

*Full Length Research paper*

# Management and leadership in secondary schools in South Africa

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**This article reports on leadership and management of a school, and how guidance can assist in the transformation process. The study further examines the effects of a principal's leadership behaviour on the school's learning culture in KwaZulu-Natal. Leadership is a critical component and needs to be responsive to the period of rapid socio-economic change and technological development. Significant restructuring of the fundamentals of the South African education and training system has been underway. The challenges brought to schools by restructuring have been cited as reasons for advocating transformational leadership in schools. Transformational leadership is well suited to the challenges of current school restructuring. It has the potential for building high levels of commitment to the complex and uncertain nature of the school reform agenda and for fostering growth in the capacities teachers must develop to respond positively to this agenda.**

**Key words:** School management, leadership, principals, educators.

## INTRODUCTION

Transformational leadership is seen to be sensitive to organisation building, developing a shared vision, distributing leadership and building school culture necessary to current restructuring efforts in schools (Leithwood and Jantzi, 2004). According to the same authors, transformational leaders often attract strong feelings of identity and intense emotions. They also challenge the process of change. These dynamic leaders/managers display characteristics of being visionary and empowered with these specific actions:

1. Provide clarity of focus so that everyone involved understands the intent and outcomes of curriculum reform.
2. Understand group and change dynamics as a natural phenomena.
3. Initiating and sustaining productive group dynamics within context of situational leadership and relevant change management models.
4. Leading and development of clear outcomes, facilitating individual accountability and constantly monitoring

progress.

5. Ensuring the formation of effective networking to share ideas, best practices and to nurture emotional support.
6. Facilitating the creation of clear priorities and ensuring their systematic implementation.

As indicated by Du Plessis et al. (2007), leadership is an elusive concept that has been tackled by many educational theorists with varying degrees of success over the years. In the new millennium educational institutions are transforming and in this process of transformation there has been a paradigm shift which encourages principals/managers to adapt their managerial behaviour.

It can be deduced from the foregoing that there is a growing need to recognise the experience, expertise that is involved in being an effective leader/manager. As such, transformational leadership focuses on people who are skill centred which echoes the demands of the information age.

## Problem statement

While few would deny that teaching is a demanding profession, many would be surprised at how acutely

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stressed today's educators have become. Current research paints a fairly bleak picture of the working conditions they face, despite efforts on several fronts to address workload and performance pressures (International Labour Organization (ILO), 2009). The causes of stress, however, are many and diverse. Like the aggregation of a ton of feathers, a multitude of contributing factors weighs heavily on the shoulders of today's educators (Leithwood et al., 2006).

With stressors coming from all directions, no single penance can entirely ease the burden of the educators. While limited amounts of stress can have a positive influence on motivation and creativity, excessive pressure has an overwhelming and debilitating effect (Wilson, 2002). Unfortunately, educators experience far greater pressure than beneficial. The incidence of educators experiencing high levels of stress is both a common and widespread concern (Hill, 2008).

Occupational stress results in a variety of negative effects, including absenteeism, stress-related illness, high staff turnover and early retirement. Most educators are intrinsically conscientious and dutiful in meeting their learners' learning needs, which drives them harder than all other external pressures (Bubb and Earley, 2004). The British Columbia Teachers' Federation in Canada (Naylor, 2001) lists the top five causes of educator stress as:

1. Unmet needs of learners;
2. Class composition;
3. Workload;
4. Attitudes of provincial governments; and
5. Diverse groups.

## **CONTEXTALISING THE CONCEPTS OF LEADERSHIP AND MANAGEMENT**

Management and leadership are thus inextricably linked. Although, they are said to be linked together, the differences between management and leadership if implemented correctly by the principals of schools could result in improved work performance.

The effective leader seeks out situations that require change, "does the right thing" and operates by using personal influence. The effective leader is stronger on "vision" and often on aspiration. The effective manager implements change creates momentum, rather than "inspiration" and relies on positional influence (Landsberg, 2007).

The strategic management and leadership needed in schools in the 21<sup>st</sup> century involve using productive educators and effective management and leadership to achieve the expected outcomes in that of the educator and the child. Hence, emphasis will be on a transformational leader. Transformational leadership is related to long-term development and change. It produces higher levels of effort and satisfaction in followers, which

translates to greater productivity and quality outcomes of the institution (Loock and Grobler, 2009).

## **Leadership theories**

Research has been conducted in the last twenty years in similar leadership theories differently referred to as charismatic, transformational, or visionary (Conger and Kanungo, 1994; Kouzes and Posner, 2003). All of these theories focus on exceptional leaders who have extraordinary effects of their followers. Transformational leadership is one management practice that has increasingly become dominant in both public and private sectors (Bono and Judge, 2003; Lowe and Gardner, 2000; Walumbwa et al., 2005). This, however, works in theory, but for principals to implement it is a real challenge and educators have indicated this in the findings of this study which states that there is a lack of proper leadership and guidance which results in stressful situations.

Initial studies on the effects of transformational leadership (Leithwood et al., 2006) suggest it contributes to restructuring initiatives and 'teacher perceived' learner outcomes. Coetzee and White (2004) state that the transformational leadership style is an attempt to explain how facilitators develop and enhance the commitment of followers.

As stated by Rowe (2007), transformational leadership focuses on developing the organisation's capacity to innovate. Rather than focusing specifically on direct coordination, control, and supervision of the curriculum and instruction, transformational leadership seeks to build the organisation's capacity to select its purposes and to support the development of changes to practices of teaching and learning. Transformational leadership may be viewed as a leadership that is circulated in that it focuses on developing a shared vision and shared commitment to school change. However, this contribution is mediated by other people, events and organisational factors, such as teacher commitment, teacher job satisfaction, instructional practices or school culture (Cropanzano and Mitchell, 2005).

It is important to note that the previous mentioned studies have been undertaken in the 1990s but the problems of how to manage and lead have not been fully implemented in schools. At the same time, the following researchers have undertaken studies on school leadership and culture dating back to the 1990s and have developed impressive empirical evidence to suggest that the mediating variable, school culture, can make a school a place in which teachers feel positive about their work and students are motivated to learn (Ivancevich et al., 2007). A positive school culture is associated with higher student motivation and achievement, improved teacher collaboration and improved attitudes of teachers toward their job (Rowe, 2007).

Research initially done by Leithwood and Riehl (2003),

Marks and Printy (2003), and also by Foster and Young (2004) point out that school culture does not operate in a vacuum, and that the school principal is crucial to create and maintain a positive school culture through sound management and leadership practices. Furthermore, evidence from the study by Leithwood and Jantzi (2004) provides strong support that specifically transformational leadership is a key factor in facilitating a positive school culture.

### Management and leadership styles in schools

Yukhl (2009) argues that a facilitator's typical way or behaviour towards group members can be classified as a leadership style. Caldwell and Spinks (2006) state that leadership styles can be identified by two dimensions: concern for accomplishing the tasks of the organisation, and concern for relationships within and the members of the organisation.

At the first sight leadership might appear as a simple and unitary topic, "people are born to leadership and when the situation is in need, leaders are able to emerge, take charge and lead people. Many researchers tried to identify the different characteristics. Leaders tend to show a consistent set of traits (Lussier and Achua, 2007).

The situation in which the principal is placed indicates that being an autocrat and participant somewhat allows for management control. When the approach of being delegative and free-rein is used, this results in lack of control and the employer takes control which could be disastrous in the school environment.

Reynolds (2010) has highlighted the successes of the autocratic styles amongst educators in Thailand. His findings have indicated that this is seen as a support mechanism from management. Fotio and Havenstein (2007) have also highlighted that the autocratic style of leadership on educators has resulted in the emergence of effective educators. Bass (2008) have developed a handbook of effective autocratic leadership. The focus area in this study was on the effectiveness of the managerial styles, with emphasis on the autocratic styles. This leadership style is particularly appropriate when staff consists of new, or inexperienced and even under-qualified educators. This type of leadership will not be effective considering the circumstances in the school environment. Educators need to be guided and be given the freedom to participate in decision-making which will assist in the smooth running of the institution.

Grant (2006) maintains that the prescriptive leadership style is likely to be found where there is a need for a lot of control mechanisms for managing the conflict within the school environment. It imposes order, allows for a lot of co-ordination, with little duplication of effort, and with resources allocated on a rational basis. It is appropriate to deal with matters that are routine and predictable. Lappierre (2007) states that, "The difficulty is to find a way of moving to some other approach to ensure the

school is flexible enough to cope with the changing demands.

Kark and Van Dijk (2007) perceive the democratic facilitator as a person who delegates authority to subordinates, allowing discretion for making certain decisions in the school. Bycio (2009) maintains that this type of facilitator takes an active part in directing work or in setting values. The style promotes independence, initiative and self-development. MacDonald (2007) views this style as one that promotes or encourages individual staff members to participate in decision-making. Nconco (2006) points out that the democratic way of doing things is a reasonable alternative to present-day practices in schools.

The decisions are made by the facilitator only after discussions with and participation by members of staff whose feelings and reactions are given full weight. The facilitator (principal) shares his knowledge and encourages initiative on the part of his subordinates. He tries to keep as many members as possible personally involved in problem-solving and aware of goal progress (Mujis and Harris, 2006).

The flexible collegiality leadership style allows staff a high degree of autonomy in completing assigned duties. This style is preferred for managing and organising in novel situations where no-one is quite sure what the required performance actually is, for example, when teachers have to introduce a new syllabus or a national curriculum (Mujis and Harris, 2006). Torrington and Weightman (2007) state that the collegial style has such an appeal which makes it tempting to regard it as the "best way" to run a school. However, there is such a shortage of competent staff, a high percentage of temporary staff, and a high staff turnover rate, that the school will be poorly served by collegial managing or organising. It is a flexible way of organising where there is sufficient stability of personnel for continuity (Lloyd, 2008).

The principal, who employs the anarchy leadership style, looks after people and values, and friendly relations more than productivity. The disadvantage of this style is that the principal in this situation is seen to sacrifice the institution's objectives in pursuit of interpersonal harmony (MacDonald, 2007).

Recently, attention has been focused on different types of leaders which are mostly, the charismatic leader and the transformational leader; although they may have many similarities, their main difference is in their basic focus. Whereas, the transformational leader has a basic focus of transforming the organization and, quite possibly, their followers, the charismatic leader may not want to change anything.

### Educational leadership

The changing education environment in Democratic South Africa has brought to the fore view the need for

education management and leadership development in directing a complex new policy environment and realising transformational goals, and despite the complexity and difficult circumstances, many school principals are beginning to achieve transformation in their schools (Naidu et al., 2008).

The concept of school leadership developed in the late 20<sup>th</sup> century for several reasons. Demands were made on schools for higher levels of pupil achievement, and schools were expected to improve and reform. These expectations were accompanied by calls for accountability at the school level. Maintenance of the status quo was no longer considered acceptable. Administration and management are terms that cannot be stabilised through the exercise of control and supervision.

The concept of leadership was favoured because it conveys dynamism and pro-activity. The principal or school head is commonly thought to be the school leader; however, school leadership may include other persons, such as members of a formal leadership team and other persons who contribute toward the aims of the school (Lussier and Achua, 2007).

### Leadership style

Transformational leadership represents a new paradigm in leadership. It demonstrates the crucial role that dynamic leaders play in creating and adaptive institution. An adaptive institution anticipates changes in its environment and responds pro-actively. A transformational leader/manger is a futurist who creates a compelling vision that inspires total commitment to, and acceptance of, change by followers (Macdonald, 2007). Burns (1978) contends that "transformational leadership" does not stand alone in the leadership lexicon. He also coined another term as being "transactional leadership", which involves dealing with others by delegating power, and actively communicate school's vision and beliefs.

Vecchio et al. (2008) states that the idea of transformational leadership was first developed by James McGregor Burns in 1978 and later extended by Bernard Bass as well as others. Lim and Polyhart (2004) say that a transformational leader, "recognises and exploits an existing need or demands of a potential follower and looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower." He insists that for leaders to have the greatest impact on the 'led', they must motivate followers to action by appealing to shared values and by satisfying the higher order needs of the led, such as their aspirations and expectations. For Huen Yu (2004), "transformational leadership contains interrelated components of charisma or idealised influence (attributed or behavioural), inspirational motivation, intellectual stimulation and individualised consideration."

Although, there have been studies undertaken on

leadership in schools and the definition of transformational leadership is still vague, evidence shows that there are similarities in transformational leadership whether it is in a school setting or a business environment (Leithwood et al., 2006). In this regard, Sagor (1992) adds that the responsibility of transformation resides not only with the leader, and states that: "The issue is more than who makes which decisions. Rather it is finding a way to be successful in collaboratively defining the essential purpose of teaching and learning and then empowering the entire school community to become energised and focused. In schools where such a focus has been achieved teaching and learning became transformative for everyone."

The development of transformational leadership also resulted in the fact that it cannot be regarded to be the sole concept. In this regard, Burns (1978) contended in the seventies already that "transformational" leadership does not stand alone in the leadership lexicon (Gkolia et al., 2006). Transactional leadership is often viewed as being complementary with transformational leadership (Balster, 2002). Leithwood et al. (2006) contends that transactional leadership does not stimulate improvement. Mitchell and Tucker (2004) add that transactional leadership works only when both leaders and followers understand and are in agreement about which tasks are important.

Balster (2002) refers to top-down leadership and hierarchies as "instructional" leadership, where the leader is supposed to know the best form of instruction and closely monitors educators' and learners' work. One of the problems with this as argued by Poplin (2003), is that great administrators are not always great classroom leaders and vice versa. Another difficulty is that this form of leadership concentrates on growth of learners but rarely looks at the growth of educators. Education now calls on administrators to be "servants of collective vision", as well as "editors, cheerleaders, problem solvers, and resource finders". Mitchell and Tucker (2004) explain that the problem is that there is a tendency to think of leadership as the capacity to take charge and get things done. The same authors' view constitute that the leadership does not focus on the importance of teamwork and comprehensive school improvement.

It is time to stop thinking of leadership as aggressive action and more as a way of thinking about ourselves, our jobs, and the nature of the educational process. As remarked by Mitchell and Tucker (2004): "instructional leadership is out and transformational leadership is in." Leithwood and Jantzi (2004) points out those transformational leaders pursue three fundamental goals. This line of reasoning is still pursued by modern management thinkers (David and Ganage, 2007).

### THE NEW ROLE OF THE PRINCIPAL

There is a strong link between transformational leadership

leadership and school effectiveness. Factors that contribute to the effectiveness of schools include professional leadership, shared vision and goals, a conducive learning environment, concentrating on teaching and learning, high expectations, monitoring of progress and purposeful teaching.

Principals as transformational managers and leaders have taken on new exciting roles as they continue to deal with the ever-changing face of education. These principals use their knowledge and skills to work both internal and external to the school organisation to map new directions, to secure and mobilise old and new resources, and to respond to present challenges and perceived future challenges.

Effective principals in today's school system assume that change is inevitable, necessary and indeed, strive to embrace this type of change (Armstrong, 2004). Kyeyune (2008) states that these changes will need to incorporate interventions on how to alleviate stress and to focus on improving work performance amongst educators. Some of the important traits and values that today's principals must possess in order to lead transformationally, principals should:

1. Act as agents of change,
2. Act as managers, and
3. Ensure that there is inclusive education for a diverse school community.

Other factors that also need to be considered should be to:

1. Help staff develop and maintain a collaborative, professional school culture: This means that educators often talk, observe, critique and plan together. Norms of collective responsibility and continuous improvement encourage them to teach each other how to teach better. Transformational leaders involve staff in the collaborative goal-setting, reduce educator isolation, use bureaucratic mechanisms to support cultural changes, share leadership with others by delegating power, and actively communicate school's norm and beliefs. This could be seen as a very effective way of fostering staff development and encouraging them to be a team. It will ultimately allow for a sense of security as well as motivate them to perform better.
2. Foster educator development: This factor suggests that the educators' motivation for development is enhanced when they internalise goals for professional growth. This process is generally committed to the school's mission. When leaders give educators a role in solving non-routine school improvement problems they should make sure goals are explicit and ambitious but not unrealistic.
3. Help educators solve problems more effectively: Transformational leadership is valued by some, argues Leithwood (2006) because it stimulates educators to engage in new activities and put forth that "extra effort".

Transformational leadership uses practises primarily to help staff members work smarter, not harder. These leaders shared a genuine belief that educators as a group could develop better solutions than the principal could alone.

The previous mentioned interventions focus on helping educators develop and maintain a collaborative professional culture. The principal as a transformational leader will involve educators in collaborative goal-setting, reduce educator isolation, utilise bureaucratic mechanisms to support change and share leadership with others by delegating power, and actively communicate the school's norms and beliefs.

The principal as suggested by Leithwood et al. (2006) should foster educator development. This will result in internalising goals for professional growth. The process involves the helping of staff to develop and maintain a collaborative, professional school culture. Transformational leaders involve staff in collaborative goal setting, reduce educator isolation, use bureaucratic mechanisms to support cultural changes, share leadership with others by delegating power, and actively communicate schools' norms and beliefs. Finally, the principal should be available to assist and help educators to solve their problems more effectively.

Transformational leadership is valued by some of the previously mentioned authors because it stimulates educators to engage in new activities and put forth that "extra effort". Research has found that transformational leadership uses practices primarily to help staff members work smarter, not harder. These leaders shared a genuine belief that their staff members as a group could develop better solutions than the principal could alone. Educators need to be guided towards progressive thinking rather than engaging in fault finding which ultimately impacts on the school environment".

The link between transformational leadership and school improvement is seen to be collaborative school culture, where a common understanding is shared which ultimately results in improvement of work.

## EMPIRICAL STUDY

### Research design

A cross-sectional survey design was used to reach the objectives of this study. In this design, the focus is on relationships between and among variables in a single group.

### Method of data collection

Data were collected by means of a tried and tested structured questionnaire. An explanation can be found under the heading "research instrument". This questionnaire was distributed to all educators in the schools of each of the selected districts in the sample pertaining to KwaZulu-Natal. The process was approved as a research project by the Department of Education, and as a result the data collection was assisted and overseen by the respective

**Table 1.** Breakdown of schools, learners and educators in Kwa- Zulu-Natal.

Learners	Educators	Schools
2 773 336	84 977	5 907

district offices.

The Director-General of the KwaZulu-Natal Education Department granted permission to undertake this study. Information was given on the district offices and meetings were convened with district managers to highlight the purpose of the study. Assistance was requested with the process of questionnaire distribution and collections. These questionnaires were distributed on behalf of the researcher by the district managers. The district managers personally handed these questionnaires to the principals at each school for distribution to their staff. Envelopes with stickers were also given to ensure confidentiality. Once the teachers had completed the questionnaires, the principals collected them from their staff and, in turn, handed the whole bunch of questionnaires to the district manager at the district office.

### Research instrument

The structured questionnaire is known as the ASSET (which refers to An Organisational Stress Screening Tool). It was developed by Cartwright and Cooper (2002) as an initial screening tool to help organisations assess the risk of occupational stress in their workforce. This questionnaire's main objective is to measure potential exposure to stress in respect of common workplace stressors. It also provides important information on current levels of physical health, psychological well-being and organisational commitment, and provides data to which the organisation can be compared. The questionnaire focuses on individual perceptions of stressors, and consists of seven sub-sections namely:

1. Organisational support;
2. Overload;
3. Remuneration;
4. Job insecurity;
5. Relationships;
6. Job opportunities; and
7. Growth opportunities.

These factors measure the commitment from educators which focuses on the individual's physical health, psychological well-being and supplementary information. These items have been specifically customized for the teaching environment.

The questionnaire is scored on a five point Likert scale that ranged from: 1 = strongly agree to 5 = strongly disagree. The ASSET has an established set of norms from a database of responses from 9, 188 workers in the public and private sector (non-higher education institutions) organisations in the United Kingdom. The ASSET as measuring instrument was proven to be a reliable tool to use as it returned (based on the split-half co-efficient scale of Shaughnessy and Zechmeister (2003) high reliability coefficients during its development and initial use. This served as a positive sign to select the ASSET as an appropriate measuring tool for this study. In further evaluating the ASSET as measuring tool, it was important to determine its probable success in the South African application setting. In this regard, Jackson (2004) successfully applied the ASSET as measuring instrument in the North West province of South Africa. In addition, Jackson found that the reliability of the instrument was satisfactory for the South African environment.

While repeated reliability on the ASSET in different environments weighed heavily in its favour to be selected as the appropriate measuring instrument for this study, the fact that it has been successfully applied in the South African education environment (Jackson, 2004) weighed the scale towards the ASSET in its final selection as a tool to gather the data for this study. This choice proved to be a sound one as this study returned in all but two factors, reliability coefficients in excess of 0.70 (one factor even returned a very favourable coefficient of 0.91), while the other two factors exceeded reliability coefficients of 0.60.

### Study population and sampling

A total of 84, 977 educators are employed (at the time of the study) by the KwaZulu-Natal provincial Department of Education. This represents 22.3% of the national total with the largest number of educators in ordinary schools (EMIS, 2009). The breakdown of the learners, educators and schools of the province is shown in Table 1.

There are currently 12 districts in the province which are: Amajuba, Empangeni, Ilembe, Obonjeni, Othukela, Pinetown, Sisonke, Port Shepstone, Umgungundlovu, Umlazi, Umzinyathi and Vryheid. From these, a total of four districts were randomly selected for this study. The districts were selected in terms of accessibility, and they are: Ilembe, Pinetown, Port Shepstone and Empangeni.

Table 2 indicates the breakdown of the different types of schools found in the four districts which have been selected for the study. Consideration was given to the demographics of educators in the province.

A total of 1, 500 participants were randomly selected from a total population of educators from the four districts identified in KwaZulu-Natal (N of educators = 2 123), thus targeting 70.1% of the selected population). Participants were randomly selected from a total population of educators in KwaZulu-Natal (N = 2 123). A total of 358 educators in KwaZulu-Natal had completed the questionnaire by the cut-off date which was set to be the end of March 2010 (representing 23.3% of the sample). A total of 18 of these questionnaires were unusable due to either partial or no completion thereof.

### Statistical analysis

The study employed the statistical software programme SPSS 17.0 (SPSS Inc., 2009) for Windows to analyse the data. A number of quantitative statistical techniques befitting the doctoral level of research are used to analyse the data. These techniques are:

1. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy;
2. Bartlett's test of sphericity;
3. Exploratory factor analysis;
4. Cronbach Alpha's reliability coefficient; and
5. Pearson's correlation coefficient.

These techniques were selected because they provide a sound statistical procedure to analyse the data. The KMO measure examines the data collected to determine if the sample size is adequate to use for multivariate analysis. Next, Bartlett's test is used as statistical test because it tests if the data is suitable to be subjected to multivariate statistical analysis (such as factor analysis). If suitable, the primary analysis of determining underlying constructs (or factors) could be used, where after the reliability of the analysis needs to be determined (Cronbach Alpha is a proven technique to do so). Correlations between factors and other variables are identified by means of the Pearson correlation coefficient. These statistical techniques, their application settings and their interpretation in this study are introduced subsequently.

**Table 2.** Details of the four districts selected for this study.

S/N	District	Primary schools	Secondary schools	Combined schools
1	Empangeni	467	178	37
2	Pinetown	343	115	51
3	Ilembe	319	87	23
4	Port Shepstone	336	126	42
	Total	1465	506	153

Source: DOE (2009).

### **Kaiser-Meyer-Olkin measure of sampling adequacy**

Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy tests whether the partial correlations among variables are small. It is defined by Mediaspace (2007) as: "an index for comparing the magnitudes of the observed correlation coefficients to the magnitudes of the partial correlation coefficients". The KMO can be calculated for individual and multiple variables and represents the ratio of the squared correlation between variables to the partial correlation of variables. The KMO statistic varies between 0 and 1. A value of 0 indicates that the sum of partial correlation is large relative to the sum of correlations, indicating diffusion in the pattern of correlations. A value close to 1 indicates that patterns of correlation are relatively compact and so factor analysis should yield distinct and reliable factors. More specific interpretations of the KMO are (Du Plessis, 2009, 2010; Field, 2007):

1. For values smaller than 0.5, the factor analysis is likely to be inappropriate;
2. A KMO value of 0.6 should be present before factor analysis is considered;
3. Values between 0.5 and 0.7 are mediocre;
4. Values between 0.7 and 0.8 are good;
5. Values between 0.8 and 0.9 are excellent; and
6. Values between 0.9 and 1 are superb.

The larger the KMO value, the more reliable the factor analysis for this particular sample size. Positive outcomes on these tests validate the use of factor analysis as a statistical tool (Du Plessis, 2009). Large values for the KMO measure indicate that a factor analysis of the variables is a good idea. The inverse is also true as the KMO also supplies vital information when not to use factor analysis. The KMO is employed in this study primarily to ensure that the data are suitable for multivariate statistical analyses, because factor analysis is the main statistical analysis tool in this research. A minimum KMO value of 0.7 is set for this study, as advised by the NWU's Statistical Consultation Services (Du Plessis, 2010).

### **Bartlett's test of sphericity**

Sphericity is a more general condition of compound symmetry. This holds true when both the variables across conditions are equal and the covariances between pairs of conditions are equal. Another indicator of the strength of the relationship among variables is Bartlett's test of sphericity. This test examines whether a variance-covariance matrix is proportional to the identity matrix. Thus, in essence, the Bartlett test of sphericity is an indicator of the strength of the relationship among variables and an indicator of the suitability of the data towards a multivariate statistical technique such as factor analysis (UCLA, 2010). It is, therefore, employed as a test statistic that is used as a gatekeeper for further analysis.

The Bartlett test examines the hypothesis that the variables are uncorrelated in the population. Thus, the population correlation

matrix is an identity matrix; each variable correlates perfectly with itself ( $r = 1$ ) but has no correlation with the other variables ( $r = 0$ ) (Mediaspace, 2007). Bartlett's test of sphericity is used to test the null hypothesis that the variables in the population correlation matrix are uncorrelated (Coakes and Steed, 1997). The observed significance level is 0.0000. It is small enough to reject the hypothesis. It is concluded that the strength of the relationship among variables is strong. It is a good idea to proceed with a factor analysis because the data should yield a p-value smaller than 0.0001. This indicates that the correlation between the variables is sufficient for factor analysis (Du Plessis, 2009).

In this study, as suggested by Field (2007), the significance of the Bartlett's test of sphericity is its associated probability less than 0.05. This means that values of 0.05 and below are regarded to be significant and that it thus concludes that the strength of the relationship among variables is strong. As such, it shows that the data are suitable to be subjected to multivariate statistical analysis such as a factor analysis. This is because Bartlett's test is a good measure to test if the data are suitable to proceed towards a factor analysis (Du Plessis, 2010). This study sets the Bartlett's test of sphericity value to be a minimum of 0.005 (as suggested by the UCLA (2010) and the Statistical Consultation Services of the NWU (Du Plessis, 2010).

An exploratory factor analysis was conducted to identify seven unique factors present in the data and of such assess the discriminant validity of the measuring instrument. The principal component matrix was rotated by means of an orthogonal Varimax rotation. In determining the factors (constructs), Eigenvalues greater than 1, the percentage of variance explained and the individual factor loading was considered. The software programme SPSS 17.0 (SPSS Inc., 2009) for Windows was used for this purpose of statistical analysis. Cronbach alpha coefficients were calculated to assess the reliability of the identified factors (Field, 2007). Descriptive statistics and correlation coefficients were also used for calculations. The suitability of subjecting the data to a factor analysis was confirmed by the Kaiser, Meyer and Olkin measure for sampling adequacy and the Bartlett's test of sphericity.

## **RESULTS**

### **Bartlett test of sphericity and the KMO test of sample adequacy**

Looking at Table 3, a very high KMO measure is 0.948. This means that the sample used is adequate and that the data can be used in further analysis. From the same table, it is also evident that the Bartlett's test of sphericity is satisfactory. This test returned a value of less than 0.005 which means that the data is suitable to be subjected to further analysis by means of multivariate statistical methods. From the Table 3, it is evident that

**Table 3.** Descriptive statistics: reliability and variance explained.

Factors	Items	Mean	SD	Cronbach alpha	Variance explained
Management and leadership styles	344	3.05	1.14	0.982	47.04
Financial security	341	3.84	1.02	0.925	8.93
Management and leadership fairness	342	2.83	1.08	0.949	6.84
Stressors	342	1.87	0.96	0.903	5.89
Empowerment	340	2.62	1.08	0.860	3.89
Job security	339	3.42	1.23	0.910	3.41
Sense of control over the work environment	342	3.25	1.02	0.525	2.57

the data can be subjected to a factor analysis. Resultantly, the factor table and the factor loadings is shown in Table 3.

## DISCUSSION

The aim of this study was to investigate how traditional school leadership and management can be guided towards transformational leadership. Focus has been placed on the dualist role of the principal and the educator. The results from the respondents have indicated that there is a lack of proper leadership and guidance from the principal who plays a pivotal role in the schooling system.

The nature of leadership has evolved from the traditional autocratic and bureaucratic styles. There is a strong link between transformational leadership and school effectiveness and the following factors are connected to effective schools, professional leadership, shared vision and goals, a good learning environment, concentration on teaching and learning, having high expectations, monitoring progress and purposeful teaching.

Schools are seen as the building blocks for transforming the education system and the leadership/leaders. This form of leadership focuses on inspiring management will play a vital role in this process. Based on personal qualities from traditional leadership research, transformational leadership grooms followers into future subordinates to consider group rather than self interest, concerns from physical to psychological needs and embrace worthwhile change. This type of change foster empowerment of educators and encourages teamwork which will ultimately contribute towards the school improvement and the school's community will develop a sense of ownership (Du Plessis et al., 2007).

## RECOMMENDATIONS

The following strategies can be adopted in order to alleviate stress and improve work performance in relation to transformational leadership. From the literature review, a number of recommendations have been formulated on

educational transformation leadership for the educators in the KwaZulu-Natal province. These recommendations focus primarily on the role of the principal (Nconco, 2006; Kark and Van Dijk, 2007; Landsberg, 2007; Montana and Charnoy, 2008):

1. Visit each classroom every day, assist in classrooms and encourage educators to visit each other's classes.
2. Involve the whole staff in deliberating on school goals, beliefs and visions at the beginning of the year.
3. Action research teams or school improvement teams as a way of sharing power.
4. Survey the staff often about their wants and needs. Be receptive to educators' attitudes and philosophies. Use active listening and show people that you really care about them.
5. When hiring new staff, let them know you want them actively involved in school decision-making. Hire educators with a commitment to collaboration. Use bureaucratic mechanisms to support educators, such as funding money for a project or providing time for collaborative planning during the work day.
6. Protect the educators from the problems of limited time, excessive paperwork, demands and guide them on how to work around these problems.
7. Let educators know they are responsible for learners, not just their own classes.
8. Transformational leadership practices have a sizeable influence on educator collaboration. Transformational leadership should be seen as only one part of a balanced approach to creating high performance in schools.

Transformational leaders have the ability to lead changes in the organisation's vision, strategy and culture as well as promote innovation in products and technologies. Thus, the goal of transformational leaders is to inspire followers to share the leader's values and connect with the leader's vision. This connection is manifested through the genuine concern leaders have for their followers and the followers giving their trust in return.

## Conclusion

The literature study has revealed in no uncertain terms



that the nature of leadership evolved from the traditional autocratic and bureaucratic styles to the contemporary styles. The ideals contained in the policy that was mentioned earlier and the realities faced by school principals are difficult to reconcile. There are too many variables involved. The future is uncertain, but it is certain to pose a variety of challenges in terms of the institution. The principal as an effective leader needs to have an extensive set of skills which needs to artfully integrate into the specific situation, but that may be beyond the abilities of a neophyte manager or inept leader (Smith, 2007:123).

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