THE TRANSFORMATIONAL LEADERSHIP ROLE
OF THE SCHOOL PRINCIPAL

By

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SUBMITTED IN ACCORDANCE WITH THE REQUIREMENTS
OF THE DEGREE OF

MASTER OF EDUCATION

IN THE DEPARTMENT OF EDUCATIONAL PLANNING AND
ADMINISTRATION

AT THE

UNIVERSITY OF ZULULAND
[DURBAN-UMLAZI CAMPUS]

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Date	:	**January 2003**

ACKNOWLEDGEMENTS

DECLARATION

I, EMMANUEL MTHEMBENI NZIMANDE declare that this dissertation, *The Transformational Leadership Role of the School Principal* is my own work in conception and execution and that all the sources used or quoted have been indicated and acknowledged by means of complete references.

NZIMANDE E.M.

UMLAZI, JANUARY 2003

DEDICATION

This work is dedicated to my father Joseph N Nzimande, my mother Rebecca Nzimande, my young daughter Samkelisiwe, my friends, as well as staff at work for their support and inspiration during the course of this study.

ABSTRACT

The study examined the transformational leadership role of the principal in schools. It sought to ascertain whether school principals have the capacity to implement the new educational changes that the educational system in our country seeks to implement.

The study depicts the views/perceptions of Primary and Secondary school principal from Camperdown district; a district which serves predominantly conservatism people. The district proves to be associated with, rural conservatism a factor which is a challenge to transformation.

A questionnaire comprised of closed and open-ended questions was used to establish the scope of the study.

On the basis of the research, the study concluded that most of the principals in the area studied, were indeed grapping with transformational. There are quite a few areas in which the school principals in their leadership abilities need to develop in order for them to be able to implement educational changes as duly required of them.

- The provision of transformational strategies to enhance the quality of education in school.
- The availability of transformational structures to meet the challenges brought by educational changes.
- Capacity to deal with change.
- Monitor transformational processes.

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CHAPTER 1

THE TRANSFORMATIONAL LEADERSHIP ROLE OF THE SCHOOL PRINCIPAL

1.1 BACKGROUND TO THE STUDY AND ANALYSIS OF THE PROBLEM

The creation of the new education policies in post-apartheid South Africa ((i.e. 1994 onwards) brought about a number of drastic changes on how educational matters should be understood, handled and practiced. The educational changes were *inter alia* meant to bring about redress, equity and upliftment of the quality of life of all South African citizens. The creation for the first time of a single education department brought about a new ideal that every South African citizen receives an equitable standard of education in the whole of this country (Educ Inc, 1996-7). This ideal necessitated that the school leadership should attempt to cultivate and liberate the talents of all learners without exception. This added a new challenge to school leadership, namely that the school principal should find practical and educationally acceptable solutions to meet this ideal.

For this ideal to succeed and for the South African people to benefit from *this new dispensation,* it became apparent that schools as government sites need to provide learners with good education. Bhengu (1995:01) sees good education as a type of education that will prepare learners in a manner that will ensure that they contribute significantly to the reconstruction and development of this country. Bhengu (1995) further points out that good education is the key to individual fulfillment, national growth and international competitiveness and this is the ideal that the government is aspiring to. Unfortunately the past education legacy had not attempted to meet this ideal.

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The success of the introduction of the new educational ideal as described above calls for the readiness of the school principal to institute strategies and programmms that will ensure effective enhancement of the capacity of all the school role players. Also to achieve this ideal, school principal's need to attempt to provide all role players including educators with conditions that are conducive to their development and growth. In the final analysis, such conditions will help ensure that the educational goals are attained. According to Maslow (1968:173) an appropriate environment create opportunities for growth. This is the ideal that our education system intends getting to.

All the educational changes cited above call for the school principal to adopt a transformational leadership role in his/her attempts to achieve these desired changes because the interpretation and translation of educational policies into practice rests with the leadership at a school level. Bass (1981) asserts that the school principal is perceived to be the best situated leader who can make a positive impact in the achievement of the needed educational reform. Maxcy (1994:134) and Fitz (2000:130) confirm Bass's view when they state that any attempt to bring about change and development in the school should include school principals for the principals have the potential to enhance developments.

1.2   STATEMENT OF THE PROBLEM

Schools are continuously faced with a number of changes in the name of restructuring and improvement (Barnett, 1999). Despite the enactment of progressive legislation by the State and the pronouncement of educational policies by the Education Department to ensure that the transition during change takes place smoothly in our education, life in schools continues to deteriorate. For instance, our system of education is failing to deliver a value added quality product due to the incapacity of school principals. Thus, the challenge rests with the school principals to assume the responsibility to bring about improvement (MacBeath, 1998:25).

Also, the education system prior to the socio-political dispensation of 1994 had failed many communities. The standard of education was deteriorating despite the fact that government was pumping more money into education. There is now an urgent need to redress this situation and this becomes a challenge to educational leaders and in particular the school principals to ensure that visible change takes place in their schools. Put differently, school principals must not just say educational renewal is taking place but it must be seen to be taking place.

The attainment of the proposed educational goals also requires that school principals create supporting structures for educators and all the role players that will ensure that the quality of what is offered is improved. Such structures will in the main ensure that the changes that are taking place at school are continuously evaluated. Since change by its very nature is also ambiguous, it is necessary that the school principals come up with developmental programmes such as the "rookie round table" and "team teaching" which will ensure that the educational changes are implemented, monitored and improved. Although developmental programmes have been established, in most schools little or no change is evident; business in schools continue as usual e.g. schools are struggling to maintain a positive culture of teaching and learning, the pass rate, particularly at Matriculation level continues to improve at a snails pace and schools lack the infrastructure to support teaching, and learning. All of these challenges compel that the school principal assume the responsibility to bring about improvement.

1.3   AIMS OF THE STUDY

It is against the above-sketched background that this study seeks to investigate the transformational leadership role of the school principal. In specific terms therefore, the aims of this study will be:

1)   To examine the transformational strategies designed by the school principal to enhance the quality of education in schools.

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2) To examine structures that have been put in place by principals to meet the challenges brought about by educational changes in South Africa since 1994.

3) To analyze and evaluate ways and means principals use to monitor the transformational process in schools.

4) To examine the capacity of the principals to deal with change.

1.4 ASSUMPTIONS UNDERLYING THE STUDY

Whilst it is accepted that transformational leadership at school level. This is a tool that can be regarded to improve/change the manner of education delivery, the following assumptions, however challenge this view.

(a) Most school principals lack capacity to be transformational leaders.

(b) Principals are not ready to accommodate, and implement the new changes in the system of education.

(c) School principals are not committed to the delivery of service as duly expected of them by the school system of this country.

(d) The school principals do not have in place strategies and structures to improve and develop schools.

(e) The principals do not communicate as expected to all stakeholders i.e. educators, learners and parents about the expected changes in the education.

(f) On going conflict between school principals and other stakeholders in school e.g. parents undermines the transformational leadership role of the school principal.

1.5 RESEARCH QUESTIONS UNDERLYING THE STUDY

On the basis of the above aims and assumptions this study will attempt to answer the following questions:

- What are the school principals doing to enhance the quality of education?

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- What strategies have been put in place in the school to meet the challenges generated by changes in the education system since 1994?
- Do school principals have the required capacity to meet the new challenges brought about by the changes in the education system?
- How effective are the structures that have put in place by principals to deal with change?

1.6   MOTIVATION OF THE STUDY

It is the school principals that have to create enabling and learning environments for every person under their leadership in order to grow and develop to their full potentials (Hoplan, 1996). However the researcher is of the opinion that there are no significant changes with regard to the improvement of quality of what is offered in schools particularly in most of the under privileged schools. The same goes for the learning environment where learners are prepared. Most schools have no clear direction as to where they want to be in the short and long them. This suggest that the legacies of the past education system with all its inadequacies are still in place and there seem to be a lackadaisical attempt to eradicate them on the part of the school principals.

1.7   DEFINITION OF TERMS

1.7.1   LEADERSHIP

The enactment of new educational policies challenges the school to move forward with a view to produce the desired educational changes (Davidoff, 1997). This places leadership at the top of any school's framework. MacGilchrist (1997:14) asserts that the improvement of quality education needs to focus on leadership. Leadership is about tasks and people and the two are a necessity in the achievement of the school goals (Bryman, 1992). The attainment of the school goals will require the leader i.e.

the school principal to adopt particular behaviors that will ensure that the goals of the institution and those of the system of education are attained.

According to Deal (1987) leadership determines the quality of what is happening (in school). It focuses on building and maintaining an organizational culture. Yukl (1994:05) views it as the influence processes affecting interpretation of events for the school, the choice of objectives, the motivation of teachers to achieve the objectives and maintenance of co-operative teamwork and relationships. McPherson (1985) regards leadership as the exertion of an intentional influence by the leader to the followers. It sets the tone for change and direction of the organization (Morrison, 1998:207). Schein, (1985) asserts that leadership aims to give direction, purpose and movement.

The school principal as the school-designated leader should assume this responsibility with the view to improve the delivery in schools (Day:2000).

1.7.2 TRANSFORMATIONAL LEADERSHIP IN THE SCHOOL CONTEXT

Transformational leadership entails raising each other's motivation and sense of higher purpose. The assumption is that increased capacities and commitment are assured to result in extra effort and great productivity (Leithwood, 2000).

Bass in Geijsel (2000:309) defines Transformational Leadership as composed of:

- An idealized influence, which involves being role models for the followers.
- Intellectual stimulation that involves stimulating followers' efforts to be innovative and creative.
- Individualized consideration that involves paying attention to each individual need for achievement and growth.

For the purpose of this research, it is asserted that transformational leadership is essential for meeting the challenges that schools are faced with because changes that have been introduced to the country's schooling system with a view to providing quality education to all, are a necessity in improving the quality of lives of the South African citizens.

Leithwood (1998) supports this view when he asserts that the term is relatively used when schools are up for restructuring and transformation. Leithwood (Barnett et al, 2001) further points out that for school principals to qualify as transformational leaders, they have to

- open up to community influence,

- become more accountable to changed governance structures,

- clarify standards for content and performance and introduce related changes in the approaches to teaching and learning.

Transformational leadership aims at professionalizing teaching that other forms of leadership e.g. transactional leadership have failed to do. This form of leadership aims to increase educator expertise by allowing the educators to attempt to meet higher needs of individuals such as growth and fulfillment. To Maslow (1968:173), the provision of the appropriate environment that allows this to happen create opportunities for the educator to reach their true selves.

It is without any doubt therefore that the focus of the transformational leadership in schools is beyond improving the curricular activities but is aimed at influencing organizational building, developing a shared vision and creating productive work cultures. Thus it is compelling to argue that the transformational leadership role of the school principal is the key to the improvement of the educational standards in our educational system.

1.8   RESEARCH METHODOLOGY

This study sample will be drawn from Primary and Secondary School Principals of the Camperdown District in the Durban South Region. The researcher will use empirical survey to obtain the necessary data i.e. questionnaires will be administered in all the schools that have been randomly selected.

1.9 FURTHER COURSE OF STUDY

The entire study will be structured as follows:
- Chapter 1 provides the general orientation to the study stating the problem and the aims of the research.
- Chapter 2 will provide an in depth review of the literature. It will further cover the theoretical framework of the transformational leadership role of the school principal .
- Chapter 3 will look at the methodology and research design.
- Chapter 4 will focus on the analysis and interpretation of data gathered.
- Chapter 5 will present the recommendations of the study.

1.10 CONCLUSION

This chapter served as an overview on the problem of the study. The next chapter will focus on the literature review on the transformational leadership role of the school principal.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter will review literature on the transformational leadership role of the school principal.

2.2 LEADERSHIP IN THE SCHOOL CONTEXT

Dunford (2000:16) asserts that schools are complex systems comprising elements such as people, curriculum, assessment and many more. To be effective they need to be well managed but to excel they need to be well led. Deal (1987:06) concurs with this view by stating that quality leadership greatly determines the quality of what is happening in the school. Charlton (1993:ix) argues that quality of life in schools is dependent on the quality of leaders i.e., effective inspiring leadership results to committed competent followers. The school leadership must therefore set direction for changes and development and further support change that has been developed (Morrison, 1998:208).

The complexity of the school requires the school principal to attempt to transform the traditional culture of the school. With the advent of democracy in schools, leadership should be regarded as a shared enterprise (Grace, 2000). Steyn (1999:133) refers Grace's to view that requires the readiness of the school principal to share autonomy is necessary.

It is thus important that the school principal start realizing that they have besides them, educators that need to be utilized. MacBeath (1998:29) argues that educators must be helped to cross the threshold of the classroom and be able to accommodate the new demands and expectations. MacBeath (1998:148) further points out that

educators are more likely to make changes when they perceive the relationship with their principal as more open, collaborative, facilitative and supportive. According to Day (2000:13) this implies additional responsibility for school principals that they must be able to influence, to inspire, to stimulate and to motivate their colleagues. However this task is much easier in secondary schools than in primary schools due to the specialization and the diversity of what is offered. The diversity makes it easier for the school principal to delegate authority and leadership to other organizational members (Deal, 1987).

O'Brien in Senge (1990:140) appeals to the school leadership to provide educators with enabling conditions to achieve the desired educational goal. The existence of a fairly good environment makes people to reach higher and this levels of achievement is what school leadership should aspire to attain (Maslow, 1968:173).

2.3 BACKGROUND TO TRANSFORMATIONAL LEADERSHIP

The reality in South African education reflects that a lot is being done to bring about redress, equity and upliftment of the quality of life of all South African citizens. The enactment of South African Schools Act (Act 108 of 1996), its input and the continuos revision of the Employment Act for Educators (Act 53 of 2000) are all relative indicators that show the concerns of the Department of Education and its commitment to the improvement of the education standards in our country.

It is important to note that despite all these attempts, our education system is failing to produce the desired educational goals especially amongst the disadvantaged communities (Singh et al, 2002:56). The inability's of school principals to achieve the desired ends are always associated with the lack of funds and physical resources (Singh, 2000:51). These reasons for the failure of schools do not hold true. There is a lack of commitment as well as the rejection of the culture of teaching, learning and the provision of essential service to the learners by the educators (Steyn, 1999:357).

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Notwithstanding claims about inadequate supply of resources, it is maintained that the school leadership can do more to improve the (status quo). Steyn (1999:357) argues that the acquisition of fund and resources is not the only key to the improvement of quality education. Transformation can also depend on the effective utilization of available human resource and the application of transformational leadership. Singh (2000:56) concurs that it is necessary that the school principals must employ effective leadership strategies that will involve shared involvement, collegial management and ownership of the school with a view to eradicating the bureaucratic and autocratic control which is prevalent in our schools.

Such strategies are based on the assumptions that the members of staff are partners with a view to encouraging co-operative decision-making as well as recognizing the professional development of staff. Masoge (1997:196) argues that educators as well as all other relative stakeholders have been given little scope to be involved in school related issues. Singh (2000:56) sums this aptly when he says that, without involvement there is no commitment. When educators are given the opportunity, they become accountable and responsible for their actions.

According to Chatterjee (1998:151) the school principals need to create a condition of giving. This condition is based on the encouragement of personal growth of all and each time one takes a responsibility; the person is actualizing the self (Maslow, 1972:47). To give is to grow and that on its own is an expression of the ability to accommodate other people (Chatterjee, 1998:134). The underlying assumption here is that increased capacities and commitment are assured to result in extra effort and great productivity.

As Singh (2002:58) affirms, if capacity is enhanced, a sense of autonomy and interdependence amongst the educators will be developed and improved. This is arguably one of the desired educational changes that our education system envisages.

2.4 SELECTED KEY STRATEGIES TO TRANSFORMATIONAL LEADERSHIP

2.4.1 VISIONING AND DIRECTION THROUGH STRATEGY FORMULATION

Leithwood (1999) in Day (2000:15) asserts that in an attempt to change the school, the leader has to develop a vision for the school. Developing a vision presupposes providing followers with a prescription of the type of behavior the followers must adopt. This provisioning is necessary for educators to actualize their potential (Maslow, 1972:53). It becomes necessary for the school principal to provide structures that will ensure that followers see opportunities that were not there at all (Leithwood, 1998). Educators need to have an understanding of the target and performance criteria (MacBeath, 1998:30). The vision exists when everybody participate in the creation and maintenance of the school vision. It must be noted that the lack of the vision should be regarded as one of the tools or recipe for the downfall of the school (Charlton, 1993:06).

The KwaZulu-Natal Master Strategic Plan's mission Statement on Education (1999:16) calls for schools:

> " . . . to create an effective and efficient education system by developing and nurturing professional expertise and administrative competence and which through redress brings about quality in education al provision."

This implies that at school level strategic planning should take cognizance of individual educator's contribution to the development of the school and those of collective teams within the organization. It becomes the principals' role to enroll all the school educators in an attempt to develop the direction/vision of the school.

The school principal needs to make use of formal and informal approaches in ensuring that the direction is set for the school (Leithwood, 1999:59). The idea of sharing with all the other members of the school provides direction and helps to draw power for change (Fullan, 1991:82). Sharing presupposes creating new understanding of the reality and expectations of the school. As Leithwood (1999:120) suggests, educators need to have clear sights of the direction that the school is pursuing.

2.4.2 CHANGE MANAGEMENT

The development of the vision and its implementation by the school should take note of the following aspects of change management.

2.4.2.1 Complexity of change

Morrison (1998:13) argues that the conditions under which schools operate constantly call for schools to match the demands of the environment. Schools should not operate in isolation of the environment they serves. This calls for the school principal to think of ways in which the school can respond to the environmental needs and challenges. Clearly, it is evident that effective change and change management is a *conditio sine qua non* for the success of the school. Morrison (1998:17) further assets that change occurs when the need is there for it to be so. The biggest challenge facing school principals is to create the need for change. It must be planned and sequenced tactically and this must be underpinned by a vision. Since restructuring comes with an overload of changes, it becomes necessary that the school principal as a leader prioritize the necessary goals that are to be attained. However, it must be understood that change whether good or bad puts greater demand on the people of the organization (Fullan, 1991). The need for prioritization is the result of the ambiguous nature of change (Channer, 2000:23). This calls for the school principal in their leadership role to help educators cope the overload of changes. Educational policies which is our major concern need to be gradually introduced, interpreted and

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implemented. This will ensure that the people understand and embrace the new the new challenges and expected development. The gradual introduction of the educational policies will ensure that the school becomes the sight for learning, which is the primary task of leadership (Senge, 1994:68).

2.4.2.2 Clarity on goals

According to Nanus (1992), developing a vision for the school is like developing an attractive future for the organization. This might take a longer period/time to achieve than expected. It is necessary for the school leadership to adopt goal-setting approaches within vision building. Goal setting ensures that the organizational members achieve the desired ends at a specified given time (Leithwood, 1999:69). By its very nature, goal setting creates high expectations to the one who has to achieve the goals.

Dunford (2000:153) asserts that it is of vital importance that people know exactly what is expected of them. This will on its own empower the head of the school to challenge under performance when the need arises since every one knows the roles and what is expected of them. If educators are inspired in this way, their work will be more challenging and interesting. The real desire for every school is to see greater commitment of educators in their work and setting direction is a means to achieve such end.

2.4.3 STAFF/PEOPLE DEVELOPMENT

Transformational leadership also ensures that the focus of change or development rests with the learning school (Ribbons, 1994:56). Handy (1991) defines learning organizations as organizations that are capable of encouraging learning in their school. A learning organization is characterized by a community of professionals amongst its educators (Tschanen, 2000:253). Tschanen (2000:253) further points out that the aim is to develop mutual respect where educators reflect on their practice, of

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openly classroom about practice, collaborate and the develop collectively. All of these are aimed at increasing trust, respect and communal experiences amongst the educators (Sharon, 2000).

Megan (2000:249) concurs that the learning organization is the one that readily adapts to change, works efficiently and continually and improves its effectiveness. It is believed that the people who are working within the learning organization are part of a shared, social construction of meaning common to all members of the organization (Sharon, 2000). To Fullan and Hargreaves (1992) it is important that the school principal works on the following attributes of effective schools that have a bearing on the developments of educators:

- Purposeful leadership of the staff by the head.
- Involvement of educators in attaining the school goals.
- Consistency of the educators in achieving set school goals.
- Intellectually challenging teaching.
- Work-centered environments.

Staff development begins with the school principal becoming a head learner who ensures that both learners and educators adopt the learning habit. If this is done, the principal will be able to identify the developmental strategies required by each educator as well as the educator learning processes (Davidoff, 1997:69). When such an opportunity arises, the institution becomes the workshop where educators will develop their own leadership skills that will in future make them become leadership substitutes (Sergiovanni, 2000).

The success of achieving the goals of staff development must be driven by a strategic plan that will cater for the individual development. Tschanen (2000) proposes that the school principal might adopt the two strategies to promote learning and collaboration amongst staff members.

- **Rookie round table**

Tschanen (2000:254) views the Rookie round table as a vehicle to inform and acquaint new educators in the field about school policies and procedures. Moreover, the round tables are a vehicle for collaboration.

- **Team teaching**

This is a vehicle to facilitate class-disciplining instruction with a view to further the goals of the school (Tschanen, 2001:254).

Blasé (2000:135) further proposes the following six strategies that can be employed by the school principal to develop professional growth amongst the staff members.

- Emphasizing the study of team teaching and learning.
- Supporting collaborative efforts amongst educators.
- Developing coaching relationships amongst educators.
- Encouraging and supporting educators to redesign school programmes e.g. curricular design.
- Applying the principles of adult learning, growth and development to all staff phases of staff development; and
- Implementing action research to inform instructional decision-making.

The greatest challenge facing the school leadership is to see the greater involvement of educators in their professional development with the head taking the initiative as the head learner. The overall reason for developing people is to support the professional mission of the school, which is what educational institutions are for (Fullan, 1993). Above all, the professional development will ensure that the potentials of educators are developed.

Dufor (1995:05) and Castetter (Steyn, 1999:206) regard the failure of the school principal to develop the human capital as one of the failures to meet the organizational goals. The school principal should not underestimate the potential that

can be used to achieve this end. The school should be used as a place where people continuously join together to learn regardless of age, occupation and home address (Senge, 1194:487). Educators should form part of learning to create challenges in their work.

It has to be accepted that the existence of any school in the future will depend on its willingness to promote learning. The world is changing and it requires schools that are prepared to become their own research institutions (Day, 2000:139). Developing people in any organization holds the key for the progress of the institution.

Hargreaves and Fullan (1992:08) stress that any educational change should have at the core educator/staff development.

2.4.4 APPROPRIATE ADMINISTRATION MANAGEMENT

2.4.4.1 Organizing

The educational changes call for schools to develop collaborative work cultures. Such cultures are built on the premise that recognizes the contribution of individual educators within the school. Educators are more likely to contribute to the development of the school when they perceive their relationship with the school leader as open, facilitative and supportive (Cassell, 1993). In any educational set up, such a context is characterized by openness, and permeability and a constructive relationship that help facilitate the learning of essential knowledge, skills and attitudes (Tschannen, 2001:248). The context is based on the assumption that:

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2.4.4.1.1 Knowledge is distributed

Tschannen (2001:248) advocates that the school memory and most of all the daily routines are an expression of what the school has learnt over the period of time. It is one of the challenges of the school principal to modify the daily routines to suit the espoused vision. This is achieved by tapping the organizational members' meaning of the school reality through evocation, framing and mobilizing emotions of individual members of the organization (Channer, 2001:20). The success of this exercise greatly depends on the clarity of goals that all organizational members have knowledge of (Leithwood, 1999:115).

2.4.4.1.2 Learning is social

Traditional theories of leadership have always viewed leadership as the preserve of those in authority, so does knowledge. It is the role of the school principal to realize that this is not so. The school principal needs to exploit or explore the knowledge of various members more especially in decision-making. The school principal needs to cultivate the culture of mutual respect, individual and joint responsibility. If this is done, ideas will be freely shared. It must be borne in mind that the involvement of the greater staffing problem solving and or decision-making ensures the improvement in the problem solving capacity of the school (Tschanen, *ibid*).

2.4.5 PARTNERSHIPS

The current educational trends in our education system put greater emphasis on the establishment of partnerships with other interested parties e.g. business, unions, parents, local government, etc. in the education of our young ones. Posch in Altrichter (2000:58) refers to this as strategic networking because it provides the opportunity for learners to influence their condition of life and further offer the learners with early work experience. The relationship with the outside world is symbiotic, reciprocal and it is the place for learning for the school (Fullan, 1999:45).

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This type of relationship between the school and the outside world calls for school principal to open up and cultivate the sense of recognizing who its real customers are and thereafter learn to respond to the needs and wants of the customers. The school principals have to move to the "out there" and try to work out the collaborative work strategies for customer improvement (Fullan, 1999:45). This opening up will ensure that both the school and its external members have a mutual benefit/relationship in the development of learners. School principals are however warned not to control the external members of the school.

The closest relationships are:

- **Relationship with parents**

The family background is the mediating factor in the education of learners (MacBeath, 1998). Grace (1998) advocates that whilst educators are experts on education of the learners, parents are experts on their children. This should shed light on the need for empowering parents on educational matters and create a base for developing the home-school relationship (Cairney, 2000:134). The development of this new relationship poses a new challenge to principals who should start learning new ways of dealing with the new partners. Quality relationship amongst partners does not only benefit the school or parent, it also have some benefit for the psychological being of the learners. When the relationship is of higher purpose, the learners will also find a reason to do better.

- **Relationship with the educator trade unions**

Mac Beath (1998) acknowledges the fact that not every member of the school wants to be energized by the leadership style of the school principal. With the birth of trade unionism, the school reform stands a better deal (Louis, 2000:163). By their very nature, trade unions exist to maintain the management-educator/worker relationship that will address the top-down approach of the school leadership. The close relationship between the school principal and the trade unions will ensure the correction of perceptions about authority which some of the staff members may hold

against those in leadership. It is one of the classical role of the school principal to develop this relationship and ensure that it is sustained. Caldwell (1992) concurs that the unions are present when the policies are decided upon and they will come handy when the same policies are implemented. It thus becomes the challenge for the school principal to recognize this to be so.

- **Partnership with the business**

Modern trends in education put greater emphasis on the education for business, with business and of business (Bush, 1984). Morrison (1998:46) argues that schools needs to prepare learners who are going to contribute to the economy of the country. This poses a challenge for the schools to transform the curriculum that is offered to meet the demands of business. The transformation of the curriculum calls for the school to apply business principles in anticipating, identifying and satisfying the needs of the school community to meet this end (Bush, 1984). The support that the school will get from the business community in respect of resources will only come if schools produce what the business require/demands.

To conclude the survival of schools in the current reality and the distant future will greatly depend on the number of relationships that the school tries to form. Parents cannot be able to offer what the school need as it has been happening in the past. There are new realities that schools are faced with and they all call for the school principal to promote a learning culture of the people within the school as an organization.

2.4.6   EFFECTS OF TRANSFORMATIONAL LEADERSHIP ON CHANGE

As our education system in South Africa is currently undergoing restructuring from the past anomalies to the present desired changes, schools are struggling to cope with the challenges. It can be said that the restructuring is observed from the preparatory schools right up to the institutions of higher learning. Transformational leadership can contribute immensely in the upliftment of those that are involved in this exercise.

Leithwood (2000:113) concurs with this view when he says that by its nature, transformational leadership has proven to succeed in conditions that are faced with reform. This also holds true for us in our country. This form of leadership contributes to the development of those that are involved in it. According to Bass (1985:15), increased capacity result in extra effort and greater productivity, which are the desired educational outcomes. It thus becomes the challenge of the school principal to ensure that all organizational members are helped to develop and improve in their work. The success of the organizational leader to affect his/her leadership powers will be determined by the ability to exert influence on the school conditions.

Leithwood *et al* (2000:115) argues that the school conditions directly or indirectly influence the engagement of those concerned.

The conditions are:

- **Purpose and goals**

The idea of a shared vision is drawn from the understanding of the purpose and goals of the school (Leithwood *et al*, 2000:115). Educators must be constantly reminded of the reasons they are in schools. Moreover, they must be involved in the creation of the goals of the schools as well as their individual goals.

- **School planning**

School planning involves the meaningful contribution of individual educators to the development of the mission and goals of the school. Planning connotes goal setting. By its very nature, setting goals provides challenges to those that are to achieve the goals. This calls for the school leadership/principal to set priorities for each and every member of the organization. Prioritization of the school goals will ensure that the intended school goals are achieved at a set time. Further it will help to regulate the contributions of each member of the school.

The role of each member of the school is crucial in the achievement of the desired ends. Therefore it is necessary that there are planned structures that will ensure support for educators to perform to the required standard (Davidoff, 1997:71).

- **Structures and organization**

Davidoff (1997:91) views the school as composed of interweaving units that link in particular ways. This suggests that each of the members of the organization has to play a meaningful role in the achievement of the desired ends. This calls for the school principal to create support structures that will ensure that every member performs to the expected standard so that the goals are finally attained. It must also be noted that education need to be provided with space and support as they work through the transitional period (Tichy, 1985:31).

- **Information and decision-making**

The empowerment process begins when educators are involved in the making of decisions that affect their daily work. According to Mosoge (1997:201) educators desire more participation then they presently have. This observation requires the school principal to begin to involve educators in the running of the school. The overall responsibility of the school leader is to ensure participation of all educators in the making of decisions (Davidoff, 1997:92).

2.5 CONCLUSION

In conclusion, the idea that transformational leadership is only about, amongst other things, charisma, and setting direction. Transformational leadership involves enabling followers to trascend limiting personal factors, to participationally fulfil organizational needs while also meeting individual growth ones. Restructuring calls for a wider view of transformational leadership. The understanding of all of the above posses some challenges to school principal to review their positions in the attempt to address the state of affairs in our education.

Improving the quality of education will succeed if school principals adopt transformational leadership which takes capacity building beyond one's self interest (Bass, 1985:15). Developing the capacity of educators helps improve the commitment of educators to their work. Surely, if this is done, our learners will receive better education, which is the reason they are in schools in the first place.

The next chapter will focus on the research methodology and fieldwork.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is to discuss methodology that was used in this

3.2 PERMISSION TO CONDUCT RESEARCH

Permission to conduct research was secured from the Educational Department through the District Manager of Camperdown District, Durban South Region (See letter in appendix 1). Another letter was sent to the Circuit Managers and School Principals (see letters in appendix 2 and 3 respectively).

3.3 RATIONALE OF USING SURVEY

The descriptive method that was used was the survey because the researcher felt that it would be consistent with the aims of the study as stated in Chapter 1. Stangor (1998) asserts that the survey is a widely used method of collecting the descriptive information about the group of people with an intention of learning what the people think, feel and do in relation to the information sought. Baker (1999) concurs that the survey helps the researcher to find underlying attitudes and dispositions/orientations surrounding a piece of information in question.

Guy (1976:36) maintains that the descriptive method involves collecting data to test the assumptions under review. Stangor (1998:96) further asserts that the descriptive method enables the researcher to describe the thoughts, feelings and behavior of individuals about the issues in question. He further asserts that the survey helps ascertain or create an accurate picture of the current attitude and beliefs about the hypothesis under test at a given time and at a given place.

The form of survey that was used was the questionnaire. Leedy (1980:99) regards the questionnaire as a commonplace instrument for observing data beyond the physical reach of the observer. According to Leedy (1980), data lie buried within the minds, attitudes, feelings and reaction on men and women. This makes that the questionnaire to be regarded as an appropriate tool to access information from the identified population. Stangor (1998) further asserts that the value of the questionnaire lie in the fact that the chosen respondents give honest answers and are less likely to be influenced by the experimenter. Due to the distance between the researcher and the population to be researched, the questionnaire was deemed appropriate because it enabled the researcher to reach all the intended respondents.

3.4 QUESTIONNAIRE DESIGN

In order to enrich the study and elicit more information from the respondents, the researcher decided to include both the closed and the open-ended questions as an instrument to collect data. Also the inclusion of both open and closed questions was made in order for these types of questions to complement each other as well as establishing whether the respondent (principal) has an understanding of the concept in question.

3.4.1 CLOSED QUESTIONS AS AN INSTRUMENT TO COLLECT DATA

Baker (1999) regards the closed type of questions as the most preferred type to collect data because of the focus and direction it provides in responding. Baker (1999:209) further asserts that the closed type questions are preferable because they are like a forced choice where the choice of response in one question does not trigger the response of another question.

The respondents were given 4 alternatives to choose from thus limiting the variability in answering (Rossi, 1983:207). In each of the closed questions the responses ranged from strongly agree to strongly disagree and the respondents were

supposed to place a cross next to the response. The use of this form of the scale was used because it would facilitate *coding* which will be useful in understanding the underlying orientations about the researcher's topic when the analysis is done. Over and above the closed questions the respondents were also asked to respond to some of the open questions.

3.4.2 RATIONALE BEHIND THE USE OF OPEN-ENDED QUESTIONS (UNSTRUCTURED QUESTIONNAIRE)

Sudman (1983:150) regards the open-ended questions as a valuable tool when the researcher is beginning work in an area and need to explore all the aspects of an opinion. Through the open-ended question, the respondents are able to express themselves in the language that is comfortable for them and congenial to their views. Hence the researcher provided open-ended questions together with closed questions. The respondents were asked to comment about certain issues concerning transformation as well as to give concrete example in their application of the transformational concepts.

3.5 DESCRIPTION OF THE POPULATION

The study was limited to public/community schools as defined by the South African Schools Act, Act 106 of 1996. The study was conducted at Camperdown, Durban South Region (KZN Dept. of Education and Culture). Camperdown District is divided into four Circuits, which are Table Mountain, Inchanga, Mpumalanga South and Mpumalanga North. The 4 circuits serve urban, semi rural and rural people. Table Mountain Circuit serves predominantly rural people due to its geographic position.

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The Camperdown District was chosen for a number of reasons viz:

(a) The schools in this district provide a fertile ground for research because they are rural and hence tend to be overlooked by researchers because they are perceived to be associated with rural conservatism.

(b) They combine a mix of rural and semi-urban school population in terms of learners.

(c) Educators are drawn from a mix of urban and rural background.

(d) Schools in rural areas by virtue of their location and in particular because also of their disadvantaged nature are key targets of reconstruction and development by government.

3.6 SAMPLING PROCEDURES

Due to the nature of the topic, the researcher applied a systematic random sampling procedure. Dane (1990) describes the simple random sampling as an act of choosing elements from a randomly arranged sampling frame according to ordered criteria. The value of simple random sampling lies in the fact that the units are randomized before being systematic in order. According to Bless (1995:88) this allows chance to be the only criterion for selection and that itself increased the probability of every unit to have equal chance and likelihood to be chosen.

3.7 UNIT OF ANALYSIS

The researcher focused primarily to the school principal primarily because they are perceive to be the prime movers of change. The secondary schools principals were chosen as population of the survey because they are the people who have to implement a number of changes in education. This is due to the size of the school and most importantly the secondary school principals have no direct influence in matters related to classroom practice, curriculum design change and experience.

The principals have to focus on tapping the capacities of educators to achieve the desired goals (Lethwood, 1999:26).

3.8 THE PILOT STUDY

Sarantakos (1993:227) asserts that it is vital for the researcher to familiarize him/herself with the environment in which the research is to take place. Huyseman (1993) considers the pilot study as a necessity in ensuring the validity and reliability of the instrument. It was therefore necessary that a pilot study be conducted to ascertain whether respondents have the same understanding of the questions that the researcher intended to mean. The researcher gave out questionnaires to two schools that were not part of the randomly selected schools for the survey. The responses that were received after briefing the respondents indicated that there was nothing wrong with the arrangement and the language that was used in the formulation of questions.

3.9 LIMITATIONS OF THE STUDY

On account of the timing, i.e. principals were engaged in administering examinations in their respective schools, the researcher received poor responses. To improve on this, the researcher further gave out another letter to the schools to appeal that they help in responding to the questionnaire that they were provided with. Out of the 74 questionnaires that were sent to schools, the researcher managed to receive 39. Fortunately all the returned questionnaires were fully answered. *Find attached letter in appendix 5.*

3.10 ANALYSIS OF DATA

Data from closed-ended questions was analysed using many tables and percentages. Data from open-ended questions was categorised into themes.

3.11 CONCLUSION

In this chapter the researcher discussed the methodology that was used or followed in investigating the assumptions in Chapter 1. The analysis of the questionnaire will be done in Chapter 4.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

In this chapter the data that was collected will be analyzed and interpreted.

The questionnaire was divided into two (2) sections. Section 1 of the questionnaire covered personal data on respondents and section 2 the questions on each theme.

In this chapter the research findings are presented in the following main themes drawn from the aims of the study:

- The transformational strategies designed by the school principal to enhance the quality of education in schools.
- Structures that have been put in place to meet the challenges brought by educational changes.
- Ways and means that are used by the principals to monitor the transformational processes.
- Capacity to deal with change.

4.2 ANALYSIS OF BIOGRAPHICAL DATA AND EXPERIENCE OF RESPONDENTS AS PRINCIPALS

4.2.1 BIOGRAPHICAL ANALYSIS

This section presents the biographical data of respondents. Table 1 shows the age range of respondents.

AGE CATEGORY	FREQUENCY	%
20-30	-	
31-40	04	10,31
41-50	22	56,41
51-65	13	33,3

Table 1   :   Age range of respondents

The age of the principal as reflected in Table 1 above shows that 67% of the respondents in this district are relatively young and mature educators who are capable of adopting new challenges in their work. Older people, unlike the young ones tend to feel at ease with the status quo and resist change if they can.

Table 2 presents the experience of respondents as principals of schools.

Experience in years	Frequency	%
0-5 years	14	35,897
06-10 years	09	23,076
10-15 years	12	30,76
16-20 and above	04	10,256

Table 2   :   Experience of respondents as principals

Table 2 reflects the experience of the respondents as principals. Table 2 reflects that 38,89% of respondents have between 0-5 years experience. The group of respondents with 0-5 years experience as principals can be moulded to meet the challenges of change posed by our education system.   Table 2 also reveals that 23,07% have between 6 years and 10 years. 30,76% of the respondents are between 11 years to 15

years. It is only 1.,25% of the respondents who have an experience which range from 16 years and above. Also the relatively low experience of the principals can be associated to the political instability of the area in which the District is, the advent of the voluntary package for all educators and the new appointments of principals in the district.

However, what is noticeable about the District is the fact that there is a balance between younger principals who would wish to explore new fields, ideas and take risks in life as against older principals who may wish to maintain the status quo.

4.3 ANALYSIS OF RESPONSES TO QUESTIONNAIRE (OPEN AND CLOSED QUESTIONS)

4.3.1 THE TRANSFORMATIONAL STRATEGIES DESIGNED BY THE SCHOOL PRINCIPAL TO ENHANCE THE QUALITY OF EDUCATIONAL SCHOOL

4.3.1.1 Responses to closed questions

Table 3 consists of questions 2.1 to 2.7, which required the respondents to state their options on their transformational strategies designed to enhance the quality of education in schools.

Statement	Strongly Agree/Agree		Strongly Disagree/Disagre e		Total
	N	%	N	%	
2.1 Educators are involved in the decision-making structures of the school, e.g. school management team, SGB's, etc.	34	87.1	05	12.8	39
2.2 The principal acknowledges the positive contributions made by the educators in decision making /including curriculum transformation.	37	94.8	02	5.12	39
2.3 The principal engages educators in the implementation of educational policies.	39	100	-	-	39
2.4 The principal develops working relations that are consistent with the overall philosophy of the school.	31	79.4	08	20.5	39
2.5 Educators are involved in the school strategic planning.	26	66.6	13	33.3	39
2.6 Educators are assigned greater responsibilities in the management of the school.	23	58.97	16	41.02	39
2.7 The principal establishes support committees for educators to perform their tasks/work well.	28	71.79	11	28.2	39

Table 3 : **What transformational strategies have been designed by the principal to enhance the quality of education in school**

Table 3 reflects the transformational strategies designed by the school principal to enhance the quality of education in school. It is interesting to note that 87,1% of the respondents involve educators in the decision making structures of the school. This negates the assumption in chapter 1 which stated that the principals do not have in place strategies and structures to improve and develop schools. Table 3 also reflects that 94.8% of principals acknowledge the positive contributions that are made by the educators in decision-making. A remarkable 100% of principals engage educators in the implementation of educational policies and 79,4.5 develop working relations that

are consistent with the overall philosophy of the school. These high percentages tally with what was stated in the literature review in connection with the view expressed by Davidoff (1997:91) that calls for principals to create support structures for educators to perform their tasks well. It is only about 66,6% of respondents who engage educators in the strategic planning. The remaining 33,3% is still struggling to engage educators in strategic planning and it is this section of the respondents which still hold the view that there are issues in education which are for the preserve of the few and 58,97% assign greater responsibilities in the management of the school. It is also interesting to note that 71,79% of the respondents establishes support committees for educators to perform their tasks well. The remaining 28,21% in both items is the resultant of the respondents who hold the view that there are issues that are for the preserve of the leadership. Steyn (1999:133) argues that the principals need to share autonomy with those whose commitment is necessary.

4.3.1.2   Responses to open ended questions

In the open ended question the respondents were asked to comment on the reason for the success of strategies as well as to comment on what hinders the strategies that have been formulated to enhancing the quality of education.

The following are statements from some of the respondents:
- "Educators developed a co-operative spirit."
- "Personal developmental programmes develop self-esteem, confidence and a sense of belonging for educators and learners."
- "Strategies improve staff relations."

It is noticeable that 76% of the respondents applied the transformational strategies and are positive about the results as reflected above. However, 54% of the respondents cited a number of critical areas that need attention such as the lack of financial resources, the negative attitude of some educators towards change and

transformation and the lack of experience and understanding of the main principles underpinning the drafting of educational policies and curriculum design.

The respondents were also asked to relate by example the experiences they had in their engagement of the staff in school improvement.

The following are some of experiences cited by the respondents:
- "Educators feel they are of worth when involved in decision-making and in this way they show initiative and some will even volunteer to do things."
- "The staff becomes more active especially when their views are taken into account."

On the contrary, 62% of the respondents are of the view that there are areas that are for the preserve of the school management team or the principal as reflected in table 3. Further, some educators do not love to work with teams and this is another critical area that the school principals need to correct or work on. Educators need to be conversant with the fact that schools are complex systems of people that need people to work in teams to achieve the desired educational ends (Tschanen, 2001:254).

4.3.1.3   Discussion

The findings on the transformational strategies designed by the principal to enhance the quality of education in schools, reflect that above 50% of the respondents want to implement the educational changes. It is assumed that if the remaining half is given enough workshops about transformational issues, there will be a steady progression.

The very few impediments in the implementation of educational changes can be associated with the respondents who still maintain that there are areas which are for the preserve of the people in change. Further, 65% of the respondents cited a number of critical areas which school principals need to focus on and improve amongst there are the negative attitudes of some of the educators towards the transformation of

education in schools, the involvement of parents in the education matters of their children and the need to have a better education/society.

4.3.2 STRUCTURES THAT HAVE BEEN PUT IN PLACE TO MEET THE CHALLENGES BROUGHT BY EDUCATIONAL CHANGES

4.3.2.1 Responses to close questions

n = 39

Statements	Strongly Agree/Agree		Strongly Disagree/Disagree		Total
	N	%	N	%	
3.1 The school management team is assigned responsibility in the setting of the work standards/ethics in the school.	30	76.9	09	23.5	39
3.2 The school promotes networking with other schools in so far as meeting the challenges of change in education.	18	46	21	53.8	39
3.3 The principal promotes collegiality amongst the school staff.	21	53.8	18	46	39
3.4 Educators are encouraged to develop their own goals within the general school goals.	17	43.5	22	56.4	39

Table 4   :   Structures that are in place to meet the challenges brought by the educational changes

Table 4 consists of questions 3.1 to 3.4 which required the respondents to choose their options in the structures they have put in place to meet the challenges brought by educational changes. Table 4 reveals that 76,9% of the respondents' assign the

school management teams with the setting of the working standards/ethics in the schools. This high percentage is supported by view by Steyn (199:357) who asserts that the improvement of what is offered in schools greatly depends on the effective utilization of the available human resource. It is also encouraging to note that which is good for good/working environment conducive 53,8% of the respondents promotes collegiality amongst the staff members.

It is disconcentry to note that 53,8% of the respondents does not promote networking with other schools in so far as meeting the challenges in education.

However, this is disconcerting in the sense that the situations and background of each school is unique. Learners and educators should not suffer in the acquisitions of the necessary required resources because of the inability of the principal to establish relations with people that can be of help to the school in which they serve. 56,8% of the respondents does not encourage educators to develop their own goals within the general school goals.

4.3.2.2   Responses to open-ended questions

- Question 3B (a), wanted the respondents to name structures that are in place in their schools. The following are amongst the support structures that were highlighted: subject committees, developmental appraisal teams,   culture of teaching and learning and services committee that look at every weakness and threat when the schools SWOT analysis is done. The findings also reveal that some respondents drew suggestions that call for action e.g. educators to account every quarter for the work completed, the allowance of time to educators to discuss problems pertaining to their subjects and encouraging educators to attend workshops.

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- Question 3B (b) the respondents were asked to comment on the reason why school should network with other schools in so far as meeting the challenges brought by change.

This is what the respondents (principals) had to say:

- "Most of the changes are new and we need to know what other school are doing."
- "Changes affect everyone, so it is important to know how other schools cope with change."
- "To create a platform for sharing management strategies."
- "To get some ideas in improving the curriculum."

- Question 3B (c) asked the respondents to comment on what they think about encouraging educators to develop their own goals within the general school goals. It is encouraging to note that the respondents (principals) are of the opinion that if the educators are allowed to develop their own goals within the general school goals the actions and behavior of the educators will be channeled. This stems out of the fact that if the operational objective are known, educators will come with alternative ways to achieve the desired end.

4.3.2.3   Discussion

This section of the study reveals that 63% of the respondents realize that it is vital for the school to network, with other schools for better service delivery. If schools network a number of challenges such as the lack of resources, experience of management, etc in meeting the educational objectives will be addressed. One can thus deduce that the reluctance to network is due to the fact that some respondents do not see the purpose to do so. Networking should be broader in approach and not confined in one specific area such as the Grade 12 results like the educational department is doing.

Second most, the data reveals that a number of respondents do not encourage educators to be creative and innovative. As Maslow (1972:52) states, the real job for the leadership is to improve the capacities, talents, direction, etc, which educators already have. If this is done, it will help encourage personal growth that all education systems envisage.

4.3.3 WAYS AND MEANS THAT ARE USED BY THE SCHOOL PRINCIPAL TO MONITOR THE TRANSFORMATIONAL PROCESS

4.3.3.1 Responses to closed questions

Statement	Strongly Agree/Agree		Strongly Disagree/Disagree		Total
	N	%	N	%	
4.1 Learners are frequently updated about expected changes in education.	20	51.28	19	48.71	39
4.2 Parents are continuously informed of the expected changes in education.	18	46.15	21	53.84	39
4.3 Educators are accountable for the achievement of the school goals.	32	82.05	07	17.94	39
4.4 The principal ensures that all learning activities have a beating to the school mission and vision.	25	64.10	14	35.89	39
4.5 Collaboration amongst the staff is encouraged.	32	82.05	07	17.94	39

Table 5   :   Ways and means that are used by the principal to monitor the transformational process

Table 5 consists of questions 4.1 to 4.5 that required the respondents to choose their options concerning the ways and means that the principal use to monitor the transformational process. A remarkable 82,05% of the respondents are of the opinion that educators are accountable for the achievement of the school goals. Table 5 also reflect that 61,10% of the respondents note that the principals ensures that all educational activities have a bearing to the school mission and vision and a remarkable 82,05% of the respondents acknowledge that collaboration amongst the staff members is encouraged.

However, it is disconcerting to note that a remarkable 53,84% of the respondents do not continuously inform parents of the expected changes in school. This might be associated with the perception that the District has a higher percentage of rural people who are illiterate, and ignorant about their involvement in educational matters. The lack of parental involvement presupposes that there is a lot of information that does not filter to the relevant stakeholders in the education of children. If it is so, the respondents are contravening with the South African school act that calls for parents to play a pivotal role in education. 51,28% of the respondents update learners about the expected changes in education. This percentage is very low.

The lack of capacity building of both the parents and the learners suggest that the respondents in this district do not have functional School Governing bodies in their schools. If it is so, then the respondents will be infringing of the right of parents and learners as enshrined in the Constitution of South Africa, Act 94 of 1996 as well as the South African Schools Act, Act 104 of 1996.

4.3.3.2   Responses to open-ended questions

- Question 4C (a) required the respondents to give concrete examples as to what ways have they tried to monitor the progress and transformation in their schools.

The following are some of the responses cited by the respondents:

- "The management team has set time frames that are attainable."
- "The quarterly checking of children workbooks."
- "Parents are called in to check their children's work."
- "The staff holds monthly review meetings."

- Question 3C (b) wanted the respondents to highlight some of the problems that wee encountered in monitoring progress and transformation in schools. It is observed that a number of educators have a problem of meeting deadlines. The failure to do so hinders the progress of the school principal to measure the success of the intended objectives. Another concern highlight the clash between intervention and interference which educators are no longer used to. A general problem arises in the lack of co-operation on the side of the parents e.g. parental involvement in school related issues/matters.

4.3.3.3   Discussion

It is interesting to note that school principals are beginning to set time frames with a view to monitoring the school progress. Goal setting still remains the one of the most important ways to improve our system of education (Leithwood, 1999:69).

The findings reveal that the respondents do not utilize the governing structures of the schools. The School Governing bodies are not functional. It is in the governing bodies that all the communication channels are done. This clearly illustrates that the cascading of information in some parts of the districts is still wanting.

4.3.4   CAPACITY TO DEAL WITH CHANGE

4.3.4.1   Responses to closed questions

Table 6 consists of questions 5.1 to 5.5 which required the respondents to choose their options on the capacity of the principal to deal with change.

Statements	Strongly Agree/Agree		Strongly Disagree/Disagree		Total
	N	%	N	%	
5.1 The principal engages educators in the staff developmental projects initiated by the school principal.	26	67	13	33	39
5.2 The principal has a sense of purpose.	38	97.4	01	2.56	39
5.3 Educators are involved in the development of the school mission and vision.	39	100	-	-	39
5.4 Educators are assigned greater responsibilities to help the school live up to its mission and vision.	33	84.61	06	15.38	39
5.5 Educators are exposed to workshops to develop their expertise in teaching and dealing with change.	22	56.4	17	43.56	39

Table 6   :   Capacity to deal with change

Table 6 reflects that 67% of the respondents agree that the principals engage educators in the staff developmental projects initiated by the school principal. A remarkable 97,4% are of the opinion that the principals have a sense of purpose and 100% of the respondents agree that educators are involved in the development of the school vision and mission. 84,61% of the respondents are of the opinion that educators are assigned responsibilities in to help the school to live to its vision and mission and only 56,4% are of the opinion that educators are exposed to workshops to develop their expertise in teaching and dealing with change.

However a remarkable 43,58% of the respondents are of the opinion that educators are not exposed to workshops that are aimed at developing the educators' expertise in

teaching and dealing with change. A remarkable 33% of the respondents maintain that educators are not engaged in developmental projects initiated by the school principal.

4.3.4.2   Responses to open-ended questions

In this section the respondents were asked to state some of the ways in which educators were involved in the improvement of the school. The respondents were to relate through concrete examples the positive and negative experiences.

The respondents highlighted the following opinions:
- Educators are sent to workshops that are subject related.
- Gender equity in the classroom need to be observed e.g. classroom chores to be shared by boys and girls.
- Development of the school service commitment charter.
- All stakeholders should discuss subjects to be introduced and those to be eliminated on the school curriculum.
- Motivation of learners and educators through the outside speakers.

On the contrary, the respondents cited the negative experiences that hinder school improvement:

- Uncertainty of the future i.e. job security.
- Unequal commitment from all educators.
- Educators do not want to be part of committees.
- Some educators are not responsible enough in their work.
- Unions seem to condone irresponsible behavior of their members.

4.3.4.3   Discussion

From the responses obtained it is evident that the principals are blocking the attendance of workshops or conversely the Department is at fault about the dissemination of information about. It might be due to the fact that the Department is overlooking the rural areas at the expense of the urban areas.

The findings also reveal that principals are misleading in the exposure of educators to workshops fearing that they are not doing enough to make educators ready to meet the changes. The workshops that are done are just information sessions. Educators need enough time to be capacitated on certain skills such as two way teaching, computer education and many more. The willingness to learn stem out of strategic networking that is surely lacking as it has been revealed in table 3.

The findings also reveal that 38% of the respondents are still skeptical about the involvement of unions in the field of education. The respondents feel that unions are supporting educators that are transgressing or who are not committed to their work. This view has negative implications on education that perform to their optimums as opposed to those who are not.

4.4   SUMMARY

From the above analysis, it becomes evident that the respondents understand their transformational leadership role in their schools. A number of positive indicators reflect that educators are finally being recognized as people with expertise in the field of their work. The findings also reveals that change and transformation is affecting everyone and principals are beginning to see the need to work with other stakeholder in order to gain new experience/strategies to deal with change. The findings also reveal that most principals have started engaging educators in the development of the schools.

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However, the findings have also reveal that there are quite a few areas that principals need to improve. Such as the role of the SMT, the divide between the management teams and what needs to be done by the educators.

4.5 CONCLUSION

In this chapter an interpretation and analysis of the data was undertaken. The closed question were analyzed in the form of frequency distribution tables. The open-ended questions were analyzed thematically following the actual responses from the respondents and the researcher interpreted and analyzed the responses.

In the next chapter conclusions will be drawn from the research and recommendations will then be made.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter the conclusions and recommendations based on the analysis and interpretations of data that was done on the previous chapter will be drawn.

It is important to restate the aims of the study as well as the underlying research questions that the study sought to explore because this will to help ascertain the extent to which the findings relate to the aims and the questions of the study. Also, it is important to restate the aims in order as to ensure that the recommendations are in line with the problem of the study.

5.2 AIMS OF THE STUDY

The aims of the study were stated as follows in chapter 1 of this study:

➢ To examine the transformational strategies designed by the school principal to enhance the quality of education in schools.

➢ To examine structures that have been put in place by principals to meet the challenges brought about by educational changes in South Africa.

➢ To analyze and to evaluate ways and means principals use to monitor the transformational process in schools.

➢ To examine the capacity of the principal to deal with change.

5.3 RESEARCH QUESTIONS

➢ What are the principals doing to enhance the quality of education?

> What strategies have been put in place in schools to meet the challenges generated by changes in the education system?

> Do principals have the required capacity to meet the new challenges brought about changes in the education system?

> How effective are the structures that have been put in place by principals to deal with change?

5.4 FINDINGS

Based on the interpretation and analysis of the data, the following conclusions are made:

(a)   The transformational strategies designed by the school principal to enhance the quality of education in schools.

- The principal must involve educators in the decision-making structures of the school.

The school developmental ideals rest on the continuous involvement of educators in their work. As Masoge (1997:196) affirms, educators need to be given sufficient roles in the decision-making structures of the school. If this is done the culture of teaching and learning will gradually improve.

- There is a lack of recognition of the educators by the school principal

Educators that are in schools need to be afforded with opportunities to express their abilities and talents without constraints. The educators must be guided of course. This will be achieved if the principal applies appropriate power source to influence the direction of the school.

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(b) Structures that have been put in place to meet the challenges brought by educational changes

- There is a shortage of support structures to facilitate transformation in schools.

Ambiguity of change and its demand on the lives of the educators needs to be managed in professional way. Moreover the individualistic tendency of educators during teaching can be detrimental in the professional development of educators. It is therefore important that the school leadership establish support structures for educators to grow within the profession. The structures will help the educators to transcend the boundaries of operating in isolation of others and be past of a wider community of educators when is what the new education policies aim to achieve/envisage.

- The school management teams are not competent enough in the execution of their roles.

The management of change requires the collective contribution of all the members of the school management teams. Whilst it is acknowledged that the principals are finally recognizing the people with whom they work with, it is also imperative that the school management teams claim their equal share in the implementation and monitoring of the school policies as required of them. They, therefore, need to be natured and guided in this respect.

- Principals need to network with outside bodies in order to improve the resourcing of their schools.

The achievement of the general school goals/objectives also rests with the availability of sufficient/enough resources. Unfortunately with South African economy not growing as fast as it should and financial help not earns to obtain the achievement of

school goals will not be easy to achieve. It is thus vital that school continuously establish and consolidate external relations to meet this ideal.

(b) Ways and means that are used by the principal to monitor the transformational process.

- There is a lack of learner involvement in the decision-making structures of the school.

The South African School's Act makes provision for learners especially at secondary school level to be involved when decisions that affect them are made. The involvement (of learners) will have mutual benefit for the school as it will be easy for the school principal to implement decisions that may be difficult when they were not involved. Principals should ensure that learners are capacitated on the school matters with a view to ease the tensions caused by the learners' ignorance.

- There is a lack of parental involvement in the school related matters.

The findings reveal that 51.8% of the respondents do not involve parents in school matters. The findings reveal that principals do not communicate as expected to all the stakeholders the expected changes in education. These findings are disconcerting in the sense that the role of parents in the education of learners has been enshrined in the South African Schools Act, Act 106 of 1996 that govern and direct the education in our country. The enshrinement of the parents role compels school principals/educators to find practical ways in drawing parents to school matters (Bhengu, 1995:58). The role of parents cannot be over emphasized. These findings are in line with the assumption in chapter 1 which stated that principals are not ready to implement the new changes in the system of education.

(c) Capacity to deal with change.

- There is a lack of understanding of the leadership role of the school principals.

The school principals are encouraged to inform themselves more about their leadership roles and more especially about their transformational leadership role in schools. Our education system in our country is gradually changing for the better and unfortunately the people who have to lead the changes are grappling on how to cope with the challenges they face. The desired educational changes need the supportive environment that in the main school principals can create. Educators will embrace the new policies when the head educator has a clear purpose and direction of what need to be done.

In the light/view of the data analyzed in chapter 4 as well as findings above, the following recommendations are made for principals:

(a) **The transformational strategies designed by the school principal to enhance the quality of education in schools.**

- Principals must establish room for educator involvement and collaboration in school matters.

Caldwell (1993:26) regards teaching profession as the loneliest profession for an individual educator. On the other side of the equilibrium knowledge is personal, dynamic and never complete. It is on this premise that the school principal must continuously engage educators in debates, conversations and dialogues about new approaches to teaching and learning. The school leadership must take cognizance of the fact that everyone within the institution has something to contribute in the development of either the school or educators in the school.

- Principals must conscientize educators about the new demands on education.

Whilst it is acknowledged that educators know their subject well, educators need to understand or rather go an extra mile in providing intercultural education, education for health, prevention of drugs and many more. These are new responsibilities that were not there in their role definition. This is the new role that transformational leaders have to attend to.

(b) Structures that have been put in place to meet the challenges brought about by educational changes.

- Principals must capacitate parents in school governance.

Bhengu (1995:58) asserts that parents especially for learners in secondary schools can play a pivotal role in the governing structure of the school. it is on this basis that principals initiate capacity building of the entire role players especially parents for the benefit of the learners.

- Principals must provide individualized support to encourage individual growth.

The school principal should respect his staff and must be concerned about the individual need of every educator in his school. This refers to the extent through which the principal promote mutual trust, liking, equal treatment, being open and approachable. The principal must encourage staff try new ideas and approaches to teaching and learning. This will be achieved through the provision of time and money for professional growth and mentoring (Leithwood, 1999:72).

(c) Ways and means principals use to monitor the transformational process.

- Principals must demonstrate commitment to academic goals.

Schools are about children learning and that is the primary aim of every school. To Deal, (1987:08) this is the first criterion by which the success of the school is

measured. This goal must always be kept on sight for every stakeholder in the school to know. It is the responsibility of the principal to place high value on relevant participation of all constituent parts of the school. In this way the whole school system can move forward as a collective. As Ngcongo (1995:48) suggests each part of the school system must own or be assisted to own the part is plays, so that it functions in harmony with others.

- Principals must apprise educators of the expected new behaviours in dealing with parents.

Educators need to be thoroughly prepared in understanding that parents are also part of the actual school customers. This will help the educators to quickly change their negative attitudes/perceptions towards parents' especially rural parents. This will go a long way in recognizing that parents are a part of the school set up and their opinions count. This is a new order which educators were not used to in the past.

(d)   Capacity to deal with change.

- Principals must establish room for educator development.

The current educational trends call for educators to continuously develop themselves academically. This will be achieved if the head educator provide the opportunity and create need to do so. Educators must be encouraged to attend workshops and further be given the opportunity to deliver the outcomes of the workshops.

5.5   SUMMARY

In light of the above recommendations, the researcher believes that there is still room for more research to be done in the field of transformation of schools. This study represents a section of schools that face particular challenges in areas like lack of parental involvement in the education of children, political instability, lack of

resources. It will be interesting to find later on how the previously advantaged schools are coping with the changes and what roles are being played by their principals in achieving the desired ends.

5.6   CONCLUSION

This chapter has drawn recommendations and findings of the study. The study was about the transformational leadership role of the school principal.

The researcher believes that the findings and recommendations will be invaluable information for principals and the Department of Education.

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APPENDICES 1 :

DISTRICT MANAGER

BB 493
Mkabayi Street
P.O. UMLAZI
4031

The District Manager
Camperdown District
HAMMARSDALE
3700

Dear Sir/Madam

RE: REQUEST TO CONDUCT RESEARCH

The above topical line has reference.

I am doing a Master of Education Degree in the Department of Educational Planning and Administration at the University of Zululand (DUC) under the supervision of Prof RP Ngcongo.

I would appreciate if I could be granted permission to conduct research in some of the Primary and Secondary Schools in your district (Table Mountain Circuit and Mpumalanga South Circuit). The questionnaire will target school principals and two members of the school management teams.

My research examines *"The Transformational Leadership Role of the School Principal."*

Thanking you in anticipation.

Yours faithfully

NZIMANDE E.M.

APPENDIX 2 :

SUPERINTENDENT EDUCATION MANAGEMENT

BB 493
Mkabayi Street
P.O. Umlazi
4031

Attention : ....
The Superintendent Education Manager
Camperdown District
Hammarsdale
3700

Dear Sir / Madam

RE : REQUEST TO CONDUCT RESEARCH

The above topical line has refers.
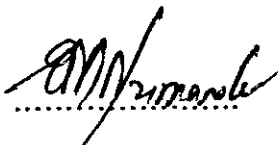
I am doing a Master of Education Degree in the Department of Educational Planning and Administration at the University of Zululand (DUC) under the supervision of Prof RP Ngcongo.

I would appreciate if I could be granted permission to conduct a research in Primary and Secondary Schools in your Circuit. The questionnaire will target school principals.

My research examines *"The Transformational Leadership Role of the School Principal."*

Thanking you in anticipation.

Yours faithfully

NZIMANDE E.M.

APPENDIX 3 :

RE :   QUESTIONNAIRE TO SCHOOL PRINCIPALS

Dear Colleague

I am conducting research to examine *"The Transformational Leadership Role of School Principals."*

I would like your help and co-operation in completing the questionnaire that has been provided.

Please answer openly.

Thank you.

[signature]

NZIMANDE E.M.

APPENDIX 4

Address	: Camperdown District	Private Bag	: X1008	Telephone	(031) 771 1963
Ikheli	: HAMMARSDALE	Isikhwama Seposi	: HAMMARSDALE	Ucingo	
Adres	. 3700	Privaatsak	: 3700	Telefoon	
				Fax	
Enquiries	P.P.Kganye			Date	22/09/2001
Imibuzo				Usuku	
Navrae				Datum	
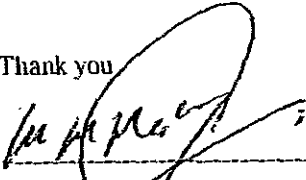
3 Dawncliffe Road
Westville
3610

Dear Mr E.M. Nzimande

Permission to do research in our District

1. Your request for permission to conduct research dated 22/09/2001 has reference.

2 The District Management has given positive consideration to your request for permission to conduct research here at Camperdown District.

3. Kindly make proper arrangements with the Principals .

4. Our District wishes you every success in your studies.

Thank you

_____
District Manager

```
KZN EDUCATION & CULTURE
     PRIVATE BAG X1008
     HAMMARSDALE . 3700

 !   2001 -09- 2 2

CAMPERDOWN DISTRICT OFFICE
```
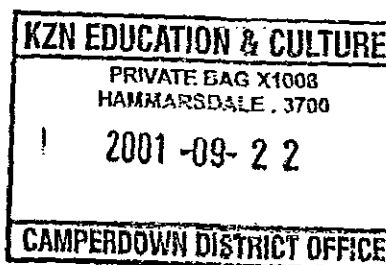
APPENDIX 5 :
APPEAL LETTER

Dear Colleague

All of us are busier these days than should be and most of us have a hard time keeping abreast of the obligations that are essential and required.

I know how little extras sometimes receive our best intentions, but we also know that in reality none of us have time that we would desire to fulfil these intentions.

I have enclosed a questionnaire for you that might be one of the little extras.

I appeal for your kindness in finding the 15 minutes to answer for me the questionnaire enclosed.

I shall appreciate your kindness in this regard.

Thank you.

NZIMANDE E.M.

APPENDIX 6 :

QUESTIONNAIRE FOR PRINCIPALS

CONFIDENTIAL

Dear Respondents

Thank you for your time to answer my questionnaire. The fact that you have been chosen as a respondent is coincidental. The schools, in which you are, as well as you, have been selected randomly for the purpose of this study.

I would like to assure you that all the information supplied by you would be treated **confidentially**. Thus in order for me to obtain reliable, scientific information, it is necessary that you answer the questions as honesty as you can. **Your opinion is important.**

Please answer all the questions in the following way:

- Place a cross e.g. X
- Where a question requires comments, write in the spaces provided.

QUESTIONNAIRE

QUESTION 1

1.1

AGE IN YEARS	
20-30 years	
31-40 years	
41-50 years	
51-65 years	

1.2

EXPERIENCE AS A PRINCIPAL	
0-5 years	
6-10 years	
11-15 years	
16-20 years	

Key

SA   **:**   **STRONGLY AGREE**

A   **:**   **AGREE**

D   **:**   **DISAGREE**

SD   **:**   **STRONGLY DISAGREE**

A.   **THE TRANSFORMATIONAL STRATEGIES DESIGNED BY THE SCHOOL PRINCIPAL TO ENHANCE THE QUALITY OF EDUCATION IN SCHOOL**

		SA	A	D	SD
2.1	Educators are involved in the decision making structures of the school, e.g. school management team, SGB's, etc.				
2.2	The principal acknowledges the positive contributions made by the educators in decision making/curriculum transformation.				
2.3	The principal engages educators in the implementation of educational policies.				
2.4	The principal develops working relations that are consistent with the overall philosophy of the school.				
2.5	Educators are engaged in the school strategic planning.				
2.6	Educators are assigned greater responsibilities in the management of the school.				
2.7	The principal establishes support committees for educators to perform their tasks/work well.				

(i)   What transformational strategies have been put in place in your school to enhance the quality of education?

_____

_____

_____

_____

_____

a)   Comment on the reason for the success of those strategies.

_____

_____

_____

_____

_____

b)   Comment on what you think hinders those strategies from enhancing the quality of education in school.

_____

_____

_____

_____

_____

(ii)   What experiences have you had in your engagement of the staff in the school improvement?

_____

_____

_____

_____

_____

(a)   Positive experiences (please relate and give examples)

_____

_____

_____

_____

_____

(b)   Negative experiences (please relate and give examples)

_____

_____

_____

_____

_____

B.   STRUCTURES THAT HAVE BEEN PUT IN PLACE TO MEET THE CHALLENGES BROUGHT BY THE EDUCATIONAL CHANGES

		SA	A˙	D	SD
3.1	The school management team is assigned responsibility in the setting of the work standards/ethics in the school				
3.2	The principal promotes networking with other schools in so far as meeting the challenges of change in education.				
3.3	The principal promotes collegiality amongst the school staff.				
3.4	Educators are encouraged to develop their own goals within the general school goals.				

(a)   What structures have been put in place in your school to handle the challenges brought about by change?

_____

_____

_____

_____

_____

b)   Comment on the reason why the school should network with other schools in so far as meeting the challenges brought about by change.

_____

_____

_____

_____

_____

c)   Comment on what you think about encouraging educators to develop their own goals within the general school goals.

_____

_____

_____

_____

_____

C. WAYS AND MEANS THAT ARE USED BY THE SCHOOL PRINCIPAL TO MONITOR THE TRANSFORMRATIONAL PROCESSES

		SA	A	D	SD
4.1	Learners are frequently updated about the expected changes in education.				
4.2	Parents are continuously informed of the expected changes in education.				
4.3	Educators are accountable for the achievement of the school goals.				
4.4	The principal ensures that all learning activities have a bearing to the school mission and vision.				
4.5	Collaboration amongst the staff members is encouraged.				

a) In what ways has the principal tried to monitor the progress and transformation in the school? (Give concrete examples.)

_____

_____

_____

_____

_____

b) Highlight and discuss some of the problems that were encountered in monitoring progress and transformation in the school.

_____

_____

_____

_____

_____

D. CAPACITY TO DEAL WITH CHANGE

		SA	A	D	SD
5.1	The principal engages educators in the staff developmental projects initiated by the school principal.				
5.2	The principal has a sense of purpose and direction.				
5.3	Educators are involved in the development of the school mission and vision.				
5.4	Educators are assigned responsibilities to help the school to live up to its mission and vision.				
5.5	Educators are exposed to workshops to develop their expertise in teaching and dealing with change.				

a) What were some of the ways in which educators were involved in the improvement of the school?

_____

_____

_____

_____

_____

b) Positive experiences (relate through concrete examples)

_____

_____

_____

_____

_____

c)   Negative experience (relate through concrete examples)

_____

_____

_____

_____

_____

Thank you for your time and co-operation.