volgelinge. Met betekenisvolle ontwikkeling en bemagtiging in plek, kan transformasionele leierskap die aangewese oplossing wees vir die uitdagings waarmee skole vandag te make het, want dit sal verandering altyd sien as 'n geleentheid eerder as 'n bedreiging.

Sowel kwantitatiewe as kwalitetiewe ondersoeke is geloods om data te bekom. 'n Voorlopige ondersoek is onderneem met 'n steekproef (n = 43) uit dieselde bevolking as die primêre studie, deur gebruik te maak van die "Leadership Practices Inventory" (LPI) om die nodigheid van hierdie studie te bepaal. Die resultate van hierdie ondersoek het aangedui dat sekondêre skole-bestuurders leierskapspraktyke slegs op 'n middelmatige vlak beoefen. Die studie het daarvolgens nodig geblyk te wees, omdat daar 'n behoefte aan doeltreffende leierskapspraktyke gedurende tye van verandering bestaan. Die primêre insamelingsinstrumente was 'n navorserontwerpte vraelys. Dit het data van die sekondêre skoolbetuurders in die Oos-Kaap versamel. Data is versamel deur 'n steekproef van 191 sekondêre skoolbestuurders te betrek. Kategorieë en eenhede van ontleding is gebruik vir data-ontleding. Nadat data ingesleutel is, is die roudata verwerk deur van STATA 8.2 en Excel gebruik te maak. Die data is toe georden, geïnterpreteer en bespreek. Die resultate het aangedui dat skoolbestuurders beperkte vermoeëns ten opsigte van transformasionele leierskap het en dat hulle in 'n groot mate bemagtiging in transformasionele leierskap nodig het.

Dit was nodig om groter duidelikheid en meer inligting aangaande hul opleidingsbehoeftes ten opsigte van transformasionele leierskap in selondêre skole te verkry en nege van die deelnemers, wat deel van die bestudeerde bevolking uitgemaak het, is betrek by die kwalitatiewe navorsing. Onderhoude is gebruik as data-insamelingsinstrument. Ontluikende temas en kategorieë is in die verslag bespreek en die bevindinge van die kwalitatiewe ondersoek is geraporteer. Deelnemers het verskillende leierskapvaardighede, moontlikhede, aksies en gedragspatrone aangedui wat belangrik vir skoolbestuurders is om hulle skole tot doeltreffendheid te lei. Deelnemers het duidelik getoon dat skoolbestuurders nie voldoende in transformasionele leierskap bemagtig is nie. Deelnemers verder aangedui dat skoolbestuurders voortdurende bemagtiging en oriëntering

ten opsigte van leierskapkennis en–vaardighede nodig het ten einde in staat te wees om tansformasionele leierskaprolle doeltreffend te vervul..

KEY WORDS

Transformational leadership; school managers; secondary schools; empowerment needs; school effectiveness; leaders; followers; situational variables.

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CHAPTER 1

ORIENTATION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Society is undergoing fundamental transformation worldwide. One consequence of this global phenomenon, which also has significant local implications, is that school leadership has to change accordingly. According to Dolence and Norris (1995: 2), all people, societies, organizations and nations are affected by fundamental transformation, although not all at the same tempo. Some might like to think that they are experiencing a period of stability at certain times, but change continues nonetheless. James and Connolly (2000: 16) emphasize that change is everywhere and it is difficult, if not impossible, to escape it.

According to Maritz (2003: 242), leadership development in South African has been impeded by historical factors, such as, the effects of apartheid and its creation of disadvantaged communities. Bantu education, *inter alia,* generally affected the quality of education for Africans in South Africa, and had a grave effect on educational leadership. As a result, many South African schools lack sufficient competent school managers to create and sustain sound school cultures. Since early 1990, the pre-dawn of the newly born democracy, empowerment has been a catchword in South Africa and the empowerment of the disadvantaged communities has become an important focus of the post-1994 government.

Empowerment is founded upon transformation and was emphasized initially in the Reconstruction and Development Plan (RDP) and later in all government policies. As such, the need to develop schools that are responsive to change and customer needs and sensitive to diversity became a pertinent issue in post-1994 South Africa. Nonetheless, even after ten years of governmental programmes, not enough has been achieved in terms of empowerment of school managers or leaders. Maritz (2003: 242) observes that South Africa lacks a national school leadership development strategy and maintains that, in order to improve the situation, a school development strategy and agenda are essential to address the lack of leadership skills. The Sunday Times (February 4, 2005: 4) indicated that two-thirds of the 500 South Africans

interviewed in a telephone survey agreed that education was in crisis and standards were falling. The majority of survey respondents attributed the problem to the government's frequent changes of education policy and direction in the past decade.

As a result of the crisis mentioned above, the Business Day (September 10, 2004: 3) stated that the Department of Education (DoE) was engaged in and continuing to develop a policy framework to give schools and school managers some autonomy and empower them with leadership training and skills in order to eradicate poor leadership. Therefore, schools and school managers were called upon to be ready for the implementation of the policy framework once in place. The Centre for Development and Enterprise in the Eastern Cape indicated that the schooling system was capable of better performance provided the basics were given attention and improved. The first step was to increase and retain the number of "competent and confident" educators and "effective and efficient" school managers (Business Day, November 15, 2004: 2). From the above discussion, one may deduce that school managers in South African schools require empowerment with leadership knowledge and skills essential for successful transformation.

Thus, it is important to define and describe leadership in general and transformational leadership in particular. A full discussion of the development of leadership leading to transformational leadership is given in 2.2 and 2.3. Davidoff and Lazarus (1999: 66) state that leadership is about moving forward, having a sense of direction and ensuring that the organization does not become stale and reactive. Maritz (2003: 242) supports this view when he observes that leadership is critical in getting schools operating at full potential. During this time of change in South Africa leaders need to be change agents and therefore, transformational leaders. Transformational leadership is leadership for change. Therefore, transformational leaders are also change agents because they facilitate and lead change through shared vision building and attainment thereof with followers. Transformational leaders create a vision of the future, the meaning within which others work and live. Maritz (2003: 242) further argues that today's dynamic world needs leaders to challenge the status quo and to inspire organizational members to achieve the vision. Leaders should formulate detailed strategic plans and oversee day-to-day operations. Leadership and vision remain fundamental to the understanding of people and their institutions. Davidoff and Lazarus (1999: 66) add that transformational leaders are visionary; they look towards the future and

challenge people within the organization to be alert to changes and challenges. Being a good leader means making sure that all the people in the organization share the leader's vision, or build upon it, challenge it and make it their own. Davidoff and Lazarus (1999: 66) further indicate that vision building is essentially a collective activity, but requires that someone should appreciate the challenges of the road ahead and steer the organization accordingly. Tranter (2000: 19) agrees that good leadership involves supporting colleagues and assisting them with resources and staff development opportunities to cope with the changes that are required by school reform. Leaders should monitor and evaluate their own work and that of their followers so that standards are maintained and where possible improved. Transformational leaders will be better able to be change agents and they are really needed in the South African context and in each school.

According to Maritz (2003: 252), to be able to change, schools need visionary and inspirational managers, who will lead their followers (deputy school manager, educators, learners, parents and the local community) to participate willingly in improving the school. For this to happen, school managers need to adopt a transformational leadership style. This kind of leadership is necessary during times of change. It enables schools to function effectively and has a positive effect on schools and their efficiency.

According to Davidoff and Lazarus (1999: 67), some schools in South Africa have been run with a focus on autocratic leadership. Good school managers have mostly been efficient bureaucrats, who ran highly structured schools. As a result some schools have been rigid in structure and slow to respond to changes and challenges. Some school managers under-emphasized the need to lead the schools purposefully and with fluidity in relation to an ever-changing set of circumstances. McLagan and Nel (1999: 19) supports this saying, "...numerous South African schools tend to be hierarchical and authoritarian, with very little power given to educators. Hierarchies may have been appropriate in stable societies of the past, but they have important weaknesses, in particular their lack of flexibility. This makes them an inappropriate basis for organizations in contemporary societies that require quick decision-making and the ability to change rapidly". However, autocratic or authoritarian leadership should be used as part of situational and transformational leadership. It should not always be used as a dominant leadership style irrespective of the situation or context in which the leader operates. To be able to effect transformation, the leader needs to work closely and

collaboratively with the followers so that they feel that they are part of the transformation. Much as autocratic leadership could be used if the situation requires it to be used, just like any other leadership style, it is not wise to use it as the only or dominant leadership style. Leaders should vary their leadership styles to suite the context and the situation in which they find themselves. Autocratic leadership is advantageous if used in relevant situations to get quick decisions. McLagan and Nel (1999: 19) add that many educators acknowledge that the way in which their school is organized and led sometimes impedes their ability to change the way they teach or operate.

The above explanation indicates the kind of leadership with which schools need to face future changes and challenges. School managers consequently have to be equipped with skills and knowledge so that a leader of such caliber is produced who can give effective leadership in a changing environment.

Whitaker (1994: 73) states that schools, like all organizations, are experiencing rapid changes in the way their task is conducted. In the light of this, leadership is the most crucial focus for institutional development and growth in future. The significant shift in emphasis should be accompanied by the re-examination of traditional assumptions about management and the way in which schools should be organized and developed.

According to Van Daalen and Odendaal (2003: 406), change agents can change structures, technology, physical settings and organizational culture. Changing structures involves making an alteration in authority relations, co-ordinating mechanisms, job design or similar structural variables. Tranter (2000: 19) concurs that, in times of turbulence, school managers may have to filter the pressure created by change so that subordinates can carry on in as conducive an atmosphere as possible. School managers need to continue to review and improve the functioning of their schools. This study focuses on managers of secondary schools and on a transformational leadership analysis. The choice of secondary schools was determined by pragmatic considerations due to the limited scope of this study.

To be able to move forward, to create a vision and mission for the future, and devise means of realizing the vision, secondary school managers need transformational leadership to be better able to lead their followers to the realization of a school's vision.

1.2 THE NEED FOR THE STUDY

In 1996 the Department of Education (DoE, 1999: 5) proposed a process of decentralizing the way in which schools were managed and led. This proposal was made so that those who best understood the needs of followers might be involved in decision-making. This would give a chance to followers to participate in the management and governance of schools.

Decentralization of school management, especially financial management is in accordance with Section 21 of the South African Schools Act (RSA, 1996b). According to the Department of Education (1999: 5), real transformation should be accompanied by an internal devolution of power. This should lead to improved school effectiveness. Educators as professionals and other stakeholders should be given greater decision-making powers in areas that affect them, as well as in areas in which they have expertise. The Department of Education (1999: 5) further suggests an integrative and collaborative approach to school change and leadership so as to inform all leadership processes and outcomes in a school.

Dolence and Norris (1995: 4) assert that "… now is the time to think strategically and position institutions to consider pathways to transformation and act upon them." One way of doing this is to equip leaders of institutions with good leadership skills. According to the Business Day (September 10, 2004: 3), Peter Maher, education department spokesman, said, "School leaders should be pursuing staff development, the importance of which was emphasized in the integrated quality management system introduced to improve the efficient leadership of schools".

The Department of Education (1999: 4) has indicated that the nature of leadership in schools should change. There should be profound change in the culture and practice of schools. The extent to which schools make the necessary changes depends on the nature and quality of their internal leadership (DoE, 1999: 4). According to the Business Day (September 10, 2004: 4), the aim of the Department of Education is to move towards school-based management in line with Section 21 of the South African Schools Act (RSA, 1996b) which allows School Governing Bodies (SGBs) to make their own decisions on the daily running of the school. Because school managers are leaders in the schools, they need to be well equipped for this

kind of autonomy. The Business Day (November 15, 2004: 3) also indicates that success in schools is based on school managers' competent, effective and efficient leadership.

Riley and Louis (2000: 3) maintain that our knowledge base is never sufficient to keep pace with current demands. James and Connolly (2000: 2) argue that there is no doubt that an alternative perspective such as emphasis on departmental leadership can be helpful in considering the most appropriate way of changing practice in order to improve learner achievement. Leadership and management of change in schools require a sound approach, considerable skills and, in many cases, resolute determination. Empowering school managers with knowledge and skills in transformational leadership might help successful transformation and contribute to the betterment of learner achievement. This may be achieved through more educator involvement in the planning and implementation of change in schools and in the classroom in particular.

According to Fullan and Miles (1999: 79- 83) almost all educational changes of value require new skills, behaviour, belief, understanding, capacity, commitment, motivation, insight and discretionary judgement. Change is a journey, not a blueprint and it needs someone to lead it. All change involves learning and that all learning involves coming to understand and to be good at something new. Conditions that support learning must be part and parcel of any change effort. Change initiatives do not run themselves and therefore leadership for change is necessary.

In the light of the above, there is a need to empower school managers with knowledge and skills in transformational leadership, so that they can contribute significantly to the transformation of secondary schools along democratic principles. This study aims to determine the need for empowerment of managers of secondary schools with knowledge and skills in leadership generally and in transformational leadership in particular. Furthermore, this study intends to contribute to equipping professionals and leaders in educational institutions with professional knowledge on leadership.   Recommendations on the basis of this study are made to enhance the direction of and future transformation of schools. On the basis of the needs analysis, guidelines for the development of a short course aimed at empowering managers of secondary schools in knowledge and skills in the transformational leadership process was designed.

In the light of the above discussion, the statement of the research problem is presented hereunder.

1.3 STATEMENT OF THE RESEARCH PROBLEM

Ramsey (1999: 4) asserts that the biggest problem facing schools is the shortage of leaders who are empowered and capable of leading their schools in times of transformation. According to the Business Day (September 10, 2004: 3), the education system "has a school leadership that cannot analyse, problem-solve, devise strategic interventions and plans, and cannot formulate perspectives that are directed at achieving success". This kind of leadership makes it difficult for schools to function effectively in times of change. This difficulty has a negative effect on efficiency. The Business Day (September 10, 2004: 3) cites Minister of Education minister, Naledi Pandor who said she would encourage ineffective and uninterested educators to "move out". To prevent this, school managers need to motivate educators to do their work properly and to boost their morale. According to the Business Day (September 10, 2004: 3) the Minister said "Several difficult issues like poor school leadership made her objective of pursuing quality particularly difficult".

School managers are central to the effective functioning of schools. To be effective change agents, school managers have to be fully armed with transformational leadership skills. The education system is dynamic therefore school managers have to keep abreast with the frequent educational changes so as to be effective change agents within their schools. As has been explained in section 1.1, some schools were managed according to autocratic styles; as a result they have responded very slowly to educational change. Knowledge and skills in transformational leadership are needed during times of change because these assist in the shift from traditionally rigid schools to the more democratic schools. This is in line with the requirements of the Constitution of the Republic of South Africa (RSA, 1996a) that requires school education to be transformed and democratized.

This study deals with empowering school managers in transformational leadership with a specific focus on managers of secondary schools in the Eastern Cape Province where a number of schools are not functioning properly.

According to the Daily Dispatch (March 17, 2005: 5) the Eastern Cape Legislature's committee found that there is lack of commitment on the part of most parents, educators and learners to improve the quality of education. The Eastern Cape Province Herald (February 14, 2005: 4) found that the vandalism in some schools is due to lack of good relationships between the school and the community. According to the Daily Dispatch (April 7, 2005: 5), the Education Labour Relations Council commissioned a study following worrying anecdotal reports that indicated educators in the province were leaving the profession in large numbers. The reasons are believed to be related to HIV/AIDS, low morale and job dissatisfaction. The poor Grade 12 results are also an indication of a poor culture of teaching and learning in some Eastern Cape secondary schools. The latter might also be directly or indirectly related to ineffective leadership in the affected schools. The Sunday Times (January 9, 2005: 5) reported that the Eastern Cape Province recorded the poorest Grade 12 results of all the provinces. Its pass rate fell from 60 % to 53,5 % in 2004, 18 % below the national average and 11 % worse than the North West Province, the second lowest in the list. According to the Daily Dispatch (March 17, 2005: 4), the Eastern Cape Legislature's education committee identified lack of discipline and commitment by some educators and learners as a cause of poor Grade 12 results in 2004. However, teacher unions felt that more attention should be given to whole school development instead of just the final matric examinations (Sunday Times, date?? 10 September: 3). Consequently, the Department of Education targeted the improvement of school management as a means of improving the quality of education in South Africa (Business Day, 30 November 2004 cited by Niemann and Kotzé, 2006: 609).

In both the public and private sector, schools range from effective to dysfunctional (Niemann and Kotzé, 2006: 609). Furthermore, according to the News Brief (2001: np), the Eastern Cape Department of Education Minister of Education, Stone Sizani, said, "The department recognizes that it still has schools that are dysfunctional and continue to indicate that intervention programs are to be intensified". The Daily Dispatch (May 8, 2003: 3) indicated that in the Eastern Cape the number of dysfunctional schools had increased. There were 56 dysfunctional schools in 2003 and 92 in 2004. This is an indication that certain schools are not functioning and this is a cause for concern. This stresses the need for this study.

The focus on the problem was corroborated by the results of a preliminary survey that the researcher conducted, using the Leadership Practices Inventory (LPI, Appendix 3) that was

developed by Kouzes and Posner (1993). This preliminary survey was conducted to gather data on the leadership practices of managers of secondary schools to support the need for this study. The LPI is designed to assist the researcher in identifying the extent to which the leader engages in the given leadership practices. The LPI (self) is meant for the leader to assess (rate) himself/herself on 30 leadership practices. He/she has to rate himself/herself in terms of how frequently he/she engages in the practice described by each item. The rating scale ranges from: 1- rarely or never; 2 – once in a while; 3- sometimes; 4- fairly often to 5- very frequently or always. The LPI (other) has the same items as the LPI (self). In the LPI (other), followers have to rate the leader on a five-point scale as explained above, in terms of how frequently he or she engages in the prescribed practices. The LPI was used in randomly selected urban and rural secondary schools in the Mthatha district of the Eastern Cape Province to collect data to substantiate the need for this study and to determine the extent to which managers of secondary schools currently practice transformational leadership. The Mthatha district consists of two circuits, namely, Mthatha and Mqanduli. The LPI (self) was sent to the school manager, and the LPI (other) was sent to the deputy school manager, head of department and an educator in each secondary school in the preliminary survey sample. Full details of the preliminary survey are provided in Chapter 3. The ranges are different for different categories. The values are grouped into percentiles from low, through moderate, to high as shown in Appendix 9. A brief report on the results is given below.

Table 1.1: Averages for others' ratings

LEADERSHIP PRACTICES	RURAL	URBAN
Challenging	19- Low	21 –Low
Inspiring	19- Moderate	21 –Moderate
Enabling	21- Low	23 –Moderate
Modeling	21- Moderate	23 –Moderate
Encouraging	22- Moderate	24 –Moderate

On the average, followers in rural secondary schools rated their school managers as low on challenging the process and enabling others to act. They rated their school managers as moderate on inspiring a shared vision, modeling the way and encouraging the heart. On the

average, followers in urban secondary schools rated their school managers as engaging on all leadership practices to a moderate degree.

Table 1.2 Averages for self-ratings

LEADERSHIP PRACTICES	RURAL	URBAN
Challenging	22- Moderate	23- Moderate
Inspiring	21- Moderate	23- Slightly high
Enabling	23- Low	25- Moderate
Modeling	23- Moderate	24- Slightly high
Encouraging	24- Moderate	24- Moderate

On the average, managers of rural secondary schools rated themselves as low on enabling others to act and rated themselves as moderate on challenging the process, inspiring a shared vision, modeling the way and encouraging the heart. Managers of urban secondary schools rated themselves on the average as slightly high on inspiring a shared vision and modeling the way; and as moderate on challenging the process, enabling others to act and encouraging the heart.

From the analysis of results of the preliminary survey, the self-ratings of managers of rural secondary schools indicated that they engage in the leadership practices from a low to a moderate degree. Managers of urban secondary schools indicated that they engage in the leadership practices from a moderate to a slightly high degree.

The analysis of results for the others' ratings indicated that followers of rural secondary schools rated their managers as engaging in leadership practices from a low to a moderate degree, whereas followers of managers of urban secondary schools rated them as engaging on leadership practices on a moderate degree.

From the results of the preliminary survey, on the average, the extent to which managers of secondary schools currently engage in leadership practices is to a moderate degree. Given the tempo at which transformation in the South African education system is taking place, it seems

that too few managers of secondary schools are engaging in leadership practices to a moderate degree as shown by the results of the preliminary survey presented. To keep up with the transformation process, they need to engage in leadership practices to a high or very high degree. The results of the preliminary survey therefore, confirmed the problem of ineffective and inefficient leadership practices in some secondary schools in the Eastern Cape Province.

From this problem statement, the following questions arise:

- What does leadership and in particular transformational leadership, entail?
- How should school managers handle their educational leadership tasks in a transformational way?
- How are transformational leadership abilities of managers of secondary schools realised in the Eastern Cape Province schools?
- What are the empowerment needs of managers of secondary schools in transformational leadership in the Eastern Cape Province?
- What guidelines can be suggested for a framework for a series of short courses that are directed at empowering managers of secondary schools, to equip them with the necessary knowledge and skills in transformational leadership?

1.4 PURPOSE OF THE STUDY

Deriving from the statement of the problem, the goal of this study was to suggest guidelines for the development of a short course, which would equip managers of secondary schools with knowledge and skills in transformational leadership to transform their schools along democratic principles. The latter encourages participatory and reflective leadership. To achieve this goal, it was necessary to attain the following specific objectives:

- To investigate the basic principles and various dimensions of effective leadership in general and transformational leadership in particular.
- To provide an exposition of how managers of secondary schools should execute their educational leadership tasks in a transformational way.
- To determine the transformational leadership abilities and practices of managers of secondary schools in the Eastern Cape Province.

- To establish the transformational leadership empowerment needs of managers of secondary schools in the Eastern Cape Province.
- To recommend guidelines for a framework for a series of short courses for empowering managers of secondary schools, which would equip them with the necessary knowledge and skills for effective leadership in times of transformation.

1.5 RESEARCH DESIGN

To be able to achieve the terminal objectives of this investigation, the researcher had to systematically collect and logically analyse information. Through systematic means, the researcher gathered information on transformational leadership as well on the empowerment needs of managers of secondary schools in transformational leadership. The researcher reflected on meanings about human interactions, arrived at and evaluated conclusions and eventually put forward an interpretation of those interactions. This research product was aimed at producing knowledge regarding transformational leadership.

The plan and structure that follows was used in the investigation to obtain data to address the research questions. This plan included methods of collecting data and exercising control of the research and its results. Both quantitative and qualitative approaches were used and these were supported by the relevant literature on transformational leadership. Non-experimental quantitative research with no direct control over causation was used. A descriptive research design (Babbie, 2001:93) was used to describe transformational leadership and the empowerment needs of managers of secondary schools with transformational leadership knowledge and skills by using numbers to characterise the group. Survey research (Neuman, 2000: 150 and Babbie, 2001: 238) was also be used and a sample of managers of secondary schools in the Eastern Cape Province was selected randomly for the administration of two questionnaires as explained in 1.5.2 and 1.5.3 below. A qualitative research component was also used. In this case a narrative descriptive design consisting of words rather than numbers was used and is explained in section 1.5.6.

1.5.1 Literature study

To be able to ascertain the nature of the previous research and issues surrounding the research problem, as well as exploring the academic discourse to establish the need for the proposed research, the researcher reviewed the relevant literature. A literature study of appropriate primary and secondary sources containing authoritative publications, books, journals and research reports was conducted to gather relevant information on transformational leadership. The literature review served as a theoretical framework on the nature of transformational leadership and its potential for improving the leadership knowledge and skills of managers of secondary schools.

1.5.2 Preliminary survey

A letter requesting permission to carry out the preliminary survey (Appendix 1) was written to the Mthatha Education District Director (DD). The response to this request is found Appendix 2. The Leadership Practices Inventory (LPI) is Appendix 3. The LPI (Self and Other) were used to conduct a preliminary survey to determine the need for this study and to ascertain that there was a problem in the leadership practices of managers of secondary schools. Details of this survey are given in 3.2.

1.5.3 Primary quantitative data collection instrument

The primary data collection instrument was a researcher-designed questionnaire (RDQ). The RDQ was used to gather information on the biographical information of respondents and the extent to which managers of secondary schools currently practise transformational leadership according to sub-groups. It was also used to establish the empowerment needs of managers of secondary schools, as well as their abilities to use transformational leadership skills (cf 3.3). To design the questionnaire, ideas on the information to be gathered were accumulated from the literature review. The questionnaire was chosen because it could be mailed to a sample of manager of secondary schools in the Eastern Cape Province, thus providing a wider scope than, for example, the interview. This enabled the attainment of a comparably high response rate, which time and financial constraints would have been made difficult with the interview. Sangoni (1999: 35) and Burns (2000: 580) contend that the questionnaire is most likely to

preserve the anonymity of the respondents and thus allow the respondents to respond freely to the items on the questionnaire. In addition, it is an appropriate method to obtain the relevant data for this study.

A letter requesting permission to carry out research was sent to the Superintendent General of the Eastern Cape Provincial Department of Education (Appendix 4). The response to this request is found in Appendix 5. A covering letter to respondents (Appendix 6), explaining the purpose of the study was attached to the questionnaire (Appendix 7).

1.5.4 Validity and reliability of the data collection instruments

Before the actual data collection, the researcher-designed questionnaire (RDQ) and the LPI that were used as quantitative data collection instruments were checked for validity and reliability. Details of which have been given in 3.3.3. The validity and reliability of the interview, which was used as a qualitative data collection instrument, have been explained in 4.3.9.

1.5.5 Administration of the main (primary) questionnaire

Questionnaires were mailed to 40% of secondary schools in the Eastern Cape Province. Respondents were requested to complete the questionnaire within two weeks. However, most questionnaires were received after approximately three months and this delayed the commencement of data capturing and analysis.

1.5.6 Qualitative data collection instrument

The interview was used as a qualitative data collection instrument. Semi-structured interviews were used to get an understanding of the empowerment needs of managers of secondary schools in transformational leadership. Nine interviews were conducted after the questionnaires were analysed so as to obtain more information and clarity on some data obtained through quantitative research. The participants provided more details to the information given on the questionnaire on the abilities and practices of managers of secondary schools in transformational leadership. The interviews also assisted in determining the details

concerning the empowerment needs of managers of secondary schools (cf chapter 4). The qualitative research technique was therefore interactive and from these interactions, a data analysis that led to narrative descriptions of the data was done. An interview schedule (Appendix 8) was developed based on the data obtained through the RDQ and the Leadership Practice Inventory (LPI).

1.5.7 The sample

The ideal population would have been all managers of secondary schools in the Eastern Cape Province. A list of all secondary schools with addresses and contact details was obtained from the Provincial Department of Education. This facilitated faster mailing of the questionnaire to managers of secondary schools. This list was already arranged according to districts and it formed the sample frame. Because of financial constraints, it was not possible for the researcher to send the questionnaire to all secondary schools therefore a systematic random sample of 40% of secondary schools in the Eastern Cape Province was selected for quantitative research. Nine participants from secondary schools in the sample were selected for qualitative research. The researcher chose to conduct research in the Eastern Cape Province. The close proximity of some of the districts in the Province enabled the researcher to distribute and collect some of the questionnaires personally rather than relying on the mail. This saved time and improved the return rate of questionnaires. Sampling procedures were further explained in 3.2 for the preliminary survey; in 3.3.2 for the main or primary quantitative investigation; and in 4.3.4 and 4.4.1 for the quantitative investigation.

1.5.8 Data analysis procedure of the questionnaire and interview

To analyze qualitative data, content analysis of transcripts of responses from participants during interviews was used for coding information. For quantitative data, the RDQ was classified into categories and units of analysis that covered the main area of content (Cohen & Manion, 1984: 56). Full details are given in 3.4. The LPI is organized into five leadership clusters that portray specific leadership dimensions as explained in 3.2. A statistician from the University of the Free State (UFS) analysed and interpreted data from the RDQ. The data were entered into the statistical processing programme STATA 8.2 to compute raw data

obtained from the RDQ resulting in getting the required reliability coefficients, means and standard deviations as well as t-tests for the difference of means.

1.5.9 Theoretical framework

Babbie (2001: 122) defines conceptualization as the process whereby people specify exactly what they mean when particular concepts are used. Through its conceptual framework, the research is incorporated into an existing body of knowledge directly connected to the topic under discussion (Mouton, 1996: 119); hence thought and application are combined. Since thought means organization of perceptions, consequently perceptions become concepts. Finally, concepts are used to derive meaning from research questions (Neuman, 2000: 161 & 163).

In view of the above, the relationships between key issues concerning leadership, leadership theories leading to charismatic, transactional and transformational leadership as well as the implications of transformational leadership for school managers were discussed and organized into a theoretical framework in a relevant literature review undertaken to outline the framework within which the research was undertaken. Mouton (1996: 119) maintains that a literature review provides a map for the researcher of the field being researched.

1.6 DEMARCATION OF SCIENTIFIC FIELD OF STUDY

This study was conducted in the Eastern Cape Province. It provided information on knowledge and skills in transformational leadership, an exposition of how managers of secondary schools handle educational leadership in a transformational way and determined the abilities of managers of secondary schools in transformational leadership. It also established the empowerment needs of managers of secondary schools in transformational leadership in the Eastern Cape Province.

1.7 ORGANIZATION OF THE STUDY

The study report is organized in the following manner:

Chapter 1: Provides an orientation and background towards the study. It introduces the problem for investigation as well as the need for the study. This chapter also states the purpose of the study, explains the research design and the demarcation of the field of study.

Chapter 2: Reviews literature pertaining to transformational leadership: A Grounding perspective. This chapter discusses the concept of leadership in general and traces the development of leadership theories leading to transformational leadership. It also discusses the implications of transformational leadership on the role of manager of secondary schools.

Chapter 3: Provides a quantitative investigation into the empowerment needs of managers of secondary schools in the Eastern Cape Province. It provides a quantitative investigation into the Leadership practices of managers of secondary schools. It also provides a detailed research design as well as report on the data analysis

Chapter 4: Provides a qualitative investigation into the empowerment needs of managers of secondary schools in the Eastern Cape Province. It provides results of interview with a few participants from the sample.

Chapter 5: Contains a synthesis of the findings accumulated and provides guidelines for a framework for a series of short courses for empowering managers of secondary schools, which would equip them with the necessary knowledge and skills for effective leadership in times of transformation. It also provides information on attainment of objectives and makes recommendations for further research.

1.8 SUMMARY AND CONCLUSIONS

Chapter 1 has addressed the orientation and background to the study, the need for the study and the statement of the research problem in which the researcher gave details of what has to be investigated. The purpose of the study was explained. The chapter explained the research design including the approaches that were used in the study. The approaches were used to

collect and analyse data so as to reach conclusions about the study. The field of study was clearly explained. The organization of chapters was clearly shown.

Against this background, Chapter 2 deals with the grounding perspective of leadership generally and transformational leadership in particular.

CHAPTER 2

TRANSFORMATIONAL LEADERSHIP: A GROUNDING PERSPECTIVE

2.1 INTRODUCTION

To ascertain the nature of previous research and issues surrounding the research problem and to explore the academic discourse to establish a need for the proposed research, the researcher should conduct a literature review. Therefore, this chapter reviews the relevant literature in order to provide a theoretical background to this study. Key terminology, such as transformation, leadership and transformational leadership, are discussed and the basic principles and dimensions of leadership and transformational leadership are expounded. This chapter also provides an exposition of how managers of secondary schools handle educational leadership according to transformational leadership principles.

2.2 LEADERSHIP: BUILDING A THEORETICAL BASE

This section provides an explanation of what leadership entails. This is followed by an exposition of leadership theories or models that form the foundation of the transformational leadership theory or model. The rest of the chapter focuses on transformational leadership and its implications for secondary schools managers.

Transformation is the first concept to be viewed. Hawkins (1992: 474) defines the term transform as "to change the form or appearance or character of a person or thing". In addition, Potgieter, Visser, Van der Bank, Mothata and Squelch (1997: 6) see transformation as "change for the better". Flanagan and Thompson (1993: 10) agree that transformation is "change or alteration especially a radical one, the act of altering radically in form or function". Basically, then transformation has to do with change. Ramsey (1999: 66) asserts that the first thing to note about change is that, it is dynamic. Since the societies in which schools exist are dynamic, the phrase 'lasting change' is a contradiction. For schools to develop, they need to change for the better; there can be no growth without change, and change is the way to improve. Potgieter et al. (1997: 6) cite the South African Schools Act

(RSA, 1996b), which demands sweeping educational reforms to improve educational quality and lays the basis for developing talent and democratically transforming society. It also 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. It heralds a move towards a more participatory and reflective leadership style in South African schools.

Pinchot and Pinchot (1999: 24) contend that various kinds of societal changes make it necessary to change the way schools are led. A move from authoritarian structures towards a flatter and more participatory organizational style is a key to change. Schools need to be more flexible so as to respond to rapid change that has become the norm in contemporary South African society. Schools should be restructured in order to play a meaningful role in the society. According to Whitaker (1994: 51-52), change is a matter of doing things differently; in reality it is complex, especially if it is significant. Change is usually experienced as a threat rather than an opportunity, as something to be avoided if possible rather than something to be welcomed. Perhaps it is the deep-seated fear of getting it wrong and being found to be deficient which is terrifying. In creating conditions that are conducive for change, one must do whatever one can to erase fear and to remove anxiety about mistakes and getting things wrong. These will stifle creativity and development as long as they are allowed to flourish in peoples' hearts and minds. Popper and Zakkai (1994: 6) add that nearness to the leader and his or her possession of the appropriate leadership qualities lowers the level of anxiety and makes room to pay attention to the development of the followers. These conditions develop fertile ground for leaders who perceive their roles and themselves as transformational.

The second concept to be discussed is leadership. Hersey and Blanchard (1982: 83) define leadership as the process of influencing an individual or group in efforts towards goal achievement in a given situation. Northhouse (2001: 3) concurs that leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Weller and Weller (2000: 24) examined a number of definitions of leadership and agree with the authors cited above that all the definitions include verbs such as influence, persuade, motivate, guide, direct, and so on. Weller and Weller (2000: 24) also cite the following authors:

- Argyris (1976) who defines leadership as effective influencing;
- Bennis and Nanus (1985) who define leadership as influencing, guiding and directing a course of action and opinion; and
- Hogan, Curphy and Hogan (1994: 493) who define leadership as persuading other people to set aside individual concerns and pursue a common goal that is important for them and the welfare of the group. Definitions of leadership, therefore, remain countless.

From the definitions above one may deduce that, despite the multitude of ways that leadership has been conceptualized, several components can be identified as central to the phenomenon of leadership. They are:
- leadership is a process;
- it involves influence;
- leadership occurs within group context;
- leadership involves guiding and directing followers towards goal attainment; and
- it is visionary and inspirational.

Further explanations of what leadership entails are given below as a means of providing a theoretical base. In this regard, Kotter (1990), in Popper and Zakkai (1994: 3), claims that leadership is getting people to act without coercion. Popper and Zakkai (1994: 3) concur that the essence of leadership is to make people do what you want them to do with, as much will, determination and enthusiasm as if they had decided for themselves. From these definitions of leadership, it follows that leadership is a function of the leader, the follower, and other situational variables. In addition, Northouse (2001: 3) asserts that the individual influencing another one is a potential leader; the person being influenced is a potential follower. Both leaders and followers are involved in the leadership process. Leaders need followers and followers need leaders. Although leaders and followers are closely linked, it is the leader who often initiates the relationship, creates communication linkages and carries the burden for maintaining the relationship.

Viewing leadership as a process rather than a set of discrete steps, Burns (1978: 440) describes it as a stream of evolving interrelationships in which leaders are continuously evoking motivational responses from followers. Leaders modify followers' behaviours as they meet responsiveness or resistance, in a ceaseless process of flow and counter flow. In addition, Birnbaum (1992: 121) contends that good leaders are seen as good listeners, responsive to others and committed to the institution and integration into its culture. Good leadership, writes Willliams (2002: 18), is inspirational, persuasive and beneficial for the common goal. Leadership gives direction to the work of others, helping them to see what is wanted in a particular setting, and how it should be achieved. Allee (1997: 98) maintains that leadership shifts from control and command to creating a climate of trust and shared understanding. The leader has to focus on enhancing the abilities of followers to organize themselves. Beach and Reinhartz (2000: 73) agree that leadership involves the art of inducing compliance through the use of influence or persuasion. Leadership involves learning together and constructing meaning and knowledge collectively and collaboratively. It reflects on and makes sense of work in the light of shared beliefs and creates actions that grow out of this new understanding. James and Connolly (2000: 69) add that leadership as a people-centered, relationship–based activity has the capacity of containing anxiety, and may therefore be viewed as a more appropriate mode of organizing.

According to Smyth (1994: 49), leadership is not only a function of position but rather represents a conjunction of ideas where leadership is shared and transferred between leaders and followers, each only a temporary designation at one point in time. Smyth (1994: 49) further maintains that history will identify an individual as a leader, but in reality the job is one in which various members of the community contribute. Leaders and followers become interchangeable. Ramsey (1999: 7) also points out that leaders energize and enthuse the organization and the people in it by showing what it can become. Leaders deal with visions, dreams, and possibilities. They shape the organization, involve others in creating its future and model ways to make it happen. Beach and Reinhartz (2000: 73) concur that leadership involves creating a vision that gives an organization an identity and putting that vision into action through interaction with members as they seek to do the right thing. Green (2000: 10) agrees that leadership is about the leader's vision of life, principles and determination to stand up for followers. Leadership is about being strong-minded and conveying the vision

successfully to those around you and having faith in the vision. It involves being passionate about turning that vision into reality. The leader has got to want to be in charge.

To sum the above discussion the following main characteristics of leadership were identified:

- leadership is a complex process.

- it involves a process associated with moving a group towards a higher level of achievement, one person influences others to attain group or organizational goals.

- it also involves the way leaders influence people regarding their feelings of importance, dignity and commitment.

- the leader organizes and defines group activities and his/her relationship with the group.

- leaders have consideration for others, indicating mutual trust, respect and a certain warmth and rapport between the leader and the followers.

The emphasis is on deeper concern for people and their needs and for encouraging them to participate in decision- making processes.

Managers of secondary schools therefore, have to lead their followers in such a manner that the fear of venturing into something new is minimized. This will enable the followers to easily accept and try new initiatives. Leadership requires leaders to foresee a future that one cannot foretell with precision.

According to Brundrett (1999: 37), a central message in school improvement research is that, whilst there are some common themes to successful change, there is no magic recipe, which works for all schools. The particular context, history and prevailing circumstances of the school must be taken into account before any decisions can be made about what needs to be changed, how it should be set in motion and how far change can go before barriers and passive resistance slow the process down.

This discussion implies that transformation is a natural phenomenon or process. This means that managers of secondary schools should be on the alert for the challenges of transformation. For the purposes of this study, transformation is linked to leadership in general, and to the leadership of secondary schools managers in particular.

2.3 LEADERSHIP THEORIES OR MODELS

The content of this section summarizes some of the definitions, descriptors and theories or models of leadership. It provides some of the connections that exist between the leadership theories, and seeks to clarify current directions in thinking regarding leadership in education. In order to be able to capture the development of leadership over time, it is necessary to trace leadership theories from the trait, to behavioral, through to contingency and to the neo-charismatic theories of leadership, of which the concept transformational leadership is a part. This enables one to appreciate the connections and or differences among these theories. The development of leadership theories is represented diagrammatically in Figure 2.1.

Figure 2.1: Development of leadership theories

Trait →	Behavioural →	Contingency →	Neo-charismatic
	Ohio State studies	Fiedler	Charismatic
	University of	Hersey and Blanchard	Transactional
	Michigan studies	Leader-member exchange	Transformational
	Managerial Grid	Path-goal	
	Scandinavian studies	Leader-participation	
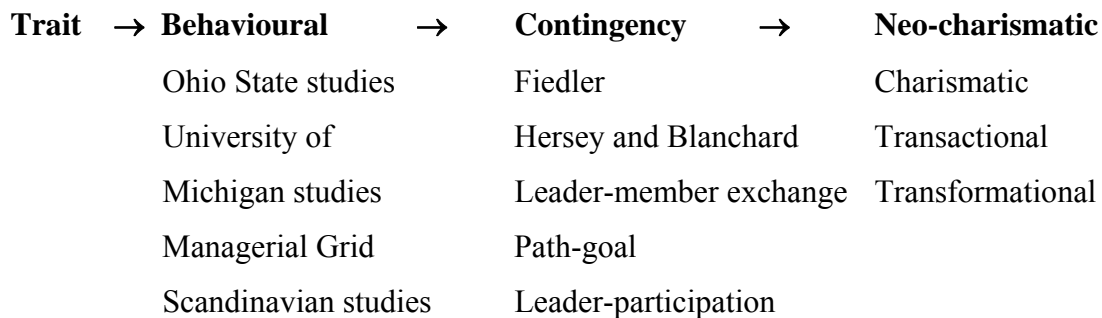
2.3.1 Trait theories

According to Maritz (2003: 243), the search for personality, social, physical or intellectual attributes that would describe leaders and differentiate them from non-leaders goes back to the 1930s. Taylor (1994: 9-10) found that early descriptors 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 the views above 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, extroversion and so on. Leaders are tall, intelligent, aggressive, dominating, fluent, and persuasive. Maritz (2003: 243) concurs with the above authors and adds attributes such as charisma, enthusiasm and courage.

The inconsistencies in the trait theories led to a move away from them in the 1940s. From the late 1940s to mid 1960 emphasis was laid on the behavioral styles that leaders demonstrated (Maritz, 2003: 243). The next section therefore deals with the behavioral theories.

2.3.2   Behavioural theories

The inability of researchers to reach consensus on the trait theories led researchers to look at the behaviours that specific leaders exhibited. They wondered if there was something unique in the way that effective leaders behave. The four behavioural theories discussed hereunder, namely: the Ohio State studies, the University of Michigan studies, the managerial grid and the Scandinavian studies suggest that there are specific behaviours that identify leaders.

2.3.2.1 Ohio State studies

According to Maritz (2003: 244), the researchers at the Ohio State University sought to identify independent dimensions of leader behaviour. They started with over a thousand dimensions and eventually narrowed them down to two categories that substantially accounted for most of the leadership behaviors described by employees. They called these two dimensions: initiation structure and consideration.

Identifying leader behaviours is an important method of finding out about the leadership process. Even this pragmatic approach has built–in problems. Therefore, situational factors needed to be integrated into the theory (Maritz, 2003: 244; Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw, and Oosthuizen, 2004: 300)).

2.3.2.2 University of Michigan studies

According to Maritz (2003: 244), researchers at the University of Michigan's Survey Research Center conducted research at about the same time as that conducted at Ohio State University. They had similar research objectives: to locate behavioral characteristics of leaders that appeared to be related to measures of performance effectiveness. The Michigan researchers also came up with two dimensions of leadership behaviour: employee orientated and production (job) orientated behaviour. Taylor (1994: 10-11) agrees that research on the behavioral theories led to the development of models that were used to illustrate and/or diagnose particular leadership styles or particular dimensions of leader behaviour.

2.3.2.3 Managerial grid

According to Maritz (2003: 244), Blake and Mouton (1964) developed a two-dimensional leadership grid. They proposed a grid based on the dimensions of "concern for task/production" and "concern for people". In an organizational setting, leadership consists of two attitudinal factors: concern for task or production and concern for people. The emphasis placed on each factor ultimately determines the kind of leadership behaviour that result. Blake and Mouton (1964) noted that individuals tend to have a dominant style that they use most often, but when that orientation does not achieve the desired results, they shift into an alternative leadership style. Maritz (2003: 244) states that the Blake and Mouton managerial grid essentially represents the Ohio State dimension of consideration and initiation structure or the Michigan dimension of employee oriented and production oriented. The grid has nine possible positions along each axis, creating 81 different positions in which leadership styles may fall. From the fact that Blake and Mouton provide a total of 81 leadership styles, one may deduce that no one leadership style is always entirely effective in all situations. No style is always the best in all situations. Good leaders have to vary their leadership styles to suit the situation in which they are operating as well as the calibre, maturity level and willingness of their followers.

2.3.2.4 Scandinavian studies

According to Maritz (2003: 245), the three approaches discussed above evolved during a time when the world was a far more stable and predictable place. In the belief that these studies failed to capture the more dynamic realities of today's world, researchers in Finland and Sweden have been reassessing whether there are only two dimensions that capture the essence of leadership behaviour. They conducted new studies and discovered a third development-oriented behaviour that is related to leader effectiveness. These are leaders who value experimentation, seek new ideas, and generate and implement change. While this may require more confirmation, it also appears that leaders who are development-oriented have more satisfied employees and are seen as more competent by those employees.

From the above discussion on the four behavioural theories, one may conclude that the first three, namely the Ohio State studies, the University of Michigan studies and the Blake and Mouton Leadership grid are related and supplement one another. The researchers in the studies ended up with two-dimensional leader behaviours. These were the initiation structure and consideration; production and employee orientation; and concern for task and concern for people respectively. The Scandinavian studies explored a third dimension, namely the development-oriented behaviour. Unlike the trait theories, the behavioural theories captured a variety of leadership styles, especially the Blake and Mouton leadership grid that offers a total of 81 leadership styles.

The implications of the behavioural theories, unlike the trait theories are the possibilities to train leaders and stimulate changes in the development of their behaviour so as to improve the quality of their leadership. This can develop flexibility in their leadership style, which would enable leaders to vary their leadership style to suit the context in which they find themselves. This leads to the discussion of the contingency theories of leadership.

2.3.3 Contingency theories

According to Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw, and Oosthuizen (2004: 300) the earlier leadership models or theories presented so far focused on personality

traits and most of the later ones looked at leader behaviour as determined by contingency or situational factors. 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 favourable 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. Four contingency models are examined in the next sections, that is, Fiedler, Hersey and Blanchard, House's Path-goal and the leader-participation models. The first two will be briefly discussed and the last two will only be given in a summary in tabular form.

2.3.3.1 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:

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

Fiedler's theory is to a certain extent related to Hersey and Blanchard's situational theory in that both theories deal with task orientation, relationship orientation and the situation in which the leader operates. In both theories a suitable style is recommended for a particular situation, and it will now be valuable to discuss Hersey and Blanchard's theory.

2.3.3.2 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 situation in which the leader must act. The basic assumptions of this view are:

- People behave according to the different leadership styles. This occurs because 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 right 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.

Taylor (1994: 10) observes that through the studies on behavioural theories, links were provided to the next set of leadership ideas studied, that is, situational leadership. Smyth (1994: 12) concurs that if leadership is situationally based, then traits are of little consequences. The more complex situational approach was developed as part of the human relationship strategy. According to Hersey and Blanchard (1982: 83), empirical studies suggest that leadership is a dynamic process, varying from situation to situation with changes in leaders, followers and situations.

In conclusion:

- Hersey and Blanchard's situational leadership focuses on the followers and the situation.
- Successful leadership is achieved by selecting a style that suits the context in which the leader is operating as well as the extent to which followers have the ability, maturity and the willingness to accomplish a specific task.
- If a follower is able, mature and willing to perform a task, the leader may decide to relinquish control and use a more laissez-faire style.
- If a follower is unable and unwilling, then a more directive style may be chosen.
- If a follower is unable and willing, the leader needs to display high task orientation to compensate for the follower's lack of ability and high relationship to get the follower to 'buy' into the leader's desire.

- If a follower is able and unwilling, the leader needs to use a supportive and participatory style.

The views expressed in situational leadership are similar to those of the Fiedler's model, in that if the situation is favourable, the leader and the leader-member relations are good. Therefore, high task and strong power are employed and vise versa for unfavourable situations.

The various leadership theories/models discussed above are summarized in Table 2.1 and Table 2.2.

Table 2.1: Summary of trait, behavioural and contingency theories

Trait theories	Behavioural theories	Contingency theories
- Leadership is basically inborn. - Has implications that leadership cannot be developed. - Leaders could not be trained to improve their existing leadership capabilities - There is correlation between leadership behaviour and personality traits, physical and intellectual attributes - There is a specific set of traits that always differentiate leaders from followers and effective from ineffective leaders - Leadership qualities are inherent and immutable. - The innate personality of	Have implications of the possibility that: - Behaviour can be learned and be acquired - Leaders can be trained - Leadership can be taught - Personality can be acquired - Leadership knowledge and skill can be acquired - Educational programmes can be designed for training effective leaders Leadership behaviours were grouped into: 1.Two-dimensional orientation, viz. - Initiation structure and consideration (Ohio State studies) - Production orientation and employee orientation (University of Michigan studies) - Concern for task and	- Demonstrate the importance to the leader of situational factors and follower needs and characteristics and they adjust leadership style accordingly - Contribution of the leader to group performance depends on the leadership style in terms of task orientation, people orientation, leader-follower relations as well as the favourableness of the situation - Often referred to as the 'it depends' approach to effective leadership - Assume that there is no best approach to effective leadership - Under condition a, style x would be appropriate while under condition b, style y would be

a person determines whether or not he or she has leadership qualities.	concern for people (Blake and Mouton Leadership grid) 1. Three-dimensional Orientation: Production, employee and development orientation (Scandinavian studies) The leader guides and motivates followers in the direction of goals by clarifying roles and tasks required.	appropriate - Stress the influence of the total set of conditions under which the leaders must function - Leaders must be able to identify the situational conditions and vary the leadership style accordingly - Any one style of leadership is not equally effective in all situations - Are guided by the general orienting hypothesis that organizations whose internal features match the demands of their situations and environments will achieve the best adaptation, - Different environments and situations place different requirements in organizations, especially environments characterised by uncertainty and rapid rate of change in situations. These present different demands, both constraints

			and opportunities on organizations than stable environments.

Table 2.2: A comparison of the four contingency models

	Fiedler's Contingency Model	Hersey and Blanchard's Situational Model	House' Path-Goal model	Leader-Participation Model
Key situational variables	-Task structure -Leader-member relations -Leader position power	- Level of follower maturity	- Task characteristics - Employee characteristics	- Eight diagnostic question concerning time, quality, and acceptance
Leadership styles	- Task-orientation - Relationship-orientation - The kind of situations in which each kind of leader will be most effective	- Telling - Selling - Participating - Delegating	-Achievement -Directive -Participative -Supportive	- Autocratic - Consultative - Group
Implications	- Leader's style is matched to the situation or the situation is change to fit the style - High or low	- Effective leaders choose a style to match the maturity level of their followers as well as the	- If tasks are routine or simple, supportive or participative leadership is best for team members	- Effective leaders analyse the situation by answering the eight contingency questions and then

	control situations favour task-oriented leader - Moderate control situation favour relationship-oriented leader	situation	who want to satisfy their social needs - If tasks are non-routine or complex directive or achievement-oriented leadership is best for team members who want to self-actualize on the job - Describe how effective leaders motivate their followers	choose among the five styles, depending on their answers - Describes when leadership is unnecessary

The fourth and the last set of leadership theories is the neo-charismatic. These are discussed separately from other theories or models because they are the focus of this study.

2.3.4 Neo-charismatic theories

These forms the final set of leadership studies. Maritz (2003: 251) contends that these theories have three common themes:

- They stress symbolic and emotionally appealing leader behaviours.
- They attempt to explain how certain leaders are able to achieve extraordinary levels of follower commitment.
- They place no emphasis on theoretical complexities, but look at leadership in a way similar to how the average person on the street today views the subject. For example, if the leader shows the people that he or she is really interested in them and that he or she really cares, he or she also gets real commitment.

Two neo-charismatic theories will be discussed hereunder, that is charismatic leadership and transformational leadership. The discussion below will move from the theoretical framework on transformational leadership as described in literature as the point of departure. The researcher acknowledges the differences of opinion of different authors. Some authors assert that transformational leadership is a recognized and accepted leadership approach during a period of change; others criticize it as having flaws. Strong points as well as key criticisms of transformational leadership are discussed below.

Gronn (1995: 14) argues that proponents of the transformational leadership model herald it as ushering in a new era of leadership, and promising significant organizational change. However, such optimism does not point out significant flaws of the model. Evidence of transformational leadership among leaders is shown to be remarkably thin and often not grounded in profound conceptualization of leader-follower relations. Yulk (1999: 285) maintains that theories of transformational leadership provide important insights about the nature of effective leadership, but that several writers have noted the possibility that transformational leadership can have negative outcomes for followers or the organization. Most leadership theories have conceptual weaknesses that reduce their capacity to explain effective leadership. Bass (1997:1) observes that critics argue that transformational leadership may, in some cases, be unethical and immoral despite the fact that it was conceived as morally uplifting and required moral maturity. Sarros and Santora (2001: 283) assert that there are strengths as well as weaknesses with transactional and transformational leadership practices. The major strengths are in the role modelling, coaching and consideration behaviours. The weaknesses are in the failure to motivate and challenge workers beyond expected outcomes. Despite the critics, transformational leadership has more advantages (cf 2.3.4.2 b) particularly in the South African context and it is used as the point of departure for this study.

2.3.4.1 Charismatic leadership

Aaltio-Marjosola and Takala (2000: 147) cite Weber (1964) who stated that charisma means literally "the gift of grace". The term was used by Weber to characterize a leader followed by people because they believe him/her to be extraordinary. Steyrer (1998: 811) concurs that

charisma is linked to the aura of the leader's exceptional quality and deviates from the prototypical, which corresponds to normative expectations, to what is anticipated. Aaltio-Marjosola and Takala (2000: 147) further contend that the evocation of charisma and charismatic leadership rejects or transcends routine life. Because charisma and charismatic leadership conflict with the established order, they work like a catalyst within the organisation. The legitimacy of charisma and charismatic leadership is sociologically and psychologically attributed to the belief of the followers in the leader. In this respect, the leader is important because he or she can "charismatically" evoke this sense of belief and thereby earn obedience. Maritz (2003: 252) asserts that research indicates a high correlation between charismatic leadership and high performance and satisfaction among followers. People working with charismatic leaders are motivated to do extra work and, because they like and respect their leader, express greater satisfaction. Research has also shown that individuals can be trained and can learn to exhibit charismatic behaviour.

According to Maritz (2003: 251), a number of studies have attempted to identify the personal characteristics that distinguish charismatic from non-charismatic leaders. From these, five characteristics have been isolated that a charismatic leader has:

- Appealing vision and articulation. The vision is expressed as an idealized goal that proposes a future better than the status quo; and is able to clarify the importance of the vision in terms that are understandable to others. Gardner and Avolio (1998: 39) agree when they say this idealized vision activates the followers' higher-order needs by appealing to their desire to contribute to the collective good.
- Personal risk. Willing to take on high personal risk, incur high cost, and engage in self-sacrifice to achieve the vision.
- Environmental sensitivity. Is sensitive to environmental constraints. Able to make realistic assessment of resources needed to bring about change.
- Sensitivity to followers' needs. Perceptive of others' abilities and responsive to their needs and feelings.
- Unconventional behaviour. Exhibits behaviour that is out of the ordinary.

From this discussion, one may conclude that charismatic leadership refers to leadership by a leader with special and extraordinary qualities that make him/her influential to his/her followers. The following section will discuss transactional and transformational leadership. Maritz (2003: 252) asserts that transformational leaders are also charismatic. Therefore, there is some overlap in the discussion of the two concepts as will be seen hereunder.

2.3.4.2 Transactional and transformational leadership

During the past decade the debates over leadership have been dominated by differentiation between the so-called transactional and transformational approaches to leadership (Morgan and Hopkins, 2000: 443). At this point it is essential to explain the difference between transactional and transformational leadership. Of the leadership theories discussed in this chapter, the Ohio State studies and the Fiedler's model are examples of transactional leadership, where leaders guide or motivate their followers in the direction of established goals by clarifying role and task requirements (Maritz, 2003: 252).

(a) Transactional approach

James and Connoly (2000: 37) assert that transactional leadership is a result of leader-follower exchange process, a type of transaction that usually leads to lower order improvements. The leader meets followers' needs if performance measures up to their 'contracts' with the leader. Hollander (1964), in Popper and Zakkai (1994: 6) adds that the relationship between the leader and the led is a framework of exchange relations. Leadership in this view is expressed by the leader's ability to make the led aware of the link between effort and reward. Day (2000: 56) concurs that transactional leadership is premised upon the assumption that there are rewards within a system, which leaders have control over these rewards, and that because followers recognize and desire such rewards, leaders may exercise power and influence over the followers. Yet while earlier models relied heavily upon such assumptions, these have increasingly been seen as insufficient to stimulate desired change.

According to Beach and Reinhartz (2000: 86), the transactional model focuses on the interactions or exchanges that occur between and among colleagues and others as they discuss the agreements that shape their behaviour. Leithwood (1992: 18) agrees with the authors

above that transactional leadership is based on the exchange of services for various kinds of rewards like recognition, salary, reward, and so on, that the leader at least controls in part. Transactional practices help people realize what needs to be done to reach the desired outcome and may also increase motivation and confidence. Transactional practices are central in maintaining the organization and getting day-to-day routines carried out; however, such practices do not stimulate improvement. Roush and Atwater (1992: 18) concur that transactional leaders have learned to emphasize exchanges in which the leader initiates and clarifies what is required of followers and in turn what the followers will receive if they fulfill or fail to fulfill the requirement.

Day, Harris and Hadfield (2001: 47) maintain that transactional leaders ensured that systems were maintained and development targets were formulated and met and their school ran smoothly. This is because these were designed to deal with stable structures (Bottery, 2001: 199). Morgan and Hopkins (2000: 443) state that, as noted in literature, there seems to be a presumption that transactional models are dominant in systems where strong central control has been retained.

From the above discussion, one may deduce that transactional leadership has to do with an exchange process where the followers have to perform specific tasks and meet set goals and then get rewards. The leader-follower exchange process is indicated in Figure 2. 2.

Figure 2.2: Leader-follower exchange processes
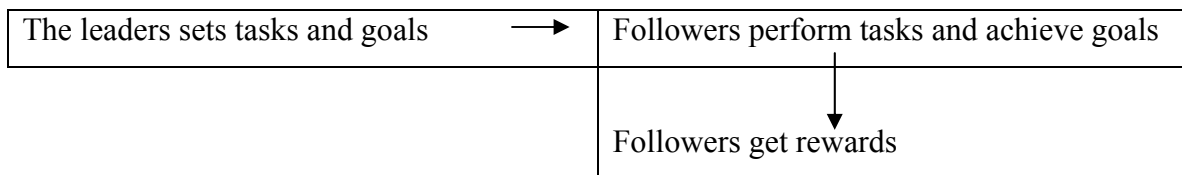
Figure 2.2 suggests a give and take situation between the leader and the followers.

From the exposition of the four leadership theories, one may conclude that:
(i) The trait theories had major limitations, for example; there were no universal traits that could be predicted in all situations and traits could not distinguish effective from non-

effective leaders. These limitations lead to the move away from the trait theories to the behavioural theories.

(ii) The discussion of the four behavioral theories indicates that:

- Because behaviour can be learned and be acquired, unlike in the trait theories, people can be trained to develop as leaders.

- Leaders generally, and educational leaders, in particular, can thus acquire specific behaviours, personalities, knowledge and skills that could elevate them to higher levels of leadership so as to be able to keep abreast with the demand of the transforming society in general and educational leadership in particular.

- Educational programs can therefore, be designed for the training of managers of secondary schools in effective leadership so as to have a constant supply of effective secondary schools managers. From the discussion of the behavioural theories, however, it was evident that they had modest success in identifying consistent relationships between leadership behaviour and group performance.

- The behavioural theories did not consider situational variables, yet these play a major role in deciding which leadership style one should use in a particular context.

(iii) Following up on behavioural theories were the contingency theories, of which only the Fiedler model and Hersey and Blanchard's situational leadership were discussed in this study. Unlike both the trait and the behavioral theories:

- The contingency theories included the production or task structure, leaders-follower relationship as well as the situational variables.

- It was evident from the contingency theories that to be effective in task accomplishment, leadership has to be a function of the leader, the follower and the situation.

- The leader has to vary his or her leadership style to suit the maturity level of his or her followers as well as the context in which they are operating.

(iv) The discussion of the neo-charismatic theories indicates that the charismatic and transformational leaderships were an improvement of the three earlier theories. The conclusion drawn from the discussion of charismatic leadership is that

followers attribute heroic leadership abilities to a leader when they observe extraordinary leadership qualities. They, therefore, admire and trust the leaders. This enables the leader to earn the followers' respect and support. According to Maritz (2003: 252) the most favoured of all the leadership theories is transformational leadership, which is related to charismatic leadership. It is an extension of and builds on transactional leadership. Transformational leadership, which is the core of this study, is discussed extensively hereunder.

(b) Transformational leadership

Hellriegel et al. (2004: 301) maintain that in the past few years many leaders around the world realized that they would have to change the way things are done if their organizations were to survive. Many now believe that the type of leadership required by leaders for their organisations is transformational. According to Balster (1994: 34), the term transformational leadership was first coined by Burns as something independent, separate, and ultimately qualitatively more valuable than its mundane counterpart, transactional leadership. Hopkins, Ainscow and West (1994: 154) concur that there has been a move away from transactional towards transformational leadership, which is alleged to have the potential to alter the cultural context in which people work. Flanagan and Thompson (1993: 9) support this by arguing that the pendulum of leadership studies has swung in the direction of "transformation". Leask and Ferrel (1997: 103) add that considerable interest has been shown in the notion of transformational leadership.

Bass (1985: 4) maintain that higher-order changes call for an accelerated increase in effort and/or a change in the rate at which a group's speed and accuracy are improving and may involve large changes in attitudes, beliefs, values, and needs, these were taken care of in empirical research as some of the items in the LPI, RDQ, 2.4.2, Table 3.5. Figure 3.2 and are reflected in qualitative research (cf 4.5). These are the changes that lead to quantum leaps in performance, new paradigms, and new contextual frameworks. The old model of transactional leadership alone does not suffice any longer. The higher changes call for something distinguishable from such exchange relationships, that is, transformational leadership. According to Popper and Zakkai (1994: 4-6), transformational leadership is inspirational since it arouses emotions in people that motivate them to act beyond the

framework of what may be described as an exchange relationship, of give and take. Transformational leadership is proactive. This kind of leader sees the present as a springboard to achieve future aims. He or she forms new expectations in his or her followers and sets empowerment processes in motion. He or she relates to his or her followers' developmental needs.

Bottery (2001: 199) maintain that Bass subsequently refined and extended transformational leadership and suggested that both were needed for effective leadership to take place, and that they exist along a continuum. Leithwood (1992: 18) asserts that to improve leadership, leaders have to use both transactional and transformational leadership because these improve their leadership practices. Flanagan and Thompson (1993: 10) concur that it is not that either transformational or transactional leadership is required, but both, though not always in equal measures. Leaders need to be sensitive to their situations in order to gauge the appropriate combination. Hopkins et al. (1994: 154) agree that progression from one form to the next does not reject the validity of the previous approach. In addition, Maritz (2003: 252) asserts that transformational leadership builds on top of and supplements transactional leadership. Beach and Reinhartz (2000: 86) support the view that a new theoretical model of leadership has emerged, which is an extension of the transactional strategy, that is, transformational leadership.

However, Marturano (2004: 1) is of the opinion that in transformational leadership power comes from creating understanding and trust while in transactional leadership power is based much more on the notion of hierarchy and position. Transformational leadership needs to be understood at a normative (how leadership ought to be) while transactional leadership becomes clearer on a descriptive level (how leadership is). However, there is no need to distinguish transactional and transformational leadership because the difference belongs to the normative and these cannot be distinguished at a descriptive level. One may be a leader from a merely descriptive point of view but not a "morally good" leader on a normative point of view. Descriptive theory is sociological and needs to be value-free whereas normative theory is ethical-philosophical. Yulk (1999: 292) adds that descriptive studies on transformational leadership have failed to provide a good basis for assessing, facilitating or limiting conditions.

Bass (1997: 7) asserts that both transactional and transformational leadership are important. Bass and Steidlmeier (2003: 3) concur that both have a philosophical underpinning and ethical components. In transactional leadership a free contract has to have a moral legitimacy. This legitimacy depends on granting the same liberty and opportunity to others that one claims for oneself, on telling the truth, keeping promises, distributing to each what is due and employing valid incentives or sanctions.

Robbins (1992: 151) asserts that among transformational leaders are charismatic leaders. They use their personal abilities to transform their followers' values by creating a sense of importance and value to the task. Robbins (1992: 151) emphasizes the inspirational character of the transformational leader. Flanagan and Thompson (1993: 10) agree that a notion central to transformational leadership is seen as charisma. The relationship is one that builds on deeper needs and emotions of the followers and leaders. Leask and Ferrel (1997: 103) concur that leaders who transform must have charisma, intellectual stimulation, and consideration of the emotional needs of employees.

Deluga (1990: 193) contends that transformational leadership is evident when leaders and followers engage with each other in such a way that they raise one another to higher levels of motivation and morality. Maritz (2003: 252) supports this view by indicating that transformational leaders inspire followers to transcend their own self-interests for the good of the organization, and are capable of having a profound and extraordinary effect on their followers. They pay attention to the concerns and developmental needs of individual followers; they are able to excite and arouse followers to make an extra effort to achieve group goals. James and Connoly (2000: 37) concur that transformational leadership brings about higher order improvement. The leader raises the level of awareness of the significance of outcomes and processes, getting the followers to transcend their own self-interest for the sake of the team and importantly, raising the needs level or expanding the range of needs in followers. Roush and Atwater (1992: 18) concur that transformational leaders broaden and elevate the interests of their followers and motivate them to transcend their own self-interest in order to accomplish organization's mission.

Yulk (1999: 292) criticises the foregoing views by asserting that transformational leadership theories, like other theories emphasise the role of leadership in increasing task motivation and performance biased towards top managers, owners and customers at the expense of other, mostly employees. Followers can be transformed to such a high level of emotional involvement in the work that over time they become 'burnt out' by the prolonged stress. Individual leaders can exploit followers, even without realizing it by creating a high level of emotional involvement when it is not necessary. Contrary to this view, Burns (1978: 4) asserts that the transformational leader recognizes and exploits an existing need or demand of a potential follower. Beyond that, the transformational leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transformational leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. However, Gronn (1995: 15) gives an opposing view that there are remarkably few empirically documented case examples of transformational leaders. Apologists for it have not yet shown more than a tenuous causal connection between the exercises of transformational leadership and desired organizational outcomes.

Bass (1997: 1) indicates that the critics of transformational leadership suggest that it:
- lends itself to amoral puffery since it makes use of impression management;
- lacks checks and balances of countervailing interest, influences and power to avoid dictatorship and oppression of a minority by the majority;
- is antithetical to organizational learning and development involving shared leadership, equality consensus and participative decision-making;
- encourages followers to go beyond their own self-interest for the good of the organisation, emotionally engages followers irrationally in pursuit of evil ends contrary to followers' best interests;
- manipulates followers along a 'primrose path' on which they lose more than they gain.

Bass (1985: xiii) had considerable influence on the current research on transformational leadership. Acknowledging that breakthroughs come slowly in leadership practice, theory and research, he nevertheless argues that a shift in a paradigm is in order; that the time has come to go beyond thinking of leadership in transactional terms only and that another concept

is required to go beyond these limits. To achieve follower performance beyond ordinary limits, leadership must be transformational. Followers' attitudes, beliefs, motives, and confidence need to be transformed from a lower to a higher plane of arousal and maturity.

The idea that leadership is interpersonal, that leaders cannot be seen in isolation from followers is central to the understanding of transforming leadership. In this process, Burns (1978: 5) sees purposes of leaders and followers, which might have started out as separate but related, becoming fused. As Burns (1978: 5) puts it, transformational leadership has recognized moral implications. The result of such leadership is the raised level of human conduct and ethical aspirations of both the leader and the followers, and thus it has a transforming effect on both. Such leadership is seen as dynamic in the sense that leaders throw themselves into a relationship with followers. Followers therefore feel elevated by this and often become more active themselves, thereby creating a new cadre of leaders. Yulk (1999: 294) asserts that, in most versions of transformational leadership theory, it is a basic postulate that an effective leader will influence followers to make self-sacrifice and exert exceptional effort. However, this influence is unidirectional and it flows from leaders to followers. There is little interest in describing reciprocal influence processes or shared leadership. It is best to describe leadership as a shared process of enhancing the collective and individual capacity of people to accomplish their work role effectively.

Bass (1997:3) argue that ethics is the heart of leadership. A culture's ethical values are what define the concept of leadership. The credibility of leadership depends on its moral purpose, trust and the hopes it engendered. Bass (1997: 12) further asserts that value conflicts between leaders and followers are settled to the benefit of the leader and to the detriment of the followers. The faultfinders argue that it is unethical for leaders to change the hierarchy of values that are salient within the followers to match the leader's values. Critics of transformational leadership question its ethics and its morality. Transformational leadership is presumably exploitative and manipulative in overriding self-interests of followers in order to accommodate the self-interests of the leader.

Hellriegel et al. (2004: 301) are of the view that followers of transformational leaders feel trust, admiration, loyalty, and respect for the leader and are motivated to do more than they thought they would do. Transformational leaders make tomorrow's dreams a reality for their

followers. Jones and George (2003: 461) concur that followers of transformational leaders have increasing awareness of the importance of their job and high performance. They are aware of their own needs for growth, development, and accomplishment. Followers do not only work for their own personal benefit, but also for the good of the organization.

Beach and Reinhartz (2000: 86) support the view that transformational leadership occurs as leadership that encourages others to view their work from different perspectives, creates an awareness of purpose or mission of the group, fosters the development of higher levels of ability and success in others and motivates others to transcend their own interest so that the group will benefit. Roush and Atwater (1992: 18) and Kirby, Paradise and King (1992:303) agree that transformational leadership has the potential to motivate people to perform at peak levels and to go beyond the norms of their previous experience. Transformational leaders have learned to communicate high expectations of confidence in followers. They arouse emotional responses, inspire loyalty, treat followers as individuals, promote creative problem solving, and inspire belief in the organization's mission. James and Connoly (2000: 37) concur that transformational leadership appears to motivate followers to adopt a critical reflective approach to practice, to actively engage in their work, and to experiment with ways, perhaps radical and creative, of improving the processes and outcomes. Transformational leaders motivate others to do more than they originally intended and often more than they thought possible. Smyth (1994: 67) contends that transformational leadership is concerned with exploring conventional relationships such that there is involvement between leaders and followers.

Leask and Ferrel (1997: 103) argue that transformational leaders are good at establishing and communicating values and beliefs. They communicate aims and directions and have a strong sense of vision. Establishing intellectually challenging tasks is a key to transformational leadership. The leader needs to decide how much challenge and support to give staff. Beach and Reinhartz (2000: 87) concur that such a leader interacts freely in a two-way dialogue. These theoretical models provide leaders with a wide range of qualities and behaviours from which to choose as they attempt to do their personal leader profile. Marsh and Raywid (1995: 15) agree that transformational leaders have the ability to articulate and communicate a vision in ways that convince others of both its desirability and feasibility. Such convincing is even harder than getting people to take on new convictions, they must also be persuaded to reject

and replace old ones. This re-education typically demands more than information and inspiration. Participants must be made to question and evaluate their own beliefs. This focus is seen as the new paradigm in leadership.

Day (2000: 56) adds the following characteristics of transformational leaders: they are people centered, achievement oriented, onward and outward facing and are able to manage a number of outgoing tension and dilemmas. This elevated vision is the touchstone theme of transformational leadership. Such a higher purpose transcends the individual. It is elevated, enduring, and transforming. Mahuluhulu (2003: 17) concurs that leaders have a responsibility towards those they lead. Leadership involves shared visions. Leadership always involve values, therefore visions are never value-free or neutral. Leaders have to base their actions on principles and values, while leading others to the attainment of the vision. Leaders need to lead by example and influence followers to do the right thing. Taylor (1994: 12) concurs that transformational leadership generates an awareness and acceptance of purpose and mission of the group and stirs employees beyond self-interest. However it should be taken into consideration that different people have different values and not all values are good. Leaders need to know how to deal with differences in values. When people do not agree on common values, leaders are tempted to manipulate them. Moreover, transformational leadership can be detrimental for the organization. If different leaders with competing visions influence followers, the result will be increased role ambiguity and role conflict and this can lead to a decline in organizational effectiveness. The possibility that transformational leadership has a negative effect needs to be investigated with research methods designed to detect such effects (Yulk, 1999: 292).

According to Pielstic (1998: 20), transformational leadership builds good relationships: Building relationship reflects the interactive, mutual and shared nature of transforming leaders. Doing what one advocates, role modeling, and setting an example describe the consistency of actions critical to building trust among followers. In addition, these leaders trust followers. The trust of followers must be earned. Transformational leaders are caring and respond to the needs and interests of followers. The mutual relationship is equitable and considerate showing concerns for others. Transformational leaders provide support; they emphasize recognition, and professional development opportunities. Cadwell and Spinks (1993: 49-55) note that most successful leaders in terms of bringing about changes in

direction or new levels of achievement have, in addition, exhibited transformational leadership. Transformational leaders succeed in gaining the commitment of followers to willingly implement the mission of the school.

Ramsey (1999: 65) points out that leaders are not afraid to make people uncomfortable enough to want to change for the better. Good leaders make it happen; they do not only react to it. Making change happen is a lot more challenging, rewarding and fulfilling. It can also be frustrating and demanding. Change is the real currency of leadership. Effective leaders show others what is possible through change; they serve as change agents. Ramsey (1999: 66) further contends that the ability to change things for the better is another mark of true leadership. One can learn how to make a difference through change. If one wants to be good at bringing worthwhile change, he or she needs to understand the change process. Most stakeholders do not want much change. Change is never easy or glamorous as it might appear. It is not like leading the charge followed by a cheerful band of loyal supporters eager to go wherever you take them. Change requires hard work (Ramsey, 1999: 66).

Leithwood and Jantzi (1999: 451) assert that transformational leaders also assume high levels of motivation and commitment on the part of staff, to solving the often-complex problems in the organisation as well as their implementation. Transformational leaders build on esteem, competence, autonomy and achievement: raising the level of human conduct and ethical aspirations of both the leader and the led, and bounding by "inspiring extraordinary commitment and performance, helping people move from being subordinates to being followers" (Sergiovanni, 1990: 25). Beukman (2005: xix) contends that:

> The research established the fact that leadership styles differ in terms of follower effectiveness and those higher levels of employee participation and involvement, inspirational motivation and individual consideration lead to higher levels of follower performance and effectiveness. It was found that many of the culture-universal characteristics could be associated with the principles of transformational leadership. The validity of adopting a transformational leadership culture was also confirmed. In terms of upward striving, pride of work and job involvement as work value dimensions, employees across all cultural groups were found to attach a high value to the intrinsic reward of work in shaping work-related behaviours. Although

internality predicts more natural transformational behaviours, the critical factor remains whether leaders have the ability to assure the required outcomes of extra effort and follower satisfaction. Research found that elements of transformational leadership approach as opposed to the task focused transactional approach fit the huge array of cultural identities in the African world.

Bass (1997: 1) confirms that a host of empirical and theoretical articles and books have appeared using transformational and transactional leadership paradigm. They strongly support the efficacy of the conceptualization and utility of the contribution of transformational leadership to organizational performance. According to Bass, Avolio, Jung and Berson (2003: 208), evaluation of leaders indicates a stronger positive relationship between transformational leadership and long-term versus short-term performance. The speculation is that this is due to transformational leaders creating a more inspired and cohesive culture. The emergence of transformational leadership depends in part on the context in which the leaders and followers interact.

Leithwood (1992: 12) is of the view that evidence of the effects transformational leadership is "uniformly positive". He cites two finding from his own studies:

- Transformational leadership practices have a sizeable influence on teacher collaboration.
- Significant relationship exists between aspects of transformational leadership and teachers' own reports of changes in both attitudes towards school improvement and altered instructional behaviour.

Balster (1992: 2) asserts that student achievement can be "remarkably improved" by transformational leadership. Schools where teachers and students reported a culture conducive to school success had a transformational leader as principal. From the foregoing, the researcher is of the opinion that there are more benefits from transformational leadership and hence more positive effect than negative effects.

Deluga (1990: 193); Kirby, Paradise and King (1992: 304); and Beach and Reinhartz (2000: 87) further suggest that transformational leaders employ one or more of the "Four I's" to

achieve superior results. Cadwell and Spinks (1993: 50-55) support these as fundamentals of transformational leadership. Maritz (2003: 253) adds that transformational leaders might look "different" from one another depending on the particular categories of leaders given hereunder:

- Idealised influence - Leaders can be counted on to do the right thing and maintain high standards. They aim for the ideal situation.
- Inspirational – where the provision of symbols to focus efforts is apparent.
- Intellectual – in which rational and careful problem solving is important.
- Individualized consideration – where the treatment of each employee in a way that is particular to his/her needs is in evidence.

Taylor (1994: 12) adds that there is also the visionary category – in which the interpretations of transformational leadership have strong personal convictions, vigorous work ethics, innovative practices and a personal image of school. These categories are expanded hereunder as characteristics of transformational leadership. According to Maritz (2003: 241), the key is to keep people inspired and keep them moving forward. Inspiring people will keep them excited about their work and make them want to change when a need arises. Maritz (2003: 241) also contends that an organization with inspirational, high energy, and focused leadership has a different vibe. It has electricity and energy, which one can see in the commitment of followers. When one looks at the good results, the good quality of leadership becomes very evident.

Much as there are strengths and weaknesses in transformational leadership, strengths outweigh weaknesses and the arguments below indicate that the negative aspects of transformational leadership emanate from false (*pseudo transformational)* transformational leadership and that the positive aspects of transformational leadership result from true (*authentic)* transformational leadership. In this regard, Bass (1997: 1) argues that "…rebuttals of the argument against transformational leadership discussed the importance to transformational leadership of genuine trust among leaders and followers, of the need for authenticity, of the need to avoid the tragedy of the commons, of the need to view fairness as

the eye of the beholder; and of the need to distinguish between *authentic transformational leadership* and *pseudo transformational* leadership".

Bass (1997: 3) asserts that *authentic transformational leaders* are obliged to and responsible for the moral environment of their group, organization or society. Their major task is bringing together their followers around common values. *Authentic transformational leaders* are seen as embodiments of such values and just as they are more competent, those they lead are more effective, so when leaders are morally mature, those they lead display higher moral reasoning (cf 2.3.4.2 b). A*uthentic transformational leadership* has a moral basis. It is the presence or absence of such a moral foundation that grounds the distinction between *authentic transformational leadership* and *pseudo transformational leadership.*

According to Bass and Steidlmeier (2003: 4), many leaders walk a fine line of moral probity. In their efforts to accent the positive, to make inspiring appeals, to maintain the enthusiasm and morale of followers, they may be manipulative, deceptive and amoral. They engage in shams and pretence at the expense of their followers. They exhibit *pseudo transformational leadership. Authentic transformational leaders* may have to be manipulative at times for what they judge to be common good, but manipulation is a frequent practice of *pseudo transformational leaders* and an infrequent practice of *authentic transformational leaders.*

Bass (1997: 3) and Bass and Steidlmeier (2003: 4) argue that transformational leaders could be virtuous or villainous depending on their values. Only socialized leaders concerned for the common good can be truly transformational leaders. These are also ethical leaders. Personalized leaders, primarily concerned with their own self-interests, cannot be transformational leaders. They are unethical.

Authentic transformational leadership increase awareness of what is right, good, important and beautiful when helping to elevate followers' needs for achievement and self-actualisation, when they foster in followers higher moral maturity and when they move followers to go beyond their self-interest for the good of their group, organization or society (cf 2.3.4.2 b). *Pseudo transformational leader* may also motivate and transform their followers but in doing so they arouse support for special interest at the expense of others than what is good for the collectivity.

Based on the above discussion, it is argued that authentic transformational leadership applied correctly will improve the performance of managers of secondary schools and this will lead to effective and functional schools that will become learning organisations.

Neo-charismatic theories as discussed above consist of charismatic and transformational leadership. The summary of neo-charismatic theories is divided into charismatic, transactional and transformational leadership. This summary is given in Table 2.3 and forms the framework of transformational leadership that was used to guide the construction of the RDQ. This summary also provides a summary of the characteristics of each of the above parts of neo-charismatic theories

According to Jones and George (2003: 462), all organizations, no matter how large or small, successful or unsuccessful, can benefit when their leaders engage in transformational leadership. Transformational leadership can be an enduring approach to leadership, leading to long-term organizational effectiveness.

This discussion on the theories of leadership reveals that these theories should not be regarded as watertight compartments in practice. In fact they overlap and complement one another in the operational life situation. From the leadership theories or models discussed above, the researcher has developed an own model of transformational leadership illustrated in Figure 2.3.

FIGURE 2.3: Transformational leadership model

LEADER

- can learn and acquire leadership behaviour
- identifies core professional practices, values and beliefs that should guide employees
- practices participatory leadership: shares organizational challenges with followers and involve them in problem-solving efforts
- idealized influence
- intellectually stimulate followers
- inspiring and motivating
- individual consideration
- charismatic
- demonstrates high performance expectation
- builds school vision and goals and communicates vision
- establish effective staff practices
- provides instructional support
- coaches and mentors followers
- mentors school activities and provides on-the-job learning
- provides a community focus
- authority, power and influence

FOLLOWERS

- loyal and obedient
- devoted to and aware of the importance of their job and high performance
- achievement orientated
- work for the betterment of the organization not only for personal benefit
- aware of their needs for growth, development and accomplishment (self actualization)
- identify themselves with the leader and the leader's vision
- transcend self-interest for the benefit of the organization
- feel empowered
- are innovative
- have admiration, respect and trust
- pursue own goals for profit learning

SITUATIONAL FACTORS

- enable leader to contribute to group performance
- leadership style in terms of task orientation, people orientation, leader-follower relations and the favourableness of the situation
- willingness and maturity level of followers
- "pull" together all factors to achieve the vision

RESULTS

- adjust leadership style accordingly
- good school culture
- no best approach to effective leadership rather an "it depends" approach
- stress the influence of the total situation in which the leader must function
- higher levels of effort by followers
- social and organizational change possible
- increased collaboration and participation
- team morale, enthusiasm and positive outlook are enhanced and evident
- commitment of all stakeholder
- open system with good school-community relations

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The model in Figure 2.3 is used as a frame of reference for the implications of transformational leadership for school principals. These implications may also serve to indicate the principals' roles as transformational leaders. The actions and behaviours of the leader as indicated in Figure 2.3 may have a reciprocal effect on the followers depending on the situational factors. The actions and behaviours of both leaders and followers could give positive results if conducive situational factors are created. As one could deduce from the model, transformational leadership is a function of the leader, follower and the situational factors.

2.4 TRANSFORMATIONAL LEADERSHIP: IMPLICATIONS FOR SCHOOL MANAGERS

In the following exposition the implications of transformational leadership for school managers and some of the school managers' roles, as transformational leader are discussed.

2.4.1 Learning and acquiring leadership behaviour

The implications of the behavioural theories are that leaders can be trained and, therefore, can acquire knowledge and skills in leadership. Leaders possess both innate and acquired personality.

2.4.2 Symbolizing professional practices, values and beliefs

Morgan and Hopkins (2000: 441) argue that complex and dynamic cultural changes needed for sustained school improvement, are more likely to occur as a result of transformational leadership that focuses on the people involved, their relationships, and requires an approach that seeks to transform feelings, attitudes and beliefs. As Beare, Cadwell and Millikan (1989: 123) emphasize, transformational leadership is concerned with gaining commitment to a set of values, 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 has to show respect

by treating educators as professionals and has 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, 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 manager has to demonstrate a willingness to change own practices in the light of new understanding 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. In the teaching profession, leaders view themselves as learners, as anything creative, results in change, and they are always becoming. The same can be said of values and attitudes promoted through character education. 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.

According to Fertman and Linden (1999: 13), school managers develop themselves first to be better contributors to the group. It is easy to blame others for one's own shortcomings. Focusing on improving and changing oneself is a powerful tool of leadership. Jackson (2000: 69) emphasizes the importance of professional unlearning for the leader to be a transformational leader. Leaders have to learn new ways of working, also to find new ways to unlearn old ones. The creation of fluid leadership patterns involves the unlearning and relearning relationships and allegiances, as organizational fluidity and alternative collaboration become the norm. As schools evolve and change, so different characteristics of leadership repertoire are required. Unless unhelpful, irrelevant or contextually incongruent leadership practices are shed, conflicts are inevitable.

2.4.3   Developing structures to foster participation in school decisions

Leithwood and Jantzi (1999: 451-452) assert that evidence suggests that transformational leadership practices contribute to the development of capacity and commitment. Most school reform initiatives assume significant capacity development on the part of individuals as well as whole organization. Involving followers in decision-making enhances capacity building. Therefore, school managers need to:

- Model problem solving techniques that followers can readily adapt to their work.
- Delegate leadership broadly among the staff for activities in which they are competent so as to achieve critical school goals.
- Be inclusive and not show favouritism towards individuals and groups. This will ensure that the staff has adequate involvement in decision-making.
- Support an effective committee structure for decision-making, facilitate effective communication among staff and provide appropriate professional autonomy in decision- making.

Changing the culture of the school will support change initiatives. As Klein and Diket (1999: 23) put it, transformational leadership is extraordinary leadership in that its proponents seek organizational change through a developmental orientation. Becoming a transformational leader is a developmental process that will enable principals to develop themselves as well as empower educators with good decision-making skills necessary for task performance. Transformational leadership appears increasingly prevalent in educational context, suggesting that institutions are supporting the hiring and development of change–oriented leaders.

According to Fertman and Linden (1999: 13), transformational leadership focuses on the personal qualities of leaders, necessitating them to demonstrate particular skills such as:

- Valuing the participation and contribution of others. Leaders understand that they need others; they appreciate others' efforts. Friends and family members are looked to for resources, support, and guidance.

- Take all viewpoints and advice into account before making decisions. Decision-making is viewed as an open process. Decisions are not made in isolation but reached after considering possible consequences and outcomes for others. Leaders know that their decisions will influence the future actions and directions of themselves and others.

- Use individuals to test decisions. Making decisions focuses energy and effort. The points at which choices are made are opportunities to receive useful feedback and new information. 3Trust and honesty are learned when leaders feel comfortable clearly defining the decisions they are making and how they are working toward their goals.

- Share leadership responsibilities (group power). Learning when to let go and when to stand firm on decisions is part of building character. So is learning to trust others. A trusting and supportive environment will allow others to step forward and realize their own potential. Such situations allow group members to feel safe, so they will be more willing to take risks.

Transformational leadership, according to Smyth (1994: 32), is a means of empowering the school community. The aim of a transformational leader would be to help foster an organizational community in which all members of the organization have the capacity to be leaders and where there is a common concern for empowerment and betterment of the human condition. Grace (1997: 54) asserts that from the perspective of transformational leadership, the leader works with people to obtain transformation of undesirable features of schooling culture and practice. Transformational leadership involves considerable social skills of advocacy, inter-group relations, team building and inspiration without domination.

2.4.4 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, 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 in 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 for the school manager to lead well during the changing times. The fact that people have authority does not necessary 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. Deluga (1990: 193) and Kirby, Paradise and King (1992: 304) agree that school managers who are transformational leaders strive to do the best and influence their follower to do the same. Leaders have a coherent personal educational platform that shapes their action and enable them to perform as close as possible to the benchmark. They keep abreast of trends and issues, threats and opportunities in the school environment and in the society at large.

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 ranks 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.

2.4.5 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 as well as 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 principal's roles to take the opinion of educators into consideration when initiating action that 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 need to engage in behaviours that support and encourage followers and help them develop and grow.

According to James and Connolly (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.

2.4.6   Inspirational motivation

According to Maritz (2003: 241), transformational leaders motivate and inspire others by providing a challenge and meaning to their work. Team morale, enthusiasm, and positive outlook are enhanced and evident. The leader involves others in thinking about attractive future outcomes. Leaders have the capacity to work with others in the school community to formulate a vision for the school. The vision is communicated in a way that ensures commitment among staff, students, parents and others in the community.

2.4.7   Providing intellectual stimulation

Transformational leaders encourage and prompt others to be innovative and think of alternatives by questioning, rethinking problems, and examining their work in new and different ways. When people engage in creative problem solving, their ideas and mistakes are not criticized, and they are encouraged to try their ideas. Klein and Diket (1999: 23) concur that transformational leadership practices may best be described as the process that can enable individual and organizational renewal. Transformational leaders value and engage in shared decision-making, collaboration, commitment to change, shaping individuals and motivating others for higher aims. Transformational leadership empowers others, and this is central to success especially in respect to decision-making.

According to Duignan and MacPherson (1992: 83), changing people implies the use of a learning process, which depends heavily on each individual's capacity and willingness to reflect on practice, to critically analyze it, and to experiment with new ways of thinking and acting. The change process is essentially a learning process and it is through this learning process that improvement occurs. For this to be realized, it is necessary that principals have knowledge and skills of transformational leadership. Klein and Diket (1999: 25) support this

by saying in curriculum matters leadership as an art calls for a keen sensitivity to human behaviour and interpersonal exchange. Transformational leadership has power to connect, transform and bring participants to new horizons. Jones and George (2003: 461) concur that transformational leaders openly share information with their followers so that they are aware of challenges and the need for change. Leaders cause followers to view challenges in their groups and throughout the organization from a different perspective, consistent with the organization's vision. Leaders engage and empower followers to take personal responsibility for helping solve problems. The transformational leader's intellectual stimulation leads followers to view problems as challenges that they can and will meet and conquer.

Leithwood and Jantzi (1999: 475) maintain that in providing intellectual stimulation, the school manager:

- Charismatic leadership
- Transactional leadership and
- Is the source of new ideas for professional learning;
- Stimulates educators to think about what they are doing for their learners;
- Encourages educators to pursue their goals for professional learning.
- Encourages staff to develop/review professional goals consistent with school goals;
- Enables staff to evaluate their own practices and refine them as needed;
- Encourages educators to try new practices consistent with their own interests for as long as these enhance achievement of school goals;
- Facilitates opportunities for staff to learn from each other.

2.4.8 Acting in a charismatic manner

According to Maritz (2003: 251), school managers as charismatic leaders need to stress emotionally appealing leader behaviour so as to achieve extraordinary levels of follower commitment, thus activating followers' higher-order needs. They need to show their followers that they really care so that followers may believe in them. Accordingly, good follower-leader relationship could be established. Charismatic leaders have exceptional

qualities that deviate from normative expectations to what is anticipated. They articulate an appealing vision and clarify that vision in terms that are understandable to others. These leaders appeal to the followers' desire to contribute to the organization goal and arouse devotion and involvement of followers. They are willing to take a high personal risk to achieve the vision.

2.4.9 Demonstrating high performance expectations

According to Leask and Ferrel (1997: 104), a key area of transformational leadership for school managers is the establishment of values and beliefs about teaching and learning within their schools. This is where leadership within the school differs from leadership described in other organizations. The school manager as a transformational leader needs to be sure about and make clear to others the principles of the teaching and learning process, and the place and purpose of the learning area in the curriculum. Maritz (2003: 252) asserts that school managers with charismatic qualities motivate their followers to do extra work and move to the level of superior performance. Leithwood and Jantzi (1999: 475) contend that such school managers:

- Have high expectations for the educators as professionals;
- Hold high expectations for learners;
- Expect all followers to be effective innovators.

2.4.10 Building school vision and goals

Beach and Reinhartz (2000: 87) assert that creation of a school ethos that emphasizes a shared vision and collaboration is in keeping with transformational leadership. Transformational leadership is important in meeting the challenges facing schools today. In transformational leadership, the leader pays attention to the individual and provides opportunities for them to achieve and grow in a supportive environment. Hopkins et al. (1994: 3) concur that school improvement is regarded as a distinct approach to educational change that enhances learner outcomes as well as strengthening the school capacity for leading change. In this sense school

improvement is about raising learner improvement through focusing on teaching and learning process and conditions which support it, as well as about strategies for improving the schools capacity for providing quality education in times of change.

Daresh (2001: xix) states that leadership is not a neutral or a reactive process where things just happen. Rather, good leadership changes people and their organization for the better. Effective leaders engage in proactive leadership. They plan ahead and anticipate proper ways of behaving in advance. According to Fertman and Linden (1999: 13) and Leithwood and Jantzi (1999: 476), in order to enhance strategic planning, principals as transformational leaders:

- Learn from their experiences and generalize them to 'real life'. Seeing the big picture and knowing how to apply to real life what is being learned is a higher level of learning. This perspective adds objectivity and provides motivation to learn even during difficult times.
- Recognize the importance of the strategic planning process. Not everything can or should be completed today. Understanding that it is necessary to take time to interact, learn, and share is part of learning to be a transformational leader. Focusing on the process allows each individual to be valued and his or her talents to be highlighted.
- Give a sense of overall purpose.
- Help clarify the practical implications of the school's mission.
- Communicate the school mission to staff and learners.
- Encourage the development of school norms supporting openness to change.
- Help followers understand the relationship between the school's mission and the Ministry of Education's initiatives.
- Work towards whole staff consensus in establishing priorities for school goals.

2.4.11 Coaching and mentoring

Leithwood and Jantzi (1999: 476) assert that transformational leaders serve as coaches and mentors in the professional growth and development of their members. They acknowledge

each person's need to be successful. They listen to others and delegate tasks to provide opportunities for success. They monitor progress and provide additional encouragement.

2.4.12 Establishing effective staff practices

According to Leithwood and Jantzi (1999: 476) as a transformational leader, the school manager has to establish effective staff practices by:

- Acknowledging that the educator's expertise is of paramount importance in staffing;
- Ensuring that the process of staffing is fair and equitable;
- Encouraging the present staff to welcome and value new staff members;
- Ensuring that the contribution of all staff, new and established, is valued equally;
- Involving representatives of present staff members in recommending the employment of new staff;
- Ensuring that staffing policies place staff in areas of competence and expertise.

The above discussion indicates the importance of staff induction as a means of introducing staff to what they are expected to do. This also assists in mentoring new staff members as they perform their duties.

2.4.13 Providing instructional support

According to Beach and Reinhartz (2000: 304), one example of the impact of change on the teaching-learning process is technology, particularly the use of computers in schools. Many schools are creating their own websites on the Internet, while others use the Internet to connect with scientists who serve as mentors to high school students and through E-mail provide feedback to both educators and learners. As computers become more common in schools, and in classrooms, educators take advantage of the word processing capabilities and evaluation systems for recording and calculating grades.

In addition to the above, Leithwood and Jantzi (1999: 476) asserts that the principal has to provide instructional support by:

- Providing support for educator interaction;
- Making sure that resources and technical assistance are available to help staff improve school effectiveness;
- Ensuring that classroom activities are up to the required standard;
- Guiding staff members in their work whenever necessary so as to improve effectiveness;
- Frequently participating in discussions of educational issues.

2.4.14 Monitoring school activities

Leithwood and Jantzi (1999: 476) contend that one of the most important tasks of every effective leader is making sure that actual activities conform to planned activities. As a result school managers have to monitor school activities and ensure that they are in line with the goals of the institution. According to Leithwood and Jantzi (1999: 476) this may be achieved by the school manager when he/she:

- Demonstrates a positive presence and is visible within the school;
- Is easily accessible to staff and learners;
- Shows interest in the learners' progress;
- Frequently reviews learners' progress.

2.4.15 Providing community focus

Foster (1986: 176) asserts that leaders transform others because leadership is a special form of power. From this perspective, the leader works with the school community to obtain transformations of undesirable features of schooling culture and practices. Buckley (1991: 309) states that leaders exhibiting a high frequency of transformational leadership characteristics have the ability to implement educational reforms in a positive and effective manner. Schools as social organizations are also open systems; therefore, transformational

leaders have to involve the external environment in the school activities so as to enhance school improvement. According to Leithwood and Jantzi (1999: 476) transformational leaders have:

- To be sensitive to the community's aspirations and requests;
- To plan and work with community representatives;
- To incorporate community value and beliefs;
- To ensure a productive working relationship with the community.

This marks the end on 2.4.15 and thus it also marks the end of 2.4. Managers of secondary schools should learn some good lessons from 2.4.

On the basis of the above discussion on transformational leadership, managers of secondary 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.

From the foregoing one can deduce that an important issue for transformational leadership is the encouragement of excellence through quality teaching. The professional service of educators can be enhanced if a complex process of in-service education and supportive service is planned, developed and sustained by leaders in education. Educative leadership will nurture the negotiations of what is to be regarded as valuable in the curriculum and what is believed to be excellent in teaching methods.

School managers, therefore, should take responsible leadership action to create organizational cultures that enhance the growth and development of all involved in teaching and learning. One of their tasks as leaders is to identify the nature of leadership that creates and sustains quality teaching. Such leadership takes place in a rapidly changing societal and institutional context.

James and Connoly (2000: 69) contend that one of the most useful outcomes of institutional transformation is that it gives an insight into leadership. The leadership of school performance, and in particular its improvement, requires, *inter alia*, transformational leadership. Brundett (1999: 37) further argues that change takes time and is complex. Change needs to be well led. Educators need to be the main agents of change; learners need to be the focus for change. Smyth (1994: 52) contends that the spirit of leadership leads to the notion of transformation. Leadership must be oriented towards social change, change that is transformational in degree. Transformation of social conditions requires a community of believers, not just a leader. Certainly one person can help to serve as a catalyst, but transformation occurs because of a community of leaders. Transformation happens in everyday events, when leaders exert some effect on their situation. For true transformation, social structures are changed significantly. It is in this context that transformational leadership has to be exerted.

On the basis of the above, it seems authentic transformational leaders usually have good intensions for the followers, organization or society while pseudo transformational leaders pretend to be acting in favour of the follower, organization or society whereas in practice they are doing things that favour themselves. The critics fail to consider the positive aspect of inspirational leadership. They fail to distinguish between authentic transformational leadership and pseudo transformational leadership. Rather than being unethical, authentic transformational leaders identify the core values and unifying purposes of the organization and its members, liberate their human potential and strive to satisfy the needs on their followers and the organization.

Rather than being immoral transformational leadership has become a necessity in the world of work. Casio (1995: 930) asserts that today's networked, interdependent, and culturally diverse organizations require transformational leadership to bring out in the followers, their creativity, imagination and best efforts. Self-aggrandizing pseudo transformational leaders can be branded as immoral. But truly transformational leaders, who engage in the moral uplifting of their followers, who move them to share in the mutually rewarding visions of

success, who enable and empower them to convert the vision into realities, should be applauded, not chastised.

2.5 EMERGENT TRENDS

The following trends emerged from chapter 2:

- There is no development without change (cf 2.1)
- Society is changing therefore school leadership should also change.
- Participatory and reflective leadership styles are necessary for changing times.
- Leadership is a process that involves influencing followers in a particular context and guiding them towards goal attainment. Visionary and inspirational leadership is important for school leadership during times of change.
- Trait theories indicate that "leaders are born" and have specific qualities. If one does not possess these innate attributes, one cannot be a leader. Therefore leadership cannot be learnt (cf 2.3.1).
- In contract to trait theories, behavioural theories found that leadership is related to behaviour. Since behaviour/personality can be learnt, leadership can also be learnt. Therefore leadership is developmental (cf 2.3.2). Leaders should vary their leadership styles depending on the caliber of followers and the situation in which they lead.
- There is no best leadership style (cf 2.3.3). The leader has to consider the total set of conditions under which he or she leads, hence the contingency theories.
- In neo-charismatic theories, charismatic leadership is a pre-requisite of transformational leadership that is linked to and builds upon transactional leadership (cf 2.3.4).
- Transformational leadership leads to a relationship of mutual trust and stimulation between leaders and followers.
- Transformational leaders elevate their followers to higher levels of motivation that leads to the satisfaction of higher order needs and results to higher order improvements and self-actualisation.

- Transformational leaders have the ability to articulate and communicate a shared vision and make followers work hard to achieve that vision.
- Transformational leaders employ the "I's"
    - Idealised influence
    - Inspirational and visionary
    - Intellectual stimulation
    - Individualised consideration

- Implications of transformational leadership for some of the roles of managers of secondary schools are indicated in 2.4 and Figure 2.3
- Transformational leadership is a function of the leader, follower and the situation. If the leader's style of leadership is flexible and guided by the caliber of follower and the situation he or she is bound to get good results as indicated in Figure 2.3.
- Despite the fact that many researchers see transformational leadership as a recognized, respected and comparatively better model of leadership, some authors argue that it has faults and that some of its activities are unethical and immoral; however, other authors refute this.

From the above, it seems that school managers as educational leaders can be forces for change and improvement within their schools if they have visions of where to lead their schools, a series of values and assumptions about their work, and the context in which they are working. Therefore, school managers may become leaders inspiring creativity and higher levels of achievement. The leadership of school managers, as they guide and direct the activities of their followers in their schools, implies that they further act as mentors to enable educators to be more effective in performing their duties. School managers thus should actively seek to motivate and develop educators by creating opportunities for them to grow, to learn from each other and to learn from their mistakes.

2.6 SUMMARY

Table 2.3 below summarises characteristics of transformational leadership and leadership practices.   Views on these characteristic and practices were deduced from the literature reviewed in this chapter.   These characteristics and practices are grouped into categories as shown in the table and will form a framework for transformational leadership.

Neo-charismatic theories will be summarized in term of the characteristics of their components, namely:

- Charismatic leadership
- Transactional leadership and
- Transformational leadership as given in Table 2.3.

Table 2.3: Summary of transformational leadership forming its framework

CATEGORIES	TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS AND PRACTICES
Charismatic leadership	**Charismatic leaders** • Possess referent power and influence. • Followers develop a strong need for leader approval. • Willing to incur high cost to achieve the vision. • Engage in self-sacrifice to achieve the vision. • Sensitive to environmental constraints. • Able to make realistic assessment of resources needed to bring change. • Provide a sense of mission. • Gain respect and trust of followers. • Instill pride in followers for their work.

	- Sensitive to followers' needs. - Perceptive to others' abilities. - Exhibit behaviour that is perceived as novel. - Motivate followers to do extra work. - Followers have complete faith in them. - Use personal abilities to transform followers' values. - Create a sense of importance and value to the task.
Transactional leadership	**Contingent rewards** - Concentrate on clarifying and implementing the status quo. - Meet follower's needs if their performance measures up to leader's requirements. - Engage in mutually beneficial exchange process with followers. - Believe that there is an exchange relationship between the services rendered and rewards. - Believe that rewards increase motivation. - Search for deviations from standards and take corrective action. - Arrange that subordinates get what they want in exchange for efforts. - Intervene only if standards are not met. - Take action if objectives are not met. - Have control over vital information. - Provide followers with leverage from which to negotiate.
Transformational leadership	**Inspirational leaders** - Communicate high expectations. - Have a shared common culture. - Inspire follower awareness and understanding of mutually desired goals.

	- Express important purposes in simple ways. - Have the ability to engage in and to emotionally communicate a future idealistic state. - Inspire belief in organizational mission. - Radiate power and influence subordinates through visionary means. - Arouse in followers the effort to work harder and better. - Serve as a mentor. - Inspire followers to transcend their own self-interest for the good of the organization. - Employ a developmental orientation with followers. - Inspire loyalty in followers.
	Intellectual stimulation Transformational leaders stimulate followers intellectually. They - Promote rationality. - Encourage staff to try new practices consistent with their own interests. - Source of new ideas for professional learning. - Source of careful problem solving. - Support followers for creativity and self- direction. - Encourage followers to think of old challenges in a new way. - Exhibit role-modeling aspect of individual consideration. - Trigger individual cognitive motivation. - Stimulate followers to think about what they do for learners. - Encourage followers to question their own beliefs and values. - Facilitate opportunity for staff to learn from each other. - Encourage follower to question, when appropriate, the leader's beliefs and values.

	- Encourage followers to pursue own goals for professional learning. - Stress the use of intelligence to overcome obstacles. - Support individuals for creativity and self-direction. - Encourage followers to challenge the status quo. - Encourage followers to develop and review professional goals consistent with school goals.
	Individual consideration Transformational leaders pay attention to followers as individuals. They - Treat each follower as an individual. - Take opinions of followers into consideration when initiating action that affects followers' work. - Are aware of followers' unique needs and expertise. - Provide moral support by making followers feel appreciated for contributions made. - Provide a sense of purpose, vision and focus. - Have a structure for strategic planning. - Engage followers in collaborative decision-making process. - Are context bound. - Look for potential motives in followers. - Engage the full person of the followers. - Create relationship of mutual stimulation. - Elevate followers into leaders. - Achieve follower performance beyond ordinary limits. - Frequently reviews learners' progress. - Motivate others to do more than they originally intended. - Encourage good follower-leader relationship. - Motivate others to transcend their own interest so that the

	group will benefit.
	• Provide opportunities for followers to develop their capabilities
	• Elevate goals and develop skills.
	• Expect staff to be effective innovators.
	• Distribute leadership broadly among staff.
	• Show respect for staff by treating them as professionals
	• See the present as springboards to achieve future goals.
	• Form new expectations in followers.
	• Set empowerment processes in motion.
	• Relate to followers' developmental needs.
	• Motivate followers to adopt a reflective approach to practice.
	• Encourage followers to actively engage in their work.
	• Motivate followers to transcend the norms of their previous experience.
	• Broaden and elevate the interest of followers to accomplish the school's mission.
Challenging the process	This refers to leadership dimensions such as
	• Searching out opportunities
	• Willingness to take risks
	• Innovativeness
	• Treating mistakes as learning opportunities
	• Staying up-to-date, and
	• Revealing an experimenting attitude
Inspiring a shared vision	This refers to leadership dimensions such as
	• Gazing across the horizons of time
	• Enlisting the emotions of others to share the visions by means of their enthusiasm, and
	• Showing others how mutual interest can be met through

	commitment to a common purpose
Enabling others to act	This refers to leadership dimension such as • Strengthening others • Fostering collaboration • Building relationships of mutual trust • Stressing cooperative goals, and • Making others feel important, strong and influential
Modelling the way	This refers to leadership dimensions such as • Clarity about their organisation's values and beliefs • Keeping projects on course • Behaving in a way that is consistent with the existing values • Making it easy for others to achieve the goals by focusing on key priorities • Breaking down big projects into achievable steps (small wins), and • Setting an example
Encouraging the heart	This refers to leadership dimensions such as • Giving recognition and encouragement to those who persist • Assisting others to climb the steep and arduous • Continuing to pursue the vision, and • Celebrating accomplishments

From the foregoing discussion, one deduces that the quality of any transformation process depends on the caliber of leadership. Leadership, it seems, gives direction and effectiveness to transformation because it is the key agent of transformation. In essence, according to the above exposition, managers of secondary schools as transformational leaders concern should themselves with the motivation, betterment and empowerment of followers. With meaningful development and training in place, transformational leadership could be the relevant solution to the challenges prevalent in schools today because it always seeks to confront change as an

opportunity rather than a threat. It seeks to bring art and direction into the process of leadership as an agent of the transformational process. However some authors criticise transformational leadership as unethical and immoral while others refute this. Despite the criticisms, transformational leadership remains the recognized, accepted and respected leadership approach and will now be further investigated in chapters 3 and 4. Since transformational leadership is described in literature as a developmental approach, it has implications that leaders could be empowered to perform their leadership tasks and roles in a transformational way. This could enhance their leadership practices and hence their effectiveness in leading change and transformation.

This discussion of the basic principles of transformational leadership leads to the quantitative data presentation and analysis as discussed in Chapter 3. The framework in Table 2.3 will be used to design the RDQ for use in quantitative investigations in chapter 3 and the interview guide for use in qualitative investigations in chapter 4. Therefore, categories in Table 2.3 will be used to check which ones are school managers able to perform or practice and to what extent, as well which ones in which they need empowerment.

CHAPTER 3

QUANTITATIVE RESEARCH

3.1 INTRODUCTION

In **C**hapter 1, the problem for investigation was introduced and the objectives of the research were stated. To substantiate the need for the research a preliminary survey was conducted. This survey also helped to confirm that there is a problem of leadership in some of the secondary schools in the Eastern Cape Province. The review of literature in Chapter 2 discussed leadership in general, the development of leadership theories/models and how these lead to the concept of transformational leadership. Transformational leadership was then discussed in detail. This was followed by the implications of transformational leadership to managers of secondary schools during the time of change.

This chapter discusses the collection of quantitative data and describes the quantitative research design and data analysis procedures. It presents, analyses and interprets the actual situation regarding the transformational leadership abilities and practices of managers of secondary schools. This Chapter also discusses the questionnaire as a data collection instrument. It also gives a full discussion of data collection and data analysis procedures of the preliminary survey.

3.1.1 Permission to conduct research

The researcher planned to administer the Leadership Practices Inventory (LPI), the main questionnaire and interviews in secondary schools in the Eastern Cape Province. Before the administration of the data collection instruments, permission was requested in writing to conduct research in secondary schools in the Eastern Cape Province. Permission was granted.

A letter requesting permission to conduct a preliminary survey in secondary schools in the Mthatha district was sent to the District Director (Appendix 1). The response to this letter is in Appendix 2. The preliminary survey was conducted using the LPI (Appendix 3)

A letter requesting permission to carry out the main research was sent to the Superintendent General of the Eastern Cape Provincial Department of Education (Appendix 4). The response to this request is in Appendix 5. A covering letter to respondents (Appendix 6), explaining the purpose of the study was attached to the questionnaire (Appendix 7).

3.1.2 Trustworthiness

The trustworthiness of this investigation was enhanced by the use of a multiple-method approach. Both quantitative and qualitative approaches/methods were used. Schools' names and participants were treated as anonymous.

3.2 THE PRELIMINARY SURVEY

A preliminary survey was conducted for the purpose of getting information on the leadership practices of managers of secondary schools. This was necessary to check on the extent to which managers of secondary schools were practising leadership in their schools. The survey found out that manager of secondary schools were practising leadership to a moderate extent. Therefore, the researcher felt that these findings supported the need for this study since during the time of rapid and intense change in the education system and in school leadership for effectiveness, school managers should be performing leadership practices to a great extent. The preliminary survey therefore, supported the need for this study. The Leadership Practices Inventory (LPI) Appendix 3 was used to collect data for the preliminary survey. The LPI is designed to assist the researcher in identifying the extent to which the leader engages in the given leadership practices. The LPI (self) is meant for the leader to assess (rate) himself or herself on thirty leadership practices. He or she has to rate himself or herself in terms of how frequently he or she engages in the practice described by each item. The rating scale ranges from: 1- rarely or never; 2 - once in a while; 3 - sometimes; 4 - fairly often to 5 - very frequently or always.

The LPI (other) has the same items as the LPI (self). In the LPI (other), followers have to rate the leader on a five-point scale as explained above, in terms of how frequently he or she engages in the given leadership practices.

The LPI consists of 30 items to be rated on a Likert-type scale. School manager's leadership is rated according to five leadership practices identified by Kouzes and Posner (1993: 37-48; 69-73). These practices portray the following:

Challenging the process, which refers to leadership dimensions such as
- Searching out opportunities;
- Willingness to take risks;
- Innovativeness;
- Treating mistakes as learning opportunities;
- Staying up-to-date; and
- Revealing an experimenting attitude.

Inspiring a shared vision, which refers to leadership dimensions such as
- Gazing across the horizons of time;
- Enlisting the emotions of others to share the visions by means of their enthusiasm; and
- Showing others how mutual interest can be met through commitment to a common purpose.

Enabling others to act, which refers to leadership dimension such as
- Strengthening others;
- Fostering collaboration;
- Building relationships of mutual trust;
- Stressing cooperative goals; and
- Making others feel important, strong and influential.

Modelling the way, which refers to leadership dimensions such as

- Clarity about their organisation's values and beliefs;
- Keeping projects on course;
- Behaving in a way that is consistent with the existing values;
- Making it easy for others to achieve the goals by focusing on key priorities;
- Breaking down big projects into achievable steps (small wins); and
- Setting an example.

Encouraging the heart, which refers to leadership dimensions such as

- Giving recognition and encouragement to those who persist;
- Assisting others to climb the steep and arduous;
- Continuing to pursue the vision; and
- Celebrating accomplishments

The LPI was used in randomly selected urban and rural secondary schools in the Mthatha district of the Eastern Cape Province to collect data to substantiate the need for this study and to determine the extent to which managers of secondary schools currently practised transformational leadership. The Mthatha district consists of two circuits, namely, Mthatha and Mqanduli. The LPI (self) was sent to a manager, and the LPI (other) was sent to the deputy manager, head of department and educator in each secondary school in the preliminary survey sample.

A sample frame of forty-three (43) secondary schools in the Mthatha district was arranged in alphabetical order and numbered. The schools were separated into urban and rural. Thirty-three (33) secondary schools were rural and ten (10) were urban.

Systematic random sampling was done. The sample size consisted of 30% rural and 30% urban secondary schools.

$\underline{30}$ x 33 = 11 rural

100

and $\underline{30}$ x 10   = 3 urban secondary schools.

       100

The sample size was 14 secondary schools.

The sample interval was: $\underline{33}$ = 3 for rural secondary schools

                   11

and $\underline{10}$ = 3,33   = 3 for urban secondary schools.

   3

For both rural and urban secondary schools every third school in the sample frame was chosen to be part of the sample.

The LPI was delivered in person by the researcher to all 14 secondary schools in the sample. A minimum of two weeks was allowed for the respondents to respond and the LPI were collected thereafter. Some respondents responded on time but it took several reminders for others to respond. Ultimately all the LPI were collected. There was therefore a 100% return rate.

Respondents were asked to transfer their ratings to a prearranged summary sheet. The researcher worked out the total scores on the rating summary sheet. The LPI scores were recorded on the prepared grids as indicated below.

The grids for recording LPI (Appendix 3) scores that have been worked out on the rating summary sheet are arranged according to a predetermined set of items on the LPI. The first grid: (Challenging the process) is for recording scores for questions 1, 6, 11, 16, 21 and 26. These are the questions that relate to behaviours involved in challenging the process, such as searching for opportunities, experimenting, and taking risks. An abbreviated form of each question is printed beside the grid for easier reference.

In the first column of the grid, which is headed "Self Rating" the scores that the leader gave him or herself are written. The scores of the ratings by others are entered in the columns marked "Others' ratings." The grids provide space for up to ten others.

After all scores were entered for challenging the process, the totals of each column in the row marked "Totals" were calculated. Then all the totals for "others" were added. This grand total was written in the space marked "Total of all others' scores". To obtain the average, the grand total of all others scores was divided by three, that is, the number of people who completed the LPI (other). This average was written in the blank space provided. The sample below shows what the grid looks like.

CHALLENGING THE PROCESS

	SELF RATING	OTHERS' RATINGS					
		A	B	C	D	E	F
1. Seek challenges							
6. Stays up to date							
11. Challenges the status quo							
16. Looks for ways to innovate							
21. Asks "what can we learn?"							
26. Experiments & takes risks							
TOTALS							

TOTALS OF SELF-RATINGS ☐   AVERAGE OF ALL OTHERS ☐

Total of all others' ratings ☐

The other four grids are completed in the same manner. The second grid (Inspiring a shared vision) is for recording scores to the questions that pertain to envisioning the future and enlisting the support of others. These include questions 2, 7, 12, 17, 22 and 27.

The third grid (Enabling others to act) is meant for recording scores to questions 3, 8, 13, 18, 23 and 28. They involve fostering collaboration and strengthening others.

The fourth grid (Modelling the way) pertains to questions about setting an example and planning small wins. These include questions 4, 9, 14, 19, 24 and 29.

The fifth grid (Encouraging the heart) is for recording scores to questions about recognizing contributions and celebrating accomplishments. These are questions 5, 10, 15, 20, 25 and 30.

Recording scores

The scores from the ratings summary sheet were recorded on the five grids as explained above. The grids have scores for self-rating and others' ratings. Totals of all others' ratings were worked out and the results are tabulated in Tables 3.1 and 3.2.

Table 3.1: Totals of the scores for the LPI self in all the fourteen Secondary Schools

| | RURAL | | | | | | | | | | | URBAN | | | |
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	AV
Challenging	18	25	24	11	22	23	22	26	23	20	23	20	22	29	**22**
Inspiring	14	23	23	12	22	24	18	24	23	23	21	25	23	30	**22**
Enabling	14	26	23	12	28	24	26	23	26	26	27	27	21	30	**24**
Modelling	23	24	24	13	22	24	23	25	23	28	24	25	22	29	**24**
Encouraging	25	24	26	12	25	26	28	22	26	24	24	21	22	30	**24**

Table 3.2: Averages of the total scores for the LPI others' ratings

	RURAL											**URBAN**			
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**AV**
Challenging	19	21	17	08	12	23	22	23	18	24	24	20	19	25	**20**
Inspiring	21	23	18	07	09	22	24	25	19	23	24	19	23	26	**20**
Enabling	11	23	15	11	21	23	24	25	22	25	24	24	22	26	**22**
Modelling	25	23	18	08	12	22	24	24	19	26	25	23	21	25	**22**
Encouraging	26	24	17	11	20	23	25	24	22	24	23	19	25	28	**23**

For each secondary school, the total for the self-rating from each grid and average of the others' ratings from each grid were plotted on the prepared chart to form a graph of the total scores. All the points on the chart for self-rating were joined to form a graph. On the same chart, all the points for others' ratings were joined to form another graph. The graphs for self and others show the extent to which the school managers engage in the leadership practices in the LPI. The values on the chart are grouped into percentiles from low, through moderate, to high. The readings from the graphs are summarised in Tables 3.3 and 3.4.

Table 3.3: Average for others' ratings

	RURAL	**URBAN**
Challenging	19- Low	21 – Moderate
Inspiring	19- Moderate	21 – Moderate
Enabling	21- Low	23 – Moderate
Modelling	21- Moderate	23 – Moderate
Encouraging	22- Moderate	24 – Moderate

On the average, followers in rural secondary schools rated their school managers as low on challenging the process and enabling others to act; they rated their school managers as moderate on inspiring a shared vision, modelling the way and encouraging the heart and low on challenging the process and enabling other to act. On the average, followers in urban secondary schools rated their school managers as engaging in all leadership practices to a moderate degree.

Table 3.4: Averages for self-ratings

	RURAL	URBAN
Challenging	21- Moderate	23- Moderate
Inspiring	21- Moderate	23- slightly high
Enabling	23- Low	25- Moderate
Modelling	23- Moderate	24- slightly high
Encouraging	24- Moderate	24- Moderate

From the self-ratings of managers of secondary schools, on the average, managers of rural secondary schools rated themselves as low on enabling others to act and rated themselves as moderate on challenging the process, inspiring a shared vision, modelling the way and encouraging the heart. Managers of urban secondary schools rated themselves, on the average, as slightly high on inspiring a shared vision and modelling the way; and as moderate on challenging the process, enabling others to act and encouraging the heart.

From the analysis of results of the preliminary survey, the self-ratings of managers of rural secondary schools indicate that they engage in the leadership practices from a low to a moderate degree, whereas for managers of urban secondary schools the results indicate that they engage in the leadership practices from a moderate to a slightly high degree (cf Tables 3.1 and 3.4).

The analysis of results for the others' ratings indicate that followers of rural secondary schools rated their managers as engaging on leadership practices from a low to a moderate degree whereas followers of managers of urban secondary schools rated them as engaging on leadership practices on a moderate degree (cf 3.2 and 3.3).

It is interesting to note that managers rated themselves higher on the given leadership practices than the ratings of their followers.

From the results of the preliminary survey, on the average, the extent to which managers of secondary schools currently engage in leadership practices is to a moderate degree. Given the rate at which transformation in the South African education system is taking place, it seems inadequate for managers of secondary schools to be engaging in leadership practices only to a moderate degree. To keep up with the transformation process, it is crucial that school managers engage in leadership practices to a high or very high degree.

Therefore, the results of the preliminary survey confirmed the need for this study.

3. 3 MAIN (PRIMARY) QUANTITATIVE DATA COLLECTION

The main data collection instrument was a researcher-designed questionnaire (RDQ). Robson (1993: 243) is of the view that a questionnaire is a self-reporting instrument used for gathering information about variables of interest to an investigation. It consists of a number of items on paper that the respondents read and respond to. The questionnaire was chosen because, according to Robson (1993: 243), self-completed questionnaires are very efficient in terms of time and effort. Since the RDQ was mailed to a sample of managers of secondary schools in the Eastern Cape Province, it provided a wider scope than, for example, the interview. This enabled the attainment of a comparably high response rate, which time and financial constraints would have made difficult with the interview.

Burns (2000: 580) contends that the questionnaire is most likely to preserve the anonymity of the respondents and thus allows the respondent to respond freely to the items on the questionnaire. It is an appropriate method to obtain the relevant data for this study. The RDQ acquired information on: the personal profile of respondents, the location of the school, the training profile of respondents and their leadership profile. To design the questionnaire, ideas on the information to be acquired were accumulated from literature review.

Burns (2000: 581) indicates the following **advantages** of a questionnaire:

- It is less expensive to administer particularly when response from a largely dispersed population is desired.
- It is useful when the instructions and questions are simple and the purpose of the survey can be explained clearly in print.
- Each respondent receives the identical set of questions phrased in exactly the same way.
- The respondents are free to answer at their own time and their own pace.
- A questionnaire that can guarantee confidentiality may elicit more truthful responses.
- Fear and embarrassment that may result from direct contact are avoided.
- Questionnaires can be given to many people simultaneously.
- Questionnaires permit respondents enough time to consider responses before responding.

Although questionnaires have the above advantages, Robson (1993: 248) and Burns (2000: 581) identify the following **disadvantages**:

- There is no opportunity to acquire supplementary observational data.
- It is not suitable when probing is desired.
- There is little or no check on the honesty or seriousness of responses.

3.3.1 Construction of the questionnaire

According to Bless and Higson-Smith (2000: 110-115), questionnaires should have simple straightforward questions. The type of answer expected and how the answer should be recorded must be unambiguous. These writers identify the following guidelines for constructing a questionnaire:

- List the specific research issues to be investigated by the questionnaire. Decide what data is needed to study those issues. Formulate questions to measure those variables.

- Give great attention to the wording of the questions. Questions should be understandable. Avoid sophisticated language. Questions should not be double-barrelled, that is, contain two questions in one. Leading questions should be avoided.

- Structure the questions carefully. A logical sequence of questions that exhausts one topic before shifting to the next is the most meaningful approach. Start with general questions and proceed to the focus of the problem under study.

Robson (1993: 250) identifies the following factors as being important for securing a good response rate to questionnaires:

- The appearance of the questionnaire should look easy to fill in, with plenty of space for questions and answers.

- Clarity of wording and simplicity of design are essential. Give clear instructions.

- Arrange the contents to maximize co-operation. Ensure that questions do not suggest to respondents that the enquiry is not for them.

Taking the above into consideration, the researcher-designed questionnaire (RDQ) was constructed in the following way:

The RDQ was divided into the following main sections:

Section 1 Personal profile that gathered information on the gender, experience and age of school managers.

Section 2 School and training profile consisted of:
- Location of schools: urban or rural.
- Leadership training profile. Indicated how school managers received their leadership training.
- The need for positional induction for the rank of school manager.

Section 3 The leadership profile consisted of three sections:

Section 3.1 required respondents to rate the **importance** of the listed items on a five-point Likert scale according to the level of importance for leadership in times of change. The level was check with 1 assigned to 'not at all', 2 assigned to 'to a little extent, 3 assigned to 'to some extent'; 4 assigned to 'to a great extent and 5 assigned to 'to a very large extent'. High scores reflected high levels of importance and low scores reflected low levels of importance. This section had 18 items.

Section 3.2 required the respondents to rate their **training/empowerment needs** in each of the items given. This section had 18 items with items rated on a scale of 1 to 5 as explained in Section 3.1.

Section 3.3 required respondents to rate **their abilities** regarding the given leadership actions and behaviours. The abilities regarding the actions and behaviours were rated on a scale of 1 to 5. 1 was assigned to 'none'; 2 assigned to 'poor'; 3 assigned to 'fair'; 4 assigned to 'good' and 5 assigned to 'very good'.

The abilities of school managers regarding the given leadership actions and behaviours was divided into **three categories**, which were in turn sub-divided into **units of analysis** as shown below:

1. Charismatic: with four units of analysis
- Appealing vision and articulation of the vision (items 1 to 11)
- Personal risk (items 12-13)
- Environmental sensitivity (items 14-15)
- Sensitivity to followers' needs (items 16-25)
2. Transactional leadership with one unit of analysis
- Contingent rewards (items 26-36)
3. Transformational leadership with three units of analysis
- Inspirational and visionary leadership (items 37-47)
- Intellectual stimulation (items 48-64)
- Individual consideration (items 64-93)

Section 3.4   Leadership processes regarded by school managers as important

School managers gave the following as additional important areas or processes of leadership. These are given in Table 3.5. These were deduced from the questionnaires received from the respondents in response to section 3.4 of the RDQ.

Table 3.5: Frequency table for leadership processes regarded by school managers as important

LEADERSHIP PROCESS	FREQUENCY
Monitoring activities	1
Year plan	1
Constant supervision and monitoring	4
Team work	2
Capacity building	2
Empowerment programmes	3
Post provisioning	1
Discipline of learners	1
Controlling misconduct	1
Restoring good behaviour to learners	3
Flexibility	1
Honesty	1
Transparency	6
Provisioning and managing of resources	3
Respect of ideas of others	1
Collective leadership	1
Consultation	3
Value for money	1
Feedback	1
Clear performance indicators	1
Conflict management	9
Financial management	17
Diversity management	1
Team building	1
Collaborative/co-operative/Participatory decision-making	6
Evaluation	3
Facilitation	1
Creating an appealing and shared vision	8
Good follower-leader relations	2
Exposure to departmental policies and departmental policy workshops	2

Trust and sympathy	1
Maintaining high standards	1
To understand the various cultures of learners	1
Conflict management	1
Organisational behaviour	1
Labour relations/Law	4
Policy formulation	3
School Governing Body (SGB) training	2
Motivation and self-motivation	3
Role modelling	1
Collegiality	1
Visionary leadership	3
Management of change	3
Code of conduct	1
Leadership/Transformational leadership	3
Planning	1
Positional induction process	2
Strategic planning	3
Good human relations	2
Staff development	3
Governance	1
Record keeping	2
Leading, organising and control	5
Charisma	1
Set an example (model the way)	1
Punctuality	1
Supportive	1
Whole school development	1
HIV/AIDS management	1
Drugs/Crime/Violence management	1
Empathy to followers problems	1
Encouraging adherence to policies our part of staff	1
Quality assurance	1
Reliability	1
Communication	2
Promoting good values	1
Community involvement	1

Most on the leadership processes in Table 3.5 are similar to those give in the transformational leadership framework given in Table 2.3.

Section 3.5 Leadership processes for which training/empowerment is needed

School managers gave the following additional areas or processes of leadership in which they need empowerment. These are given in Table 3.6:

Table 3.6: Frequency table for leadership processes for which training/empowerment is needed

Making followers to the committed	1
Strategic planning	8
Financial management	35
Staff evaluation	4
Negotiation skills	1
Time management	5
Computer literacy	11
Conflict management	18
Proposals and business plans	2
Project management	3
Transformational leadership and Managing change	11
Labour law/Education law	9
Asset management	2
Planning	2
Policy formulation and implementation of departmental policy	6
Application of disciplinary action	3
Decision-making	1
Inspirational leadership	1
Motivation	9
Community involvement	3
Shared vision crafting	4
Capacity building	4
Staff development	5
SGB Training	3
Monitoring school activities	4
Leadership	3
Good interpersonal and human relations	1
Communication skills (strategies)	2
Monitoring	3
Human resource management	4
Visionary abilities	2
Innovativeness	1
Managing punctuality	1

Stress management	3
Office management	1
Resources management	6
Reward for good work	1
Creating high performance	1
Whole school development	2
HIV/AIDS management	1
Drugs/Crime/Violence management	1
Community development	1

From Table 3.6, it seems most managers of secondary schools need empowerment in financial management, conflict management, transformational leadership and management of change, computer literacy, strategic planning, motivation and education/labour law. These empowerment needs are closely related to the transformational leadership framework given in Table 2.3.

3.3.2 The sample

The ideal population would be all managers of secondary schools in the Eastern Cape Province. There are 912 secondary schools in this province. However, due to financial constraints, questionnaires were sent to a random sample of 40% of secondary schools. A list of all secondary schools with addresses was obtained from the Eastern Cape Provincial Department of Education. This facilitated faster mailing of questionnaires to all managers of secondary schools in the sample. The list was already arranged according to schools in the districts. This list formed the sample frame. This made it easy for the researcher to select a representative sample consisting of secondary schools in all the districts in the Eastern Cape Province. A representative sample was chosen using systematic random sampling from the list of all secondary schools in the Eastern Cape Province.

Data were therefore collected from a sample of 365 managers of secondary schools calculated as follows:

Sample size = $\underline{40}$ X 912

            100

= 365 secondary schools

Sample interval = $\dfrac{912}{365}$

= 2,5

The sample interval is three secondary schools therefore every third school from the sample frame was selected to form part of the sample.

3.3.3 Validity and reliability of the RDQ and LPI

Before the actual data collection, the researcher-designed questionnaire (RDQ) and the Leadership Practices Inventory (LPI) were checked for validity and reliability.

Validity

Burns (2000: 585) indicates the following as some of the variables that influence the validity of an instrument:

- How important is the topic to the respondents? Valid responses can be assumed from the individuals who are interested in the topic or are informed about it.
- Does the questionnaire protect the respondent's anonymity? It is reasonable to assume that greater truthfulness will be obtained if the respondents could remain anonymous, especially when sensitive or personal questions are asked.

According to Neuman (2000: 167), validity is concerned with the extent to which an instrument measures what one thinks it is measuring, the extent to which it actually measures what it is supposed to measure. Assessments are made from different points of view and depending upon the particular aspect from which the RDQ is judged, its validity is labelled accordingly.

Neuman (2000: 168) distinguishes between face validity and content validity. To him, face validity is a judgment by a scientific community that the instrument really measures the construct. It addresses the question: On the face of it, do people believe that the method of measurement is fit for the purpose for which it is designed? Others scrutinize various aspects of the instrument. Content validity, on the other hand, is a special type of face validity. It addresses the question: Is the full content of a definition represented in a measure? Measures should sample or represent all ideas or areas in the conceptual space. To Thorndike (1982: 120) content validity is a kind of validity by assumption. The items of the instrument are carefully examined by experts, who attest whether or not, or to what degree, they consider the instrument to be valid. For this research, face and content validity were used. To check validity, two expect researchers were requested to assess the RDQ. Their recommendations were used to adjust its final version.

To ensure validity for both the LPI and the RDQ the questions portray "real-life" situations, which is a positive attribute of content validity (Kerlinger, 2000: 418; Kouzes and Posner, 1993: 80). The LPI is a standardised instrument. In both questionnaires the items measured were related to the kind of statements participants generally made about their own and other's experiences of the best practices, in this case transformational leadership, thus contributing construct validity of the instruments (Niemann and Kotzé, 2006: 615).

Reliability

Reliability on the other hand, is the extent to which a measuring device is consistent in measuring whatever it measures. It means dependability or consistency. It suggests that the same thing is repeated or recurs under the identical or very similar conditions (Neuman, 2000: 164). To measure consistency of the data collection instrument, a test-retest or an internal consistency is done. According to Gall, Gall and Borg (1999: 229), test-retest reliability is an analysis of how consistently respondents respond to an instrument from one occasion to another.

According to Terre Blanche and Durrheim (1999: 90), reliability coefficients vary from 0 with no consistency to 1 with maximum consistency. Perfect agreement will yield a correlation of 1.00. Therefore a correlation of 0,95 means that the two sets of scores were in near perfect agreement. However, according to Cronbach (1970: 153) reliability coefficients should in practice be expected to exceed a value of 0,70. Gall et al. (1999: 229) further state that the level of statistical significance is usually accepted at 5% (0,05) or less. The lesser, the more significant, for example $p < 0,001$ means one can generalize with confidence beyond the two sets of tests that if the tests are redone over and over, the respondents would respond in a similar manner.

The Cronbach's Alpha reliability coefficient was calculated to measure internal consistency in the items of the questionnaire (cf next section on reliability of the RDQ). This is a measure of how items correlate with each other. To improve reliability of the study various measures could be used; triangulation was one of them. Triangulation was used for the purpose of this study. Wellington (2000: 24) cites Cohen and Manion who define triangulation as the use of more than one method of data collection in the study. In this study, a literature study was used together with the quantitative (LPI and RDQ) and qualitative investigation.

In both the quantitative and qualitative methods the researcher strove to account for validity and reliability.

For this study two quantitative data collection instruments were used, namely the LPI was used for the preliminary survey and the RDQ was used as the main data collection instrument. Their reliability testing was done as discussed below.

Reliability of the RDQ

For the RDQ both the Cronbach Alpha and the test-retest reliability were done.

(a) Test-retest reliability of the RDQ

For the test-retest respondents were requested to fill the questionnaire on two different occasions. A test-retest was done and the test-retest reliability coefficient was calculated. The results were as follows.

The test-retest reliability coefficient was calculated using STATA 8.2 and Excel. The results were the similar therefore the RDQ is trustworthy and reliable.

Table 3.7: Test-retest reliability coefficients

Respondents	Test-retest reliability coefficient
1	0,4525
2	0,9141
3	0,6212
4	0,5331
5	0,8834
6	0,8033
7	0,9573
8	0,6313
9	0,5011
10	0,8899
11	0,6854
Mean Coefficient	**0,7156**

The test-retest reliability coefficient was 0,7156 and is above the expected norm of 0,70. Therefore, the RDQ is reliable.

(v)   Cronbach Alpha reliability for the categories/ unit of analysis of the leadership profile in the RDQ

Section 3 of the RDQ, the leadership profile was divided into the following categories and units of analysis for which the Cronbach Alpha reliability was calculated to measure internal consistency of items of the RDQ:

Importance of the listed items for leadership in times of change

This category had 18 items.   The reliability coefficient was 0,9108, which is very good reliability.

Training/empowerment needs of respondents in the given items

This category had 18 items.   The reliability coefficient was 0,9345 which is very good reliability.

The ability of respondent regarding the given leadership action and behaviours

The leadership actions and behaviours were divided into three leadership categories, namely: charismatic, transactional and transformational leadership. Each category was further divided into unit of analysis and the Cronbach reliability was worked out for each unit as shown below.

(a) Charismatic

Charismatic leadership was divided into four units, namely:

(i)   Appealing vision with 11 items had a reliability of 0,8323 that is judged to be good reliability.

(ii)   Personal risk with two items had a reliability coefficient of 0,8012 that is good reliability.

(iii)   Environmental sensitivity with two items had a reliability of 0,8078 that is good reliability.

(iv)   Sensitivity to followers' needs with 10 items had a reliability of 0,8157 that is good reliability.

(b) Transactional leadership

Transactional leadership had one unit of analysis, namely: contingent rewards with 11 items that was found to have a reliability of 0,6453. This is slightly below the norm of 0,70. This slightly low reliability might be due to the fact that some respondents misunderstood/misinterpreted the meaning of the items or did not give a true reflection of their abilities in items for this unit. However, Cohen and Manion (1996: 139) assert that correlations ranging from 0,35 to 0,65 are statistically significant beyond the 1% level.

(c) Transformational leadership

Transformational leadership had 57 items and was divided into the following units of analysis:

(i)   Inspirational and visionary leadership with 11 items had a reliability of 0,8586 that was judged to have very good reliability for use in making predictions.

(ii)   Intellectual stimulation with 17 items had a reliability of 0,8321that was found to have good reliability.

(iii)   Individual consideration with 29 items had a reliability of 0,8782 that is very good reliability.

(iv)   Idealized influence is similar to charismatic leadership.

The overall Cronbach reliability for the whole RDQ was found to be a significant 0,9413 (> 0.90) therefore, it was judged to have very good reliability. According to Cohen and Manion (1996: 140), correlations at this level are very useful for making predictions.

Reliability of the Leadership Practices Inventory (LPI)

The reliability of the LPI is assumed form previous tests. The LPI is a good choice as an internal consistency of 0.80 and a significant test-retest reliability of > 0.09 over one year on a standardized sample of 1565 leaders has been reported for previous tests by the same instrument. The overall Cronbach alpha was high with a reliability coefficient of 0.9908 (Kouzes and Posner, 1993: 79) cited by Niemann and Kotzé (2006: 614).

3.3.4 Administration of the questionnaire

Before the RDQ was administered, a pilot study was conducted as explained below.

3.3.4.1 Pilot study

A pilot study gives the researcher an idea of what the method will actually look like in operation. To check the reliability of the RDQ, a pilot study in the form of a test-retest method was conducted before actual data collection. The RDQ was given to a non-probability convenience sample from the same population as the main survey to fill on two different occasions. The sample consisted of seventeen managers of secondary schools in the Eastern Cape Province. Of the seventeen questionnaires sent, eleven were returned for both the test and the re-test. The return rate was 64,7%. Through the use of the pilot study as pre-test, the researcher was satisfied that the questions asked complied with the requirements of the study.

3.3.4.2 The main (primary) study

The questionnaires were mailed to 40% of secondary schools that formed the sample. A stamped self-addressed envelope was enclosed in each envelope so that respondents could

mail the completed questionnaires back. Respondents were requested to complete the questionnaire and mail it back as soon as possible. However, it took from one to three months for the RDQ to be returned. This delayed the researcher's progress.

The provision of the list of secondary schools in the Eastern Cape Province made it feasible and easy to mail the questionnaires to the secondary schools in the sample. This saved the researcher in terms of the cost of travelling to and from the schools in the sample and also saved on time. Ultimately, 191 questionnaires were returned. The return rate was:

$\underline{191}$ X 100% = 52,3%
365

3.4 DATA PRESENTATION AND ANALYSIS

According to Cohen, Manion and Morrison (2000: 147), data analysis involves organising, accounting for and explaining the data in a manner that sense is made of the participants' definition of the situation, noting patterns, themes, categories and regularities.

To analyse the data, content analysis of the responses was used for scoring data. The RDQ was classified into categories and units of analysis (Kerlinger, 1986: 127) that covered the main area of content (Cohen & Manion, 1984: 56) so as to be able to make comparisons. Trends were identified and a comparative method of data analysis was employed to identify similar patterns as well as differences. The help of a statistician from the University of the Free State (UFS) was requested to compute data from the RDQ.

3.4.1 Computing the research data from the RDQ

To do computation, the statistical package STATA 8.2 and in some cases Excel were used. The use of two statistical computations increased the trustworthiness of the results.

Biographical data

A total of 191 respondents returned the questionnaire. The pie chart in Figure 3.1 indicates that of the 191 respondents 152 (80%) were male and 39 (20%) were females. From these results one may deduce that there were more male managers of secondary schools than female.

Figure   3.1

Classification of respondents according to gender
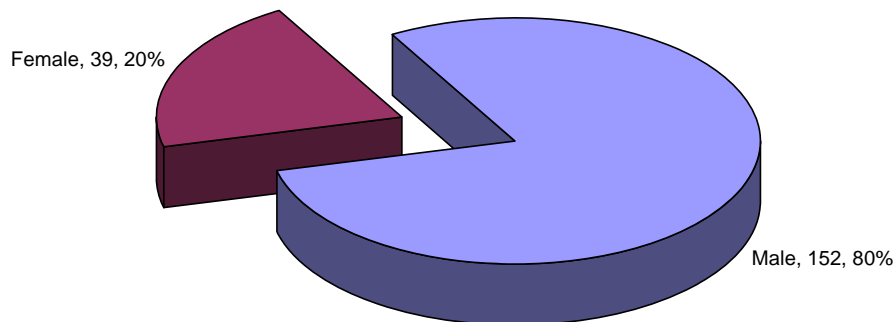
The pie graph in Figure 3.2 shows that 38 (20%) respondents had 5 or less years of experience as managers of secondary schools while 153 (80%) had 6 or more years of experience as managers of secondary schools. This has an indication that managers of secondary schools have the required minimum number of years to qualify as managers.

Figure 3.2

Classification of respondents according to years of experience

5 yrs or less, 38, 20%

6 yrs or more, 153, 80%
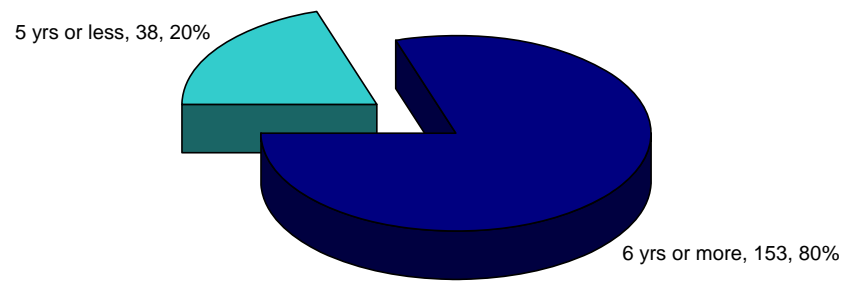
The pie graph on Figure 3.3 indicates that 109 (57%) of the respondent are younger than 50 year and 82 (43%) are 50 years and over.

Figure 3.3

Classification of respondents according to age

Younger than 50, 109, 57%

50 or older, 82, 43%
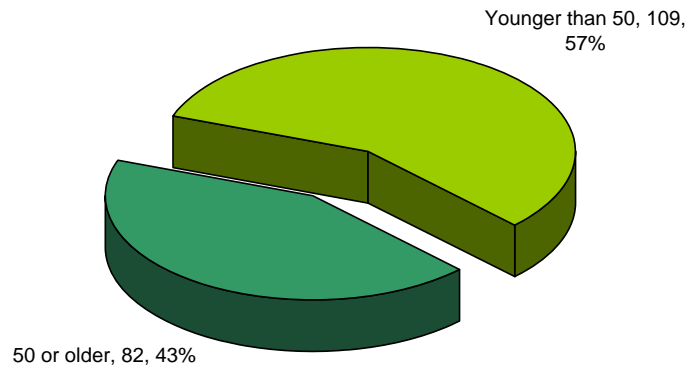
The pie graph in Figure 3.4 indicates that 48 (25%) of the schools are located in rural areas and 143 (75%) are located in urban areas. These results indicate the mostly rural nature of the Eastern Cape Province.

Figure 3.4

Classification of respondents according to the location of the school

Urban, 48, 25%

Rural, 143, 75%
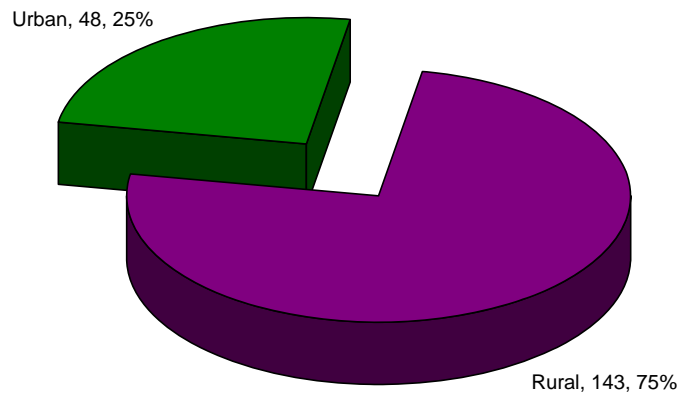
Table 3.8: Leadership training of respondents

	No training	Through pre-service	Through further studies	Through in-service	Through ad hoc course	Totals
Number of respondents	14	13	78	45	41	191
%	07	6,8	41	24	21,2	100

Figure 3.5

Leadership training of respondents
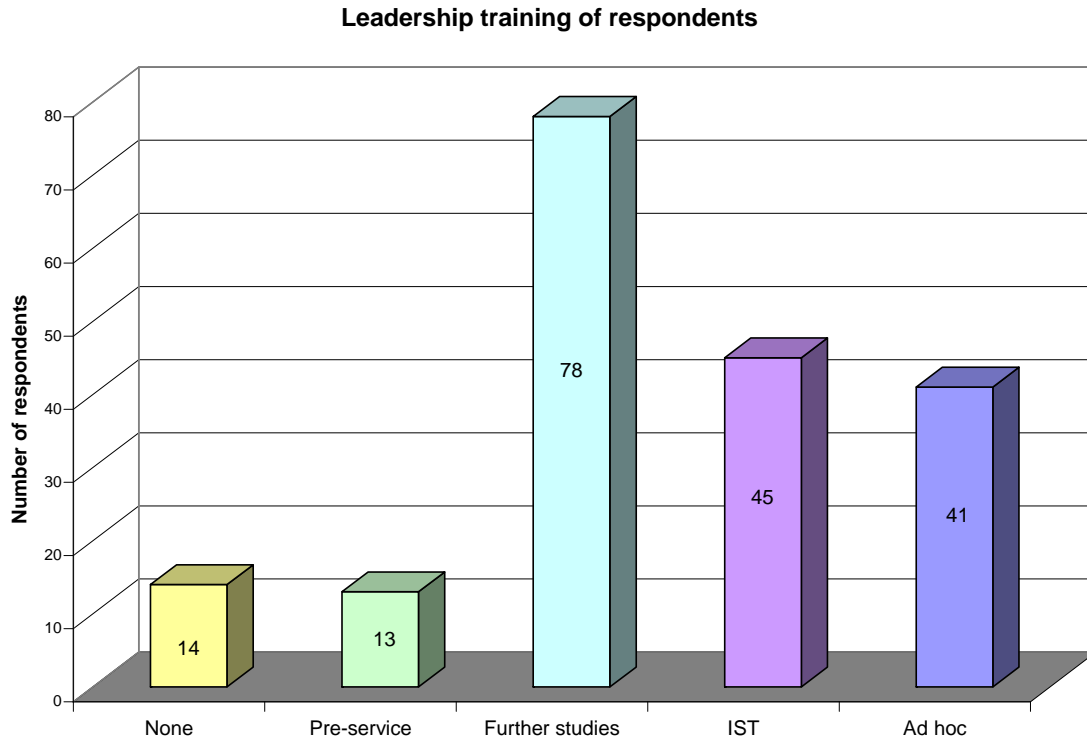
Table 3.8 and Figure 3.5 indicate that 14 (7%) of the respondents have no leadership training; 13 (6,8%) received pre-service leadership training; 78 (41%) received leadership training through further studies; 45 (24%) received leadership through in-service training; and 41 (21,2%) received leadership training through ad hoc means

Figure 3.6

Need for positional induction
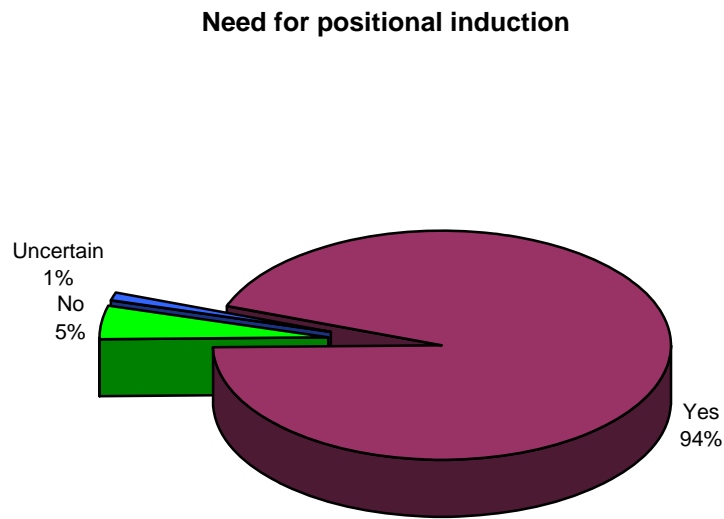
Of the 191 respondents 180 (94%) indicated that there was a need for positional induction of newly appointed school managers and 9 (5%) felt that there was no need and 2 (1%) were uncertain. The general feeling of respondents therefore, was that newly appointed managers of secondary schools should receive induction for their new positions as school managers.

Managers of secondary schools were requested to rate their leadership **training/empowerment needs** and the **importance of leadership** in times of change on the given item on a scale of 1 to 5 as follows: 1- not at all; 2- to a little extent; 3- to some extent; 4- to a great extent and 5- to a very great extent. Items on importance of leadership and empowerment needs were rank ordered in order of priority from the most important to the least important as indicated in Tables 3.9 and 3.10 below. This category of the RDQ had 18 items, the rank ordering of which was as follows: These items were extracted from the transformational leadership framework given in Table 2.3 where it clearly indicated in which category each item falls.

Table 3.9: Rank order of the importance of leadership in times of change

Factors on importance of leadership	Mean scores	Rank order
Encouragement of followers to work	4.28796	1
Monitoring school activities	4.28272	2
Establishing effective staff practices	4.27749	3
Inspirational motivation	4.22105	4
A shared school vision	4.19895	5
Developing structures to foster participation in school decisions	4.19895	5
Providing community focus	4.18895	5
Enabling others to act positively	4.19372	8
Modelling the way to do the work	4.16230	9
Visionary abilities	4.15707	10
Consideration of the needs of followers	4.15707	10
Creating high performance expectations	4.14136	12
Reward for good work	4.10995	13
Symbolizing professional practices, values and beliefs	4.06806	14
Intellectual stimulation	4.04712	15
Challenging the way things are done at work	3.95812	16
Idealized influence	3.94241	17
Charismatic characteristics	3.87435	18
Mean score for importance of leadership	**4.13787**	

The mean score for the importance of leadership in times of change is 4.13787. The items were rated on a scale of 1 to 5 therefore, 4.13787 is a very high rating. This indicates that respondents regard the items in this category as important to a great extent. Table 3.10 indicates the empowerment needs of managers of secondary schools

This category of the RDQ had 18 items that were rank ordered from the first to the last in terms of priority.

Table 3.10: Rank order of empowerment needs

Empowerment needs factor	Mean scores	Rank order
Praising and rewarding followers	3.93717	1
Providing intellectual stimulation	3.93194	2
Monitoring school activities	3.84737	3
Defining a school vision and striving towards its achievement	3.82199	4
Demonstrating high performance expectations	3.81152	5
Providing inspirational motivation	3.80105	6
Establishing effective staff practices	3.79581	7
Encouraging the followers to work	3.78010	8
Providing community focus	3.77487	9
Challenging the way things are done at work	3.76440	10
Transmitting professional practices, value and beliefs	3.75916	11
Exercising an influence that will be followed by others	3.73298	12
Developing structures to foster participation in school decision	3.73298	12
Creating a shared school visions	3.72775	14
Skills to enable others to act positively	3.71728	15
Being considerate of the needs of followers	3.66492	16
Acting in a charismatic way	3.65969	17
Ability to model the way work is done	3.64921	18
Mean score for empowerment needs	**3.78127**	

Managers rated their leadership empowerment needs on a 5-point scale. The mean score of 3.78127 could be rounded off to a whole number 4. Deriving from this mean score, managers of secondary schools need empowerment to a great extent.

The section on abilities of respondents has three categories highlighted in Table 3.11. These categories are: Charismatic, transactional and transformational leadership. Units of analysis are listed under each category. Details of what each category and unit of analysis entail are given in Table 2.3.

Table 3.11:   Summary of scores for categories and units of analysis for abilities of respondents

Categories and units of analysis	Mean scores
1. Charismatic leadership	**3.37382**
1.1 Appealing vision and its articulation	3.37982
1.2 Personal risk	3.24869
1.3 Environmental sensitivity	3.11518
1.4 Sensitivity to followers' needs	3.44398
2. Transactional leadership	**3.61875**
2.1 Contingent rewards	3.61875
3. Transformational leadership	**3.39107**
3.1 Inspirational and visionary leadership	3.30747
3.2 Intellectual stimulation	3.33849
3.3 Individual consideration	3.36732
Average of mean scores	**3.46121**

The items in this section were rated on a scale of 1 to 5 with 1 assigned to "none", 2 assigned to "poor", 3 assigned to " fair", 4 assigned to "good" and 5 assigned to "very good". Table 3.11 shows that abilities of respondents in performing the actions and behaviours given in the categories and units of analysis vary from 3.115 to 3.379 except for transactional leadership (contingent rewards), which has a mean of 3.62. These results indicate that respondents have fair ability to perform the actions and behaviour indicated by the given categories and units of analysis. A fair ability on transformational leadership is not enough during this time of change. As indicated earlier school managers should portray maximum ability to perform leadership activities. These results indicate the need for empowerment of managers of secondary schools in transformational leadership so as to improve their transformational leadership abilities.

After the means for the section of the RDQ per category and per unit of analysis were calculated, it was necessary to compute the t-tests for the difference of means between two groups as indicated below. This would assist the researcher to check if the variable tested had any significant influence on the two groups compared.

3.4.1.1 T-test for the difference of means between two groups

According to Bless and Kathuria (1993: 141-142), the t-test is used to measure a character for two different groups. The means and standard deviations of the scores of the two groups checked are calculated and the difference of the means is analysed with the aim of assessing whether these samples come from essentially different populations. For this study the two groups/characters were: **gender** that is, male and female; **age**, that is, less than 50 years and 50 year and above; **experience as a manager of a secondary schools,** that is, less than 6 year experience and 6 years and above; **location of secondary schools,** that is, urban and rural. The observed t-values were compared with the critical value found in statistical tables in accordance with the size of the population. This comparison was used to check whether the character checked had significant influence on the on the variables. This enabled the researcher to discover the underlying properties of the population from which the samples have been drawn.

For this study, in accordance with the sample size (n =191), the critical value in the statistical Table B (Thorne and Gibson, 2003: 404) and Table A.2 (Field, 2005: 755) and Exhibit G-2 (Cooper and Schindler, 2003: 820) is 1,960 for p = 5% (0.05 or 95%) level of significance and is 2,576 for p = 1% (0,01 or 99%) level of significance. If the calculated statistical value for the character tested (observed t-value or t_{obs}) $\geq$ the critical value (t_{cr}), the character tested has a significant influence on the variable. Using abbreviated form: If $t_{obs} \geq t_{cr,}$ (1,960 at p = 0,05 or 2,576 at p = 0,01) then the character tested has a significant influence on the variable. If $t_{obs} \leq t_{cr}$ then the character tested has no significant influence on the variable.

As indicated in Tables 2.3 and 3.11 transformational leadership is composed of the following:

Charismatic (idealised influence) leadership has the following units of analysis:
- Appealing vision;
- Personal risk;
- Environmental sensitivity;

110

- Sensitivity to followers' needs.

Transactional leadership has the following unit of analysis:

- Contingent rewards.

Transformational leadership has the following units of analysis:

- Inspirational and visionary leadership;
- Intellectual stimulation;
- Individual consideration;
- Idealised influence.

These were used as categories and units of analysis.

SD is Standard Deviation; n is number of respondents; M is male and F is female.

Table 3.12: Comparison of the significance between variables/categories according to gender

VARIABLES/CATEGORIES	n		MEAN		SD		t_{obs}
	M	F	M	F	M	F	
Importance of leadership actions	152	39	4.1523	4.0797	0.5486	0.2988	0.8000
Leadership empowerment needs	152	39	3.7214	4.0142	0.7881	0.4116	-2.2394*
Charismatic leadership	152	39	3.4634	3.0246	0.4797	0.3307	5.3887**
Appealing vision	152	39	3,4605	3,0652	0.5390	0.4243	4.2513**
Personal risk	152	39	3,3717	2,7692	0.9053	0.8339	3.7651**
Environmental sensitivity	152	39	3,1677	2,9103	0.8157	0.8497	1.7438
Sensitive to followers	152	39	3.5441	3,0538	0.5108	0.4167	5.5360**
Inspirational and visionary leadership	152	39	3,3756	3,0419	0.5560	0.4207	3.4969**
Transactional leadership	152	39	3.4438	3.1854	0.4186	0.2118	3.7296**

Contingent reward	152	39	3,6543	3,4802	0.5849	0.6211	1.6376
Intellectual stimulation	152	39	3,3866	3,1509	.50849	.26157	2.7973**
Individual consideration	152	39	3,4235	3,1483	.4857	.2973	3.3768**

* Significant (p = 0.05) or 95% level for $t_{obs} \geq 1.960$

** Significant (p = 0.01) or 99% level for $t_{obs} \geq 2.576$

To be significant, observed t-value or (t_{obs}) $\geq$ the critical value (t_{cr}). As indicated above, for n = 191, t_{cr} is 1.960 at 0.05 level and 2.576 at 0.01 (Cooper and Schindler, 2003: 820). For the purpose of this study, only significant observed t-values as indicated by * and ** in Tables 3.12, 3.13 and 3.14, were viewed as they confirmed a highly significant influence of the character on the variables checked.

- Gender has a significant influence at 99% (0.01) level on empowerment needs between males and females. Females need more empowerment than males.
- Gender has a significant influence at 99% (0.01) level on charisma between males and females. Males are more charismatic than females.
- Gender has a significant influence at 99% (0.01) level on transactional leadership between males and females. Males are more transactional than females.
- Gender has a significant influence at 99% (0.01) level on appealing vision between males and females. Males have a more appealing vision than females.
- Gender has a significant influence at 99% (0.01) level on taking personal risks between males and females. Males take more personal risks than females.
- Gender has a significant influence at 99% (0.01) level on sensitivity to followers' needs between males and females. Males are more sensitive to followers' needs than females.
- Gender has a very significant influence at 99% (0.01) level on inspirational and visionary leadership between males and females. Males are more inspirational and visionary than females.

- Gender has a significant influence at 99% (0.01) level on intellectual stimulation between males and females. Males stimulate followers intellectually more than females.
- Gender has a significant influence at 99% (0.01) level on individual consideration between males and females. Males have more individual consideration than females.

Table 3.13: Comparison of the significance between variables/categories according to experience

VARIABLES/CATEGORIES	n		MEAN		SD		t_{obs}
	Less than 6 years	6 years & above	Less than 6 years	6 years & above	Less than 6 years	6 years & above	
Importance of leadership actions	38	153	4,2105	4,1198	0.4989	0.5101	0.9851
Leadership empowerment needs	38	153	3,7442	3,7905	0.8145	0.7177	-0.3466
Charismatic leadership	38	153	3,4358	3,3584	0.5357	0. 4735	0.8777
Appealing vision	38	153	3,4785	3,3553	0.5943	0.5257	1,2585
Personal risk	38	153	3,1973	3,2614	0.8264	0.9460	-0,3826
Environmental sensitivity	38	153	3,3553	3,0556	0.8212	0.8202	2.0154*
Sensitive to followers	38	153	3,4526	3,4418	0.6057	0.5121	0.1121
Inspirational and visionary leadership	38	153	3,3540	3,2959	0.5316	0.5528	0.5857
Transactional leadership	38	153	3,4450	3,3777	0.4672	0.3806	0.9312
Contingent reward	38	153	3,5909	3,6257	0.6113	0.5926	-0.3216
Intellectual stimulation	38	153	3,3560	3,3341	0.5263	0.4667	0.2525
Individual consideration	38	153	3,4769	3,3401	.5782	.4322	1.6256

* Significant ($p = 0.05$) or 95% level for $t_{obs} \geq 1.960$

** Significant ($p = 0.01$) or 99% level for $t_{obs} \geq 2.576$

- Experience has a significant influence at 95% (0.05) level on environmental sensitivity between less experienced and more experienced managers. Less experienced managers are more sensitive to the environment than more experienced managers.

Table 3.14: Comparison of the significance between variables/categories according to the location of secondary schools

VARIABLES/CATEGORIES	n		MEAN		SD		t_{obs}
	Urban	Rural	Urban	Rural	Urban	Rural	
Importance of leadership actions	48	143	4,1400	4,1371	0.6328	0.4611	0.0342
Leadership empowerment needs	48	143	3,7743	3,7838	0.7042	0.7487	-0.0756
Charismatic leadership	48	143	3,4925	3,3340	0.4249	0.4999	1,9701*
Appealing vision	48	143	3,5322	3,3287	0.4477	0.5607	2.2812*
Personal risk	48	143	3,6042	3,1294	0.8376	0.9206	3.1600**
Environmental sensitivity	48	143	3,1875	3,0909	0.8419	0.8236	0.6992
Sensitive to followers	48	143	3,4875	3,4294	0.5081	0.5386	0.6560
Inspirational and visionary leadership	48	143	3,2992	3,3102	0.4624	0.5741	-0.1202
Transactional leadership	48	143	3,6799	3,5982	0.5700	0.6036	0.8225
Contingent reward	48	143			0	0.	
Transformational leadership	48	143	3.3706	3.3979	0.3661	0.4103	-04106
Intellectual stimulation	48	143	3,3309	3,3410	0.49097.	0.47457	-0,1271
Individual consideration	48	143	3.3034	3,3888	0.4016	0.4856	-1.0980

* Significant (p = 0.05) or 95% level for $t_{obs} \geq 1.960$

** Significant (p = 0.01) or 99% level for $t_{obs} \geq 2.576$

- Location of secondary schools has a significant influence at 95% (0.05) level on the level of appealing vision between managers of urban and rural secondary schools. Managers of urban secondary schools have a more appealing vision than managers of rural secondary schools.

- Location of secondary schools has a significant influence at 99% (0.01) level on the taking of personal risks between managers of urban and rural secondary schools. Managers of urban secondary schools can take more personal risks than managers of rural secondary schools.

- Location has a significant influence at 95% (0.05) level on charisma between urban and rural managers of secondary schools. Managers of urban secondary schools are more charismatic than managers of rural secondary schools.

Table 3.15: Comparison of the significance between variables/categories according to age

VARIABLES/CATEGORIES	n		MEAN		SD		t_{obs}
	Less than 50 years	50 years & above	Less than 50 years	50 years & above	Less than 50 years	50 years & above	
Importance of leadership actions	109	82	4,0897	4,2019	.5114	.4992	1.5162
Leadership empowerment needs	109	82	3,8032	3,7520	.7486	.7223	0.4752
Charismatic leadership	109	82	3,3523	3,4039	.4572	.5232	-0.7411
Appealing vision	109	82	3,3536	3,4146	.5221	.5659	0.7710
Personal risk	109	82	3,1422	3,3902	.8224	.0275	-1.8525
Environmental sensitivity	109	82	3,0872	3,1524	.8384	.8153	-0.5390
Sensitive to followers	109	82	3,4431	3,4451	.5216	.5450	-0.0258
Inspirational and visionary leadership	109	82	3,2836	3,3392	.5211	0.5813	-0.6953
Transactional leadership	109	82	3,3392	.5813	3,3392	.5813	-0.9140
Contingent reward	109	82	3,6147	3,6242	.6147	.5713	-0.1088
Intellectual stimulation	109	82	3,3043	3,3838	.4500	.5116	-1.1387
Individual consideration	109	82	3,3443	3,3978	.4388	.5019	-0.7830

* Significant (p = 0.05) or 95% level for $t_{obs} \geq 1.960$

** Significant (p = 0.01) or 99% level for $t_{obs} \geq 2.576$

3.5 EMERGENT TRENDS

- The result of the preliminary survey done using the LPI indicated that managers of secondary schools perform the given leadership practices to a moderate degree (cf 3.2).

- The main data collection instrument was the researcher-designed-questionnaire (RDQ). It was chosen because the population was large and that it was appropriate for the data to be collected (cf 3.3). The RDQ had the following sections:

Personal profile

Gender: The sample had 80% males and 20% female respondents (cf Figure 3.1 and 3.3.1).

Experience as managers of secondary schools: 20% of the respondents had less than 5 years and 80% had six years and more (cf Figure 3.2).

Age: 57% of the respondents were younger than 50 years and 43% were 50 years and over (cf Figure 3.3).

School and empowerment/training profile

Location of secondary schools: 25% of the secondary schools were urban and 75% were rural (cf Figure 3.4)

Leadership training profile

This profile had the following categories indicate in Figure 3.5 and Table 3.8.

The respondents had the training profile as given below:

- No training 7%
- Through pre-service education 6,8 %
- Further studies 41%
- In-service education 24%
- Ad-hoc courses 21,2%

The responses on the need for positional induction for newly appointed managers of secondary schools are given in Figure 3.6. They were as follows:

- 94% of the respondents indicated that there was a need for positional induction.

- 5% indicated that there was no need for positional induction.

- 1% of the respondents were uncertain.

The leadership profile

The leadership profile had the following categories:

- Importance of leadership had a mean score 4,13785 on a scale of 5 (cf Table 3.9). This is a very high rating that indicates that respondents regard the items in this category as important to a great extent.

- Empowerment needs had a mean score of 3,78127 on a scale of 5 (Table 3.10). This mean

   score shows that managers of secondary schools need empowerment to a great extent.

- Abilities (cf Table 3.11) had the following categories:

   - Charismatic leadership had a mean score of 3.37382 on scale of 5

   - Transactional leadership had a mean score of 3.61875 on scale of 5

   - Transformational leadership had a mean score of 3.39107 on scale of 5

These results indicate that respondents have fair ability to perform the actions and behaviour indicated by the given categories and units of analysis. As indicated earlier (cf 3.2) school managers should portray maximum ability to perform leadership activities.

Leadership processes regarded as important by managers of secondary schools are given in Table 3.5.

Leadership processes for which managers of secondary schools need empowerment are given in Table 3.6.

- T-tests were conducted on the categories and units of analysis by gender, age experience as school manager and by location of secondary schools. Results of t-test for significance of means between two groups are given in Tables 3.12 to 3.15. Some

of the characters were found to have significance influence on the variable checked and other had no significant influence. A summary of the results is given below. Only those with significant influence were viewed explained beneath each of Tables 3.12, 3.13, 3.14 and 3.15 and these also indicated below.

Influence of gender on categories and units of analysis

Only those variables on which gender had a significant influence are given below (cf Table 3.12):

- Females need more leadership empowerment than males.
- Males were found to be more charismatic than female.
- Males were found to be more transactional than females.
- Males articulate a more appealing vision than females.
- Males take more personal risks than females.
- Males are more sensitive to followers' needs than females.
- Males are more inspirational and visionary than female.
- Males stimulates followers intellectually more than females.
- Males have more individual consideration than females.

These results have implications that female managers of secondary schools should be more empowered on transformational leadership than male managers of secondary schools.

Influence of experience on the categories and units of analysis

Experience of managers of secondary schools had significant influence only on environmental sensitivity. Less experienced school managers are more sensitive to environmental constraints than more experienced school managers (cf Table 3.13). Therefore, more experienced managers of secondary schools will have to be more empowered on environmental sensitivity than less experienced ones.

Influence of age on the categories and units of analysis

Age had no significant influence on all the categories and units of analysis checked (cf Table 3.14. Therefore, managers of secondary schools have similar transformational leadership abilities and needs. Thus same empowerment strategies will have to be offered to all age groups.

Influence of location of schools on the categories and units of analysis

Location of schools does not have a significant influence on most of the categories and units of analysis. This has implications that managers of secondary schools in urban and rural areas have similar transformational leadership abilities and needs. Therefore, the same empowerment courses should be offered to both rural and urban managers of secondary schools. However, location of secondary schools had a significant influence on charisma, appealing vision and taking personal risks. Managers of urban secondary schools were found to be better in these categories than those of rural secondary schools (cf Table 3.14). Therefore, more empowerment on transformational leadership should be offered to manager of rural secondary schools.

3.6 SUMMARY

This chapter discussed the preliminary survey that was conducted using the LPI to check on the need for this study. The results of this survey indicated that managers of secondary schools performed leadership practices as given by the items of the LPI to a moderate degree. The main study was thus considered necessary as there is a need for maximum possible leadership practices during this time of change.

The main data collection instrument was a researcher-designed questionnaire (RDQ). This collected data from managers of secondary schools in the Eastern Cape Province. It collected data on the following:

- Personal profile of participants.

- School and training profile.

- Importance of leadership during the time of change.

- Empowerment needs in transformational leadership.

- Transformational leadership abilities of school managers in term of the given actions and behaviours. These abilities were classified into three categories, namely charismatic, transactional and transformational.

- An open section, which required participants to give their opinion on leadership processes they regarded as important during this time of change as well as those, they needed empowerment on.

Data were collected from a sample of 40% of the population. Content analysis was used for data analysis and for scoring data. After data capturing, data were computed using a statistical programme STATA 8.2 and Excel. Data were then presented, interpreted and discussed.

It was deemed necessary to get more information and to follow up the findings of the quantitative investigation to obtain greater clarity and expand on information directly from participants who formed part of the population studied. As a result it was considered necessary to do further research, hence Chapter 4 that deals with the qualitative research.

CHAPTER 4

QUALITATIVE RESEARCH

4.1 INTRODUCTION

The preceding chapters form an important background to this study. Chapter 1 gave an orientation and background to the study; Chapter 2 explored transformational leadership; Chapter 3 dealt with the quantitative investigation of the importance of leadership, leadership abilities and empowerment needs of managers of secondary schools. The results from the quantitative investigation necessitated getting more information through qualitative research. Chapter 4 follows up the quantitative findings thus getting more valuable data from participants. Qualitative data give a full picture and a holistic view of the investigation. Consequently, it enhances the study.

The interviews were conducted so as to provide more detail and to get clarity on the information gathered by means of the researcher-designed questionnaire (RDQ). The interviews also assisted in determining the details concerning the empowerment needs of school managers.

This chapter deals with the discussion of qualitative methodology: the research design and data report, reliability and validity of qualitative research, data collection and recording, organizing data for analysis, data analysis, description and interpretation of results.

4.2 QUALITATIVE METHODOLOGY

4.2.1 Definition

It is important to determine what is meant by qualitative research and to mention some of its characteristics. According to Smaling (1992: 174) cited by Niemann (2004: 5), Creswell (2003: 181) and Henning (2004: 8) qualitative researchers see:

- The object of the study of the world as defined, experienced or constituted by investigating people.
- The method of data collection as open, flexible and not strictly regimented and rigid.
- The representation of data in a form that is non-numerical.
- Data collection and data analysis as a cyclical relation and that one can stop gathering data when new data do not add new information to the research problem.
- Qualitative research as an approach that enables researchers to learn first hand about the social world they are investigating by means of participation in that world through a focus on the individual.
- Qualitative research as the study of phenomena in their natural settings and the world as experienced by the individuals in 'natural language'.
- Qualitative research as involving participant who is being studied and so as to establish a close relationship between the researcher and the participant. This rapport will enable the participants to 'open up' and talk about things that touch them deeply (Niemann, 2004: 6).

Creswell (2003: 181) adds the following characteristics of qualitative research. Qualitative research:

- Uses multiple strategies and methods of inquiry that are interactive interpretive and humanistic.
- Is emergent rather than tightly prefigured
- Views social phenomena holistically. The more complex, interactive and encompassing the narrative the better.

- Although the reasoning is largely inductive, both inductive and deductive processes are at work. There are simultaneous activities of collecting, analyzing and writing up data.

Niemann, Brazelle, van Staden, Heyns and de Wet (2000: 283&285) concur that qualitative research:

- Is a post-positivistic approach.
- Strives to understand behaviour through empathy.

In qualitative research:

- Hypotheses rather develop from data.
- Questions should be open-ended rather than structured.

According to Niemann (2004: 7), positivism is a philosophical system founded by Auguste Comte focusing only on positive facts and phenomena, excluding speculation on causes or origins.

Miles and Huberman (1988: 225) assert that qualitative methods are a source of rich description and fruitful explanations of processes occurring in local context.

For the purpose of this research, qualitative research is defined as an approach utilizing different qualitative techniques and data collection methods. It looks for involvement of participants in data collection and seeks to build rapport and credibility with the individual in the study. Qualitative research as a multi-perspective approach to social interaction aimed at collecting, describing, making sense of interpretation and reconstruction of this interaction in terms of the meaning that participants attach to it.

According to Patton (1987: 7), qualitative methods consist of three kinds of data collection; namely open-ended interviews; direct observations and written documents. Qualitative research data may be presented alone or in combination with quantitative data. Qualitative data provide depth and detail through direct quotation and careful description of events, people interaction and observed behaviour.

4.2.2 The development of qualitative research and underlying philosophy

Niemann (2004: 7) gives a diagram that attempts to provide an overview of the development of qualitative research and the philosophy that underlies it as described by Niemann et al (2000: 283) and Denzin and Lincoln (1994: 5).

Conflict

| Positivism | Post-positivism |

Reality to be studied and captured

Reality could never be fully apprehended

multiple methods

discovery of theories

Mid 20th century qualitative research
(e.g. Glazer & Strauss, Lofland, Guba
& Lincoln)

- Impossible to eliminate the effect of the researcher.
- This does not mean that data is collected to support personal **prejudices.**
- Qualitative researchers take advantage of personal **insights, feelings and perspectives** as human beings **to understand** what is under study**.**
- Does not hide behind 'objective methods' but make **values** explicit in the report.

Hutchinson (1990: 125) asserts that qualitative research involves investigating the objects in their natural settings and includes a focus on the context, 'lived' experience, patterns of experience and finally formulation of theory. Therefore, qualitative research involves a natural inquiry and this is discussed below.

4.2.3 Qualitative research as a naturalistic inquiry

According to Hutchinson (1990: 123-124), a combination of rigor and flexibility resulted in the development of naturalistic inquiry. It offered a systematic approach for generating substantive theory that were born in and helped explain the real world. Its data collection strategies are participant observation and interviewing. In each case the researchers go to the participants in an attempt at understanding their perspective within a given situation. The notion of discovery includes discovering first the world as seen through the eyes of the participants and then the basic social processes or structures that organize that world. The task of the researcher is to discover and conceptualise the essence of specific interactional processes. The resulting theory provides a new way of understanding the social situation from which the theory was generated.

Patton (1987: 40) and Babbie (2001: 284) maintain that naturalistic inquiry contributes to qualitative research. Naturalistic inquiry is inductive, pragmatic and concrete. The researcher generates theory from holistic data gathered through naturalistic inquiry for the purpose of checking on impacts or consequences of activities. Naturalistic inquiry can serve to take decision makers into the empirical world so that they can discover whether what they think to be the nature of the empirical world is actually the case. It provides information that can be used to improve the situation. Creswell (2003: 14) concur that in naturalistic inquiry the researcher attempts to derive theory of a process, action or interaction based on the views of participants in a study. This process involves using multiple stages of data collection and refinement, and interrelationship of categories of information. Two primary characteristics of this inquiry are constant comparison of data with emerging categories and theoretical sampling of different groups to maximize the similarities and differences in information.

Theoretical sampling means the characteristics of the sample are determined as the study progresses and new cases are sought on the basis of the theoretical basis.

Naturalistic inquiry helps in developing a theory that is derived inductively, that is, it is developed out of data. One starts theorizing as one goes along and this is done after each interview. It enables identification of tentative themes by pulling out the most salient issues from the interview (Oktay, 2004: 24).

According to Patton (1987: 18), qualitative naturalistic inquiry means having direct and personal contact with people. Qualitative approaches emphasise the importance of getting close to the people and situations being studied in order to understand personally the realities of the life of the participants. Face to face interaction is necessary and desirable. Closeness to sources of data makes key insights possible. Qualitative methods enable the researcher to learn about participants first hand.

Naturalistic inquiry as a qualitative method has the following perspectives:

Holistic perspective

Researchers using qualitative methods strive to understand situations as a whole. The researcher searches for the totality and the unifying nature of particular settings. This enables the researcher to view the situation as a whole and not as isolated, unrelated and out-of-context parts (Patton, 1987: 18).

Dynamic and developmental perspective

Qualitative naturalistic approach conceives situations and context as dynamic and developmental. Researchers should describe and understand these dynamic processes and their holistic effects on participants so as to provide information for improvement. Qualitative naturalistic formative approach is appropriate for developing innovative or changing

situations. One has to understand the meaning of human behaviour and socio-cultural context of social interaction (Patton, 1987: 18).

Guba and Lincoln (1988: 103-109) present the methodology of the naturalistic inquiry. The following are the essentials that should be satisfied to warrant beginning a naturalistic inquiry:

- **Entry condition**
  - The study should be pursued in natural settings that are time and context bound.
  - The naturalists enter the context as learners, not claiming to know before hand what is salient.
  - The human instrument is highly adaptable and can enter a situation without prior programming. After a short period the human being begins to discern what is salient and focuses on that.
  - Given that a human instrument is to be used, the methods to be used are clearly qualitative. Humans collect data best and not easily through their senses; talking and listen to people, observing their activities.
  - The naturalist insists on the right to incorporate taut knowledge. Taut knowledge is all that one knows, all that one says, the later is prepositional knowledge. Naturalists move into the situation without prepositional formulation in mind.

Guba and Lincoln (1988: 105) assert that the operations and outcomes of the naturalistic theory are continuously shaped and tested through negotiation and collaboration between the inquirer and respondent. Discovery and verification are continuously interactive processes. As soon as an element is identified as salient in the situation, it becomes subject to verification and expansion in all subsequent data collection.

- **Inquiry process**

    From the beginning of the inquiry process, data analysis is part of an ongoing process. A naturalist interviews the first participant or makes the first observation or reads the first document in an effort to get units of data that appear on their face. These units become the basis of further questions. An open-ended structure is maintained to permit the emergent of new units, that is, emergent design. As the analysis proceeds, the units of data begin to form a pattern that can be more directly explored in further data collection contacts. The process of sampling and data analysis are thus intimately related. The sample is selected to serve a purpose thus purposive sampling is used. After analysis into units and grouping those units into categories, the data tend to suggest some theory that explains being locally encountered. The data are gathered and analysed inductively. This process is akin to what has been described as the discovery of grounded theory. All the data collected and analysed contribute to the preparation of a case report. The data are continuously tested for coherence (Guba and Lincoln, 1988: 105-107).

- **Inquiry product**

    The inquiry process ultimately leads to an inquiry product that needs to be interpreted so as to be understood and be ready for application (Guba and Lincoln, 1988: 105-109).

4.2.4   Qualitative research as an inductive approach

As has been indicated under 4.2.1 and 4.2.3, qualitative research methods are particularly oriented towards exploration, discovery and inductive logic. According to Patton (1987: 14), inductive design begins with specific observations and interviews and builds towards general patterns. Categories of analysis emerge from open-ended interviews and observations as the researcher comes to understand the existing patterns. Extrapolations from the inductive approach may emerge when materials are content analysed, but the initial focus is on full

understanding of individual context. Findings are grounded in specific context and in real world patterns. The inductive approach is goal-free evaluation in which the researcher gathers qualitative data on actual impacts through direct observations and interactions with participants without limits to stated predetermined goals. Patton (1987: 150) adds that in inductive analysis patterns, themes and categories of analysis come from the data, rather than decided prior to data collection and analysis.

4.2.5 Ethnographic inquiry as a qualitative approach

According to Roman and Apple (1990: 44), ethnography insists upon rendering contextual description of social subject as they actually and creatively make sense of their social world. This indicates that ethnography is an approach used in qualitative research. Floersch (2004: 79) concurs that ethnography is holistic, inductive and naturalistic. Padgett (2004: 290) adds that ethnographic studies blend observational and interview data to produce monographs that holistically describe a social group, culture or setting.

As viewed by Shimahara (1990: 84), ethnography has no standardized procedure of investigation that all ethnographers use. This reflects the fact that ethnographic research is the craft of participant observation. The researcher makes field notes that provide a detailed narrative description of what has been observed. Subsequently by reviewing their field notes, researchers identify and analyze domains of the phenomena observed. This helps to identify categories and their relationships. Categories should be flexible so that they can be modified as research proceeds.

4.3 QUALITATIVE RESEARCH DESIGN FOR THIS STUDY

4.3.1 Introduction

Qualitative research in this study was used to follow-up on quantitative research as represented and interpreted in Chapter 3. There was a need to supplement quantitative

research findings with qualitative research so as to seek clarity on some of the issues that came up in quantitative research. Also this was necessary to get the opinions or views of respondents about some of the research results and to observe them in the natural settings.

This study was, therefore carried out within the framework of both quantitative and qualitative research design. Quantitative research is explained fully in Chapters 1 and 3. This chapter presents qualitative research design using mainly semi-structured interviews and to a small extent, some observation of the behaviour of participants during interviews, which served to validate what was said during the interviews as well as providing additional information and insight. In the ensuing presentation, a description of the delimitations and procedures implemented in this study is given.

4.3.2 Rationale for the selection of qualitative research

This study used a combination of quantitative and qualitative research methods. It seems that the problem and purpose of the study are the main determinants when selecting the most suitable methods for constructing knowledge. The major determinant of the choice of the methods is the demand of the problem and the data needed. The purpose of qualitative research in this study was to probe further into the findings of quantitative research and to get a holistic picture of the investigation. The purpose of this study is to explore, describe and understand the perception of participants as far as the objectives of the study are concerned. This helped to obtain insight and to provide meaningful information on the role of school managers in leadership, leadership knowledge and skills needed during the time of change as well as the empowerment of school managers with transformational leadership skills. This insight will also increase the knowledge base of managers of secondary schools and improve their functioning as transformational leaders.

4.3.3   Statement of subjectivity

Although in quantitative research the empirical-analytical researchers are supposed to be neutral since quantitative research is regimented, impartial or unbiased and value-free, qualitative researchers bear the opposite of these qualities as explained in 4.2.1. As a result quantitative researchers regard qualitative researchers as subjective. Smaling (1994: 17) and Keller (1985: 117) in Niemann et al (2000: 284) assert that in quantitative research the principle of "letting the object speak for itself" is not acknowledged. Only if the participants (objects) "speak" for themselves, can objectivity be obtained. This was the case in this study (cf 4.5). In that sense the researcher was objective.

Niemann (2000: 284) maintain that in quantitative research subjectivity is regarded as a hindrance, while qualitative researchers view subjectivity as a valuable instrument. According Smaling (1994: 17) cited by Niemann et al (2000: 284), objectivity is not viewed as an escape from subjectivity, but rather as an intelligent and acquired use of subjectivity to analyse something. In qualitative research the researcher may not be able to separate her or himself from the research. The interaction with the participants as data is collected and the interpretation of that data imply some subjectivity. Although the researcher remains objective, elements of subjectivity enhances the research. According to Wester (1987: 15) in Niemann et al (2000: 284), the researcher is not a *tabula rasa*. The background knowledge, ideas, perceptions and personal theoretical frame of reference of the researcher play a very important role in qualitative research. Therefore, both objectivity and subjectivity are very valuable, although they seem contradictory. 'Absolute' objectivity however, is never achieved (Smaling, 1994: 59 in Niemann, 2000: 284).

The research knowledge from literature review and from quantitative research enabled the researcher to formulate questions to guide the qualitative research. The researcher interacted with participants in a non-threatening manner because the researcher humbled herself as someone who seeks assistance for getting information only for research purposes. Bogdan and Biklen (1992: 46) are of the opinion that the researcher's primary goal is to add to

knowledge, not to pass judgment on a setting. In this study the researcher consciously guarded against the danger of transmitting preconceived ideas regarding the object of the study and allowed participants the opportunity to raise their opinion or views and express ideas, feeling, thought during the course of all interviews. In this study, therefore both subjectivity and objectivity were applicable.

The researcher mainly used semi-structured open-ended interviews. These types of interviews are more flexible than structured interviews and are more helpful than unstructured interviews in that they lead to easier analysis of data.

4.3.4   Target group and its selection

The participants were deliberately selected to provide information. Due to feasibility in terms of time and finance nine secondary schools were randomly selected. One participant per school was selected, school managers and educators were selected from different schools and therefore, nine participants were selected. The selected participants were two female and two male school managers as well as two female and three male educators (4.4.1 and Table 4.1). Educators were also selected to form part of the sample so that they could give their views about the leadership of their school managers. Educators were interviewed to get their experience, expectations and effect of the leadership of school managers during this time of change and to voice their views on what they considered as the empowerment needs for school managers. Interviewing participants enabled further clarification on the findings of quantitative research and gave a chance for the researcher to get the views of participants about some of the issues raised in detail. Semi-structured open-ended interviews were conducted with both school managers and educators.

For the five educators: three urban and two rural secondary schools were selected. For school managers: one urban and three rural secondary schools were selected. More rural than urban secondary schools were selected because the Eastern Cape consists of more rural than urban secondary schools

4.3.5   Ethics

According to Smith (1990: 260), ethics has to do with how one treats those individuals with whom one interacts and is involved. How the relationships formed may depart from some conception of an ideal situation. Floersch (2004: 105) and Waldrop (2004: 240) concur that each interview should begin with an informed consent and the signing of a consent form. The only record that should link the researcher with the respondent is the consent form.

In this study, participants were treated with care and fairness. The relationship was open and conducive to a conversational approach. The inquiry did not harm the participants. Their rights and feelings were protected. The purpose of the interview was explained and consent to carry out the interview was asked and granted. Participants' permission to use the interview for research purposes was requested and given. Participants were assured of the anonymity of the research. Participants were coded and their schools were not mentioned (cf 4.6.1 and 4.6.2).

An informed consent was obtained from participants (Appendix 9) to record the interview and to use the data for the report. This acknowledged all the rights of participants that include the following: anonymity, confidentiality and the right to privacy.

4.3.6   Data collection

According Patton (1990: 371), data gathering is not an end in itself. It leads to data analysis, interpretation and presentation of findings. Data comprise any kind of information which the researcher can identify and accumulate answers to their inquiry. Data collection in qualitative research is 'soft,' that is, it is rich in description of people, places and conversations and is not easily handled by statistical procedures. Strauss and Corbin (1990: 17) concur that qualitative research is any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification. Data in qualitative research include materials from interviews, observation transcripts, field note, journals and official documents.

Hitchcock and Hughes (1995:296) add that data in qualitative research are present in vast varieties of forms such as field notes, observations, conversations and interviews to a range of records and documents. In this research semi-structured open-ended interviews were dominant strategies used in data collection.

4.3.6.1 The interview as data collection method

According to Henning (2004: 8), to investigate the quality of life of people in an area, the researcher interviews participants. Qualitative interview is a conversation with a purpose to get valid and reliable information. Scheurich (1997: 61) asserts that interviewing as a qualitative research method can be artificially separated into two parts: first, actually doing the interview; second, interpreting the interview. In the conventional one-to-one interview, the researcher asks some questions that may be structured, semi-structured or unstructured and records the responses, usually on a recorder. According to Rudduck (1993: 19), "Voices need to be heard ", therefore, the use of the audiotape for interviews enables the interviewer to quote passages from the interview. The power of direct quotations captures vividly what could be expressed dully and less economically in the researcher's own words. Scheurich (1997: 61) adds that the audiotape is transcribed and then treated as text. This text is analysed and coded in order to develop or support some generalization of theory.

According to Hutchinson (1990: 125), interviews permit researchers to verify, clarify or alter what they thought happened, to achieve a full understanding of an incident and to take into account 'lived' experiences of participants. McMillan and Schumacher (1997: 264) maintain that structured interviews are conducted by means of pre-determined questions in an oral format.

Robson (1993: 228) views the interview as a kind of conversation with a purpose. Bless and Higson-Smith (2000: 104) explain that many natural features and properties cannot be expressed in quantitative terms "they will lose their reality if expressed simply in terms of frequency" (Bless and Higson-Smith, 2000: 104). Henning (2004: 9) adds that knowledge of

human beings involves the understanding of quality that cannot be described through the exclusive use of numbers. As qualitative researchers direct their attention to the meanings given to events by participants, they come to understand more than what a list of descriptions or table of statistics could support.

For the purpose of this study semi-structured interviews were conducted and these involved direct personal contact with the participants who were asked to respond to questions relating to the research problem.

(a)   Semi-structured open-ended interview

According to Patton (1987: 112-113), this consists of a set of questions carefully worded and arranged for the purpose of taking each respondent through the same sequence and asking each respondent the same questions with essentially the same words. This is used when it is important to minimize variation in the questions posed to interviewers. This reduces the bias that may occur from having different interviews for different people, including the problem of obtaining a great deal of data from certain persons while getting less systematic information from others. It makes data analysis easier because it is possible to locate each respondent's answer to the same question rather quickly, and to organize questions and answers that are similar.

According to Patton (1987: 110) an interviewer should take note of the following approaches to qualitative interviewing:

- **Informal conversational approach**

According to Patton (1987: 110), this approach relies on the spontaneous generation of questions in the natural flow of an interaction. This is typically an interview that occurs as part of ongoing participant observation fieldwork. Most of the questions will flow from the immediate context. Interview questions will change over time and each interview builds on

the preceding ones, expanding information that was picked up previously, moving in new direction, seeking elucidations and elaborations from various participants in their own terms. The interviewer must 'go with the flow'. The strength of the interview is that it becomes highly responsive to individual differences and situational changes. Its main weakness is that it requires a great amount of time to get systematic information.

- **The interview guide or schedule**

According to Patton (1987: 111), an interview guide is a list of questions/issues that are to be explored in the course of an interview. It ensures that essentially the same information is obtained from a number of people by covering the same material. It provides topics/subject areas about which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. The questions may be taken in any order. The guide serves as a checklist during the interview to make sure that all topics are covered. Shimahara (1990: 85) adds that guiding questions are framed in general terms to allow probing questions to evolve later. The interview should still be conversational.

An interview guide was constructed to serve as a guide but was at no time allowed to dictate the interview and participants were allowed to raise issues and elaborate on aspects. The interview guide is attached as Appendix 8

- **Style combination**

Patton (1987: 114) suggests that it is possible to combine an informal conversational approach with an interview guide approach. It is also possible to combine a semi-structured open-ended interview approach with the structured interview approach. A number of basic questions may be worded quite precisely in a predetermined fashion, while permitting the interviewer more flexibility in probing and considerable freedom in determining when it is appropriate to explore certain subjects in greater depth, or even to undertake whole new areas of inquiry that were not originally included in the interview instrument.

The common characteristic of all three qualitative approaches to interviewing is that the persons being interviewed respond in their own words to express their own personal perspectives. The fundamental principle of qualitative interviewing is to provide a framework within which respondents can express their understanding in their own terms.

According to Berg (1995: 29) in Heckroodt (2002: 123) an unstructured interview could be described as a social interaction between equals in order to obtain research-relevant information.

Patton (1987: 7-11) asserts that direct observation and written documents, including such sources as open-ended written items on questionnaires, personal diaries and program records. The data from open-ended interviews consist of direct quotations from people about their experiences, opinions, feeling and knowledge. Qualitative evaluation data may be presented alone or in combination with quantitative data. Responses are neither systematic nor standardized. Open-ended responses enable the researcher to understand the world as seen by the respondents. They permit the researcher to understand and capture the perspectives of participants without predetermining their perspective through prior selection of questionnaire categories.

4.3.6.2 Rationale for the choice of the interview as the qualitative data collection strategy

The researcher chose the interview as the main qualitative data collection strategy because it is a suitable strategy to allow the object 'speak for itself' so as to allow for an element of objectivity of the researcher (cf 4.3.3). Robson (1993: 229), Burns (2000: 582-583) and Bless and Higson-Smith (2000: 108) cite the following advantages of interviews that convinced the researcher to choose it for data collection:

- Flexibility. The interviewer had an opportunity to observe the behaviour of respondents as interviews proceed. Questions were repeated, reformulated or their meaning explained if the respondents did not understand them. The interviewer also

pressed for additional information where a response seemed incomplete, not clear or not entirely relevant.

- Response rate. People are more willing to talk and react verbally than to write responses to questions. This was a key benefit for this study and therefore 100% response rate was attained.

- Face-to-face interviews offered a chance of modifying the interviewer's line of inquiry, following up interesting responses and investigating underlying motives in a way that postal and other self-administered questionnaires might not achieve.

- Interviews enabled the interviewer to probe and this elicited more complete responses and eliminated the 'don't knows' and non-responses.

- Observation of the respondent's non-verbal communication was possible and this provided a good perspective to data collected.

- Individualised appreciations were shown to the respondents and the respondents in turn indicated their appreciation of getting an opportunity to participate.

- Interviews allowed for the discovery of new aspects of the problem by exploring in detail the explanations supplied by the respondent.

Semi-structured interviews as data collection techniques will be discussed below, since these were the dominant strategies used in this study.

4.3.6.3 Interviewing participants

According to Lincoln and Guba (1985: 270) interviewees should be briefed with respect to the nature and purpose of the interview as part of the informed consent procedures. When the researcher made appointments with the participants and they were briefed about the purpose of the study, possible duration of interview and a choice of where the participant would like to be interviewed. Interviews were held as per the choice of the participants in terms of date, time and place.

For each interview the researcher introduced herself in a friendly way and then introduced the purpose of the interview without giving a lot of information that could influence the views of the participants and lead to bias on their part. The main purpose of the interviews was to get information based on the findings of quantitative investigation pertaining to the leadership of school managers during transformation. Though the research is on the empowerment of school managers in transformational leadership, it was appropriate to also get information from educators (cf 4.3.4). Their views, feelings and opinions about the leadership of their school managers as their leaders during this time of change were considered to be very important. Therefore, their inputs on various issues discussed were very valuable

The consent form was given to each participant before the interview commenced to read and sign. This granted permission to the researcher to conduct and record the interview. The researcher was therefore allowed to quote parts of the interview, use the data for the data report and to interpret such in the light of the rest of the research. The researcher gave assurance that what is said in the interview, would be treated confidentially (cf 4.3.5).

The interview schedule/guide was used to ensure that all the elements of the quantitative research that needed further explanation or details were explored. These issues are raised below. Participants were, however allowed to raise issues or discuss issues affecting leadership practices during the time of change or transformation. Where necessary the sequence of questions was altered in accordance with the situation and further questions were asked to probe more deeply as the situation required. Therefore, questions were not posed in a rigid manner as the interviewees were allowed to respond spontaneously.

The following main questions were posed to managers of secondary schools:

- How do you see the role of leadership in times of change and transformation in schools?
- What leadership skills and management actions do you regard as necessary for the effective handling of change and transformation in the school?

- If you or any other school manager has to be trained for managing transformation, what would you regard as the aspects to be addressed in such training?
- Research has found that male and female school managers differ in their approaches to leading change and transformation. Do you agree? Support your view.
- Research has also found that urban and rural school managers differ in their approaches to leading change and transformation. Do you agree? Support your view.

These were asked from educator:

- What is your experience about the changes that are taking place at your school?
- What are your expectations from your principal during this time of change?
- How has the school manager's leadership changed the way you handle the changes at school?
- How do you experience your school manager's leadership during this phase of change?
- What do you think school managers need to be trained or educated in to lead their schools to effectiveness during times of change?
- What are the expectations from parents and the community with regard to your principal leadership in times of change?
- How do you think the school community experiences your school manager's leadership during change?

All participants preferred English as the language of communication. Therefore the interviews were conducted in English.

The participant was given an opportunity to 'warm up" by being asked some biographical data for example when did she or he become principal/educator in this school. The names of respondents were coded. Warm up conversation enabled the atmosphere to be relaxed and conductive to interviewing in a conversational approach. The fact that interviews were conducted in participants' school and in office or at their homes made the participants feel

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comfortable. The interviews were not long, this contributed to the full concentration, participation and listening span of participants. The atmosphere was warm, friendly and informal. Participants showed spontaneity and rapport with the researcher. There was a relationship of trust and openness during the interview and this put the participant at ease and ensured the co-operation of interviewees. This relationship of trust eliminated having to convince participants of the sincerity of the researcher's intention to collect data in an objective manner. Interviewees were assured that their identity and any information that they provided would in all circumstances be treated confidentially and anonymously in the report (cf 4.3.5). The conversation ended up being interesting and both the participants and the researcher enjoyed it. Both the participants and the researcher perceived the interview as a learning experience.

According to Burns (2000: 582) and Robson (1993: 232), the interviewer's job is to ask questions in such a way as to obtain valid responses and to record the responses accurately and completely. Heckroodt (2002: 123) supports this by saying when an interview is conducted, the use of a recorder is recommended. Therefore, a good quality digital recorder that records on memory was used to record all interviews. Thus, a complete and accurate recording of the participant's answers was made.

The interviewer had an interview guide (Appendix 8) that was used to guide the areas to be covered with each participant. It had the advantage that it provided for relatively systematic collection of data and at the same time ensured that important data was not left out. However, the interviewer was familiar with the questions and this enabled her to approach questioning in a conversational manner (cf 4.3.6.1.1). Participants were encouraged to raise issues during the interviews. Although the questions were fairly specific in intent, they did not restrict responses from participants. As the interview proceeded, the researcher decided on how to phrase questions, when to ask which questions and when to probe. The researcher motivated the participants to participate and stimulated them through probing and directing them to the research topic. Questions became more and more specific as the interview continued and as the interviewer senses what is salient about the information the participant was providing.

The researcher asked probing questions where necessary on the information provided by participants.

Probing was done in a friendly, reassuring and non-threatening way and the researcher made clear that, although a given response was acceptable, further information was required. Participants were assured that there are no right or wrong answers, honest opinion and information is required, therefore no input is rejected. To prevent data bias, no value judgments were made by the researcher during probing. In probing, the researcher asked open-ended questions. Interviewees were asked for clarification and more information in a casual way. The interviewer sometimes gave a reflective summary of the ideas, opinions and feelings expressed during the interview. This was done to ensure that the interviewees were correctly understood.

The researcher thanked the participants and expressed appreciation for their contribution to the research. Some of the participants' comments at the closure of the interview were as follows: *"I appreciate this opportunity, forums where one gets a chance to voice views are scarce"; "I am planning to start with my Masters degree next year, for me this was a learning experience as I will be doing the same in a few years"; "The interview flowed very smoothly because you have prepared very well for it and I enjoyed it, you are bound to be successful"*. These comment encouraged the researcher.

The duration of the interviews varied from thirty (30) to forty three (43) minutes. Seven (7) interviews were conducted in offices at the participants' schools and two (2) were conducted at the participants' homes (Table 4.1).

Out of the five secondary schools at which the researcher interviewed educators, three school managers were not at school. In one secondary schools both the school manager and the deputy were not at school and this concern was reiterated by a participant, *"There are many bad things some principals do like coming to school late and knocking off early or not coming to school or not going to class"*.

4.3.7 Data analysis

The recordings of the interviews provided a very important data source. The recordings were listened to over and over after each interview (Sands, 2004: 52). To facilitate analysis of the data all recorded interviews were transcribed after each interview and typed verbatim by the researcher (Van Wyk, 1996: 164) (cf 4.3.6.3). The researcher read transcriptions over and over as a means of review for errors (Oktay, 2004: 24). Corrections were made where necessary. Recordings assured completeness and provided an opportunity to review the interviews as often as needed to ensure that full understanding was achieved. The recordings also enabled the researcher to check on non-verbal cues such as significant pauses, raised voice and so on (Oktay, 2004: 24). Van Wyk (1996: 164) further argues that the quality of the recordings and word-for-word transcriptions ensures a high degree of accuracy and freedom from bias. Transcripts form the main data of qualitative research. Transcripts are kept safely and will be available when needed. Sands (2004: 51) maintain that the interaction between the researcher and the participants has to be reflected in transcriptions. Miles and Huberman (1994: 51) view transcribing data as important in ensuring reliability and validity.

The researcher observed the behaviour of participants during the interview. The notes taken during these observations assisted in reconstructing some segments of the data. Further notes were made immediately after the interviews to capture meanings in tone, volume, emotionality, facial and body language and disposition of the participants. The researcher's knowledge of the research area ensured that potentially obscure references were understood (Van Wyk, 1996: 164).

Patton (1990: 379) asserts that data generated by qualitative methods are usually very large. The data for this study consisted of 53 pages of typed interview transcripts and notes that the researcher made. Organizing all this data was very time consuming. Therefore, Fetterman (1988: 229) suggests "data reduction" and explains it as the process of selecting, processing, simplifying, abstracting and transforming the raw data. According to Heckroodt (2002: 143), examples of raw data within the presentation help to provide an opportunity for the researcher

to check the level of validity of the research data. This approach is followed in this study since a good qualitative study is well documented with transcripts taken from raw data to illustrate and substantiate the assertions made. Each issue, reference and tentative conclusion are supported by reference to one or more extracts from the participant's discourse by means of verbatim accounts. As far as possible in selecting quotes, the researcher has attempted to provide a balance of selections, so that no participant is over-quoted or omitted.

To transform the raw data, the main form of data analysis for this study was content analysis. According to Patton (1990: 381), content analysis is the process of identifying, coding and categorizing the primary patterns of data. In this study the data consist mainly of transcribed interviews and were analysed in order to understand the views and experiences of participants. Transcribing data immediately was done to capture the emergence of units of meaning. As the transcriptions proceeded, the researcher started to look for emerging patterns that later resulted in units of analysis that were noted and coded. These units were organized into themes or topics by means of descriptive names. These themes or topics were clustered into categories (cf 4.5).

According to Floersch (2004: 105), these categories lead to the formulation of the data report. This process described above is the basis of the naturalistic approach that is inductive in nature. Theory emerges from specific data that arise from specific situations/contexts as derived through interviews.

Typed reports were given to participants to read and verify that they were a true reflection of the interview. Participants were requested to comment, react or add to the data report. The researcher continued with more data analysis after receiving edited reports from participants. These were taken into consideration in the final presentation and analysis of data. This feedback from participants ensured the researcher that participants were satisfied with the content of the data report.

4.3.8   Presentation of data

Van Wyk (1996: 166) maintains that the key issue of the numerous examples of the data is inclusive of the numerous examples of raw data and original discourse. The collected data are organized into readable and narrative descriptions with major themes, units of analysed topics, categories of analysis and illustrative case examples extracted through content analysis.

According to Patton (1987: 11), direct quotations are a basic source of raw data in qualitative data.   They reveal the respondents' level of emotion; the way they have organized their thoughts, their experiences and their basic perception. The qualitative evaluator provides a framework within which people can respond in a way that represents their point of view about their context accurately and thoroughly. The narrative comments from open-ended questions are typically meant to provide a forum for elaborations, explanations, meanings and new ideas.

In the data report, where word-for-word or verbatim accounts (cf 4.5.) of participants are quoted, no attempt has been made to correct the language usage (cf 4.5.).   All direct quotations are presented in italics so as to 'stand out' and capture the attention of the reader. If quotations are short, they are presented in inverted commas; if they are long, for example a paragraph, they are presented as indentations.   Where the meaning is obscure within a quotation the researcher added a word or a phrase between square brackets to prevent misunderstanding.

4.3.9 Reliability and validity

Shimahara (1990: 86) maintains that ethnographic validity refers to the degree to which the research achieves what it purports to discover, that is, authentic representation of what is happening in a social setting. Houtkoop-Steenstra (2000: 2) asserts that the quality of research methods depends both on reliability and validity.

According to Niemann et al (2000: 283), qualitative research is regarded as open, flexible, and not strictly regimented, but the empirical-analysts question objectivity, reliability and validity of qualitative research. This is due to the fact that, among others, qualitative researchers study the object of research as it is observed, experienced and defined by participants. Qualitative methods should not be based on fixed lines of direction. Post-positivism has cleared methodology of prescribed rules and boundaries. Qualitative research renders accountable methods and procedures of data gathering and interpretation. Therefore, ways in which researchers can 'scientifically' account for the methodological principles of reliability and validity in qualitative research have been developed. Accounting is no longer in the sense of following specific regulated methods and procedures to guarantee "true" results but as a method of "correct guesses" rather than "giving truth" (cf 4.3.3).

Burns (2000: 585) maintain that for the interview to be valid, it should measure what it is supposed to measure. The validity and reliability of the respondent's responses involve their personality and social attributes.

Bless and Higson-Smith (2000: 126) explains reliability as the extent to which the observable measures that represent a theoretical concept are accurate and stable when used for the concept in several studies. It is concerned with the consistency of measures. An instrument that produces different scores every time it is used to measure an unchanging value has low reliability. It cannot be depended upon to produce an accurate measure. On the other hand, an instrument that always gives the same or similar scores when used to measure unchanging value can be trusted to give an accurate measurement and is said to have high reliability.

Due to the complexity of the respondents' responses, one is never sure that the questionnaire devised will actually measure what it purports to measure. The researcher therefore, felt it was necessary to also conduct interviews to enhance validity and reliability of the research.

4.3.9.1 Reliability

According to Bogdan and Biklen (1992: 48), reliability addresses the question "will the same or similar result be obtained if the research was conducted repeatedly in different time-periods

or if two researchers independently studied the same setting"? The reliability of one or both will be questioned if they yielded contradictory or incompatible results. In qualitative research, researchers are concerned with the accuracy and comprehensiveness of their data. Qualitative researchers tend to view reliability as a fit between what they record as data and what actually occurs in the setting under study, rather than the literal consistency across different data obtained.

Niemann et al (2000: 284) cited Smaling (1994: 78) as saying that reliability is regarded as elimination of causal error that can influence the results. Reliability is viewed in the sense of absence of random error as an aspect of methodological objectivity because the pursuit of objectivity includes avoidance of distortions (cf 4.3.5). Houtkoop-Steenstra (2000: 2) concurs that for the research method to be reliable, the degree of variation among respondents in repeated trials and with different interviews should be minimal.

Measures to enhance reliability involve a complete description of the research process, so that independent researchers may replicate the same procedure in compatible settings. Also verbatim accounts, low inference description and recorded data are other factors used to ensure reliability (cf 4.3.6.1 and 4.5).

(a) Reliability of design

The following factors are applicable to this research:

- The role of the researcher: As indicated in 4.3.6.3 the researcher was also a research instrument in that she designed the interview schedule and used it to guide the interview. The researcher's role included social behaviours such as chatting, making people feel comfortable, non-judgmental and building on shared humanity as the basis of understanding (Waldrop, 2004: 247) (cf 4.3.6.3).
- Participant selection was clearly explained in 4.3.4. Participants were described as well as the decision process used in their selection.

- Social context: the social context influences data and a description of the people, time and place where events/interview took place were explained in 4.3.4 and 4.4.1.

- Data collection strategies: Precise description was given of the varieties of the observation and interview as well as the way in which data were recorded and under what circumstances (cf 4.3.6.3, 4.7.2 and 4.7.3).

- Data analysis strategies: through retrospection, accounts were provided in 4.3.7, 4.3.8 and 4.5 of how data were analysed and interpreted, synthesised and presented

- Analytical premise: Data analysis procedures were indicated in 4.3.7. The conceptual framework must be made explicit. In this study important concepts resulting from the data were discussed in 4.5.

(b) Reliability in the data collection

Qualitative researcher used a combination of strategies to reduce threats to reliability as explained below.

(i) Internal reliability

According to Niemann et al (2000: 284), internal reliability refers to reliability during the study. They further cite several authors who assert that the following measures can contribute to limiting random error during qualitative research.

- **Triangulation:** the use of more than one data collection method to gather information for example interviews, observations, documents, and so on. There are various forms of triangulation, namely theoretical, data, and peer/cross-examination/debriefing. In this study theoretical triangulation was ensured through the use of a variety of literature and the researcher's personal perspectives to interpret data. Data triangulation was achieved through interviewing nine participants and literature review. Typed data reports were given to participants to check if the report reflected

what went on during the interviews. As indicated in 4.3.6.3 participants were satisfied about the contents of the data report, thus the attainment of cross-examination.

- **Consensus** regarding the findings was reached through open discussion between the research participants and the interviewer. Consensus should be reached in the way data is analysed and interpreted (cf 4.3.6.3).
- Auditing: All the information regarding research as well as data, survey and notes were preserved so that independent persons may verify the findings when found necessary.
- Mechanization: The use of a high quality digital recorder was made during interviews to store information and the use of a computer for data processing was also made (cf 4.3.6.3, 4.3.7 and 4.3.8).

Triangulation also took place between the findings of the quantitative research and qualitative research done in this study.

(ii) External reliability

Shimahara (1988: 97) cited by Niemann et al (2000: 285) asserts that external reliability refers to the verification of the findings of the research, when independent researchers under the same circumstances and using the same participants conduct the same research to increase external reliability. According to Niemann et al (2000: 285), Smaling (1994: 82) and Henning (2004: 8) a qualitative research report should contain the following:

- A "thick description" of aspects such as the status and the role of the research participants the researcher had in mind, concepts that were used and theoretical ideas and methods of research (cf 4.3.6.3, 4.3.9.1.1 and 4.5).
- An exposition of the theoretical starting points and arguments underlying the various choices made in the research (cf 4.2.2, 4.2.3, 4.2.4 and 4.2.5).

Niemann et al (2000: 285) add that qualitative researchers have to continue to construct measures that would limit random error, but at the same time encourage a deeper understanding of the participants researched (cf 4.3.6.3) and of the research process (cf 4.3.9).

The following were also used as criteria for reliability in data collection (Schumacher and McMillan, 1993: 391):

- **Verbatim account:** verbatim account of conversation, transcripts and direct quotations were used (cf 4.3.6.3 and 4.5).
- **Low-inference description**: concrete and precise description from recordings, field notes and interview elaborations were used when data was analysed (cf 4.3.7 and 4.5).
- **Mechanically recorded data**: a high quality digital recorder was used during interviews to ensure accuracy (cf 4.3.6.3.).
- **Negative cases or discrepant data**: the researcher actively searched for, recorded, analysed and reported negative cases or discrepant data (cf 4.5).

4.3.9.2 Validity

Validity is concerned with the accuracy of scientific findings and can be divided into internal and external validity (cf 4.4.2.1, 4.4.2.2, 4.7.2 and actual report). External validity refers to the extent to which the findings can be generalized to the population from which the participants were drawn. As qualitative research in this study was a follow-up quantitative inquiry for which the sample was drawn from secondary schools in the Eastern Cape Province. It is possible to extrapolate the findings and make generalization for this population. The internal relationships dynamic among participants do not differ widely and it is conceivable that some of the findings may be transferable to other educational school contexts (cf 4.4.2.2 and 4.7.2). Issues of credibility, dependability and confirmability are discussed in 4.4.3, 4.4.4, 4.4.5 and 4.4.6 respectively. Other issues of reliability and validity applicable to this study are discussed below.

According to Niemann et al (2000: 285) to determine validity the following question is asked: "Are the researchers really measuring or observing what they think they are, and to what degree have the findings also been tested or refined by other research?" Houtkoop-Steenstra (2000: 2) concur that research method is valid when it generates the research data that it is designed to collect.

Burns (2000: 585) indicates that the importance of the topic to the respondent influences the validity of an instrument. Valid responses can be assumed from the individuals who are interested in the topic or are informed about it.

According to Smaling (1994: 83-87) as cited by Niemann et al (2000: 285) there are measures that can increase both internal and external validity of research findings. These measures are expanded below.

(a) Internal validity

According to Lincoln and Guba (1985: 290) this is validity within the research study. It refers to the extent to which variations in an outcome variable can be attributed to controlled variations in an independent variable. Cook and Campbell (1979: 37) define internal validity as the "approximate validity", the best available approximation of the truth or falsity of a statement.

Schumacher and McMillan (1993: 391-392) assert that internal validity can be improved by the following:

- **Lengthy data collection period**: this is said to provide opportunities for continued data analysis, comparison and confirmation of data to refine ideas and to ensure the match between research-bases categories and participant realities. In this study the interviews took place over a period of two weeks. This was so because interviews were used for qualitative research as a follow up approach to enhance the findings of

the quantitative investigation and to find more information regarding questions in for which clarity was sought (cf 4.5).

- **Participants' language:** participants were encouraged to answer questions in their own words and in the preferred language. All of them preferred English as the language of communication (cf 4.3.6.3).

- **Field research:** the participant observation and interview took place in natural settings. The observation and interview took place at the participants' schools in offices or homes of the participants (cf 4.3.6.3 and Table 4.1).

- **Disciplined subjectivity:** the researcher monitors subjects during the various phases of the research process through continuous questioning and re-evaluation of responses (cf 4.3.3).

(c) External validity

Cook and Campbell (1979: 37) argue that this is the validity of the results regarding the intended object of study. External validity may be defined as the approximate validity with which we infer that the presumed causal relationship can be generalised to and across alternate measures of the cause and effect and across different people, settings and times.

According to Niemann et al (2000: 285), external validity relates to the validity of the research results. As discussed in 4.3 the researcher gave an accurate description of the research process, reasons for the choices of methods, the circumstances under which and context in which research in conducted. She provided a "thick description" of the research situation and context so that others can ascertain whether and to what extent the research results are valid or can be useful in their own situation or context (cf 4.3.6 and 4.5).

Lather (1991: 69), cited in Niemann et al (2000: 285) summarises the necessity for measures of reliability and validity as described in 4.3.9 as "most important, if we do not develop such procedures, our theory building will suffer from a failure to protect our work from our own passions and limitations" (cf also 4.3.3).

Niemann et al (2000: 285) confirm that the above analysis of qualitative methodology indicates what this method is. It relate to the understanding of the world in which one lives, and interpreting it from participants frame of reference. The authors also argue that although qualitative research demands an open, flexible and not strictly regimented methodology, data credibility need not be forfeited. As indicated in 4.3.3 and 4.3.9 the researcher reconceptualised objectivity, subjectivity, reliability and validity and it is from this reconceptualised stance that the researcher approached the methodological principles. Thus, for example the starting point from which the research was approached, determined the objectivity. The researcher allowed the "object" to "speak for itself" (cf 4.3.3) and this increased objectivity. The researcher also applied her "subjectivity" to understand and interpret the data within the specific context (cf 4.3.3 and 4.5).

Lincoln and Guba (1985: 301-320) propose alternative but matching constructs for qualitative research all of which test the "truth value" of the study. In addition to reliability and validity the construct: credibility, transferability, dependability and confirmability are described below.

4.3.9.3 Credibility

The inquiry was conducted in such a manner as to ensure that the subject was accurately identified and described (Marshal and Rossman, 1989: 145). Miles and Huberman (1994: 279) concur that descriptions should be "context rich and meaningful" that the account should "seem convincing or plausible" that the concepts should be "systematically related" in pursuit of "internally coherent" findings and that the data presented should be "well linked to the categories of prior or emerging theory".

Since this qualitative construct strikes at the heart of the true-value of the study, the researcher made every effort to obtain and present context-rich data, to systematize the analysis of the data, and to provide the reader with a clear picture of the flow of research activity. The

researcher also ensured that the same interview procedures and subsequent analytical process and technique were applied to all participants whenever possible (cf 4.3.6.3, 4.3.7 and 4.5).

Triangulation increased credibility as explained in 4.3.9.

For reference, typed copied of transcription of all interviews were retained. Member checks took place during data collection. After each recording an interview was transcribed, copies of the data report were submitted to each participant to check and comment on or make additions to it (cf 4.3.7).

4.3.9.4 Dependability

According to Marshal and Rossman (1989: 146-147):
- Dependability is a mutation of the positivistic notion of reliability that emphasises consistency of the data. The motion of reliability assumes an exchanging universe, where inquiry could quite logically, be replicated.
- The social world is rather different and more dynamic, but the researcher is nevertheless, according to the construct of dependability required to account for changing conditions in the phenomenon chosen for the study as well as changes in the design created by increasingly refined understanding of the settings.

For this study the research was clearly defined in time and space, interviews taking place in participants' offices and homes over a period of two weeks (cf 4.3.6.3 and Table 4.1).

4.3.9.5 Confirmability

Marshal and Rossman (1989: 147) assert that:

- Conformability matches the positivistic construct of objectivity and reliability, but shifts the focus from the inherent characteristic of the researcher to the nature of the data.

- The key issue is whether another researcher will obtain the same finding when using the same data.
- In other words, it is accepted that the subjectivity of the researcher will influence that research in the gathering of the data. Since this is necessary in order to gain some understanding, even sympathy, for the research participant in order to gain entry into their world.
- It is important to check the accuracy of the data and check for the bias in the interpretation.

To ensure data accuracy in this study interviews were recorded and transcribed verbatim. The researcher made transcriptions after each interview and ensured that contextualised voices of respondents are to a large extent retained in the transcriptions. The data reports were sent to the participants to check if they were a true reflection of the interview (cf 4.3.6.3, 4.3.7 and 4.6.3).

The foregoing analysis of the qualitative methodology clearly indicates that this method focuses on understanding the world in which one lives, and interpreting the participants' frame of reference. The object of the study is thus defined as it is actually experienced and observed by the participants themselves.

According to Lincoln and Guba (1985: 316), since there can be no validity without reliability and thus no credibility without dependability, a demonstration of the former is sufficient to establish the latter.

4.3.10 Limitations of this qualitative study

The qualitative research sample was small. However a small sample of participants was used due to the nature of the inquiry and the fact that qualitative research was a follow-up approach to quantitative research. The aim of the qualitative inquiry was to gain more insight into the findings of quantitative research and to attain the naturalistic and inductive approach to the investigation. Therefore the sample was considered sufficient.

Section 4.3 outlined the rationale for qualitative research and focused in particular on the characteristics of research methodology that would enable the researcher to investigate how participants experienced leadership during the time of change. An exposition of the research design included the selection of participants and data collection and analysis procedures. It also explained the criteria by which this study and its results could be judge for reliability and validity. Section 4.3 included specific reference to particular aspects of the research methodology informing this study. In Section 4.4 the data generated through qualitative research is presented, interpreted and discussed.

4.4 PRESENTATION AND DISCUSSION OF KEY THEMES RESULTING FROM THE QUALITATIVE INVESTIGATION

This section presents an analysis of the data generated during interviews with and observations of school managers and educators of secondary schools in the Eastern Cape Province (cf 4.3.4.). The first part (4.4.1) gives the biographical data of participants that is also presented in Table 4.1 below. The second part (4.5) presents and analyses the significant themes that inductively emerged from the interviews as well as discussions of such themes.

4.4.1 Biographical data of participants

In Table 4.1 the following codes were used for easier tabulation:

Codes: F: Female
        M: Male
        P: Principal (School manager)
        E: Educator
        Numbers: Indicate the order in which participants were
            Interviewed
        R: Rural
        U: Urban

Table 4.1 presents the biographical data of participants.

Table 4.1: Biographical data of participants

Participant code	Participant	Gender	Experience in years	Location of school	Duration of interview	Place
FPIR	School manager	Female	15	Rural	30	Office
MP2R	School manager	Male	02	Rural	40	Home
MP3R	School manager	Male	09	Urban	43	Office
FP4R	School manager	Female	11	Rural	36	Office
ME1U	Educator	Male	30	Urban	31	Office
FE2R	Educator	Female	04	Rural	30	Office
ME3U	Educator	Male	17	Urban	35	Office
ME4R	Educator	Male	11	Rural	40	Office
FE5U	Educator	Female	11	Urban	35	Home

Schools, from which the participants were selected, were chosen randomly to represent a balance between female and male participants, school managers and educators as well between rural and urban secondary schools. The school manager or deputy or head of department depending on who was at school, selected the educators after the researcher had explained the purpose of the interview. Educators were therefore chosen on the basis of being information rich and they were not in the same school as the school managers who were interviewed (cf 4.3.4). Now that the biographical data have been presented, interview details are presented below.

The following sections under (4.5) present qualitative data that was analysed, interpreted and discussed. When transcriptions were made the researcher started to take note of units of analysis that built up to tentative categories of analysis as more interviews and transcriptions were made (cf 4.3.6.3, 4.3.7 and 4.3.8). Broad interpretations were made and through constant comparison of data from all participants, similarities and difference were identified and tentative broad themes were ultimately inductively identified. The interview guide (Appendix 8) assisted the researcher in the formation of themes. The emerging themes provided topics under which theory was then inductively formulated and discussed from locally encountered or context bound and naturalistic inquiry (cf 4.2.3, 4.2.4 and 4.2.5). The emergent categories and themes formed the basis for a descriptive narrative that was interactive and interpretive. The narrative descriptions were largely inductive (cf 4.2.4) and are reported as such. Discussions took advantage of the researcher personal insight and perspectives as well as qualitative research data and literature review done in this study.

The data from the interviews will hence be reported, whereafter the emergent trends will be highlighted.

4.5 REPORT OF THE FINDINGS ON QUALITATIVE INVESTIGATION

Questions posed during interviews elicited information that links up with the required data on the transformational leadership skills, abilities, actions and behaviours of managers of secondary schools as well as their empowerment needs. During qualitative data analysis, categories and units of analysis emerged from the data collected and these were refined and synthesised to form themes for the purpose of presenting the data report. Therefore, the headings and sub-headings used in 4.5 emerged from the responses of participants as guided by the questions asked during the interviews (cf Appendix) and during qualitative data analysis.

4.5.1 Role of school managers in transformational leadership

Various categories of analysis emerged under this theme and these are presented and discussed below. One participant felt that the role of school manager was very challenging especially during this time of transformation in the education system in particular and expressed this as follows:

I feel it is very challenging especially because as far as I'm concerned, there is quite a lot of departure from what one was used to, it has an influence in terms of approach and in terms of attitudes between the leader, the school community as well as the whole community. Nobody is quite sure. There are some areas that need quite a lot of interventions especially attitudinal. This calls for the empowerment of school managers to be able to perform their leadership role effectively.

4.5.1.1 Lead by example

Doing what one advocates, role modeling and setting an example describe the consistency of actions critical to building trust between the leader and the followers. In this regard, one participant said, *"I think one should lead by example"*. So as to lead by example most participants felt that it was appropriate for school managers to teach at least one class: *"If we see how hard the school manager is working, we are bound to follow the example"*. Another participant added that, *"I think a leader has to lead by an example because a leader has to do right and we should be able to see that s/he is doing it that is the way s/he expects it to be done"*. A leader has to model the way things should be done. One participant said, *"I will mention punctuality because at school that is what is very important. The minute you start in time it is very likely that things will go smoothly"*.

4.5.1.2 Guiding followers

Participants felt that school managers should lead by example as one participant explained:

At the same time allow the other staff member to show initiative and appreciate whatever initiative they come up with but at the same time guide them since more often than not the leader is someone who has already been there and is usually experienced somebody. So I think one should guide by example.

There was a strong feeling among participants that school manager should also guide and lead the new curriculum changes. At the implementation stage there is uncertainty among school managers and educators as to what should be done. "In terms of people not very sure especially of what their role is because there is uncertainty to a level that even disturbs the general running of the school especially in our rural areas, nobody is quite sure of what role one should play".

There was a feeling that school managers are left behind as far as curriculum changes are concerned. One participant was of the opinion that:

Some skills in advising educators regarding classroom practice are essential. Principals should be put on board as far as the curriculum changes are concerned. If you don't know the curriculum changes, what are you leading, what are you guiding? We [school managers] were told that we were going to be trained in the National Curriculum Statement (NCS) but it never happened. This is a big omission by the department.

Another participant supported this view and added that:

All principals should be aware of the new curriculum so as not to counter act the educators who have just come from a workshop hence I said in some schools especially the very big ones, principals are not subject teachers. They miss out because they don't know what is actually happening. Even if they don't teach, they should be trained on curriculum changes before teachers go for the training,

so as not to fumble with the teachers. Prior training will enable principals to give the necessary support and guidance in curriculum matters rather than pull to the opposite direction.

Another participant felt that self-empowerment was necessary. If school managers feel that they do not get the necessary training from the department as far as the NCS is concerned, they should investigate relevant workshops and participate in them. One participant puts it as follows:

It is true we are left behind, but we must not sit down and moan we need get up and make sure that we engage ourselves so that we are not left behind. There are programmes that are within the NCS like generics, these are for everybody. If you feel you need to be on board, you need to join the generics training. If your teachers have gone out for training in their specific subjects and you as a school manager, you feel left behind, chip into the generics so that when you lead it is not evident that you don't know what is going on. All is about leading and support. How do you lead when you are blind?

It was not evident, however, that school managers who do not teach take advantage of the opportunity provided in the generics training, hence the criticism from some of the school managers.

4.5.1.3 Accountability

Despite the fact that school managers are sometimes not quite sure of what needs to be done because of the prevailing uncertainty, one participant said, *"One is also expected to play some kind of accountability role and really it is not easy. The very department [Eastern Cape Provincial department of Education] sometimes, you can see there is some kind of uncertainty, also in the very department, there is some kind of confusion"*.

The role of school managers as people who have been entrusted by the Department of Education to lead the activities in schools is very important. School manager are accountable to internal and external stakeholders. Despite the challenges school managers are still accountable. One participant 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.

4.5.1.4 Conflict resolution

Because of the prevailing uncertainty, school managers and followers often have different and opposing views and this results in conflict. One participant had this to say, *"The fact that most principals do not attend workshops on curriculum changes sometimes creates conflict between the leader and educators during implementation"*. Another participant added that, *"Some of them [school managers] are not really sure of what they need to do especially in conflict resolution. Conflict management is very important at some stage. Very clear directions need to be given by someone"*.

The person, who should give direction and resolve conflicts, in most cases, is the school manager.

4.5.1.5 Intellectual stimulation

For developmental consideration, the leader needs to engage in behaviours that support and encourage followers and help them to develop and grow (cf 2.4). One participant said, *"It is always wise to encourage teachers to go for workshops. Occasionally the school gets textbooks from publishers as soon as the books come she [the school manager] gives them to*

the deputy to give to educators. So I think in that respect she is actually encouraging teachers to read". Another participant explained:

It [Empowerment] is a very important issue, because at this day and time if you don't study or learn you will belong to the past. One has to keep abreast of the developments and changes that are happening around him/her. To me that is a normal teacher. It is very abnormal for a teacher to sit and be satisfied with qualification one got in year I don't know. You will not be able to keep up with the pace. I have also noticed that it becomes a healthy competition within the institution if you keep motivating the teachers to study because there are various fields that keep opening up. If you keep on checking what one is doing at a point in time, it keeps people motivated to keep on studying especially because of the changes that are taking place. The educators who have been studying now are well ahead. Imagine if one got his/her qualification in 19 I don't know and now all of a sudden s/he is required to lead the changes in the curriculum. There is NCS now putting school managers on board on changes in the curriculum is very important.

The change process is essentially a learning process and it is through this learning process that improvement occurs. In curriculum matters leadership as an art calls for a keen sensitivity to human behaviour and interpersonal exchange. A transformational leader has to connect and inspire followers to reach for new horizons (cf 2.4).

4.5.1.6 Attitudinal intervention

To achieve follower performance beyond ordinary limits the school manager needs to influence followers to change their mindset. Followers' beliefs, attitudes and confidence seemed important to participants. One participant puts it this way:

Change is a very unpleasant and unwelcome phenomenon. But it is one of those things that must happen in order for any organization to progress, so a leader in

these times has to understand the bigger pictures of what is the main reason why change must be there, now if you have your reasons you must make sure that your followers or people that you are actually leading buy into the same idea that is the reason for change. Now once people see that reason for change it makes your burden a little easier and you need a little bit of coercion because there might be resistance to doing something new. There will be those guys who might say we have been doing this for so many years so why the change now. So you have to be somebody who has got that power to coerce people.

Another participant supported the view that a shift in paradigm is necessary *"We need someone who…is open to drastic mind and paradigm shift because we are constantly facing the shift to the new things"*.

For school managers to be able to perform their roles during this time of change, they need to possess certain leadership skills and abilities. At the same time they need to portray certain actions and behaviours (cf 2.3.4.2 and 2.4). Participants cited a number of these as discussed below.

4.5.2   Leadership skills, abilities, action and behaviours

Participants came up with the following leadership skills, abilities, actions and behaviours that they felt necessary during this time of change.

4.5.2.1 Teaching

The majority of participants were of the opinion that a school manager should have at least one class to teach. This is in line with the discussion in 4.5.1.1 above that school managers should lead by example. A participant stated that, *"I believe that a principal should handle at least one class so as to have a feel of what educators experience in classes because if they don't go they won't have any idea of how it is like in class"*. Another participant added, *"It is*

very important... that a principal should at least have one class, no matter what since I mentioned punctuality, s/he is the one to be in class first". Another participant concurred that:

> *It is necessary that they [school managers] teach at least one class so as to get a feel and to experience the calibre of learners that the school has. This will also give them an opportunity to assess learners, so that at the end when the final assessment is done they have a clue of what to expect. This way when the results are not good they will not only blame educators.*

Another participant argued that:

> *Madam, before you become a principal you are a teacher. I used to say when I first assumed this post [post of school manager] Oh!! how lonely, how cold it is to be in this position. I miss the warmth of a full class, I miss the noise, I miss, you know, so much, to have a touch with your learners and also so as not to be left out of curriculum changes, but some schools like mine have become so large that it is not possible to do justice to teaching and managing. Painfully so I had to let go of teaching. Teachers actually told me to do justice to my class my learners were just left behind because I sometimes saw them once or twice a week whereas other teachers saw their classes for the same subject everyday. Teachers told me to just let go of the class. Ultimately I gave up because there was so much else that I needed to take care of.*

One participant was of the opinion that school managers who do not teach are not aware of what is happening in class. As a result most do not guide and support educators when they reach a deadlock in curriculum matters. One participant had this to say about a school manager, *"... he is not as clued up as his predecessor as far as documents are concerned because he is not teaching"*.

One educator who is also a grade head complained that:

I am an educator in Grade 12 and I am also a Grade 10 head so when it comes to Grade 10 I also have to be aware of what is happening in new the new Life Orientation, Mathematical Literacy, and so on, at the same time focus at teaching Grade 12 learners. So this is challenging and it puts me under great pressure when my principal does not have any pressure at all. I am the middleperson who has to take the pressure. Only when there is a real, real problem like when I feel that someone is not doing his/her work according to the requirements will I go to him, otherwise he is normally not aware of what the requirements are for teaching because he does not teach. I have a feeling he feels he does not have to know anything about what needs to happen or what is happening is class.

The fact that some school managers do not seem to be interested in what is happening in class is in conflict with the requirements of some of their most important roles, that of demonstrating high performance expectation and providing instructional support. A key area of transformational leadership for school managers is the establishment of values and beliefs about a good culture of learning and teaching in their schools. The school manager needs to lead the process of learning and teaching; he or she needs to make clear to followers the principles of the learning and teaching process and the place and purpose of the subject in the new curriculum (cf 2.4). If school managers do not teach, they may not be "clued up" with what needs to happen and is happening in class

One participant however felt that:

Well, it [that some school managers do not teach] is good in the sense that at any time when an educator, learner or parent needs the principal then s/he is available. If there are new documents to be collected from the department or meeting then he is free to go. For those who teach sometimes it is difficult for followers because you need to make an appointment to be able to see him.

Another participant pointed out that, *"For example, the IQMS [Integrated Quality Management System] requires a principal to also be evaluated in their classroom skills, how will this be done if she/he does not teach".*

4.5.2.2 Treat all followers in the same way

One participant explained that the following are important for a school manager 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. The principal should be 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 (cf 2.3.4.2).

4.5.2.3 Financial management

School managers are required to practise good financial management skills. However, the majority of participant felt that most school manager are not well empowered in this area as one participant explained:

> *Financial management is a big challenge especially now that we have the section 21 schools. You know, people get into trouble with that one perhaps it is because people are not very sure in some areas especially because it is quite new. Sometimes you are told that you are a section 21 school and you are told that this is your paper budget and it never really comes to you. Sometimes you get a quarter of what you*

were promised, the business in the school never really gets done because you do not get enough funds and yet you have budgeted for the promised funds.

Another participant was of the view that:

It [allocation of funds] actually causes some conflict when it comes to some areas like sport, educators' expectations in terms of Learning and Teaching Support Materials (LTSM). On paper the money is there but it never gets deposited into the school account. It actually hampers the effective running of the school. If you need to do some painting at school you are told that this is not your area of competence even if you are section 21 you are told that this is not in your area of ambit it is quite tricky.

School managers felt that they need empowerment in this area so as to be able to run the school properly especially during a time of change.

4.5.2.4 Ability to work with people

To be able to lead people the school manager should have good interpersonal skills to work with people. She or he needs to understand her or his followers and the context in which they are working. Good leaders have to vary their leadership styles to suit the context in which they operate as well as the calibre, maturity level and willingness of their followers (2.3.3). One participant expressed the opinion that, *"S/he has to be someone who can be able to work with people, not afraid to decide what is wrong and what is right and doing that by pointing out and correcting the mistakes of educators and trying to show them the right way to go"*. This opinion is supported by another participant who said, *"[As a school manager], you need to be firm and decisive but don't forget that you must know the feelings of other people down there and know the decision you are going to take … at the same time you must not forget that you are leading people who have to influence your decision, so that creates conflict"*.

In order to be able to work well with people, one participant felt that the leader *"should not be aloof"*. Another participant was of the opinion that *"the leader should be honest, trustworthy, approachable and possess confidentiality"*.

There was a feeling that school managers need to involve their followers in decision-making for the successful operation of the school. This has implications that school managers need to have good participatory decision- making skills. Also, in working with people the leader has to be sensitive to followers' needs.

4.5.2.5 Motivation

Transformational leaders need to possess inspirational motivation skills to inspire their followers to go beyond ordinary levels of commitment. 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 (cf 2.3.4.2). A participant explained:

> *In fact, motivation is not even an issue one could say is peripheral. It is part and parcel of the whole; you know, the whole system of the institution. If you divorce motivation from work, that institution might have demotivated followers, so it has to be part of what is going on.*

Another participant felt that in order to improve learners' achievements and improve the pass rate, learners also need to be motivated and explained as follows:

> *In our school we are trying that [motivation] now, for instance starting with our learners, as you know that we are in rural areas we bring people from town to motivate our learners and we have started now to make our educators to work. We are going to introduce some incentives. For instance we started with Saturday classes. As the SGB we are trying that Grade 12 learners come [for classes] during*

weekends and we transport them because they don't have money and yet they want to come for extra classes. This assists in making them improve their performance. It is difficult but we are encouraging them, they like that.

4.5.2.6 Leadership skills

As it has been indicated in 4.5.2.4 above, leaders need to vary their leadership styles. One participant expressed this as follows:

There is the conflict of interest as far as leadership is concerned in the sense that firstly the type of leadership before versus the type of leadership demanded by the democratic process conflict in a way. So it needs leaders who can blend the two. Also that style of leadership where you are firm in decision-making and push your points as an individual to the fore is needed that is my observation within principals in general. So you find that the principal is undecided, is unaware of the different styles and suitable path to take.

Another participant supported this view and explained:

Well,… it calls for a more flexible type of leadership. I would say you are here looking at a bit of both because you might argue for a more democratic style but that does not go without challenges and you find here and there because we are a government institution also there is some democracy involved, so that is why I say you will have to use a little bit of this and a little bit of that depending on a particular situations where you really have to pause but basically I would say that the underpinning and most common style that I find is the democratic. In this day and time you need to be democratic because people know their rights and everybody else is aware of the basic things but one has to put limits here and there and add responsibility because democracy goes with responsibility.

4.5.2.7 Relationship between theory and practice

Leadership theory forms a good basis for leadership practices. Knowledge and skills in leadership enhance practice. Leadership theory can help the practitioner to unify and focus his or her views to an organization, on his or her role and relationships within the organization. Leadership theories are most relevant when they provide new and fresh insight into events and problems (cf 2.2 and 2.3). They can be used to identify new ways of understanding practice and lead to the reduction in the theory-practice divide. However, a participant observed that older school managers rely more on experience than on theory and explained as follows:

> *One thing I have noticed when I was doing my BED HONS in Educational Management and Policy is that most of the people in my class were the people who have been principals for many years. There is not much they do through learning more than through experience. Perhaps they would always act according to their experience more than the theory that they have attained … but that experience was relevant during their time. They stick to experience accumulated over their many years as principals despite the changes around them that require different skills and approaches to leadership. They attain the new knowledge and not use it. It is not good for us the young educators to be mentored by people who rely on their old experience alone. That will not improve the leadership of schools. I think maybe somebody who is still young and has some experience and this is coupled with good leadership theory put into practice a young person, because he is more flexible will make a very good leader and also be a very good teacher.*

Another participant was of the opinion that "*school managers need to bridge the gap between their 'old' experience and leadership theory and integrate both in practice*".

In order to succeed in developing effective schools, school managers identified the following areas in which they need empowerment. Educators as followers also felt that their school managers need to be empowered in the following skills.

4.5.3   Leadership skills in which school managers need empowerment

Participants indicated a number of leadership skills with which they felt school managers should be empowered in order to develop their schools' effectiveness during educational transformation impacting on their schools. These are discussed below.

4.5.3.1 Participatory decision-making

Involving followers in decision-making enhances capacity building. Most school reforms initiatives assume significant capacity development on the part of individuals. The leader has to be inclusive and not show favouritism towards individuals. This ensures that the staff is adequately involved in decision-making. Transformational leaders value participation and the contribution of others. This enables the leader to get all viewpoints and advice before making decisions. In this regard participants had this to say:

"Lead them to move away from my own to our own, so that we know that it's our game not my game. The results will be that we share the spoils, we share the games". Another participant [educator] supported these views and said:

> *You need to advise also because immediately you are the observer you are not assisting that leadership. As a teacher also you are a leader, you need to take that forefront of assisting where there is a need, trying to push the democratic process as you understand it, engage in debates with principals, you can't afford to point fingers and not be part of the process.*

Parent participation in the school affairs is very important. They also need to be involved in a variety of school activities especially during this time of change. A participant added:

Parents have to be active participant, not only in the SGB component of the school but also, in issues of curriculum changes. It has to be pioneered by the parents. The issue of parent support, because we are talking about CASS schools [Continuous Assessment] and OBE [Outcomes-Based Education] where parents have to play a role. You can't finish all the work in class. It has to extend to the home. There is the investigative approach so it means learners need parental assistance.

For a leader to involve follower in decision-making, she or he needs to be sure of how, with whom and when to communicate. Therefore, participants felt there was a need for empowerment in communication skills.

4.5.3.2 Communication skills

A leader has to have good communication skills. One participant in a rural school explained:

…Now I can work with them [parents and the local community] because I have learnt something that you need to go straight to these people, you need not be aloof, be with them so that you better understand them. If you show them and tell them that the department is saying this, talk to them it may work in the situation you find yourself in. You need to know each other as the school community and you need good communication skills.

Another participant felt that "*a good leader communicates with people inside and outside the school, he or she should have good communication skills*"

4.5.3.3 Conflict management

In the light of the many changes taking place in the education system and the way these changes affect leadership in schools, followers held various opinions about what needs to happen in schools. Some views are often conflicting therefore school managers felt they need to be empowered in conflict management. One participant said, *"We are talking about active participation of unions. Know exactly what to do when you are faced with a dispute. You must not think twice there"*. Another participant concurred, *"I think we need to be trained in conflict management / resolution and really training is needed so that when you encounter a challenge you know how to face it and what next do you need to do"*. In the same vein another participant added that, *"There are those people who are very close to what one would call the structures. One wouldn't be quiet sure as to what one needs to do. They are torn between school managers and structures so there is really some challenge"*.

4.5.3.4 Financial management

All school managers interviewed felt that this was a very important area for which they should be empowered especially in Section 21 schools. One participant explained that, *"...Especially aspects of leadership that I would say are sort of new to schools, most of them are section 21 schools and then you will find a lot of challenges when it comes to financial management, budgeting skills such skills would come at the forefront"*. Another participant added that, *"People check what you do with finances so financial management skills are very important. For instance we are talking here of financial management, the financial capacity has to be as fine as ever, because if you blunder there, and you are indecisive, you are not leading your organization to do right thing, where financials are concerned, especially if you are a Section 21 school, you are out"*.

4.5.3.5 Policy formulation and implementation as well as education law

To be able to formulate and implement the school policy, the SGB needs full knowledge and understanding of national and provincial policies especially those pertaining to education and to schools. Most of these have to be provided and interpreted by the school manager. School manager, educators and the SGB should implement education policies at the grass-roots level. One participant made an observation that, *"These people are not necessarily enthusiastic and keen on new laws and rules that come down from the top"*. Therefore, the success of implementation depends upon the school manager motivating all stakeholders to implement the new policies and upon providing them with the necessary resources to do so. Another participant noted, *"New policies are either not implemented or are substantially modified during implementation"*. Therefore, this calls for considerable skills and ability on the part of the school managers to interpret policies and lead their implementation process.

One participant explained:

> *There are policies that are issued by the department and it is not easy to interpret and apply these policies. The teachers, the unions, all these people do not want to comply, you know, with some of the policies so it is not easy.*

The school managers and the stakeholders come from different backgrounds and most are from rural and disadvantaged communities. Possibly this is why most find it difficult to interpret policies. An educator had this expectation from school managers:

> *Also what I expect is for the principal to discuss the policies of the department with the followers so that when crafting the school policy everybody is aware of those of the government. They must not put policies in their office and not share them with staff.*

It is probable that school managers do not share departmental policies with followers because they find them difficult to interpret.

Another participant added this view:

One other area is that of education law. Managers do not know the law, starting from policy, the prescriptions of the department, what the law expects of us in schools. Education law especially is very important. But managers do not know that area, sometimes after realizing that they have blundered, they say well eh I thought I should have done it this way. Some of the blunders that managers do are caused by ignorance of the law. I am sure education law needs to be attended to.

It is important for the Department of Education to empower school managers with knowledge of education law and policy interpretation because sometimes the policies have not been simplified and the jargon is not easy to understand.

4.5.3.6 Dealing with people

School managers have to work with people. Participants felt that they needed to be empowered with human resource management skills. One participant said, *"…How do you select your staff, who is assisting you, how do you manage the affairs of the staff because they also have personal needs"*. Another participant added, *"People management skills, though one may say it is common sense, sometimes it is not common sense. We need training in this area"*. One of the participants had this concern:

The department is not supporting the principal, in fact in some cases no one supports you, the community, the learners and the educators and you are alone against these forces, yet you are supposed to have good working relations with these people. So one needs certain skills to deal with such situations and to be able to deal with

people because people are from different cultures or backgrounds, and have different

views. You are there as the leader and you have to handle these people and focus.

4.5.3.7 Induction/orientation of school managers

A concern of school managers was that the department does not offer positional induction and continuous orientation of school managers during educational change affecting schools. One participant explained:

The other concern is that people are just promoted to position of principal and no training what so ever [is provided] so people nowadays just look beyond you and see through you because they know that you have just been thrown at the deep end and so you either float or drawn.

Another participant argued that:

Principals are not really empowered enough especially after 1994 the interview procedure of appointing principals I do not really believe in it because one can prepare him/her self for the interview. I still believe in the prospective principal being promoted due to one's performance, somebody who has been working with and monitoring this person recommends him or her to the post principal ship as in the past. Now that there is this interview process anyone can apply and people read a lot about educational leadership and have the theory even if they have not been exposed to or mentored to the position of principal ship. They will have the theoretical knowledge that has never been put to practice.

It is clear from the above that what is lacking from the Eastern Cape Department of Education is thorough orientation for principals. School managers are appointed and thrown in the deep end. Neither orientation nor induction of new school managers takes place. School managers

learn through trial and error on the job and this could negatively affect the leadership of school managers and the effectiveness of schools.

4.5.3.8 Team building

As discussed in 4.5.3 6 above school managers have to deal with people. In addition to their concern for the job, they also should have concern for the people's needs. To assist principals fulfill this important task, they have to work with teams. Therefore, the ability to lead the formation of effective teams is necessary for the school manager. Some participants felt that in order for the school managers to lead schools to effectiveness, they require team-building abilities. A participant described this as follows:

> *Also because we are leading in this era you have to build teams, so as a team builder you need certain skills to bring the people together and so I would say when such a [empowerment] program is designed leadership skills like these should not be left out.*

Another participant had this concern:

> *One of the things I believe the DoE needs to look into is that most of the teachers are leaving the profession, some are trying to find the greener pastures you know. Perhaps if principals could, for example encourage educators to form team or support groups to assist each other in the challenges they meet.*

These teams should be formed for purposes of academic, instructional support and personal needs and challenges. Teams enable educators to share ideas and to assist each other in confronting challenges.

4.5.3.9 Project management

A few participants felt that schools should be run as projects or businesses. One participant was of the opinion that:

> *It would be better if one can refine our principals to lead schools as projects in aspects of management that are refined in project management. Organizational skills have to be as fine as well. All those skills needed for project management are necessary because the schools now are taken as business institutions. If you do not have business skills you really will be out.*

Another participant supported this view and explained:

> *When you look at the school I am at [urban] compared to some of the other schools. Since I've been here we have been having 100% passes except for two years. Out of the 11 years we had 9 when we had 100% pass rate and that was due to the fact that we had good resources and funds to buy the necessary LTSM whatever we needed we could buy. This does influence the results. Therefore the school must make means to raise more funds, do a lot of fundraising. If you don't have money, you will not have resources and therefore no good results.*

4.5.3.10 Mentoring

Transformational leaders serve as mentors in the professional growth and development of their followers. They should monitor progress and provide additional encouragement and instructional support (cf 2.4.11). In this regard one participant expressed this opinion:

> *I believe may be if the principals can be some mentors to the educators, at least try to encourage them because some teachers are not going out of teaching because they do not love the job, but it is because of some of the challenges in teaching.*

Principals need to be trained in mentoring. There are so few visits from the DoE to check on what is actually happening in schools. Principal also need some mentoring.

Another participant had this opinion:

Putting only old people in leadership positions is not good because those people will mostly lead through their old and outdated experience accumulated over many years. They do not do any instructional support and mentoring that we need so much as educators during learning and teaching. There in not much you can learn from them during these changing times.

4.5.3.11 Curriculum changes and implementation

There was a strong feeling among participants that if school managers are to lead curriculum changes in schools, they should be made familiar with curriculum changes. In particular, some principals do not teach and are unaware of what should happen in class as the new curriculum is being implemented as explained in 4.5.1.2, 4.5.1.5 and 4.5.2.1.

Transformational leaders should keep abreast of trends and issues, threats and opportunities in the school environment. They should be sources of new ideas for professional learning and demonstrate high performance expectations (cf 2.4.9). When educators and learners encounter challenges that are curriculum related, school managers need to provide instructional support (cf 2.4.13). One participant explained:

Well, I think this curriculum change that is currently going on is very good. Managers I think need to be orientated so that they can also lead these changes well. Because of this managers will need some workshops so as to get the information they need to be empowered to lead their institutions during change.

Another participant concurred and said:

With this NCS now, one finds that may be in class the learners have to talk, there will be some noise and the principal will wonders what is happening in Ms so and so's class when s/he is in fact in class, why are learners making noise. But this is the way NCS implementation goes. I think may be the principal also need to go for workshops before educators go so that they are aware of what is happening.

Another participant added:

I think that at this point in time we need a leader who is very flexible because there are so many changes within the education system when it comes to CASS, NCS and OBE and all these changes. We need a principal who is aware of all these changes, the academic changes as well as the social and cultural changes. We need someone who really has a feeling of all these things who will also be there for us. There are so many changes and approaches to learning and teaching. As teachers we do get tired of these changes so we need someone who is going to constantly encourage us to embrace the change. We need the support so that if you get stuck there is someone who is going to guide you.

In the same vein a participant further explained:

Empowerment of principal in the new NCS would also enable him/her to be at the heart of curriculum changes so that she/he better understands what needs to happen and he able to guide and support learners and educators better.

Finally, it emerged out clearly that school managers need to be empowered in curriculum changes by subject advisors and the curriculum section of the Department of Education.

4.5.3.12 Computer literacy

An example of the impact of change on learning and teaching is technology, particularly the use of computers. One participant was of the opinion that:

> *Principal should be empowered in the use computers and actually be supplied with new technology and be empowered to use these effectively for the betterment of their schools. There are lots of schools without even one computer at this day and age of technology.*

Another participant was of the view that *"These days not only school manager, but also educators need to have computer skills because they need to do mark lists, schedules and reports on the computer"*

4.5.3.13 Strategic planning

Effective leaders engage in proactive leadership. They plan ahead and anticipate ways of behaving in advance. They recognize the importance of the strategic planning process. They take time to interact, learn and share as part of learning to be transformational leaders. It is important to give sense of the overall purpose of the school (cf 2.4.10). In this regard one participant said, *"You should have a strategy as part of your mission, you should have a clear strategy and push it and check the results at the end. If you fail in your strategic objectives, you are doomed. Principals have to be empowered in strategic planning"*.

Another participant supported this and said, *"It is wise for school manager to craft the school vision and mission as part of the school's strategic plans, however principals find this very difficult"*

4.5.4 Experiences of educators about the leadership of their school managers

The experience of educator about the leadership of their school managers varied. One participant was of the opinion that:

> *Most principal are willing to embrace change but I think they encounter practical problems in that, may be they are used to the old style of leadership, which was demanded by autocracy. If the things they want to put into place are not succeeding and they do not achieve their objectives they go back to the old ways. In my experience this has been working in this way and things don't work. Principals are concentrating on producing good results and if this does not happen they force people to work.*

Another participant expressed the view that his school manager's leadership *"alienated and disenchanted many educators from participating and bringing about change in the school. This is because there is no consistency in involving educators in the changes that are taking place in the school. Educators, including myself are no longer willing to take initiative to facilitate changes in the school. But if given the opportunity, educators participate and handle change successfully.*

A participant said:

> *You know, you need to adapt to change and the styles of leadership of principals so if you don't do that you are doomed to fail.*

Another participant expressed this observation:

> *The one [school manager] before the present one was a hands on person, whatever policy documents, information and requirements from the department he implemented these and he was very knowledgeable and very good but he was an*

unapproachable person, very strict and sometimes rude to people. If you made a mistake he would offend you, he would insult you, but then you would respect him because he was very knowledgeable. The present principal is more of... eh... a lot of everything which is nice, but because he does not teach, he is not clued up on curriculum changes and department's documents.

Another participant had the following views:

There are many bad things that some principals do like not coming to school, coming in late and knocking off early. For those who teach, not going to class.

From the foregoing, participants' experiences about their school manager did not portray good leadership practices. For example, participants were of the opinion that school managers tended to revert to autocracy if things do not go as they want as a result there is lack of enthusiasm on the part of educators to participate in school activities. Some school managers set a bad example for their followers, for example not coming to school.

4.5.5 Expectations of educators from school managers

Educators had varied expectations of their school managers. One participant was of this opinion:

What I expect is that school managers get 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 participant explained:

They [school managers] 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 be 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 managers are expected to communicate with parents as important stakeholders in the education of their children, one participant 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 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, be an example.

Another participant had this to say:

I would expect the leadership of principals during this time of transformation to lean more towards democracy. Listen to what to your subordinate 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 visit 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 not think that the expectations of followers are entirely met. Principals tend to convene staff meetings as a mere requirement, but do not take the inputs and suggestions of educators. What I have noticed is that principals are more allegiant to the SGB, sometimes sacrificing the interests and ignoring the concerns of educators in the schools and yet they are the ones [educators] to implement these decisions. Educators expect the principals to them [educators] along in identifying school priorities, needs and objectives. This seldom happens according to my observations.

The essence of expectations of 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 not entirely met.

Some of the variables that were found to influence leadership in this study are: location of the school (rural or urban) and gender (female or male). The views of participants on these are reported below.

4.5.6   Influence of the location of schools on leadership: rural or urban

All participants expressed the opinion that the leadership approach of school managers in schools located in rural areas is different from those of school managers in schools located in urban areas. They also felt that urban schools have a number of advantages compared to rural school. Their views are given below

4.5.6.1 Leadership approaches

One participant explained:

> *There is a difference and I think mainly because in rural schools the resources are not there, funds are not there, otherwise I don't think the difference lies in the way of thinking between these two. Otherwise if both had similar resources then they would be on par and the approaches in the leadership would be similar. For instance one time when our school performed quite badly and the school managers and staff were blamed for this poor performance. The Provincial Education Department officials from Bisho visited our school and the staff challenged the officials: Why not build the school and equip it with all the resources that are in school B (they mention the school in town) and watch what could happen. They were trying to tell them that it's not because we are not capable it's because we do not have the support systems and a good environment.*

There was a slightly opposing view from one participant who felt that:

> *I think there is a definite concept of, in the rural areas we are not expected to do much or have much. When you are in urban areas you are expected to do well and that's because there is a feeling that you are exposed to better resources than in rural areas. Even if you were to take rural schools and give it the resources, I think there would still be a difference in expectations because I think in the rural area they*

are a bit of being relaxed. There is not much pressure because the expectation is
that rural schools do not do well

Another participant was of the opinion that, "The approach might definitely be different because what appeals to rural people might not be the same as what appeals to urban people. Rural people perceive issues slightly differently therefore these calls for more patience." Another participant supported this view and said:

The environment and the learners themselves …so you are dealing with a different setting, the type of parent and the type of SGB are different. You have to be patient with them and change your approach to suite the calibre of stakeholders that you are dealing with. Surely this one needs some special attribute of the leader for example patience. Do go to the chief of the area; do go to the chairperson of the SGB who does not seem to be really keen on attending SGB meetings. I even run around looking for them in the community so that we can have a meeting. So it takes some kind of attitude by the leader.

Another participant added:

Because we are dealing with communities that are in remote areas the approach is different. We need to talk to the parents that are not the same most of rural parent are not well educated others are illiterate. They don't even care about what is happening at school and about the school. Nowadays taverns surround the schools and our learners are exposed to drugs and some parents sell these drugs even to the learners. The situation is very challenging. One is also faced with lots challenges in terms of discipline. During the circumcision period learners just leave the school and come back way after the school has re-opened. Also during this time of curriculum changes where parent involvement in terms of assisting learners in a variety of ways poses another challenge to the success of OBE and NCS. Parents do

not know how to assist learners because they are not educated. Also in terms of financial support they cannot help the learners.

A participant in an urban school further supported the above perception:

At the same time the calibre of parents and learners influence the manner in which one leads the school. The way you lead your school goes hand in hand with the type of parents and learners you have. In the past we had 90% contribution of parents we even had a society and parents would raise funds conduct bazaars, have cultural days and things like that and sell things for fund raising and those things have all fallen away. The people say we are busy during weekends, well if you organize to have fund raising efforts during the week they still don't come. When you meet a parent you only meet him/her when there is a problem. Even when a meeting is called you only see 10% of parents. There are some learners you teach whose parents you have never seen ever.

Another participant said:

Urban principals have a different approach because unlike the rural people who hold that thing that a child has to separate someone older from someone young. The manner in which rural learners are socialized is slightly different from those of urban. Urban learners know their rights more and have a lot of demands.

A participant supported this view and said:

I think there is a bit of a difference because I think in rural areas there may not be huge difficulties with discipline for example, but in urban areas they [learners] are exposed to all sorts of things like drugs, so the principal tends to be more drastic in their discipline measures than in the case of rural areas. This has implications in the

manner in which one approaches leadership. I think so because behaviour wise the challenges in rural areas are less than in urban.

Another participant expressed the opinion that:

Well, there could be a difference because in terms of rural leadership there are some things that one has to take into account. One would definitely not treat people in the rural areas in the very same way as one would treat those in urban. If you taking, for example, time management, there would be some other variables that one would consider in rural schools. For example transport to school is very scarce so learners may be late to come to school, you would understand as to why people are late unlike in urban areas.

4.5.6.2 Leadership abilities

It became apparent that participants viewed leadership abilities of school managers as similar irrespective of the location of the school. One participant said, *"A leader is a leader wherever he or she is.* Another participant supported this and said, *" There are rural schools I know with leaders who lead well, those schools performed well despite the odds".* Another participant added that *"It is only approaches that differ, abilities do not differ"*

4.5.7   Influence of gender on leadership

Participants held a variety of views as far as the leadership approaches of female and male school managers are concerned. All participants were of the opinion that there was a difference in their leadership approaches. Their views are expressed below.

4.5.7.1 Leadership approaches

One participant was of the view that females are caring and motherly in their approach and explained:

They [female and male] differ, but not in a negative sense. Both can be good principals but most female principals tend to be motherly and approachable. We don't have to change our voices to be manly when giving instructions yet people do listen. Like a mother at home, children mostly listen to mothers because mothers are always around; mothers are always there for their children just like female principals are there for people. It is mainly that difference. Females are more caring than males.

Another participant supported this view and said:

I strongly believe that man was created equal. I buy into the school that we are equal, but be that as it may there is the difference in approach. For example the way in which my female colleagues will approach a certain issue, lets take for example HIV and AIDS pandemic, I have found that my female colleagues... what I've learnt from them is that they approach it from a perspective I did not think of where you find that they become like mothers and you find that they are very sensitive in certain things that I perhaps would have overlooked you see, small things like they would take care of that child who comes to the office to complain about the headache. They would perhaps start by saying, did you have anything to eat this morning, whereas I would have said do you have any pain killers around here and just give this learner some pain killers and let her/him go back to class. Females care for the emotions of people they work with.

Further support for the caring nature of females was further expressed as follows:

My opinion is I've met about four principals in my years as a learner and now I believe that females have a better approach to leadership in the sense that a lady principal in the school in which I was a learner turned the bad learners discipline around and it went on smoothly in my second year in that school. She was able to communicate with us, even if there was something we were not doing well she would talk to us and we would understand. I believe female have motherly care.

Another participant concurred and said, *"The important thing is that females are better able to talk to people so as to run the school".*

A participant commented about a female colleague who took over from a male principal and said, *"There was a negative attitude from the community not wanting their school to have a female principal. After a few years they got used to her approach and liked her, but still wishing that she was a male".* Another participant felt that, *"There could be some subtle difference. All I know is that men are generally more robust and more rigid in some cases. Males don't generally quiet change easily they".*

Another participant was of the opinion that:

I think there is a different. You know, we as females, we are not too harsh, not enforcing things to people. So we have a way of talking to people. Males in the case of challenges they fail really because they are usually rigid in the manner of doing things. This does not work sometimes during this time of change. Males also do not want to be seen as failures so they force matters and I would say they are more coercive than females.

Two participants had similar views that females were stricter than males. One said, *"Well, what I understand is that woman leaders tend to be stricter than males because they have males under them and that they have to live up to the challenge. Males are a bit more relaxed then females".* The other said, *"There is definitely a difference but also people are different*

by nature. The female folk are so particular as leaders, meaning that they want things to be done in an orderly fashion and in a particular way point by point. You dare not follow the direction and the pattern set, things are not going to be ok".

Another participant was of the opinion that:

> *I think females are usually very emotional because they also lead males. They tend to be defensive. Another good side of them they always strive to produce good results but I'm not sure if a friendly atmosphere prevails in their schools. But may be people may argue that even if they force their subordinates to produce good results, it does not matter as long as the results are good even if it is at the expense of friendship within the school. Females expect compliance as they do with their children at home; they treat followers at school in a similar way. They carry the desire that their children must do well at home to the school and try to force everyone to perform well.*

Though there was agreement that there were differences in the leadership approaches of females and males, it seemed participants had conflicting opinions: some felt female were caring but emotional, stricter and enforce matters, others felt males were rigid and tend to force matters, another participant felt males were relaxed.

4.5.7.2 Leadership abilities

All participants expressed the view that female and male school managers portrayed similar leadership abilities. They explained as follows: *"Those small differences do not count much and sometimes there is no different at all"*. A participant mentioned, *"It is not a matter of ability but that of approach"*. Another participant supported this view and said, *"For me I have not noticed any difference probably because those I know have similar educational backgrounds from the same institutions"*.

Another participant concurred, *"I am aware of some female colleagues that are doing very well in their schools and also some males doing well. I don't think therefore that in terms of ability there is a big difference"*. As I indicated earlier another participant said, *"Man was born equal, it will just be a matter of exposure and empowerment. Otherwise the leadership ability is similar"*. One participant expressed this observation:

> *At our school females are more able than males. Females outweigh men. We had a female deputy our former principal used to say "she is my right hand person" without her the school would not be as effective as it is, also of the 5 Grade heads 3 are females and we are just fantastic. So I believe that females are better able to lead change than males. When it comes to discipline males tend to do better, learners listen more to them in terms of discipline. But the females do more and do it more effectively than males.*

4.5.8 Appealing vision and mission

Transformation leaders have to lead the crafting of an appealing vision and mission for the school. Participants had a variety of views concerning the influence of the location of a school on the attractiveness of an appealing vision and mission. Transformational leaders have the ability to articulate and communicate a vision in ways that convince others of both its desirability and feasibility (cf 2.3.4.2 and 2.4.10).

Participants agreed that the community does not care much about the school vision and mission because they do not understand it. This is more evident in rural schools where most parents are not well educated and sometimes even illiterate. Participants expressed various views as explained below. One participant explained:

> *I always believe that people, you know, especially the leaders whether rural or urban are sharing common or almost the same qualities but of course it also goes with a bit of exposure to many things because the leader in rural school might perhaps not be*

as exposed to challenges as one would find in the urban schools. People usually feel they know, you will find many challenges in urban schools because that is where things are happening, so to say, most probably urban people think they know already therefore one has to build onto what people know. It is more of a direction to people who already know than in a rural setting where you found that the leader still has to paint a picture and make people know and then direct them.

Another participant concurred, *"I think the vision and mission is better understood in urban than in rural areas. Most urban communities are more educated it would be easier to craft and also to understand the vision".*

The above opinion is shared by another participant who remarked:

It is not because rural school managers are not able, but whom are you selling your vision and mission to? That is the problem it takes a very long time for learners and parents in rural setting to understand what you are talking about. But we are getting there, changing gradually. For instance there are very few parents who know what role to play. For example not even going to parents generally but the very SGB finds it difficult to understand their role let alone performing them.

The researcher observed that out of the seven schools visited only one school had a vision and mission on display in an office. Incidentally this school was in a rural area and the school manager was a woman. On inquiring about its implementation and achievement, the researcher was surprised to learn that most members of the community including the internal school community were not striving to achieve it. In this regard the school manager said:

You know our people when looking at the school vision it does not quiet make sense, especially learners and parents. For urban people if you are talking about the vision of the school, you are talking to parents who, some of them are knowledgeable. So in rural areas Oh! Shame most of the parents don't even bother to look around let

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alone see and read the school vision. They ask what they have come for and then leave. They don't bother about other things that are happening in school and what is on the walls. So it is very difficult.

A participant who was exposed to both rural and urban schools made this observation:

The school where I used to teach was in rural areas before coming to this school that is in an urban area. To me these are very different schools. In the first one I don't know if we even had a vision, but this one when I came it had a vision, to me it's because it was the so called model C school. That is when I heard the mission statement, before then I did not know what a mission statement is. What is so nice about our current principal is that he reviews the mission every year. So he changes it to suite the focus good for that year, he copies it and hangs it all over the school, for the example in 2003 we focused on academic excellence. For 2004 more classroom control so every year it changes and this shifts the focus of the teachers and learners so that you know, if there is a problem within classroom, let us focus on that part, if there is a problem with learners not working hard, let us focus on that part. Added to the year mission there is a motto for the year. In the case of rural schools, I did not know what a mission statement was when I was a teacher in a rural school. So I am not sure if they have them now.

The essence of this quotation is that the rural school in which this educator taught earlier had no vision and mission whereas, the urban school in which the educator is currently teaching has a vision and mission that are reviewed regularly to suite the needs of the school.

4.5.9 Rewarding followers

Transformational leadership is linked to transactional leadership. That is a leader-follower exchange process in which the leader offers rewards in exchange of good performance. Leadership in this view is also expressed by the leader's ability to make the followers aware

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of the link between effort and reward (cf 2.3.4.2). Of the nine participants interviewed, only two were specific that their schools rewarded good efforts. The first participant 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 or even jealousy. I actually, in my case picked this jealousy. I overhead some staff members talking. I sensed in the manner in which it was said that it was not positive comments. It is unfortunate that some staff perceives it in a negative way because it is meant to be motivational.

The second participant explained:

It is good for the school to do that [award 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 participants made general comments but saw rewarding good work as a desirable source of motivation. One participant 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 of cause 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 recognize their good work.

One participant said, *"For educators just to say thank you, is appreciated".* Another was 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".* Another one concurred, *"Every person needs a pat at 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".*

Another participant added that:

Rewards will be welcome, to those who are willing to do good but then those who know that even if they try their best they cannot do more than they are doing, they end up not getting the rewards, this could be discouraging to them. The awards could be given to the same educators each and every year in terms of producing good results. This could cause dissatisfaction to those do not get any. Verbal appreciation however, would always be welcome but I'm not sure about the rewards and the effect it has to the ones who will not get no matter how hard she/he worked there is only that much he or she can achieve. For example if one produces 50% pass every year in his/her subject and is doing his or her best to improve but it does not happen. If the criterion for rewards is 80% pass and above you will never get.

Another participant was of the opinion that *"Principals should appreciate and uphold to the principle of inclusivity as it ensures total commitment of all stakeholders to the achievement of common goals and objectives of the school. Principals should not look for personal glory and gratification as some of the subordinates may not dedicate themselves to their tasks. They [principals] should acknowledge certain achievements and motivate subordinates towards self-actualisation.*

From the above report, it seems participants felt that school managers need to reward followers as a means of motivating them to do their work more.

4.5.10 Role of charisma in leadership

People follow a charismatic leader because they believe her or him to be extraordinary and to have exceptional qualities. People working with charismatic leaders are motivated to do extra work because they like and respect the leader (cf 2.3.4.1).   Transformational leaders as charismatic leaders inspire extraordinary commitment and performance. They raise the level of human conduct and ethical aspirations of both the leader and the followers (cf 2.3.4.2 b). However, a participant felt that:

> *There is no magic here. It is a matter of hard work, because as leader, if people see how hard you work they will emulate you. You cannot just sit and hope that things will just happen. You cannot sit and give instructions, followers will have to look at you and say he can do a, b, c and d, so in a way they will emulate you, you have to be a hard worker.*

In contrast some participants were of a different view and saw charisma as important for leadership to be successful. One participant said, *"It has a place in leadership because we should follow what we feel is good. It makes you want to do more"*. In the same vein another participant affirmed, *"Definitely that [charisma] is a touch that is given by God. You know, this would make the job comparatively easy for everybody because you admire this person, he is down to earth, humble, and so on, but at the end is so effective he/she knows what to do. That element is a bonus that has to be used well"*. Another participant concurred, *"I think it does, because charisma would make you to be able to influence other people into doing what you want them to do especially during this time of change, but just charisma alone may not work"*.

A participant expressed the expectation that charisma can be learnt and that one could develop it through exposure and said, *"... I would have expected such a person to have a lot of charisma developed from all the experience gathered through meeting people in different schools and as an inspector and as a principal and all his exposure. For me charisma is not something you can lose"*.

Most participants felt that charisma was an essential part of transformational leadership.

4.5.11 Expectations of parents and the community

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 one participant explained:

> *I think their children are here to study and they pay fees for them 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, music and so on.*

Another participant expressed the opinion that:

> *I believe that we cannot change the behaviour 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.*

Since parent involvement in the affairs of the school is vital especially during this time of change in the education system, a participant 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 participant voiced the expectation of parents in stressing the need for the school manager to be accountable and explained:

The school manager 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 is not very understanding. They have it that you are the principal you are responsible for the school but one can't be responsible for everything.

This participant was, however, protective of the school manager, but in the end the school manager 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. Some participants indicated that most of the expectations of parents and those of the community are not met.

4.5.12 Participants' final comments

Participants were given an opportunity to give their final comments on anything that they felt was important and needed to be stated in the research report. Some comments were relevant to the study; others were not. The researcher only reported those she felt were relevant. One participant commented that:

I will still maintain that if the Provincial Department of Education could make sure that each and every secondary school is properly built and well resourced so that the

learners will be able to compete with any counter part for the same Grade. This will also enable the school manager to lead in a conducive environment for all the stakeholders.

Another participant felt that:

Maybe because I'm still young compared to many principals and I'm still in post level 1 after serving the department for 11 years, I think if the younger educators could get promoted to posts of principals, it would make leadership to be more progressive. I think the department should open up opportunities and in fact encourage young educators to become principals.

4.6 EMERGENT TRENDS

The trends explained below emerged from this chapter:

- Qualitative research is open, flexible and mostly non-numerical. It enables researcher to learn from naturalistic inquiry that is inductive and ethnographic. It builds rapport between the researcher and participants. Data is emergent rather than pre-determined. The narrative should be interactive and encompassing (cf 4.2.1, 4.2.3, and 4.2.4 and 4.2.5).
- The main data collection instrument was the interviews. Semi-structured open ended interviews were conducted (cf 4.3.6).
- Qualitative investigation was done to get more information and insight on the study and also to follow up on the results of the quantitative investigation. This enhanced the study and gave a holistic picture of the investigation (cf 4.3.2).
- The study was both objective "letting the object speak for itself" and subjective in that the researchers insight and interpretation in the data report enhanced the investigation (cf 4.3.3).

- The sample consisted of nine participants: four managers of secondary schools and five educators. The sample had male and female participants from rural and urban schools (cf 4.3.4).

- Ethics for the study were explained in 4.3.5. The researcher ensured that no harm was done to anyone.

- Data analysis in 4.3.7 was done by content analysis. Interviews were recorded and listened to over and over so as to write accurate transcriptions that were used for the data report in 4.5. The data report was given to participants to read and verify the data. As data analysis continued units and categories of analysis emerged and these were grouped to emergent themes and categories presented in 4.5.

- Reliability and validity in the research design and in data collection were checked. The research design and data collection were found to be reliable and valid (cf 4.3.9).

- As indicated above, an interview guide was used during interviews to make sure that all the necessary information is gathered from all participants. However, questions were asked in a flexible manner and the necessary follow-up questions were asked. During data analysis, the responses of the participants led to the formulation of themes and categories of analysis. These emergent themes and categories were used as topics and sub-topics in the data report on the findings of qualitative investigation (cf 4.5). These themes and categories were used in formulating recommendations for the empowerment of managers of secondary schools. Participants mostly agreed on most of the themes and categories and there were only a few categories/views that were given by only one participant. The themes and emergent categories were as follows.

- Roles of schools managers in transformational leadership (cf 4.5.1)
    - Lead by examples
    - Guiding followers
    - Accountability
    - Conflict resolution
    - Intellectual stimulation
    - Attitudinal intervention

- Leadership skills, abilities, actions and behaviours (cf 4.5.2)
    - Teaching
    - Treat all followers in the same way
    - Financial management
    - Ability to work with groups
    - Motivation
    - Leadership skills
    - Relationship between theory and practice
- Leadership skills in which managers need empowerment (cf 4.5.3)
    - Participatory decision-making
    - Communication skills
    - Financial management
    - Conflict management
    - Policy formulation and implementation as well as education law
    - Dealing with people
    - Induction/orientation of school managers
    - Team building
    - Project management
    - Mentoring
    - Curriculum changes and implementation
    - Computer literacy
    - Strategic planning
- Experiences of educators about the leadership of their school managers (cf 4.5.4)
    - Most school managers are willing to embrace change but they are still autocratic and the two do not tally.
    - Since most principals do not teach, they are not clued up on curriculum changes and what needs to happen in class. This makes their guidance concerning teaching and learning very poor and this leads to poor results.
    - Some school managers come late to schools, others do not come at all, and if so, they leave early. Those who teach sometimes do not go to class.

- Some school managers are very knowledgeable in terms of what needs to happen in schools and in term of interpreting and implementing documents from the Department of Education and others are not.
- Some school managers are very strict, inapproachable and sometimes rude; others are caring and understanding.

- Expectations of educators from school managers (cf 4.5.5).
    - Active participation by all stakeholders.
    - Attendance of workshops on curriculum changes and implementation.
    - Understanding of change and basic principles of democracy.
    - Community integration.
    - Guide followers and make it possible to produce good results.
    - Encourage a good culture of teaching and learning.
    - Take part in the teaching and learning.
    - Some of the expectations are however, not met.

- Influence of the location of schools on leadership: rural or urban (cf 4.5.6)
    - Leadership approaches are different.
    - Leadership abilities are similar.

- Influence of gender on leadership (cf 4.5.7)
    - Leadership approaches: females are more caring and motherly in their approach. They have better communication skills but tend to firm. They are particular and tend to be defensive. Some participants felt that males are more relaxed while others felt that they are rigid and tend to force matters.
    - Leadership abilities: Males and females have similar leadership abilities.

- Appealing vision and mission (cf 4.5.8)
    - Managers of urban schools have an advantage over those of rural schools in that they deal with more educated and enlightened parents. Learners in urban schools have more exposure to different things. In rural areas most parents are not well educated and most of them are illiterate. Vision and mission does not make sense to most of them.

- Rewarding followers (cf 4.5.9)

- A pat on the back is necessary.
- Whenever possible and necessary deserving followers should be rewarded no matter how small the reward is.

- Role of charisma in leadership (cf 4.5.10)
  - Most participants felt that charisma enhances leadership, but a few felt that managers need to work hard and that there was no charismatic 'magic'.

- Expectations of parents and the community (cf 4.5.11)
  - Parents expect managers and educators to mould their children holistically so that they come out of the schools as better people.

- Participants' final comments (cf 4.5.12)
  - The Eastern Cape Provincial Department of Education should build better schools that are well resourced in both rural and urban areas so that all learners compete fairly for their future careers.
  - Deserving younger educators should be given an opportunity and be promoted to posts of principal so as to make leadership more progressive.

4.7 SUMMARY

This Chapter dealt with qualitative research. Qualitative methodology was discussed and this included characteristics of qualitative research. Qualitative research was found to be flexible and takes place in open and natural settings. Qualitative research is post-positivistic and is based on the naturalistic and uses a systematic set of procedures to develop an inductively derived theory about a phenomenon. Research remains open to the unexpected. Qualitative research is based on naturalistic inquiry that depends on the views of participants. It provides information that can be used to improve the situation.

Naturalistic inquiry has to do with direct and personal contact with participants and situations being studied in order to understand the realities of the life of the participants. Naturalistic inquiry as a qualitative research method has a holistic, dynamic and developmental perspective.

The inductive approach begins with specific observations and interviews and builds towards general patterns. Categories and themes of analysis emerge from data derived from open-ended interviews and observations. Findings are derived from specific contexts and emergent patterns and come from data collected rather than decided on prior to data collection.

Qualitative research is also ethnographic, that is, rendering contextual descriptions of social subjects as they actually make sense in their social world. Ethnography is also holistic, inductive and naturalistic.

Qualitative data collection was described as rich in descriptions of people, places and conversations. It is not usually handled by statistical procedures. It involves approaches such as interviews, observations and documents. For the qualitative research in this study the main data collection instrument was the semi-structured open-ended interviews and to a small extent observations were made. An interview guide (Appendix 8) was used to guide the interviews.

An extensive qualitative research design for this study was discussed. This included the rationale for the selection of the qualitative research methodology, statement of subjectivity, target group and its selection, data collection, analysis and presentation, reliability, validity, ethics as well as limitations of this qualitative research study.

As the interviews continued transcriptions were made. The researcher identified tentative units of analysis that lead to the emergence of tentative themes and categories of analysis. These were refined and finalised as more interview continued and were ultimately used for the presentation of the data report. The data report included biographical data of participants, presentation of themes and categories that emerged during the transcription of recorded data and from field notes. These are discussed in 4.5.3.to 4.5.12.

It emerged from this qualitative study that school managers have a very challenging role to play as leaders of their schools during this time of change. Effective running and performance of schools depend on their leadership knowledge and skills and how these are implemented in practice. Participants indicated that leading followers in schools during transformation is not easy and it needed considerable skills, hence the need for continuous empowerment of manager of secondary schools in transformational leadership.

Participants indicated various leadership skills, abilities, actions and behaviours that are important for school managers to portray and perform to lead their schools to effectiveness. Educators formed part of the sample so that their views represent those of followers. Also their input was required to supplement or verify the responses of school managers. The report included their input and explained their experiences and expectations of the leadership of their school managers during this time of change. Educators also gave their opinions about the expectations of learner/parents from school managers as leaders of their schools since these were not interviewed. Some educators indicated that some of these expectations are, however not met probably due to lack of proper knowledge and skills on the part of school managers. For these expectations to be met, managers of secondary schools need be empowered with transformational leadership knowledge and skills.

It was evident from participants that school managers were not empowered enough in transformational leadership. Participants indicated that school managers need continuous empowerment, induction/orientation on a number of leadership knowledge and skills to be able to perform their transformational leadership role effectively.

Interviews were also used to check on some of the results of quantitative research done in Chapter 3. For example, the results of the t-test for the difference of means for those variables that were found to have significant influence on transformational leadership were checked and compared with the views of interviewees. Some views were in agreement with the results of the t-tests and others were not as explained in 4.5.6, 4.5.7 and 5.6.8

On the basis of the findings from literature review, quantitative and qualitative research, Chapter 5 gives a synthesis of the main findings, guidelines for a short course for the empowerment of school managers in transformational leadership and conclusions. Identification of possible areas for further research is also included.

CHAPTER 5

SYNTHESIS OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Before embarking on the research a thorough understanding of literature on transformational leadership was sought. This was done in Chapter 1 in the form of orientation and background to the study and in Chapter 2 where a detailed literature review on leadership in general and transformational leadership in particular was presented. The main findings on transformational leadership, the importance of leadership, the abilities and practices of managers of secondary schools as well as their empowerment needs are synthesized in this Chapter. On the basis of the findings of the research, recommendations are made regarding a series of short in-service courses aimed at training/empowering managers of secondary schools with transformational leadership skills. These short courses are intended to improve leadership practices of managers of secondary schools during times of change so that they are enabled to lead school improvement. Finally, areas for further research are identified.

5.2 OVERVIEW OF THE DEVELOPMENT OF STUDY

As has been stated above, in Chapter 1 related literature was reviewed to provide background to the study and to outline the challenges facing managers of secondary schools in the Eastern Cape Province. Important terms, namely leadership and transformational leadership, were explained. It was argued that managers of secondary schools in the Eastern Cape Province were not adequately equipped with knowledge and skills in transformational leadership to deal with the changing demands of transformation within secondary schools and to create conditions conducive for change. From the problem statement research questions were posed (cf 1.3) which linked to the purpose and the specific objectives of the study (cf 1.4). The research design was briefly explained in Chapter 1 (cf 1.5) and a detailed exposition was given in Chapter 3 for the quantitative research and chapter 4 for the qualitative research.

Two research methods were used for the purpose of data triangulation of the findings from both quantitative and qualitative investigations and to compare the data obtained through these different methods as well as for internal validity. Qualitative research enabled the researcher to gain deeper insight into the information obtained through the quantitative investigation. The demarcation of the scientific field of study was also explained. Chapter 1 concluded with an explanation of the organization of the study and a summary.

Chapter 2 gave a detailed literature review on leadership (cf 2.2) and transformational leadership. The development of transformational leadership (cf 2.3) was briefly discussed in terms of trait theories (cf 2.3.1), behavioural theories (cf 2.3.2), contingency theories (cf 2.3.3) and neo-charismatic theories (cf 2.3.4). Neo-charismatic theories consist of charismatic (cf 2.3.4.1), transactional and transformational leadership (cf 2.3.4.2). The three neo-charismatic theories are closely related and transformational leadership has features of and builds on both. The main features of these leadership approaches are as follows: Transactional leaders engage in mutually beneficial exchange processes and meet followers' needs if their performance measures up to the leader's requirements. They also believe that contingent rewards increase motivation. Charismatic leaders engage in self-sacrifice to achieve the vision and mission of the organization, are sensitive to environmental constraints, are able to make realistic assessment of resources needed to bring change and are sensitive to the followers' needs. These main features of transactional and charismatic leaders are also features of transformational leaders as explained above. Transformational leaders are inspirational; they possess also idealized vision, intellectual stimulation and individualized consideration (cf Table 2.3). Transformational leadership as the focus of this study was fully discussed in 2.3.4.2. A model of transformational leadership was developed from the literature review and was given in Figure 2.3. This model indicated that the actions, practices and behaviours of transformational leaders have a reciprocal effect on their followers depending on the situational factors. These actions, practices and behaviours could give positive results if conducive situational factors prevail. This model was used as a frame of reference for the implications of transformational leadership on the role of school managers (cf 2.4). Some of the implications that were discussed were as follows: learning and acquiring leadership

behaviour; symbolizing professional practices, values and beliefs; developing structures to foster participation in decision-making; influencing followers; offering individualized support and consideration; motivating followers in an inspirational and visionary way; providing intellectual stimulation; and acting in a charismatic manner. This chapter ended with a summary and the explanation of emergent trends. This chapter also provided useful information on transformational leadership as indicated in the main features as well as the main implications as indicated above (also cf Table 2.3 and section 2.3.4.2). This information provided the researcher with greater insight and assisted in the construction of the questionnaire used for the collection of data in the quantitative investigation.

Chapter 3 dealt with the quantitative investigation. In the quantitative inquiry two instruments were used, namely the Leadership Practices Inventory (LPI) and a researcher-designed questionnaire (RDQ). The LPI was used to conduct the preliminary survey for the purpose of gathering information on the leadership practices of managers of secondary schools to support the need for the study. The LPI was used in randomly selected urban and rural secondary schools in the Mthatha district. A sample of fourteen (14) out of forty-three (43) secondary schools (32,5%) was selected and there was a 100% return rate (cf 3.2). The results of the preliminary survey indicated that managers of secondary schools engaged in the leadership practices given on the LPI to a low to moderate degree. This confirmed the problem of ineffective and inefficient leadership practices in most secondary schools in the Eastern Cape and thus supported the need for the study. Information from the LPI was also used to design the RDQ.

The RDQ was used as the primary data collection instrument (cf 1.5.4 and 3.3). The RDQ was sent to a sample of 365 (40 %) secondary schools from a population of 912 secondary schools in the Eastern Cape Province. Of the 365 questionnaires 191 were returned and used for data analysis, presentation and interpretation. Data was therefore collected from 52,3% of the sample (cf 3.3.2). The sample was large enough to generalize the findings to secondary schools in the Eastern Cape Province. The RDQ was designed in such a way that it collects data on biographical information of the respondents, the importance of leadership, leadership

abilities and empowerment needs of managers of secondary schools. Data was computed using the statistical processing programme STATA 8.2 and Excel and was subjected to quantitative data analysis in terms of the biographical data of respondents, location of secondary schools, leadership empowerment of respondents, need for positional induction, importance of leadership for school effectiveness, leadership abilities of respondent and their empowerment needs (cf 5.3).

The findings of the quantitative investigation were followed up to obtain further information directly from the participants who formed part of the population studied. Therefore, Chapter 4 dealt with the qualitative investigation into the empowerment needs of managers of secondary schools in transformational leadership. The data-gathering instrument in the qualitative research was the interview. The data was subjected to qualitative analysis and organized according to emerging key themes and categories of analysis as explained in 4.5. The key themes were as follows: role of managers in transformational leadership; leadership skills, abilities, actions and behaviours; leadership skills in which managers of secondary schools need empowerment; experience of educators about the leadership of their school managers; expectations of educators, parents and the community from school managers; influence of the location (urban or rural) of schools on leadership; influence of gender on leadership; appealing vision and mission; rewarding followers and the role of charisma in leadership. Details of the categories that emerged under these themes were discussed in 4.5 and in 5.3 below. The qualitative investigation was very useful as it gave a detailed account of the views and perceptions of participants and therefore gave a full picture of the investigation that enhanced the value of the study.

The validity and reliability of the instruments and the data were determined as explained in Chapter 3 (cf 3.3.3) and chapter 4 (cf 4.3.9). Validity and reliability enabled the instruments and data to be used with confidence as they were found to be reliable, stable and to have satisfactory validity.

The above investigation culminated in the attainment of the various objectives as follows:

OBJECTIVE 1: **To investigate basic principles and various dimensions of effective leadership in general and transformational leadership in particular (cf Chapter 2)**

Various authors gave various definitions of the term leadership (cf 2.2). From these definitions one may conclude that leadership is a process that involves influencing groups or followers. It involves guiding, directing and giving support to followers in an effort to achieve set goals. Leadership is visionary and inspirational. The essence of leadership therefore is to make followers do what is planned with great will, determination and enthusiasm. Leadership is a function of the leader, the followers and situational variables. Transformational leadership therefore is leadership for change.

Transformational leadership developed from a number of leadership theories (cf 2.3) as summarized below:

- Traits theories emphasized the concept of a 'born leader'. Leadership qualities cannot be acquired; one either has what it takes to be a leader or one does not. Leadership qualities are inborn (cf 2.3.1).
- Behavioural theories emphasized that leadership is the result of behaviour/action and because behaviour can be learnt, leadership can also be learnt. A leader needs to concentrate on two dimensions: concern for task and concern for people. Leadership qualities can be developed (cf 2.3.2).
- Contingency theories also called the 'it depends' theories. In addition to the concern for task and concern for people as suggested in behavioural theories, the leader also has to assess situational variables to make informed decisions about which leadership style or approach to use. Therefore, the leader should vary his/her leadership style depending on the willingness, ability, maturity level of followers and the job that needs to be done as well as other situational variables (cf 2.3.3).
- Neo-charismatic theories (cf 2.3.4.1) consist of charismatic leadership (cf 2.3.4.1) and transformation (cf 2.3.4.2). Charismatic leadership literally means 'the gift of grace'

and it is extraordinary leadership (cf 2.3.4.1). Charismatic leaders offer an appealing vision and articulation; are willing to take high personal risk and engage in self-sacrifice to achieve the vision; are sensitive to environmental constraints; are sensitive to followers needs and demonstrate unconventional behaviour.

- Transformational leadership builds on transactional leadership. Transactional leadership is a leader-follower exchange process. It is a give-and-take situation between the leader and the follower. The leader sets tasks and goals and the followers perform these tasks to achieve set goals; the leader rewards followers (cf 2.3.4.2a). The most favoured of all the leadership theories is transformational leadership that is closely related to charismatic leadership and is an extension of and builds on transactional leadership (cf 2.3.4.2b). Transformational leadership is characterized by the 'four I's' (cf 2.3.4.2b), namely: individualized influence, inspirational and visionary, intellectual stimulation and individual consideration.

OBJECTIVE 2: **To provide an exposition of how managers of secondary schools should execute their leadership tasks in a transformational way (cf Chapter 2)**

The information used to achieve Objective 1 as explained above led to the achievement of Objective 2. Figure 2.3 summarized the transformational leadership model and section 2.4 mapped the implications of transformational leadership on the roles and tasks of school managers.

OBJECTIVE 3: **To determine the transformational leadership abilities and practices of managers of secondary schools in the Eastern Cape Province (cf Chapters 3 and 4)**

From the results of quantitative investigation obtained from the RDQ (cf 3.4 and Table 3.11) it was apparent that managers of secondary schools have **fair** transformational leadership abilities. For example the mean scores on categories and units of analysis were as follows:

Charismatic leadership 3.37382; transactional leadership 3.61875 and transformational leadership 3.39107. The average score of these three mean scores was 3.46121. From the results of the LPI it was evident that managers of secondary schools performed the leadership practices as per the items in the LPI to a **moderate extent** (cf Tables 3.3 and 3.4).

OBJECTIVE 4:　　**To establish the transformational leadership empowerment needs of managers of secondary schools in the Eastern Cape Province (cf Chapters 3 and 4)**

The empowerment needs of managers of secondary school that resulted from quantitative investigation were indicated in Tables 3.6 and 3.10. The results of qualitative investigation supported those of the quantitative investigation. Participants felt that managers of secondary schools are not adequately empowered to lead schools during the time of change. Therefore, they need to be empowered in the areas specified in 4.5.3, Tables 3.6 and 3.10.

OBJECTIVE 5:　　**To recommend guidelines for a framework for empowering managers of secondary schools to equip them with necessary knowledge and skills for effective leadership in times of change. This was inductively and deductively developed from what participants indicated as their most urgent empowerment needs (cf Chapters 3, 4 and 5).**

Deducing from the literature review in Chapters 1 and 2, quantitative data in Chapter 3 and inducing from the emergent themes and categories in Chapter 4, guidelines for a series of empowerment activities were recommended in 5.4 to cater for the needs of managers of secondary schools concerning the effective execution of a transformational leadership approach in the Eastern Cape Province.

5.3 SYNTHESIS OF FINDINGS

The significant findings from the quantitative (Chapter 3) and the qualitative investigation (Chapter 4) are synthesised here and integrated with prior research and theory as reviewed in chapters 1 and 2. The point of departure that has been used and on which the synthesis of findings has been done is the manner in which the RDQ was designed as well as the emergent themes from the qualitative investigation. The synthesis has been reported accordingly.

5.3.1 Importance of leadership

From the literature review, leadership is critical for optimal operation of schools. There is no development without change, society is changing therefore school leadership should also change and therefore, participatory and reflective leadership styles are necessary for changing times (cf 1.1). Leadership is a process that involves influencing followers in a particular context and guiding them towards goal attainment (cf 2.2). There is no best leadership style (cf 2.3.3) but the leader has to consider the total set of conditions under which he or she leads, hence the contingency theories. These views are supported by the findings of qualitative investigations (cf 4.5). Visionary and inspirational leadership is important for school leadership during times of change. The main critics of transformational leadership allege that some of its activities are unethical and immoral. However, others refute these criticisms and indicate that authentic transformational leadership is a recognized, respected, acceptable leadership approach (cf 2.3.4.2 b) and as such transformational leadership is the focus of this study. Fig 2.1 and section 2.3 indicate the development of leadership over time leading to transformational leadership. The discussions in 2.3 indicate the relationships and differences among the leadership theories.

The results of the quantitative investigation support this, the items on the category on importance of leadership were rank ordered and means were presented (cf Table 3.9). Respondents regarded items presented in this category as very important (mean 4.13787 on a scale of 5). Managers of secondary schools also suggested additional leadership processes

that they regarded as important for role performance. These were given in Table 3.5. It emerged from the qualitative investigation that the participants felt that the categories given during interviews, such as: leading by example, guiding followers, accountability, conflict management, intellectual stimulation and attitudinal intervention were important in the leadership of school managers and these were presented as roles of school managers in transformational leadership as indicated in 4.5.1. These were similar to those used in quantitative investigation.

Managers of secondary schools clearly need to be empowered in transformational leadership to perform their leadership roles effectively; hence the following needs for empowerment emerged from the quantitative and qualitative investigations.

5.3.2 Empowerment needs

Table 3.10 gave the respondents' ratings of their empowerment needs on a 5-point scale and these were rank ordered. The mean score of 3,78127 indicated that managers of secondary schools in the Eastern Cape needed empowerment to a large extent on the items listed in Table 3.10. Managers of secondary schools also suggested additional leadership processes for which they need empowerment as indicated in Table 3.6. Some of these needs were the same as those that emerged during interviews (cf 4.5.3). The study revealed that the following seem to be areas in which greatest need for empowerment exists: participatory decision-making, financial management, conflict management, policy formulation and implementation, education law, dealing with people, team building, project management, curriculum changes and their implementation, mentoring, computer literacy and strategic planning (cf 4.5.3). In the literature review and in the quantitative investigation, these were grouped into the following transformational leadership processes and practices: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, encouraging the heart, charismatic leadership, transactional and transformational leadership (cf 3.2 and 3.3).

The leadership training profile from the quantitative investigation revealed the following categories indicated in Figure 3.5 and Table 3.8: No training 7%, through pre-service education 6,8 %, further studies 41%, in-service education 24% and ad-hoc courses 21,2%. The responses on question about positional induction for newly appointed managers of secondary schools was given in Figure 3.6 and the responses were as follows: 94% of the respondents indicated a need for positional induction, 5% indicated that there was no need for positional induction and 1% of the respondents were uncertain. Much as there is a need for positional induction of managers of secondary schools, participants expressed a concern that the Eastern Cape Department of Education does not offer induction and continuous orientation of school managers whenever there are changes (cf 4.5.3.7)

The fact that 7% of the managers of secondary schools did not receive any leadership training and that 21% received leadership training through ad hoc means, stressed the need for empowerment (cf Table 3.8 and Figure 3.5). During interviews participants confirmed that no induction/orientation was conducted for new school managers and yet this was very important (cf Figure 3.6) to inform and equip managers regarding developments that affect their leadership. Participants were concerned that new school managers were not orientated to their new positions and that there was no continuous orientation of school managers on leadership (cf 4.5.3.7) to keep them abreast of new developments affecting their leadership tasks. This also called for regular empowerment of managers of secondary schools in transformational leadership.

It emerged from the qualitative investigation that the present system of education requires that school managers as leaders of their schools and as members of SGBs be adequately skilled in policy interpretation and issues of education law because these form the basis of numerous important decisions. To formulate and implement the school policy, the SGB need thorough knowledge and understanding of national and provincial policies especially those pertaining to education and to schools. Most of these have to be provided and interpreted by the school manager. Participants in the qualitative investigation felt that school managers, educators and the SGB should implement education policies at the grass-roots level. Some were not

necessarily enthusiastic about new legislation and rules enforced from the top. The latter emphasizes that the success of implementation depends upon the school manager's skills to motivate all stakeholders to implement the new policy and provide them with the necessary resources to do so. Educators observed that often, new policies were either not implemented or were substantially modified during implementation (cf 4.5.3.5). This calls for considerable skills and ability on the part of the school managers to interpret policies and to lead the implementation process; hence the need for empowerment in policy formulation and implementation.

5.3.3 Leadership abilities

Table 3.11 gave a summary of the abilities of managers of secondary schools as per the following categories of analysis. Leadership abilities in the quantitative investigation were categorized into charismatic, transactional and transformational leadership, all forming the foundation for an effective transformational leadership approach. With ratings on a scale of 5, the mean scores of the items in these categories were as follows:

- Charismatic leadership with a mean score of 3.37382;
- Transactional leadership had a mean of 3.61875;
- Transformational leadership with a mean of 3.39107.

The results above indicated that managers of secondary schools merely have a **fair ability** to perform actions, practices and behaviours indicated by items in categories and units of analysis on leadership abilities. In addition to these categories, the results of the preliminary survey indicated that managers of secondary schools engaged in leadership practices as indicated by the main categories in the LPI, namely: challenging the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the heart only to a **moderate extent**. As indicated in 1.3 and 3.4, merely fair abilities to perform transformational leadership and the performance of leadership practices to a moderate extent stressed the need for the empowerment of managers of secondary schools to improve their transformational leadership abilities and practices. Improved transformational leadership will enhance the effectiveness of managers of secondary schools and contribute positively to

school improvement (cf Figure 2.3 and the implications of transformational leadership given in 2.4). In the qualitative investigation participants indicated that leadership abilities of managers of rural and urban secondary schools were similar. However, there was a difference in leadership approaches between managers of schools in rural and urban areas. Managers of secondary schools in urban areas have an advantage over those in rural areas in that they deal with more educated parents and communities, their school are better resourced and they have electricity (cf 4.5.6) whereas in rural areas most parents are not well educated and in most areas they are illiterate, there is lack of resources and most school do not have electricity.

Participants came up with a variety of leadership skills; abilities, actions and behaviours that they felt were necessary and important for leadership during the time of change and transformation, for example: teaching, treating all followers in the same way, financial management, ability to work with people and motivating followers (cf 4.5.2). In the quantitative investigation, the abilities of managers of secondary schools were grouped into charismatic, transactional and transformational leadership as indicated in Table 3.11. The average of the mean scores of these categories was 3.42667 on a scale of 5. The researcher judged this average as fair ability to perform the given leadership actions, practices and behaviours (cf Table 3.11).

During the quantitative investigation, t-tests for the difference of means between two groups were analyzed (cf 3.4.1.1). T-tests were conducted on the main categories of analysis by gender, age, experience as a school manager, and by location of secondary schools to check on their influence on the categories and units of analysis and to guide the empowerment activities. Some had a significant influence on the categories and others had no significant influence as explained in 3.4.1.1, Tables 3.12 to 3.14 as well as below. Here follows an account of significant difference between means of various groups as by gender, age, experience as a school manager, and by location of secondary schools. Only those categories and units of analysis on which there was a significant influence as indicated by the t-test were mentioned.

5.3.3.1 Influence of gender on categories and units of analysis

The sample for the quantitative investigation had 80% males and 20% female respondents (cf Figure 3.1 and 3.3.1). From the results of quantitative investigation, gender was found to have a significant influence on the following, however the results of qualitative investigation did not verify some of the results of quantitative investigations as indicated below:

- From the results of quantitative investigation, females need more leadership empowerment than males (cf Table 3.12). This is probably because there is a perception that females are not good school managers and they are normally looked down upon. However, the results of qualitative investigations indicated that males and females performed their leadership roles and tasks in a similar manner (cf 4.5.7.2) and therefore need empowerment to the same extent.

- Males were found to be more charismatic than females as indicated from quantitative investigation (cf Table 3.12). This might be due to the socialization of women who may be raised by conservative parents who were very protective of daughters. Moreover, the tradition in African societies, especially rural communities where the place of the woman is limited to a domestic role, influences the socialization of women and hence their charisma. However, some participants, during the qualitative investigation, indicated that this is not the case. Females tend to be more caring and motherly in their leadership approach (cf 4.5.7). From the sample for quantitative investigations, Figure 3.4 showed that 25% of the schools were urban and 75% rural, therefore one can deduce from this that most school managers serve rural communities where the notion of women leaders is not encouraged nor appreciated. Male leaders are usually applauded (cf 4.5.7).

- From the results of quantitative investigation males were found to be more transactional in their leadership approach than females (cf Table 3.12). Transactional and charismatic leadership are features of transformational leadership. Transactional leaders engage in exchange processes with their followers and charismatic leaders are sensitive to followers' needs, make sacrifices and are willing to incur cost for the good of the organization (cf 2.3.4.1).

- Quantitative investigation indicated that males tend to articulate a more appealing vision than females (cf Table 3.12) but the findings of the qualitative investigation indicated that males and females performed their leadership roles and tasks to a similar extent. Therefore, the findings of the qualitative investigation did not support those of the quantitative investigation.
- From the results of quantitative investigation, males seem to be more sensitive to followers' needs than females (cf Table 3.12). However, this finding contradicted that of the qualitative investigation that found females to be more caring and sensitive than males (cf 4.5.7.1).
- Males tend to take more personal risks than females as indicated in quantitative investigation (cf Table 3.12 and 2.3.4.1).
- The results of quantitative investigation indicated that males tend to stimulate their followers intellectually more than females do (cf 3.12). This was not corroborated by the literature review and qualitative investigation.

Despite the findings from the quantitative investigation that males are better in the transformational leadership aspects indicated above than females, the results from the qualitative investigation contradicted some of these findings (cf 4.5.7.1 and 4.5.7.2). Participants believed that the leadership performance of males and females were similar and thus they needed transformational leadership empowerment to the same extent.

5.3.3.2 Influence of experience on the categories and units of analysis

The quantitative investigation showed that 20% of the school managers had less than 5 years of experience as managers of secondary schools and 80% had five years and more (cf Figure 3.2). Experience was found to have a significant influence on the following:

Experience of managers of secondary schools had a significant influence only on environmental sensitivity. Environmental sensitivity is concerned with making assessment of environmental constraints in term of realistic assessment of resources needed to bring about

change (cf 2.3.4.1). This is a feature of charismatic leadership and since charismatic leadership is one of the characteristics of transformational leadership, experience also seem to have a significant influence on transformational leadership (cf 2.3.4.1). Less experienced school managers were found to be more sensitive to environmental constraints than more experienced school managers (cf Table 3.13). This implies that more experienced managers of secondary schools need to be made more alert and sensitivity to their environment.

5.3.3.3 Influence of location on the categories and units of analysis

The findings from quantitative investigation indicated that 25% of the secondary schools were urban and 75% were rural (cf Figure 3.4). The latter figures indicated the fact that secondary schools in the Eastern Cape Province are mostly rural. This also emerged during the qualitative investigation (cf 4.5.6). Location of schools had significant influence on charisma, appealing vision and taking personal risk. Managers of urban secondary schools were found to be better in these categories than those of rural secondary schools (cf Table 3.14). This finding implied that managers of urban secondary schools were more transformational than those of rural secondary schools. As indicated above, urban and rural communities were significantly different: people are not well educated and many are illiterate. The findings of the qualitative investigation indicated that most parents in rural schools did not understand their school's vision and mission and thus found it difficult to participate in its formulation and implementation. Therefore, articulating an appealing vision, was more difficult in rural than in urban secondary schools. Urban school managers therefore had an advantage over those in rural schools because they dealt with more educated and enlightened communities (cf 4.5.6). Sometimes even the SGB found it difficult to participate in vision crafting and implementation (cf 4.5.8).

The quantitative investigation indicated that urban school managers tended to take more personal risks for the benefit of the school because they wanted their well-articulated visions to be attained even at a cost. Findings of the qualitative investigation did not give evidence to this. Participants in the qualitative investigation believed that school managers performed

their leadership roles and tasks to more or less the same extent irrespective of the school's location as long as they had the necessary qualifications and experience in leadership (cf 4.5.6.2). In terms of leadership approaches most participants felt that the approaches were definitely different because of a number of variables or factors such as availability of resources; expectations of stakeholders; caliber of parents, community and learners; and so on that affected schools in rural areas differently than those in urban school (cf 4.5.6.1)

5.3.3.4 Influence of age on the categories and units of analysis

Data from quantitative investigations indicated that 57% of the respondents were younger than 50 years and 43% were 50 years and over (cf Figure 3.3). However, age had no significant influence on all the categories and units of analysis (cf Table 3.15).

5.3.4 Experience of educators about the leadership of their managers

This was not part of the quantitative investigation, therefore, statistical data was not produced but the particular issues reported emerged from the qualitative investigation. During the qualitative investigation educators expressed the view that most school managers who were willing to embrace change encountered practical problems. When they encountered leadership challenges, they reverted to autocratic and inflexible styles. Some school managers were not familiar with curriculum changes that made it difficult for them to guide educators in curriculum implementation. Educators felt that this was because some school managers do not teach which made them less concerned about what was happening in class. Educators were concerned about the learning and teaching process in schools where school managers do not teach. Some school managers came late to school, others did not come at all, and if they came, they left school early. Those who teach sometimes did not go to class. This set a very poor example to educators in these schools.

Some school managers were very knowledgeable in terms of what should happen in schools and in the interpretation and implementation of documents from the Department of Education;

in other cases, the contrary was true. Some school managers were very strict, inapproachable and sometimes rude, while others were caring and understanding (c.f. 4.5.4).

5.3.5 Expectations of educators, parents and the community from school managers

As in 5.3.4 above, this was also not part the quantitative investigation but emerged from the qualitative investigation. Educators indicated a variety of expectations of their school managers: active involvement of school managers in curriculum changes and their implementation, to act as agents of change and lead school to become truly democratic, integration of the school into the community to realise community support, engage in participatory leadership, take an active role in learning and teaching and mentoring and to be present and punctual at school (cf 4.5.5). Educators also indicated their expectations of parents and the community that the school serves: to ensure that their children study and leave school better persons, interaction with the community and accountability. However, educators indicated that most of these expectations were not met (cf 4.5.5 and 4.5.11).

The following were found to be the trends from the qualitative investigation as far as the expectations of educators, parents and the community were concerned: In addition to the expectations given above, educators felt that managers of secondary schools should have adequate knowledge and skills to guide and support them as they go through school change especially curriculum changes that form the core of learning and teaching. They felt that school managers should also attend workshops to inform them of implementation demands and thus reduce conflict during the implementation stage. Other expectations were community integration; fund raising; good communication skills; encouragement of a good culture of learning and teaching and time management. However, some participants indicated that some of these expectations are not sufficiently met (cf 4.5.5 and 4.5.11).

5.3.6   Final comments from participants during interviews

Participants were given a chance to give their final comments on any aspect that they considered important for effective leadership. The following were the comments considered most relevant by the researcher.

- The Eastern Cape Provincial Department of Education should build better schools that are well resourced in both rural and urban areas so that all learners compete fairly for their future careers.
- Deserving younger educators should be given an opportunity and be promoted to posts of principal so as to make leadership more progressive (cf 4.5.12).

5.4   RECOMMENDATIONS FOR THE EMPOWERMENT OF MANAGERS OF SECONDARY SCHOOLS IN TRANSFORMATIONAL LEADERSHIP

Empowerment of managers of secondary schools in transformational leadership skills is the research topic under investigation.   In this section the researcher has outlined recommendations for the empowerment of managers of secondary schools in transformational leadership skills. On the basis of the findings from the literature review that resulted in the construction of Figure 2.3.and Table 2.3, quantitative (cf Tables 3.6 and 3.14) and qualitative (cf 4.5.3) research the empowerment needs of managers of secondary schools were identified and grouped under the themes below. These empowerment processes could be provided as a series of short in-service training courses. Based on the results of the investigations in this study, the in-service training course should include the following:

5.4.1 Decentralizing the way in which schools are led and managed

To increase collaboration and participation in school management the Department of Education has proposed a process of decentralizing the way in which schools are led and managed in order to best understand the needs of the stakeholders, involve them in decision-

making and allow them to participate in the management and governance of schools (cf 1.2). Participants indicated that financial management is a key challenge in section 21 schools (cf 4.5.2.3).

Recommendation

Authentic transformation should be accompanied by interval devolution of power. While managers of secondary schools should be empowered in becoming transformational leaders, it is especially crucial that managers of section 21 schools be skilled in financial management. This is one of the empowerment needs identified by respondents in both quantitative and qualitative investigations (Table 3.6 and 4.5.3.4). To be able to empower school managers, the following intervention strategy is recommended:

5.4.2 Intervention strategy

South Africa and in particular, the Eastern Cape Province lacks a sufficient number of competent school managers to create a healthy school culture and to create schools that are responsive to change which meet the needs of society and are receptive to diversity issues. Furthermore, South Africa lacks a national leadership school development strategy and agenda to address the lack of leadership skills to lead schools in the changing environment (cf 1.1).

Recommendation

The Eastern Cape Department of Education should attend to the need for leadership training by recruiting and retaining competent and confident educators, and effective school managers. The Eastern Cape Department of Education, in designing its intervention strategy, should take note of the list of leadership processes indicated by respondents to the RDQ as areas in which empowerment is needed (cf Table 3.6 and Table 3.10) as well as those empowerment needs that emerged during the qualitative investigation (cf 4.5.3). In addition to these, the model for

transformational leadership (Figure 2.3) and the summary of transformational leadership forming its framework (Table 2.3) will be used as a basis for the recommended intervention strategy. The model for transformational leadership has however, been adapted and extended after quantitative and qualitative investigations to become Figure 5.1. This model together with the data specified above will now serve as the point of departure for the design of a framework for training managers of secondary schools in transformational leadership.

FIGURE 5.1: Extended transformational leadership model

Transformational leaders: Should

- emphasize value orientation
- identify core professional practices, values and beliefs that should guide employees
- learn and acquire leadership behaviour
- be charismatic and have idealize influence
- practice participatory leadership: share organizational challenges with followers and involve them in problem-solving efforts
- inspire and motivate followers
- offer individual consideration
- demonstrate high performance expectation
- exercise authority, power and influence
- be effective conflict managers
- exhibit good leadership practices
- have structured strategic planning, build school vision and goals and share them
- staff development
- establish effective staff practices
- intellectually stimulate followers
- provide instructional support
- coach and mentor followers
- monitor school activities and provide on-the-job learning
- develop project managers
- offer instructional support
- manage resources

Transformational leaders should enable followers to:

- be loyal and obedient
- be devoted to and aware of the importance of their job and high performance
- be achievement orientated
- work for the betterment of the organization not only for personal benefit
- be aware of their needs for growth, development and accomplishment (self actualization)
- identify themselves with the leader and the leader's vision
- transcend self-interest for the benefit of the organization
- feel empowered
- be innovative
- have admiration and respect for; and trust in others
- pursue own goals for learning

Transformational leaders should create situational factors that:

- can enable them to contribute to higher group performance
- relate to task and people orientation, leader-follower relations and favourable working conditions
- encourage willingness to participate and increase the maturity level of followers
- "pull" together all factors contributing to the achieve the vision
- contribute to policy formulation and implementation as well as understanding education law

Transformed schools result in:

- adjusted leadership style
- a good school culture that influence the total situation in which the school functions
- higher levels of effort by followers
- social and organizational change
- increased collaboration and participation
- higher team morale, enthusiasm and positive outlook
- more commitment by all stakeholder
- an open system with good school-community relations
- whole school development

According to the extended transformational leadership model (cf Figure 5.1) it is recommended that the following dimensions are included in the training/empowerment activities:

- The transformational leadership approaches which include
    - having structured strategic planning, building school vision and goals and sharing them
    - emphasizing value orientation
    - leadership approaches and behaviour
    - staff development
    - exhibiting good leadership practices
    - resources management
- What the transformational leader should try to achieve among followers
- Situational factors
- Transformed schools

The above will hence be discussed in more detail.

5.4.2.1 Transformational leadership approaches

The elements of the transformational leadership approach will be dealt with below.

(a)   Vision building and strategic planning

Transformational leaders create an idealized vision for the future, the meaning within which followers need to live and work (cf 2.3.4.1). Today's dynamic education system needs leaders to inspire followers to achieve the school's vision. To transform schools, leaders need to embark on a strategic planning process. Through this, schools are able to meet the challenges of a transformed society. Leaders are able to decide far in advance what to do before action is required and are thus proactive (cf 2.4.10). This way the school manager and stakeholders are able to establish and develop detailed plans to implement policies and strategies to achieve goals and the purpose. Therefore, there is a need for leaders to formulate detailed strategic plans (4.5.3.13) and lead and supervise day-to-day operations. Leadership

and vision remain fundamental to creating effective schools. Vision building is essentially a collective activity (cf 4.5.8) but requires that someone lead the organization accordingly (1.1).

Recommendations

The Eastern Cape Department of Education should embark on intensive empowerment of school managers in crafting an appealing vision and mission of the school and in strategic planning. Managers should be enabled to engage all the stakeholders in vision building, strategic planning and the implementation thereof. Transformational leaders are visionary and innovative. They have the ability to articulate and communicate a vision in ways that convince followers of both its desirability and feasibility. Therefore, it is recommended that school managers as change agents be empowered in visionary leadership as part of transformational leadership. This will enable them to reach out to their stakeholders in setting the vision, encouraging ownership and implementing it, while keeping in mind that the community in the Eastern Cape is dominated by rural schools where most parents are not well educated and sometimes illiterate. Since strategic planning/management did not come up during literature review, the researcher had to revert to a literature investigation again to obtain aspects on which managers of secondary schools could be trained. Hellriegel et al. (2004: 71 & 78) and Thompson and Strickland (2003: 6) highlighted the following

- Developing a strategic vision, mission and goals
- Assessing treats, opportunities, strengths and weaknesses
- Crafting a strategic plan to achieve the desired outcomes
- Developing tactical plans
- Implementing and executing the chosen strategy efficiently and effectively
- Controlling and assessing results, and initiating adjustments in vision, long-term directions, objectives, strategy or execution in the light of actual experience changing conditions, new ideas and new opportunities.

(b)   Value orientation

A transformational leader should identify core professional practices, values and beliefs that should guide employees. Complex and dynamic cultural changes needed for sustained school

improvement are more likely to occur as a result of transformational leadership that focuses on the people involved, their relationships, and requires an approach that seeks to transform feelings, attitudes and beliefs (cf 2.4.2).

Recommendation

Transformational leadership is concerned with gaining commitment to a set of values, statements of "what ought to be" which then becomes the heart of the culture of the school. School managers should show respect by treating educators as professionals and have to symbolize success and accomplishment within the teaching profession. 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. This will impact positively on the culture of the school and facilitate the transformation process. Therefore the training of managers of secondary schools in building a good school culture the will foster professional practices, values and belief is recommended.

(c)   Leadership approaches and behaviour

Leaders posses both innate and acquired behaviour and personality (cf 2.4.1), therefore leadership behaviour, such as conflict management and those given below could be learnt and be acquired.

Conflict management was indicated as a top priority of managers of secondary schools in both quantitative (Table 3.6) and qualitative investigations (cf 4.5.3.3). Ongoing educational change affects the way schools are led, and stakeholders within schools hold different views about what should be done, some of which are often conflicting. Moreover, the scarcity of resources also causes conflict within schools. School managers, therefore should be able to manage conflict very well.

Recommendation

Managers of secondary schools as transformational leaders should be trained on the following transformational leadership approaches that will enable them to practice transformational leadership behaviour. Details of what each entail are given in Table 2.3 and 2.4

- be charismatic and have idealize influence
- practice participatory leadership: share organizational challenges with followers and involve them in problem-solving efforts
- inspire and motivate followers
- offer individual consideration
- demonstrate high performance expectation
- exercise authority, power and influence
- conflict management

(d)   Staff development

It is imperative that managers of secondary schools should design a staff development model based on needs assessment of their staff. On the basis of this model, they can plan strategies to empower the staff, offer instructional interventions and evaluate the effectiveness of the model on regular intervals. It is also very importance for managers of secondary schools to offer continuous staff induction and orientation as a means of empowering staff on what they are expected to do. This also assists in mentoring new staff members as they perform their duties (cf 2.4.14).

Recommendation

To be able to offer staff development, managers of secondary schools should be trained in the following:

(i) Manpower planning, recruitment, selection and induction

The following are some of the aspects that manager of secondary schools should be empowered in so as to be able to cater for the processes indicated above:
- Developing manpower inventories and doing needs assessment for their staff as part of manpower planning.
- Acknowledging that the educator's expertise is of paramount importance in staffing.
- Ensuring that the process of staffing is fair and equitable.

- Encouraging the present staff to welcome and value new staff members.
- Ensuring that the contribution of all staff, new and established, is valued equally.
- Involving representatives of present staff members in recommending the employment of new staff.
- Ensuring that staffing policies place staff in areas of competence and expertise.

(ii) Intellectual stimulation

Transformational leaders encourage and prompt others to be innovative and think of alternatives by questioning the status quo, rethinking problems, and examining their work in new and different ways. When people engage in creative problem solving they gain expertise in the process. Transformational leadership practices may best be described as the process that can enable individual and organizational renewal. Changing people implies the use of a learning process, which depends heavily on each individual's capacity and willingness to reflect on practice, to critically analyze it, and to experiment with new ways of thinking and acting (cf 2.4.7).

Recommendation

The change process is essentially a learning process and it is through this learning process that improvement occurs. For this to be realized, it is necessary that managers of secondary schools have knowledge and skills of intellectual stimulation. Transformational leadership has power to connect, transform and bring participants to new horizons. The transformational leader's intellectual stimulation leads followers to view problems as challenges that they can and will meet and conquer. Managers of secondary schools therefore should be trained in intellectual stimulation (Table 2.3 and 2.4.7).

(iii) Coaching and mentoring

As transformational leaders, managers of secondary schools serve as coaches and mentors in the professional growth and development of followers. As part of capacity building they encourage followers to do delegated duties but these should be supervised, monitored and

controlled. To enable followers to succeed, managers of secondary schools have to coach and mentor them and provide additional encouragement and instructional support (cf 2.4.11, 2.4.12 and 4.5.3.10).

Recommendation

To be able to perform the tasks above, managers of secondary schools should be empowered with coaching and mentoring skills.

(iv) Monitoring school activities

After strategic planning for a school has been done, implementation and control of the plans follow. One of the most important tasks of every effective leader is making sure that actual activities conform to planned activities. As a result school managers have to monitor school activities and ensure that they are in line with the goals of the institution (cf 2.4.14).

Recommendation

To enable managers of secondary schools to monitor performance well, it is recommended that they be trained in:
- Demonstrating a positive presence and visibility within the school.
- Accessibility to staff and learners.
- Evaluating and reviewing educators' and learners' progress, thus showing interest in their performance.
- Providing intervention strategies if performance does not match planned activities.

(v) Project management

Although project management did not form part of the literature review and the quantitative investigation, it emerged during qualitative investigation. It became evident that it has to form part of training that managers of secondary schools need. All the skills needed in project management are necessary because schools operate also as business-oriented institutions (cf 4.5.3.9). School managers require certain business skills, especially in financial matters.

Recommendation

On the basis above, managers of secondary schools need to be empowered with project management skills such as those indicated under recommendation in 5.4.4 below. As indicated above, the researcher did not initially review literature on project management, this resulted in the fact that the researcher had to seek information from experts on this subject in order to provide a more complete overview of what should be included in the empowerment programmes. Clifford and Larson (2003: 25) recommended that project management training should focus on

- Activities of the strategic management process, namely, review and define the organizational mission, set long-range goals, analyze and formulate strategies to reach objectives, implement strategies through projects.
- Defining the project scope.
- Establishing project priorities in terms of cost, time, and scope.
- Developing the project network
- Identifying project risks
- Being an effective project manager.
- Managing project teams and stakeholders.
- Managing interorganisational relations.
- Performing progress and performance measurement and evaluation.
- Managing project control and closure.

(vi) Curriculum changes and implementation

Managers of secondary schools should provide instructional support for educator interactions (cf 2.4.13), make sure that resources necessary for curriculum implementation are available to help educators improve school effectiveness, ensure that classroom activities meet the required standard and guide educators in their work (4.5.3.11).

Recommendation

To do this, school managers should be aware of what should happen in class during curriculum implementation. Transformational leaders should keep abreast of trends and issues in the school environment and in curriculum implementation including Continuous assessment (CASS), the National Curriculum Statement (NCS) and OBE. Managers of secondary schools should be at the heart of curriculum changes in order to guide and support learners and educators to achieve.

(vii) Computer literacy and office management

Manager of secondary schools also identified the need for these skills as a priority (cf Table 3.6 and 4.5.3.12). In this technological era, every school manager should be computer literate because the computer is a very important office management, research, learning and teaching technological tool. Some schools are creating their own websites on the internet and are connected by e-mail. School managers also need to take advantage of word processing programmes for record keeping.

Recommendation

Computer literacy should be one of the modules offered in the recommended series of short courses for empowerment of managers of secondary schools. Managers of secondary schools and the school management teams should be empowered in the use of computers in school management. Moreover, effective office management enhances the leadership function of school managers. Therefore, in addition to computer literacy, managers of secondary schools should be empowered in office management.

(viii) Participatory decision-making and capacity building

Transformational leadership practices contribute to the development of capacity and commitment among followers. Involving followers in decision-making enhances capacity building. School managers need to model problem solving and conflict resolution techniques

to followers, delegate leadership, be inclusive, facilitate effective communication and provide appropriate professional autonomy in decision-making (cf 2.4.3 and 4.5.3.1).

Recommendation

Managers of secondary schools should be empowered in inter-group relations, team building and participatory decision-making. Since school managers have to lead people, they should have the ability to form effective teams (cf 4.5.3.8). Furthermore, an integrative and collaborative approach to school change and leadership is necessary to inform all leadership processes and outcomes in a school (cf 1.2). Transformational leaders value the participation and the contribution of others and this enables them to gather all viewpoints and advice necessary to make and implement effective decisions. It is recommended that managers of secondary schools be empowered with participatory decision-making skills.

(e) Effective leadership practices

For schools to be effective, managers of secondary schools should demonstrate good leadership abilities and practices concerning a variety of skills indicated in the LPI (cf 3.2 and Table 2.3).

Recommendations

School effectiveness will be enhanced if the leadership abilities and skills of managers of secondary schools are developed. It is, therefore recommended that they be trained in the following leadership practices that are expanded on, in Table 2.3: Challenging the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the art.

(f) Resources management

Every school manager should be competent in resources management, including material, financial and human resources to avoid mismanagement. Human capital is the life-blood of an organization and must be managed carefully.

Recommendation

Managers of secondary schools should be empowered in resources management including human resource management and professional development.

5.4.2.2 What the transformational leader should try to achieve among followers

The transformational leadership model (cf Figure 5.1) indicates that when authentic transformational leadership is implemented (cf 2.3.4.2) it will have a positive impact in the manner in which followers act on and react to the leadership of their school managers.

Recommendation

Transformational leaders should therefore be empowered in enabling followers to
- be loyal
- be devoted to be and aware of the importance of their job and high performance
- be achievement orientated
- work for the betterment of the organization not only for personal benefit
- be aware of their needs for growth, development and accomplishment (self actualization)
- identify themselves with the leader and the leader's vision
- transcend self-interest for the benefit of the organization
- feel empowered
- be innovative
- have admiration and respect for; and trust in others
- pursue own goals for learning

5.4.2.3 Situational factors

The impact of transformational leadership on followers will be contingent on the situational factors that provide a context in which leaders and follower should work (cf Figure 5.1 and 2.3.3).

Recommendation

Transformational leaders should thus be empowered in creating situational factors that

- can enable them to contribute to higher group performance
- relate to task and people orientation, leader-follower relations and favourable working conditions
- encourage willingness to participate and increase the maturity level of followers
- "pull" together all factors contributing to the achieve the vision
- enable them to formulate and implement policies as well to understand education law

Considerable skills and ability on the part of the school managers is needed to formulate school policies, interpret national and provincial policies and lead their implementation process. Some of the policies are crafted in legal terms and it becomes difficult for the school managers to interpret them as a result in most schools dust pile up on them and if implemented, they are never implemented correctly (cf 4.5.3.5 and table 3.6). Therefore, school managers should be empowered in these policy processes. To be able to lead schools properly and to guide followers in processes like dispute resolutions, employment of educators, labour relations, collective negotiations, and so on, knowledge of education law is important. It is therefore recommended that the managers of secondary schools be empowered in policy issues and education law.

5.4.2.4 Transformed schools

When authentic transformational leadership approaches are applied under suitable situational factors, and follower act on and react to them in a positive manner, the transformational leadership model (cf Figure 5.1) suggests that transformed schools will result as indicated below.

Recommendation

Transformational leaders should be empowered in developing transformed schools that result in

- adjusted leadership style
- a good school culture that influence the total situation in which the school functions
- higher levels of effort by followers
- social and organizational change
- increased collaboration and participation
- higher team morale, enthusiasm and positive outlook
- more commitment by all stakeholder
- an open system with good school-community relations
- whole school development

5.4.3 Empowerment of female managers of secondary schools

There were conflicting results from quantitative and qualitative investigations as far as the abilities of female and male managers of secondary schools were concerned. The results of t-test indicated that male school managers tended to be better in certain aspects of transformational leadership than female school managers (cf Table 3.12). However, participants during qualitative investigations indicated that all school managers, whether male or female, exhibited similar performance in terms of their leadership roles and tasks and therefore needed training/empowerment to a similar extent (cf 4.5.7.2).

Recommendation

The Eastern Cape Department of Education should further check on these conflicting views and on the basis of this, further research and extended needs assessments for female managers of secondary schools are required. If the quantitative investigation results are confirmed, necessary intervention strategies should be planned for females.

5.4.4 Whole-school-development

The Department of Education aims to move towards school-based management in line with section 21 schools as outlined in the South African Schools Act (RSA, 1996 b) which allows SGBs to make their own decisions on the daily running of the school. Success in the schools is based on the school manager's competent, effective and efficient school leadership. School managers are central in the effective functioning of schools (cf 1.2).

Recommendation

To be effective change agents, school managers should be fully armed with transformational leadership skills which include whole school development as indicated in the whole school development wheel: namely policy development; curriculum development and implementation; school environment; teacher welfare development and support; learner welfare development and support; resources development and management; management; leadership and governance; and community and integration (cf 4.5.5).

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings of this study, the following areas are suggested for further research:
- Development of secondary schools into learning organizations.
- Transformational leadership for whole-school-developmental approach.
- Induction of new school managers and continuous orientation of school managers in service.
- The relationship between transformational leadership and school culture.
- The relationship between leadership practices of school managers and school culture.
- Empowerment needs of managers of secondary schools in education law and policy.
- Empowerment needs assessment for female managers of secondary schools in transformational leadership.

5.6   STRENGTHS AND LIMITATIONS OF THE STUDY

Because of the large population (912 secondary schools) the researcher had to use a representative sample. Systematic random sampling was used to select the sample for the quantitative investigation. The questionnaire was sent to a sample of 40% of the secondary schools in the population. The qualitative investigation was done with nine participants. The findings for both quantitative and qualitative investigations can be transferable to different contexts and from school to school within the population. This is due to the fact that the quantitative sample was representative and that the contexts in which managers of secondary schools in the Eastern Cape Province operate do not differ widely. This was especially evident during the quantitative investigation where participants expressed similar views (cf 4.5).

Subjectivity could not be completely ruled out because the researcher has an influence on the interpretation of the findings. However, because the researcher allowed the "objects to speak for themselves", the effect of subjectivity was balanced with objectivity (cf 4.3.3 and 4.5). At the same time subjectivity could be regarded as a distinct advantage.

5.7 SUMMARY

The results of this study show that managers of secondary schools have **fair** leadership abilities and skills and they practice these to a **moderate extent**. However, during the time of change managers of secondary schools as leaders of their institution should perform at a maximum level. Fair leadership abilities and moderate leadership practices may be the result of the mediocre performance of most secondary schools in the Eastern Cape. Therefore, school managers need to be empowered with transformational leadership knowledge and skills so as to perform their leadership role more effectively and efficiently during a time of change to the highest possible degree. There is also a need for the change of mindset in terms of attitudes, values and beliefs because these are very important for transformational leadership to be effective. These will improve school effectiveness and lead to better follower performance especially the improvement of the matric pass rate in the Eastern Cape.

This study will ensure that managers of secondary schools in the Eastern Cape Province receive an appropriate opportunity to develop their skill, knowledge, values and attitudes that will enable them to contribute towards building better and effective secondary schools in the Eastern Cape Province. Although the study was done in the Eastern Cape Province the review of literature provided in the study provided a body of knowledge that will contribute not only to school improvement in the Eastern Cape Province but also to the whole of South Africa. Schools in South Africa, and particularly in the Eastern Cape, need leaders who can *"convert followers to disciples; develop followers into leaders as the transforming leader provides followers with a cause around which they can rally"* (Leithwood & Jantzi, 2005:177). Other Provinces could learn some lessons from this study, thus building better schools and a better South Africa for all!

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APPENDICES

APPENDIX 1: LETTER TO THE DISTRICT DIRECTOR, MTHATHA

P.O. Box 52881
MTHATHA
5099
29 June 2004

The District Director
Department of Education
MTHATHA

Sir/Madam

REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN SECONDARY SCHOOLS: C.D. MANTLANA: Ph.D – UNIVERSITY OF THE FREE STATE.

I am undertaking research on the empowerment needs of managers of Secondary Schools (secondary schools) in transformational leadership in the Eastern Cape Province. This research is in accordance with the requirements for the degree Philosophiae Doctor (Ph.D) that I am undertaking with the School of Education, Department of Comparative Education and Educational Management at the University of the Free State in Bloemfontein. Presently, I am going to conduct a preliminary survey with managers of secondary schools in the Mthatha District.

The purpose of this study is:
➢ To determine the transformational leadership abilities of managers of secondary schools in the Eastern Cape Province.
➢ To establish the transformational leadership empowerment needs of managers of secondary schools in the Eastern Cape Province.
➢ To indicate guidelines for a series of short courses for empowering managers of secondary schools, which would equip them with the necessary knowledge and skills for effective leadership in times of transformation.

Information about the above objectives will be obtained from managers of secondary schools through questionnaires. It is envisaged that this investigation will build up a body of knowledge that will assist managers of secondary schools and other leaders in education to lead their schools to effective transformation.

I, therefore, request permission to conduct this study. I rely on your support for the success of this research.

Thanking you in advance.

Yours faithfully

_____

C.D. MANTLANA

APPENDIX 2: RESPONSE FROM THE DISTRICT DIRECTOR, MTHATHA

APPENDIX 3: LEADERSHIP PRACTICES INVENTORY (LPI) SELF AND OTHERS

LEADERSHIP PRACTICES INVENTORY (LPI): SELF

To be completed by managers of secondary schools. Please complete all items.

To what extent do you engage in the following actions and behaviours? Circle the number that applies to each statement.

1	2	3	4	5
Rarely	Once in a While	Sometimes	Fairly Often	Very Frequently

1. I seek out challenging opportunities that test my skills and Abilities   1 2 3 4 5

2. I describe to others the kind of future I would like for us to create together ………………………………………………… 1 2 3   4 5

3. I involve others in planning the action we will take ………… 1   2 3   4 5

4. I am clear about my own philosophy of leadership ……………1   2 3   4   5

5. I take the time to celebrate accomplishments when project milestones are reached……………………………………. 1   2 3   4   5

6. I stay up-to-date on the most recent developments affecting our organization. ………………………………………………1   2 3   4   5

7. I appeal to others to share my dream of the future as their own ………………………………………………………. 1   2 3   4   5

8. I treat others with dignity and respect ………………………… 1   2 3   4   5

9. I make certain that the projects I manage are broken down into manageable chunks…..……………………………………. 1   2 3   4   5

10. I make sure that people are recognized for their contributions to the success of our projects ……………………………………1   2 3   4   5

11. I challenge the way we do things at work ……………………. 1   2 3   4   5

12. I clearly communicate a positive and hopeful outlook for the future of our organization… …………………………………….1   2 3   4 5

13. I give people a lot of discretion to make their own decisions …..1   2   3   4 5

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14. I spend time and energy on making certain that people adhere
to the values that have been agreed on ………………………..1 2   3   4 5

15. I praise people for a job well done ………………………… 1   2   3   4 5

16. I look for innovative ways we can improve what we do in this
organization ………………………………………………. 1   2   3 4 5

17. I show others how their long-term future interests can be
realized by enlisting in a common vision ……………… 1   2   3   4   5

18. I develop cooperative relationships with the people I work with 1   2   3   4   5

19. I let others know my beliefs on how to best run the organization
I lead ……………………………………………………. 1   2   3   4   5

20. I give the members of the team lots of appreciation and support
for their contributions …………………………………… 1 2   3   4   5

21. I ask "what can we learn?" when things do not go as expected 1 2   3   4   5

22. I look ahead and forecast what I expect the future to be like . 1 2   3   4 5

23. I create an atmosphere of mutual trust in the projects I lead ….1 2   3   4   5

24. I am consistent in practicing the values I espouse …………… 1   2   3   4   5

25. I find ways to celebrate accomplishments …………………… 1 2   3   4   5

26. I experiment and take risks with new approaches to my work
even when there is a chance I might fail ………………….. 1 2   3   4   5

27. I am contagiously excited and enthusiastic about future
possibilities ……………………………………………….. 1 2   3   4   5

28. I get others to feel a sense of ownership for the projects they
work on …………………………………………………….. 1 2   3   4   5

29. I make sure we set clear goals, make plans, and establish
milestones for the projects I lead ………………………… 1 2 3   4   5

30. I make it a point to tell the rest of the organization about the
good work done by my group ……………………………… 1 2 3   4   5

LEADERSHIP PRACTICES INVENTORY (LPI) O T H E R

To be completed by the deputy school manager, a head of department and an educator.

The LPI: Other is designed to assist the researcher in identifying the extent to which your school manager (leader) engages in certain leadership practices. You are being asked to assess him or her on thirty leadership practices.

Rate your school manager on a five-point scale as indicated below. To what extent does your school manager engage in the following actions and behaviours? Circle the number that applies to each statement.

1	2	3	4	5
Rarely	Once in a While	Sometimes	Fairly Often	Very Frequently

He or she:

1. seeks out challenging opportunities that test his or her skills

   and abilities………………………………………………. 1 2 3 4 5

2. describes the kind of future he or she would like for us to

   create together…… …………………………………….. 1 2 3 4 5

3. involves others in planning the action that will be taken .. 1 2 3 4 5

4. is clear about his or her philosophy of leadership ……… 1 2 3 4 5

5. takes the time to celebrate accomplishments when project

   milestones are reached…………………………………. 1 2 3 4 5

6. stays up-to-date on the most recent developments affecting

   our organization………………………………………….. 1 2 3 4 5

7. appeals to others to share his or her dream of the future as

   their own ……… ……………………………………….. 1 2 3 4 5

8. treats others with dignity and respect ………………… 1 2 3 4 5

9. makes certain that the projects he or she manages are

   broken down into manageable chunks …………………… 1 2 3 4 5

10. makes sure that people are recognized for their contributions

    to the success of our projects ……………………………… 1 2 3 4 5

11. challenges the way we do things at work ………………… 1 2 3 4 5

12. clearly communicates a positive and hopeful outlook for the future of our

    organization …………………………………….……… 1 2 3 4 5

13. gives people a lot of discretion to make their own decisions   1   2   3   4 5

14. spends time and energy on making certain that people adhere
      to the values that have been agreed on …………………… 1   2   3   4 5

15. praises people for a job well done ………………………   1   2   3   4 5

16. looks for innovative ways we can improve what we do in
    this organization…………………………………………..   1   2   3   4 5

17. shows others how their long-term future interests can be
    realized by enlisting in a common vision ………………   1   2   3   4   5

18. develops cooperative relationships with the people he or
    she works with …………………………………………   1   2   3   4   5

19. lets others know his or her beliefs on how to best run the
    organization. he or she leads…………………………… 1   2   3   4   5

20. gives the members of the team lots of appreciation and
    support for their contributions ………………………… 1 2   3   4   5

21. asks "what can we learn?" when things do not go as expected 1 2   3   4   5

22. looks ahead and forecast what he or she expect the future to
    be like ……………………………………………………   1 2   3   4   5

23. creates an atmosphere of mutual trust in the projects he or
    she lead ……… ………………………………………..   1 2   3   4   5

24. is consistent in practicing the values he or she espouses …… 1 2   3   4   5

25. finds ways to celebrate accomplishments …………………… 1 2   3   4   5

26. experiments and takes risks with new approaches to his or
    her work even when there is a chance of failure …………… 1 2   3   4   5

27. is contagiously excited and enthusiastic about future possibilities 1 2   3   4   5

28. gets others to feel a sense of ownership for the projects they
    work on ……………………………………………………1 2   3   4   5

29. makes sure the work group sets clear goals, make plans,
    and establishes milestones for the projects he or she leads …… 1 2 3   4   5
30. makes it a point to tell the rest of the organization about the
    good work done by his or her group ………………………   1 2 3   4   5

APPENDIX 4: LETTER TO THE SUPERINTENDENT GENERAL

P.O. Box 52881
MTHATHA
06 August 2004

The Superintendent General
Department of Education
Eastern Cape Province
Bhisho

Sir/Madam

REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN SECONDARY SCHOOLS: C.D. MANTLANA: Ph.D – UNIVERSITY OF THE FREE STATE.

I am undertaking research on the empowerment needs of managers of Secondary Schools (secondary schools) in transformational leadership in the Eastern Cape Province. This research is in accordance with the requirements for the degree Philosophiae Doctor (Ph.D) that I am undertaking with the School of Education, Department of Comparative Education and Educational Management at the University of the Free State in Bloemfontein.

The purpose of this study is:
- To determine the transformational leadership abilities of managers of secondary schools in the Eastern Cape Province.
- To establish the transformational leadership empowerment needs of managers of secondary schools in the Eastern Cape Province.
- To indicate guidelines for a framework for a series of short courses for empowering managers of secondary schools, which would equip them with the necessary knowledge and skills for effective leadership in times of transformation.

Information about the above objectives will be obtained from managers of secondary schools through questionnaires that will be sent to all secondary schools in the Eastern Cape Province. In addition to this, interviews will be conducted with a few randomly selected managers of secondary schools and educators. It is envisaged that this investigation will build up a body of knowledge that will assist managers of secondary schools and other leaders in education to lead their schools to effective transformation.

I, therefore, request permission to conduct this study. I rely on your support for the success of this research.

Thanking you in advance.

Yours faithfully

_____
C.D. MANTLANA

APPENDIX 5: LETTER FROM THE SUPERINTENDENT GENERAL

APPENDIX 6: COVERING LETTER FOR THE RESEARCH QUESTIONNAIRE TO BE COMPLETED BY MANAGERS OF SECONDARY SCHOOLS IN THE EASTERN CAPE PROVINCE.

I (Ms C D Mantlana) am undertaking a survey on the empowerment needs of managers in transformational leadership with a focus on Secondary Schools (secondary schools) in the Eastern Cape Province for the Ph. D degree at the University of the Free State, Bloemfontein.

The purpose of this study is:

- To determine the transformational leadership abilities of managers of secondary schools in the Eastern Cape Province.
- To establish the transformational leadership empowerment needs of managers of secondary schools in the Eastern Cape Province.
- To indicate guidelines for a framework for a series of short courses for empowering managers of secondary schools, which would equip them with the necessary knowledge and skills for effective leadership in times of transformation.

It is envisaged that this investigation will build up a body of knowledge that will assist school managers and other leaders in Education to lead schools effectively during the time of change.

As managers of secondary schools you occupy important positions in the hierarchy of school leadership and in the education system as a whole. Thus your input in this important survey will be of great value. **I rely on your support** for the success of this research. The responses to this questionnaire will be used **for research purposes only.** The questionnaire is thus strictly confidential. The name and school of the respondent will remain anonymous to promote open communication and to get to the root of the purpose of this study.

There are no correct or incorrect answers. This is not a test of your competence. I merely **need your honest opinion** in order to obtain reliable and trustworthy data. Your first spontaneous reaction is the most valid. So work quickly and accurately. Do not ponder too long over any particular question/item. Please respond to all questions/items **as honestly as you can**.

Please mail the questionnaire back in the enclosed self-addressed envelope as soon as possible. Your immediate response will be highly appreciated. Thank you very much for your valuable time and assistance. Your co-operation in this important survey will be highly appreciated.

Permission to carry out this research has been granted by the Superintendent General of the Eastern Cape Provincial Department of Education//District Director of the Mthatha district whose letter is attached hereto.

MANTLANA C D

APPENDIX 7: RESEARCH QUESTIONNAIRE TO BE COMPLETED BY PRINCIPALS OF SENIOR SECONDARY SCHOOLS IN THE EASTERN CAPE PROVINCE

Fill out the questionnaire by indicating your answer by means of an X

1. **PERSONAL PROFILE**

1.1 Sex		M	F
		1	2

1.2 Years of experience as principal	< 1 y	1-3 y	3-5y	6-10y	11y>
	1	2	3	4	5

1.3 Age	<30y	30-39y	40-49y	50-59y	60y>
	1	2	3	4	5

2. **SCHOOL AND TRAINING PROFILE**

2.1 Location of school		Urban	Rural
		1	2

2.2 Any leadership training?	None	As part of pre-service professional education	As part of further studies	Through in-service training	Ad hoc courses
	1	2	3	4	5

2.3 Is there a need for professional induction for newly appointed principals		Yes	No	Uncertain
		1	2	3

3. **LEADERSHIP PROFILE**

Indicate on a five-point scale the <u>importance</u> of the following for leadership in times of change.

1	2	3	4	5

Not at all; To a little extent; To some extent; To a great extent; To a very large extent

		1	2	3	4	5
1	A shared school vision	1	2	3	4	5
2	Enabling others to act positively	1	2	3	4	5
3	Modeling the way to do the work	1	2	3	4	5
4	Encouragement of followers to work	1	2	3	4	5

5	Charismatic characteristics	1	2	3	4	5
6	Visionary abilities	1	2	3	4	5
7	Reward for good work	1	2	3	4	5
8	Intellectual stimulation	1	2	3	4	5
9	Consideration of the needs of followers	1	2	3	4	5
10	Inspirational motivation	1	2	3	4	5
11	Idealized influence	1	2	3	4	5
12	Symbolizing professional practices, values and beliefs	1	2	3	4	5
13	Developing structures to foster participation in school decisions	1	2	3	4	5
14	Creating high performance expectations	1	2	3	4	5
15	Establishing effective staff practices	1	2	3	4	5
16	Monitoring school activities	1	2	3	4	5
17	Providing community focus	1	2	3	4	5
18	Challenging the way things are done at work	1	2	3	4	5

3.2 Rate your training/empowerment needs in terms of each of the following

1	2	3	4	5

Not at all; To a little extent; To some extent; To a great extent; To a very large extent

		1	**2**	**3**	**4**	**5**
1	Creating a shared school vision	1	2	3	4	5
2	Skills to enable others to act positively	1	2	3	4	5
3	Ability to model the way work is done	1	2	3	4	5
4	Encouraging followers to work	1	2	3	4	5
5	Acting in a charismatic way	1	2	3	4	5
6	Defining a school vision and striving towards it	1	2	3	4	5
7	Praising and rewarding followers	1	2	3	4	5
8	Providing intellectual stimulation	1	2	3	4	5
9	Being considerate of the needs of followers	1	2	3	4	5
10	Providing inspirational leadership	1	2	3	4	5
11	Exercising an influence that are followed by others	1	2	3	4	5
12	Transmitting professional practices, values and beliefs	1	2	3	4	5
13	Developing structures to foster participation in school decisions	1	2	3	4	5
14	Demonstrating high performance expectations	1	2	3	4	5
15	Establishing effective staff practices	1	2	3	4	5
16	Monitoring school activities	1	2	3	4	5
17	Providing community focus	1	2	3	4	5
18	Challenging the way things are done at work	1	2	3	4	5

How would you regard your ability regarding the following actions and behaviours?

1	2	3	4	5
Poor	Fair	Fairly good	Good	Very good

		1	**2**	**3**	**4**	**5**
1	Making followers develop a strong need for your approval	1	2	3	4	5
2	Achieving extraordinary levels of follower commitment	1	2	3	4	5
A3	Showing followers that you really care	1	2	3	4	5
4	Activating followers' higher-order needs	1	2	3	4	5
5	Appealing to the followers' desire to contribute to the organization goal	1	2	3	4	5
6	Signifying exceptional quality that deviates from	1	2	3	4	5

	normative expectations to what is anticipated					
7	Making followers believe in you	1	2	3	4	5
8	Creating an appealing school vision	1	2	3	4	5
9	Formulating a school vision in terms that are understandable to others	1	2	3	4	5
10	Arousing devotion and involvement of followers	1	2	3	4	5
11	Aligning the staff to strive towards achieving the school vision	1	2	3	4	5
12	Possessing a willingness to take a high personal risk to achieve the school vision	1	2	3	4	5
13	Engaging in self sacrifice to achieve the school vision	1	2	3	4	5

14	Being sensitive to environmental constraints	1	2	3	4	5
15	Making realistic assessment of resources needed to bring change	1	2	3	4	5
16	Providing a sense of mission for achieving the school vision	1	2	3	4	5
17	Gaining respect and trust of followers	1	2	3	4	5
18	Instilling pride in followers for their work	1	2	3	4	5
19	Being sensitive to followers' needs	1	2	3	4	5
20	Being perceptive to others' abilities	1	2	3	4	5
21	Exhibiting behaviour that is perceived as novel	1	2	3	4	5
22	Motivating followers to do extra work	1	2	3	4	5
23	Making followers to have complete faith in you	1	2	3	4	5
24	Using personal abilities to transform followers' values	1	2	3	4	5
25	Creating a sense of importance and value to the task	1	2	3	4	5
26	Clarifying and implementing the status quo	1	2	3	4	5
27	Meeting follower's needs provided their performance measures up to requirements	1	2	3	4	5
28	Engaging in mutually beneficial exchange process with followers	1	2	3	4	5
29	Awarding rewards in exchange for services rendered	1	2	3	4	5
30	Providing appropriate awards to increase motivation	1	2	3	4	5
31	Searching for deviations from standards and taking corrective action	1	2	3	4	5
32	Arranging that subordinates get what they want in exchange for efforts put in doing what is required	1	2	3	4	5
33	Intervening only if standards are not met	1	2	3	4	5
34	Taking action if objectives are not met	1	2	3	4	5
35	Having control over vital information	1	2	3	4	5
36	Providing followers with leverage from which to negotiate	1	2	3	4	5
37	Communicating high expectations	1	2	3	4	5
38	Inspiring follower awareness and understanding of mutually desired goals	1	2	3	4	5
39	Expressing important purposes in simple ways	1	2	3	4	5
40	Ability to engage and emotionally communicate a future idealistic state	1	2	3	4	5
41	Inspiring belief in organizational mission	1	2	3	4	5
42	Influencing subordinates through visionary means	1	2	3	4	5
43	Arousing in followers the effort to work harder and better	1	2	3	4	5
44	Serving as a mentor	1	2	3	4	5
45	Inspiring followers to transcend their own self-interest for the good of the organization	1	2	3	4	5
46	Employing a developmental orientation with followers	1	2	3	4	5
47	Inspiring loyalty of followers	1	2	3	4	5
48	Promoting rationality	1	2	3	4	5

49	Encouraging staff to try new practices consistent with their own interests	1	2	3	4	5
50	Being a source of new ideas for professional learning	1	2	3	4	5
51	Being a source of careful problem solving	1	2	3	4	5
52	Supporting followers for creativity and self- direction	1	2	3	4	5
53	Encouraging followers to think of old challenges in a new way	1	2	3	4	5
54	Exhibiting role modeling aspect of individual consideration	1	2	3	4	5
55	Triggering individual cognitive motivation	1	2	3	4	5
56	Stimulating followers to think about what they do for learners	1	2	3	4	5
57	Encouraging followers to question their own beliefs and values	1	2	3	4	5
58	Facilitating opportunity for staff to learn from each other	1	2	3	4	5
59	Encouraging follower to question, when appropriate, the leader's beliefs and values	1	2	3	4	5
60	Encouraging followers to pursue own goals for professional learning	1	2	3	4	5
61	Stressing the use of intelligence to overcome obstacles	1	2	3	4	5
62	Supporting individuals for creativity and self direction	1	2	3	4	5
63	Encouraging followers to challenge the status quo	1	2	3	4	5
64	Encouraging followers to develop and review professional goals consistent with school goals	1	2	3	4	5
65	Treating each follower as an individual	1	2	3	4	5
66	Taking opinions of followers into consideration when initiating action that affect follower's work	1	2	3	4	5
67	Making use of follower's unique needs and expertise	1	2	3	4	5
68	Providing moral support by making followers feel appreciated for contributions made	1	2	3	4	5
69	Providing a sense of purpose, vision and focus	1	2	3	4	5
70	Having a structure for strategic planning	1	2	3	4	5
71	Establishing collaborative decision-making process	1	2	3	4	5
72	Looking for potential motives in followers	1	2	3	4	5
73	Engaging the full person of the followers	1	2	3	4	5
74	Creating relationship of mutual stimulation	1	2	3	4	5
75	Elevating followers into leaders	1	2	3	4	5
76	Achieving follower performance beyond ordinary limits	1	2	3	4	5
77	Motivating others to do more than they originally intended	1	2	3	4	5
78	Encouraging good follower-leader relationship	1	2	3	4	5
79	Motivating others to transcend their own interest so that the group will benefit	1	2	3	4	5
80	Providing opportunities for followers to develop their capabilities	1	2	3	4	5
81	Developing work related skills	1	2	3	4	5
82	Encouraging staff to be effective innovators	1	2	3	4	5
83	Distributing leadership broadly among staff	1	2	3	4	5
84	Showing respect for staff by treating them as professionals	1	2	3	4	5
85	Being proactive	1	2	3	4	5
86	Seeing the present as spring boards to achieve future goals	1	2	3	4	5
87	Forming new expectations in followers	1	2	3	4	5
88	Setting empowerment processes in motion	1	2	3	4	5
89	Identifying followers' developmental needs	1	2	3	4	5
90	Motivating followers to adopt a reflective approach to	1	2	3	4	5

	practice					
91	Encouraging followers to actively engage in their work	1	2	3	4	5
92	Motivating followers to transcend the norms of their previous experience	1	2	3	4	5
93	Broadening and elevating interest of followers to accomplish the school's mission	1	2	3	4	5

3.4 Indicate any other area or process of leadership that you regard as   important for the management of transformation

1. ---------------------------2. --------------------------- 3. ------------------------

4. -------------------------- 5. ---------------------------- 6. ------------------------

3.5 Indicate any other area or process of leadership that you would like to receive training in.

1--------------------------- 2. ---------------------------- 3. ------------------------

4. -------------------------- 5. ---------------------------- 6. ------------------------

APPENDIX 8: INTERVIEW SCHEDULE/GUIDE FOR:

(a) Managers of secondary schools in the Eastern Cape Province

- How do you see the role of leadership in times of change and transformation in schools?
- What leadership skills and management actions do you regard as necessary for the effective handling of change and transformation in the school?
- If you or any other school manager has to be trained for managing transformation, what would you regard as the aspects to be addressed in such training?
- Research has found that male and female school managers differ in their approaches to leading change and transformation. Do you agree? Support your view.
- Research has also found that urban and rural school managers differ in their approaches to leading change and transformation. Do you agree? Support your view.

(b) Educators of secondary schools in the Eastern Cape Province

- What is your experience about the changes that are taking place at your school?
- What are your expectations from your school manager during this time of change?
- How has your school manager's leadership changed the way you handle the changes at school?
- How do you experience your school manager's leadership during this phase of change?
- What do you think school managers need to be trained or educated in to lead their schools to effectiveness during times of change?
- What are the expectations from parents and the community with regard to your school manager's leadership in times of change?
- How do you think the school community experiences your school manager's leadership during change?

APPENDIX 9: CONSENT FORM AND BIOGRAPHICAL DATA

CONSENT FORM

I --- hereby grant permission to Ms C D Mantlana to conduct, record and make field notes of the interview. Data collected through this interview will only be used for the research report. The interview will therefore be strictly confidential and anonymous. Names of participants will be coded in the research report and will not be divulged.

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     Signature of participant   Date

BIOGRAPHICAL DATA

DATE: **------------------------------**

TIME: FROM --------------- TO -------------- DURATION: ------------------

PLACE: ------------   ----------------------

CODE OF PARTICIPANT: -----------------------------------

GENDER: ------------------------

NUMBER OF YEARS AS SCHOOL MANAGER OR EDUCATOR: -----------------

LOCATION OF SCHOOL (URBAN OR RURAL): ---

MEMORANDUM

TO: PARTICIPANTS

FROM :   C D MANTLANA

SUBJECT: VALIDATION AND VERIFICATION OF DATA

DATE :   06 JUNE 2006

Thank you very for your assistance with my research. You contribution is highly appreciated. Your further assistance is needed. It is the requirement of the validation and verification process that transcribed data from the recordings be sent back to the participants to check if it represent exactly what they said, word for word, during the interview. Please fill free to make comments/additions/corrections where applicable.

I will collect the verified version of the transcription after a day or two from the date of delivery.

Thank you again.

Yours faithfully

_____

C D MANTLANA (MS)

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