

**THE TRANSFORMATIONAL LEADERSHIP ROLE OF
PRINCIPALS IN SCHOOLS DURING TRANSITION**

BY

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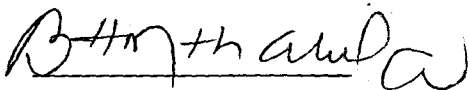
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DECLARATION

I declare that:

**“THE TRANSFORMATIONAL LEADERSHIP ROLE OF PRINCIPALS
IN SCHOOLS DURING TRANSFORMATION”**

is my own work and that all the sources I have quoted have been acknowledged
by means of references.



B.H. MTHABELA

DATE 04/06/2000

DEDICATION

I dedicate this work to:

1. My late parents, Ntombinkulu and Mzwakhe Mthabela, my late grandparents, Nomkhomazi and Dingindawo Mthabela.
2. My present family.
3. Principals, teachers, students and parents of South Africa.

UITTREKSEL

Hierdie navorsing ondersoek die transformasie leierskap rol van skoolhoofde tydens die huidige oorgangstydperk.

Hierdie studie maak gebruik van onderhoude en vraelyste om vas te stel of skoolhoofde hulself beskou as fasiliteerders van transformasie en of hulle 'n effek het op transformasie soos gesien deur die lede van die bestuursliggaam, onderwysers en leerlinge.

Gebaseer op die menings van die respondente, maak die studie die gevolgtrekking dat skoolhoofde in die gebiede waar die studie plaasgevind het, gesien word as leiers in die transformasie proses, veral ten opsigte van skool beleid, skool visie en kurrikula.

Die navorsingsprojek soos onderneem in die onderskeie gebiede, het vasgestel dat alhoewel die meerderheid onderwysers en leerlinge skoolhoofde as leiers in die transformasie proses sien, daar 'n beduidende hoe persentasie van hierdie respondente wat onseker voel of wat nie saam stem dat skoolhoofde transformasie uitvoer nie.

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CHAPTER 1

ORIENTATION

1.1 Introduction

The recent transformation in South Africa as evidenced by the elections of a democratic government on 27 April 1994, has heralded a new era in all spheres of leadership in general and in schools in particular. Jones (1988) asserts that during transformation, institutions find themselves having to undergo partial or complete overhaul of their approaches and attitudes towards their leadership functions. The school is no exception.

However, according to Jacobson, Logsdon and Wiegman (1973) there is still resemblance between the duties, responsibilities and problems of principals of today compared to those of a few years ago. Jacobson et al (1973) look into the changing role of the principal and argues that a principal is a critical factor in bringing about change in schools.

Fullan (1988) sees the principal as the key to what happens in the schools, as the gate keeper of change and as critical to institutionalisation of innovations in schools. In school effectiveness studies conducted by Cohen (1992), Edmonds (1979) and Stallings (1982), the principal is identified as the important variable in student achievement outcomes and teacher performance. They conclude that the principal is the facilitator of the school's transformation process.

Whether the same can be said of principals of the schools that form the population of this study, remains to be tested.

The transformational leadership role of the principal in KwaZulu Natal is a theme that has attracted a lot of attention from pupils, teachers, political organisations and other interested parties. The South African Schools Act of 1996 propagates the participation of all stakeholder groups in school policy formulation and implementation.

Change in the country in general and in schools in particular, has exerted pressures and posed serious threats and challenges to the principal.

On discussing leadership and transformation, Sergiovanni (1987) puts it poignantly that because schooling takes place in an organised social setting, it is not necessarily immune to factors influencing the environment where it operates. This makes it extremely necessary for the principal as an important factor in school transformation, to keep pace with transformation in the country as a whole, so that he/she is in a strategic position to execute his/her organisational, supervisory, administrative and leadership functions in his/her school. This study attempts to locate the leadership role of the principals in schools within the broader transformation process in South Africa.

1.2 Motivation for the Study

Principals work with teachers, pupils, parents and other stakeholders, singly or in groups, with a view to achieving their commitment to school goals.

However, it is not always the case that the ever emerging needs or goals of the school are realised. There appears to be problems in some schools with regard to the role of the principal in managing transformation. It is therefore, worth researching how principals deal with change management during transition in schools.

Jones (1988) asserts that the role of a principal is dynamic. She states that principalship in the United Kingdom has transformed over the years; from the monarchic period through the bureaucratic and anarchic to the organic style from 1955 to 1988. Following is a brief discussion on each period.

The Monarchic Leadership Style

Characteristic of the monarchic leadership style of the principal was that he reigned supreme with unquestionable power. When the principal came to view, everybody stood up and was silent. Nobody would argue unless it was a permitted culture of the school. School leadership was a one man band and not team effort.

Bureaucratic Style

Following was the bureaucratic style which saw the principal as a kind of a chief executive, who, through his elaborate system of management, had the whole institution at his finger tips. He exercised unilateral decision making and his word was final. According to Jones (1988), this system failed because it encouraged principals to ignore the basic human needs of participation, growth and recognition of staff.

Anarchic Style

The anarchic (leaderless style) , which was a phase which occurred when the cry for democracy was at its strongest. This was a period when teachers, pupils and other stakeholders in education and in politics insisted on participation in school leadership. Also characteristic of this style was the outright rejection of principals for their alleged collaboration with the oppressor, namely the government of the day.

The Organic Style

Jones calls this period "a mature comprehensive." Characteristic of this period was the principal's shift of paradigm from traditional styles of school management to participatory ones. Parents and teachers began to get recognition as meaningful participants in the management of the school.

Clearly the role of the principal is not static. Barnard (1938) confirms this assertion by arguing that the more the principal understands his school management task, in the context of transformation, the more effective he would be as an agent of transformation process in education. It therefore becomes essential to study the current role of the principal in managing change.

1.3 Statement of the Problem

There appears to be a lot of uncertainty and confusion about the principals' role with regards to school transformation in the area-targeted for the research in the province of KwaZulu Natal. While South Africa as a whole is undergoing unprecedented transformation, it is not clear whether

principals do play a transformational role in schools during transition.

Fullan, Miles and Taylor (1978) contend that without the adequate leadership of principals, transformation of schools suffers. Some indicators of this suffering are the emergence of unnecessary conflicts and manifestations of inabilities of schools to realise their goals and objectives.

1.4 Basic Assumption on the Study

Principals in KwaZulu-Natal Secondary Schools are not transformational leaders.

1.5 Research Questions Underlying the Study

1.5.1 Do principals in North and South Durban regions research promote transformation in schools during transition?

1.5.2 What is the role of principals as leaders in schools during transition?

1.6 Delimitation of the Study

The study will focus on the transformational leadership role of all principals of the North and South Durban inspection regions (according to the new regionalisation of education management in the province of KwaZulu-Natal). (See appendix 1 for the map of KwaZulu-Natal indicating 8 regions, two of which are used for this study as mentioned above).

1.7 Operational Definitions

1.7.1 Principal

Principal refers to the head of a school. In this research the term principal will refer primarily to secondary school heads. Since these can either be males or females, both the pronouns she and he and her or his, will be used interchangeably to refer to a principal.

1.7.2 Transformational Leadership

For purposes of this study, the concept of transformation will refer to a process of bringing about changes in management and leadership in a school. Such changes result in a school achieving its goals of teaching and learning. Burns (1978) uses transformative leadership to mean energy and action, directed towards enabling others to sustain needed change. Burns (1978) understanding of transformative leadership will form part of the operational definition of the concept as used in the study.

1.8 Purpose of the Study.

The study aims to achieve the following aims:

- 1.8.1 to determine the extent to which the principal's leadership is facilitative or inhibitive of transformation in the schools that form the target population of this study.
- 1.8.2 to examine the factors which impact on the role of the principal during transformation.
- 1.8.3 to identify the leadership behaviour of the principal which can be of help to him/her in managing change his/her school.

1.9 Structure of the Study

The study is structured as follows:

Chapter One is an orientation to the study.

Chapter Two provides a literature review on leadership and transformation in schools. It offers a theoretical background to the role of a principal as a change agent.

Chapter Three details the research design and methodology of the study as well as data collection. Also discussed in this chapter is how data was collected and analysed.

Chapter Four is data analysis. In this chapter, data on the role of a principal as a leader in school transformation is analysed, and the assumption is tested.

Chapter Five presents the main findings and conclusions of the study, on the basis of which recommendations are made.

1.10 Conclusion to Chapter 1

This chapter introduces the theme of the research project, namely, "**The Transformational Leadership Role of Principals in Schools During Transition.**" It presents the background to the study and the problem leading to the study. It outlines the procedure to be followed in the study. The following chapter will review literature.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review the role and responsibilities of principals as facilitators of change. It then proceeds to review literature on the principal's role as a change agent.

2.2 Attributes and Skills of Leaders as change Agents

Frase (1969) contends that reforming schools need the kind of principal that will face up to new demands. He postulates that principals should accept that their roles are being shaped by the transformation of an increasingly complex socio-political and economic nature. He concludes that transforming schools takes enormous commitment, resources and skills.

Lieberman (1986) states that for principals to be effective, efficient leaders and change agents, they need to possess an assortment of skills and attributes. Following, is a discussion of some of these crucial attributes and skills a principal as a transformational leader should possess.

2.2.1 The principal as a facilitator of classroom instruction

Liu (1984) defines instructional leadership as follows :

Leadership consists of direct or indirect behaviours that significantly affect teacher instruction and, as a result, student learning.

Daresh (1989) as cited by Gainey (1994) refers to a research conducted by the Association for Supervision and Curriculum Development (ASCD), which looked at the work of numerous principals, who had been identified as instructional leaders. Five behavioural patterns were identified in those principals who were viewed as effective leaders. These were: They provide a sense of vision in their schools, they engage in participative management, they provide support for instruction (teaching) and monitor such instruction. Finally, effective leaders were seen as resourceful.

As South Africans are acutely aware, the existence of Bantu Education since 1953 and its rigidly controlled bureaucracy has not allowed principals the opportunity to serve as instructional leaders within their schools. As this old education system is transformed in South Africa, the demand for instruction of the highest quality has been identified (White Papers 1 and 2) and the need for principals to become instructional leaders will become critical in post apartheid South Africa.

Pigford, Ngcongco and Pillicer (1992) agree with the assertion made above. They reiterate that a principal who provides resources and support

needed to promote instruction of the highest quality is referred to as the instructional leader. His actions include developing curriculum, organizing for facilitating and evaluating instruction and providing materials. The job includes allocating subjects to staff as well .

It can never be overemphasised that as the education system is restructured in South Africa, several elements in the instruction process demand that the role of a principal be changed to that of a transformational and instructional leader.

Becoming an instructional leader for a principal seems critical in transforming schools. Fullan (1993) sees the principal as someone who becomes engaged directly in the educational transformation of his school. He may not know the subjects offered at his school per se, but can be an expert of the curriculum planning and instructional leadership. Fullan further argues that if the principal has acquired the necessary expertise in the area of instructional leadership, then he becomes a true change agent, but if he detaches himself and says "go ahead fellows", it is unlikely that he will transform education.

Leithwood and Montgomery (1982) suggest that the degree of implementation of classroom instruction differs from school to school depending on the role of the principal. They make a claim that the support principals gives to teachers regarding instruction, is significant.

Murphy and Louis (1993) share Fullan's idea that the principal is the single most important factor in transforming classroom instruction. They purport that the principal's involvement with classroom instruction is crucial to the support and facilitation of teaching. The principal's instructional involvement is seen by McPherson and Crowson (1985) as forming a linkage between the principal himself on one hand and teachers, parents and pupils on the other. These linkages help in the facilitation of decision making in the school among members. Such linkages further facilitate communication at school, and support the principal as he/she guides and leads teachers with regard to promoting instruction, restructuring and developing the curriculum. Referring to qualities of principals who are devoted to substantive change, McPherson and Crowson (1985) observe that such principals not only manage the complexities of change in general but also work to facilitate teacher success in the classroom.

Huberman and Miles (1984) suggest that real restructuring or instructional leadership cannot take place without the strong involvement of the principal's office.

Blumberg and Greenfield (1982) remark that the early 1980 reforms called for principals to be instructional leaders. They supplement McPherson and Crowson's idea that the principal's involvement with instructional programs has in the 1980's taken on an increasingly managerial slant. They further state that the redefined educator role of the

principal has a large teaching component to it, helping people to see possibilities, confront barriers and construct their own solutions.

The role of a principal as an instructional leader, has according to Wood, Nicholas and Findley (1985), an added dimension, namely changing people. Changing people according to Wood et al implies guiding them to change attitudes, to be accepting of change and new ideas. This view of instructional leadership relates to the next section, namely participative leadership.

2.2.2 Participative Leadership and Change

Leadership is an interactive exercise, transformational leadership is a participative one. In chapter one, reference was made to the ability of a transformational leader to be accountable to and involve stakeholders in the school. Therefore, participation of stakeholders is critical to effective change.

The principal's skill to involve all stakeholders as an act of transformation is taken a step further by Hall, Mackay and Morgan (1986) who unanimously agree that transformed education must satisfy the needs of parents and industry. The school must therefore strive to meet the requirements and needs of the children.

It can be safely inferred from the above that one of the most important attributes which a principal needs to possess is the ability to transform her

school from what it was yesterday to what the future needs it to become, by involving all interested parties. A review of literature follows on attributes which a principal as transformational leader should have.

2.2.2.1 The Ability to facilitate Development and Ownership of a School

✧ Vision

The theme of leadership and attainment of a vision is central to the successful introduction and implementation of change. In his discussion of vision, Senge (1990) points to the fact that there can never be a successful learning organisation without a shared vision. A shared vision according to him helps people in the organisation to pull together towards some goal which people truly want to achieve. It provides a rudder to keep the learning process on course when stresses develop. Senge (1990) regards teaching and learning as exercises that can be difficult and even painful, and further shares that if the principal's vision is shared by his subordinates, it is easy for people to express their ways of thinking, to give up deeply held views and recognise personal and organisational shortcomings, and to pursue a collective vision.

Lezzote (1979) argues that the vision of the principal cannot endure unless the leader can create a critical mass of support for it among those helping to implement it. If the principal has teachers who also believe that schools in a democratic society, must be committed to learning for all, the journey is an easier one and progress is likely to be realised more

quickly. It is Senge's conviction that a shared vision fosters risk taking and experimentation. When followers are conscientised about a vision, they support its implementation.

While the pursuit of the organisational vision is an integral part of change management, O'Brien (1987) insists that organisations that seek to achieve success, need to encourage members to develop their personal vision and share it with their leaders. It is his view that if people do not have their own vision, all they do is "sign up" for someone else's. The result is compliance and non-commitment. On the other hand people with a strong sense of personal direction, can join together to create a powerful synergy. He concludes that personal mastery is bedrock for developing shared visions. The implication of O'Brien's observation, is that leaders need to support followers to clarify and uphold their personal visions.

O'Brien further refers to Hamel and Prahalad (1989) who warn that leaders intent on building shared visions must be willing to continually share their personal visions as well. They must also be prepared to ask, "will you follow me?" Drawing from their experience, they make the claim that it can be difficult for a person who has been setting goals all through his career and simply announcing them, to ask for opinion and support. It makes him feel vulnerable. Yet it can be concluded that leaders who are keen on becoming visionaries also need to be learners. They are learners in a number of ways. Firstly, they alone may not have the vision for the whole organisation. Secondly, if a vision is a

description of a future desired state of the entire organisation and not of one man only, a principal cannot set it alone. All leaders and followers are constantly confronted with a challenge to forecast and determine this future.

Jenkins (1988) as referred to by Beattie (1985) warns against principals having power concentrated in themselves. He argues that whereas on the one hand we should accept the centrality of the principal's influence as a leader; we should on the other hand not be misled into believing that the principal is all powerful and has the monopoly of wisdom. It would appear from Gorton and Snowden (1993), that vision needs to be dynamic, namely to change from time to time, depending on situational factors.

Wood, Nicholas and Findley (1985) see the principals' commitment to renew school vision as characterised by their ability to handle a range of demands placed on them by transformation. This assertion is supported by Leithwood (1992), who maintains that in schools with a changed vision, successful administrators engage leadership strategies that bring about hope. It can be inferred from Jenkin's assertion that the most successful schools have proactive leaders with the ability to handle changing scenarios.

On reviewing literature on leadership and transformation, it appears that there are a few other significant attributes of principals who are change

agents. Some of these are: assuming a proactive approach, and being an assertive leader.

2.3 A Proactive Approach to Management

Nathan (1991) sees a principal who is a successful manager, as possessing the propensity to be proactive, namely an ability to take the initiative and a willingness to influence change. He is flexible. This is demonstrated by his ability to adapt to the demands of any situation. He is also creative and has vision. This Nathan (1991) says, is evidenced by his ability to see shapes and connections and be able to take a holistic view to leadership. Such a principal is also creative and has a vision and ideas of his own and can build on the ideas of his subordinates.

Being proactive is aligned to being positive. Everard and Morris (1988) subscribe to this assertion. They state that whereas on one hand the positive manager will be able to cope well with management for change, and will enjoy challenge, the negative manager on the other hand will bemoan the difficulties on his situation.

From Everard and Morris's list of differences between positive and negative managers, one can discern the relationship between being proactive and positive. They compare the two types of managers and state that, whereas on the one hand the positive manager acts, accepts responsibility, is objective, listens and responds, proposes solutions,

delegates, sees opportunities, has breath of vision, faces up to problems and has foresight, the negative manager on the other hand, is a victim, blames others, is subjective, rejects suggestions, criticises, is incapable of delegating, sees threats, is preoccupied with detail, conceals problems and has hindsight.

From the above list it appears that the ability to be proactive calls for being positive as well.

2.4 A Principal as an Assertive Leader

While the trait theory of leadership is often questioned, literature review on leadership and change suggests that successful facilitators of change exhibit remarkable qualities.

Gray makes reference to Egerton (1977) who asserts that effective principals possess strong personalities, are dynamic and have a high energy level. These qualities enhance their commitment and direction to attain their goal.

Hall and Hord (1984) and Griffin (1980) share the view that effective principals are active, capable of taking initiative and are assertive. They take charge of the school and work hard towards transforming it. Rosenblum and Jastrzab (1980) in Neal (1965) identify personality traits like

tolerance, ability to analyse and adopt a practical stance towards life as crucial for an effective principal.

2.5 The role of a principal as a facilitator of change during transformation.

Earlier in this chapter it was pointed out that one of the features of leadership is building capacity for the organisation to achieve its goals. Such a challenge may be more acute during transformation and at the time when schools are in transition.

This section looks at the principal's relationship with staff, pupils, parents and the community during transition in schools.

2.6/ Principal staff relationships

Vornberg (1978) states that involving the staff in the change process is critical to good principal-staff relations and is also essential to school based staff development. The following discussion will focus on the transformational leadership role of a principal in respect of his teachers.

Plant (1987) asserts that change is accompanied by fear, anxiety and uncertainty about the future. As a change agent, the principal, by virtue of his/her position and status, is best suited to reduce the abovementioned problems characteristic of change. It would appear that there are a few

mechanism through which principals can create opportunities to support teachers overcome their fears and anxieties.

✓ ~~A~~ Bjork (1994) recommends six specific methods which may assist principals reduce teacher fear, anxiety and resistance to change. These are effective communication between teachers and principals, involving those affected by change, both in planning of and in the change process, rendering support by the principal, planning of change, as well as offering some rewards. The method, Bjork suggests as a last resort is, coercion, especially if the change needs to be introduced urgently.

Gross and Heriott (1965), support the view held by Bjork that it is generally assumed that an effective principal can reduce the fear and anxiety of his teachers. One way in which principals can do this is to involve teachers in making decisions. In this way teachers are part of school leadership and are most likely to accept it. The section on management of resistance elaborates on how principals can manage fears and anxieties of teachers.

Fullan (1992) recommends teacher involvement in change. He states that a principal who permits his\her teachers to share in the decision making even though he\she has no formal obligation to do so, is letting them know that s\he values their judgement and recognises them as his colleagues in a common educational endeavour. In return, Fullan concludes, teachers who work with such a principal will regard him\her as a colleague who

seeks not to invade their professional prerogatives, but to enlist their full co-operation in accomplishing organisational objectives. Furthermore, Fullan sees this leadership style as a major break away from the traditional leadership approaches of the past and as an act of transformation..

Below are some techniques that can be engaged to enhance transformation in schools with regards to staff.

✓ 2.6.1 Collaborative Power Sharing

Collaborative power sharing arises as staff members learn how to make the most of their collective capacity to run the day-to-day affairs of their school and to solve problems.

If teachers are involved in the running of the school, they are challenged in a number of ways, such as learning new ways of doing things and even new values and attitudes. Often, lack of involvement results in fear and uncertainty which induce reluctance to change even if the fruits of change may be somehow desired.

Chalker (1992) agrees that collaborative power is of utmost significance if the school must succeed. He further comments that this form of power is unlimited because it enhances the productivity of the school on behalf of the students. His other view is that, whereas top-down leadership may have a role in managing a school, a principal as a collaborative leader has

to find the right balance between top-down and bottom-up so that the school meets its challenges. His conclusion is that schools that are moving closer to the collaborative end of the power continuum are the ones that will succeed.

Adair (1986) shares a view that, if principals realise that they cannot lead alone and wish to enlist the support of their staff, they must enter into a collaborative relationship with them.

Liethwood (1992) supports this idea and illustrates it in an analogy of the A type and Z-type organisations. He says that the A-type organisations centralise control and maintain differences in status between workers and managers and among levels of management, and rely on top down decision process. Such organisations, are based on competitive and top-down power.

In contrast, the Z-type organisations rely on strong cultures to influence employee's directions and reduce differences in the status of organisational members, emphasizing participative decision making as much as possible. They are based on radically different forms of power, that is "consensual" and "facilitative" in nature - a form of power manifested through other people, not over them.

Such power, as in the Z-type organisations, arises, for example, when teachers are helped to find greater meaning in their work, to meet the

higher level needs through their work and to develop enhanced instructional capacities.

Collaborative goal setting is also discussed by Ngcongo (1993) who makes reference to Caldwell and Spinks (1988). Caldwell and Spinks motivate in favour of collaborative goal setting in organisations. They argue that openness and interaction in the process of setting goals allows expression and sharing of individual and group preferences. Collaboration is, therefore, seen as reducing the chances of misunderstanding - for all parties are presented with information on which preferences of colleagues are based.

Referring to his leadership experience, the researcher shares the views expressed above. As principal in a high school, he collaborated with parents, teachers and pupils in deciding on the rules governing the school. This collaboration produced good results. This was evidenced by the reduction in the breaking of rules and insubordination at the school where the researcher was headmaster. Commitment was promoted and harmony was achieved. Through collaboration with all stakeholders, differences were reconciled. From this it was concluded that collaboration was significant in change and in the prevention of conflict.

Making reference to Little (1981), Barth (1980) concludes that when the principal works collaboratively with his teachers, conditions in the school improve.

Wood, Nicholas and Findley (1985) make a distinction between directive leaders and collaborative leaders. They say that whereas directive leaders tell subordinates what is expected, which is achievement oriented and expect high achievement from subordinates, supportive leaders treat subordinates as equals and use their suggestions and inputs in decision-making situations. This reinforces collaboration and participation.

Principals and teachers together with students and parents working together can create within their schools an ecology of reflection, growth and refinement of practice - a community of collaborators. To this effect, Hargrove (1994) concludes that successful principals follow a leadership style they call "authoritative democracy." These principals involve all their faculties in school decision-making process and encourage genuine exchange among teachers. Teachers see these principals as open to suggestions, willing to consider alternatives, "strong, decisive, and always in control of the situation at hand". This clearly suggests that a principal needs to strike a balance between openness and decisiveness. Exemplary principals make their intentions clear but also consult with teachers about their intentions.

2.6.2 Motivation of Teachers

Sergiovanni [1987] argues that because of his position as a leader, the principal is best suited for staff motivation. He is the focal point of staff motivation and is also staff morale booster. Hall and Hord (1984) seem to confirm this view when they assert that the principal is the key to what

happens in his school as a gate keeper of school change.

According to Cohen (1984) school effectiveness studies conducted in different parts of the world identify the principal as an important variable in staff motivation. Cohen (1984) further points out that the principal is the transformational facilitator of staff improvement processes in his school.

Sergiovanni (1987) argues that successful principals inspire confidence and enthusiasm in their teachers. Using group processes such as discussions, brainstorming sessions and sharing the chairing of staff development meetings, the principal listens to his teachers' needs and appears to have skills to take the initiative to sympathise with the teachers. The principal feels strongly when it comes to ensuring recognition of needs of his teachers. He becomes frequently critical of the restraints imposed by the education department and of inadequate resources.

Wood et al (1985) see the principal as well placed to exercise more influence on the teaching and learning in their schools than any other individual. Among their other responsibilities, is staff motivation for good results. Wood et al (1985) are convinced that teachers who are involved in making decisions that affect their job are motivated to implement those decisions.

However, it seems that to have teachers motivated through participation is not sufficient. Guest (1986) stresses that it is important for teachers to see the outcome of their efforts leading to a high performance level. Otherwise they become frustrated.

Ngcongo (1986) contends that it is motivation that is believed to cause followership. She further affirms that it is the principal's task to maximise motivation. This, a principal does in a number of ways, one of which is supporting teachers meet their needs. Ngcongo's views are in line with Herzberg's (1966) and McGregor's (1960). Herzberg in his Two-Factor Theory argues that consideration of people's needs and people's involvement in the shaping of objectives, generally, makes people feel cared for and motivated. Ngcongo concludes that it is important in a participative style of leadership to remember that subordinates will only be motivated and be co-operative in the implementation of organisational decisions if they are involved in their formulation. Principals according to Ngcongo, should attend to teachers' needs to win their followership.

It can be inferred from this discussion that since change is a collective exercise the role of a principal in participative leadership and teacher motivation is critical.

2.6.3 Teacher Development

Maeroff (1980) who sees the teacher as a critical factor in student

education, conviction is that developing teachers as classroom instructors and giving them a greater voice in the decisions that affect the school, will make teaching more effective.

Teachers are empowered in a number of ways, one of which is staff development. Needless to say, for teachers to be successful educators during transformation, they need to undergo some kind of development and training. Teachers are the key to all education and schooling. The South African Schools Act No. 84 of 1996, supports this view.

Barbules (1986) sees the function of the principal, among other things, as teacher empowerment through programmes that set out to help teachers to become better. Barbules (1986) also shares the view that by raising their morale, deepening their intellectual background, and giving them access to decision making, teachers would be intellectually empowered and would gain the confidence to conduct themselves professionally as they carry out their instructional activities.

Further evidence of the role a principal can play in teacher development, can be drawn from Ingrid's (1987) interview with teachers in the United States of America. The interview aimed at establishing teachers' daily instructional needs as they execute their duties. The study revealed that teachers' perception of their development and empowerment works effectively in an environment in which they act as professionals. They see it as of primary importance that the principal's role, as he transforms

education, be to instill in them the will and motivation to work hard. Without this, organisational goals are not likely to be achieved.

Blumberg and Greenfield (1982) remark that changing from the top down approach to allowing teachers access to collaborative power sharing means " building the ladder they may climb " to escape isolation and gain the overview of their entire professional task and expectations that they usually do not attain. By doing this the principal is actually empowering his teachers to feel free to make constructive decisions.

The theme of teacher empowerment does not seem to be without problems for principals. Fullan (1982) observes that some principals feel that empowering teachers will threaten their power base. He allays their fears by sharing his observations that all that teachers desire is that their voice be heard and respected. They want their needs and opinions reflected in the policies of the school. He concludes that empowerment of teachers does not necessarily mean that principals cease to be in charge but it should mean much more consultation and collaborative deliberations.

Woodrow (1986) adds another argument on teacher empowerment. After interviewing 1350 teachers, he concluded that if teachers are effective in their education of children in the school, but the circumstances of teaching inhibit their function, then it essential that the circumstances in the school be modified to maximise teachers' potential.

The argument shared by Woodrow is supported by Miles (1965), who postulates that if schools are to fulfill their mission, then the people in them must be provided opportunities to grow and develop. Through the staff development programme individuals are provided opportunities to engage in self-examination and capacity building. If teachers are involved in selecting the topics and planning the staff development activities, it is likely that they will have higher level of commitment to self development. To enhance that commitment, Wood et al suggest that workshops be planned such that when participants leave, they have a written plan for implementing their learning.

Frase (1996) warns principals against thinking that change is a once off event. It should be perceived as a process. He goes on to add that sufficient time is needed to accept and internalise it. Fullan and Miles take this view a step further and contend that change is a personal experience, and because it is personal, it involves feelings, attitudes and frustrations. The effective principal who is sensitive to the development of his teachers, attends to their personal dimensions of change. According to them, the individual needs of teachers have to be the focal point of staff development. They base this assertion on the assumption that although individuals are part of groups, each remains an individual and his/her needs must be addressed. Max-Neef (1991), in a different discourse on human scale development, supports these contentions by arguing that the best development process is the one that allows the greatest improvement in a person's development.

Parks (1991) proposes some leadership behaviours for secondary school principals that promote staff development in their schools. These point to the fact that teacher discussions about good teaching through staff meetings, workshops and seminars should be encouraged. Mussazi's (1982) contention with regards to the same issue is that empowering teachers also involve their involvement in developing and evaluating staff objectives.

There is a likelihood that in schools where principals develop their staff through a variety of empowering programmes, teachers become more effective in managing change than in schools where fear for authority is the order of the day.

2.7 The Role of a Principal With Regards to Pupils

Literature on change and leadership is essentially Western. While a lot has been written in the West on the role of a principal with regards to influencing pupil leadership during change, very little, if any has been produced locally on the subject. Hence the researcher will refer to experiences of local principals regarding what they see as their role in working with pupils on change. The researcher will also draw from his experience as a headmaster for 10 years in a high school.

In some of the areas where the study was conducted, pupils became very politically active during the period 1976 to 1990. During this period, a

cry for democracy was at its strongest. The period was characterised by the struggle for liberation in South Africa. School violence became very rife and learning was disrupted. Principals partially or completely lost control of the situation.

Now that liberation has been achieved, the destroyed learning culture has to be reinstated. This is precisely where the principals' role as a change agent is essential with regards to enrolling pupils to be part of a changed culture.

Drawing from his personal experience as a high school headmaster, the researcher found the face to face contact with pupils individually and in groups very useful and effective in infusing into the pupils' minds the kind of thinking that would positively shape their thoughts to a desired future. In short the school was governed and led through communicating with students. This was a major shift from what one may call "a traditional approach to managing pupils" where pupils were regarded as empty vessels who would take instructions without debating them and would not be expected to collaborate with principals and teachers to govern the school.

On interviewing other principals and ex principals such as Ngcongco (1996) and Ngcobo (1995), the researcher learnt that frequent communication with students is critical in preparing them to own and support change in schools. The interview also revealed that talking to

pupils in the playgrounds, classrooms, walkways and everywhere else, made it easy for them to open up to their principals and talk to them on a variety of topics related to the smooth running of the school.

Kaufman (1994) argues that autocracy and dictatorship are leadership styles of the past. Transformation-conscious principals know and understand that pupils cannot be governed by declarations that will not take into consideration their individual uniqueness. However, this does not mean that a principal may not make a unilateral decision in his school. All it means is that a principal should enrol pupils to his decisions. Communication with them seems to be one of the useful mechanisms.

The researcher experimented successfully with enrolling pupils to his decisions. He noted that this approach rarely fails, because pupils get a chance to toss and turn the decision and make their input. Pupils, from the experience of the researcher, co-operate well in the implementation of decisions of which they are part. Their involvement tends to reduce resistance.

Literature on change by authors such as Fullan (1993) and Sergeovanni (1987) support the idea of encouraging ownership of change. Communication, it appears, paves the way for implementors of change to own the process.

2.7.1 Empowerment of Pupils to Enhance Learning

As seen by Roe and Drake (1980), the principal's major task is to provide educational leadership to improve learning. Roe and Drake remark that by doing this, the principal can direct teachers to socialise pupils into the school culture of learning at an optimal level.

One of the people who assist the child to maturity is the principal as an educational leader. His dealings with pupils is the setting within which the said assistance is rendered. One criterion of this maturity is self discipline which the educator needs to foster, Ngcongco [1986] states that one criterion of this maturity is self discipline, which the educator needs to foster.

Ngcongco further asserts that success is dependent on discipline, Therefore, effective principals foster discipline as it is a prerequisite for effective schooling. She makes reference to Cawood (1980) who distinguishes between order and discipline. Order is in the hand of a principal. On the other hand discipline is an inward disposition that grows out of inner acceptance of order and that concerns the will towards the right action. It appears therefore that a principal's role is initiating and sustaining discipline which impacts on self-discipline.

2.7.2 Enrolling Pupils into the School Vision

Blau and Scot (1986) argue that students are prime benefactors in schools. This view suggests that students need to be enrolled to pursue the vision of the school, which the researcher contends, serves them. The question is how do principals as transformational leaders enrol students to the school vision. Ngcongo (1995) provides the following models of building and communicating a vision. These are the Silent model, where there is in effect no vision at all but an assumption that everyone in the school knows the desired future. She also cites a Telling Model where a vision is dictated to school members. In this model, school members are manipulated into accepting the vision. Finally is the Collaborative Model where school members have a say in the formulation and/or pursuit of a vision. Such a model seems conducive to successful implementation of change.

According to Rudduck (1993) pupils constitute part of the membership of a school and have therefore, a right to know the school aims, purposes and policy.

As an important role player and facilitator of educational change at school level, the principal is best suited to find ways of consultatively designing the school's vision. With the school's vision clearly communicated the principal can as Ngcongo (1995) says, bring pupils on board with change through supporting them, assisted by teachers, to set goals and objectives which flow from the school's policy, mission statement and vision.

Several techniques are suggested by authors like Dumminy (1972) and Gorton (1976) to enrol pupils to the school vision. These strategies have implications for the principal's leadership during transformation in the school. The strategies are discussed below:

a) **Providing a Range of Intra and Extra Curricula Activities**

Dumminy (1972) says "the whole child goes to school." He refers to the child as a psychosomatic and spiritual being. Gorton (1976) supports this view. He recommends the setting of well defined objectives in schools to enrol the child into the school vision which aims at the holistic development of the child.

Gorton (1976) further refers to extra mural activities as one of the techniques that can be engaged to enrol pupils into the school's vision. He states that each activity should be directed by a well qualified advisor to whom the school has given a clear job description. This assumes that the principal as transformational leader should ensure that staff selection takes note of all pupils' needs, and should get teachers with such qualifications as would contribute towards enrolling pupils into the school vision. Student leaders, according to Gorton, should have role descriptions and be offered regular in-service training to develop their competence in order to prepare them for their student leadership roles.

b) Socialising Pupils Into Democratic Values.

Educators and educationists in South Africa share a common view that students of the new South Africa need to be socialised into the school culture that will be in line with the wider national values of democracy, accountability and respect for all, (City Press Nov. 1995). To achieve this, principals need to involve pupils in the design of a democratic school policy and vision. Supporting this view, Ngcongco (1986) believes that the election of student councils, prefects or students' subject societies, and involving students in such elections, is a step in offering students representation in a democratic leadership of a school.

Ngcongco concludes, therefore, that the nature of participative educational leadership binds the school and the principal in particular, to involve students in their education, through offering them opportunities for decision making. This offer by the principal can open up healthy communication channels between the principal and students and between teachers and students. Such channels will not only foster security and enrol the pupils in the culture of learning, they can help schools during transition to democracy.

2.8 The Role of a Principal With Regards to Parents and the Community

Change is a systematic, social process involving many constituencies in the school and its community. This process demands educational leaders to

provide opportunity for interaction among the faculty, students and in many instances, parents and community.

Wood, Nicholas and Findley (1985) see managing change inside and outside the school as an administrative function of the principal. They say that developing a dynamic school organisation that can pace with a changing society and provide leadership, is a desirable goal for the principal as an educational transformational leader. Considering that schools are part of society, this view seems important.

Wood et al, suggests the following guidelines to help the principal develop a plan for change in schools with regards to parents and community:

He suggests that the principal has to learn to understand the community where the school operates. He also suggests that the principal has to know and understand the parents whose children he handles, so that he anticipates and copes with problem arising with change in his school. They further suggest that principals also have to involve the parents in the decision making of the school. This is essential for them to own change.

Wood et al conclude that change may succeed in schools if the principals' leadership involve all stakeholders, including parents.

Fullan (1992) takes the point of view by Wood et al a step further when he states that school change is a systems process in which one subsystem

may affect several other systems. Nathan (1991) seems to concur with the view expressed above. He maintains that the principal is a manager of change in the context of society. It can be inferred from these views that principals need to work collaboratively with parents. This view is shared from another angle by Burton (1985) who states that the informal education which the family provides for their children makes more of an impact on a child's total educational development than the formal education system. He further argues that if the family does the job well, the professional can provide training. If not, there may be little the professional can do to save the child from mediocrity. Involving parents may thus tap into their positive input to the child's education.

McConkey {1985} is convinced that a principal who does not collaborate with parents and community is unlikely to achieve much success in the endeavours to transform education as there is no doubt that the home has more influence on the child's learning than does the school. He seems to feel that principals as role players and front runners in facilitating change in education need to subscribe to the view that children learn more effectively when parents, community and teachers collaborate. He also seems to feel that principals also need to know that parents want to be involved in furthering their children's learning and that working with parents will transform the principal's professional style of leadership to a consultative one .

Arguing in favour of consultative school leadership, Beattie (1985) and

Ndlela (1993) share the idea that parents are a product of socio-economic and political innovation. The school is a miniature society, reflecting larger social, economic and political realities and innovations. A transformational principal handles parents and their children with that view in mind.

Ndlela further refers to Morris and Hurwitz) who maintain that the principal should make a conscious effort to involve parents in school transformation because they are a primary constituency that must be taken on board when dealing with educational matters. Further emphasizing the significance of parent involvement in schools, Harris (1989) cites a case when he visited a school where the secretary, pupil and teachers were asked to wait while the principal responded to parents' concerns trying to solve their problems. This probably indicates the high esteem in which such a principal holds parents.

Furthermore, Cuning and Mitzhel (1990) assert that a principal who lacks the skills to deal with parental complaints and disciplinary problems effectively would not be able to effect any significant transformation in his school. Act number 84 of 1996, the Schools Act in the South African interim constitution , reinforces the importance of parental involvement. It empowers parents/governing bodies quite significantly. The following excerpt from the Act provides evidence.

According to clause 16 of the Act, the governance of every public school

is vested in its governing body, which stands in the position of trust towards the school.

The act further states, in clause 19, that out of funds appropriated to the provincial legislature, the Member of the Executive Council must provide introductory and continuing training to governing bodies to enable them to perform their functions and to promote the effective performance of their prescribed and additional function.

Clause 20 [1] of the Act presents functions of all governing bodies. Only a few will be tabulated. These indicate the implications of the role of a principal with regards to parent participation in school governance. They read as follows :

Subject to the Act , the governing body of a public school must -

- (i) promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school;
- (ii) adopt a constitution;
- (iii) develop the mission statement of the school;
- (iv) adopt a code of conduct for the learners at the school;
- (v) support the principal, educators and other staff of the school in the performance of their professional functions;
- (vi) determine school times of the school day , consistent with any

- applicable conditions of employment of staff at the school;
- (vii) recommend to the Head of Department, the appointment of educators and non educators at the school.

From this list, it can be detected that parents, represented by school governing bodies, have a major role to play in education during this period in South Africa's history.

It therefore, becomes clear from the above discussion that the collaboration of principals with parents becomes a major variable in school transformation.

2.9 The Principal and Management of Conflict

The journey to realising a vision by any organisation is never linear. Confirming this assertion Senge (1990) states that as enthusiasm for the vision grows, and as more and more people talk about the vision, the diversity of views increases, leading to people expressing potentially conflicting visions. If educational leaders are unable to allow this diversity to be expressed and managed, polarity in schools increases, reducing the clarity of the shared vision and generating conflicts. Hence conflict, is inherent in the change process. Schaller (1982) confirms this argument.

Senge (1990) conducted an interview to establish what different leaders

regarded as need number one for their management training. From his interviews with business executives, educational leaders, government officials, pastors, military forces and labour leaders in the United States of America, Senge's research showed that conflict management training was a high priority for managers.

Conflict management is similar but different from conflict resolution. Burton (1985) refers to conflict management as the containment of conflict, while resolution is the resolution of the problem which gives rise to conflict. Mlambo (1994) however sees conflict as entailing resolution as well as stimulation of conflict.

Furthermore, on in discussing conflict stimulation, Mlambo (1994) makes reference to Lewis (1976), Vogt (1977) and Robbin (1988) according to whom managing conflict involves both resolution and stimulation. They argue that the level of conflict may be too high and require reduction or may be too low and require stimulation. These authors agree that managers may need to stimulate and resolve conflict so as to maximise the desired outcomes for the organisation. They suggest that managers should stimulate conflict to gain full benefits of its functional properties, yet reduce its level when it becomes a disruptive force. The above mentioned view suggests a need for sensitivity to appropriate methods of managing and resolving conflict as part of managing change.

Research on leadership and on conflict by Ngcongco (1993) and Robbin

(1996) indicate that conflict is inherent in human relations and in change. This being the case principals as transformational leaders are also conflict managers and resolvers. Ngcongo suggests that conflict management should be the component of the teacher training syllabus. She substantiates this argument by pointing out very poignantly that conflicts in schools have led to unpleasant relationships in schools between teachers and pupils. She further attributes disruptions in teaching and learning, the physical destruction of buildings and even the loss of lives of certain school members to conflicts. Ngcongo refers to Gasser [1969] who maintains that the problem of misbehaviour of most students results from failure of schools to fulfill their needs.

Towards conflict management and resolution, Ngcongo (1993) suggests three stages of conflict management and resolution. These are preventive conflict management, management and resolution of manifest conflict and the management of the post conflict stage.

Among preventive conflict management strategies, she discusses goal setting, appropriate specification of responsibility, early identification of latent conflicts, exposure of differences before they become serious conflicts, establishing hot lines, diffusing of conflict management skills and modification of the work environment.

Bisno (1988) argues that preventive conflict management is founded on the assumption that the outcomes of conflict may not be conducive to

gaining the objectives of parties or of the organisations.

Speaking of preventive conflict management, Mlambo (1994) asserts that it encompasses the whole spectrum of understanding the dynamics of the potential for conflict in people.

A concise review of approaches to manage and or resolve conflict follows:

Kimbrongh and Nunnery (1983) as well as Nieuwmeyer (1988) make mention of mediation, negotiation, facilitation, arbitration and a combination of these processes as mechanisms of managing and or resolving conflict. Literature in the field of conflict management and resolution, such as Miedzinski (1994) and Filley (1976) suggests that mediation, negotiation and facilitation are more conducive to resolving conflict. These processes can be used also to contain conflict. In addition to and coupled with these processes are other methods of conflict resolution. Filley (1975) and (Ngcongong 1994) suggest integrative decision making or joint problem solving.

Whether principals contain or resolve conflicts is apparently dependent on many factors. Of relevance to this research is the observation that conflict management is inherent in the role of a principal as a change agent particularly during transition.

The following are some of the techniques of conflict management that principals who seek to transform their schools may engage :

2.9.1 Ignoring Conflict

The principal may ignore conflict which means that he may withdraw from the conflict situation without paying any attention to it and hoping that it will go away. Mlambo (1994) makes reference to Cianfarano(1986) and Vogt (1992) who support this strategy. Miedzinski (1994) holds a different view. She believes that conflict should be "nipped in the bud"

2.9.2 Imposing a solution

The principal may impose a solution. This he can do by forcing the conflicting parties to accept a solution devised by himself.

2.9.3 Smoothing

He can smooth the conflict by engaging in a process of playing down difference that exist between the individuals or groups while emphasizing common interest.

2.9.4 Appealing to Superordinate Goals

He may also appeal to superordinate goals. Superordinate goals are defined by Hodgetts and Kurtko (1988) as common goals that two or more conflicting parties each desire and cannot be reached without co-operation of those involved.

2.9.5 Compromise

The principal may also use the compromise strategy which is a technique that relies on getting both sides to give and take and agree on a compromise.

It can be inferred from this discussion that to be effective as conflict managers, principals need to have profound knowledge of conflict management strategies as a matter of priority. One of the areas where the above strategies become critical is the management of resistance. The following section offers some suggestions that principals may use to manage conflict and resistance.

2.10 Management of Resistance to Change ✓

2.10.1 The management of resistance to change can also be approached more creatively by an understanding of the stages and steps through which change goes. Gorton suggests the following stages:

- Stage 1 - conduct a needs assessment
- Stage 2 - orientate the target group to the proposed change
- Stage 3 - decide whether to introduce the proposed change
- Stage 4 - plan a programme of implementation
- Stage 5 - implement the proposed change
- Stage 6 - conduct in-process evaluation
- Stage 7 - refine and institutionalise innovation

Each stage is accompanied by different feelings from implementors of change. These feelings need to be handled.

Plant (1987) sees resistance to change as essentially coming in two forms. These are the **Systematic Resistance**, which arises from a lack of appropriate knowledge, information, skills and managerial capacity; and the **Behavioural Resistance**, which derives from reactions, perceptions and assumptions of individuals or groups in organisations. He further argues that levels of resistance are inevitably high if involvement and information are low. He states that the less the subordinates know about the plan to change, the more they assume, the more suspicious they become and the more they direct their energy into being counterproductive. He comes to the conclusion that once the subordinates feel manipulated, or uninvolved, they will inevitably tend to veer towards the negative view of change and its effects on them.

Plant's view is shared by Gorton (1993) who remarks that the resistance will lessen if administrators and other participants feel that the project is their own and if participants see the change as reducing rather than increasing their present burdens. If the innovation is in accordance with values already acknowledged by the participants, if the project offers the kind of new experience that interests the participants, if participants feel that their own autonomy and security are not threatened and if the project is adopted by consensus decision, the resistance is unlikely to be experienced.

Gorton warns that the innovation must be kept open to revision and reconsideration if necessary.

For change to succeed at school level, and not to meet with resistance, Havenlock (1988) suggests six stages of adopting an innovation which are similar to those cited by Gorton (1993) above. These he says are essential for change to succeed at school.

The first stage is the **Awareness Stage**, where the individual is exposed to innovation and becomes aware of it.

The second stage is the **Interest Stage** where the individual is developing an interest in finding out more about the innovation and beginning to develop a positive attitude towards it.

The third stage is the **Mental Stage** where the individual is now actively evaluating the innovation as to how it might be implemented.

The fourth stage is the **Trial Stage** where the individual actually attempts to implement the innovation on a pilot basis if it will work.

The fifth stage is the **Adoption Stage** where the individual adopts the innovation and implements it fully.

The sixth and final stage is the **Integration Stage** where the individual internalises the innovation and makes it part of himself.

Clearly if principals are to transform schools and manage change, they need to be aware of the change process. The stages for change suggested above seem to present principals with various challenges.

Another factor to note when dealing with change , centres around management of other barriers in the process.

Bradley (1993) contends that it is very difficult to implement innovation if the barriers to change have not been removed. He offers the following list of barriers that have to be known and removed by leaders envisaging to implement innovation:

Habit - the tendency of people to behave in the same old way and reluctance to change. The bureaucratic structure of the school which emphasized the maintenance of order and status quo. Lack of incentives - Although the principal may be personally convinced of the benefits that will accrue if a proposed change is adopted, he can seldom guarantee those benefits or offer incentives to persuade teachers and pupils to adopt a proposed innovation. The nature of proposed change - Some innovations are difficult to introduce because of factors like finance, compatibility with other phases of the school's time, etc.

Teacher and community norms -Efforts by the principal to introduce innovation may be viewed as a challenge to teachers' professional autonomy and to community norms.

2.10.2 Issues to Observe to Counteract Resistance to Change

In every situation involving change, there will operate certain forces which inhibit or promote change. Forton and Snowden (1993) refer to these as restraining and facilitating forces.

Facilitating Forces: Those conditions that make it easier for the leader to introduce a particular innovation. These include such factors as outside pressures for change and the administrator's own conviction for change.

Restraining Forces: Those are conditions that will make it difficult to introduce the innovation. Their symptoms are usually manifested in people's concerns or expressions of resistance to a proposed change.

It appears that change has, inherent in it , many challenges and problems.

It was mentioned earlier on that change is a process. To support the success of change, principals need to be able to counteract resistance when change is conceived, when it is introduced and when it is implemented. To do this, it seems essential that they know and can diagnose the causes of resistance.

Expanding on the question of problems during transformation, Fullan (1993) warns that " problems which accompany change are actually our friends." He sees problems as inevitable. He states that the good news about problems is that one cannot be successful without them. Fullan's view suggests that resistance to change should therefore, be welcome and dealt with accordingly during school transformation.

Taking the argument a step further Stacey (1992) says that to transform education, principals as change agents should see problems and conflicts as essential. He further argues that people do not provoke new insights when their discussions are characterised by conformity, orderly equilibrium and dependence. People spark new ideas when they argue and disagree, when they are conflicting, confused and searching for new meaning, yet willing to discuss and listen to each other. Stacey (1992) further insist that change should be seen as a learning experience and insists that principals should see it that way and refrain from resisting it. He warns that life does not follow a straight line and does not conform to a kind of a curved logic.

Commenting on the introduction of change, Gorton (1993) says that the principal should not assume that one or two explanations of an innovation will be adequate. Rather he should continuously secure feedback and provide clarification to those who will be affected by change. He also feels that as teachers will lack the knowledge and skills necessary to reform their new roles, the principal must identify clearly and precisely

those skills and understandings needed by the people affected by the change and provide the training necessary to acquire them.

2.11 Conclusion

This chapter has reviewed literature on the transformational leadership role of a principal with regards to attributes and skills that are required of him or her as a change agent. It has reviewed literature on the role of a principal as a school leader and manager of a change process with regards to teachers, students and parents. The chapter has also discussed strategies to deal with conflict, change, resistance and barriers to change.

With this theoretical background in mind, the researcher will in the next chapter, proceed to describe the empirical procedures that were followed in investigating the research topic.

CHAPTER 3

Methodology Followed in the Research

3.1 Introduction

The purpose of this chapter is to discuss the methodology followed to collect and analyse data for purposes of testing the assumptions mentioned in chapter one of the study.

3.2 Permission to conduct research

Permission to conduct research in the areas studied was requested and obtained from the Educational Department through the offices of the relevant chief directors (refer to appendix 1 (a), (b), (c), (d), (e) and (f)).

3.3 Rationale for Using the Descriptive Method

The study under investigation is descriptive. Gay (1976) qualifies descriptive research as follows:

"Descriptive research involves collecting data to test hypotheses, or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are." This study attempted to determine the position regarding the role of a principal in school transformation.

A form of descriptive research that was used was a survey. Mouly (1970) states that a survey is oriented towards the determination of a given

phenomenon. Mouly sees the scientific value of a survey as lying in its development of further insight leading to the derivation of hypothesis under more vigorously controlled method.

Fraenkel and Wallen (1990) contend that the survey research is one of the most common forms of research utilised by educational researchers. It involves researchers asking selected people questions about a particular topic, or issue. The responses are given by each respondent and they are coded into standardised categories for purposes of analysis. On the basis of this description, the researcher draws conclusions about the opinions of the samples which he/she generalises to the target population from which the sample was selected.

In this case, the target population were principals of high schools. However, high school teachers, matric pupils who were in leadership positions at the schools studied as well as governing bodies representing parents were questioned to cross-check data from principals.

3.4 The Suitability of Questionnaires and Interviews as Data Collecting Tools for this Study

Data required for this study was collected by posing questions to the respondents using questionnaires for teachers, pupils and parents and interviews for principals.

Obtaining data this way is supported by Dane (1990) in Frenkel and Wallen (1990) who asserts that gathering data from respondents using questionnaires

and interviews is one of the most effective ways of data collection.

Behr (1988) and van Dalen (1979) see questionnaire as a research tool that remains one of the best available instruments to collect data from a widely spread population.

Arguing in favour of an interview as a data collecting tool, Black (1982) and Babbie (1986) assert that an interview is an alternative method of collecting survey data. Rather than asking respondents to read questionnaires and send their own answers, researchers employ interviewers to ask the questions orally and record respondents' answers. Interviewing is typically done in a face to face encounter.

3.5 Appearance of Questionnaires and Interview Schedules

Fraenkel and Wallen (1990) and Cohen and Marion (1989) agree that the appearance of the questionnaire is of vital importance. How the questionnaire looks to the reader is very important in encouraging them to respond. They state that the most important rule to follow, is to ensure that the questions are spread out, that is uncluttered. A compressed layout is uninviting. A larger questionnaire with plenty of space for questions and answers is more encouraging to the respondents. No more than one question should be presented on a single line. Babbie (1986) states that the layout of the interview schedule should look like that of a questionnaire. The researcher prepared the questionnaires and interview schedules in line with the recommendation just stated.

3.6 Dress Code of the Interviewer

Babbie (1986) makes a pertinent statement regarding the dress code . He states that, as a general rule, the interviewer should dress in a fashion similar to that of the people he/she will be interviewing . His contention is shared by Sudman and Bradburn (1983) and Caplovitz (1983) who contend that a richly dressed interviewer will probably have difficulty in getting good co-operation and responses from poorer respondents. On the other hand a poorly dressed interviewer will have similar difficulties with richer respondents.

3.7 Description of Population

The study was conducted in the province of KwaZulu Natal in two of the 8 regions namely the North Durban and South Durban regions (see appendix 2 for the map illustrating division of provinces into regions). Each of the regions comprises 5 districts, each with an average of 5 circuits. Five districts were chosen for the research, 3 from North Durban and 2 from South Durban. From North Durban, the districts were KwaMashu, Inanda and Merebank and from South Durban, the districts were Umlazi South and Umlazi North. In each districts, high schools were randomly selected from all circuits. The rationale for using these two regions is based on the fact that they have a mixture of urban and semi-urban and rural schools. This will enhance the validity and reliability of the study as respondents from all areas form the target market.

The discussion on sampling below further clarifies the point on the selection of schools.

3.8 Sampling

To obtain a comprehensive view of the perceptions of all stakeholders in education in KwaZulu Natal, about the transformational leadership role of the principal, samples of stakeholder groups namely parents, teachers, pupils and principals, in the population which has been described, were selected.

Arguing about sampling, Sibaya (1989) contends that when sampling, the researcher tries to understand a segment of the world on the basis of observing a smaller segment, namely, a sample.

To ensure the validity of the study, the researcher considered a number of factors one of which is representativeness. The importance of representativeness is highlighted by Leedy (1980) and Fraenkel and Wallen (1990).

Gay (1976) and Mulder (1989) recommend a sample of 10% as a minimum representative sample for a small population. The 10% sample for a small population is further confirmed by Walizer and Wienir (1978) who state that it has the lowest risk, is more accurate and has a high level of significance.

Since the populations of all stakeholder groups are big, a minimum of 10% per group namely pupils, teachers, parents and principals was selected.

Because of the diversity and size of the population, the researcher used random and cluster sampling. The methods of sampling are discussed below.

3.9 The Use of Cluster and Random Sampling of Teachers, Students and Parents

Hichcock and Hughes (1989) define random sampling as a procedure where the sample is chosen purely from the identified population. According to Fraenkel and Wallen (1990) random sampling is based on probability theory. That is, it assumes that each individual or element within a target population has an equal chance of being chosen, or to be interviewed or to fill a questionnaire. They contend that the basic idea of random sampling is that the individuals selected are just like the ones who are not selected and the bias should not enter the selection process.

Clusters of schools had been obtained from the 5 districts. One alphabetical list of all the high schools was drawn up from all district lists, region by region (see appendix 4 for the district lists).

From this alphabetical list random selection was done. Every 10th school was selected. This gave the researcher a total of 23 schools from North Durban Region and 7 schools from South Durban Region.

From each of the clusters of teachers, principals, parents and pupils, a list was drawn up and individuals randomly selected. For the sample of principals, all principals of the schools where teachers, chairpersons and secretaries of the governing bodies and students were selected, were targetted to form the sample, but only 24 principals were available for interviews.

For the sample of teachers, every 10th name was selected from the list

referred to above. For the sample of governing bodies, all chairpersons and secretaries of the thirty selected schools formed the sample. For the sample of students every 10th name was selected from the list of student leaders cited above.

The details of sampling were as follows :

3.10 Sampling of Students

It has already been indicated that permission was obtained from the Education Department to conduct research at the schools. Arrangements had also been made with headmasters to prepare teachers and pupils to respond to questionnaires.

When the researcher got to each school that had been randomly selected from regional, district and circuit lists, he requested for a list of every pupil holding a leadership position. These were the students pupils to respond to the questionnaire (see appendix 3).

The rationale for selecting leaders from matric students only, was based on the assumption that they were senior students because they had stayed the longest at the school and were as such best suited to give a comprehensive judgement of the role of the principal.

In their long period of stay, it was assumed that they had had a chance to interact with management very closely. Secondly it was going to be difficult to question every pupil.

3.11 Sample Of Teachers

There is a population of 3608 high school teachers in the 2 regions. From the 5 districts selected for the study, there is a total of 918 teachers. 10% of teachers from schools selected in the 5 districts gave a figure of 92.(See appendix 3 for the number of teachers selected from schools per district. In each of the thirty visited schools, an alphabetical list of teachers was drawn up. The procedure was that when a total number of teachers was obtained from the list, every fourth name was selected until the required number which is 10 % was realised.

3.12 Sample of Parents

Chairpersons and secretaries of governing bodies of selected schools formed the parent target group. Various schools called parent committees differently, namely school committees, governing bodies and parents' committees. In schools that had Parent-Teacher -Student Associations [PTSA's], only the parent component was used for purposes of the study. The number of parents in the committees varied from school to school.

3.13 Sample of Principals

Initially, 30 principals were targetted for the research, but ,as indicated earlier on, only 24 were available for interviews. The rationale for choosing all principals of all selected schools was to enable the researcher to have responses regarding principals from the teachers of the schools where the principals serve.

3.14 The Pilot Study

According to Fraenkel and Wallen (1990), once the questions to be included in the questionnaire or interview schedule have been written, the researcher is advised to try them out with a small sample similar to the respondents.

The researcher piloted the questionnaire to 20 randomly selected teachers from 5 Umlazi high schools. The researcher piloted the interview items to 3 high school principals from KwaMashu district, 1 from Merebank district and 1 Inanda district.

The purpose of the exercise was to evaluate the questions and to check them for ambiguity, the suitability of language and the scope to elicit honest responses.

Martins, Loubser and van Wyk (1996) recommend the use of the pilot study and further reinforce the point that it is very useful to detect weaknesses in the instrumentation design and to provide a sound base for determining and refining the instrument. The researcher identified from his questionnaire and interview schedule questions that were not clearly understood. These were rephrased to ensure correct interpretation. The researcher also discovered that different people attached different interpretations to the concept "transformation". This pointed to the need for an operational definition of the term at the beginning of interviews and questionnaires.

It was also realised that teachers felt that they were not comfortable with talking about principalship in general because they were only familiar with

one principal. Some teachers were not quite free to talk about their particular school to strangers. This necessitated an explanation at the beginning of the questionnaire and interviews that what was required was information about principalship in general in their area. There was, however, nothing wrong with a person drawing heavily from his experience of dealing with his/her principal. The teachers were also assured of the confidentiality of interviews and questionnaires.

3.15 The Actual Administration of the Questionnaire to Teachers, Students and Governing Bodies

Permission had been obtained from the head office of the Department of Education and Culture in the province of KwaZulu Natal. District heads and principals also gave their permission (see appendix 1 for permission granted by various officials). Appointments to come on specific dates to the schools were made personally and telephonically with heads of schools.

On the day of the appointment, the researcher called at the schools at the time agreed upon to administer the questionnaires to pupils and teachers. The principals had arranged special venues. Teachers and pupils were seen separately. The procedure for selection was done as outlined under sampling above. Only a brief introduction of the researcher and about the purpose of the research to both pupils and teachers was necessary.

While the respondents filled in the questionnaire the researcher walked around and assisted those who needed assistance. The questionnaire took ± 20 minutes for pupils and ± 10 minutes for teachers.

The researcher also found the strategy used by Ngcongco (1986) very useful. In addition to questions directly based on the hypothesis, Ngcongco [1986] asked for additional information related to the study and necessary to put the picture about principalship in KwaZulu Natal into clear focus. Questions like how often do you hold staff meetings, do you ever meet with parents in the presence of the students, what do you like/do not like about your school/education at this transformation action period, what time do your school day start, etc.

Most principals were able to invite members of the governing bodies/school committees to the interview venues. In the instances when nobody turned up, the researcher visited the chairpersons and secretaries at home. There were no problems with home visits. There were instances when the researcher needed to translate the interview items into Zulu as they had been originally written in English only. This was done for parents who were non English speakers. The questionnaires took ± 25 minutes for most parents.

3.16 Conducting Interviews With Principals

Appointments were made with all principals to be interviewed. On the day of the appointment, the researcher presented himself 30 minutes before time at the school just to get the feel of the place. After introducing himself to the principal, interviews immediately began. All interviews were scheduled to take one hour. Some took a little over an hour. Most principals preferred the afternoons when it would be quieter and there would not be much work.

At the beginning of the interviews an overview of areas to be touched on was

given. All areas centred around the principals' transformation policy and vision as they deal with parents, pupils and teachers.

3.17 Manner of Data Analysis

3.17.1 For Principals

The critical incident technique was used as an interview tool for principals.

This tool was found suitable as an instrument to gather and analyse data for principals. Flanagan (1954) and Fivars (1980) define the critical incident technique as consisting of procedures for obtaining behavioural descriptions. This technique consists of interview questions which are open-ended so that respondents do not choose from a predetermined set of answers as would, for instance be the case when principals would be responding to a questionnaire .

In the critical incident technique, the respondents also focus on actual events whose description must be explicit about what an individual actually did under certain circumstances. The responses include statements of outcomes so that the consequences of an event are known. When using the critical incident technique description of events must contain contextual information.

Because of the dynamic and versatile nature of the role of principals, it became necessary to use the critical incident technique to interview principals for purposes of this study. Data for each time was categorised according to themes. In each theme, a percentage of frequency of common responses was

compiled. (See appendix 9 for interview schedules and chapter 4 details of procedure followed when using the critical incident technique).

3.17.2 For Teachers, Students and Governing Bodies

For teachers pupils and parents, the data was analysed graphs and tables for responses on each item. Each reflects the following: Frequency of responses, percentage, total respondents, mode, median, mean and standard deviation.

3.18 Conclusion

In this chapter a detailed description of the method used in the research, was given. The research instruments which were used to collect data were described. These were questionnaires for governing bodies, teachers and students and interview schedules for principals. The chapter also discussed sampling procedures followed in the study. Methods of data analysis were also presented. These were the critical incident technique for principals' data and tables with summarised data from teachers, governing bodies and students.

The following chapter presents, analyses and interprets data from which conclusions will be drawn on the basis of which recommendations will be made.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

In chapter 3 the method of securing data was presented and discussed. In this chapter four, sets of data collected are presented, analysed and interpreted. These are:

- * data from principals
- * data from teachers
- * data from pupils and
- * data from parents

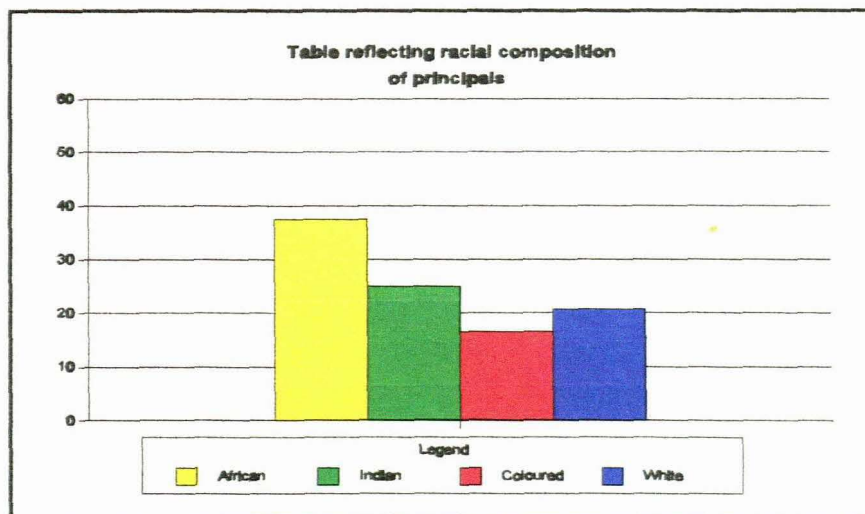
Data collected from principals is analysed using the critical incident technique as explained in chapter 3. This technique is useful for dealing with open-ended questions like the ones for principals' interviews in this study, where respondents do not choose from a predetermined set of answers. (refer to chapter 3 for definition and application of the technique).

Individual interview items elicited various responses from principals. The researcher grouped all responses which spoke to one item and then determined a percentage of principals who made similar responses based on the total sample of responses. To one item, principals gave more responses than one and these were categorised thematically as said before.

To analyse data from pupils, teachers and governing bodies two sets of tables reflecting summaries of responses were compiled. One set of tables represents questionnaire items which are common to all three samples. They are common in the sense that they spoke to one item. The researcher placed together responses on common items to facilitate comparisons. The other tables are summaries of responses to questionnaire items which were asked only from students or teachers or governing bodies.

Before data is analysed and interpreted a table and graph reflecting racial composition of the sample of principals, is given below.

Race Group	<i>Frequency</i>	<i>Percent</i>
African	9	37.5
Indian	6	25
Coloured	4	16.6
White	5	20.8



The next section presents an analysis and interpretation of data from principals.

4.2 ANALYSIS AND INTERPRETATION OF DATA FROM PRINCIPALS

Interview Item 1 a

Question :

Does your school have a policy ?

In response to whether principals do have a policy or not, all principals (100 %) indicated that they have a school policy. Whereas 90% indicated that they had a written policy document, 10 % said they also do but the policy is not a written document.

Interview Item 1 b

Question :

Could you please describe your policy and how it seeks to transform the school during the time of transition in South Africa.

In response to this item, all principals [100 %] said that their policies seek to restore the culture of teaching and learning in schools. Most principals who gave these were from traditionally African schools. It is assumed that the culture of teaching and learning in historical White, Indian and Coloured schools were not as affected by school boycotts and riots as their Black counterparts.

A figure of 20% of principals said that the aim of their policies focuses on comprehensive pupil development. The policies emphasise the inculcation of good discipline, good conduct, meritorious academic performance and physical development in pupils. On being asked how their policies foster discipline, 15 principals of the sample responded that their school policies cover topics like drug abuse, the carrying of dangerous weapons, and motivate in favour of respect for others.

A total of 40% said that the policy redirects the school towards helping the children along a career-directed, pupil-centred route. They further stated that the policies also encourage self reliance and self fulfilment in individual pupils.

About 35% stated that in the process of formulating their policies ,they involve teachers, parents and student representatives. In this way, they see their policies as contributing to transformation. This is contrary to the past, when school policy formulation was the sole responsibility of principals. Teachers, students and parents often followed the direction pointed by the principals without any question.

A total of 35% indicated that their policy, upholds affirmative action, in that it fosters employment of deserving women and Africans. Principals also reported that as a result of affirmative action policies, there is a gradual shift towards the employment of Africans and women in their schools. One principal of a previously all white school said that in his school he has employed two African female teachers. One principal indicated that the governing body of her school, has asked her to recruit first language speakers of Zulu, to be the ones to teach the language to other first language speakers of Zulu, as against in the past when Zulu was taught by a White third language speaker even to first language speakers.

There appears to be a general trend among some previously White, Indian and Coloured schools to show gender sensitivity, which they demonstrate by employing African/female personnel as well. In 1994 for an example , one previously all White school, had 100% White teachers. In 1996, the teaching personnel of the same school was 98% White and 2% African. A few others are hoping to follow the same example.

Very few African schools employ teachers other than African. Vukuzakhe and Ogwini both of which are in Umlazi South District (South Durban Region) and Sivanada in KwaMashu District (North Durban), are a few examples. In these schools the percentages of non African teachers are 4.4% , 6.5% and 15.6% respectively. This situation in these schools can be attributable to the comprehensive nature of their curricula. However, there seems to be a move, slight as it may be, towards accommodating cultural diversity in a few schools.

A quarter of principals, namely 25%, expressed the need for the school mission statement to emphasize the inculcation of love for what they described as the new South African nation and culture. Their policy, they argue, promotes the development of a multicultural society and takes steps to eliminate friction between cultures through a number of programmes.

A small figure of 2% said that in the advent of multiculturalism in schools, their policies stress respect for all irrespective of colour, race, creed, gender or age.

The figure of 2 % is too low. It would seem that other respondents felt it was not necessary to introduce multiculturalism.

It is encouraging to note that most school principals that were interviewed were not only aware of a need to transform education, but were also restructuring their school policies to be in line with the transformation they were and are envisaging.

From the responses given by principals in this item, it would seem that policy making is becoming an important factor in schools. This is suggested by the premium principals put on having written policy documents in their schools. Those principals who still do not have written documents, (10 %) it appears, are working on it because they have clear ideas about the value of formulating school policy.

Interview Item 2

Question :

Briefly describe how you implement this policy.

A follow-up question to probe the responses of principals to the question on how they implement their policy was asked. The most important ways in which policy was implemented at the schools are tabulated in the form of common and similar responses as follows :

- * Constant interaction among parents, pupils, teachers and principals is encouraged.
- * Policy is implemented by special committees on different areas. These committees comprise representatives from all stakeholder groups.
- * The morning and afternoon assemblies are used as a stage to monitor, reinforce policies, and to highlight success.
- * As one principal puts it “the SIMUNYE day is organised during which different cultures are displayed through a variety of activities, e.g. music, attire and traditional ceremonies.”
- * Representative committees are set up to monitor progress.
- * Quarterly meetings are held with parents to allow them to make their input in policy formulation and implementation.
- * Teachers and pupils are given time and freedom to express their viewpoints.
- * Parents are urged to sign homework and requested to visit the school

frequently.

- * Workshops with parents, teachers and pupils are organised to deliberate on policy matters.
- * Governing bodies have been created to allow for parent participation.
- * Workshops for teachers and pupils are arranged to empower them to discuss different problems that come with change.
- * Take pupils on educational excursions.

A total figure of 30% said that they allow previously disadvantaged groups, such as female teachers to apply for posts formally reserved for men; that everyone in the school committees has a role to play; and that pupils take part in making decisions on matters of interest to them such as sport, matric dance etc.

One principal states that they use their enrolment and employment procedures to effect transformation. For an example in 1995 and 1996, the percentage of African students increased from 10 % to 30 %, and Zulu was introduced as an examination subject in historically white and Indian schools.

A figure of 15% indicated that various class groups are made up of pupils from different backgrounds; that concerts are regularly organised to allow pupils to express themselves through participation and demonstration and that pupils are involved in deciding acceptable performance.

According to what principals say about how they implement policy, there are a number of strategies they use. It was noted that there was no African school which enrolled White, Indian or Coloured children. While there was no policy preventing that, it may be worth finding out why these children are not attending historically African schools, especially when education in South Africa is, in terms of policy, integrated.

Interview Item 3

Question :

Identify and discuss a component of your school policy which aims at leading teachers to effective curricula changes.

The following responses were elicited from the item to identify and discuss curricula changes.

All respondents [100%] said that the curricula need to be changed to suit the present needs of teachers.

One of the ways in which some of the principals [35%] lead teachers to bring about curricula changes is by giving teachers a chance to provide their own ideas on curricula changes. This they do in regular staff meetings. One principal puts it that although authority is centralised in the principal, one of the modern precepts of

modern supervision is shared responsibility for the continued improvement of the teaching-learning process.

These respondents share a common belief about teamwork. They say teamwork has the following virtues : It helps in the development of teaching materials. Teachers are encouraged to work collaboratively and produce effective teaching strategies.

It motivates educators to see the need to incorporate in the curriculum, new teaching materials that will take into account the unique interest and ability of the individual child. Teamwork also encourages teachers to work together to achieve the overall objectives of the school and those of their subjects. It encourages a healthy competition among teachers so that high standards are attained in education. They conclude that team work generally instills and develops a sense of ownership of the school curriculum among teachers.

More than a third [35%] said senior staff members and Heads of Departments [HoD's] attend workshops where curricula issues are discussed. Upon return, principals encourage them to share the knowledge acquired with junior staff members. They said that outside experts are also called in to address teachers on the latest issues relating to the developments in education.

These respondents further share that they encourage teachers to further their studies with a view to enriching their knowledge in their areas of specialisation, as the acquisition of more knowledge in a particular subject, helps the teacher to be competent in his/her subject.

A total of 25% said that subject committees are in place in their schools and that regular meetings are held by these committees to discuss curricula issues. Forums like that help update the teachers' knowledge on the current issues pertaining to their areas of operation.

These respondents further share that the curriculum should show sensitivity to affirmative action, human rights and gender issues. This sensitivity should be reflected in the allocation of duties in the extended curriculum, for an example in sport, both sexes manage school teams either collective or as individuals.

About 15% of the sample said that their schools have an open curriculum policy. Therefore, teachers are free to recommend subject changes. Interschool networking which leads to diversified curricula exposure is encouraged.

From networking with schools right across the ex departments, one principal remarked that interracial mix has helped his teachers gain knowledge as to how they can shape up their curricula and effect changes where necessary.

Ten percent of principals of both White and Indian schools, stated that no efforts have yet been made in their schools to effect changes on the existing curriculum, except for the introduction of Zulu as an examination subject. This move is said to have failed in some instances because it was difficult to get a suitably qualified Zulu teacher as no member of staff had the qualification to teach the subject. On being asked whether they created posts and advertised them openly, some of the principals said that the Zulu teachers they have employed are paid by parents. They were still

waiting for the education department to give them subsidised posts in which would place first speakers of Zulu. These posts would be advertised for interested applicants to send in applications.

Only 5% of the principals said that they prescribe to the teachers what subject packages the school should offer. One principal said that deciding what is to be taught in schools is the sole prerogative of the education department. 95 % of principals work with teachers to determine what is to be taught in schools.

Principals' responses to item 3 show that they consider teachers as valuable partners in effecting changes in schools in general and in curricula changes in particular. This augurs well for the transformation of education in schools lead by these principals.

Interview Item 4

Question :

What guidance do you extend to teachers as they work at curricula issues:

Asked what guidance principals extend to teachers as they work at curricula issues, they responded as follows :

A total of 30% recommend capacity building for teachers with the aim of helping them to meet the challenges presented to them by the new curricula for schools.

These principals said that they give teachers a chance to sit with management and brainstorm curricula issues. At these sessions, teachers are encouraged to adopt an open-minded and critical stance when dealing with curricula changes. Subject departments are urged to be conversant with national and international thinking on curricula development. These principals said that they warn their teachers against traditional approaches to the teaching of their subjects.

They also said that they encourage interschool and interracial partnership to facilitate the sharing of resources between previously privileged, inaccessible schools and poorer ones.

A small figure of 15 % of the total sample said that they motivate teachers to work with all stakeholders on matters relating to curricula issues and that they guide teachers to requisition resource materials such as library books and equipment that would facilitate the implementation of the interim curriculum.

Some principals argue that they themselves need to be retrained so that they are sensitised to the needs of the country and how the curriculum should be designed to meet these needs.

Of the total sample, 10% said that they constantly remind teachers that they need to transform education and make it suit the needs of the learners of the new South Africa.

They say they believe in encouraging teachers to formulate alternative programmes and to draw broad based curricula, taking into account broader societal needs.

These respondents further argue in favour of an orderly environment and the attaching of value to education by teachers as these factors support successful and effective implementation of curricula changes.

There are principals [10%] who believe that curriculum design is the exclusive right of the department and has to be followed to the letter by principals and teachers.

There are also respondents [5%] who perceive their function as only to motivate teachers to develop teaching materials that will prepare pupils for maximum intellectual development. One principal suggested that some broad-based and wide curricula structures should be drawn to avoid a flow of students to the same professions, where there is already an overproduction, and to encourage a redirection of students to fields such as science, commerce and technology.

There was also a percentage of principals [5%] who said that they are prevented by the department from influencing curricula changes because it monopolises the curriculum and regards the participation of teachers in curricula matters as a no-go area for teachers.

According to the responses of principals to item 3, there is an awareness of and attempt to guide and support teachers in curricula changes. The actualization of this awareness is sometimes hampered by many factors such as the lack of support resources like libraries, laboratories and sports fields in historically Black schools mainly. This is so because of the fact that schools of the other race groups never used to experience lack of these resources.

Interview Item 5

Question :

What it is that you do to take students along in the journey of transforming your schools?

A total of 35% said they give pupils a platform to address their school mates on topics about transition, such as Student Representative Council (SRC) participation in the school management, Schools Act of 1996 and others. Topical issues on the hidden curriculum which impact on school management like aids, abortion, economic affairs, human rights, sexual and drug abuse etc. are thrown to students to discuss.

Of the total sample, 30% said that they send pupils to leadership workshops where they are exposed to their counterparts across the racial and cultural line. Racial mix is encouraged through sport and life skills based courses, to promote the shift of

mind set from the past to democracy.

These respondents said that pupils are part of Parent-Teacher-Student Association (P.T.S.A). Decision affecting them are taken in their presence.

A further 15% said that achievements by pupils are acknowledged and rewarded to build their confidence. Prominence is given to outstanding performers. Furthermore, they said that they consult pupils for decisions and ideas in matters that involve them and their school. Their opinions are invited, welcome and implemented where possible.

A figure of 15% said they have regular assemblies with teachers and pupils. At these assemblies issues like non-racialism, intercultural tolerance and others are elaborated on. One principal stated that in his school, pupils are invited to make short presentations on what the subjects they learn entail and on what their significance is in relation to careers they want to pursue.

Some principals [10%] said they invite outside experts from different career paths to build capacity among students. This helps keep students informed about changes in issues like promotion requirements, assessment and other factors affecting learning in schools and outside.

Interview Item 6

Question :

How do you make parents part of the transformation of the school during this transition period ?

A total of 40% said that the participation of parents in the selection of teachers for promotion posts is a milestone. This is one of the prescriptions of the Schools' Act. However, they expressed concern that not much training of parents for their roles in teacher selection has been done. This does not give them sufficient confidence to sit in school selection and right-sizing committees.

About 35% said that they encourage parents to visit schools as and when they feel, to monitor children's progress by supervising and signing homework. As one principal puts it, "one important way of developing parental support in our school involves quarterly meetings at which parents, and teachers evaluate quarterly work in the presence of pupils. At these meetings, parents learn their children's strengths and weaknesses, and discuss with teachers ways of capitalising on strengths and overcoming weaknesses. This has helped a great deal because parents not only monitor their children's work but also motivate them to work harder."

A figure of 25% said that their schools have an open door policy which allows parents to visit the schools whenever they choose to. Further more, committee

chairpersons call parents' meetings from time to time to ask them for their input in matters concerning education transformation. Workshops and seminars on school leadership are also arranged for parents to be accorded a forum to influence the direction the school should take during this transition period. In this way principals feel that they empower parents to play a meaningful role in education.

These respondents further stated that through newsletters parents are informed on changes in education. Parents are also from time to time reminded of their role in the education of their children and in the fulfilment of the schools' mission. They are urged to participate in school governance.

There is 25% of principals who stated that some parents in their schools do not feel comfortable having to be involved in school matters. The principals report that such parents feel that education management is the sole right of professionals, namely principals and their staffs. They interpret their involvement in the school as interference.

A sum of 20% said they invite parents with special skills to give talks and assistance of various kinds to the school. These parents are also asked to serve on special committees which steer some school projects.

A noteworthy 15% said that unlike in the past when they made unilateral decisions to the total exclusion of other stakeholders, now they call general and special meetings of teachers, parents, and pupils to discuss issues common to all and to make joint decisions. These principals also said that in their schools Parent-

Teacher-Student Associations (PTSA's) are in place. They also said that they are happy that the recently enacted Schools Act of 1996 is in line with what they also see as important, namely that parents are a significant participant in school governance.

Reports are sent out by 15% of principals to parents on sport and other school activities and comments and constructive criticism are invited from parents.

Some principals said that as a matter of transparency especially in sensitive issues involving school funds, they have parents sitting on budget committees. These principals always consult and obtain approval of chairpersons of their budget committees if money has to be spent on anything, e.g. purchasing of equipment and educational tours and excursions.

Capacity building for parents has to be given priority. This was said by 5% of the principals who also made a claim that parents should form part of the committee responsible for the formulation of a code of conduct.

What stands out from the above presentation, is that parents are at different points of readiness to be involved in school matters. Some still do not see much need to do so, while others seem to be working in co-operation with principals and teachers in curricula related matters.

More importantly, it seems that principals play a critical role in involving parents in school matters and in transition. It is gratifying to note that principals view the

formulation of school policy as being critical to the successful and effective running of their schools.

4.3 Conclusion on Data from Principals

It is notable that most principals who were interviewed, maintain that they have a policy.

Based on their responses in which they clarify how they implement policy, it can be inferred that there is a move by principals to be transformational leaders.

Regarding the role which principals play in facilitating curricula changes and guiding teachers to do so, it is observed that in the main, principals act as facilitators of curricula changes. It is not clear to what extent principals effectively bring comprehensive curricula changes.

Principals that were interviewed, however, seem also to facilitate the active involvement of parents and students. The researcher thus concludes that these principals appear to make a definite effort to transform education in their schools during transition.

As far as students and parents are involved in management structures and processes in the school, the following emerged :

Structurally the existence of organs such as Parent-Teacher-Student Association have ensured student and parent inclusion and participation in the school management.

The next section analysis and interpret data from students, teachers and governing bodies.

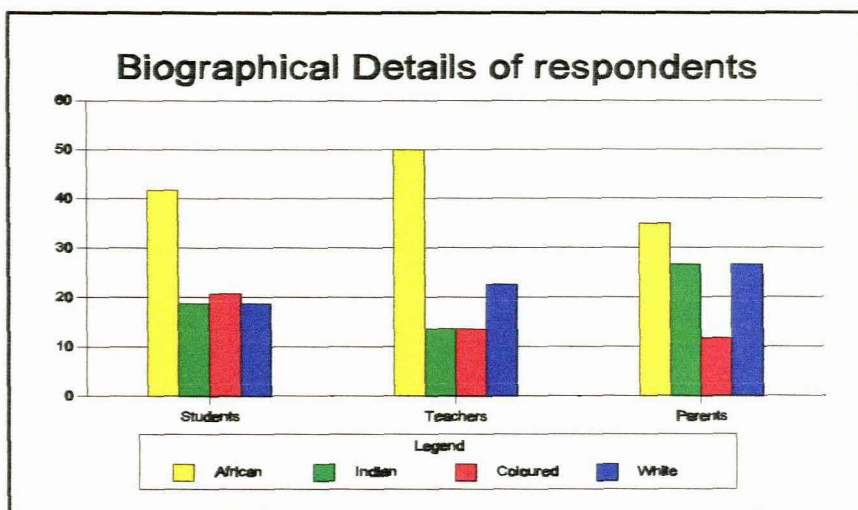
4.4. ANALYSIS AND INTERPRETATION OF DATA FROM STUDENTS, TEACHERS AND GOVERNING BODIES

Before data from students, teachers and governing bodies is analysed, a table and a graph representing the racial composition of the abovementioned respondents, is given.

4.4.1 a: Table reflecting racial composition of students, teachers and governing bodies.

Students			Teachers		Governing Body	
<i>Value</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
African	100	41.7	55	50.0	21	35.0
Indian	45	18.8	15	13.6	16	26.7
Coloured	50	20.8	15	13.6	7	11.7
White	45	18.8	25	22.7	16	26.7
TOTAL	240	100.0	110	100	60	100.0

4.4.1.b Graph Representing the Racial Composition of Teachers, and Students.



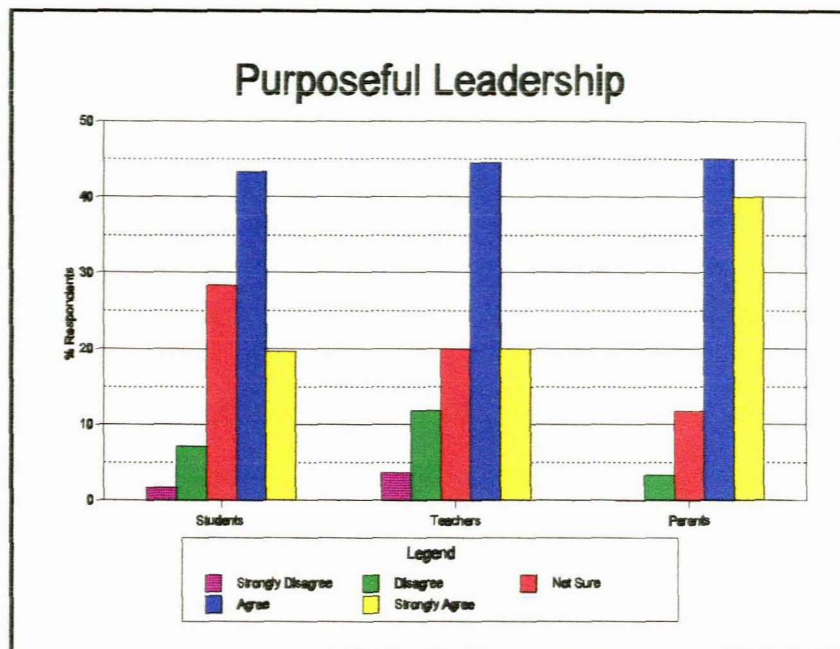
ITEM 1 a

Question :

The behaviour of principals in our community conveys purposeful leadership.

Table 4.4.2

Students			Teachers		Governing Body	
<i>Value</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Strongly Disagree (1)	4	1.7	4	3.6		
Disagree (2)	17	7.1	13	11.8	2	3.3
Not sure (3)	68	28.3	22	20.0	7	11.7
Agree (4)	104	43.3	49	44.5	27	45.0
Strongly Agree (5)	47	19.6	22	20.0	24	40.0
TOTAL	240	100.0	110	100.0	60	100.0
Mean	3.721		3.655		4.217	
Median	4.000		4.000		4.000	
Mode	4.000		4.000		4.000	
Standard deviation	0.915		1.044		0.783	



Looking at table 4.4.2 and the accompanying graph above, one observes that there is a small standard deviation of 0.915 for students, 1.044 for teachers and 0.783 for governing bodies from the mean. This indicates that the bulk of the students (3.721), teachers (3.655) and governing bodies (4.217) fall between the not sure and agree responses. It would seem that principals need to apply themselves fully to the task of involving all stakeholders in the running of the affairs of the schools for them to be seen to convey purposeful leadership. A need for principals to improve their leadership is suggested by the high percentage of unsure responses right across the categories of respondents.

A total of 62.9 % of students affirm the view that principals behaviour in the community conveys purposeful leadership.

This compares well with 64.5% of the teacher population, namely the agree and strongly agree categories combined, who share the same sentiment.

There is a high percentage of students, namely about 28.3%, who are not sure of the leadership role of principals in their community. This could result from students' lack of knowledge about what principals do. It emerged in the pilot study that students felt insecure having to talk about the leadership role of the principals in general, because they were used to only one principal.

There is also a high percentage of governing bodies who, like pupils and teachers, perceived the principal as exercising purposeful leadership. The combined percentages of 85% for agree and strongly agree indicate this. It stood out in the discussions with principals and interviews with governing bodies that White and Indian governing bodies participate more in education than their African and Coloured counterparts.

More parents from White and Indian schools attend parents' meetings called by principals than Black and Coloured parents. Therefore, the high percentage of parents who see principals as effective leaders, could be coming predominantly from White and Indian governing bodies. Many factors could have led to the minimum participation of African parents especially. Some of these are school violence, unemployment, lack of self-confidence and others and a tradition where African parents are not involved in education.

It is notable also that none of the governing body members strongly disagrees that principals exercise purposeful leadership. Only a small percentage, namely 3.3% disagree.

Overall, we observe a high percentage of students, governing bodies and teachers whose view is that principals convey purposeful leadership. If principals' behaviour

is perceived as conveying purposeful leadership by the majority of stakeholders, there is hope that the transformation of education in schools will not only be successful but effective as well.

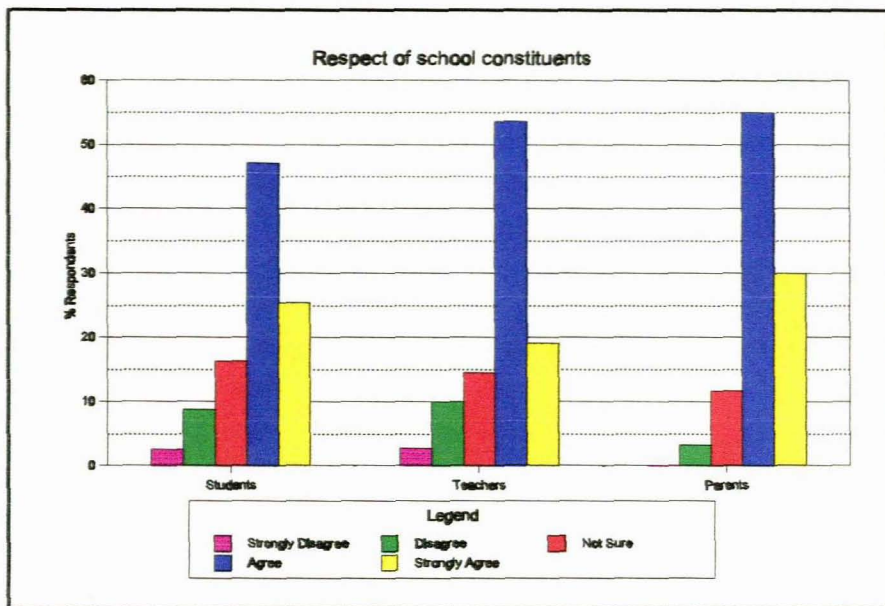
ITEM 1 b:

Question :

Our principals in our community show respect for their constituencies.

Item 4.4.3

Students			Teachers		Governing Body	
<i>Value</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Strongly Disagree (1)	6	2.5	3	2.7	0	0
Disagree (2)	21	8.8	11	10.0	2	3.3
Not sure (3)	39	16.3	16	14.5	7	11.7
Agree (4)	113	47.1	59	53.6	33	55.0
Strongly Agree (5)	61	25.4	21	19.1	18	30.0
TOTAL	240	100.0	110	100.0	60	100.00
Mean	3.842		3.764		4.117	
Median	4.000		4.000		4.000	
Mode	4.000		4.000		4.000	
Standard deviation	0.985		0.967		0.739	



The standard deviation, as reflected in table 4.4.3 above, of 0.985 for students, 0.967 for teachers and 0.739 for governing bodies from the mean in the above item is an important measure of central tendency. This indicates that the majority of students (3.842), teachers (3.764) and governing bodies (4.117) fall between the not sure and agree observations.

There is general consensus amongst all groups that principals in their community show respect and sensitivity to needs of school constituencies

The combined percentages of agree and strongly agree responses of students, teachers and governing bodies on the above item as indicated by the graph, are as follows: 72.5% , 77.7% and 85% respectively.

On the other hand, combined percentages of disagree and strongly disagree on this item are as follows: 11.3% for students, 12.7% for teachers and 2% for governing bodies.

There is a noteworthy percentage of unsure responses, namely 16.3% for students, 14.5% for teachers and 11.7% for governing bodies.

It would appear that principals are perceived by the majority of respondents, as shown in the table above, as being sensitive to the needs of their constituencies. However, it is also worth noting that a number of students, teachers and parents are not sure of this. The unsure responses, combined with the disagree and strongly disagree responses are high enough to warrant further research on whether principals are sensitive to the needs of various stakeholders. Such research could enable principals to be acutely aware of ever emerging needs of their constituencies and to know their perceived effectiveness in this regard.

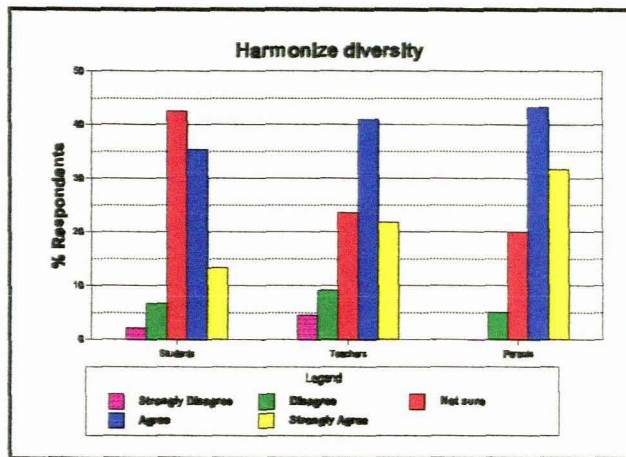
ITEM 1 c:

Question :

Principals in our area seek to harmonise diversity in their constituencies.

Table 4.4.4

Students			Teachers		Governing Body	
<i>Value</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Strongly Disagree (1)	5	2.1	5	4.5		
Disagree (2)	16	6.7	10	9.1	3	5.0
Not sure (3)	102	42.5	26	23.6	12	20.0
Agree (4)	85	35.4	45	40.9	26	43.3
Strongly Agree (5)	32	13.3	24	21.8	19	31.7
TOTAL	240	100.0	110	100.0	60	100.0
Mean	3.513		3.664		4.017	
Median	3.000		4.000		4.000	
Mode	3.000		4.000		4.000	
Standard deviation	0.882		1.060		0.854	



The above table indicates that the standard deviation of 0.882 for students, 1.060 for teachers and 0.854 for governing bodies from the mean in the above item is significant. It shows that the bulk of students (3.513), teachers (3.664) and governing bodies (4.017) fall between the not sure and agree observations. It is also noted that when comparing the mean, mode and median for governing bodies, it tends to be symmetrical and therefore, the agree category shows a high response rate. There appears to be some conflict among all groups regarding the role principals play to harmonize diversity in their communities.

The responses of agree and strongly agree on this item are as follows:
48.7% for students, 62.7% for teachers and 75% for parents.

Those for strongly agree and disagree combined are as follows:
8.8% for students, 18.6% for teachers and 5% for governing bodies.

Those for unsure are 42% for students, 23.6% for teachers and 20% for governing bodies.

From the above it appears that on average students, teachers and governing bodies are not certain whether principals do harmonize diversities such as culture, race and religion in schools .

It is notable that more teachers and parents than students believe that principals facilitate harmonising of diversity.

The responses from the pupils in the unsure category is the highest compared with those from governing bodies and teachers in the same categories.

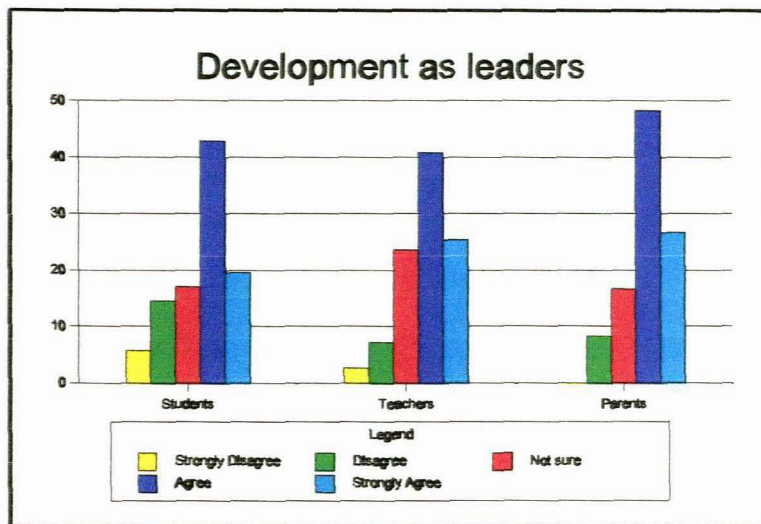
It can be assumed that there is somehow a conflict of views between teachers and governing bodies on one hand, and pupils on the other regarding whether principals do harmonize diversity in schools. There seems to be a need for principals to make efforts to work as closely with the students as they do with the parents and teachers.

ITEM 1 d:**Question :**

To my knowledge, principals in our area engage in their development as leaders.

Table 4.4.5

Students			Teachers		Governing Body	
<i>Value</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Strongly Disagree (1)	14	5.8	3	2.7		
Disagree (2)	35	14.6	8	7.3	5	8.3
Not sure (3)	41	17.1	26	23.6	10	16.7
Agree (4)	103	42.9	45	40.9	29	48.3
Strongly Agree (5)	47	19.6	28	25.5	16	26.7
TOTAL	240	100.0	110	100	60	100.0
Mean	3.558		3.791		3.933	
Median	4.000		4.000		4.000	
Mode	4.000		4.000		4.000	
Standard deviation	1.134		0.996		0.880	



When comparing the central tendency figures namely, the median and mode for all groups in table 4.4.5 above, it is clear that the majority of responses occur between agree, strongly agree and not sure categories. This observation is supported by the following mean for each group: For students it is 3.558 and 3.791 for teachers. These figures are not far from the not sure one which is 3.933.

Opinions seem to be similar amongst all groups with regards to principals' engagement in their leadership development. This is confirmed by 72.5%, 66.4% and 75% in the agree and strongly agree responses from students, teachers, and governing bodies respectively.

The responses for strongly disagree and disagree are as follows: 20.4% for students, 10% for teachers and 8.3% for governing bodies.

Those for unsure are 17.1% for students and 23.6% for teachers and 16.7% for governing bodies.

The majority of respondents namely, the agree ones and strongly agree ones, believe that principals do engage in self development. There is however, a notable percentage of respondents(8.3 %), who believe that principals do not engage in self development as leaders. Perhaps this view indicates that there is still a perception that more observable self development in leadership is required.

Therefore, one can conclude that there is general consensus amongst all groups that principals in their area engage in their development as leaders. However, it still needs to be seen whether and how this development of principals maximally impacts on their schools.

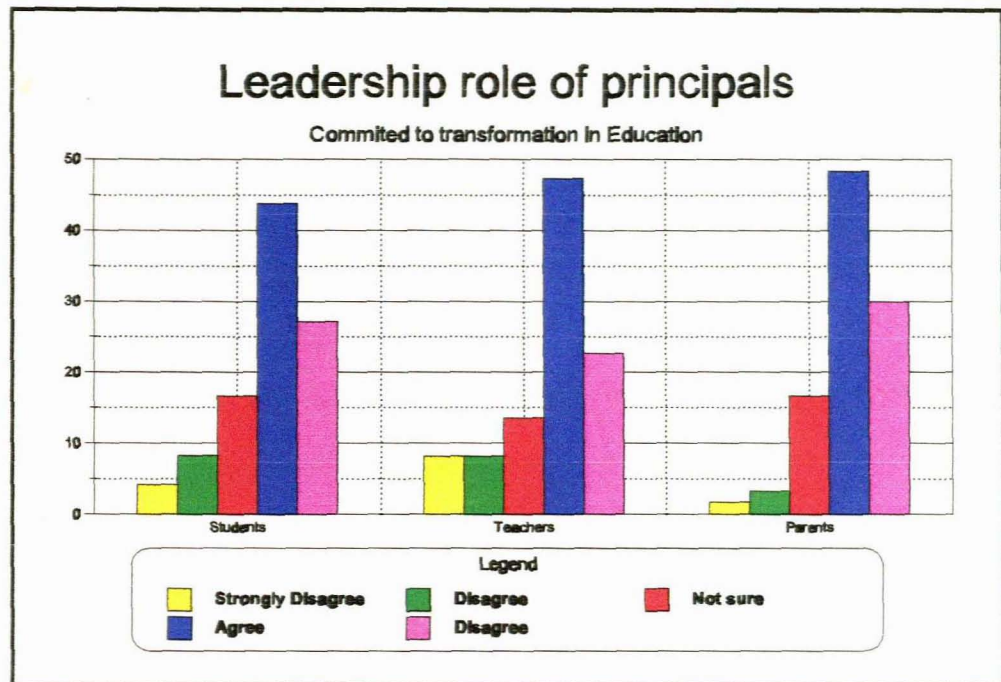
Item 1 e:

Question :

Principals in our area seem committed to effecting transformation in education.

Table 4.4.6

Students			Teachers		Governing Body	
<i>Value</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Strongly Disagree (1)	10	4.2	9	8.2	1	1.7
Disagree (2)	20	8.3	9	8.2	2	3.3
Not sure (3)	40	16.7	15	13.6	10	16.7
Agree (4)	105	43.8	52	47.3	29	48.3
Strongly Agree (5)	65	27.1	25	22.7	18	30.0
TOTAL	240	100.0	110	100.0	60	100.0
Mean	3.813		3.682		4.017	
Median	4.000		4.000		4.000	
Mode	4.000		4.000		4.000	
Standard deviation	1.056		1.157		0.873	



The standard deviation of 1.056 for students, 1.157 for teachers and 0.873 for governing bodies from the mean in the above item is significant. It indicates that the majority of students (3.813), teachers (3.682) and governing bodies (4.017) fall between the not sure and combined observations of agree and strongly agree. When comparing the mean of the governing bodies with those of other groups, it is notable that the agree statements show a high response rate. The accompanying graph confirms what the table reflects.

The combined percentages of agree and strongly agree responses, that principals are committed in effecting transformation in education in their areas, are as follows: 70.9% for students, 70% for teachers and 78.3% for governing bodies.

The combined responses of strongly disagree and disagree are as follows: 12.5% for students, 16.4% for teachers and 5% for governing bodies.

The unsure responses are 16.7% for students, 13.6% for teachers and 16.7% for governing bodies.

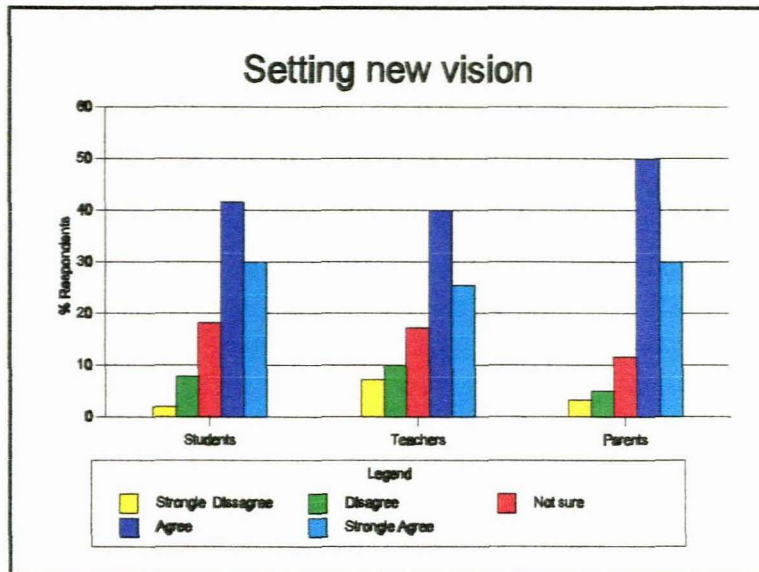
Despite the fact that the studied areas have just emerged from an era where management was top-down, it is worth noting that principals are perceived by all school constituents as showing meaningful commitment to effecting transformation in education. Generally, all groups agree that principals are committed to effecting transformation in education, especially when one looks at the median and mode of all groups.

Item 2.a**Question :**

Principals lead schools in setting new vision.

Table 4.4.7

Students			Teachers		Governing Body	
<i>Value</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Strongly Disagree (1)	5	2.1	8	7.3	2	3.3
Disagree (2)	19	7.9	11	10.0	3	5.0
Not sure (3)	44	18.3	19	17.3	7	11.7
Agree (4)	100	41.7	44	40.0	30	50.0
Strongly Agree (5)	72	30.0	28	25.5	18	30.0
TOTAL	240	100.0	110	100.0	60	100.0
Mean	3.896		3.664		3.983	
Median	4.000		4.000		4.000	
Mode	4.000		4.000		4.000	
Standard deviation	0.990		1.175		0.965	



The standard deviation of 0.990 for students, 1.175 for teachers and 0.965 for governing bodies from the mean in the above item is a meaningful measure of central tendency. This indicates that the majority of students (3.896), teachers (3.664) and governing bodies (4.983) fall in the agree and strongly agree observations.

The combined responses of agree and strongly agree on this item are as follows: 71.7% for students, 65.5% for teachers and 80% for governing bodies.

The majority of the constituencies believe that principals do lead schools towards a new vision.

Combined responses of strongly disagree and disagree are as follows: 10% for students, 17.3% for teachers and 8.3% for governing bodies.

Those for unsure are 18.3% for students, 17.3% for teachers and 11.7% for governing bodies.

However, there is general consensus amongst all groups that principals lead their schools to a new vision. The accompanying graph confirms that.

While, according to these responses, most principals in the schools studied, lead their schools in setting new vision, a number of principals are still not seen to be doing so. These principals have to be mindful of the fact that teachers and students normally do not support the implementation of visions and decisions of which they are not part.

Item 2 b:

Question :

Principals communicate their vision.

Table : 4.4.8

Students			Teachers		Governing Body	
<i>Value</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Strongly Disagree (1)	11	4.6	9	8.2	2	3.3
Disagree (2)	29	12.1	14	12.7	2	3.3
Not sure (3)	22	9.2	11	10.0	5	8.3
Agree (4)	115	47.9	43	39.1	31	51.7
Strongly Agree (5)	63	26.3	33	30.0	20	33.3
TOTAL	240	100.0	110	100.0	60	100.0
Mean	3.792		3.700		4.083	
Median	4.000		4.000		4.000	
Mode	4.000		4.000		4.000	
Standard Dev	1.000		1.253		0.926	

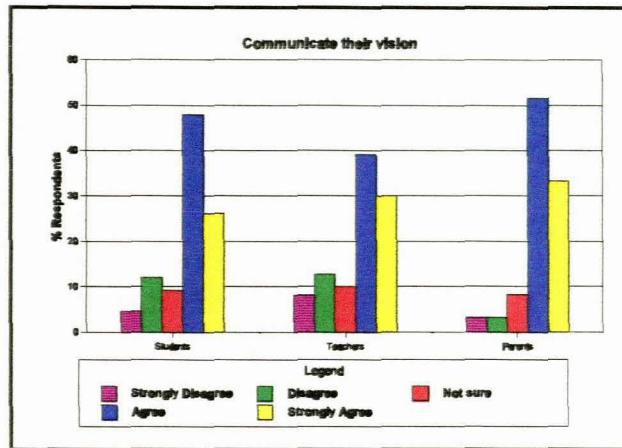


Table 4.4.8 above shows the standard deviation of 1.101 for students, 1.253 for teachers and 0.926 for governing bodies from the mean which indicates that the majority of students (3.792), teachers (3.700) and governing bodies (4.083) fall between the agree and strongly agree observations. There is consensus amongst all groups that principals in their community communicate their vision to students, teachers and parents.

The combined percentages of 74.2% for students, 69.1% for teachers and 85% for governing bodies strongly agree and agree that their principals communicate their vision to them.

Combined responses of disagree and strongly disagree are as follows: 16.7% for students, 20.9% for teachers and 6.6% for governing bodies.

The responses of parties who are not sure whether principals communicate their vision is as follows: 9.2% for students, 10% for teachers and 8.3% for governing bodies.

According to responses to item 2(a) and 2 (b), schools are mostly given some direction through the formulation and sharing of a vision. However, there are schools where the vision is either not in existence or is not communicated. Principals in such schools are not likely to enjoy the support of their teachers, students and parents.

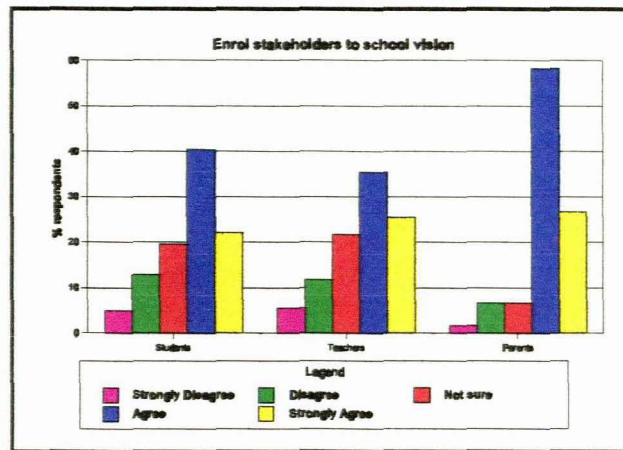
Item 2 c

Question :

Principals enrol stakeholders to the school vision.

Table 4.4.9

Students			Teachers		Governing Body	
<i>Value</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Strongly Disagree (1)	12	5.0	6	5.5	1	1.7
Disagree (2)	31	12.9	13	11.8	4	6.7
Not sure (3)	47	19.6	24	21.8	4	6.7
Agree (4)	97	40.4	39	35.5	35	58.3
Strongly Agree (5)	53	22.1	28	25.5	16	26.7
TOTAL	240	100.0	110	100.0	60	100.0
Mean	3.617		3.636		4.017	
Median	4.000		4.000		4.000	
Mode	4.000		4.000		4.000	
Standard deviation	1.114		1.147		0.873	



The above table and graph indicate that the standard deviation of 1.114 for students, 1.147 for teachers and 0.873 for governing bodies from the mean in the above item is significant and therefore, indicates that the bulk of the students (3.617), teachers (3.636) and governing bodies (4.017) fall between the not sure and the combined observations of agree and strongly agree. It is also noted that when looking at the mean, mode and median for governing bodies, it tends to be symmetrical and therefore, the agree statement shows a high response rate. All groups agree that the principals enrol stakeholders to their school vision.

62.5% of students, 61% of teachers and 85% of governing bodies gave affirmative responses that principals enrol stakeholders to their vision.

The combined responses of disagree and strongly disagree are as follows: 17.9% for students, 17.3% for teachers and 8.4% for governing bodies.

Those in the unsure categories are 19.6% for students, 21.8% for teachers and 6.7% for governing bodies.

From questions 2(a) to 2 (c) it appears that the majority of governing bodies, teachers and students perceive principals as engaging in the whole process of building a vision, communicating it and enrolling others to it.

However, there are also perceptions to the effect that some principals either do not have visions for their schools or do not communicate them or enrol others to them.

The percentage of those who observe that schools either do not have visions or do not communicate them or enrol others to them, is higher for teachers and students than for parents. This situation indicates a need for further research regarding management of the process of vision building and the communication thereof to schools by principals.

These perceptions indicate gaps in the process of formulating and managing school vision as a leadership tool for principalship.

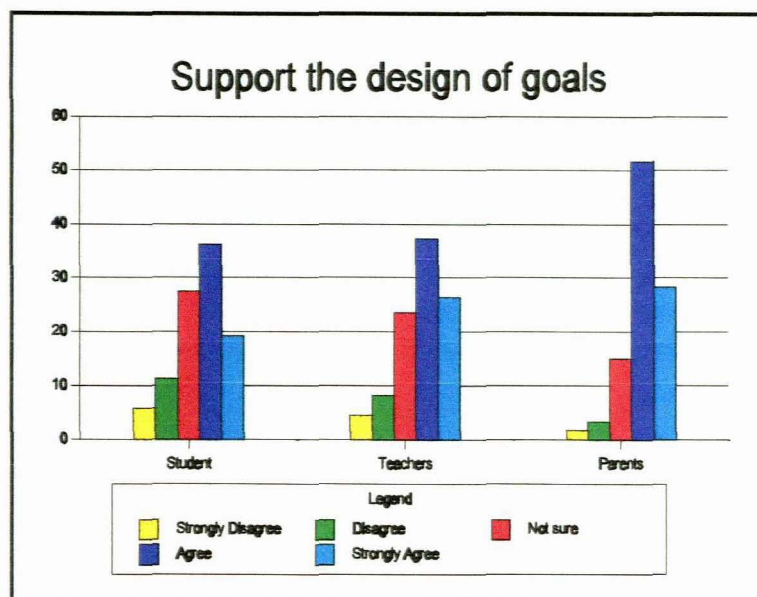
Item 2 d

Question :

Principals support the design of goals which stem from the vision.

Table 4.4.10

Students			Teachers		Governing Body	
<i>Value</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Strongly Disagree (1)	14	5.8	5	4.5	1	1.7
Disagree (2)	27	11.3	9	8.2	2	3.3
Not sure (3)	66	27.5	26	23.6	9	15.0
Agree (4)	87	36.3	41	37.3	31	51.7
Strongly Agree (5)	46	19.2	29	26.4	17	28.3
TOTAL	240	100.0	110	100.0	60	100.0
Mean	3.517		3.727		4.017	
Median	4.000		4.000		4.000	
Mode	4.000		4.000		4.000	
Standard deviation	1.101		1.083		0.854	



The standard deviation, of 1.101 for students, 1.083 for teachers and 0.854 for governing bodies from the mean in the above item, is significant. It reflects that the bulk of students (3.517), teachers (3.707) and governing bodies (4.017) fall between the agree and strongly agree categories. It is also noted that when comparing the mean, mode and median for governing bodies, it tends to be symmetrical and therefore the agree category shows a high response rate. Though there are some notable neutral views expressed by a high percentage of unsure responses, all groups generally agree that principals support the design of goals which stem from the vision.

It becomes clear from the above table that the opinion of students, teachers and parents are similar with regards to the principals' support of the design of goals which stem from the vision.

55% of students, 63.7% of teachers and 80% of governing bodies agree that principals support the design of goals which stem from the vision.

From the above there are marked similarities in the perception of students, teachers and governing bodies regarding whether principals support the goals which stem from the school vision. Most parents believe that principals do have goals which flow from the school vision. While the majority of students and teachers hold a similar view, there is a notable percentage of students (27.5 %) and teachers (23.6%), who are uncertain whether school principals support goals which arise from the school vision. This raises a concern whether there is continuity between the vision of some schools and their goals.

4.5 ANALYSIS AND INTERPRETATION OF DATA ON ITEMS FROM TEACHERS ONLY

Total Sample: 110 respondents

ITEM 3 a:

Question :

Principals in our area engage in leadership which allows teacher participation.

Table 4.5.11

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	8	7.3
Disagree (2)	18	16.4
Not sure (3)	7	6.4
Agree (4)	39	35.5
Strongly Agree (5)	38	34.5
TOTAL	110	100.00
Mean	3.736	
Median	4.000	
Mode	4.000	
Standard deviation	1.290	

Table 4.5.11 above shows that most of the teachers indicated that they agree with the statement. This is shown by the mean of 3.736 moving towards agree statement. This is further strengthened by the median of 4.000 and the mode of

4.000 that centre around the agree alternative.

The combined percentages of teachers who strongly agree and those who agree add up to 70%. Those respondents who disagree and those who strongly disagree add up to 23.7%. Teachers who are not sure total up to 6.4 %.

Though the majority of teachers see principals as engaging in leadership that allows teacher participation, there is still some confusion among some teachers whether principals allow teacher participation or not. This confusion is evidenced by significant percentages of unsure and disagree responses as shown in the table above.

ITEM 3. b

Question :

Principals in our area strive for teacher accountability.

Table 4.5.12 :

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)		
Disagree (2)	14	12.7
Not sure (3)	17	15.5
Agree (4)	46	41.8
Strongly Agree (5)	33	30.0
TOTAL	110	100.0
Mean	3.891	
Median	4.000	
Mode	4.000	
Standard deviation	0.980	

Table 4.5.12 above shows that most of the teachers indicated that they agree with the statement that principals strive for teacher accountability. This is indicated by the mean of 3.891 moving towards agree statement. This is further strengthened by the median of 4.000 and the mode of 4.000 that centre around the agree alternative. The standard deviation around the mean indicates that teachers felt that principals in their areas strive for teacher accountability.

The combined percentage of agree and strongly agree responses add up to 71.8%. The combined percentages of disagree and strongly disagree respondents total up to 12.7%. A figure of 15.5% of teachers are uncertain whether principals strive for teacher accountability or not. It is worth noting that no one strongly disagrees.

Be that as may, the majority of teachers [71.8%], perceive principals as striving for teacher accountability. However, it can be concluded from the percentage of unsure and disagree responses as indicated above, that principals still need to work hard to instill in their teachers, a sense of accountability. Without it, effective transformation cannot take place in schools. The question of teacher accountability came out in the interviews with principals, African principals especially. They make a claim that school violence destroyed the last that was left of teacher accountability. They say it would be a lot easy to implement the school policy if teacher accountability was guaranteed. (refer to principals' Interview Item 2).

ITEM 3 c

Question :

Principals in our area encourage use of innovative teaching methods.

Table 4.5.13

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	3	2.7
Disagree (2)	13	11.8
Not sure (3)	14	12.7
Agree (4)	52	47.3
Strongly Agree (5)	28	25.5
TOTAL	110	100.0
Mean	3.809	
Median	4.000	
Mode	4.000	
Standard deviation	1.036	

Table 4.5.13 shows that most of the teachers indicated that they agreed with the statement. This is indicated by the mean of 3.809. This is further strengthened by the median and mode that centre around the agree alternative as shown in the table above.

The combined percentages of teachers who agree and strongly agree and those who disagree and strongly disagree that principals encourage the use of innovative teaching methods add up to 72.8% and 14.5% respectively. Uncertain teachers constitute 12.7%. Though 12.7% of teachers are unsure and 14.5% disagree, it can be assumed that principals are generally perceived as encouraging the use of innovative teaching methods.

Principals indicated that they do this by allowing teachers to attend workshops, seminars and hold regular information sharing sessions interracially, where innovative teaching methods and the pertinent issues in education are discussed.

It appears from these responses, that principals in the areas studied, facilitate effective teaching.

ITEM 3. d

Question :

Principals in our area support us to manage changes in teaching-related areas.

Table 4.5.14:

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	6	5.5
Disagree (2)	14	12.7
Not sure (3)	10	9.1
Agree (4)	48	43.6
Strongly Agree (5)	32	29.1
TOTAL	110	100.0
Mean	3.782	
Median	4.000	
Mode	4.000	
Standard deviation	1.160	

Table 4.5.14 above shows that most of the teachers indicated that they agreed with the statement. This is indicated by the mean of 3.782 moving towards agree statement. This is further strengthened by the median and mode that centre around the agree alternative.

A total of 72.7 % combined percentages of agree and strongly agree responses affirm that principals support teachers to manage changes in teaching-related areas. There is a significant percentage (18.2%) of respondents who disagree and strongly disagree that principals support teachers in the management of changes that relate to teaching areas. A figure of 9.1% of teachers are not sure.

It can be inferred from these responses that principals make efforts to support teachers in the said areas, though more effort needs to be put by principals to support teachers in managing change-related areas. Workshops, seminars and conferences which were cited earlier on were recommended by principals as support systems to back-up teachers. They complain that the education department has not assisted teachers to master the new interim syllabi, yet they are expected to apply new approaches enshrined in them.

ITEM 3. e**Question :**

Principals in our area provide opportunities for teacher development.

Table 4.5.15

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	7	6.4
Disagree (2)	15	13.6
Not sure (3)	8	7.3
Agree (4)	42	38.2
Strongly Agree (5)	38	34.5
TOTAL	110	100.0
Mean	3.809	
Median	4.000	
Mode	4.000	
Standard deviation	1.230	

Most of the teachers indicated that they agreed with the statement that principals provide opportunities for teacher development. The mean of 3.809 lies close to these agree statement. This is further strengthened by the median and mode both of which centre around the agree alternative.

Combined , the percentages of agreeing and strongly agreeing responses give us 72.7%. The percentages of disagree and strongly disagree responses give us 20.0 % .There is a 7.3 % unsure responses.

Though the percentage of respondents who disagree and those who strongly disagree combined (20,0 %) is high , it would appear that principals provide opportunities for teacher development. This assertion is strengthened by the high combined percentage of 72.7 % of agree and strongly agree responses, who see principals as providing opportunity for teacher development. The combined percentage of disagree and strongly disagree responses is high enough to be worrisome. It would seem that principals in the target areas need to put in place structures to promote teacher development.

ITEM 4.a

Question :

Principals share information with teachers on curricula-related change.

Table 4.5.16 :

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	7	6.4
Disagree (2)	17	15.5
Not sure (3)	8	7.3
Agree (4)	42	38.2
Strongly Agree (5)	36	32.7
TOTAL	110	100.0
Mean	3.755	
Median	4.000	
Mode	4.000	
Standard deviation	1.243	

Table 4.5.16 above shows that most of the teachers indicated that they agree with the statement that principals share information with teachers on curricula related issues. This is shown by the fact that the mean of 3.755 moves towards agree statement. This is further strengthened by the median and mode that centre around the agree statement.

The combined percentages of agree and strongly agree responses, add up to 70,9 %. The combined percentages of disagree and strongly disagree responses total up to 21,9 %. There is a 7,3 % of unsure responses.

Despite the fact that the majority of teachers see principals as sharing information with them on curricula-related changes, a sizeable percentage as indicated in the table above is unsure. There seems to be a need for principals to work more visibly in sharing information with teachers on curricula-related changes, otherwise teachers are affected in their jobs.

ITEM 4. b**Question :**

Principals encourage teachers to manage new curricula-changes.

Table 4.5.17

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	4	3.6
Disagree (2)	15	13.6
Not sure (3)	14	12.7
Agree (4)	45	40.9
Strongly Agree (5)	32	29.1
TOTAL	110	100.0
Mean	3.782	
Median	4.000	
Mode	4.000	
Standard deviation	1.120	

Table 4.5.17 shows that most of the teachers indicated that they agree with the statement. This is shown by the mean of 3.782 which is more towards agree statement. This is further strengthened by the median and mode that centre around the agree alternative.

The 70% combined responses of agree and strongly agree affirm that principals encourage teachers to manage curricula changes. 12.7% of the respondents are not sure.

Though the majority of respondents (70%) agree that principals encourage teachers to manage new curricula changes, what appears is that principals are not seen by 17.2 % of teachers, to be able to manage curricula changes. The concern raised by teachers was acknowledged by some principals who feel that the education department should prepare them, through workshop sessions, for their new roles in education management during the current transition in schools.

Some principals say they feel insecure having to perform tasks they have not been prepared to perform. (See interview item number 4).

ITEM 4.c

Question :

Principals seem informed about curricula changes.

Table 4.5.18:

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	4	3.6
Disagree (2)	9	8.2
Not sure (3)	17	15.5
Agree (4)	49	44.5
Strongly Agree (5)	31	28.2
TOTAL	110	100.0
Mean	3.855	
Median	4.000	
Mode	4.000	
Standard deviation	1.039	

Table 4.5.18 shows that most of the teachers indicated that they agree with the statement. This is confirmed by the mean of 3.855 coming towards the agree statement. This is further strengthened by the median and mode that centre around the agree alternative.

A total of 72.7% combined agree and strongly agree responses, give affirmative responses to the effect that principals seem informed about curricula changes. A figure of 11.8% combined disagree and strongly disagree responses, give negative responses. A notable percentage of 15.5% are not sure.

Looking at the data on this item, we conclude like in the previous item, that to some teachers , principals do not seem informed about or able to handle curricula changes. This can be attributable to their lack of knowledge in issues relating to curricula changes. While respondents who hold this view are less than those respondents who see principals as informed on curricula changes, the situation warrants attention. It is argued that facilitating curricula changes is at the core of transformational leadership in schools.

ITEM 4.d

Question :

Principals are available to teachers who seek assistance in curricula-related matters.

Table 4.5.19:

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	5	4.5
Disagree (2)	17	15.5
Not sure (3)	19	17.3
Agree (4)	37	3.6
Strongly Agree (5)	32	29.1
TOTAL	110	100.0
Mean	3.673	
Median	4.000	
Mode	4.000	
Standard deviation	1.182	

Table 4.5.19 reflects that most of the teachers signalled that they agree with the statement. This is indicated by the mean of 3.673 which tends to move towards agree statement. This is further strengthened by the median and mode that centre around the agree alternative.

Whereas 62.7% combined agree and strongly agree responses affirm that principals are available to teachers who seek assistance in curricula-related matters, 20.5% made up of combined disagree and strongly disagree responses do not see principals that way.

The 17.3 percentage of unsure responses, is significant. This points to the fact that there is not as much consensus in this item as in other items regarding the availability of principals to teachers in respect of curricula-related matters. It seems that there is a lot of disagreement and uncertainty among teachers with regards to whether they receive curricula assistance or not from their principals.

Since schools are meant primarily for learning, principals need to attend or must be available to attend to teaching needs.

ITEM 5. a

Question :

Principals facilitate team spirit among teachers.

Table 4.5.20 :

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	6	5.5
Disagree (2)	14	12.7
Not sure (3)	14	12.7
Agree (4)	36	32.7
Strongly Agree (5)	40	36.4
TOTAL	110	100.0
Mean	3.818	
Median	4.000	
Mode	4.000	
Standard deviation	1.213	

Table 4.5.20 shows that most of the teachers indicated that they agree with the statement. This is reflected by the mean of 3.818 moving towards agree alternative. This is further strengthened by the median and mode that centre around the agree statement.

The combined percentages of agree and strongly agree responses add up to 69.1%. On the other hand the combined percentages of disagree and strongly disagree responses add up to 18.2 %. The teachers who are unsure constitute 12.7 %. Though the majority of teachers in the studied area see principals as facilitating team spirit among them, there is a significant percentage of uncertain teachers, namely 12.7 % and disagreeing teachers namely 18.2 %. There seems to be a great need for principals to facilitate team spirit among teachers as this is the key to all school success. Without it, not much can be done to transform education in schools.

4.6 ANALYSIS AND INTERPRETATION OF DATA ON ITEMS FROM STUDENTS ONLY

ITEM 3. a

Question :

Principals provide for a mechanism to incorporate students' views in school management.

Table 4.6.21

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	21	8.8
Disagree (2)	41	17.1
Not sure (3)	80	33.3
Agree (4)	61	25.4
Strongly Agree (5)	37	15.4
TOTAL	240	100.0
Mean	3.217	
Median	3.000	
Mode	3.000	
Standard deviation	1.162	

The combined percentages of students who agree and those who strongly agree that principals provide for mechanisms to incorporate student views in

school management, add up to 40.8 %. The combined percentage of students who disagree and those who strongly disagree, add up to 25.9 %. The percentage of students who are not sure is quite significant [33.3%] because it is above a third.

The central tendency is calculated by the mean of 3.217 (table 4.6.21) and reflects that the highest scores occur between the agree and not sure responses namely 25.4 % and 33.3 % respectively.

One may conclude from these responses that principals have a task to ensure that they are seen to be considering student views in school management. With regards to this item , the 40.8% comprising a combined percentage of students who agree and those who strongly agree, is not high enough to indicate that students are content with the principals' management, with regards to their concerns. It would seem that students are not satisfied with the way in which principals deal with their concerns This is shown by high percentages of students who are unsure (33.3%) and a combined percentage of students who disagree and those who strongly disagree (25.9%).

It may be concluded that principals need to work hard at transforming their leadership with regards to student participation.

ITEM 3.b

Question :

Principals encourage open communication with student body.

Table 4.6.22

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	21	8.8
Disagree (2)	25	10.4
Not sure (3)	58	24.2
Agree (4)	79	32.9
Strongly Agree (5)	57	23.8
TOTAL	240	100.0
Mean	3.525	
Median	4.000	
Mode	4.000	
Standard deviation	1.210	

The combined percentages of students who agree and those who strongly agree that principals encourage open communication with their student bodies, add up to 56.7 % and the combined percentages of students who disagree and those who strongly disagree, total up to 19.2 %. A significantly

high percentage of students namely, 24.2 %, are not sure.

The standard deviation (as seen in table 4.22) of 1.210 from the mean is not so small. This could reflect the degree of uncertainty among the respondents as to whether principals do encourage open communication with their students or not.

From the high percentage of students who are not sure, and a combined percentage of students who disagree and those who strongly disagree, it can be inferred that students believe that there is inadequate open communication between principals and them. Principals, therefore, need to make means to improve their communication skills in order to be in a position to effect successful transformation of education in their schools.

ITEM 3.c

Question :

Principals are committed to attending to students' concerns.

Table 4.6.23

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	24	10.0
Disagree (2)	31	12.9
Not sure (3)	42	17.5
Agree (4)	91	37.9
Strongly Agree (5)	52	21.7
TOTAL	240	100.0
Mean	3.483	
Median	4.000	
Mode	4.000	
Standard deviation	1.244	

The combined percentage of students who agree and those who strongly agree that principals are committed to attending students' concerns, total up to 59.6 %, and those students who disagree and strongly disagree add up to 22.9.%. 17.5 % of students are not sure.

Table 4.23 above shows that the standard deviation of 1.244 from the mean is not significant . This suggests the extent of confusion existing among respondents regarding the commitment of principals to students' concerns.

Though the majority of student agree and strongly agree, the high percentage of students who are not sure , and those who disagree and strongly disagree is high enough to suggest that principals need to put much effort to commit themselves to attending to students' concerns, otherwise they will find it difficult to control them.

ITEM 3 d

Question :

Principals foster responsible democracy.

Table 4.6.24

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	16	6.7
Disagree (2)	28	11.7
Not sure (3)	68	28.3
Agree (4)	83	34.6
Strongly Agree (5)	45	18.8
TOTAL	240	100.0
Mean	3.471	
Median	4.000	
Mode	4.000	
Standard deviation	1.124	

The combined percentage of students who agree and those who strongly agree that principals foster responsible democracy, total up to 53.4 %. The combined percentages of students who disagree and those who strongly disagree add up to 18.4 %. 28.3 % of students are not sure.

The highest scores occur between the not sure and agree responses in their respective order of 28.3 % and 34.6 %. However, the standard deviation of

1.124 (table 4.24) reflects the similarity of opinions of the respondents regarding whether principals foster responsible democracy or not.

It is interesting to note that despite the fact that the area where the study is conducted has recently emerged from an undemocratic era, a high percentage of students agree that principals foster responsible democracy in their schools.

However, students who disagree and strongly disagree and those who are not sure, constitute a high percentage also. This therefore, means that principals have to engage themselves more in exercises that will foster responsible democracy in their schools, otherwise their attempt to control schools will meet with resistance from students.

ITEM 3 e**Question :**

Principals foster transparency

Table 4.6.25

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	24	10.0
Disagree (2)	24	10.0
Not sure (3)	81	33.8
Agree (4)	64	26.7
Strongly Agree (5)	47	19.6
TOTAL	240	100
Mean	3.358	
Median	3.000	
Mode	3.000	
Standard deviation	1.195	

The combined percentages of students who agree and those who strongly agree that principals foster transparency add up to 43.3 % and a combined percentage of those who disagree and strongly disagree total up to 20%. Thirty-three point eight percent, are not sure.

The standard deviation of 1.195 from the mean points to the fact that the highest scores occur between the not sure namely 33.8 % and the agree namely 26.7 % responses as indicated by table 4.25 above.

According to 33.8 % of students who are not sure and 20 % combined percentages of students who disagree and strongly disagree, principals do not foster transparency in their schools.

The feelings among respondents about items 1 (d) and 1 (e) are similar. It would therefore, seem that the implication of these responses with regards to the said items, is that principals have to work hard at their transformational leadership skills to ensure the fostering of democracy and transparency for their schools to be seen to be transforming.

If principals are not seen to be transparent, they are not likely to enjoy the support of the students in transforming education in schools.

4.7 ANALYSIS AND INTERPRETATION OF DATA ON ITEMS FROM GOVERNING BODIES ONLY

Total sample : 60 respondents

ITEM 4 a

Question :

Principals provide for mechanism to incorporate parent views in school management.

Table 4.7.26

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	2	3.3
Disagree (2)	1	1.7
Not sure (3)	4	6.7
Agree (4)	32	53.3
Strongly Agree (5)	21	35.0
TOTAL	60	100.0
Mean	4.150	
Median	4.000	
Mode	4.000	
Standard deviation	0.880	

The above table reflects the opinions of the governing bodies on whether principals are seen as incorporating parents views in schools. When one looks at the central tendency measures, namely the mean of 4.150, the median of 4.000 and the mode of 4.000, one gets an indication that most respondents agree that principals do provide mechanisms to incorporate parents views in schools.

Though parents who agree and those who strongly agree are in the majority, 6.7 % of unsure and the combined percentages of disagree and strongly disagree response are significant enough to warrant principals' attention. It is therefore, proper that principals introduce more mechanisms to incorporate parents' views in school management. This needs to be so in particular, in view of the South African Schools' Act which emphasises parental involvement in school governance.

ITEM 4 b

Question :

Principals encourage two way communication with parents.

Table 4.7.27

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)		
Disagree (2)	3	5.0
Not sure (3)	3	5.0
Agree (4)	32	53.3
Strongly Agree (5)	22	36.7
TOTAL	60	100.0
Mean	4.217	
Median	4.000	
Mode	4.000	
Standard deviation	0.761	

The above table shows the opinions of the governing bodies about whether they perceive principals as encouraging two way communication with them. As indicated by the central tendency measures, namely the mean of 4.217, the median of 4.000 and the mode of 4.000, most respondents agree that

principals encourage two way communication with them.

What stands out from the mean above is confirmed by 90 % of the respondents as shown in the table above, who say that principals do encourage a two way communication with them. It is interesting to note that, whereas 5% of the parents are unsure and 5% disagree, there are no parents who strongly disagree.

It would seem that principals communicate more closely with parents than with students. This can be seen when looking at the responses of students which reflects a lower percentage of agree and strongly agree responses which add up to 57.1 % (refer to table 4.21). It seems that principals have in the past not been communicating very closely with students. It would therefore appear that principals need to facilitate communication with all stakeholders, especially with students who have not been effectively communicated with in the past.

ITEM 4.c**Question :**

Principals are committed to attending to our concerns as parents.

Table : 4.7.28

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)		
Disagree (2)	3	5.0
Not sure (3)	4	6.7
Agree (4)	29	48.3
Strongly Agree (5)	24	40.0
TOTAL	60	100.0
Mean	4.233	
Median	4.000	
Mode	4.000	
Standard deviation	0.789	

The above table reflects opinions of governing bodies in respect of principals' commitment to attend to parents' concerns. As indicated by comparing the mean of 4.233, the median of 4.000 and the mode of 4.000, most parents agree with the statement.

It is noteworthy that 88.3% of parents see principals as committed to attending to their concerns. It is also very interesting that the percentage of parents who agree (48.3%) and those who strongly agree (40%) is almost equal. This could be a reflection of parents' satisfaction with the way principals lead in their area.

All told, the two percentages indicate a positive work relationship between principals and parents and further point to a positive attitude that the governing bodies have towards principals with regards to their commitment to parents' concerns. It could also point to the direction towards the acceptance of the newly enacted schools Act cited earlier on.

Item 4.d**Question :**

Principals foster transparency in management.

Table : 4.7.29

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	2	3.3
Disagree (2)	2	3.3
Not sure (3)	8	13.3
Agree (4)	30	50.0
Strongly Agree (5)	18	50.0
TOTAL	60	100.0
Mean	4.000	
Median	4.000	
Mode	4.000	
Standard deviation	0.939	

As indicated by the mean of 4.000, the median of 4.000 and the mode of 4.000 in the above table, most governing bodies agree that principals foster transparency in their school management. This indicates a symmetrical tendency among respondents.

A total of 80% of governing bodies perceive principals as fostering transparency in their school management. Each of disagree and strongly disagree makes 3.3%. Noticeably, the percentage of parents who are unsure namely 13.3% is higher than that of both disagree and strongly disagree combined.

This does not compare with the high percentage, of 33.8 % for students who are not sure whether principals do foster transparency.

It can therefore, be inferred from the responses of the governing bodies, that in a climate where transparency seems to be relatively novel, principals referred to in the study, do foster transparency to a great extent in their school management. However, there appears, on the basis of the unsure and disagreeing categories of respondents, to be room for improvement in this regard.

It can be concluded from the above that there exists a conflict of ideas between governing bodies and students with regards to the above item. The conflict could possibly emanate from the limited exposure of students to principals compared to the exposure enjoyed by the governing bodies. Therefore, working more with governing bodies than with students, might actually jeopardise the chances of students perceiving principals as leaders who foster transparency. The perceived resistance of principals to let students participate might be consequent upon what they had been doing in the past without being challenged. Literature review showed that principals should therefore shift their mindset to accommodate students and parents.

Item 4.e

Question :

Principals encourage parents to take part in decisions which can change schools for better.

Table : 4.7.30

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)		
Disagree (2)	4	6.7
Not sure (3)	4	6.7
Agree (4)	29	48.3
Strongly Agree (5)	23	38.3
TOTAL	60	100.0
Mean	4.183	
Median	4.000	
Mode	4.000	
Standard deviation	0.833	

As indicated by comparing the central tendency measures, namely the mean of 4.183, the median of 4.000 and the mode of 4.000, most respondents agree with the statement that principals encourage parents to take part in decisions which can change the school for the better.

While there is a very high percentage namely, 86.6% of responses who state that principals encourage parents to take part in decisions which can change the school for the better, 6.7% of parents disagree. The remaining 6.7% is of parents who are not sure whether principals encourage parents to take decisions which can change the school for the better.

Nevertheless, it seems that there is general consensus among parents (evidenced by their 86.6% responses), pointing to the fact that principals involve them in the making of decisions that will transform the school. It would appear that principals in the area targeted for the study, have begun to implement the Schools Act No. 84 of 1996, which gives parents a 50% + 1 representation in school governing body constitution.

ITEM 4. b**Question :**

Principals take parents on board regarding innovations in schools.

Table 4.7.31

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	1	1.7
Disagree (2)	3	5.0
Not sure (3)	6	10.0
Agree (4)	30	50.0
Strongly Agree (5)	20	33.3
TOTAL	60	100.0
Mean	4.083	
Median	4.000	
Mode	4.000	
Standard deviation	0.889	

Table 4.7.31 above reflects the opinions of the governing bodies with regards to whether principals take parents on board in respect of innovations in schools. Opinions are indicated by comparing the central tendency measures

namely, the mean of 4.083, the median of 4.000 and the mode of 4.000. Most respondents agree with the statement that principals encourage parents to take part in decisions which can change schools for the better.

The combined percentages of parents who agree and strongly agree that principals take them on board regarding innovation in schools is very high, namely 83.3%. There is however, a pronounced percentage of 10% parents who are not sure whether principals do make parents part of the innovations in schools and 5% who disagree that principals take parents on board regarding innovation.

From the research data, it is evident that the majority of parents agree that principals do take them on board regarding innovation. However, it seems that principals do need to make efforts to bring the disagreeing and unsure parents on board.

As stated above, it would appear that principals need to engage with parents and draw more significantly on their input to be able to synchronise school governance and school management.

ITEM 4 c

Question :

Principals make efforts to create a positive relationship between schools and parents.

Table 4.7.32

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)		
Disagree (2)	5	8.3
Not sure (3)	5	8.3
Agree (4)	30	50.0
Strongly Agree (5)	20	33.3
TOTAL	60	100.0
Mean	4.083	
Median	4.000	
Mode	4.000	
Standard deviation	0.869	

As shown in table 4.7.32 above, opinions of the governing bodies are positive about principals' efforts to create a positive relationship between schools and themselves. The mean of 4.083, the median of 4.000 and the mode of 4.000 supports this observation. Most respondents according to these measures agree that principals make an effort to create a positive relationship between schools and parents.

A total of 83% of the responses which include the agree and strongly agree categories, speak well about principals' efforts to create a positive relationship between schools and themselves. However, there are still significant percentages of [8.35% of not sure parents and [8.3%] disagreeing parents, who perceive principals as not facilitating positive relationships between the school and them. Similarly a sizeable percentage is not sure whether principals promote good relationships between themselves and parents or not.

The responses on this questionnaire item somehow reflect positively on the leadership role of principals with regards to promoting positive relationships. Data on not sure and disagree items suggest a need for principals to explore a wide range of skills to facilitate positive relationship with parents.

ITEM 4.d

Question :

Principals make effort to create a positive relationship between schools and the surrounding community.

Table 4.7.33

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	1	1.7
Disagree (2)	4	6.7
Not sure (3)	6	10.0
Agree (4)	24	40.0
Strongly Agree (5)	25	41.7
TOTAL	60	100.0
Mean	4.133	
Median	4.000	
Mode	5.000	
Standard deviation	0.965	

This item was a follow-up on the previous one. The responses on it will therefore, more or less tally with those in the previous item.

As shown by comparing the central tendency measures, namely the mean of 4.133 and the median of 4.000, most respondents agree with the statement that principals do make efforts to create a positive relationship between schools and the surrounding community.

The majority of parents in the same item namely, 81.7%, believe that principals do make an effort to create a positive relationship between schools and the surrounding community. However, like in the previous item, there is a significant percentage of 18.4% of parents who are either not sure or disagree that principals create a positive relationship between their schools and the surrounding community. From this item, it would appear that in an environment which is favourable, and characterised by positive relationships between schools and the surrounding communities where schools operate, it is recommended for principals to be able to work cooperatively with others in order to transform schools effectively.

ITEM 4. e**Question :**

Principals lead their schools in establishing a positive image to their community.

Table : 4.7 34

<i>Value</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Disagree (1)	1	1.7
Disagree (2)	3	5.0
Not sure (3)	4	6.7
Agree (4)	30	50.0
Strongly Agree (5)	22	36.7
TOTAL	60	100.0
Mean	4.150	
Median	4.000	
Mode	4.000	
Standard deviation	0.880	

The above table reflects the attitude of the governing bodies towards principals with regards to whether they lead their schools in establishing a positive image in their community.

As indicated by comparing the measures of central tendency namely, the mean of 4.150, the median of 4.000 and the mode of 4.000, the majority of the respondents agree with the statement.

It seems the majority of governing body members namely 86.7 %, view the leadership of principals as establishing a positive image to the community.

Further evidence is provided on the table which reflects that while a high percentage 86.7 % of responses point to the fact that principals lead schools in establishing a positive image in the community, there is a notable percentage of 6.7% of parents who are not sure and of a combined percentage of 6.7 % responses who disagree and strongly disagree .

It seems that the majority of parents, namely 86.7 %, view the leadership of principals as establishing a positive image to the community. More training is required to empower principals with

leadership skills that would enable them to manage school community relations well. After all, the students that principals lead in schools come from the community.

4.8 CONCLUSION

In this chapter, data from principals, teachers, students and from parents was analysed and interpreted.

Generally, the impression given by principals is that they are engaged to varying degrees, in transforming education in their schools during the current period of transition in South Africa. Attention seems to be given to questions of participative, and accountable leadership as well as leadership which is underpinned by a vision and policy. The assumption tabled in chapter one , that principals are not transformational leaders during the current transition in schools is thus rejected.

It was noted, however, that there were higher percentages of responses from pupils and teachers than from parents, who disagree or are not sure about various ways in which principals effect transformational leadership.

While the majority of students, teachers as well as governing bodies interviewed, point out that principals do facilitate transformation, the

unsure and disagree responses warrant attention. This is particularly so when one considers that the two stakeholders namely teachers and students are in contact with principals most. It can be assumed that all their views are based on informed observation of principals.

From this chapter, it emerged that there were a few areas where there was some inconsistency and even conflict between the perceptions of principals by students on one hand , and parents on the other. More students than parents for an example, believe that principals do not foster transparency.

The data also indicated areas where ,according to the responses of students and teachers, principals had either made little or no impact on school transformation. For an example, in terms of selection and employment procedures, gender and racial diversity still seem to need attention.

Finally, the analysis of principals' responses reveal a few strategies which principals use to transform education in their schools. Inter-school visits, use of outside resources to build capacity and student development in management are some of these.

It can be concluded, on the whole, that the process of transforming schools by principals in the researched population has been initiated.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study has examined the role which principals play as transformational leaders in North and South Durban regions. The study has also looked at the factors which facilitate or inhibit the role of principals as transformational leaders.

5.2. The Problem Restated

In chapter one of this study, the problem to be researched was stated. It referred to uncertainty and confusion of principals with regards to school transformation in the areas targeted for this study in the province of KwaZulu-Natal. While South Africa is undergoing unprecedented transformation, it is not clear whether principals do play a transformational role in schools during transition.

It was pointed out that it appears that there is uncertainty with regards to the role principals play as transformational leaders. As a result, it seems, misunderstandings and conflicts ensue over the role of principals as transformational leaders. Such misunderstanding hinders effective administration, teaching and learning.

In this research, the problem has been examined. Below are some conclusions which emanated from the whole study.

5.3 Conclusions

5.3.1 Most schools have a policy.

It was found that all schools that formed the target population of the study do have a policy. Most of these schools, with the exception of a few, have written policy documents.

5.3.2 Principals see the need to transform education in schools.

Many responses given by different interviewees indicate that there is a general perception among the majority of respondents that principals have begun to shift towards transforming their schools. This is evidenced by such initiatives as student involvement in decision making which some schools have introduced. The employment of Africans in historically all White or Indian or Coloured schools and the appointment of women in positions previously reserved for male are an example. We refer to data in interview item 1 [b] in chapter 4 for what principals say in this regard.

5.3.3 Most principals facilitate curricula changes in schools.

Most principals see the need to change the curricula to suit the needs of the students and demands of the future. Some principals for an example, encourage teachers to attend workshops and seminars on innovative teaching methods. Principals also realise that they need their teachers' co-operation and help to change the curricula effectively.

5.3.4 Principals give guidance to teachers.

The majority of principals in the studied areas, engage in initiatives to guide teachers in the implementation of curricula changes. Some feel that they

themselves need inservice training from time to time to keep themselves abreast of the changing times.

5.3.5 A few principals do not participate in curricula design.

Few principals still subscribe to the old school of thought, that curricula design is the sole responsibility of the state. Such principals find it difficult to guide teachers because they themselves do not see their role in changing the curriculum.

5.3.6 Principals involve many stakeholders in their management.

Principals in the research areas are generally perceived by governing bodies, teachers and students as shifting or having shifted from the traditional autocratic leadership styles of the past and have replaced those with ones that allow for collaboration with all stakeholders. They now regard teachers, students and parents as significant participants in school transformation.

5.3.7 Principals have begun to implement some parts of the South African Schools' Act no. 84 of 1996.

As the Schools' Act prescribes, parents, teachers and students have to be represented in the school governing bodies. Principals in the area where the research was undertaken involved stakeholders in the design and implementation of school policy.

5.3.8 Principals involve students in transformation.

According to principals' responses, students are involved in school transformation. They are, for an example, given a platform to address their school mates on topical issues. Principals also send students to workshops

and seminars which are racially and culturally mixed. Students become part of the Parent-Teacher-Student Association(P.T.S.A.), which accords them a chance to be present when decisions affecting them are taken. Some principals solicit outside help that will inform students about issues that affect learning inside and outside the school.

5.3.9. There is uncertainty among a significant number of students and teachers about principals' transformational leadership role.

While the majority of parents, teachers and students stated that principals facilitate a number of facets of school transformation, a notable percentage of students and teachers are either not sure or disagree that principals effect meaningful transformation in their schools.

5.3.10 Principals involve governing bodies in school management.

Principals believe that parents are an important component in school management. Parents are encouraged to visit schools. Parents with special skills are elected in certain committees. Some schools already have school governing bodies and P.T.S.A's in place to allow for parent participation in school management as the South African Schools' Act prescribes. A small percentage of parents regard their involvement in school management as interference. This could be emanating from a number of causes. Ignorance and insecurity could be some of them.

5.3.11 White and Indian parents seem more involved in education than their African and Coloured counterparts.

It was also observed that there is a higher parent participation in school management among White and Indians parents than among

their Black and Coloured counterparts. (refer to a data on section 4.2 Item 6.)

5.3.12 Principals provide for mechanisms to incorporate parents' views in school management.

The majority of parents see principals as providing mechanisms to include their views in school management.

5.3.13 Principals seem to encourage communication more with parents, than teachers and students.

Although principals are generally perceived as encouraging a two way communication with all stakeholders, they seem to communicating more closely with governing bodies than with the other stakeholders.

5.3.14 Principals foster transparency in management

The majority of respondents see principals as fostering transparency in school management. However, there is a noteworthy number of them, particularly students, who do not see principals that way.

5.3.15 Principals seem informed about curricula changes

The majority of principals seem informed about curricula changes.

5.3.16 Principals do not seem ready to manage multiculturalism in schools.

Though schools have begun to enrol students of other racial groups, there seems to be no preparation of any kind made to assist principals

to handle multicultural situations in schools. In the data given by principals in item 1 [b] in chapter 4, principals indicated that they would like some training to equip them with skills to handle multicultural situations in schools.

The next section presents recommendations which flow from the whole study.

5.4 Recommendations

5.4.1 Recommendations directed at principals

5.4.1.1 Principals must study organisational change.

The ability of principals to make and sustain significant improvement in education in schools, depends heavily on their knowledge about planned organisational change. Therefore , if principals are to become effective agents of school transformation, it is essential that they become scholars of organisational change.

5.4.1.2 Principals must keep abreast of new changes.

Principals must keep abreast of developments in education in order to be able to deal with change situations and issues in their schools. For principals to be able to handle change in their schools, the following are suggested:

(a) Principals must collaborate with other stakeholders

Schools do not operate in a vacuum. They are therefore not immune to factors affecting the communities where they function. Principals must learn to collaborate, not only with teachers and students, but also with parents and communities where the schools they lead operate.

(b) Principals should improve their qualifications in Education

Being an effective change agent, requires that principals be knowledgeable about various approaches to change, be aware of circumstances in which they may be used as well as advantages and disadvantages of each approach. For principals to be in a position to understand their role as managers and be able to influence educational change in their schools, it is recommended that they upgrade their skills in education management, leadership and administration. Without an indepth knowledge of these concepts, they are not likely to find their way to successful educational transformation in their schools.

5.4.1.3 Principal should create opportunities for staff development

The rise or fall of any school depends largely on the extent of staff motivation. Principals should therefore continuously motivate and assist staff to develop and become inventive and skilful classroom managers. In the light of inadequacy of preservice and departmental inservice training, principals need to take the initiative to assist their staff to develop.

5.4.1.4 Schools should establish committees to design staff training programmes

Given the importance of staff motivation and development, it is recommended that the staff motivation and development be facilitated by a committee that includes teachers. Schools should set up

committees to design staff development plans. It is also recommended that these committees incorporate views of students and parents as well.

5.4.1.5 Principals must foster transparency.

It is necessary that principals work towards welcoming and encouraging the fostering of transparency. To be transparent, principals must work closely with and involve all stakeholders as they transform education in their schools.

5.4.2 Recommendations Directed at the Education Department

5.4.2.1 Employment of Heads of Departments and Subject Advisors to Facilitate Curriculum Development and Instructional Leadership

One of the areas that students and teachers were particularly unsure about, regarding the transformational leadership role of principals, was the extent of principals' knowledge on curricula change. It is the opinion of the researcher that the education department hires more subject advisors and heads of departments to facilitate subject development in schools as a matter of urgency. This refers particularly to two of the ex departments, namely, the ex-Department of Education and Training (DET) and the ex-Kwa Zulu Department of Education and Culture (KDEC). Most schools in these ex-departments had very few and in some instance no heads of departments and subject advisors to facilitate subject development.

5.4.2.2 Education Department to Found a Research Unit

It is the researcher's view that the education department opens a

research unit that will conduct research from time to time on crucial issues like school leadership, transformation and curriculum change. Such research can inform planners of curricula in leadership programmes.

On the basis of the research findings, recommendations could be sent to colleges of education and universities to include in their subject packages, those topics that will adequately prepare teachers to assume duties as principals.

- 5.4.2.3 Education Department to introduce courses of Multiculturalism**
- Since the opening up of all schools to all race groups, problems of cultural and racial miscommunication erupted in schools. Principals had not received prior training to handle multicultural situations.

Principals and governing bodies should receive training on multiculturalism to enable them to handle the situation.

5.4.3 Recommendations directed at teachers

- 5.4.3.1 Teacher organisations and individual teachers must engage in self development in their subjects.**

- (a) It is recommended that teachers improve their own professional development by upgrading their knowledge and skills in their subjects as well as in methods of teaching these.

- (b) It is also important that teachers improve their relationships with stakeholder groups that they work closely with, especially principals. This recommendation is informed by data given by teachers in chapter 4 indicated that there are areas of teacher - principal interaction of which teachers are not sure.

5.4.4 Recommendations directed at students

5.4.4.1 Students must collaborate with teachers and principals.

- (a) It is essential that students collaborate with principals and other stakeholder groups if they must be perceived as agents of school transformation, whose main concern is to change schools into effective learning centres. Students must move away from a protest, reactive culture to an appropriate proactive one.
- (b) It is also recommended that students concern themselves with their own development as leaders to sustain their capacity to change education.

5.4.5 Recommendations directed at parents

5.4.5.1. Parents must clearly identify areas in their schools that need to be transformed.

The challenge of transforming education in South Africa is unprecedented in its magnitude and intensity. The ability of parents to make and sustain significant improvements, will depend on their knowledge and understanding and practice of transformation. Therefore, parents must decide which areas in the school they want to recommend for transformation and gain expertise on how they can

support transformation in those areas.

5.4.5.2 Parents must spearhead their capacity building as agents of transformation.

It is recommended that parents organise themselves into parents' associations and build their capacity as contributors to school transformation. They can therefore set up centres where they will be trained to facilitate transformation in education.

5.4.5.3 Recommendations directed to all stakeholders

Schools, departments of education in South Africa as well as parent communities must be learning structures, namely, they must be continuously engaged in professional development and capacity building to proactively meet emerging needs. The rapid pace of change in the country and the complexity of such change, warrant continuous learning by all. Principals as pivotal points in schools can facilitate such learning in conjunction with subject heads and student leaders. Chairpersons of governing bodies can take the lead to promote development and capacity building among governing bodies.

5.5 Conclusion of the study

An important challenge in education today is a move away from the notion of principals as traditional bureaucratic leaders to leaders who are capable to work with other stakeholders to enable schools to be centres of learning and growth.

The new context of school leadership today highlights the need to lead participatively, yet participative and enabling leadership is not without its challenges.

The researcher hopes that this study will offer suggestions to principals, teachers, students parents and the education department on ways to effectively transform education in schools especially during transition and to meet ever emerging challenges in schools.

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University of Universiteit van Zululand:



Private Bag X10
Privaatsak
ISIPINGO 4110
031 9075055
6-28081 SA
FAX: 9073011

UMLAZI EXTRAMURAL DIVISION
BUTTEMUURSE AFDELING

10 July 1996

The Chief Superintendent

Dear Sir \ Madam

REQUEST TO CONDUCT RESEARCH

The Provincial Education Department has granted me permission to conduct research for a Masters Degree on :

THE TRANSFORMATIONAL LEADERSHIP ROLE OF PRINCIPALS IN SCHOOLS DURING TRANSITION.

Though permission has been obtained from the department, I still need to ask you to let me visit your schools in your district with a purpose of administering interviews to principals and questionnaires to teachers, students and governing bodies.

I hope to start making necessary arrangements with the target population once your approval is obtained.

If all goes according to plan, I hope to start on 01. 09. 1996.

I look forward to hearing from you.

Yours faithfully

B.H. MTHABELA

University of Universiteit van Zululand:



Private Bag X10
Privaatsak
ISIPINGO 4110
031 9075055
6-28081 SA
FAX: 9073011

UMLAZI EXTRAMURAL DIVISION
BUTTEMUURSE AFDELING

10 July 1996

The Principal

Dear Sir\Madam

PERMISSION TO CONDUCT AN INTERVIEW WITH YOU AND TO ADMINISTER QUESTIONNAIRES TO SELECTED TEACHERS, STUDENTS AND MEMBERS OF THE GOVERNING BODY

I am registered with the University of Zululand for a Masters degree. I have to undertake research on my topic which is :
THE TRANSFORMATIONAL LEADERSHIP ROLE OF PRINCIPALS IN SCHOOLS DURING TRANSITION.

I need approximately 30 minutes to conduct the interview with you. Further may I select from your staff those teachers who have been in the school for a minimum period of five years and from your student body those students who are in matric and holding leadership positions. I would like to administer a twenty minute questionnaire to a sample of each of these. May I also contact the secretary and/or chairperson or similar structure for the same purpose.

May I suggest that I visit your school on -----.

I have been granted permission by the education department to conduct research at your school. Copies of permission letters from different district heads are attached hereto.

I look forward to hearing from you with regards to the suitability of the date.
Yours faithfully

B. H. MTHABELA

DEPARTMENT OF EDUCATION
AND CULTURE

UMNYANGO WEMFUNDO
NAMASIKO

DEPARTEMENT VAN
ONDERWYS EN KULTUUR

ADDRESS:	TRURO HOUSE	PRIVATE BAG:	XS4323	TELEPHONE:	(031) 3606911
IKHELI:	17 VICTORIA	ISIKHAMA SEPOSI:	DURBAN	UCINGO:	
ADRES:	EMBANKMENT	PRIVAATSAK:	4000	TELEFOON:	
	ESPLANADE			FAX:	(031) 374261
	DURBAN				
ENQUIRIES:		REFERENCE:		DATE:	28 August 1996
IMIBUZO:		INKOMBA:		USUKU:	
NAVRAE:		VERWYSING:		DATUM:	

Mr B Mthabela
Acting Chief Superintendent
KwaMashu District

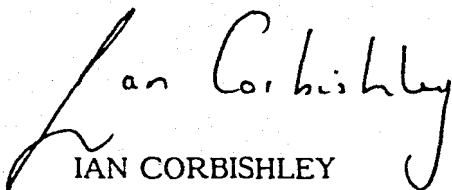
Dear Mr Mthabela

REQUEST TO CONDUCT RESEARCH

Permission is hereby granted for you to conduct research on 'THE TRANSFORMATIONAL LEADERSHIP ROLE OF PRINCIPALS IN SCHOOLS DURING TRANSITION' in Merebank

We wish you luck with your project.

Yours faithfully



IAN CORBISHLEY
ACTING CHIEF SUPERINTENDENT (MERE BANK)

960829/conduct/tm

DEPARTMENT OF EDUCATION
AND CULTURE

UMNYANGO WEMFUNDO
NAMASIKO

DEPARTEMENT VAN
ONDERWYS EN KULTUUR

ADDRESS: IKHELI: ADRES:	TRURO HOUSE 17 VICTORIA EMBANKMENT ESPLANADE DURBAN	PRIVATE BAG: ISIKHAMA SEPOST: PRIVAATSAK:	X54323 DURBAN 4000	TELEPHONE: UCINGO: TELEFOON:	(031) 3606911
				FAX:	(031) 374261
ENQUIRIES: IMIBUZO: NAVRAE:	N M A Kunene	REFERENCE: INKOMBA: VERWYSING:		DATE: USUKU: DATUM:	

B H Mthabela
University of Zululand
Umlazi: Extramural Division
Private Bag X10
ISIPINGO
4110

REQUEST: RESEARCH SURVEY

Your letter of the 1996-08-20 has reference

1. In principle the department has no objections to your request. However, we would urge you to make proper arrangements with the school; to be sampled.
2. We would like to wish you well in your research endeavour.


G N MSIMANGO

PROVINCE OF
KWAZULU - NATAL

ISIFUNDAZWE
SAKWAZULU - NATAL

PROVINCE
KWAZULU -

DEPARTMENT OF EDUCATION & CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS & KULTUUR

Ikheli Lacingo :
Telegraphic Address :
Telegrafiese Adres :

Isikhwama Seposi : X 02
Private Bag : UMLAZI SOUTH DISTRICT
Privatsak : 4031

Fax No :
Ucingo : 907 9092/3
Telephone :

Imibuzo : W.C. NYEMER
Enquiries :
Naurde :

Usuku :
Date : 01 NOVEMBER 1996
Datum :

Inkomba :
Reference :
Verwysing :

MR B.E. MUSAELA ACTING CHIEF SUPERINTENDENT
KWAMASEU DISTRICT
PRIVATE BAG X 08
KWAMASEU
4360

SIR

REQUEST FOR PERMISSION TO DO RESEARCH IN THE UMLAZI SOUTH DISTRICT SCHOOLS

1. Kindly accept my humble apology for the delay in transmitting our consent to you.
2. We are pleased to inform you that you have been granted permission to do research in schools within the jurisdiction of Umlazi South.
3. Please make the necessary arrangements with the Principals of Schools, who will in turn discuss the matter with school governance.
4. May I take this opportunity to wish you every success in your studies

CHIEF SUPERINTENDENT

WON/gjbl

UMLAZI SOUTH

UHULUMENI WAKWAZULU

Umbhali wesifundz semfundo nempucuko
Kringinspekteur van onderwys en Kultuur
Circuit Inspector of Education and Culture

190

NOV 1996
UMLAZI SOUTH CIRCUIT

Isikhawama Seposi :
Private Bag :
UMLAZI 4031

REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION & CULTURE
UMNYANGO WEMFUNDU NAMASIKO
DEPARTEMENT VAN ONDERWYS & KULTUUR

Ikheli Lcingo :
Telegraphic Address :
Telegrafiese Adres :

Isikhuma Sepost : Umlazi North
Private Bag : Private Bag 203
Privaatsak : UMLAZI 4031

Fax No :
Ucingo : 9079082
Telephone :

Imibuzo :
Enquiries : E.Z. NIYA
Naurae :


Usuku :
Date :
Datum :

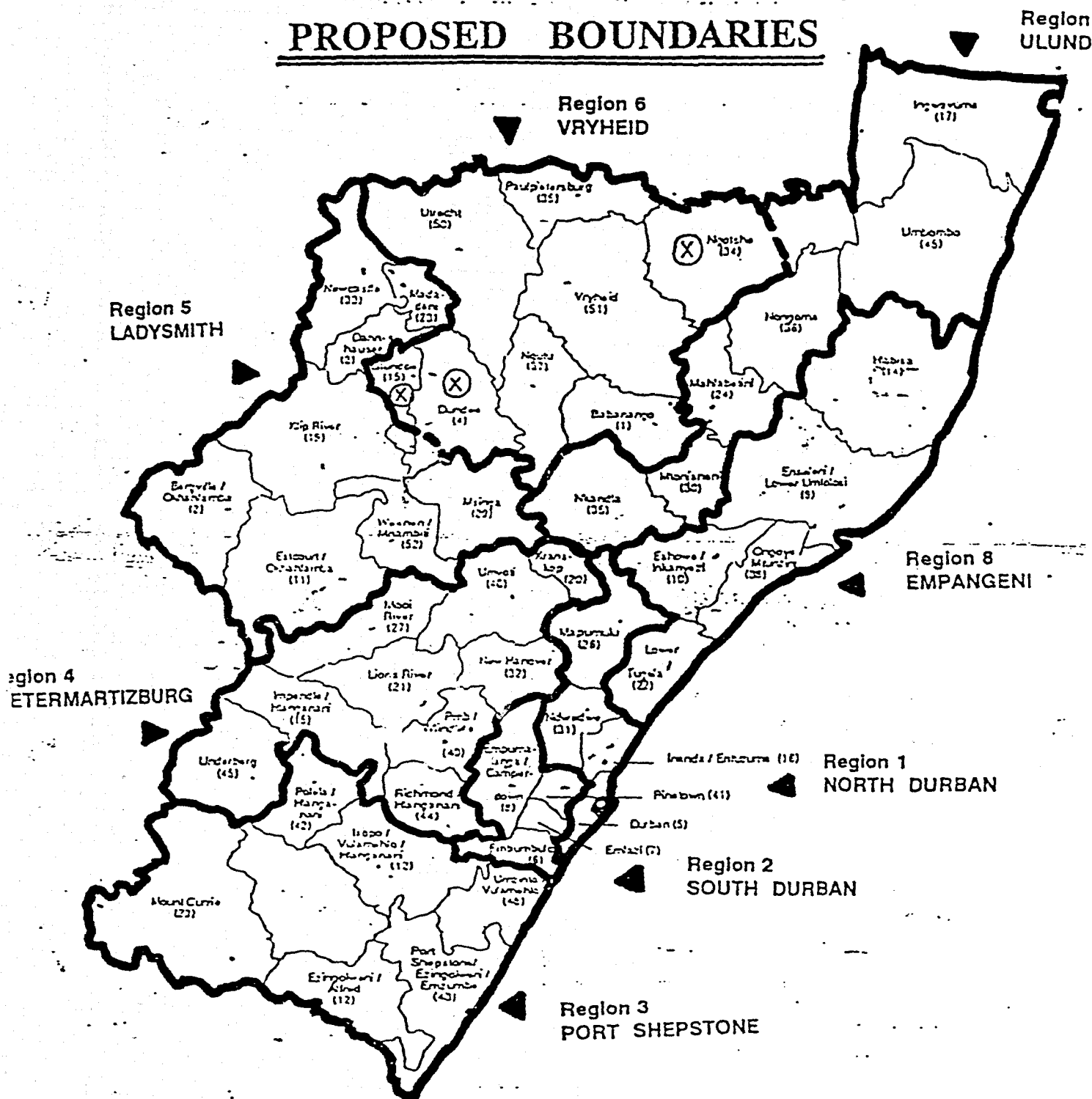
Inkomba :
Reference :
Verwysing :

The Acting Chief Superintendent
ATT. MR B.H. MTHABELA
KWAMASHU DISTRICT

PERMISSION TO CONDUCT RESEARCH IN OUR DISTRICT

1. Your request for permission to conduct research dated 20.08.96 has reference.
2. The district management has given positive consideration to your request for permission to conduct research here at Umlazi North.
3. Our district wishes you every success in your studies.

E.Z. NIYA 
ACTING CHIEF SUPERINTENDENT OF EDUCATION.

Region
ULUND

(X) denotes that part of the Magisterial District is split between two Regions

DISTRICT	SCHOOL	No. OF PUPILS	No. OF TEACHERS
3. MERE BANK	3.1 NEW FOREST	75	24
	3.2 RIDGE PARK	87	27
	3.3 SEA COW LAKE	55	24
	3.4 GROSVENOR BOYS	49	19
	3.5 SPARKS ESTATE	71	24
	3.6 ZIMELE SEC	87	5
	3.7 CAMBRIDGE COLLEGE	58	7
	3.8 OUR LADY OF FATIMA	34	14
	3.9 GLENWOOD BOYS	196	45
	TOTAL	712	189
	10%	71	19
4. UMLAZI NORTH	4.1 NALENI	66	39
	4.2 MENZI	104	37
	4.3 VELABAHLEKE	86	23
	4.4 ZWELIBANZI	187	42
	TOTAL	443	121
	10%	44	12
5. UMLAZI SOUTH	5.1 VUKUZAKHE	92	48
	5.2 OGWINI	181	89
	5.3 MHAWU	80	21
	TOTAL	353	158
	10%	35	16
TOTAL SURVEY POPULATION		2515	918

DIST	CIRCUIT	NAME	TOT PRE-SC	TOTAL PUPILS	GRAND TOTAL	TOTAL S10	PERM CS TOTAL	PRIV PD TOTAL	TEMP CS TOTAL	TOTAL CS EDUC
MEREBANK	BRIGHTON BEACH									
	Total:		1023	13143	14,166	1024	474	78	48	600
	Count:	39								
	DURBAN CENTRAL									
	Total:		1105	19678	20,783	1875	715	229	58	1002
	Count:	50								
	UMGENI NORTH									
	Total:		850	18396	19,246	2051	606	178	31	815
	Count:	41								
	UMGENI SOUTH									
	Total:		664	21440	22,104	794	742	15	197	779
	Count:	35							22	
	WENTWORTH									
	Total:		1136	20460	2,396	1084	690	33	42	765
	Count:	29								
Total:			4778	93117	97,895	6828	3227	533	201	3961
Count:		194								

UMLAZI	UMLAZI NORTH	DEORD SECONDARY SCHOOL	0	1120	1,120	168	38	0	0	38
		ENKHAZINI SECONDARY SCHOOL	0	1002	1,002	32	35			35
		EMBIZWENI SECONDARY SCHOOL	0	974	974	87	40	0	0	40
		ENALENI HIGH SCHOOL	0	1036	1,036	66	39	0	0	39
		KWASHAKA SECONDARY SCHOOL	0	757	757	128	38	0	0	38
		MAFUMBUKA SECONDARY SCHOOL	0	630	630	0	27	0	0	27
UMLAZI	UMLAZI NORTH	MAKHUMBUZA HIGH SCHOOL	0	883	883	72	44	0	0	44
		MANYUSWA PRIMARY SCHOOL	0	805	805	0	17	0	0	17
		MENZI SECONDARY SCHOOL	0	635	635	104	37	0	0	37
		MZUZU PRIMARY SCHOOL	0	510	510	0	20	0	0	20
		QHILIKA PRIMARY SCHOOL	0	821	821	0	35	0	0	35
		SWELIHLE SECONDARY SCHOOL	0	1016	1,016	168	34	0	0	34
		UMLAZI SEC. SCHOOL	0	563	563	0	23	0	0	23
		VELABAHLEKE SECONDARY SCHOOL	0	817	817	85	23	0	0	23
		ZWELETHU HIGH SCHOOL	0	915	915	142	36	0	1	37
		ZWELIBANZI SECONDARY SCHOOL	0	1058	1,058	187	42	0	0	42
Total:			0	13542	13,542	1534	528	0	1	529
Count:			16							
	UMLAZI SOUTH	IGAGASI SECONDARY SCHOOL	0	770	770	113	34	0	8	35
		KHAMATHANDA SENIOR SECONDARY SCHOOL	0	1019	1,019	212	44	0	0	46
		KHAMGAGA SECONDARY SCHOOL	0	1063	1,063	155	38	0	0	38
		MIAWU HIGH SCHOOL	0	483	483	80	21	0	2	23
		MZIHAMANDLA SECONDARY SCHOOL	0	1017	1,017	0	32	0	2	34
		NDUKWENHLE SECONDARY SCHOOL	0	649	649	70	28	0	0	28
		NWABI HIGH SCHOOL	0	446	446	90	25	0	0	25
		OGWINI COMPREHENSIVE SCHOOL	0	1440	1,440	181	19	0	3	92
		OKUMHLOPIE SECONDARY SCHOOL	0	613	613	0	34	0	0	34
		SHUMAYELA SECONDARY SCHOOL	0	832	832	163	28	0	0	28
		SIKHWAMA SECONDARY SCHOOL	0	462	462	0	33	0	0	33
		SISHOSONKE SECONDARY SCHOOL	0	675	675	0	29	0	0	29
		UMBELEBELE SECONDARY SCHOOL	0	675	675	113	28	0	0	28
		UMLAZI COMMERCIAL HIGH SCHOOL	0	1005	1,005	128	39	0	0	39
		UMLAZI COMPRE TECH SCHOOL	0	669	669	164	51	0	0	51
		VUKUZAKHE SECONDARY SCHOOL	0	700	700	92	48	0	0	48
		ZWELIHLE SECONDARY SCHOOL	0	497	497	0	18	0	0	18
Total:			0	13015	13,015	1571	619	0	10	629
Count:			17							
Total:			0	26557	26,557	3105	1147	0	11	1158
Count:			33							

QUESTIONS TO PRINCIPALS — —

SECTION A

Dear Colleague

I am conducting research to determine the Transformational Leadership Role of Principals during the current transition in schools.

Kindly assist me by responding to the attached questionnaire. Your responses will be used purely for research purposes. You may not sign your name but please answer all questions as honestly as you can.

B.H. MTHABELA

SECTION B

BIOGRAPHICAL DETAILS

(Tick in the appropriate box)

AN AFRICAN PRINCIPAL	
AN INDIAN PRINCIPAL	
A COLOURED PRINCIPAL	
A WHITE PRINCIPAL	

INTERVIEWS : PRINCIPALS

INTERVIEW ITEMS

1 (a) Does your school have a policy?

1 (b) Could you please describe your school policy and how it seeks to transform the school during this time of transition in South Africa.

2. Briefly describe how you implement this policy.

3. Could you please identify and discuss a component of your policy which aims at leading teachers to effective curricula change.

4. What guidance, if any, do you extend to teachers as they work at curricula issues this during transition in South African education ?

5. What is it that you do to take students along in the journey of transforming the school ?

6. How do you make parents part of the transformation of the school?

QUESTIONS TO TEACHERS - SECTION A

Dear Teachers

I am conducting research to determine the Transformational Leadership Role of Principals during the current transition in schools.

Kindly assist me by responding to the attached questionnaire. Your responses will be used purely for research purposes. You may not sign your name but please answer all questions as honestly as you can.

B.H. MTHABELA

SECTION B
BIOGRAPHICAL DETAILS

(Tick in the appropriate box)

AN AFRICAN TEACHER	
AN INDIAN TEACHER	
A COLOURED TEACHER	
A WHITE TEACHER	

Respond to each of the following by making a cross opposite a response which represents your observation.

1. (a) The behaviour of principals in our community conveys purposeful leadership.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (b) Our principals in our community show respect of sensitivities of school constituents.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (c) Principals in our area seek to harmonize diversity in their constituencies.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (d) To my knowledge, principals in our area engage in their development as leaders.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (e) Principals in our area seem committed to effecting transformation in education.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

2. As part of facilitating transition in schools currently, principals in my area:

- (a) Lead schools in setting new vision.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (b) Communicate their vision to us teachers.

STRONGLY DISAGREE
DISAGREE
NOT SURE
AGREE
STRONGLY AGREE

- © Enrol stakeholders to the school vision.

STRONGLY DISAGREE
DISAGREE
NOT SURE
AGREE
STRONGLY AGREE

- (d) Support the design of goals which stem from the vision

STRONGLY DISAGREE
DISAGREE
NOT SURE
AGREE
STRONGLY AGREE

3. Principals in my area

- (a) Engage in leadership which allows teacher participation.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (b) Strive for teacher accountability.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (c) Encourage use of innovative teaching methods.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (d) Support us to manage changes in teaching-related areas.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (e) Provide opportunities for teacher development.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

4. Principals in our area

- (a) share information with teachers on curricula-related changes.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (b) encourage teachers to manage new curricula changes

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (c) seem informed about curricula changes.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (d) are available to teachers who seek assistance in curricula related matters.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (e) take initiative towards making the environment of the school conducive to change.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

5. Principals in our area

- (a) facilitate team spirit among teachers.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

QUESTIONS TO STUDENTS - SECTION A

Dear Student

I am conducting research to determine the Transformational Leadership Role of Principals during the current transition in schools.

Kindly assist me by responding to the attached questionnaire. Your responses will be used purely for research purposes. You may not sign your name but please answer all questions as honestly as you can.

B.H. MTHABELA

SECTION B
BIOGRAPHICAL DETAILS

(Tick in the appropriate box)

AN AFRICAN STUDENT	
AN INDIAN STUDENT	
A COLOURED STUDENT	
A WHITE STUDENT	

Respond to each of the following by making a cross opposite a response which represents your observation.

1. (a) The behaviour of principals in our community conveys purposeful leadership.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (b) Our principals in our community show respect of sensitivities of school constituents.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (c) Principals in our area seek to harmonize diversity in their constituencies.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (d) To my knowledge, principals in our area engage in their development as leaders.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (e) Principals in our area seem committed to effecting transformation in education.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

2. As part of facilitating transition in schools currently, principals in my area:

- (a) Lead schools in setting new vision.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (b) Communicate their vision to us students.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (c) Enrol stakeholders to the school vision.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (d) Support the design of goals which stem from the vision.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

3. Principals in our area:

- (a) provide for a mechanism to incorporate students' views in school management.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (b) encourage open communication with the student body.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (c) are committed to attending to students' concerns.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

(d) foster responsible democracy.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

(e) foster transparency.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

**QUESTIONS TO MEMBERS OF THE GOVERNING BODY -
SECTION A**

Dear Parents

I am conducting research to determine the Transformational Leadership Role of Principals during the current transition in schools.

Kindly assist me by responding to the attached questionnaire. Your responses will be used purely for research purposes. You may not sign your name but please answer all questions as honestly as you can.

B.H. MTHABELA

SECTION B
BIOGRAPHICAL DETAILS

(Tick in the appropriate box)

AN AFRICAN PARENT	
AN INDIAN PARENT	
A COLOURED PARENT	
A WHITE PARENT	

Respond to each of the following by making a cross apposite a response which represents your observation.

1. (a) The behaviour of principals in our community, conveys purposeful leadership.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (b) Our principals in our community show respect of sensitivities of school constituents.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (c) Principals in our area seek to harmonize diversity in their constituencies.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (d) To my knowledge, principals in our area engage in their development as leaders.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (e) Principals in our area seem committed to effecting transformation in education.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

2. As part of facilitating transition in schools currently, principals in my area:

- (a) Lead schools in setting new vision.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (b) Communicate their vision to us parents.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (c) Enrol stakeholders to the school vision.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (d) Support the design of goals which stem from the vision.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

4. Principals in our area:

- (a) provide for mechanism to incorporate parent views in school management.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (b) encourage two way communication with parents.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (c) are committed to attending to our concerns as parents.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (d) foster transparency in management.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (e) encourage parents to take part in decisions which can change schools for better.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

5. Principals in our area:

- (b) take parents on board regarding innovations in schools.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (c) make efforts to create a positive relationship between schools and parents.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (d) make effort to create a positive relationship between schools and the surrounding community.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	

- (e) Lead their schools in establishing a positive image to their community/society.

STRONGLY DISAGREE	
DISAGREE	
NOT SURE	
AGREE	
STRONGLY AGREE	