TRANSFORMING TOWNSHIP SCHOOLS INTO LEARNING ORGANISATIONS:

THE CHALLENGES OF LEADERSHIP AND MANAGEMENT

by

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Date submitted: March 2012

DECLARATION

I, Bongani Johannes Dlungwane, declare that

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ABSTRACT

The purpose of this study was to establish challenges associated with leadership and management in transforming township schools into learning organisations. The study examined the leadership and management styles that promote schools into learning organisations. Post apartheid South Africa heralded changes in society and the educational system as a whole. Both transition from the apartheid era and the advent of a democratic government in 1994 resulted in the restructuring of education in this country. School managers and leaders are faced with situations in which effective and efficient school management requires new demands and challenges. During the apartheid era educational managers were subjected to many forms of suppression, which favoured the previous government. The education system was characterized as being authoritarian, non-consultative and non-participatory. Educational leadership focused on technical and bureaucratic functions of the school, and greater emphasis was placed on vertical structures. Leadership and management in South Africa today calls for a different mindset. The challenge is for leaders to recreate schools as learning organisations that focus on results and accountability. Real transformation will depend upon the nature and quality of internal management and how principals execute, delegate, consult and participate with all stakeholders. Self-management is accomplished by an internal distribution of power within the school and in transformational leadership. School principals need to adopt a new paradigm of leadership in which leaders are intuitive and visionary. Democratic South Africa places emphasis on transformational leadership. The study recommends that principals need to align themselves with the values of the constitution of the country bearing in mind democracy, equality, human dignity, freedom and justice. The challenges and need for leadership and management are great if education is to be uplifted and transformed. One of the main findings of the research in the researched schools was that there was an understanding of transformational leadership and learning organisations. The study also showed that the understanding of these concepts help to translate school activities into better performance.

ACKNOWLEDGEMENTS

LIST OF ACRONYMS

KZN- KwaZulu-Natal

SMT- School Management Team

HOD- Head of Department

HoD- Head of Department (School-based)

SGBs- School Governance Bodies

RCL- Representative Councils of Learners

SASA- South African Schools' Act, No 84 of 1996

DoE- Department of Education

NGO's – Non- Government Organisation

ICDT- Inanda Community Development Trust

MEC- Member of Executive Council

EMIS- Education Management Information Systems

FET- Further Education and Training

GET- General Education and Training

OBE- Outcomes-Based Education

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CHAPTER ONE

BACKGROUND AND ORIENTATION TO THE STUDY

1.1 Introduction

The post-apartheid period of democracy of 2011 has been a time of considerable change and turbulence for South African schools (Christie, 2008). Both transition from the apartheid era and the advent of a democratic government in 1994 resulted in restructuring. This inaugurated major restructuring of the former nineteen apartheid education departments into one national education system, subdivided into nine provincial education departments. This heralded policy changes in every sphere of education, which had major implications for school principals. South Africa was transforming from an apartheid- run state towards a democracy that aspires to redress the past inequalities, entrench equity, social justice and human rights and provide a healthy environment for its people to live in harmony (Department of Education, 1996).

The challenge facing South African leaders is the transition from the apartheid era to the post apartheid era, as leaders and managers aspire to attain democratic values. School education has been devolved to the nine provinces and each province is expected, within the framework of national policy, to formulate its own policies. The new national education legislation, the South African Schools Act, 84 of 1996 (S.A.S.A), has given relatively more power and responsibility to schools for making decisions (Department of Education, 1996). The passing of S.A.S.A was intended to democratize the education system. While assuming a degree of autonomy, schools are also expected to resource themselves with minimum support from their respective provincial education departments. Steyn and Squelch (1994), mentioned that prior to 1996, leadership and management style was predominantly authoritarian and

autocratic. Principals used power vested in them by the National Department of Education to dictate and make decisions on their own without consultation. This decision making power of principals has been democratised with the introduction of South African Schools Act 84, of 1996.

In order for us to understand the envisaged leadership and management style of principals, there is a need to understand the previous role functions that principals once experienced and its implications for the role of management and leadership in a school. In the past the principal's duty was mostly to maintain the smooth running of the school, which was of limited complexity. Principals only required professional training and experience to qualify for promotion to manage a school (Department of Education, 1996).

Schools were administered by means of a top- down management system from the Department of Education (DoE) where principals and educators were at the receiving end. Principals played managerial roles of implementing regulations and government policies of school organisation. The principal was solely accountable for all school responsibilities. Decision-making was undertaken without consultation with relevant stakeholders (Department of Education, 1996).

The implication of educational change from past practices to more democratic ones, would assist schools to accomplish their goals more effectively by replacing some dysfunctional structures with better ones. When these educational changes take place in any country, they will assist schools to become learning organisations. This study on transformation of schools

will be a key performance indicator for the government to assess whether the policies are accepted and implemented as intended. The new education system sees the school as an open, learning organisation and it makes demands on the school accordingly (Department of Education, 1996).

This study is about transforming township schools into learning organisations and the challenges it poses for leadership and management. This chapter will also present the rationale for the study, statement of the problem, research aims and questions, significance of the study, definition of key concepts, review of literature, theoretical framework, limitations of the study and the organisation of the study is also presented and discussed towards the end.

1.2 Rationale for the study

Being an educator for 18 years and a District Official for 10 years, I have taught during the apartheid and post-apartheid era. In the apartheid era, educational leaders and managers were subjected to many forms of suppression, which were ruled by policies of preference towards a minority race, that is, the White race. The leadership and management styles of principals was clearly prescriptive, directed from outside authority, such as departmental officials who were promoters of autocratic and authoritative principles (Department of Education, 1996).

My first hand experience has impacted on me as a District Official. The management styles of principals changed in post apartheid era. Understanding these changes in leadership and management enabled me to understand my role as an official in this transforming context. This study attempts to illuminate these transforming roles of the school. A Task Team on

Education Management was instituted by the new democratic government in 1996, to report on *Changing Management to Manage Change in Management*, that is the new approach to education management development depends on the following elements: planning according to value driven mission, managing through participation and drawing on other levels of the system for support (Department of Education, 1996).

The focus of this research is to understand the role and challenges in transforming township schools into learning organisations.

1.3 Statement of the problem

The statement of the problem of this study is to establish challenges associated with leadership and management in transforming township schools into learning organisations.

1.4 Research aims and questions

This research aims:

- To investigate the role of leadership and management in transforming township schools into learning organisations.

- To explore why it is necessary for schools to become learning organisations

- To examine the leadership and management styles that promote schools into learning organisations.

- To establish challenges associated with leadership and management in transforming schools into learning organisations.

Research Questions

In pursuit of the above research aims, this project is guided by the following questions:

- What is the role of leadership and management in transforming schools into learning organisations?

- Why is it necessary for schools to become learning organisations?

- What are the leadership and management approaches that promote schools into learning organisations?

- What are the challenges associated with leadership and management in transforming schools into learning organisations?

1.5 Significance of the study

The study is undertaken to investigate the role of leadership and management in transforming schools into learning organisations and to assess the transformational leadership in a learning organisation. The research findings should prove valuable for school principals, School Management Teams, Educators, School Governing Bodies and Departmental Officials in the District. The study further presents an account of transformation amongst principals. Given the multitude of changes at school level, principals are expected to align themselves according to the values of the new democratic constitution based on equality, human dignity, freedom and justice. This study will reveal whether school principals have sufficient flexibility and adaptability to handle these new challenges.

1.6 Definitions of key concepts

It is important to use words in such a way that the meaning of the word will be uniform and will communicate exactly what the researcher intends. In order to understand what is actually being discussed in this study, it is essential to understand definitions of key concepts used. Definitions of key concepts to be used in this study will now be clarified.

1.6.1   Township schools

Township residential areas in South Africa originated as racially segregated, low-cost housing developments, for black labourers to remain closer to their places of employment within the cities and towns. Today township life is mostly associated with poverty, crime and violence. Township schools are schools that exist in these areas. Whilst pockets of excellence do exist, township schools are generally characterised by poverty, violence and a poor culture of teaching and learning.

1.6.2   Instructional leadership

Keefe and Jenkins (2002) refers instructional leadership as the role of principal in providing directions, resources and supports to teachers and students in order to improve the teaching and learning in schools. According to Sergiovanni (2003), instructional leadership refers to the ability to develop educational programs. These include the abilities to interpret the curriculum and determine the objectives of teaching, the diversity of teaching methods, determine classroom management, provide learning climate, implement instructional innovation, able to influence and coordinate the teachers and students to achieve the goals of school education.

1.6.3   Transformational Leadership

The model most often linked to vision is 'transformational leadership'. Gunter (2001, p. 69) says that this is about building a unified common interest between leaders and followers. Much responsibility is given to members of the team. Learning exploration and creativity is encouraged. Leaders act as change agents, that is, they are courteous, and believe others can deal with complexity, ambiguity and uncertainty. They are also life-long learners and they have a strong belief in themselves. They are aware of personal strengths and weaknesses and they have a strong belief in the ability of the school to succeed as a learning organisation. Point of origin of transformational leadership is leader's values and beliefs. Basic purpose of leader's transformational effects is to change the values, beliefs and attitudes of the followers (Conger, 2002). Transformational leaders make use of constant universal values while formulating the ideal vision of the organisation (Erdogan, 2004; Mendonca & Kanungo, 2007; Ozden, 2002).

Transformational leadership is a type of leadership style that is both democratic and situational, as well as being concerned with doing the right things. Leaders and followers are united in the pursuit of higher-level goals common to both. Both leaders and followers want to become the best and both endeavour to shape the school in a new direction.

1.6.4   The learning organisation

Senge (2006) defines a learning organisation as "…organisation that will truly excel in the future will be the organisation that discover how to tap people's commitment and capacity to learn at all levels in an organisation" His view point was that learning organisations occur

where people continuously expand their capacity to create the results they truly desire, where new expansive patterns of thinking are nurtured, where shared aspirations are set free, and where people are continually learning how to learn together (2006).

According to Moloi, (2002, p. X)

> a learning organisation maximises learning opportunities by nurturing and tapping the collective wisdom of the entire workforce-principal, educators and non-teaching staff through its strategic direction and shared values.

Similar to Senge, Moloi believes that learning organisations ensure that members of the organisation learn from experience, develop continuous improvement programmes, use systematic problem-solving techniques, and transfer knowledge quickly and efficiently throughout the organisation by means of formal training programmes linked to implementation.

1.6.5 Leadership

Moloi (2002, p. 22) further asserts,

> School leadership is at the centre of any effort to transform a school into a learning organisation. Good leadership practices contribute significantly to the outcomes which may be achieved when educators aspire to create a learning organisation.

Good leadership practices are vital in making the transition towards becoming a learning organisation. Both leadership and management are important for the school to function properly. According to Davidoff (2002, p. 2), "leadership is the ability to move the school forward, whilst management is concerned with the procedures necessary to keep the school running." The real challenge then for the schools is, as Gerber & Nel (1998, p. 283) put it

is… "to combine strong leadership and strong management and use one to balance the other." In this way the school can address both complexity and change.

1.6.6 Management

The concept "Management" in itself contains different meanings. In this study, Management will be defined in line with the topic under investigation. Van der Westhuizen (1991, p. 38) is of the opinion that at least five meanings can be attached to the concept "Management". He defines Management as "…achieving objectives, as a series of consecutive actions, as decision making, as co-ordinating and guiding or leading…" Van der Westhuizen (1991) further defines management as, …"the social process through which the manager co-ordinates the activities of a group of people by means of planning, controlling, organising, guiding and supervising in order to achieve specific goals…". In this study the concept "management" refers to the activities of the school principal in a joint venture together with other stakeholders involved.

Bush and West-Burnham (1997, p.10) conceptualized management as an activity which is engaged in by all members of an educational organisation, i.e., senior staff, teaching staff, non-teaching staff and learners. It has meaning only when it is interpreted in a specific situation and the concept of management becomes meaningful when contextualized.

Therefore, both leadership and management are important for the school to function properly. According to Davidoff and Lazarus (2000, p. 2), "Leadership is the ability to move the

school forward, whilst management is concerned with procedures necessary to keep the school running."

1.7 Review of literature

This research provides a broad discussion of the concepts of leadership and management approaches with specific reference to transformational leadership. It provides insight into the differences between leadership and management. Both leadership and management are important for the school to function properly. Davidoff and Lazarus (2000, p.10) argue that in order to build an environment which is supportive of change, the school needs to be a learning organisation. It further expands on the definition of leadership, outlines theories of leadership, transformational and transactional leadership and learning organisations.

1.7.1   Research design and methodology

A summary of the research design and methodology utilised in this study is presented as follows:

1.7.2 Methodological approach

A research design is a plan or blue print of how one intends conducting one's research (Babbie and Mouton, 2009). Creswell (2007, p.5) defines it as '…the entire process of research from conceptualising a problem to writing'. This is a qualitative study utilising a case study design. A case study approach will allow for an in-depth understanding of the Principal's leadership styles and management styles in transforming schools to become learning organisations. Litchtman (2006), Babbie and Mouton (2009) state that a case study

is an approach in the field of research which seeks to provide a unique example of real people in real situations and enables readers to understand how ideas and practice can be incorporated to make living meaningful. They further state that a case study can establish a cause and effect and can observe effects in real contexts.

What this means is that qualitative methods can be used to elicit in-depth information that could not have been easily obtained through other approaches. For instance, while the historical method will seek to grab the already available information, a case study seeks to "enhance our understanding of the phenomena under investigation with the aim of finding ways of improving such" (Jegede, 1999, p. 40).

According to Jegede (*ibid.*), the case study method offers flexibility in the data collection procedures as determined by a researcher for research purposes. Furthermore, a case study assists a researcher to find solutions to problematic situations. The choice of the research design, however, did not disregard the disadvantage of this methodology. One such disadvantage is its lack of generalisability.

This study will however not be in search of generalisability. Instead its focus will be on developing a better understanding of the topic. Therefore, measures will be made to intertwine pieces of related information to concretize results. For instance, the researcher will employ a triangulation of three instruments, namely, semi-structured interview, non-participant observation and document analysis in order to make sure that all findings are concretized.

1.7.3 Sampling

The population of the study will be academic members of the two secondary schools used in this study who are two Heads of Departments, one Deputy-Principal and one Principal. These were selected by means of stratified sampling on the basis of experience. The researcher employed purposive sampling in selecting these two secondary schools. In purposive sampling a researcher selects elements in the population, on the basis of his judgement on typicality. In that way he/she builds up a sample that will satisfy his or her needs (Cohen, *et al.*, 2000).

1.7.4 Data collection tools

The data collection methods will include semi-structured interviews, non-participant observation and document analysis. "Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures" (De Vos, Strydom, Fouche and Delport 2010). "Because measurement is fallible, the interpretive researcher encourages varieties of data and different sources and analysis methods in order to strive for validity" (Henning, van Rensburg and Smit 2004, p. 20).

1.7.5 Data analysis

The tape recorders are invaluable for semi-structured interviews and focus group discussions, (Henning *et al.,* 2004). Results will be recorded according to different themes and categories and will be represented through discussions according to issues addressed. This information will be incorporated, where possible, with what will be observed and what the documents

studied, revealed. Qualitative data will be also analysed and interpreted in relation to the theories referred to in the research proposal.

1.8 Ethical considerations

According to MacMillan & Schumacher (2006), ethical considerations refer to all the precautions, steps and efforts that researchers carefully put into practice to protect the research participants while interacting with them for data production. To achieve that, fictitious names will be used to represent the real names of the participants (Maree, 2007). Ethical issues will be those which pertain to research in general and those that pertain to the nature of this study in particular. The former will be with reference to the right to dignity, knowledge and confidentiality.

1.9   Theoretical frameworks

This study is underpinned by transformational leadership theory and distributed leadership theory which is discussed in the next chapter.

1.10   Limitations of the study

The findings of this study are limited to two schools only where the study was conducted. In no way can these be generalised to any other cases. The concept of transformational leadership is a broad one and has been researched widely. There are therefore many varying opinions regarding good leadership. This study's opinions are derived from a number of sources.

1.11 Organisation of the study

This study is divided into five chapters and each chapter deals with a different aspect of the research process.

Chapter One is the introductory chapter of the study. It introduces the study, the rationale for the study, the background of and motivation for the study, focus of the study, research aims and research questions guiding the research, significance of the study, definition of concepts, theoretical framework, limitations of the study and the organisation of the study and chapter summary.

Chapter Two presents the literature review on the current state of knowledge about learning organisations and the theoretical framework guiding the study.

Chapter Three provides a description of the research process, design methodology and methods as well as justification for methodological choices.

Chapter Four presents data findings and discussions.

Chapter Five summarises the main findings of the research, and provides conclusions and recommendations for the future improvement of transformational leadership at a school level.

1.12 Summary

In this chapter I have presented an introduction and background to the study, the purpose and the rationale for the study, motivation for the study, focus of the study, research aims and questions, significance of the study, definition of concepts, theoretical framework, limitations of the study and the organisation of the study. The next chapter discusses the literature and theoretical framework that underpins this study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 Introduction

In the previous chapter, a brief introduction was given which provided the background for the study, the purpose and the rationale for the study, focus of the study, research aims and questions, significance of the study, definition of concepts, theoretical framework, limitations of the study and the organisation of the study. This chapter deals with the literature review and theoretical framework that underpin this study.

2.2 Literature review

2.2.1 Transformation in South African school education

Thurlow (2003, p. 33) notes that the major educational policy concerns in South Africa include, 'poor performance and inadequate outcomes of schooling'. These issues relate to what has been described as the absence of a 'culture of teaching and learning' in many South African schools (Bush and Anderson 2003). The predominant culture in South African schools reflects the wider social structure of the post-apartheid era. Decades of institutionalised racism and injustice have been replaced by an overt commitment to democracy in all aspects of life, including education (Bush and Anderson, 2003).

The years of struggle against apartheid inevitably affected schools, particularly those in the townships (Bush and Middlewood, 2005). One of the 'weapons' of the black majority was for youngsters to 'strike' and demonstrate against the policies of the white government.

Similarly, teacher unions were an important aspect of the liberation movement and teachers would frequently be absent from school to engage in protest activity. In the immediate post-apartheid period, it was difficult to shift from struggle and protest to a culture of learning (Bush and Middlewood 2005). Badat (1995, p. 143) claims that, 'the crisis in black education, including what has come to be referred to as the "breakdown" in the "culture of learning"…continued unabated'.

During the past seventeen years of democracy, South African schools have undergone enormous changes as a result of development in the social, political, economic and educational arenas (Department of Education, 1996). Van der Westhuizen and Theron (2003, p. 216) mention not only is education in both the white and black communities in the midst of a process of change and renewal, but the whole education system is also in the process of change and renewal. Changes in education legislation translate into school policies, e.g. admission, curriculum and language policies which result in a large number of multi-cultural schools. This marks a tremendous challenge to school leaders.

The values underpinned in the South African Constitution call for fundamental changes in educational institutions (Department of Education, 1996). The National Department of Education has shifted the vision and direction of the South African education system since 1994, through a series of policy initiatives (Department of Education 1996, p. 11). These initiatives were a part of an effort to restructure South African education to be in line with the country's constitution.

New leadership styles in schools require that principals make their schools accountable to the community. Successful schools are not only collaborative internally, but they have the confidence, capacity and political wisdom to reach out, constantly forming new alliances with all stakeholders, including Non- Government Organisation (NGO's), (Sayed, 2002). It also requires new improved skills, knowledge and attitudes to cope with a wide range of new demands and challenges. Some of the challenges faced by principals are: maintaining the standard for education, greater contact with parents, assuming change and conflict among educators, limited resources and being accountable to the community they serve. These challenges demand a radical shift in leadership styles.

McLennan and Thurlow (2003, p. 1) state that,

> Education policies for a 'new' South Africa show remarkable congruence with international trends. South Africa's commitment to poverty alleviation, education for lifelong learning and the integration of formal and non-formal education are mixed with emphasis on the need for educational development.

This implies that there is a need to change to a democratic type of education. This is also indicated in the South African Schools Act, 84 of 1996 which places all South African schools firmly on the road to a school based system of education leadership and management. This was the beginning of a new democratic educational system and working in partnership with the School Governing Body. Principals, including relevant stakeholders are responsible for the leadership and management of their own schools. New policy frameworks and legislation both nationally and provincially emphasize that governance and management need to be re-conceptualised at all levels of the education system especially at school levels

and be sensitive to the South African context. This was due to the influence of British and American literature on school effectiveness and quality. In South Africa there has been a more recent shift in approach towards education leadership and management, improving teaching and learning. "Changing South Africa's education and training system is only possible if there is harmony between the vision for transformation and the day-to-day realities of those working in the system" (Department of Education, 1996, p. 17).

The National Department of Education acknowledges the central importance of effective leadership and management at all levels of the education system: in the 2nd White Paper (Department of Education, 1996) and in the subsequent appointment of a National Task Team on Education Management Development. The Report contained numerous strategic recommendations for a new approach to management development and supported all stakeholders in improving teaching and learning in our schools. However, nothing substantive has yet emerged from the national Department of Education in the form of coherent policy or strategy. The 'new approach' to education management advocated in the Task Team report is characterized as an integrative and collaborative one. Reference is made to the role of transformational leadership in self-management (Department of Education, 1996).

Tichy & Devanna (1990) consider school principals as change agents and suggest that as transformational leaders they are the ones who should take on the responsibility for revitalizing organisations by recognizing the need to change, creating new visions, gaining support and commitment to those visions and finally transforming those schools into learning organisations. The implication here is that the principals are expected to have a clear vision

for their schools and the ability to communicate this vision to the other members of the staff. Transformational leadership looks at the basic purpose of the organisation, giving other people in the organisation a vision that will transform the existing situation to parallel democratic values.

The South African Schools Act, 84 of 1996 (SASA), the cornerstone of South African education, imposes a host of new responsibilities on the principal such as the need to change schools from a 'top-down' approach where principals were at the receiving end of 'participatory' management styles of leadership. It remains to be seen how principals are responding to this rapid transformation and the sudden onslaught of challenges. South African schools are beginning to get a sense of what Fullan (2000, p. 157) presents as a scenario prevalent in schools:

> The walls of the school have come tumbling down, metaphorically speaking. 'Out there is now in here', as government policy, parent and community demands, corporate interests, and ubiquitous technology have all stormed the walls of the school. The relentless pressures of today's complex environment have intensified overloads.

This implies that, with the devolution of power to schools, principals have gained more power, authority and additional responsibilities. According to the School Register of Needs (Department of Education, 2000), South Africa has a diversity of schools ranging from the well resourced, to the poverty stricken, each with its own diversity in terms of culture, demographics, language, staffing and community. Whatever the condition at the site, the principal is expected to work in partnership with all stakeholders, to lead and manage change in the school.

Bhagowat (2006) states that South Africa is currently experiencing the need for the principal to extend beyond the role of administrative manager because of the wave of school reforms spanning national boundaries. This movement validates Marsh's (2000, p. 129) prediction:

> Pressures for accountability…will also push schooling. The paradigm shift will involve major changes and new patterns of leadership, but also the significant educational leadership of the school principal – the reforms will not be successful without this educational leadership from the principal.

This shift from centralised control to school autonomy means that principals can no longer depend, as in the past, on the Department of Education for guidance on how to lead and mange their schools. Schools have been given greater autonomy and are therefore expected to be self-managing in the daily running of the affairs of the school. These profound changes imply that principals, members of the school management teams, educators and parents have to change their perceptions, their roles and responsibilities in schools. In the past principals played managerial roles of implementing regulations, government policies and were accountable to the education department (Steyn and Squelch, 1997). The ushering in of the new political dispensation in South Africa saw the beginning of democratic process in various sectors including education. The passing of the South African Schools Act 84 of 1996 was to democratise the education system.

The major thrust of transformation in South Africa is the provision of equal education to all learners, irrespective of their racial, social or economic backgrounds. This is being attempted *via* legislation being enacted in the spirit of democracy and transformation, but policies alone

cannot achieve this goal (Department of Education, 1996). Rather, the success of these policies will depend on implementation and, more importantly, by the people who are responsible for this. In the context of schooling, it is none other than the principal who is responsible for the interpretation and implementation of policies. It follows that the role of the principal must evolve from that of the administrator / manager to that of leader, or more specifically to a transformational leader (Department of Education, 1996).

2.2.2 Leadership and management

Bolam (1999, p.194) defines educational management as 'an executive function for carrying out agreed policy'. He differentiates management from educational leadership which has 'at its core the responsibility for policy formulation and where appropriate, organisational transformation' (p.194). Writing from an Indian perspective, Sapre (2002, p. 102) states that 'management is a set of activities directed towards efficient and effective utilisation of organisational resources in order to achieve organisational goals'.

Bush (2003) argues that educational management should be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction which should underpin the management of educational institutions. Management is directed at the achievement of certain educational institutional objectives. Unless this link between purpose and management is clear and close, there is a danger of 'managerialism', 'a stress on procedures at the expense of educational purpose and values' (Bush 1999, p. 240). The emphasis is on managerial efficiency rather than the aims and purposes of education (Newman and Clarke 1996; Gunter 2001).

Leadership and management at all levels of the school are judged by their effect on the quality and standards of the school. Leadership should provide the drive and direction for raising learner achievement, while management should make the best use of the resources and processes to make this happen. Management includes effective evaluation, planning, performance management and staff development. Most writers such as Bush and Joubert (2004) who make distinctions between leadership and management also recognize that the concept overlaps and that both are necessary for organisational success. Both are about motivating people and giving them a sense of purpose to the school and their role in achieving it.

> Leading and managing are distinct, but both are important. Organisations, which are over managed but under-led, eventually lose any sense of spirit or purpose. Poorly managed organisations with strong charismatic leaders may soar temporarily only to crash shortly thereafter. The challenge of modern organisation requires the objective perspective of managers as well as the brilliant flashes of vision and commitment leadership provides (Bolman and Deal, 1997, pp. 13-14).

Both aspects are necessary for successful schools and I agree with Bush and Glover (2003), p. 102), who argue that in the current policy climate, schools require both visionary leadership and effective management. In reality, leaders and managers are also indistinguishable and both are required for successful schools. In fact, writings in the business context have recently noted that management is leadership and the ability to mobilize collective actions to face challenges.

Leadership is aligned to the concept of transformational leadership (Bush and Glover, 2003).
A leader acts as a driving force by bringing values and learning to the organisation. He/she is
a role model/mentor/coach who influences/inspires followers to develop and to realize the
organisation's vision (Klotter, 1996; Collarbone and Billingham, 1998; Maxwell, 2002).

This implies that leaders do not always have to have the keys to the safe, he/she needs to
delegate and trust others and spend more time being productive rather than policing.
Management refers to an orientation towards results and goals, organizing tasks and systems,
while leadership alludes to an orientation towards human relations and organizing people.

Management has a connotation of being rational, of being a process that involves the head
instead of the heart. It is associated with words like efficiency, planning, paper work,
procedures, regulation, control and consistency. Leadership, however, is associated with
words like risk taking, dynamic, creativity and vision (Huges in Gerber *et al.,* 1998, p. 287
cited by Prinsloo *et al.,* 2006). In many ways, the difference between being perceived as a
leader or a manager is a function of the specific responsibilities of a given role and how a
person in that role chooses to fulfil those responsibilities.

2.2.3 Leadership approaches

Although seeing the relationship as indirect, both the international and South African
research literature has identified the role of the principal as key in contributing to
transforming a school into a learning organisation. There is consensus in the USA and
European literature, and increasingly also in South African research, that school managers
play a crucial role in creating the conditions for improved instruction (Marsh 2002; Spillane

2004; Taylor 2007). What is less understood is what is the role of leadership and management in transforming schools into learning organisations. Grace (2001) in an overview of the approaches to leadership in the literature, draws attention to the tensions that exist in a consideration of school leadership-between more technicist, managerial approaches on the one hand, and an approach that recognises context, and the moral, ethical and fundamentally social ways in which leadership in schools is constituted on the other.

Authors such as (Spillane *et al.* 2006) classify the leadership literature in different ways. Some categorise it in terms of the assumptions underlying particular approaches, while others adopt a more normative approach that focuses on delineating different 'styles' of leadership. Lingard (2002) summarises the approaches in the literature in terms of trait theories, situational theories and transformational leadership. Similarly, Spillane, Halverson and Diamond (2004) identify five different approaches in leadership studies: trait studies; sets of behaviours, or leadership styles; contingency or situational approaches; a cognitive tradition; and institutional theory.

The criticisms levelled at the different approaches are similar in different accounts of trait studies, the major criticism is that they are anti-organisational and anti-professional (Elmore 2005), focusing as they do on individual and personal talents and charisma. The cognitive tradition, which focuses on leaders' thinking, values and beliefs, runs the risk of ignoring organisational, cultural and political issues. On the other hand, it is often argued that institutional theory, or situational approaches that see leadership as an organisational quality, run the risk of smothering human agency (Spillane, Halverson and Diamond 2004).These

approaches are also criticised for emphasising technique over substance (Lingard *et al.* 2002), with the emphasis on 'right' behaviours and styles. The literature on leadership styles (Sergiovanni, 2001) is largely normative, with a relatively weak empirical research base. Finally, criticisms of transformative leadership are concerned with its variable definitions and lack of clarity and, in some cases, its normative approach, not amenable to empirical verification (Elmore, 2005).

What emerges from the review of the literature so far is that more normative definitions, such as transformational leadership, offer few aspects which are easily measurable and which can be closely linked to the role of leadership and management in transforming schools into learning organisations. Much of the literature renders principals' work as technical and managerial, leaving out what Thomson (2001, p.5) refers to as embodied moral subjects dealing with complex and shifting realities.

In their recent review of the leadership literature, Bush and Glover (2003, p. 12) identify models of leadership that provide 'a starting point for a normative assessment of school leadership'. They also point out the weak empirical support for these constructs and the artificial distinctions between the different models. Looking at the leadership literature, it is certainly difficult to discern how different models of leadership differ. Although Bush and Glover (2003) argue for 'integrated model of leadership' it seems unlikely when there are different models applied to the same conceptual terrain, i.e. 'instructional leadership', 'learner centred leadership' and 'pedagogical leadership'. The review thus far has dealt with

leadership and management studies in general. The next literature review considers studies that focus on both transactional and transformational forms of leadership.

2.2.4 Transformational leadership

The model most often linked to vision is 'transformational leadership' which Gunter (2001, p. 69) says is about building a unified common interest between leaders and followers. Transformational approaches are often contrasted with transactional leadership:

> Transactional leadership is leadership in which relationships with teachers are based upon an exchange for some valued resource. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange transaction. Transformational leadership is more potent and complex and occurs when one or more teachers engage with others in such a way that administrators and teachers raise one another to higher levels of commitment and dedication, motivation and morality. Through the transforming process, the motives of the leader and follower merge (Miller 2001, p. 182).

Leithwood (1994) notes that 'building school vision' is a key dimension of leadership but also refers to the need for goals and structures. He reports on seven quantitative studies and concludes that:

> "transformational leadership practices, considered as a composite construct, had significant direct and indirect effects on progress with school-restructuring initiatives and teacher-provided student outcomes." (p. 506)

Transformational leadership is a type of leadership style that is both democratic and situational, as well as being concerned with doing the right things. Leaders and followers are united in the pursuit of higher-level of goals common to both. Both leaders and followers

want to become the best and both endeavour to shape the school in a new direction (Bass, 1985). Burns' (1978) comprehensive study of leadership over many countries suggests that successful leaders in terms of bringing about change in direction or new levels of achievement have exhibited transformational leadership skills /qualities. Transformational leaders succeed in gaining the commitment of followers to such a high degree, that accomplishment becomes virtually a moral imperative. Leithwood (1992) argues that transformational leaders engage the aspiration of followers, tap their inner motivation, energize their mental and emotional resources and involve them enthusiastically in the work to be done. This kind of leadership does not merely obtain the compliance of followers and leaders so that they become virtually interdependent: their aspiration motives and values merged in mutual commitment to achieve the shared goals.

Transformational leadership entails the participation of all teachers as an independent group that forms an integral part of creating transformation and change, rather than focusing on the maintenance of control and power (Sergiovanni, 1992). The primary task of leadership is to build the condition for reflection, open dialogue, mutual respect for ideas and a focus on professional and institutional growth. Transformation leadership offers flexibility and expectations.

According to Bass and Avolio (1994), transformational leader has a sense of mission, gains respect, trust and confidence, acquires strong individual identification from followers, gives pep talks, increases optimism and enthusiasm and communicates his/her visions with fluency and confidence. A transformational leader actively encourages a new look at old methods,

fosters creativity and stresses the use of intelligence. A transformational leader provokes rethinking and re-examination of assumptions and context on which previous assessment of possibilities, capabilities, strategies and goals were based. This leader gives personal attention to all members, making each individual feel valued and each individual's contribution important. The leader coaches, advises and provides feedback in ways easiest for each group member to accept, understand and to use for personal development (Avolio *et al.,* 1991).

Transformational leadership shapes and alters the goals and values of followers to achieve a collective purpose that benefits the organisation. Followers are led to transcend their own self-interest to reach for higher goals. They have the ability to clearly articulate a vision of the future to be built together (Shamir, 1993).

2.2.5   Strategies for transformational leadership

Van Loggerenber as cited by Bhengu (2005) says that transformational leaders display dynamic actions by: providing clarity of focus so that everyone involved understands the intended outcomes of curriculum reforms, understanding group and change dynamics as natural phenomena, initiating and sustaining productive group dynamics within the context of situational leadership and relevant change management models, leading to the development of clear outcomes, facilitating individual accountability and constantly monitoring progress, ensuring the formation of effective networking to share ideas, best practices and nurture emotional support and, finally, facilitating the creating on clear priorities and ensuring their systematic implementation and celebrating small successes.

From the points raised previously, it is evident that this approach may be difficult for leaders. They need to develop coping strategies in order to be transformative principals. Therefore, principals need to acquire skills in organizing, planning, supervising, motivating, delegating, decision-making and building mutual trust. The renaissance or rebirth of education in the last decade has revolutionized the role of the principal. The implementation of policies increases the roles and responsibilities of the principal, who is expected for the first time, to draw on a multitude of roles and skills, particularly in the personnel field, rather that rely on bureaucratic direction as in the past (Handy, 1985,; Dignan (1990) as cited in Dimmock and O' Donoghue, 1997).

2.2.6 Characteristics of transformational leaders

Transformational leaders are people who can create significant change in both followers and the organisation with which they are associated. They lead changes in mission, strategy, structure and culture, in part through a focus on intangible qualities like vision, shared values and ideas and relationship building (Dimmock, 1996).

There are four stages of organisational change under transformational leadership. Firstly, is the need to make a compelling case for change. The transformational leader helps to bring about change by making a convincing case for it. This characteristically involves heightening followers' sensitivity to environmental changes and challenges and questioning the status quo (Dimmock, 1996).

Secondly, it is important to inspire a shared vision, seeking broad input and encouraging everyone to think of a new and better future. This might be achieved by involving all staff in the shaping and reshaping of the school/department's strategic plan on a regular basis. Staff

might be surveyed to establish their wants and needs. For example, in an educational context, a school principal or department head could also visit classrooms regularly (and encourage others to do the same) to better gauge collective requirements. Inspiring a shared vision will also be achieved through coaching and conscious role modelling strategies (Thrupp, 1999).

Thirdly, change needs to be embedded. This is achieved by, for example, monitoring progress, changing appraisal and reward systems and hiring staff with a commitment to collaboration. Together these should also empower followers to help achieve the organisation's objectives. What leaders pay attention, to who what they measure, and how they measure it, and what they control (Carloson and Perrewe, 1995) Fourthly, are critical factors in transformation of an organisation's culture and embedding new ways of thinking and acting.

In summary:

> transformational leader articulates the vision in a clear and appealing manner, explains how to attain the visions, acts confidently and optimistically, expresses confidence in the followers, emphasis values with symbolic actions, leads by example and empowers followers to achieve the vision (Stone, Russell and Patterson, 2003, p.4).

Transformational leadership is effective regardless of culture; the level of effectiveness depends to some extent on cultural values.

2.2.7 Criticisms of transformational leadership

Libertarians and organisational development consultants have questioned the morality of transformational leaders. Transformational leadership has potential for the abuse of power. Transformational leaders motivate followers by appealing to strong emotions regardless of

the ultimate effects on followers and do not necessarily attend to positive moral values. Transformational leaders can exert a very powerful influence over followers, who offer them trust and respect. Some leaders may have narcissistic tendencies, thriving on power and manipulation. Some followers may have dependant characters and form strong and unfortunate bonds with their leaders. Transformational leadership lacks the check and balances of countervailing interests, influences and power that might help to avoid dictatorship and oppression of a minority by a majority (Hays, 2006).

To conclude, Bass and Avolio (1994) summarizes some of the other criticisms of transformational leadership. It lends itself to an amoral self-promotion by leaders since it makes use of impression management. He suggests it is antithetical to organisation learning and development involving shared leadership, equality, consensus and participative decision-making. It encourages followers to go beyond their own self-interest for the good of the organisation and may emotionally engage followers in pursuit of evil ends.

2.2.8 The relationship between transformational leadership and a learning organisation

The idea of a learning organisation in the context of leadership and management theories was developed by Argyris and Schon (1978) and made popular by Senge (1990). Senge (2006) defines:

> a learning organisation as one which has the potential to transform itself
> by; harnessing the individual and collective learning of organisational
> members, empowering people both within and outside the organisation,
> managing knowledge effectively, utilizing technology efficiently; so as to
> better adapt and succeed in the changing environment

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Many researchers have identified leadership as being one of the most important factors, among the many factors, that influence the development of learning organisation (Senge, 1990; Johnson, 1998; Prewitt, 2003; Sadler, 2003). These scholars suggest that learning organisation call for a different kind of leadership as compared to the traditional leadership roles. The transition to a learning organisation involves change in a complex system. Transforming a complex system is difficult without a leader who understands the needs of the situation, the people and the goal and undertakes the necessary action to achieve the transition. These scholars further suggest that creating a collective vision of the future, empowering and developing employees so that they are better able to handle environmental challenges, modelling learning behaviour and creating a learning environment, are crucial skills for leaders of learning organisations. The type of leadership considered in the transforming of township schools into learning organisations in this study is transformational leadership.

As pointed out by various authors, studies on learning organisations, though vast, do not offer suggestions to senior managers on how to transform their organisations into learning organisations. Studies on leadership also do not specify the roles of leaders in a learning organisation (Johnson, 2002). Among the objective of this study is to an attempt to understand the leadership style appropriate to a learning organisation.

Developing into a learning organisation means transforming from a traditional organisation to one which values people and emphasizes on learning to improve performance. This requires people who thrive on challenge of change, who can foster environments of

innovation, who encourage trust and collaboration and who are prepared to chart a course in uncharted territories. Hence, learning organisation requires effective leaders who provide a sense of direction to organisational members and facilitates the transition and not top-down command and control. The primary role of leaders trying to transform their organisation is to achieve an intellectual transformation of the workforce (Waldersee, 1997).

Kofman & Senge (1993) identified that leadership should not be focused in one position or one individual, but is a characteristic to be developed in all the members of the organisation. Johnson (2002) has identified three crucial roles: visioning, empowerment and the leader's role in learning. Therefore, learning organisations requires transformational leaders who empower followers and motivate them to perform beyond expectation, articulate and communicate a clear vision and are committed to learning. In this era of intensified competition and rapid transformation and change, successful organisations are those that can recognize, react to, and prosper in a changing environment (Johnson, 1998). The capacity for change and improvement is linked with learning. To obtain and sustain competitive advantage organisations must enhance their learning capacity and must be able to learn better and faster from their successes and failures, from within and from outside (Marquardt, 1996). Learning is the critical competency of the 1990's (Dixon. 1992) and is the key to being able to identify opportunities and to exploit them rapidly and fully. Learning has now been recognized as an important ingredient of organisational change and the ability of individuals and organisations to learn becomes the primary means of winning (Senge, 1994).

Dvir, *et al.,* (2002) and Hetland and Sandal (2003) showed work motivation, or willingness to exert extra effort, is the outcome variable that is best predicted by transformational leadership. Transformational leaders motivate followers such that the followers find their work to be more meaningful, important and self-congruent which leads to increased job satisfaction (Bono and Judge, 2003). Transformational leaders raise the followers' self-concept, thus affecting the self-expression, self-consistency, self-esteem and self worth aspects of motivation, and thus inspire followers to improve their performance (Shamir 1993).

Followers of transformational leaders become self-motivated and are willing to take responsibility that enhances their ability to think and act on their own (Avolio, Zhu and Bhatia 1991). Therefore, through follower development and empowerment, transformational leaders raise the ability and motivation of the followers to enhance their performance (Bass, 1997). By raising followers' social identification with the work unit or organisation, transformational leaders empower employees by connecting them to the bigger entity, the organisation, and raising their self-concept (Kark *et. al.,* 2003).

Kark *et. al.,* (2003) advocate that transformational leadership is positively related to personal identification of the followers with the leader therefore followers emulate the leader and share similar values and beliefs with them. By articulating a compelling vision, they arouse team spirit and inspire followers to focus on the goals and the shared vision (Bass, 1999). Watkins and Marsick (1996) found that leaders' vision and vision implementation in the form of task cues had a positive influence on followers' performance. Vision led to higher congruence between the followers' and leaders' beliefs and values and inspires followers' to

improved performance through setting of specific goals and raising self-efficacy, whereas task cues led to task clarity and intellectual stimulation.

2.2.9 Instructional leadership

To be a transformative leader to transform schools into learning organisations, the principal must become an instructional leader so that teaching and learning can take place. The principal must be actively involved in the curriculum if schools want to transform into learning organisations. According to John West-Burnham (2002), knowledge and skills are needed to build personal values, self awareness, feelings and moral capabilities. When principals play the role as instructional leaders, they need to have the knowledge of learning theory and effective teaching. Therefore, principals must have sufficient knowledge, experience and skills to participate in instructional leadership.

2.3 Theoretical frameworks

This study is underpinned by two theories which are transformational leadership theory and distributed leadership theory. These theories are discussed below.

2.3.1 Transformational leadership theory

Among the objectives of this study is transforming township schools into learning organisations and the role and challenges leadership and management have to contend with. The concept transformational leadership as described by Burns (1978) was a dynamic vision and commitment to what can be accomplished for the organisation. Much responsibility is given to members of the team. Learning exploration and creativity is encouraged. Leaders act

as change agents, that is, they courteously believe others can deal with complexity, ambiguity and uncertainty. They are also life-long learners and they have strong belief in themselves. They are aware of personal strength and weakness and they have a strong belief in the success of the organisation.

Transformational leadership leaders motivate followers such that the followers find their work to be more meaningful, important and self-congruent which leads to increased job satisfaction (Bono and Judge, 2003). Transformational leaders raise the followers' self-concept, thus affecting the self – expression, self-consistency, self-esteem and self- worth aspects of motivation, and thus inspire followers to improve their performance (Shamir, 1993).

Kark *et. al,* (2003) advocate that transformational leadership is positively related to personal identification of the followers with the leader therefore followers want to emulate the leader and share similar values and beliefs with them. By articulating a compelling vision, they arouse team spirit and inspire followers to focus on the goals and the shared vision (Bass, 1999).

2.3.2 Distributed leadership theory

Distributed leadership theory is a relatively new concept to emerge in the literature on education leadership, having gained prominence since the mid-1990s (Timperley, 2005).

Distributed leadership theory is conceptualised as a social practice (Spillane, Halverson and Diamond, 2004; Spillane, 2006). Briefly, this conceptualisation of distributed leadership as social practice centres on the dynamic interactions between multiple leaders who interact with followers in particular situations. One form of leadership that reflects the shift from

leadership as individual pursuit to leadership conceptualised as a shared activity has been termed 'distributed leadership' (Gronn, 2000; Harris, 2004; Spillane *et al*, 2004; Spillane, 2006). Two collections of work that both reflect and examine the growing significance among educational leadership researchers of "distributed leadership" have been published (Leithwood, Mascall, and Strauss, 2009; Spillane & Diamond, 2006). Both books provide a good foundation for understanding the empirical and normative claims being made in the name of distributed leadership.

In its simplest form, distributed leadership theory incorporates the notion of multiple leaders who interact with followers in dynamic ways of thinking about leadership and management. However, despite its present popularity, there is little agreement about the meaning of the term 'distributed leadership' and the field lacks empirical work on how leadership is distributed (Harris, 2004; Timperley, 2005; Spillane, 2006). The relevance of this theory in my study is that the involvement of the stakeholders has played a significant role in decisions made by the principal. There is evidence that opportunities are given to involve people's opinions and that leadership and management structures are in place to serve a purpose as opposed to the creation of a hierarchy of control and co-ordination.

As a consequence, 'distributed leadership' (Gronn, 2000) has become viewed globally as the way forward. Leadership within this approach is, 'fluid and emergent rather than as a fixed phenomenon' (Gronn, 2000, p. 324) and involves teachers at various times as both leaders and followers working together to evolve problems and accomplish tasks. Research evidence from school improvement projects international is cited as proof of the success of teacher leaders in improving school and classroom practice (Harris, 2004).

The practice of distributed leadership is also viewed as fundamental to the realization of another global concept, that of schools as 'learning organisations '. For Senge (1990, p. 3) a learning organisation is one:

> "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together".

 The emphasis he places on the need for a climate of cooperative sharing echoes Rosenholtz's (1989) findings that collegiality was an important element that differentiated enriched' from 'learning impoverished' schools. (Muijs, 2005, p. 310). In this study, the idea of leadership as distributed across multiple people and situations "has proven to be a more useful framing for understanding the realities of schools and how they might be improved" (Timperley, 2005, p. 395) than other forms of leadership. The appeal of this shared or distributed form of leadership is because it results in, "the abandonment of fixed leader-follower dualisms in favour of the possibility of multiple, emergent, task-focused roles" (Gronn, 2000, p.325). More recently, Gronn, working within the frame of distributed leadership as activity (and activity theory in particular), is of the opinion that "leadership is more appropriately understood as fluid and emergent, rather than as a fixed phenomenon" (2000, p. 324). For Bennett, Harvey, Wise and Woods, distributed leadership is a way of thinking about leadership which can be described as "not something done by an individual to others" (2003, p. 3) but rather "an emergent property of a group or network of individuals in which group members pool their expertise" (2003, p. 3). For them it is a form of leadership which is "fluid rather than located in specific formal roles or positions, blurring the distinction between leaders and followers" (Bennet *et al*., 2003, p.6).

2.4 Summary

In this chapter the constructs of transformational leadership theory and distributed leadership theory were used as theoretical frameworks to explore the role of leadership and management in transforming schools into learning organisations. In the next chapter, the research design and methodology of this study will be discussed. This will include the research method, sampling, research instruments, the data collection process, issues of validity and reliability, ethical considerations and the limitations of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter the literature that serves as a theoretical basis for this study was explored. This study is about transforming township schools into learning organisations. The purpose of this chapter is to outline the research methodology used in this study. The chapter then gives a description of the context of the study, participants in the study, procedures of data collection, method of data analysis, issues of validity and reliability, ethical consideration and limitations of the study. This chapter locates the study within the interpretive paradigm.

3.2 Research design and methodology

A research design is a plan or blue print of how one intends conducting one's research (Babbie and Mouton, 2009). Creswell (2007, p. 5) defines it as…'the entire process of research from conceptualising a problem to writing'. This is a qualitative study utilising case study design.

The research design helps to indicate the direction to be followed when generating data and how it will be analysed. Maree (2007) describes a research design as strategy which moves from underlying philosophical assumptions to specify the selection of respondents, data gathering techniques and data analysis to be done. An intrinsic case study is a study that is undertaken because one wants to have a better understanding of this particular case (Stake, 2005). An intrinsic case study will be used in this research because I want to obtain

information about social issues. According to Babbie and Mouton (1998) the research design is where the researcher explains why certain methods were used and what type of data is to be captured. This study thus constitutes and interprets qualitative data with interpretivism as a guiding methodology.

3.3 Qualitative approach

A qualitative research design was used in this research project. Before engaging in the discussion of the philosophical underpinnings of qualitative research methodology, I will outline the principle aspects of qualitative research that informed this research project. According to Terre Blanche, Durrheim, and Painter (2006, p. 563), "qualitative research seeks to preserve the integrity of narrative data and attempts to use the data to exemplify unusual core themes embedded in contexts". Qualitative research affords me the opportunity to understand the social and human behaviour as it is experienced by the participants (Arkava and Lane, 1983). It allows me to understand the role and challenges of transforming township schools to become learning organisations. Geertz (1997) argues that understanding comes from the act of looking over the shoulders of actors and trying to figure out (both by observing and conversing) what the participants think they are up to. The idea of acquiring an 'inside' understanding is a powerful central concept for understanding the purpose of qualitative inquiry. Bryman (1988) argues that one characteristic of qualitative research is that it is essentially concerned with looking at events, values and actions from the perspective of those being studied.

3.4 Research paradigms

A number of research paradigms have been discussed by researchers like Mertens, (1998), Oakley, (2000), Usher, (2002) and others within the context of research paradigms. This section discusses the following research paradigms: positivist or post-positivist paradigm, interpretive or constructivist paradigm and emancipatory paradigm. Within positivist or post-positivist paradigm, researchers believe that the social world can be studied in the same way as the natural world. As opposed to the constructivists, who believe that values which influence the researchers should be made explicit, positivists believe that the methods of studying the social world should be value-free (Mertens, 1998). Oakley (2000) argues that this research is seen as expert in a sense that objectivity is seen as the truth and subjectivity as lies.

3.4.1 Positivism/ postpositivism

Positivists hold on to the notion that there is only one reality that exists and it is the responsibility of the researcher to discover that reality. Furthermore, they believe that the world is ordered and operates according to scientific laws (Robson, 2002; Mertens, 1998). Postpositivist researchers do believe that one reality exists but it can only be imperfectly known, and that the truth can be discovered within the confines of probability (Mertens, 1998).

Positivists believe that the inquirer and the inquired people are independent of each other, meaning that they do not influence each other. Modifying this belief, postpositivists acknowledge that hypotheses, theories and background knowledge held by the researcher can influence what is observed (Mertens, 1998). Positivists believe that the goal of research is to

derive universal laws. Furthermore, Positivists argue that the researcher should remain neutral in order to prevent values and biases from influencing their studies (Mertens, 1998).

Mertens (1998) contends that positivists borrow their experimental methods from the natural sciences. In contrast, postpositivists argue that methods used by positivists are not appropriate for education. As a result, postpositivists employ quasi-experimental methods (Campbell and Stanley, 1966; Cook and Campbell, 1979), in Mertens (1998). Robson (2002); Mertens (1998); Denscombe (1998) contend that quantitative methods are predominantly used in post-positivism though qualitative methods could also be used as well.

3.4.2 Interpretivism/constructivism

Researchers of interpretive or constructive paradigms believe that reality is socially constructed. This is the one of the basic tenets of this theoretic paradigm. There is no objective reality that can be known, but there are multiple realities (Mertens, 1998; 2002). Robson (2002) contends that because of multiple realities, it is therefore not possible to fully establish research questions beforehand. Mertens (1998) provides an example of different meanings that can be attributed by different people on the same instances: the concepts of minority, feminism and disability are socially constructed and will therefore have different meanings of people.

The basic assumption of interpretive paradigm is that knowledge is socially constructed by those in the research process and that it is the duty of the researcher to understand the complex experience from the point of view of the participants (Mertens, 1998). As opposed

to post-positivists who believe that the researcher and the researched person are independent of each other (Robson 2002), constructivists hold that inquirer and the inquired person influence each other. It is for this reason that the constructivist will opt for more personal, interactive modes of data collection (Mertens, 1998).

Researchers in this paradigm use qualitative methods in order to gauge perceptions of the participants. Methods widely used are observations, interviews and document reviews (Mertens, 1998; Robson, 2002; and Denscombe, 1998). Mertens (1998, p. 14) argues:

> "These methods are applied in correspondence with the assumption about social construction of the reality in that research can be conducted only through interaction between and among investigator and respondents".

As mentioned earlier, due to the existence of multiple realities, research questions cannot therefore be definitely established; instead they will revolve and change as the study progresses (Mertens, 1998). This therefore means that research questions are rendered to be flexible and should respond to change.

3.4.3 Emancipatory/critical paradigm

Emancipatory paradigm is the third paradigm in three paradigm wars. This paradigm includes, to mention a few, critical theories, participatory action researchers, Marxists, feminists, ethnic minorities and persons with disabilities (Mertens, 1998). Mertens contends that emancipatory researchers argue that the constructivists or interpretive researchers "did change the rules; but did not change the nature of the game" (Mertens, 1998, p. 15). Emancipatory paradigm criticises interpretive or constructive researchers that their research

still consist of a small group of powerful experts researching a large number of powerless participants (Mertens, 1998; Robson, 2002). Mertens (1998, p. 15) drawing on Oliver (1992) and Reason (1994b) asserts that emancipatory paradigm "directly addresses the politics in research by confronting social oppression at whatever level it occurs". Cohen, Manion and Morrison (2000) argues that the intention of the researchers of emancipatory paradigm is the emancipation of the individuals and groups in an egalitarian society.

Emancipatory researchers, like constructive or interpretive researchers, believe that there are multiple-realities as opposed to only one reality as suggested by positivists. For the emancipatory paradigm, more stress is placed on the influence of cultural, political, social, gender, ethnic, economic and disability values when reality is constructed (Mertens, 1998). Furthermore, these researchers argue that the reality needs to be critically examined because it may account for perpetuating oppressive social structures and policies.

Emancipatory paradigm regards the relationship between the researchers and the participants as interactive. Mertens (1998) stresses that this relationship should be empowering to those who are powerless. Taking this point further, Kelly, *et al.,* (1994) in Mertens (1998, p. 20) contends:"…the research should examine ways the research benefits or does not benefit the participants". Researchers of this paradigm believe that objectivity could be achieved by reflecting on the influence of values and social position of the researcher.

Emancipatory researchers use a variety of methods to obtain the desired knowledge and understanding. Empiricists tend to use quantitative methods with the caution of not using the quantitative methods used by post-positivist researchers. The caution is applied so that they

can avoid sexist, racist or biased results (Mertens, 1998). Participatory emancipatory researchers believe that it is essential to involve participants in the planning, conduct, analysis, interpretation, and the use of the research (Mertens, 1998).

3.5 The rationale for utilising the interpretive paradigm

This research is positioned in the interpretive paradigm that emphasizes interpretation and experiences. The interpretive paradigm will be used because the researcher will be dealing with the participants in their context. Furthermore, the researcher will be trying to understand the phenomena through the eyes of the participants. In this interpretive paradigm, the focus is on harnessing and extending the power of ordinary language and expression to help us understand the social world we live in rather than on isolating and controlling variables (Babbie and Mouton, 1998). The researcher will use this paradigm because the researcher will be working with the participants in their natural environment. Nieuwenhuis (2007) argues that the interpretive paradigm is based on the assumption that human life can only be comprehended from within. It is for this reason that the research is conducted within the school context. The interpretive researcher assumes that human mind is the purposive source of meaning and the social world does not exist independently of human knowledge because human behaviour is affected by knowledge of the social world (Nieuwenhuis, 2007). Furthermore, it will allow me to try to understand the phenomena through the eyes of the participants.

According to Babbie and Mouton (1998, p. 270):

> "Qualitative research is especially appropriate to the study of the attitudes and behaviours best understood within their natural setting, as opposed to the somewhat artificial settings of experiments and surveys".

This methodology makes sense in situations where we know in advance what the important variables are, and we are able to determine reason. Furthermore, the researcher will be trying to understand the phenomena through the eyes of the participants. The aim is to grasp how to interpret our own and others' action meaningfully. The idea of interacting with the participants in their natural setting and trying to understand the phenomena from their point of view is further emphasized by (Denzin and Lincoln, 2003, p. 5) when they argue that "The qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring". In this research, the researcher will use an inductive approach. In this approach a researcher begins with a set of vague speculations about a research question and tries to make sense of the phenomena by observing a set of particular instances (Terre Blanche *et. al,* 2006).

3.6 Selection of a case

According to de Vos, Strydom, Fouche and Delport (2005) a case study research is that which serves the purpose of facilitating the researcher's gaining of knowledge about social issues. In this research, an in-depth case study will be used, which, according to Radnor (2002), is the essence of interpretive research. According to Denzin and Lincoln (2003, p. 36) "the case study relies on interviewing, observing, and document review."

In line with Denzin and Lincoln (2003) interviews, non- participant observations and document review have been chosen as a means of data collection in this research project. A case study is an intensive study of a specific individual or a specific context. Leedy and Ormrod (2001) define a case study as a type of qualitative research in which in-depth data are gathered relative to a single individual, programme or events for the purpose of learning

more about unknown or poorly understood situations. The case study's commitment is to "come to grips" with the social world (de Vos, *et al.,* 2002). This study focuses on "coming to grips" with the participants in understanding challenges associated with leadership and management in transforming schools into learning organisations.

The research will be confined to only two secondary schools as it is felt that the data gained will be sufficient for this particular study. According to Leedy and Ormrod (2005), a case study enables a particular individual, programme, or event to be studied in depth for definite period of time. In this study the researcher wants to gain new insight into the role of leadership and management in transforming schools into learning orgainsations. Leedy *et. al* (2001) also point out that case study aim is to search in an inductive fashion for recurring patterns and consistent regularities. The interpretive perspective uses case study, as the researcher strives towards a comprehensive understanding of how the participants relate to each other in a specific situation and how they make meaning of phenomena (Maree, 2007).

3.7 Sampling

The research will be limited to two township secondary schools. For the purpose of this study purposive sampling will be used. Maree (2007) describes purposive sampling as the manner in which the participants are selected because of some defining characteristics that make them holders of the data for the study and it involves smaller sample sizes. For this research project, four Heads of Departments, one Deputy –Principal and one Principal will be selected on the basis of experience as participants, from each of the two secondary schools. Terre Blanche *et. al* (2006) state that the decision about how many cases is enough is dependent on

how much detail one is likely to gather in each case. The researcher employs purposive sampling in selecting these two secondary schools. In purposive sampling a researcher selects elements in the population, on the basis of his judgement on typicality. In that way he/she builds up a sample that will satisfy his or her needs (Cohen *et al.,* 2002).

According to Holiday (2007) the interviews and observations are socially located within a bounded setting, and become valid because they interconnect *via* an environment which contains other actions, events, icons and so on which gives them meaning. In each school, the social setting circumscribed the choice of the participants in that they are all academic members of the two secondary schools.

3.8 Data collection tools

According to Denzin and Lincoln, (2003, p. 36) "the case study relies on interviewing, observing, and document review." In line with Denzin and Lincoln (2003) the interviews, observations and document review have been chosen as a means of data collection in this research. Qualitative methods will be used to collect data as whole entities, which are forth coming from the participants in a much freer and less controlled way, with much of it occurring naturally (Henning, van Rensburg and Smith 2004).

The researcher will act like an insider as I am interacting directly with participants in their natural setting. Maree (2007) argues that qualitative research is concerned with people and systems in their natural environment, as he interacts with the participants. Data collection in a case study may involve observations, interviews, documents of past records and audio visual

material. The multiple instruments assist in the triangulation of the data received. According to Holiday (2007) interviews and observations are socially located within a bounded setting, and become valid because they interconnect *via* an environment which contains other actions, events, icons and so on which gives them meaning. In each school, the selected academic members are chosen on the basis of experience.

3.8.1 The semi-structured interviews

In this research, a semi-structured interview will be used in the generation of data. Interviewing is one of the best instruments for data generation (Seidman, 1998). In this research, I want to understand the feelings and opinions of the teachers towards the leadership and management approaches that promote schools to become learning organisations. Haralambos (1985) argues that unstructured (semi-structured) interview is seen as more appropriate for drawing out the attitudes and opinions of the participants. The qualitative researcher who approaches qualitative research from a qualitative perspective wants to make sense of feelings, experiences, social situations or phenomena as they occur in the real world and therefore wants to study them in their natural setting (Terre Blanche, *et. al,* 2006).

Henning, van Rensburg and Smit (2004) argue that the researchers who interview participants are co-constructors of meaning or data. The interviews will be conducted using the interview schedule in line with Seidman (1998), who contends that some forms of interviewing depend on an interview guide. According to Bell (1993) a major advantage of the interview is its 'adaptability' where the interviewer could follow-up ideas, and probe

responses, which is beyond the limitations of a questionnaire. The probing of the responses will enable the participants to clarify and develop the responses whereas in a questionnaire the responses have to be taken at 'face value'. Prompting and clues will be used to encourage the participants to elaborate further. Furthermore, it will enable me to probe the participants to dispel potential misunderstandings (Creswell. 2003). The interviews will be conducted on academic members of the two secondary schools.

3.8.2 Non-participant observation

This approach will be followed mainly because of the limited amount of time within which the data is collected. Moreover, a learning organisation exhibits certain observable characteristics and by jotting down the points the researcher will be able to collect information faster than if he has to conduct participatory observation. When defining this type of data collection, Jegede (1999, p. 136) argues,

> "This is the type of observation in which the observer stands at the distance from the observed. He does not participate in the activities involving the observed but rather records the characteristics displayed by the observed that are of interest to him. In this case however, he must be careful not allow the observed to become aware of his intent so as to control effect of change of behaviour".

According to Leedy and Ormrod (2001, p.158) one of the advantages of observation is to be flexible. They argue that an observer can then easily shift focus as new data comes to light. Its major disadvantage, however, is that the very presence of the observer may influence what the participants say or do and how significant events may unfold. Another disadvantage

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of observation is that researchers often write insufficient notes of what they have observed and so they do not completely reflect the reality (Leedy and Ormrod, p.158). The researcher must attempt to be as objective as possible. The researcher also must write as many field notes as necessary resulting in reliable findings.

Although Leedy and Ormrod, (2001, p.160) pinpoint the above disadvantages of observation, the tool is very convenient in this particular research. The school buildings enable the researcher to move from corner of the building to another and jot down field notes without disturbing anybody or being disturbed. Besides, there is an office to be given to the researcher to work in. Sometimes notes will be written in this office without many participants realizing it. The other advantage is that the school communities in general are cooperating with the researcher. This cooperation enables him to mix freely with them and gather as much information as was available.

3.8.3 Document review

The final means of obtaining data will be through document review. Documents will include: the school policies, the departmental policies, vision and mission statement, programme of meetings, programme of professional development, time book, log book, class attendance registers, attendance policy, code of conduct for the learners and code of conduct for the RCLs. The rationale for choosing these documents is that they could be easily accessed. The disadvantages of document review is that they may be biased as they were not written for research purposes. There may be subjectivity from the author as well as being an incomplete record of the situation. The document or part thereof may not be available to the researcher because of various reasons such as confidentiality and taken out of context, the document

may not be fully understood (Cohen, Manion and Morrison, 2000). The use of a variety of data collection methods is called triangulation (Henning, van Rensburg and Smit (2004). Through the triangulation of three research strategies, cross-validation will be achieved.

3.9 Validity and reliability

A question that authors like Silverman (2001) asks concerns the credibility, reliability and validity of the research findings that result from the use of a particular research method. Likewise, such question has been asked about qualitative research methods. The concepts of reliability and validity are regarded by some analysts (Kincheloe and McLaren, 1998; Bassey, 1999) as inappropriate in critical qualitative research because of the deliberate strategy, especially in semi-structured interviews, of treating each participant as a potentially unique respondent. Since the primary data of this study will be collected through interviews, the researcher has to guard against bias from the participants, myself, and the substantive content of questions. According to Cohen and Manion (2000), bias is likely to be endemic in semi-structured interviews, no matter how carefully the questions are formulated and how properly trained the interviewer has been. The objective of reliability in this study is to make sure that if a follow- up study of the same nature is to be conducted among the academic members of the two secondary schools, the same findings will be arrived at.

3.10 Limitations of the study

The findings of this study are limited to two schools only where the study will be conducted. In no way can these be generalised to any other cases. The concept of transformational leadership is a broad one and has been researched widely. There are therefore many varying

opinions regarding good leadership. This study's opinions are derived from a number of sources.

3.11 Ethical considerations

No research should be presented without some discussion of the ethical considerations pertinent to the study. Ethics in this study will be understood as "a matter of principled sensitivity to the rights of others, and that while truth is good, respect for human dignity is better" (Cohen, Manion and Morrison, 2007, p. 58). For Terre Blanche and Durrheim, the essential purpose of ethical research is, "to protect the welfare and the rights of research participants" (2002, p. 65). The researcher abide by the ethical norms of voluntary participation and intend no harm to participants in each of the six strands of the synthesis study as these norms were "formalized in the concept of informed consent" (Babbie and Mouton, 1998, p. 522). Furthermore, all participants will be aware of their right to withdraw at any time from the research. They will also be assured anonymity and the confidentiality of their responses will be guaranteed. According to MacMillan and Schumacher (2006), ethical considerations refer to all the precautions, steps and efforts that researchers carefully put into practice to protect the research participants while interacting with them for data production. To achieve that, fictious names will be used to represent the real names of the participants (Maree, 2007). Ethical issues will be those which pertain to research in general and those that pertain to the nature of this study in particular. The former will be with reference to dignity, knowledge and confidentiality.

3.12 Summary

This chapter provides information on the methods to be used in this research and expounds on the suitability of the qualitative research approach used in this study. It deals with the nature of the study, research design and methodology, the methodological approach, sampling, data collection process, issues of validity and reliability, data analysis, ethical consideration and the limitations of the study. The data that was generated through the use of these methods will be presented in the subsequent chapters. The next chapter will discuss the emergent themes that were obtained from the data collected from the documents and the participants in relation to the literature review. Furthermore, it will present the findings from the generated data.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter outlined the research design and methodology in this study. The purpose of this chapter is to present data and discuss the findings. The data was collected through interviews, observations and documents review. In addition, the researcher wanted to ensure that the voices of the respondents were not lost. Therefore, verbatim quotations are used in the data presentation. The emerging themes from the presented data are then discussed in terms of the research questions generated in chapter one and the theoretical and conceptual tools outlined in chapter two. The study evolved around the following questions:

- What is the role of leadership and management in transforming township schools into learning organisations?

- Why is it necessary for township schools to transform into learning organisations?

- What are the leadership and management approaches that promote township schools to become learning organisations?

- What are the challenges associated with leadership and management in transforming township schools into learning organisations?

Human interaction and context are inseparable twins (Creswell, 2003). To be able to understand the human interaction one needs to have the knowledge of the context where the human interaction occurs. Society must be seen as an ongoing process of interaction involving actors who are constantly adjusting to one another and continuously interpreting the situation (Blumer, 1996). It is therefore important that I give a description of both the

research sites and the participants. The school profiles based on the researcher's notes are presented first. Secondly, follows a presentation and discussion of the biographical data of the participants. Lastly, there is a presentation and discussion of the findings.

4.2 Site-by –site profiles

4.2.1 School-A

School-A High School is a township school situated north of Durban in an informal settlement called KwaBester near Inanda. It is a section 14 school (public school on private land) owned by the Inanda Community Development Trust (ICDT). The trust built the school and the Department of Education supplied human, physical and financial resources. This school was established in 2003 as a combined school starting from Grade 1 to Grade 12. A split was recommended by the then Member of Executive Council (MEC) for Education Mr Narend Singh in 2002 for better management of the school. The new school was then registered in 2003 under a new name and a new Education Management Information Systems (EMIS). The new school, which is a Secondary School, is separated by a fence from the Primary School. The Primary School is a feeder school for the Secondary section. The Secondary was structured such that the senior phase starts from grade 7 to 9 then FET (grade 10 to 12).

There are challenges facing the school. Though the school is in an informal settlement it is ranked as quintile 4 and falls under section 21, and most of the learners are exempted from payment of school fees. The school fee is R150 per year but very few learners manage to pay that amount. Most learners come from poverty stricken families. Some are relying on grants that they are getting, 45% of the learners are orphans and they are parenting themselves. The

overcrowding of classrooms is a major problem and there is no way that more classrooms can be built because of limited space. There are no playing facilities like sports ground for extra-curricular activities. The school is owned by the Trust which does not provide the needs for the school such as maintenance and repairs. The building structures are not strong and the sewerage system is very poor. Five HOD's are sharing a small room while 43 educators are utilizing one small staff room. The laboratory was converted into a classroom due to a shortage of classes. There is no library. There is no strong room to keep important documents safe. There are no ceiling boards. The classrooms are very cold in winter and very hot in summer.

4.2.2 School-B

School-B is situated in the Outer West of Durban Metro in Mpumalanga Township and has 1 200 learners. The road leading to the school is dusty and filled with potholes. The majority of the households are child-headed and sometimes grand-parents headed. The other fraction of households are single parents. The school gate is always monitored by a security guard, who in the mornings acts as the late-coming controller. The school yard is dusty and not level. During winter time it is dusty while in summer it becomes muddy. There is neither a library nor a science laboratory at the school. The school has one computer which is used mainly the administration clerk. The teachers still perform most of their day-to-day paper work manually. The classrooms are not electrified. Desks are still in use in the school instead of tables and chairs.

All staff members are permanently employed, and some of them are university graduates. The majority of the staff members are specialists in their subjects. The majority of teachers teach mainly Further Education and Training (FET) classes with only one addition of the

General Education and Training (GET) class. At the moment the school is offering three streams: Commerce, Science and General. The mission of the school is to strive to provide excellence and quality education to its learners by instilling in them democratic ideas, commitment, dedication and a realisation of their full potential, the application of which would be ploughed back to their society. Its management is organised in such a way that even educators participate in it in one way or another. The two Deputy-Principals, four HODs, five block managers (also called grade controllers) and also class teachers as well as various committees see to it that the principal finds it easy to manage the 33 educators and 1060 currently enrolled learners. The commitment which every educator has towards their learners is manifested in their willingness to have morning, afternoon, Saturday and winter school classes.

Figure 1. Diagrammatical representation of participants/ schools.

Schools(2)	School A			School B		
	Experience (years) in a management position	Gender	Age	Experience (years) in a management position	Gender	Age
Principal	7	Male	48	12	Male	47
Deputy Principal	03	Female	41	03	Female	40
Seven HODs	HOD-A1	10	Male	56	HOD-B1	01	Male	49
	HOD-A2	10	Male	57	HOD-B2	03	Female	40
	HOD-A3	03	Female	42	HOD-B3	03	Male	37
	HOD-A4	02	Female	41	HOD-B4		-	-

The above table shows that the principal of School-B has a longer experience in a management position compared to the principal of School-A. Both principals were appointed as principals because of their considerable experience as educators. They had to undergo the

process of selection and recruitment by the DoE. The principal of School-A has the shortest experience (seven years) as a principal in the current school. Both principals of School-A and School-B are very popular with the staff and the community they serve because they started as educators in their schools.

In terms of gender, both principals are males. This was not intentional, as the selection process of school was not based on the gender of the principals. The researcher only knew the gender of the principals when visiting them for the first time to ask for permission to conduct the study. All participants are Black South Africans.

Both School-A and School-B Deputy-Principals have the same experience in management positions. Both were HODs in the same schools before they became Deputy-Principals. The Deputy-Principals said that it was easy for them to execute their duties because they had taught in the same schools and thus knew where to make some changes and innovations. Both Deputy-Principals portrayed their understanding of leadership and management when they were defining and discussing issues around transforming schools to become learning organisations. These Deputy-Principals understood questions and gave examples by referring to their day-to-day activities. Both Deputy-Principals who participated in the study are females.

HODs in the schools studied had between 1 and 10 years of experience in management positions. All HODs were educators in the same schools before they became HODs. The HODs said that it was easy for them to manage their departments because they had taught in the same schools and thus knew where to make adjustments and changes. HODs mentioned that there were challenges that they faced such as educators taking advantage of them

because they used to share a staffroom and also reminded them of their weaknesses when they were post level-1 educators and when they gave educators instructions.

These HODs understood questions and gave examples by referring to their departments when they were answering the questions. The researcher was given the list of HODs who were willing to participate in the study by the principals after they had a meeting discussing the letter asking for permission to conduct the study in their schools.

Female HODs voices are dominant because there are three males and four females. Therefore, the researcher could not get equal representation of gender because one male HOD decided to withdraw.

4.3 The emerging themes

4.3.1 Understanding of transformational leadership

In the data collected it was evident that the participants had the same understanding of what transformational leadership is. One of the themes to emerge from the participants was that transformational leadership refers to that leadership that implements policies as prescribed by the department of education to ensure effective and efficient teaching and learning. It is leadership that takes into cognisance the status quo of the school and makes the best of it and its resources. They also added that in a democratic leadership style, transformational leadership is to be exercised but in a minimal level. When asked to justify their views, this is what one HOD said:

> "*All of us are included in decision-making. The staff and departmental meetings are opinion inviting. No one is forced to talk, but because you know that when you talk people shall listen to you and take your suggestions if they prove vital, you talk*"

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All participants emphasised that transformational leadership as the leadership approach that creates valuable and positive change in the followers with the end goal of developing followers into leaders. This leader is not only concerned and involved in the process but is also focused on developing other members of his/her staff to succeed as well. It is a leader that focuses on change. All participants agreed that transformational leadership is one that accepts changes from the old traditional kind of leadership to a new one that follows a societal trend. Adaptation to this new kind of life is imperative and leadership thereof is more so because learners of this new society need to be led according to the trend. This was evident when one deputy principal said:

> *"Representative Councils for the Learners (RCL) have been established and effective. Thus, our leadership includes even learners."*

The above responses are in line with Gunter (2001) who states that transformational leadership is about building a unified common interest between leaders and followers. The deputy principal of School -A in an interview put his views as follows:

> *"As the world is changing, a leader needs to accept changes that are taking place."*

This statement is in agreement with Miller (2001) who states that, transformational approaches are often contrasted with transactional leadership:

> Transactional leadership is leadership in which relationships with teachers are based upon an exchange for some valued resource. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to exchange transaction. Transformational leadership is more potent and complex and occurs when one or more teachers engage with others in such a way that

administrators and teachers raise one another to higher levels of commitment and dedication, motivation and morality. Through the transforming process, the motives of the leader and follower merge.

HODs' responses to the question about their understanding of the term transformational leadership were similar to the principals'. However, HODs' understandings were based on the things that they expected the leader to do for them to be able to manage their departments. HODs mentioned that transformational leadership is about having commonness of purpose, values and vision, a culture of democratic participation and collegiality, learning to delegate, strong leadership and being a role model and inspirational leader. The HOD gave his full understanding by saying that:

> "A *transformational leader must be a role model for his or her followers and*
> *must learn to inspire them to go an extra mile"*

The above responses emphasise that there is a strong evidence for distributed leadership within the schools under study. Spillane, *et al.,* (2001) posit that distributed leadership practice is "stretched over the school's social and situational context" (p.23). Specifically, leadership is "the activities engaged in by leaders, in interaction with others in particular contexts around specific tasks" (Spillane *et al.,* p. 5). Spillane and co-authors (2001) state, "Depending on the particular leadership task, school leaders' knowledge and expertise may be best explored at the group or collective level rather than at the individual" (p. 25).

It was also found that the majority of the participants seemed to understand the term transformational leadership because they stated that transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. It can be argued that people are more likely to understand, and seek to implement, the vision if they have been involved in its

development. If the school is to be democratic, it is inadequate for the principal to enunciate the vision without the participation of others with legitimate interests in the outcome. This is what one principal said:

"We hold monthly departmental meetings and teachers are involved in decision-making."

The above statements were in line with researcher's observation in which the three educators on duty and the principal himself supervised a morning study. In the process of supervision, all of them chatted harmoniously among themselves as they moved around from class to class. The other instance, which confirmed a positive interaction and warm relationship, was the staff meeting held after the morning parade in which the principal talked humbly and the educators responded positively. The principal and his deputy were inviting educators' opinions on when the next parent meeting could be held, which educators would be available and how best the meeting could be held.

The incidents and quotations discussed above show that there is inclusiveness in the leadership and management of the school's daily activities. They also state that members of the staff are involved in the decision-making, particularly on the side of teachers and HODs. In addition to these interviews, some documents were examined such as timetables, duty rosters and attendance registers. Except for few problems in the composite timetable, the time tables and the duty rosters, for instance, indicate who should do what, where and when. The researcher went through these documents. In interviewing some educators about these documents, it was found that all other documents except for the composite timetable were

clear (to both researcher and the educators) and could be understood without making reference to other people or documents.

The composite timetable did not have some important content, which in the view of the researcher needed to be reviewed. The composite timetable did not indicate who teaches which subject in what class and what times. It merely indicates the class and subjects taught there. The interviewed educators indicated that in the allocation of subjects and classes they are told about who would teach what subject in which class. So, they make their own mini-time-tables. The researcher's view in this regard is that a well written time table should serve in a manner that a map does to travellers and should be self-explanatory.

The researcher also checked the attendance registers. It was found that they mandated class teachers to check and record learners' attendance. At these schools researched, the policy relating to the learner attendance demanded that class teachers should submit class registers to the relevant HODs for checking and discussion on the attendance of learners as whole. The HODs together with the class teachers would in turn hand them over to the management for further checking and discussion. Thus, interaction is experienced even in the handling of the attendance registers. From this data, one gets the impression that where policies are communicated to members of the staff and other stakeholders; where documents are put in place to enable educators, learners and management to communicate freely and harmoniously interact, the school will succeed in being transformed into a learning organisation. Begley's (1994) four-level analysis of 'the principal as visionary' shows that the most sophisticated

leaders involve the whole community in developing school vision. We then proceeded to the following theme.

4.3.2 Participants' understanding of a learning organisation

The findings show that the majority of the participants seemed to understand the concept of a learning organisation. They responded by saying that a learning organisation is a conducive, well managed environment for effective and efficient teaching and learning with all stakeholders working towards attaining a common goal. In a learning organisation educators must teach and learners learn, while the parents provide support for their learners. In a learning organisation, different stakeholders played an important role. Cooperation of these stakeholders, parents, teachers and learners, networking with other schools, and the involvement of the community at large are very important as well. One of the principals was quoted as saying:

> "A *learning organisation, as far as I understand it, is an organisation skilled at creating, acquiring and transferring knowledge, and modifying its behaviour to reflect new knowledge and insights'. It further, facilitates the learning of all its members and continually transforms itself."*

This was evident when one HOD said:
> *"It is a situation or a place whereby all stakeholders, learners, parents and educators have an important role to play in the education of learners"*

The above views seem to be in line with Moloi (2002, p.22) who state that:
> "School leadership is at the centre of any effort to transform a school into a learning organisation. Good leadership practices contribute significantly to the outcomes which may be achieved when educators aspire to create a learning organisation".

Good leadership practices are vital in making the transition towards becoming a learning organisation. Both leadership and management are important for the school to function properly. According to Davidoff and Lazarus (2000, p. 2):

> "Leadership is the ability to move the school forward, whilst management is concerned with the procedures necessary to keep the school running".

According to Senge, (1990, p. 32) Learning organisations are organisation where:

> People continually expand their capacity to create the results they truly desire; new and expansive patterns of thinking are nurtured; collective aspiration is set free; and people are continually learning how to learn together.

Finally, effective schools are learning organisations with teachers and the SMT continuing to be learners, keeping up to date with their subjects and advances in understanding effective practice (Lumby, 1997). According to her "all staff must be involved in collaborative learning (p.32).

4.3.3 Role of leadership and management in transforming schools into learning organisations

The participants seemed to know and understand the role of leadership and management in transforming schools into learning organisations. Most of the participants also seemed to understand the difference between leadership and management. The Deputy-Principal in an interview put her views as follows:

> *"As a leader you need to be a star leader and manager at the same time, by focusing on both tasks set by the DoE and also consider people working with you".*

All participants agreed that the role of leadership and management in transforming schools is when a leader is able to apply different leadership styles in a different situation. One of the

principals defined the role of leadership and management in transforming schools into learning organisations as follows:

> "*As a leader you must be prepared to accept changes and implement them. A leader that set the school objectives, planning, organising, control and managing institutions*".

Both leadership and management played an important role in transforming schools into learning organisations.

In this way, the school can address both complexity and change. The problem we find in most schools is that principals are still stuck in management mode because in the old education set-up, that is what leadership of the school required of them (Gerber and Nel 1998). However, in the new move towards self-managing schools, this mode is no longer adequate. It becomes imperative that educational leaders be able to manage because they have to concern themselves with issues such as allocations, budget, resources and organisation of the workforce. Davidoff and Lazarus (2000, p. 16) make reference to this when they say, "[Principals in management mode] have plans and they might even have timetables for achieving their plans, but they do not have the vision that will enable their school to fly".

Therefore, the role of the leader is to share his/her vision and lead by example. In contrasting management and leadership, it is clear that the leadership is about coping with change whereas management is concerned with bringing about order and consistency. The functions of management and leadership are thus inseparable. They support each other. This statement is amplified by Drucker and Bennis (cited in Charlton 1993, p. 142) who state that:

> Management is efficiency in climbing the ladder of success. Leadership determines whether the ladder is leaning against the right wall. Thus it may be possible to conclude that the functions of leadership and management are inseparable, they support each other and overlap in many areas.

This is what one principal said about the role of leadership and management in transforming a school into a learning organisation:

> In transforming the school to become a learning organisation, the role of leadership and management is to influence educators to achieve the goals of the organisation. The relevant stakeholders i.e. educators, learners and parents must set achievable and realistic goals of attaining quality education and strive towards its attainment.

The above statement, consistent with Kouzes and Posner's (1995) fifth practice, "encouraging the heart" which highlights the role of leaders' individual and group contributions to the organisation's accomplishments. Encouragement through the celebration of successes, big and small, motivates people to continue to take risks and remain committed to the organisation's goals. Such genuine care provides people with the spirit to overcome insurmountable obstacles. Through their research, Kouzes and Posner (1995) identified human relations skills as the means by which leaders promote success within organisations. On the other hand, Block (1993) supports the use of democratic structures to promote commitment to stewardship of the organisation. To create lasting change, there must be a change in leadership and management through a redistribution of power and control.

4.3.4 Necessity for schools to become learning organisations

The responses from the participants indicate that the majority seemed to understand why is it necessary for schools to become learning organisations. According to the data collected from

the participants, they feel that it is necessary for the school to become a learning organisation in order to promote the culture of teaching and learning. This is what one Deputy-Principal said:

> *"The school must become a learning organisation to ensure there is effective team teaching and learning and quality results. When our learners pass grade 12 they must be prepared to do well in tertiary education. It is very important because it encourages us to be life-long learners as well".*

Some say it is necessary for the school to become a learning organisation in order to fully develop learners into attaining their full potential and to further create a conducive environment for all learners to be nurtured into society. They further say it helps to make learning effective, contributing a positive attitude to life, and that all members of the organisation shared information and grew together.

Further, most of the participants interviewed think that it is necessary for the schools to become learning organisations because of the quality interactions among its members. They further stress that it is necessary for the schools to be community schools. They also defined learning organisations as those schools that collaboratively work with the community to provide lifelong learning for everyone. This is what one Deputy-Principal said:

> *"It is necessary for schools to become learning organisations because schools have a duty to promote the culture of teaching and learning and curriculum delivery".*

The above assertions seem to be in line with Southworth (1994, p. 53) who focuses on five interrelated characteristics in a learning school:

> Children's learning: here the focus is on pupils' learning; teacher's learning: individual teachers are encouraged to be continuing learners themselves; staff learning: staff are encouraged to collaborate by learning with and from each other;

organisational learning: school learns its way forward as a learning system; leadership learning: principal is the leading learner.

He viewed the learning organisation as a type of system that promotes transformation through the learning process. Lumby (1997) believes that, the attitudes, vision and commitment of the principal is crucial for a learning organisation. Senge (1996) also sees the success of the learning organisation as the ability for individuals to surface their mental models. Fullan (1993) adopts the learning organisational theory as a basis for a proposed 'changed mindset' for organisational reform as well as leadership (Cousins, 1996). In the case of schools, Cousins (1996) sees learning schools as self-renewing organisational entities where innovation is not passed down through a hierarchy but 'formulated by individual scholar teachers and as faculties under a canopy of technical support woven by a cadre and designed to enhance learning for all members of the organisation, including themselves as cadre members (p.10). Without these commitments the process of creating a learning organisation may be counterproductive.

4.3.5 Leadership and management approaches that promote schools to become learning organisations

The majority of the participants interviewed say that, involving and guiding the stakeholders into attaining a common vision i.e. whole school approach, individual and societal approaches, whereby individual needs will be taken to consideration, play a role in promoting a school into a learning organisation. The HoDs and Deputy-Principals agree on the following statement:

> "*Leadership and management approaches should be democratic. Consensus should be reached to solve issues that pertain to the school and the community.*

Open discussion for the meeting should be the order of the day, and delegation should be done to allow everyone to get an opportunity to lead".

It was also revealed by two of the participants that an open door policy, democratic style of leadership and good management will promote a school to be a learning organisation. This was evident when one HOD said:

"Both the Principal and the Deputy-Principal are approachable. If I have a personal problem, I go to the Deputy-Principal and tell her. She feels pity for me. More often she suggests what she think could help me. She is not only my leader but she is also my mentor. If my problem has to be known by the Principal, she would take me to him and help me to explain. Thus, when I am in this school, it is as if I am in my home where I have to work hard to produce quality results".

During observation sessions, the researcher witnessed the truth of the above assertions in School A. The management and educators enjoyed good relationships. For example, after the principal had introduced the researcher and the purpose of his visit to the SMT they were willing to help the researcher. Although they were busy marking learner's scripts and filling in records sheets, HODs very willingly spared their time for interviews, which were no doubt time-consuming. That selflessness gave one the impression that the HODs were so friendly to the management that they did not want to break that relationship. Work seemed to be done quickly because people seemed to like their work. Therefore, it seemed that the relationship between educators and management was warm and cordially. One could therefore, conclude that in transforming a school into a learning organisation, warm relationships between the management teams and educators could be the fruits in providing quality education.

The co-operation which the researcher observed between the principal and the observed HODs confirmed the above assertions. For instance, one HOD assisted the principal by taking the researcher around and showed him the different resources available. Although it was during the June Examination and everybody was busy with various activities, one HOD asked for permission to go home because he had a personal problem to solve, and the permission was granted. These examples illustrated warm relationships between management and HODs. Therefore, one can conclude that when relationships between HODs and management are sound, departments function effectively and harmoniously. For example, meetings are held, decisions are made and plans are implemented. Moreover, the educators work together and teaching is done around the same time. This situation is more likely to transform a school into a learning organisation.

School rules must complied with by all members of the staff to avoid favouritism and gossiping about each other. The rest of the participants were content with the way in which the management kept in touch with them. When asked to justify their satisfaction about leadership and management approaches that promote schools into learning organisations, they were able to utter the following words:

> "*Because the management is friendly to us, sometimes we do not wait for formal meetings to take place before we can conscientise them of a burning issue.*
> *Rather, we go to the office or meet and discuss the issue*".

In addition, one HOD in an interview states that:

> "*Good leadership and management approach is one of inclusiveness when decisions are taken*".

This is in line with Davidoff (1997, p. 134) who says, "staff need to feel valued and acknowledged for their efforts and contributions to the school". Therefore it is important to notice the effort of your staff and show appreciation for this effort. Management can help prevent teachers losing their enthusiasm and can enhance commitment and motivation by including teachers in decision making and developing of the school's vision and mission. Davidoff (1997, p. 34) further states that, "support for excellence, commitment, motivation and ongoing staff development comes from an enabling school environment".

During observations, it was also clear that time is well managed in both School-A and School-B. Early in the morning SMTs are already at their respective offices. At about 6:30 learners were beginning to arrive. By 6:50 most learners were in their respective classes. It was around this time that all educators who were on duty arrived. At 6:55 on the days of observations, the bell for the morning study rang. Then the learners who were arriving ran to different classrooms. Educators who were on duty on that day were there to ensure that the morning study gets started. When the researcher asked one of the educators who was on duty as to why the morning study began at 6:55 and not at 7:00 the answer was that the first five minutes were for the learners to get settled.

This is in line with Moloi, (2002, p. 7) when she says,

> "A shared and strategic vision is needed to provide a clear sense of direction in our schools, given the changing, challenging environment within which they operate".

When people have a say and share in the vision and direction of an organisation then the chances of that organisation succeeding are much greater as alluded to by Greene (1991) when he says,

It is when teachers are together as persons. According to norms and principles they have freely chosen, that interest becomes intensified and commitments are made…coming together to determine what is possible, teachers may discover a determination to transcend.

Senge, (1993, p. 209) further asserts that,

you cannot have a learning organisation without a shared vision. Without a pull toward same goal, which people truly want to achieve, the forces in support of status quo can be overwhelming. Vision establishes the overarching goal.

The above quotations tie in directly with the idea of collaboration, which is regarded as one of the key features which played an important role in transforming schools into learning organisations.

4.3.6 Challenges that the school leadership experiences in transforming schools to become learning organisations

Most participants voiced their displeasures about learners that are not prepared to work, nor do their tasks given by their educators. As a result, teachers are failing to perform their duties. They also considered poverty as one of the challenges that the school leadership experiences. Because of poverty in these schools, learners did not pay school fees and as result the school failed to purchase learning resources and improve the learning environment. Learners in these schools came to school hungry and failed to cope when being taught. School leadership members showed empathy towards the learners' family backgrounds. The deputy principal from School-A confirmed this by saying:

"Our learners come from poor families. As you can see our school is surrounded by shacks and informal settlements. Learners sleep in class instead of learning.

They are always tired. Sometimes we buy food for them when we see that they are too hungry to cope".

Some learners in School-B were demotivated. The principal said that this was because of issues that affected them such as lack of employment after they had matriculated. As a result learners dropped out of school because they were pregnant, addicted to drugs and chose crimes like hijacking because they needed money. One deputy principal became very emotional when she explained the kind of learners their school had and the effect they had on the school's matriculation results:

"They came to school because they are hiding away from the police and going to jail. Most of them are criminals and failed in their schools. Here you get learners who are 24 years or 25 years old in grade 11".

Both schools researched reported experiencing high numbers of learner pregnancy. Family issues and problems also demotivated learners because some dropped out of school so as to take care of sick parents and relatives and were forced to look for work because there was no one to feed the family. Leadership in these schools said that they motivated learners by talking to them like parents and also invited professionals like nurses and social workers to advise learners on health issues such as HIV/AIDS, sexually transmitted diseases and how to handle family issues while at school. To illustrate this point, and HOD from School-B had this to say:

"Every Fridays we invited professionals like nurses and social workers to speak to our learners about their behaviour at school".

They also invited people such as ex-students to come and motivate the learners. These young people had made it in life. They also invited career guidance counsellors. This is how one of the principals motivates learners:

> " *I always tell them that at the end of the day they are responsible for their own lives. No one is going to help them. They have to make a choice of whether to learn or not to learn*".

All participants complained about the lack of teaching and learning resources in their schools. Participants expressed the view that the lack of resources prevented them from providing a quality education. Both schools expressed the view that the majority of learners did not pay school fees so they could not afford to buy basic teaching and learning resources. One school principal said:

> "*Right now as we speak we do not have school fees so how can we afford to buy basic resources?*"

Both schools also had a problem with learning facilities such as the laboratories, computer rooms, technical subjects, equipment, library, and untidy staffrooms. Another common problem these schools face is that of water and electricity. Schools have to be closed early on certain days because the municipality switches off the water supply as a result of the school's failure to pay the bills. It is also difficult for the educators to teach in certain classes in winter because they became dark when there is no electricity. This is what one principal had to say about this challenge:

> "*It is hard to teach here. Sometimes I feel like I teach in a rural area. A month doesn't go by without releasing learners early because toilets are dirty and there is no water*".

In the two researched schools there was a lack of communication between the parents and the school. Staff understood that they needed to have constant communication with parents regarding the learners' performance and discipline, decision-making on budget, facilities and resources. However, during the time of this study, communication between the school and parents was not happening. The SMTs were strongly vocal about the parents' ignorance and stated that education in the historically African schools would never succeed because parents distance themselves when it comes to education. A deputy principal said that, as a school manager, parents frustrated her.

> *"They never come to parents meetings, but they are quick in judging the teachers, our parents here are in no way involved".*

According to the school leadership, such lack of communication convinced them that parents were not interested in the school's affairs, and by implication, they were not interested in their children's performance and in transforming the school because they did not come to school when they were invited or just to check their children's progress without being invited. Most of the participants were not happy about this. One of the deputy principal summed up their feelings concerning parental involvement in one of the schools researched:

> *"It frustrates us when you call a parent and they do not pitch up. Sometimes you want to explain to the parent how the school can work with the home to strengthen the child's ability but they never come, this leaves the teacher as the only one who cares for the welfare of the child at school".*

To invite parents for anything, schools used the traditional method of communication i.e. letters, which had shortcomings. These included the fact that learners often did not give invitations to parents or tell them. As one HOD explained:

"When we give them letters to give to parents, we find some letters scattered in the grounds"

The absence of parent-school collaboration was frequently mentioned by all participants who viewed this as the main cause for non-cooperation between parents and schools researched. Participants almost unanimously stated that parents do not honour school meetings. One HOD pointed out that:

"*What surprises me is that when these parents move their children from township schools to ex- model c- schools, they attend all school functions. What changes them I really cannot figure it out. The black parents readily condemn black teachers but they do not seem to care for us, no support at all is forthcoming from our township parents towards the disadvantaged schools*"..

The above responses are not in line with the South African Schools Act, of 1996, SASA which provides formal power in education to parents as well as communities. It creates the expectation for parents to be meaningful partners in school governance. It envisages a system where school based educators would collaborate with the parents to ensure quality education, including curriculum matters such as outcomes-based education (OBE).To what extent this is taking root in our schools is captured succinctly by Mathonsi (2001, p. 1) when he states:

We all know what the policy says and we also know that in many schools, the principals, SMT, educators and SGBs are struggling with poor resources, absence of the culture of teaching and learning, and school communities which even if they are willing to make a contribution, are themselves the victims of a poor education, unemployment and general poverty.

Parents send their children to schools with the expectation that they will get quality education in order to secure their future with a decent vocation. Policymakers and school management take for granted that schools will provide this quality education. Frequently, education policy

designers view community participation as a panacea for whatever is going wrong or missing in educational delivery (Rugh and Bossert, 1998). Since parents are part of a larger society, they constitute a significant section of the community pertaining to educational matters. Hall and Engelbrecht (1999) point out that parents need to be involved in their children's education and this involvement must include insight into their children's progress, participation in decision-making and being critical of information on educational issues. Furthermore, they argue that parents who respect diversity and are willing to become involved in education can influence a community in how it supports it institutions.

However, parental involvement in education is beset with problems because it is influenced by a number of factors that include the parents' social class. Parental involvement in educational matters can be influenced by the socio-economic status of parents. McGrath and Kuriloff (1999, p. 604) point out that policymakers and school managers cannot be indifferent to the effects of socio-economic factors on parental involvement in education. They state that efforts to involve parents may be biased by giving further advantage to wealthier parents while creating hindrances to the involvement of the working class. All participants in the study pointed out the expected collaboration between parents and the school on general educational issues was far from satisfactory. This is a main challenge that the school leadership experiences in transforming schools into learning organisations.

4.4 Summary

This chapter has presented a profile of the sites where this study was conducted. It has also presented voices and ideas of the SMTs of the school based on their experiences and

practices regarding the role of leadership and management in transforming schools into learning organisations.

However, there are challenges when it comes to the understanding and implementation of some policies and legislation. Principals need to align themselves with the values of the new constitution bearing in mind democracy, equality, human dignity, freedom and justice. The challenge and need for leadership is great if education is to be uplifted and transformed. Findings also show that the understanding of transformational leadership and learning organisations was understood by all participants interviewed. The study also showed that an understanding of these concepts help the researched schools to translate to better performance.

The following chapter will present the summary, conclusions and recommendations of this study based on the findings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter dealt with the presentation, analysis and discussion of the data.

In this chapter the summary, conclusions and recommendations are presented. After a careful consideration of the data, certain clear conclusions emerge in terms of critical questions formulated in chapter one. Based on the findings outlined in chapter four and conclusions of this study, pertinent recommendations are made.

5.2 Summary

Chapter One provided an introduction and the background to the study This chapter highlighted that the schools are complex organisations and demand that principals have unique and diverse leadership and management skills in order to transform township schools into learning organisations. Principals need to align their leadership and management styles towards one, which is transformational. A transformational leader is able to lead and manage both the concern for people or relationships and the concern for production in addition to being able to promote the conditions that integrate creativity, high productivity and morale through concerted team action. It is important for the principals to keep up with present and future trends in educational leadership and management.

Chapter Two presents a detailed literature review on learning organisations, transformational leadership and distributed leadership. It also outlines the need and a way to move forward for

principals to recognize that power needs to be distributed among staff by considering their skills and talents. The transformational leader adopts a consultative 'listening' style, is decisive but not dictatorial, has an open door policy, is receptive to new ideas and suggestions, is approachable and easily accessible to all staff members. This transformational leadership style will allow all principals to 'lead' without compromising integrity. This chapter also discusses the conceptual and theoretical frameworks that throw some light on the problem being investigated.

Chapter Three describes the research design and methodology adopted in this study. This chapter describes the methods which were used to explore the teachers' understanding of the role of leadership and management in transforming schools into learning organisations. The three data collection instruments used: interviews, observations and document review are described.

Chapter Four consists of data presentation, findings and discussion. This chapter presents the voices of the SMTs of the schools based on their experiences and practices regarding the role of leadership and management in transforming schools into learning organisations. This is done in line with the study's research questions.

5.3 Conclusions

Having subjected the data presented in the previous chapter to rigorous processing and analysis, the following conclusions are made:

5.3.1 The leadership and management styles portrayed by principals as perceived by the SMT tend to be transformational. Consultation, empowerment and participative decision-making opportunities were observed. The overall findings reveal that the majority of the SMT and the principals share similar understanding about transformational leadership.

5.3.2 In any organisation, leadership and management approaches are important. Leaders set the direction and lead by example. Leaders are responsible for creating the right environment, which encourages creativity and innovation. Good leadership empowers their people to work together, plan together and reach the target together.

5.3.3 A way to move forward is for principals to recognize that in order to transform a school into a learning organisation, power needs to be distributed among staff by considering their skills and talents. Responsibility when shifted to educators is empowering by relinquishing the structures of control and capacity building is encouraged.

5.3.4 The study has revealed that the relationships between SMT and educators and between educators and learners were generally sound. This kind of relationships would make staff members feel more fulfilled and the school would strive towards greater school effectiveness and school improvement, through the harmonious and reciprocal relationship between leader and staff.

5.3.5 The transformational leader adopts a consultative 'listening' style, is decisive but not dictatorial, has an open door policy, is receptive to new ideas and suggestions, and is approachable and easily accessible to all staff members.

This transformational leadership style will allow all principals to lead and manage without compromising integrity.

5.4 Recommendations

Based on the aforesaid findings, the following recommendations are made:

5.4.1   Principals must be retrained in order to be able to manage effectively in a post- apartheid era. This is important because the majority of principals were not trained to function in multi- racial and multi- cultural schools.

5.4.2   Changes in educational policies have been so rapid that coping strategies have to be developed among principals who fail to keep abreast with these drastic policy changes.

5.4.3   Principals need not be like signposts, which show the direction but have never been to the place it is pointing at. They need to be instrumental leaders thus leading by example.

5.4.4   People with different forms of expertise should be invited to run seminars and workshops to assist principals to grasp the latest developments and grapple with new issues coming from other fields that impact on their specialization.

5.4.5   Principals should aim to develop and create processes and structures for learning and reflection and the capacity to be innovative among staff. Leaders encourage their staff to work together and to learn from each other. Teamwork is the thread which binds all systems in an effective school.

5.4.6   Principals need to be flexible rather than rigid, collegial and professional rather than hierarchical and dictatorial, co-operative and collaborative rather than individual and separate, constructive and developmental rather than punitive and judgemental.

5.5 Summary

This chapter outlined the study summary and conclusions. Further, based on the findings in the previous chapter and conclusions, relevant recommendations are made.

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APPENDIX A

ETHICAL CLEARNCE CERTIFICATE

PERMISSION LETTER TO THE KZN DEPARTMENT OF EDUCATION

<div align="right">

P.O. Box 11
Seadoone
4141
25 July 2011

</div>

<u>Attention</u>: The Head of Department (Dr N.S.P. Sishi)

Department of Basic Education

Province of KwaZulu-Natal

Private Bag X9137

Pietermaritzburg

3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am currently studying for Masters in Education at the University of KwaZulu- Natal. I am required to conduct a research as part of the coursework for the degree. I therefore kindly seek permission to conduct research in the following secondary schools under your jurisdiction in Pinetown District.

The title of my research project is: ***Transforming township schools to become learning organisations; the challenges of leadership and management.***

This study aims to investigate the role of leadership and management in transforming schools to become learning organisations. I also hope to interview academic members of the two secondary schools who are two Heads of Departments, one Deputy-Principal and one Principal. The study will use semi-structured interviews, observations and document analysis to collect data. Participants will be interviewed for approximately 30-40 minutes at the time convenient to them and each interview will be voice-recorded.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews and they have been purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

This study is supervised by Mr Siphiwe E. Mthiyane**,** Tel: 031 260 1870; E-mail: Mthiyanes@ukzn.ac.za; Cell: 073 377 4672.

Research tools are attached herewith for your perusal.
Your positive response in this regard will be highly appreciated.
Thanking you in advance

Yours sincerely
Mr B.J. Dlungwane

APPENDIX C

APPROVAL LETTERS TO CONDUCT RESERACH

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

<div align="right">

P.O. Box 11

Seadoone

4141

25 July 2011

</div>

<u>Attention</u>: The Principal

J.G. Zuma High School

Dear Sir

REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am currently studying for Masters in Education at the University of KwaZulu-Natal. I am required to conduct a research as part of the coursework for the degree. I therefore kindly seek your permission to conduct in your school a research project entitled: **Transforming township schools to become learning organisations: the challenges of leadership and management.**

This study aims to investigate the role of leadership and management in transforming schools to become learning organisations. I also hope to interview academic members of your school who are two Heads of Departments, one Deputy- Principal and a Principal. The study will use semi-structured interviews, observations and document analysis to collect data. Participants will be interviewed for approximately 30-40 minutes at the time and place convenient to them.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project.

Your identity will not be divulged under any circumstance/s, during and after the reporting process.

All your responses will be treated with strict confidentiality.

Fictitious names will be used to represent your names.

Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.

The interviews shall be voice-recorded to assist us in concentrating on the actual interview.

You will be contacted in time about the interviews.

This study is supervised by Mr Siphiwe E. Mthiyane; Tel: 031 260 1870; E-mail: Mthiyanes@ukzn.ac.za; Cell: 073 377 4672.

The interview schedule is attached herewith for your perusal.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance

Yours sincerely

Mr B.J. Dlungwane

Declaration

I …………………………………………………………………….. (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study**: *Transforming township schools into learning organisations: the challenges of leadership and management.***

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant: --- Date----------------

Signature of Witness/ Research Assistant: ------------------------------------Date: ------------

Thanking you in advance

Mr B.J. Dlungwane

REQUEST FOR YOU TO BE A PARTICIPANT IN THE RESEARCH PROJECT

P.O. Box 11

Seadoone

4141

25 July 2011

<u>Attention</u>: Prospective Participant

Phezulu High School

Dear Sir/Madam

REQUEST FOR PARTICIPATION IN A RESEARCH PROJECT

I am currently studying for Masters in Education at the University of KwaZulu-Natal. I am required to conduct a research as part of the coursework for the degree. I therefore kindly seek your permission to conduct in your school a research project entitled: **Transforming township school to become learning organisations: the challenges of leadership and management**.

This study aims to investigate the role of leadership and management in transforming schools to become learning organisations. I also hope to interview academic members of your school who are two Heads of Department, one Deputy-Principal and a Principal. The study will use semi-structured interviews, observations and document analysis to collect data. Participants will be interviewed for approximately 30-40 minutes at the time and place convenient to them.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project.

Your identity will not be divulged under any circumstance/s, during and after the reporting process.

All your responses will be treated with strict confidentiality.

Fictitious names will be used to represent your names.

Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.

The interviews shall be voice-recorded to assist us in concentrating on the actual interview.

You will be contacted in time about the interviews.

This study is supervised by Mr Siphiwe E. Mthiyane; Tel: 031 260 1870; E-mail: Mthiyanes@ukzn.ac.za; Cell: 073 377 4672.

The interview schedule is attached herewith for your perusal.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance

Yours sincerely

Mr B.J. Dlungwane

Declaration

I ……………………………………………………………….. (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study**:** *An exploration of the causes of school decline in selected secondary schools in Kwa-Zulu Natal.*

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant: -- Date----------------

Signature of Witness/ Research Assistant: -------------------------------------Date: ------------

Thanking you in advance

Mr B.J Dlungwane

APPENDIX F

INTERVIEW SCHEDULES

Semi-structured interview schedule (with the Principals and

Deputy-Principals)

1. What is your understanding of transformational leadership?

2. What is your understanding of a learning organisation?

3. What is the role of leadership and management in transforming a school to become a learning organisation?

4. Why is it necessary for schools to become learning organisations?

5. What are the leadership and management approaches that promote schools to become learning organisations?

6. What are the challenges that the school leadership experiences in transforming schools to become learning organisation?

Focus group interviews (with HODs)

1. What is your understanding of transformational leadership?

2. What is your understanding of a learning organisation?

3. What is the role of leadership and management in transforming a school to become a learning organisation?

4. Why is it necessary for schools to become learning organisations?

5. What are the leadership and management approaches that promote schools to become learning organisations?

6. What are the challenges that the school leadership experiences in transforming schools to become learning organisation?

Documents review/ analysis schedule

The documents that will be reviewed will not be older than two years and will include:

1. The school departmental policies will be extensively examined

2. School vision and mission statement.

3. The school programme of meetings

4. The school programme of professional development

5. The school time book will be reviewed

6. The school log book will be also reviewed.

7. The class attendance registers will be thoroughly reviewed.

8. The school learner attendance policy will also be the focus for my study.

9. The school's Code of Conduct for the learners and Code of conduct for the RCL will also form part of my study.

Official documents will be used to corroborate the observations and interviews thus improving the trustworthiness of the findings. The documents may reveal aspects that were not found through the observations and interviews. They may even "shape new directions for observation and interviews" (Glesne and Peshkin, 1992, p. 52). Fitzgerald (2007) also states that documents can provide valuable information about the context and culture of institutions and frequently provide another window for the researcher to read between lines of official discourse and then triangulate through interviews, observations and documents review. Extensive notes will be taken on matters relating to transforming schools to become learning organisations.

Observations schedule

This observation schedule is aimed at observing school functionality and monitoring of the school. Moreover, a learning organisation exhibits certain observable characteristics and by jotting down points the researcher will be able to collect information faster than if he has to conduct participatory observation. When defining this type of data collection, Jegede (1999, p. 136) argues,

> This is the type of observation in which the observer stands at the distance from the observed. He does not participate in the activities involving the observed but rather records the characteristics displayed by the observed that are of interest to him. In this case however, he must be careful not allow the observed to become aware of his intent so as to control for the effect of change behaviour.

Further, I will observe the following:

- Whether there is teaching and learning at two participating schools

- Learner attendance at participating schools

- Relationship amongst educators

- Relationship between SMT and educators

- Relationship between educators and learners.

- The existence of governance policies and compliance with National Department of Education and Provincial Department of Education policies.

- Learning space and appearance of the school.

I will record the notes of what was observed during the actual observation/s as quickly as possible thereafter, since the quality of information forgotten is very slight over a short period of time after the observation but accelerates as more time passes by.

APPENDIX G

LANGUAGE CLEARANCE CERTIFICATE