Transformational leadership: ensuring quality education in deprived school contexts

by

MARILYN ORIA RAMATSUI

Submitted in partial fulfilment of the requirements for the degree

Philosophiae Doctor

in the

Department of Education Management, Law and Policy

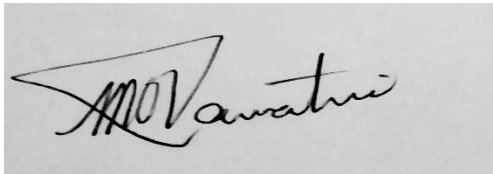Faculty of Education

at the

University of Pretoria

Supervisor: Prof. RN Marishane

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March 2022

DECLARATION OF ORIGINALITY

I, Marilyn Oria Ramatsui**,** hereby declare that the thesis, entitled *Transformational leadership: Ensuring quality education in deprived school contexts,* is submitted in accordance with the requirements of the Department of Education Management, Law and Policy at the University of Pretoria for the degree Philosophiae Doctor. It is my own original work and has not previously been submitted to any other institution of higher learning for degree purposes. All sources cited or quoted in this thesis are indicated and are acknowledged in a comprehensive list of references.

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Marilyn Oria Ramatsui
March 2022

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RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: **EM 19/02/04**
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INVESTIGATOR	Ms Marilyn Oria Ramatsui
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CHAIRPERSON OF ETHICS COMMITTEE:	Prof Funke Omidire

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This Ethics Clearance Certificate should be read in conjunction with the
Integrated Declaration Form (D08) which specifies details regarding:
- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

ETHICS STATEMENT

The author, whose name appears on the title page of this thesis, has obtained the applicable research ethics approval for the research described in this work. The author declares that she has observed the ethical standards in terms of the University of Pretoria's *Code of Ethics for Researchers* and *The Policy Guidelines for Responsible Research.*

DEDICATION

I dedicate this thesis to my late father, Marupu Daniel Ramatsui, who is not here physically to witness me stepping on this significant milestone that I believe he longed to see when he was still alive.

Ke a leboga Mokwena, moila letlhaka.
Your love will never be forgotten.

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I would like to acknowledge my Heavenly Father for giving me the opportunity to reach for the dream I have been holding for many years. If it was not for the Lord, I do not know where I would be. All glory be to God!

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To all of you, 'Ke a leboga'.

ABSTRACT

Schools in deprived contexts experience unique and serious challenges compared to other schools. This study examines how transformational leadership can ensure quality education in deprived contexts. Challenges associated with deprivation can negatively affect teaching and learning in the classroom, directly impacting on the provision of quality education. Therefore, this study argues that the leadership style employed in these contexts should be transformational to ensure quality education that may improve both the school and the community. Quality education is goal no. 4 of the Sustainable Development Goals (SDG) of the United Nations; this goal should be ensured for all learners, regardless of socio-economic status. Transformational leadership becomes imperative in deprived contexts to ensure that learners are not denied access to quality education.

A qualitative study was employed utilising the case study design. A purposive sampling method was used to collect data from 15 participants in five schools in the Tshwane North District of Gauteng. The participants were school principals, deputy principals, HODs and learners. The participants in their various schools described their leadership which was then compared to the transformational leadership theory. The link associates the study to the theory that indicated how transformational the participants' leadership style was and how transformative their role in the entire school context was perceived. The study's findings have revealed that some participants employ various aspects of transformational leadership even though they do not label them as such. Autocratic and democratic leadership styles were more readily mentioned and seemed to be the familiar leadership styles applied in practice. Many participants could deduce the meaning of transformational leadership based on prior knowledge of the term 'transformation'. The study recommends training in transformational leadership for schools to ensure quality education in deprived contexts. It also recommends that the Department of Basic Education provide more psychological and social support to learners in deprived areas to promote quality education. Understanding the experiences and challenges of school principals and their leadership teams in deprived contexts, may contribute to the knowledge needed

by policymakers and district officials to provide the necessary support strategies to better support schools' leadership to improve the quality of teaching and learning.

I HATE
MISTEAKS

TK LANGUAGE SERVICE
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14 February 2022

TO WHOM IT MAY CONCERN

I, the undersigned, hereby declare that the doctoral thesis titled

Transformational Leadership: Ensuring Quality Education in Deprived School Contexts by **Marilyn Oria Ramatsui** has been edited.

It remains the responsibility of the candidate to effect the recommended changes.

Prof. Tinus Kühn

LIST OF ABBREVIATIONS

AMS : Association of Muslim Schools

ANA : Annual National Assessment

AP : Advanced Programme

AU : African Union

B. A. : Bachelor of Arts

B. Ed. : Bachelor of Education

B. Comm. : Bachelor of Commerce

B. Tech. : Bachelor of Technology

CMF : Curriculum Management Framework

DBE : Department of Education

DFID : Department for International Development (United Kingdom)

DP : Deputy principal

ECD : Early Childhood Development

EFA : Education for All

EI : Emotional Intelligence

E PforR : Education Programme for Results (Tanzania)

EQ : Emotional Quotient

EQUIP-T : Education Quality Improvement Programme Tanzania

FES : Finnish Education System

FNBE : Finnish National Board of Educators

FWSA : Federation of Waldorf Schools in Southern Africa

GEMR : Global Education Monitoring Report

GDE : Gauteng Department of Education

HDE : Higher Diploma in Education

HIV/AIDS : Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome

HOD : Head of Department

ICT : Information and Communications Technology

IEB : Independent Examination Board

IQ	:	Intelligence Quotient
ISASA	:	Independent Schools Association of South Africa
L	:	Learner
LANES	:	Literacy and Numeracy Education Support (Tanzania)
M. Tech.	:	Master of Technology
MGSLG	:	Matthew Goniwe School of Leadership and Governance
MLQ	:	Multiple Leadership Questionnaire
NCLB	:	No Child Left Behind
NDP	:	National Development Plan
NEC	:	National Education Conference
NEEDU	:	National Education Evaluation Development Unit
NMU	:	Nelson Mandela University
NSC	:	National Senior Certificate
NSNP	:	National School Nutrition Programme
OECD	:	The Organisation of Economic Co-operation and Development
OWLAG	:	Oprah Winfrey Leadership Academy for Girls
P	:	Principal
PEDP	:	Primary Education Development Plan
PhD	:	Doctor of Philosophy
PIRLS	:	Progress in International Reading Literacy Study
PISA	:	Programme for International Student Assessment
PSLE	:	Primary School Leaving Examination (Tanzania)
RCL	:	Representative Council of Learners
SACE	:	South African Council of Educators
SACMEQ	:	Southern and Eastern Africa Consortium for Monitoring Education Quality
SAMA	:	South African Montessori Association
SDG	:	Sustainable Development Goals
SDI	:	Service Delivery Indicators (Tanzania)
SGB	:	School Governing Body
SMS	:	School Monitoring Survey

SMT   : School Management Team
TALIS   : Teaching and Learning International Survey
TIMMS   : Trends in International Mathematics and Science Study
UCT   : University of Cape Town
UEC   : University Ethics Committee
UK   : United Kingdom
UNESCO   : United Nations Educational, Scientific and Cultural Organization
UNICEF   : United Nations Children's Emergency Fund
UP   : University of Pretoria
UPE   : Universal Primary Education
USA   : United States of America
USD   : United States Dollars

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Introduction

The traditional nuclear family structure of two parents and a child or children, living all together in a loving and nurturing home environment, sharing values and beliefs, is no longer the norm in South Africa. Families now consist of single-parent homes, child-headed homes, stepparent homes, and so forth. An average child in South Africa is likely to come from a disadvantaged background with the family setting not comprising biological parents and siblings. Such a child may most likely be staying with grandparents, aunts and uncles or even be part of a child-headed family.

The child as a learner may enter the school gates with expectations and a dream of access to a life better than the familiar one. With the passage of time the child may start internalising the dream as unattainable due to the unsatisfactory level of education experienced by many learners in township and rural schools. The lack of school leadership geared explicitly towards handling issues of deprivation makes the schooling experience irrelevant to the majority of South African learners (Maringe, Masinire & Nkambule, 2015; Maringe & Moletsane, 2015). Deprivation is described as the lack of access to assets that could address issues of poverty in a community (Maringe & Sing, 2019). Therefore, schools based in poverty areas face different forms of deprivation, including a lack of access to quality education.

This chapter provides an overview of the study on Transformational Leadership ensuring Quality Education in Deprived School Contexts. The background and the rationale for the study are discussed below, followed by the research questions. This chapter includes a summary of the methodology, although more detailed information is found in the methodology chapter. At the end, this chapter details the outline of the study and its contribution to the body of knowledge in the field of school leadership practices.

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The following section details the background to the study and the history of education in South Africa that outlines the necessity for this study.

1.2   Background to the Study

Transformational Leadership should be implemented in school leadership to ensure quality education, particularly in areas where serious deprivation exists in South Africa. Transformational Leadership should be prioritised in schools where underlying learner issues negatively impact teaching and learning in South African schools. This leadership style was first conceptualised by Burns (1978) as the kind of leadership that can change society. Bass (1985) defines Transformational Leadership as leadership performance that is superior as it incorporates the interests of the followers and elevates their interest above self-interest. The psychological explanation of the functionality of this leadership style is that it will be a match for the deprived context's environment. Therefore, school leadership wanting to ensure quality education could benefit from a leadership that has evolved for over forty years, having taken the American people out of the Great Depression of the 1930s. If Transformational Leadership could resolve a problem of such colossal proportion, then the issues affecting an individual school context are solvable.

Pre-1994, an Apartheid education system served the interests of a white minority group in South Africa. One of the aims of the previous education system was to provide low-quality education for black people to keep them at the lowest stratum of society (Christie & Collins, 1982). The Christian National Education policy of 1948 was an educational policy of that era and mentioned that the purpose of education was to maintain black South African citizens in an ongoing state of political and economic oppression (Msila, 2007). Msila points out that education was a tool to divide society according to race, thereby creating and reinforcing inequalities. Not only were Black, Coloured, Indian and White people separated through Apartheid, but the idea that White people were superior to Black people and other racial groups, was propagated.

Between 1948 and 1994, nationalist white supremacy was prevalent in South Africa, where the country was divided through institutionalised racialised segregation. The majority of Black people were oppressed and marginalised (Wasserman, 2017). With the abolishment of Apartheid in 1994, a new democratic government came into power

with a new mandate of racial integration and the vision to eliminate past injustices. In the era of Apartheid, education remained one of the significant indicators of the state of the society.

Schools do not function in a vacuum, meaning that they are not immune to socio-economic and political influences (Witten, 2017). In the wake of a historically embedded memory of inequality in the people's consciousness, a need exists to reverse the false identity of black and white African learners in the 21st-century global society. The denial of access to quality education made black learners believe they were inferior and therefore deserved less, while white learners were given better access and were made to feel that they were superior. Societal values like justice and equality can correct the false identity of black and white learners.

According to the Education World Forum, nine out of ten children in developing countries cannot read by age ten, and the closing of schools due to the pandemic has worsened the situation (Education World Forum, 2020). All children have the right to quality education as propagated by the World Education Forum in Dakar, Senegal (April 2000) in their goal to achieve Education for All (EFA). In post-democratic South Africa, it was found that only a few and primarily white children continue to receive a high-quality education. In contrast, the majority of black children continue to receive education of the lowest quality (Jansen & Blank, 2014). In 1994, amongst the population older than eighteen years, 61% of the white population had passed at least matric compared to 11% of the black population (Nattrass & Seekings, 2001). Bantu Education was the sub-standard education intended to teach black children subservience while white children were cultured in their white privileges (Wasserman, 2017). Since 1994, the democratically elected South African government has introduced a number of educational reforms but those have failed to yield any expected returns. It is inadequate for any country to provide free primary education without ensuring the quality of education. For learners to have spent a considerable number of years in the schooling system and still not be proficient in basic literacy and numeracy is a cause for concern.

While acknowledging the challenges emanating from education provision, the situation worsens when dealing with poor communities or deprived contexts. According to the Global Education Monitoring Report 2017/8, (GEMR 2017/18), learners from

marginalised communities bear the worst consequences of low-quality education but also stand to benefit the most from high-quality education. Therefore, the issue of quality is imperative, especially in what is called *multiple deprived contexts.* Multiple deprivations are defined by Maringe et al. as the combined effect of different indicators of poverty on the quality of people's lives (Maringe, Masinire & Nkambule, 2015). For learners, it can be deprivation in the form of a lack of food security, tap water, proper shelter, care, decent clothing and secure family background and similar related issues.

One of the critical initiatives in improving educational quality is developing school leadership. There are different approaches to the type of leadership required to effectively address quality issues in deprived contexts. The one approach is leading the institution as a whole and the second is leading the instructional core (Witten, 2017) − for example, Visionary Leadership and Instructional Leadership, respectively. Leadership has been identified as one of the key elements in determining why certain schools in multiple deprived areas perform well and some struggle (Chiome, 2011). Reference is also made to different styles of leadership, such as teacher leadership, distributed leadership, instructional leadership and transformational leadership, that strongly affect school improvement. However, it is also pointed out that the application of these forms of leadership by deprived schools has not been adequately researched (Maringe & Moletsane, 2015).

Teachers and school leaders in deprived contexts are expected to be agents of change. The educational change or transformation needed by the deprived community does not seem to be located at the structures in the national or provincial level. The agency for educational change or transformation is said to reside at the school level, led by the school leader (Witten, 2017). Therefore, transformational leadership is proposed to be the kind of leadership best suited for deprived contexts in ensuring quality education. Transformational leadership is one of the leadership approaches that have been extensively researched, although its potential is still not fully utilised. A literature review of six published articles on Transformational Leadership found that this leadership style empowers the leader, encourages and inspires the followers in good judgement and intellect (Purwanto, Kusumaningsih & Prasetya, 2020).

Some scholars state that the solution to the vacuum in leadership is a "cocktail" of different leadership styles to ensure success in schools (Maringe & Moletsane, 2015).

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The problem with the cocktail idea is that there may be conflicting aspects of leadership styles that may work against one another, which could render the cocktail leadership ineffective. Maringe and Sing (2019) identified six distinct and established leadership theories that are suited to deprived contexts. These leadership styles are ethical leadership, asset-based leadership, authentic leadership, instructional leadership, transformational leadership and distributed leadership. As transformational leadership style has been depicted as one of the leadership theories that work in deprived contexts, this study aims to endorse and build on this idea and establish how transformational leadership can ensure quality education (Day, Gu & Summons, 2016; Hallinger, 2003; Leithwood & Sun, 2012; Blose & Naicker, 2018; Myende, Blose & Adebiyi, 2021).

Transformational leadership was first conceptualised by James MacGregor Burns. Burns (1978) originally coined the term *transforming leadership* when he was a biographer of the United States President Franklin Roosevelt. He defined transformational leadership as a leadership process where leaders and their followers raise one another to a higher level of morality and motivation. It is driven by the need to consider not only the educational, but also the material needs of the learner. If adapted to education in South Africa, this leadership style has the potential to improve learner outcomes, impacting the entire school community effectively. The assumption is that this kind of leadership could better equip school leaders such as the School Management Team to address different challenges and deprivations faced by the majority of learners in South Africa. Therefore, Transformational Leadership could be the way forward for South Africa as we have not yet achieved the goal of teaching and learning required for quality education.

There is a need for investigating what role transformational leadership could play in deprived contexts, specifically in ensuring quality education. Deprived schools have their unique challenges that require specific strategies from the school leader. This study could augment the body of knowledge on transformational leadership and how it can ensure quality education in deprived contexts.

1.3   Rationale for the Study

My rationale for doing this research is firstly to gain expert knowledge in the field of transformational leadership theory, especially on how it can assist in improving the schooling experience of learners in deprived contexts. Secondly, to determine how to influence policy and practice in school leadership. The influence would help mitigate the adverse effects of a low socio-economic background on learners from deprived contexts (OECD, 2012). Bhengu and Myende (2016) mention that the issue of leadership in deprived school contexts is under-researched. Transformational Leadership is one of the leadership styles that have great potential to improve the material conditions of learners, especially in deprived contexts. This very leadership style was successfully used during the Great Depression in the USA, and Burns (1978) was inspired to write about it.

My experience and understanding of education is that in 1970s when I started school, the education system was racially divided. Post-1994 as schools were de-racialised, the great divide between the rich and the poor became more evident. Hunter (2010) states that racial privilege was replaced by class privilege. The increasing middle class and the rich in society could send their children to schools offering quality education, whilst children from poor backgrounds continued to receive a poorer quality education in rural and township schools. In effect, this was a form of discrimination against poor children as the education system denied them access to quality education. Children born to poor residents in a community are said to be marginalised by being denied access to well-resourced schools despite their legal entitlement (Hunter, 2010). This practice in the education system continues to perpetuate inequality in society. Poor children cannot access quality education, not because of lacking cognition but because their families cannot afford private or Model C school fees or the transport costs to send their children to perceptually better schools. This practice may be recognised as a social injustice because the quality of education a learner receives is largely determined by the financial standing of the learner's family. Therefore, the objective of this study is to investigate how the implementation of transformational leadership theory in schools can enable learners from deprived contexts to access quality education. The transformational leadership style has to be engaged to ensure quality education to learners from deprived contexts.

In sub-Saharan Africa, the Mathematics scores of learners from Kenya, Mozambique, Tanzania, Swaziland and Botswana were higher than those of learners from South Africa, despite their low socioeconomic statuses (Johnson, 2008). This fact indicates that the learner's socio-economic context should not be a hindrance to successful learning outcomes. Currently, there has not been any significant change in the mathematics and reading scores of the mentioned countries; more scores are discussed in the literature review section (Chapter 3). This study argues that even if a country is poor, learners can still perform well academically; however, this does not seem to be the case in South Africa. Such success stories are evident in the examples from Finland which has the highest overall quality learning outcomes and yet there are very small disparities in learner achievement from different social backgrounds. Although Finnish educators are very highly qualified, which is an undeniably huge contributing factor, the fact is that the learner's social context should not be a determinant of learner outcomes (Global Monitoring Report, 2005). The lesson from the Finland case is that the impact of a school's socio-economic context can be mitigated by human agency located in that particular context.

The United Nations has identified education as one of the seventeen sustainable developmental goals to transform the world by 2030. Goal no. 4 of the sustainable goals is Quality Education (United Nations website). There is a need for increasing the knowledge and strategies on how to realise Quality Education as one of the SDG Goals (Boeren, 2019) because Quality Education is a right for every child regardless of their socioeconomic condition. The rationale for this study is to contribute to the body of knowledge on realising this critical global developmental goal of the United Nations. The findings of this research should not be relevant to South Africa only but could inform studies in similar developing countries and contexts globally.

Various studies highlight school leadership as one of the critical elements of ensuring quality education (Marishane, 2017). The kind of leadership said to promote changes in society is transformational leadership (Burns, 1978), and it is one of the emerging leadership theories for alleviating contextual deprivation (Maringe & Sing, 2019). The approach in this research was to consider the political context from which transformational leadership was first conceptualised. The research study should also serve to highlight the great potential in this leadership style that may have been

overlooked. One of the inherent aspects of transformational leadership is its positive impact on the material conditions of its followers. A school in a community could contribute to change or transformation by addressing societal issues like poverty, illiteracy and other problems associated with deprivation, for example, where community vegetable gardens were established on the school premises (Bhengu & Myende, 2016).

The praxis rationale for this study is to solve challenges affecting learners in deprived contexts in South Africa and elsewhere. An example of a contribution made by leadership practices is the instance of school opening hours being extended to accommodate learners whose homes are not conducive to learning due to a lack of electricity or space to study (Jansen & Blank, 2014). The future advancement of the continent of Africa depends on how education policies, practices and leadership effectively address societal challenges and how they prepare learners to sustain their own lives and help develop their communities. The African Union (AU) is an inter-governmental organisation aiming to eradicate the remnants of colonialism and apartheid in Africa, bringing African unity and co-operatively developing the continent (AU website). The aspirations of AU Agenda 2063 in building *The Africa They Want* will be challenging to achieve without quality education. The African Union aspires for Africa to become a strong and influential player globally (African Union). As part of the AU vision, African school principals are challenged to deliver the kind of learners required for the economic and social advancement of a country or continent (Witten 2017). The future country or continent we envision and want should inform the choice of leadership employed to achieve our national and continental goals. A more restoring type of leadership should be engaged in the pursuit of African transformation.

This study argues that the highest performing education systems are those merging equity with quality (OECD, 2012) and that South Africa has a long way to go to achieve such a goal. The contribution of transformational school leaders could assist in creating an environment of equity and quality in teaching and learning. This study intends to provide detailed knowledge of this phenomenon of merging equity and quality in the local South African context.

1.4   Statement of Purpose

The purpose of this study is to explore the role of transformational leadership in addressing the issue of quality education in deprived contexts. Maringe and Moletsane (2015) conducted a study to investigate the experiences of school leaders in multiple deprived areas and concluded that more qualitative studies are needed. They pointed out that teacher leadership, distributed leadership, instructional leadership and transformational leadership all claim to have a strong impact on schooling, even though the application of these leadership styles to deprived schools has not been adequately explored. Therefore, this study explores the impact of transformational leadership on schools in deprived contexts.

In South Africa, like in many other developing countries, principals are appointed without the necessary leadership skills required to succeed in their job (Maringe & Moletsane, 2015). Being a good educator does not necessarily translate into being a good principal. A different set of skills, like management and leadership, can contribute to the principal's success. Nonetheless, the occurrence of advancing good teachers to principalships is prevalent in the education system. This happens despite the evidence of the negative effect of a lack of leadership skills among principals affecting learner outcomes (Chikoko, Naicker & Mthiyane, 2015; Marzano, Waters & McNulty, 2005). Individuals in leadership positions should possess the expected skills to perform at their optimum.

The vision of the Gauteng Department of Education (GDE) is formulated as follows: *The smart service delivery of quality public education* and the provision of *access to quality lifelong education* (Gauteng Department of Education, website accessed 2021). The issue of quality education is first and foremost what the department wants to realise in schools in conjunction with the United Nations Sustainable Developmental Goals (UNSDG) for 2030. The accumulation of knowledge regarding the realisation of the UN Goal No. 4: Quality Education and the contribution to the vision of the GDE, which is the delivery of quality public education, is an important purpose of this research.

This research aims to fill the following identified gap:

❖ There is a gap in the endorsement of an effective leadership style to yield anticipated or required school outcomes, especially in deprived contexts with a multitude of unmet needs. Bhengu and Myende (2016) mention that the issue of leadership in deprived contexts is under-researched. Maringe and Moletsane (2015) also mention that the application of different leadership styles has not been adequately researched in deprived contexts. More qualitative studies are needed to study schools in impoverished and deprived contexts as they have unique characteristics and intricacies. It is particularly the researcher's opinion that the full potential of the transformational leadership approach has not been adequately researched, especially in schools located in such deprived communities.

1.5   Research Assumptions

This study on transformational leadership ensuring quality education in deprived school contexts falls within transformative epistemology. This epistemology is a response to post-positivist theories that are not suitable for marginalised individuals in society and not considered fit to address issues of power, oppression, social justice and discrimination (Cresswell, 2014). This qualitative inquiry is about transformational leadership and how it can change learners' learning experiences in deprived contexts. Transformational leadership was conceptualised in the political arena; it has the potential to change people's realities through education. The research argues that transformational leaders in deprived contexts have the power and agency to mitigate the effects of deprived contexts. The onus lies with school leaders and educators to promote justice and work towards it in their environment. Justice is the pursuance of equality in the face of inequality and propagating quality education for all learners.

1.6   Problem Statement

Sufficient evidence is recorded in the literature that successful school leadership across all contexts ensures that all learners receive a quality education, as promoted by the UN Sustainable Development Goal No. 4(SDG) (Johnson, 2008; UNESCO & Right to Education Initiative, 2019). However, in South Africa, the provision of quality

education in schools is not fully realised as many learners in deprived contexts, such as townships, informal settlements and rural areas continue to perform poorly (Jansen & Blank, 2014). According to recent research the poor performance is attributed to poor school leadership (Jansen, 2016). In that case, the type of leadership to turn around poor school performance has to be transformative in nature. Therefore, this study focuses on the potential of transformational leadership to provide quality education in deprived community contexts and bring about positive learner outcomes.

1.7   Research Questions

The following primary research question guided this study:

How can transformational leadership ensure quality education in deprived community contexts?

The following sub-research questions were formulated:

a) What are the participants' understanding of leadership?
b) What challenges do school leaders face in ensuring quality teaching and learning in deprived contexts?
c) How do school leaders address these challenges?
d) What role, if any, does a transformational leadership style play in improving the quality of teaching and learning in deprived contexts?

1.8   Delimitations of the Study

The delimitations of this study were influenced by the health regulations related to the COVID-19 pandemic protocols mandated throughout the world. The data collection method was affected as the researcher had to select the method most likely to produce rich data compared. The research site was situated in Tshwane North Region, where the challenges posed by the deprived context may differ from others.

Future research could probe more deeply into how leadership affects teaching and learning by including Heads of Department (HODs) among the participants. When the focus is on quality education, HODs will have a much deeper understanding of

curriculum matters at the school. In this instance, principals and deputy principals were sampled because of their overall leadership role in the school organisation.

1.9   Research Methodology

The research methodology for the study is discussed under the topics: Research Approach, Research Paradigm, Research Design and Data Collection Methods.

1.9.1   Research Paradigm

The methodology for this research was qualitative. A qualitative approach is defined as an approach used for exploring and understanding the meaning individuals or groups give to a social or human phenomenon (Cresswell, 2014). This approach was selected because of the nature of the enquiry that was located in the critical theory paradigm. Critical theorists pursue systems of oppression and pronounced struggle against injustices. Research is perceived as a transformative endeavour unafraid to announce its association with the consciousness of emancipation (Denzin & Lincoln, 2018).

In this particular research, the problem was the provision of quality education in deprived contexts; the study aimed to examine how the participants employed transformational leadership to address challenges posed by deprived contexts. A change or transformation in society can occur when people in a particular setting develop an accurate perception of their situation and devise plans for improvement. The traditional research approach demands neutrality and objectivity, not so in critical qualitative research. This research approach aims to understand the most urgent problems in society − in this case, education inequality.

1.9.2   Research Approach

The paradigm for this research study was transformative, as presented by Mertens (2009). The transformative paradigm mainly addresses the issues affecting the marginalised in society. Marginalised people can be the historically and socio-

politically oppressed in relation to disability, ethnicity, sexual orientation, race or poverty. The schools in Tshwane North were considered marginalised in terms of race, poverty and access to quality education.

1.9.3 Research Design

The research design selected for this study was the case study design which is defined as an empirical inquiry investigating a contemporary phenomenon within its real-life context (Yin, 2003).

A case study was the selected method of study based on the defined role and function of leadership in township schools. Cohen, Manion and Morrison (2007) state that case studies aim to represent an analogy of a specific situation or context. In this case the real-life context of the leadership of five schools in the Tshwane North District was investigated.

Firstly, case studies can be exploratory when they take the form of a pilot study to generate a hypothesis. Secondly, case studies can be descriptive in nature to provide a narrative account or an explanation of a certain phenomenon. This study is more of an exploratory case study.

The weaknesses of case studies as a research design include a lack of control. This means the researcher does not have knowledge of what would happen when entering the school premises. The researcher has no maximum control as in the case of a laboratory experiment. In this case the research took place in a natural setting rather than an artificial one.

Another weakness of a case study is that it is not easy to make inferences or to draw cause and effect conclusions because of the lack of control of the variables in the particular setting. There is always potential for bias in this research method as the researcher is a participant to a certain degree. The mentioned weaknesses can be counteracted by the quality measures of validity and reliability.

One of the strengths of the case study method is that at times one event or occurrence can give more valuable insight into the studied phenomenon than the frequency of that occurrence. Unlike in positivist research approaches, quantity is replaced by quality.

The richness, depth and intensity of a situation or context can be captured by a case study only.

1.9.4   Data Collection Methods

Case studies have various sources of evidence like the following, amongst others: documentation, interviews, archival records and direct observation. The choice of sources for particular research depends on how best each source answers the research question(s) and provides relevant data for the study. Each source has strengths and weaknesses. Therefore, it is important to use different types of sources to complement one another and strengthen the issues of reliability and validity of the data.

The following is a summary of the sources of evidence used for this study and their known strengths and weaknesses as formulated by Yin (2003) and adapted for this study.

1.9.4.1 Semi- Structured Interviews

The researcher conducted semi-structured interviews with fifteen participants, namely the principals, deputy principals or HODs and learners. The strength of interviews lies in the direct focus of answering the research questions. At the same time, poorly constructed questions can introduce the disadvantage of biased responses. Reflexivity may also become a hindrance as participants may present expected instead of truthful responses. The researcher used crystallisation as a quality measure to counteract the possibility of this occurrence. As interviews are a very critical source of evidence and experiential knowledge, how the researcher conducts the interviews and handles the data may become the hinge on which the success of the research depends.

1.9.4.2 Field Notes

The writing of field notes was a very important aspect of the process as unrehearsed and unprepared data was collected. The advantage of taking field notes is that it covers reality as it happens, creating contextual reference for the study. At the same

time, it can be time-consuming and subjective as the researcher records what they choose to observe. Reflexivity can occur as a disadvantage because the presence of an observer is obtrusive and affects natural behaviour. During the data analysis process, the latter would be depicted in case of any inconsistencies in the data collected.

Transformational leadership behaviours, skills, inclinations and interaction between individuals were noted in each school. Even though staff or School Governing Body (SGB) meetings were avoided because of the COVID-19 pandemic, the informal interactions between participants and other members of the school community were noted. The amount of time the researcher spent at the school while waiting for participants facilitated observing the human interactions and some aspects of the culture of the school.

1.10 Sampling

A purposive sampling technique was employed for this study and data was collected from five randomly selected high schools in the Tshwane North District. Purposive sampling is a deliberate choice of participants with a particular characteristic in line with research needs (Lewis-Beck, Bryman & Futing, 2004). Five high schools were able to provide adequate and sufficient data for analysis considering the size of this research. If data had been collected from more schools, the timeline would have been adversely impacted. The Tshwane North District was selected because of the existence of the typical deprived context that the study sought to investigate. Such a context is characterised by issues of unemployment, violence, abuse, alcoholism, crime and poverty, among others that subsequently affect learners and their learning outcomes. The selected schools were in close proximity of each other to ease fieldwork logistic requirements.

Data was collected from a combined number of fifteen participants (principals, deputy principals, and Heads of Department and RCL members). This means that the principal of the school and the deputy principal or the HOD were individually interviewed for the study. Then five shorter interviews were conducted with each of the five learner participants at each school.

1.11 Data Analysis and Interpretation

The data collected for the study was analysed using the thematic analysis method for qualitative research. Thematic analysis is a flexible analytical tool that can provide the depth and richness required in a qualitative study. Braun and Clarke (2006:6) define thematic analysis as "a method for identifying, analysing and reporting patterns (themes) within data".

Thematic data analysis entails looking for themes in the data in view of answering the research questions. Its advantage is that it can be used in different theoretical frameworks that highlights its flexibility in different contexts (Braun & Clarke, 2006). Eventually it is the researcher's decision as to what constitutes a theme emerging from data. According to Boyatzis (1998), another decision to be made by the researcher is whether to code on a semantic or interpretative level. This study used the interpretative level as only one level and not both could be used.

The terminology used in the process of data analysis is *data corpus* which is all the data collected by the researcher. The *data set* is the data used for the analysis and the *data extract* is the individual coded chunk of data. The process of data analysis did not begin only after data collection or coding but it commenced when the researcher was on site collecting data. Themes and patterns may already emerge at this early stage.

During analysis, writing occurred as a cyclical process as the researcher synthesised the data and re-evaluated it. The four phases for data analysis suggested by Braun and Clarke (2006) were applied to the data analysis process; these were getting familiar with the data, generating codes, identifying themes and reviewing themes.

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1.12 Enhancing the Quality and Credibility of the Study

Qualitative research studies need to put quality measures in place for the study to be considered credible and confirmable. Some qualitative quality measures are transferability and dependability (Cohen, Marion & Morrison, 2018, Creswell, 2014).

1.12.1 Credibility

The measure of credibility deals with how believable the research findings are, based on the detailed process of data collection and analysis. If the findings are backed up by the evidence of direct participant interviews and relevant data, the credibility of the findings and the credibility of the study as a whole are increased (SAGE, 2022).

1.12.2 Confirmability

Confirmability is a quality measure pertaining to how another party can verify the findings. The issue of confirmability is whether another researcher will come to a similar conclusion based on the evidence presented (Cohen, Marion and Morrison, 2018).

1.12.3 Transferability

Transferability relates to whether the findings or conclusions can be reached in another similar context (Cresswell, 2014). If the study was conducted in Gauteng schools, could we reach similar conclusions in deprived Mpumalanga schools?

1.12.4 Dependability

The quality measure of dependability checks the reliability and consistency of the process and its findings; it relates to whether the selected data collection tools are best suited to answer the research questions (Given, 2008). For example, interviews are widely utilised because of their dependability in collecting data information directly from the participants.

In data analysis, consistent coding is used to ensure that the coding is standardised throughout the data and across data sources. A researcher may have a code definition

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memorandum book to refer to during the coding process. Interview transcripts are also checked for any errors.

Researcher bias is the realisation that the researcher cannot be neutral and also cannot analyse the data from a vacuum. A researcher can be biased during the entire research involvement − from data collection to analysis and report-writing. When the researcher is conscious of this and self-reflects, it brings a certain dependability to the study. Factors like the researcher's age, race, gender, culture and others can bring a particular perspective and view of reality. Presenting negative information is an important aspect of research as not all the data neatly aligns with theory or what the researcher aims to prove. The existence of negative information is proof that the whole data set, even the data that does not neatly fit into the study, has been considered.

1.13 Ethical Considerations

Ethics is a vital part of any research study because this is what eventually upholds the integrity and truthfulness of the research findings and conclusions. The researcher is expected to conduct themselves in a particular way and handle the entire study process in a way that protects the rights of participants.

Firstly, the researcher needs to get ethics clearance with the organisation they represent. In this case as a PhD student, I represent the University of Pretoria. I applied for full ethics clearance from the University of Pretoria Ethics Committee. The Gauteng Department of Education has a protocol process for obtaining permission to access the schools as they are departmental sites. The district has its own internal process of granting permission to access school sites. The researcher was mindful of the Consolidated Research Protocols (Department of Basic Education, 2017). This document contains guidelines for researchers as well as ethical considerations such as honesty, integrity, and the professionalism of researchers to be observed at the research site.

1.13.1 Privacy and Confidentiality

At the site, the researcher needed to disclose the purpose of the study to the participants and answer all questions and concerns honestly and honourably. The participants were assured of their privacy and confidentiality before engaging with the study. The researcher explained that the schools and participants would not be mentioned by name but they would be identified by labels, such as School D and participant P1, DP3, L5 and so forth. The participants were told that the goal of being at the research site and engaging participants was to gather knowledge. The knowledge gathered would not be used for any other purpose except for research.

1.13.2 Voluntary Participation

The researcher was cognisant of the fact that the individuals on site had the right to choose to participate in the research or not and their participation was voluntary. By agreeing to participate, the participants gave permission to the researcher to gather information or data from their everyday existence and thus their world was the one being invaded by an outsider. Creswell (2014:132) advises the researcher to "respect the site and disrupt as little as possible". As a means of gaining as much data as possible, or encourage participation, the researcher was not allowed to deceive participants and was expected to treat all participants, including children, equally.

1.13.3 Research Integrity

Data analysis was done honestly and honourably in that even the data sets that were not in agreement with the researcher's proposition were reported. For the sake of research integrity, the ultimate test was "the willingness to be proven wrong, or even have one's earlier thinking on a matter challenged", as stated by Yin (2011:41). Yin (2011:41) describes research integrity as when "you and your word(s) can be trusted as representing truthful positions and statements".

A researcher's conduct is important because it affects the future of research as a field and may restrict future access to research sites. Research protocols could change or be negatively affected, based on current researcher's behaviour on site. The

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researcher was aware of power relations between themselves and participants and therefore did not enforce any authority on the research site.

1.14 Contribution of the Study

This study falls within the ambit of Goal No. 4 of the United Nations Sustainable Development Goals of 2015, which is Quality Education. The countries that subscribe to the UNSDG are expected to ensure quality in their education provision regardless of circumstances, including socio-economic contexts. Through this study, the school leaders especially from deprived contexts may gain insight into and knowledge of how to ensure quality education. School leadership should gain an understanding of the transformational leadership style that may contribute to ensuring quality education in the schools. The ultimate beneficiaries are the learners in deprived contexts; they will be able to access quality education through the agency of their school leadership.

This study intended to address the important aspects of the Gauteng Department of Education's focus on quality and inequality in education. The Gauteng Department of Education in its vision and mission statement mentions its goal of eliminating inequality in education and for its learners to access quality lifelong education. The findings of this study may inform future projects of the Gauteng Department of Education and contribute to future policy formulation by the National Department of Education.

Leadership as a concept is of current interest globally, continentally and nationally. The course of human history has been significantly influenced by the calibre of world leaders at different times. Leadership is so important that Burns (2003:22) calls it the "X-factor in historic causation: indicating that it has a strong influence of historical events. There have been aspirations to develop the concept *leadership* into an independent scholarly field like history, philosophy and so forth. This research may also contribute to the content of this envisaged field of leadership.

Lastly, education provision in townships and rural areas has its own unique struggles and challenges. This study details and tabulates the challenges, especially from the learners' perspective to contribute to seeking solutions. Different studies have widely documented the poor quality of education in these areas, even though there have been

few improvements (Bayat, Louw & Rena, 2014; Du Plessis & Mestry, 2019). Evidence of South Africa's poor assessment performance in the Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMMS) has been adequately documented in support of the previous claim (Van Wyk, 2015; Fleisch, 2013; McKay, 2019). The perspective brought by incorporating the learners' voices in the study may provide deeper insight into learner issues faced by schools. If unabated, learner issues could compromise the quality of the education system in South African township and rural schools. A transformational leadership style can help to mitigate the effects of depravity that threaten quality education in these contexts. This study is well placed in this research space.

1.15 Structure of the thesis

The thesis is divided into six chapters as explained below. Each chapter contains comprehensive knowledge, research information and analysis to contribute to the coherence of this research study.

Chapter 1: The chapter presents the introduction and the general overview of the research study. It provides the essence of the study by introducing the approach and perspectives of the researcher. The problem statement, the purpose and the rationale for this inquiry are briefly discussed. A concise overview of the research methodology and the significance of the study are included.

Chapter 2: The chapter details Part 1 of the literature review, focusing on Transformational Leadership as a key concept. The concept of leadership and relevant leadership styles are briefly discussed as an overview of the field of leadership. The overview then creates a background before revealing transformational leadership style as the most appropriate style for this study. The distinct components of this style and its behavioural aspects are outlined. The basis or foundation underpinning this leadership style in the form of the psychology behind it is also discussed in depth. Other elements impacting leadership style, like efficacy and emotional intelligence, are also discussed.

Chapter 3: The chapter details Part 2 of the Literature Review entailing Quality Education and Deprived Contexts as key concepts. Quality Education is defined and discussed in different contexts, including deprived contexts. Issues of deprivation are unpacked as they relate to education provision and how they affect teaching and learning in schools. Various benchmark assessment scores like SACMEQ and PISA are discussed to compare and contrast South African learners with learners in other countries like Tanzania and Finland.

Chapter 4: The chapter addresses the methodology used in this study. An in-depth discussion of the approach, design and data collection methodologies is provided.

Chapter 5: The chapter presents the results of this study and the themes emanating from the data analysis. Each theme is supported by quotations from the participants to justify the choice of theme in answering the research questions.

Chapter 6: The chapter includes the discussion of results and the conclusion of the study. The study results and findings are discussed in the context of existing knowledge and legal frameworks. In this chapter the study is summarised and its impact on the existing body of knowledge is outlined. The generated new knowledge is presented and explained to justify its ability to fill an existing gap in the literature. Concluding remarks and recommendations are provided at the end of this chapter and thesis.

1.16 Summary

The chapter introduced a typical South African family background where majority of learners are members, thus depicting their domestic environment. The historical background that brought about these social settings was discussed in order to elucidate their causative factors. The concepts of deprivation and multiple deprivation were introduced and the different roles of the principal and teacher in these contexts investigated. The rationale for the study was taken from the fact that learners from neighbouring countries to South Africa continue to perform better in benchmark assessments despite their lower socio-economic statuses. This points out that the learner family background should not necessarily result in poor learner outcomes.

Through human agency, the learner social background can be mitigated to allow learners to perform at their level of potential. The mitigation process can be initiated or carried out by individuals with transformation leadership skills.   The research questions were introduced and the methodology of the research study was introduced albeit brief as it will be comprehensively discussed in Chapter 4. The contribution of this study is significant especially because the study addresses Goal number four of the Sustainable Development Goals which is Quality Education. Moreover, the study will serve to support the goals of the Gauteng Department of Education and the national Department of Basic Education. The knowledge gap of how learners from deprived contexts can access Quality Education, will be filled by this study. The next chapter outlines the literature review in exploration of the concept of Transformational Leadership.

CHAPTER 2

TRANSFORMATIONAL LEADERSHIP THEORETICAL FRAMEWORK

2.1   Introduction

The literature review is presented in two chapters; Chapter 2 focuses on the Theoretical Framework of Transformational Leadership and Chapter 3 on the African Continental and International Perspectives on Quality Education and Deprived Contexts. The literature review section is aimed at engaging with the vast body of knowledge relevant to this study and to identify the gap that could be filled by this study. The three concepts *Transformational Leadership*, *Quality Education* and *Deprived Contexts* are linked and inter-linked to form an inter-connectedness that should translate into positive learner outcomes.

This chapter serves to address the aspects of Transformational Leadership and its suitability to addressing issues of quality of education in deprived contexts. The theoretical framework informed the interpretation of the data collected from the field. Firstly, the broader leadership concept is defined and thereafter different leadership styles are briefly summarised. The next discussion is on how leadership affects learner outcomes, be it directly or indirectly. This chapter then leads to an in-depth review of the concept *Transformational Leadership* from historical and psychological perspectives too. The defining and distinct approach of this study to include the psychological factors of transformational leadership may be the basis to strengthen its argument.

2.2   Fundamental Leadership Theory

The definition of leadership is problematic when scholars do not agree whether it is by nature or nurture and whether it is positional or functional. How leadership is perceived has a direct bearing on how it is developed. Bandura (1997) asserts that leadership is key to creating a culture of collaboration in a school. In the South African school

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context, principals spend a considerable amount of time in resolving conflict, which indicates a need for leadership development (Witten, 2017). In a school setup the school principal is the leader of the school, setting the tone, casting the vision and spearheading the transformation that should occur.

Leadership is defined as "doing the right things and not merely doing things right" (Andrews, Basom & Basom, 1991: 97). Leadership is further defined as an action and not as behaviour because what drives leadership is not bureaucracy but moral stance (Sergiovanni, 1992). An individual may lead from any position because leadership is a personal attribute and not a positional one. Luft (2012) emphasises that leadership is a relationship of power for a specific purpose in line with the values and needs of the leader and followers.

2.2.1 Fundamental Leadership and Leadership Styles

Various leadership styles are practised and have been studied in different organisations. A brief discussion of three of the leadership styles comparable to transformational leadership follows.

Transactional leadership encompasses a leader-follower relationship based on exchanges in the form of work output in exchange for rewards or salary (Luft, 2012). Lashway (2000) iterates that this leadership style mainly focuses on management and not necessarily leadership.

In the school context, transactional leaders are those who bureaucratically implement the policies and procedures of the provincial and district education offices. They follow a top-down approach without incorporating or accommodating new ideas and circumstances at school level. This results in the principal, teachers and learners lacking motivation to do more than the bare minimum. A number of low-performing schools might be led through this kind of leadership style that projects every school activity as a job in exchange for a salary at the end of the month.

Instructional Leadership is the type of school leadership focusing on the instructional core of education. Instruction is defined by Witten (2017:16) as "the processes or actions involved in generating or imparting knowledge". The process of instruction essentially involves teaching and learning in the classroom setting. Instructional

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Leadership is about supporting and creating an environment for optimum instruction to take place. As instruction takes place in the classroom, the main components are the teacher, the learner and the curriculum. All the other aspects of school life are merely supportive of the instructional core as perpetuated by this leadership style. In fact, Witten (2017) states that whole education systems should be revolving around how best to improve and support teaching and learning. The other comparable leadership style is Visionary Leadership.

Visionary Leadership is the kind of leadership that brings focus, energy, purpose and meaning to an organisation. Visionary leadership has emerged as a very important characteristic of high performing school principals (Chance, 1989). The individual leaders in this instance realise that the driving force for change is a greater cause, bigger than the individuals. Examples of greater causes may be social injustices, lack of equal opportunities for learners, inequality and poverty. Self-actualisation or self-fulfilment is the higher-level motivation driving the behaviour of visionary leaders. The leaders operating in the field of education may understand educational success as leading to social upliftment. This underlying belief could give meaning and purpose to the mundane task of daily teaching and learning.

In summary, the above-mentioned leadership styles were chosen for being comparable to transformational leadership for the reasons that follow. Transactional leadership was initially juxtaposed with transformational leadership. It was placed as a point of departure to express the measure of difference between the two leadership styles. Instructional leadership specifically addresses leadership practices in schools or educational institutions. It is deemed comparable to transformational leadership due to its close proximity to the classroom being the exact site of quality education.

In a continuum of leadership styles, visionary and transformational leaders are closely related. Sometimes their similarities in practice could make people confuse one for the other. The broad difference between the two types of leaders is their contextual dynamics and the different ideologies influencing them. Improved learner outcomes that are a similarity may be the motivation behind both leadership styles. The difference may be the type of learner produced and their level of socio-political awareness and activism only.

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2.3   Leadership and Learner Outcomes

Jansen and Blank (2014) assert that leadership forms the basis of a school's success. There is also mention that principals influence learner outcomes by their impact on teachers and the school culture (Luft, 2012). Therefore, the leader affects the main resource for learning, which is the teacher as well as the learning environment, both directly impacting learner outcomes.

Luft (2012) contends that leadership as a cultural practice seeks to transform a weak instructional core and its surrounding culture into a strong culture supportive of effective teaching and learning. The teacher is a great resource for impactful classroom practice; this is the reason why leaders need to provide adequate professional development for teachers. Leithwood, Louise, Anderson and Wahlstrom (2004) found that school leadership is the second major contributing factor to learner outcomes after teaching and learning.

Several studies (Leithwood & Mascall, 2008; Jacobson, 2011; Wiley, 2001) make a case that leadership influences student achievement by creating a school culture conducive to teaching and learning to occur. Leaders understand that they need to transform the school culture and reinforce the instructional core of the school, which includes teachers. Teachers' perception of their school leader impacts the school culture, which is the context for learning (Witten, 2017). Teachers working under a transformational leader are exposed to developmental activities enhancing their instructional capabilities, which directly influences student achievement. Marzano, Waters and McNulty (2005) state that student achievement is positively influenced by effective school leadership. Leithwood *et al.* (2004) conducted research concluding that school leadership was second to classroom instruction only in affecting student achievement. Considering all the other school activities and learner experiences attempting to improve student achievement, school leadership remains critical.

A school culture with high student expectations may be able to achieve its optimal goals, but simultaneously the goals should not be unreasonably high, resulting in student learning being in despair (Brophy, 1986).

None of the leadership theories discussed above answers or is most suitable for the study. Therefore, there is a need for delving more deeply into transformational leadership as the theoretical framework for the study.

2.4   Transformational Leadership Theory – Overview

Transformational Leadership Theory was first conceptualised in 1978 by Burns (1978) in his book on Leadership. Burns observed this type of leadership in a political context when he worked in close proximity with the US President Franklin Roosevelt. The leadership was first named *Transforming Leadership* because of the transformational influence on both the leader, and more especially the followers. Most leadership styles may be seen to benefit the leader or put the leader in a more privileged position; with this leadership style, the followers stand to benefit and become content because their material conditions are set to improve.

The theory is chosen for this study over any other leadership theory because of its effect on its followers. Change or transformation for the better is mostly sought when individuals occupy leadership positions and transformational leadership has the most accurate formulation to bring change to its followers. President F. Roosevelt took the Americans out of the Great Depression of the 1930s by implementing an economic intervention called the New Deal (World Book, 1990). The president's leadership benefitted his followers and the Americans at large. The mentioned economic transformation was displayed in the political arena that was difficult to change because of the many conflicting agendas in politics. If this leadership style was able to bring the envisaged changes to the American nation, then the school classroom or the school community can easily be impacted if the core principles of this leadership style are understood and implemented.

The following are the main principles or the key concepts of the leadership style according to Bass (1985):

a) *Idealised Influence* **–** A transformation leader has a powerful influence on the followers that makes them trust his or her leadership.

b) *Inspirational Motivation* **–** The followers are inspired and motivated to be effective and function at their optimum level.

c) *Intellectual Stimulation* **–** The leader creates an environment that challenges the cognitive processes and intellect of his followers.

d) *Individualised Consideration* **–** Every member of the team is considered in the bigger picture or the vision of the organisation.

The four principles of the transformational leadership style provide the basis for its success because they consider the individual followers more than the inanimate aspects of an organisation or task. If individuals are motivated and inspired, they can be more productive and creative compared to the transactional leadership style where they are coerced to work and threatened with rewards and punishment. The cognitive appeal of this leadership style to its followers makes them candidates for future leadership positions, which is inspiring for individuals because people desire growth and development**.**

The problem of quality education in deprived contexts is discussed in numerous parts of this study. Researchers and education leaders are bound to seek solutions and new knowledge in this focus area. Leadership has been identified as one influential factor in creating a successful organisation conducive to teaching and learning. Transformational leadership is named as one of the leadership theories proven to be effective in a deprived context (Maringe & Sing, 2019). This study aimed to examine how transformational leadership can address the issue of quality education in deprived contexts.

Below is a table indicating how transformational leadership theory evolved over time, naming the authors and their contributions.

Table 2.1: Summary of Contributions to Transformational Leadership Theory

Author/s	Summary of contribution to Transformational Leadership Theory
Burns, 1978	Conceptualised Transforming Leadership.

Bass, 1985	Classified the four sets of behavioural patterns of transformational leaders: Idealised Influence, Inspirational Motivation, Intellectual Stimulation and Individualised Consideration.
	Contributed to the idea that followers' performance goes beyond expectation or ordinary limits.
Bass, 1999	He developed the Multiple Leadership Questionnaire (MLQ) used in the business world.
	A transformational leader aligns the interests of the organisation with those of the followers.
Bass, 2002	A transformational leader is deemed as a person of high cognitive capacity.
Bass and Riggio, 2006	A transformational leader stimulates and encourages the successful delivery of teaching and learning.
	Follower burnout prevented through the individualised support by the leader.
Leithwood and Jantzi, 2006	Leaders contributed to increasing the commitment and capacity of the followers in attaining organisational goals.
Maringe and Prew, 2015	Transformational leaders create vision and influence followers to fulfil the vision.

Based on the evolution of this leadership theory and the kind of interaction between its leaders and followers, the choice was made for its appropriateness. Change and

transformation are what is needed for mostly township and rural schools to provide quality education. Thus, the kind of leadership style to effect the anticipated change should be transformational in nature. A discussion of the history of transformational leadership style follows.

2.5   Transformational Leadership Theory – Historical Perspective

Burns (1978) authored a book titled *Leadership* which has been identified as the original source of transformational leadership. He developed the concept that he named *transforming leadership* at the time. The fact that he was a political scientist and a biographer of US President Franklin D. Roosevelt was significant because it brought to the fore the influential capability of this leadership style. Burns later became a senior scholar at the Jepson School of Leadership Studies, University of Richmond, Virginia USA. There he conducted further enquiries to verify the effect and impact of transformational leadership.

Burns perspective and understanding of leadership was embedded in politics, which is one of the most influential fields in human history. So, the origin of transforming leadership or transformational leadership as it later became known was politics where the main activities were assumingly about influencing people and improving their livelihood. This radical type of leadership that called for social transformation was then adapted by the business world to improve management skills and make better profits for the organisation. Businesses utilised the Multiple Leadership Questionnaire developed by Bass (1985) who contributed to establishing transformational leadership. In the process of developing the concept, it moved from the Critical Social Theory perspective and to Positivism and greater acceptability, thus losing its radical edge of social transformation.

Bernard Bass (1985) was the person who developed transformational leadership and increased its wider acceptability and use in different fields. In his book *Leadership and Performance Beyond Expectation,* he states that "to achieve follower performance beyond the ordinary limits, leadership must be transformational" (Bass, 1985: xiii). In developing and expanding the concept, he used other words or concepts that the original author did not utilise. He introduced *subordinates* instead of followers; this was

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a problematic term in the context of critical social theory. He also introduced *management* and used the term inter-changeably with leadership. In current business books, when introducing the concept of leadership, it is distinguished from management (Bass, 1985). The original context of social transformation has been diminished and has given way to the enhancement of individual performance to become a *better manager* of an organisation. Evidence to the latter is Bass's statement in his book, admitting to the existence of a gap in his "attempt to understand some of what makes the performance of these charismatic world class leaders so remarkable, and what seems so often to be missing when we try to understand leadership performance in small groups and complex organisations" (Bass, 1985: xiv). He points out the existence of knowledge discrepancies found in the theory and research of the two distinct fields of organisational psychology and political science. Perhaps a generic transformational leadership style incorporating both fields may be applied to education to have greater impact. In conclusion, the field of education could benefit from the positive aspects of theory and research in both organisational psychology and political science. This exercise would be in pursuit of ensuring quality education for learners from deprived contexts.

Bass mentions that for leadership to be called *transformational*, the motives and beliefs of followers have to be transformed from a lower to a higher place of maturity. This is what would result in the followers' performance going "beyond expectations" or "ordinary limits" (Bass, 1985: xiii).

Transformational leadership as a new concept was initially set up against transactional leadership as the norm. Transactional leadership was the basic exchange or give-and-take relationship between leader and follower. A transactional leader practised a contingent reinforcement for his or her followers while a transformational leader aligned the interests of the organisation with those of the followers (Bass, 1999). The alignment was what contributed to the higher level of trust of this leadership style as well as the psychological empowerment that took place in both the leader and the follower. Proponents of this theory, like Burns and Bass assert that change for both the leader and his followers need to take place, be it in their material conditions or their psychological state. The latter calls for a deeper enquiry into the psychology of this leadership style. If currently change is what is required in education, then this

leadership style becomes imperative. Learners benefit from quality education as they have access to better life opportunities and the fulfilment of their potential. Shalem and Hoadley (2009) state that extremely poor schooling outcomes are a significant contributing factor to low educator morale. The provision of quality education could help improve the psychological state of educators and principals. Transformational leadership can contribute to the well-being of educators and principals in a deprived school context. The essence or the core of a transformational leader is discussed below.

2.6   Transformational Leadership Theory – The Core

Transformational leadership is an effective type of leadership aiming to transform values that enhance its followers' performance (Bass, 1985). The human search for meaning and significance is met by a transformational leader who motivates people to change their jobs from boring and repetitive to a meaningful activity impacting the future. In a school situation the task of teaching and learning becomes meaningful due to the influence of a transformational leader. Sergiovanni (2007) views the transformational leader as the kind of leader who best meets the needs of all stakeholders in an academic setting. The individualised consideration of a transformational leader makes the followers feel valuable and that the organisation is fulfilling their needs too. The implication is that a transformational leader is one that can integrate a team successfully and inspire them cognitively. Covey (2007) mentions that the goal of transformational leadership is to transform people and organisations by changing their minds and hearts, enlarging their vision and making their behaviour align with beliefs and values. This means that transformation is at the heart of transformational leadership and this makes the leadership style well-suited for the pursuit of transforming a community and the wider society.

The replicative effect of transformational leadership is that the followers themselves become transformational leaders through the idealised influence of the transformational leader (Bass, Waldman, Avolio & Bebb 1987). The initial followers are the primary products of transformation and they, in turn, influence the secondary products of transformation. This perpetual process may have the desired impact of transformation on the school and its immediate community.

Bass, one of the successful proponents of transformational leadership, defines this leadership style significantly as follows:

> *(A) Superior leadership performance – transformational leadership − occurs when leaders broaden and elevate the interest of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group (*Bass 1985:21).

In the definition it is clear that transformational leadership is a sophisticated leadership style requiring higher acumen of cognitive abilities to comprehend the intricate workings of groups of people achieving common goals.

The subsequent discussion relates to the specific behavioural patterns of a transformational leader.

2.7 Transformational Leadership Theory – Behavioural Patterns

Transformational leaders have distinct and specific behavioural patterns identifying them as such. Four main characteristics differentiate transformational leaders. Unlike other leaders, transformational leaders have unique patterns of behaviour that can be attributed only to them. The set of behavioural patterns depicts a smart, balanced and emotionally intelligent individual affecting others positively.

The four sets of behavioural patterns classified by Bass (1985) as transformational are listed below.

2.7.1 Idealised Influence

A transformational leader provides a shared vision and mission to followers that causes them to trust and respect the leadership. The followers identify with the leader, the leader's vision and the team as a whole.

2.7.2   Inspirational Motivation

A transformational leader motivates and inspires followers to perform at their best and beyond normal expectation. The leader contributes to increasing the commitment and the capacity of followers in attaining organisational goals (Leithwood & Jantzi, 2006). Inspirational motivation by the leader provides followers with an environment encouraging them to work on challenges and shared goals, as well as give meaning to their daily tasks. Followers of transformational leaders seem to show increased motivation, job performance and satisfaction because of the assigned meaning to their daily tasks.

2.7.3   Intellectual Stimulation

A transformational leader challenges the followers to think out of the box by being creative and innovative. Bass and Riggio (2006) mention that a transformational leader stimulates and encourages the successful delivery of teaching and learning. Through intellectual stimulation, followers can think deeply and be creative without fear of criticism. A transformational leader is deemed a person with high cognitive capacity (Bass, 2002) and this is a large contributory factor to their success in leadership.

2.7.4   Individualised Consideration

An individual follower is made to feel important as a valuable member of a team. Follower burnout is prevented by the individualised support from the leader who empowers them to face challenging situations (Bass & Riggio, 2006).

Transformational leadership is said to assist in mitigating issues of leader and follower burnout −principal and teacher burnout in a school setting. Transformational leaders provide followers with opportunities for growth, including coaching and mentoring (Saleh & Khine, 2014). In a transformational leadership set-up, the individual's well-being is enhanced through the behavioural pattern of individualised consideration. The behaviour of a transformational leader is explained more deeply by human psychology that is discussed below.

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2.8 Transformational Leadership – Psychological Perspective

Transformational leadership differs from other leadership styles in that the leader and followers are motivated to achieve goals for the benefit of the group or organisation. The leader and followers are motivated to produce extraordinary results and achieve as a team what they would not ordinarily achieve on their own. This means that transformational leaders display the ability to re-interpret and re-package stressful situations as challenging demands for their followers (Conger & Kanungo, 1998). Transformational leaders have a more meaningful influence on their followers in that the followers trust the vision of the leader and want to implement it. Thus, the operative trust level in this leadership style is much higher than in other styles; for example, an authoritarian's followers act out of fear of the leader and not trust.

The reason for further enquiry into the psychology of transformational leadership is that in the study of Social Cognitive Theory (Bandura, 1986; 1997; 2001), a correlation was established between change in a leader's psychological attributes and their transformational leadership behaviour. The knowledge gathered can inform the training of effective transformational leaders and school principals.

Motivation is a crucial aspect of transformation because through it, one can visualise change and acquire its enabling perspective. It is the motivated leader who motivates their followers to act and implement the vision. Motivation is defined as an internal drive pushing an individual to initiate and complete a particular task (Suslu, 2006). Transformational leaders are said to stimulate or motivate followers to be innovative and creative in solving problems and challenges (Luft, 2012). Under a transformational leader, the followers' self-concept is positive and the level of strain is reduced (Diebig, Poethke and Rowold, 2017).

Inspirational Motivation and Idealised Influence are two of the behavioural patterns of transformational leaders that can be clearly understood from the point of Maslow's Theory of Motivation. A transformational leader perceives followers to perform at their best when motivated or inspired to do so. The transformational leader has influence on his/ her followers to perform at their peak. So, both behavioural patterns assigned to a transformational leader according to Transformational Leadership Theory can also be attributed to Maslow's Theory of Motivation. The other behavioural patterns of

transformational leaders are Individualised Consideration and Intellectual Stimulation and these can be perceived from the point of view of the Social Cognitive Theory. The transformational leader recognizes and consider each individual as a human being possessing agency to create a new environment for themselves and others. Together the transformational leader and his/her followers can utilize the collective agency to create a new environment in place of an imposed environment. The researcher does not claim that these are the only theories of psychology supporting transformational behaviour. There may be more theories but the mentioned two are the more appropriate ones, especially to this study. A study in one field is allowed to be supported by theories from another field to strengthen an argument. Therefore, the necessity arose to discuss aspects of the two theories of psychology relevant to this study. The inclusion of the theories was done to strengthen the claim of the suitability of transformational leadership in ensuring quality education in deprived school contexts.

Figure 2.1 is a visual representation of the linkages between transformational leadership theory, Maslow's Theory of Motivation, Social Cognitive Theory and transformational leadership behaviours.
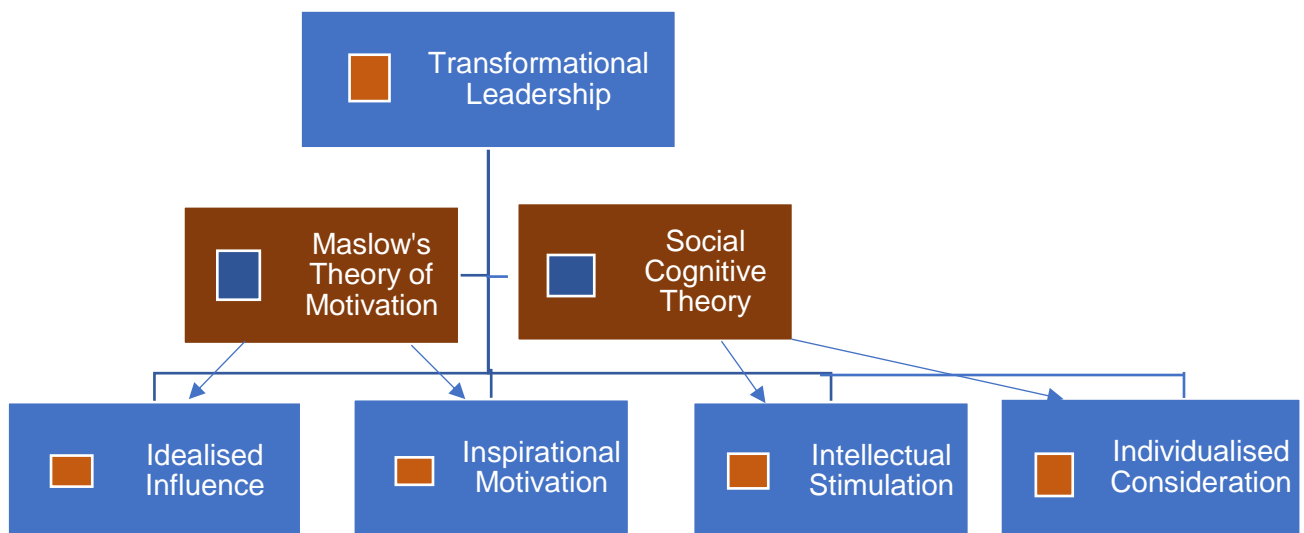
Figure. 2.1: Transformational Leadership Theory – Psychological Perspective
[Adapted from Bass (1985)]

2.8.1 Maslow's Theory of Motivation

The Theory of Needs or Pyramid of Needs (McLeod, 2007) was developed by the American psychologist Abraham Harold Maslow (1908 – 1970) to explain the motivation underpinning human behaviour. Maslow states that all human behaviour is motivated by specific needs on a level of the pyramid. There are five levels of needs, ranging from basic or physiological to self-actualisation or personal accomplishment needs. The ultimate level that motivates human behaviour is said to be a personal accomplishment that is the level a transformational leader is expected to attain. This *understanding* has implications for the training and preparation of transformational leaders. Figure 2.2 is a diagram of Maslow's hierarchy of needs:
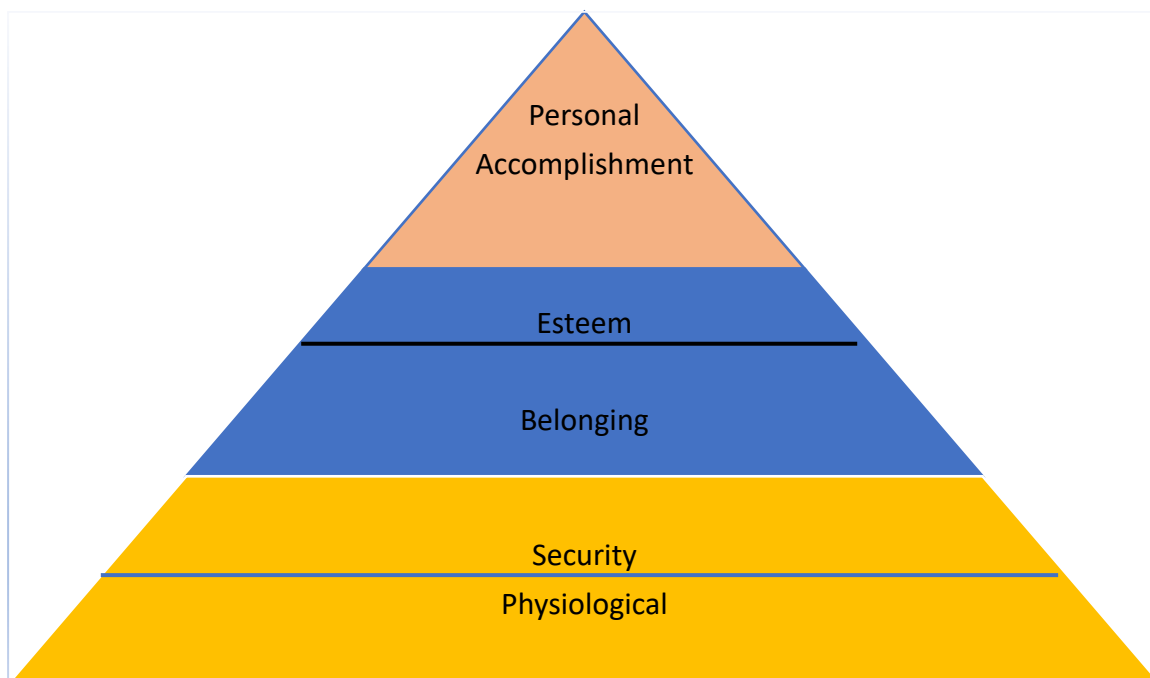
Figure 2.2: Maslow's Hierarchy of Needs (Adapted from McLeod, 2007)

Physiological needs occupy the first level of needs. These needs are also known as basic human needs and include a need for food, shelter, clothing, etcetera. The second level is security needs that include safety. The third level is belonging which incorporates love and affection. The fourth level relates to esteem that incorporates a job or talent. The fifth and last level is a personal accomplishment that is known as self-actualisation. This is known to be the optimum level of attainment achieved by

fulfilling one's potential (McLeod, 2007). Individuals could be operating at the esteem or fourth level but may not be fulfilled in their jobs and work.

A transformational leader is said to create an environment conducive to obtaining outstanding results for teachers and learners in the school context. While operating at the personal accomplishment level, a transformational leader creates momentum and energy for individuals to reach their full potential. In deprived contexts, the learners' varying levels of needs, like physiological needs may not be fully met but the transformational leader is able to introduce his/her followers − teachers and learners − to the personal accomplishment level through inspirational motivation and intellectual stimulation. Instead of being firmly located in a particular level, an individual could be transported to higher levels through influence, motivation and inspiration.

2.8.2 Social Cognitive Theory

Social Cognitive Theory (Bandura, 1986) was conceptualised in 1986 by Dr. A. Bandura from Stanford University in the USA. According to this theory, people are not just onlookers in their life events but agents operating in their course of life. The theory was founded on a model of triadic causation where personal factors (cognitive, affective and behavioural) and the environment interact and influence an individual's course of life events (Bandura, 1986). Triadic causation comes against the notion of unidirectional causation which claims that human behaviour is the result of personal factors and/or the environment.

Social Cognitive Theory brings to recognition the three types of environments: imposed environment, selected environment and constructed environment. In any of these environments, the individual can exercise increasing or decreasing levels of personal agency (Bandura, 1997). The application of this idea in this study is that individual participants in deprived contexts can exercise personal agency in their type of environment.

According to Bandura (1997), the imposed environment is the kind of environment thrust upon an individual, like the poverty-stricken environment or deprived context. Even in this case, the environment does not have a monolithic influence on the individual that would otherwise translate to all individuals in a specific environment

exhibiting the same behavioural patterns. There is a level of agency within any environment, regardless of the manifold hindrances to life's opportunities. The selected environment is where individuals can exercise their choice, whether it has good or bad consequences. The last environment is the constructed environment where individuals can exercise more personal agency to construct their social environment. The potential to construct an environment remains just a potential unless and individuals chooses to exercise agency in constructing their social environment. The latter points to the terrain where transformational leadership can operate through personal agency in constructing a more favourable environment for learners to access more and better opportunities. Even though learners have been born in an imposed environment, they are able to respond positively in a hindering environment through their personal agency. In the school context, the principal or school leader can create a culture conducive to teaching and learning and thus form the basis for the creation of a new constructed environment. A new constructed environment would then impact the community, which could move from imposed to selected or constructed environments through human agency.

Human agency may be exercised in three ways, namely personal agency, proxy agency and collective agency (Bandura, 2001). In a school context, learners may exercise personal agency in an imposed environment and they may also utilise collective agency with other learners to empower one another in those environments −even changing their community. For learners, proxy agency may be accessed through the efforts of their teachers, principal, parents and other stakeholders who would act as their intermediaries. For transformational leaders to operate at that level means that they are already at a high human agency level that is comparative to Maslow's personal accomplishment level of needs. The latter presents the reason for the choice of the two psychological theories in explanation of the suitability of the transformational leadership theory as being effective in deprived contexts. Transformational leaders have great personal agency in combination with their inspirational motivation and intellectual capacity. A transformational leader should be able to harness collective agency effectively with the education district office, parents and most importantly teachers, learners and non-teaching staff. Collective agency works through shared beliefs and aspirations among individuals in a group or

community. A transformational leader has the capacity to build this collective agency through their idealised influence on followers and through individualised consideration where the group and individual's beliefs and aspirations are shared. Inspirational motivation serves to grow the agency and consequently the inspired action. Teachers may also be able to exercise their personal agency but most importantly their collective agency.

Social Cognitive Theory also acknowledges that because of consciousness, people have the ability to apply their mind and think about events or occurrences, the course of life and course of action (Bandura, 1986); they are able to reflect on the accuracy of their thinking and their actions. This process demonstrates the triadic causation where the environment and internal factors are not the only influencers of individuals; the cognitive processes are eventually the most critical influencer of human agency. If schools can be places where personal attributes like exploiting opportunities are encouraged, many learners will be able to create new environments for themselves. Opportunities or fortuitous elements are encountered daily; they may be slightly significant, have lasting significance or may create a total new environment for the individual. If consciousness and human agency are refuted people become mere mindless moving machines that have no capacity to create their social environment. Social Cognitive Theory has been chosen in this study because it propagates a more accurate view of how individuals interact with their environment −in this case deprived contexts.

2.9   Transformational Leadership Research

On reviewing Transformational Leadership literature, three relevant themes were highlighted, namely *emotional intelligence*, *teacher efficacy* and *transformational leadership effect (*Goleman, 1995; Demir, 2008 & Luft, 2012). These themes from literature are meant to support the claim of the effectiveness of transformational leadership in ensuring quality education in deprived school contexts. Emotional intelligence is important, especially when building a team for impact. The teacher is a crucial resource directly involved in the instructional core; therefore his/her efficacy is

crucial. The third theme is the discussion of the findings of the effects of this leadership style.

2.9.1 Transformational Leadership and Emotional Intelligence

Emotional Intelligence was turned into a scientific leadership quality by Daniel Goleman who defined it as an ability to manage emotion in self and in others (Goleman, 1995). The significance of emotional intelligence should not be underestimated because even Bennis (1989) found EI (Emotional Intelligence) or EQ (Emotional Quotient) to be more important for leaders than any other asset, including IQ or technical expertise. Goleman (2011) asserts that although individuals with a high IQ can access career opportunities, the definitive edge of an effective and impactful leader is EQ. He underscores the fact that emotional intelligence is the *sine qua non* (an absolute essential) of leadership. The reason why EQ becomes even more critical in the upper organisational structures is that for organisational goals to be attained, leaders need to appeal to workers' emotions. As actions are guided and fuelled by emotions, it is imperative for leaders to become emotionally intelligent.

Goleman (2011) conducted a large study of competency models involving one hundred and eighty-eight large global organisations and government agencies. He was interested in exploring leaders' personal capabilities that drove outstanding performance. Three categories of selected personal capabilities were identified: purely technical skills, cognitive abilities and competencies, and competencies demonstrating EQ or EI. The competencies displaying EQ or EI were the ability to work with others and the effectiveness to lead change or transformation. Organisations selected participants from their most outstanding leaders and some included selective factors like profitability to the organisation as a criterion.

The findings of the above study produced a list of traits of highly effective leaders. As expected, it was proven that intellect and cognitive skills, like long-term vision drove outstanding performance and this was particularly important. The unexpected results were that compared to technical skills and IQ, EI was twice as important an ingredient of excellent performance for jobs at all levels compared to technical skills and IQ. Another finding was that EI increasingly became more important as a leader moved higher up in the organisational structure. When the research compared outstanding senior leaders to average ones, nearly 90% of the competencies distinguishing them

were assigned as Emotional Intelligence factors. The implicit factors existed in four main categories: self-awareness, self-management, empathy and social skills.

Transformational Leaders are asserted to be emotionally intelligent. Research found that there was a significant predictive relationship between the two (Mandell & Pherwani, 2003; Ugoani & Amu, 2015). The two aspects are inter-linked because transformational leaders can harness the energy of others to achieve organisational goals. They appeal to the emotional side of followers because emotions influence behaviour. All the attributes of a transformational leader, namely idealised influence, individual consideration, intellectual stimulation and inspired motivation can affect individual and collective emotions.

Ugoani and Amu (2015) conducted research on correlation analysis, exploring dimensions of transformational leadership and emotional intelligence. They used the Pearson correlation method. Their analysis found a strong indication that transformational leadership and Emotional Quotient (EQ) have a strong positive relationship. Bass (2002) also found a positive correlation between the two mentioned variables. Others who found similar results were Antonakis (2004) and Barling, Slater and Kelloway (2000). However, Harms and Crede (2010) found a low association between the two variables. Their claim further asserted that emotional intelligence was synonymous with good leadership and not necessarily transformational leadership. The study by Ugoani and Amu (2015) was conducted in response to the contradictory findings by Harms and Crede (2010) regarding emotional intelligence and transformational leadership.

The study conducted by Ugoani and Amu (2015) was based on a survey of ninety-four participants including forty-seven managers, aged 18 to 70 years with an average work experience of 15,5 years. The respondents were 70% male and 30% female from Abia State, Nigeria. The resultant scores were calculated by comparing the five dimensions of emotional intelligence (self-awareness, self-regulation, motivation, empathy and relationship management) with the five dimensions of transformational leadership (idealised influence (behavioural), idealised influence (attributed), individualised consideration, intellectual stimulation and inspirational motivation). Idealised Influence was divided into two parts, behaviour and attribute. Other emotional intelligence researchers, such as Modassir and Singh (2008) and Harms

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and Crede (2010) also concluded that emotional intelligence factors can be correlated with transformational leadership style even though the results may be inconclusive.

2.9.2 Transformational Leadership and Teacher Efficacy

The study by Demir (2008) states that transformational leadership meaningfully influences how teachers perceive their capacity as individuals and collectively as members of a team. Leader or teacher efficacy is defined as the extent to which a leader or teacher believes to have the capacity to effect student outcomes (Tashakori & Taylor, 1995).

Korkmaz (2007) found that transformational leadership can impact a school culture or climate in a way that will result in teacher job satisfaction. When teachers are part of a collective that impacts teaching and learning in the classroom, their efforts are not rewarded with salaries only but with collective efficacy.

Studies conducted on various kinds of leadership styles suggest that principals who were manipulative or controlling affected the school's academic standards and culture negatively. The related types of leadership style arose from leaders' selfish ambitions without considering the followers − in this case teachers and learners. Transformational leaders, however, consider their individual followers and successfully align the individual's goals with organisational ones.

Research conducted by Diebig (2016) concluded that strained leaders display reduced transformational leadership behaviour. Transformational leader behaviour is also linked to burnout reduction. A study by the same scholar and colleagues on strained leadership and follower burnout produced the following results (Diebig, Poethke and Rowold, 2017):

a) Leader strain was negatively related to transformational leader behaviour.
b) Transformational leadership behaviour was negatively linked to follower burnout.
c) The relationship between leader strain and follower burnout was mediated by transformational leadership.

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The above results point to the contribution and mediation of transformational leadership to employee wellness. This is particularly significant because in a study by Mampane (2013), it was established that the most frequent reason for teacher absenteeism was ill health or sickness. This seems to be the reason for huge losses in classroom teaching and learning hours. Teacher absenteeism has been linked to reduced learner outcomes as the teacher remains a critical resource for learning. In support, Hickey and Hossain (2019) in their study on learning reforms in Bangladesh established that an important determinant of education quality is the quantity of instructional time. The statement was an extrapolation of the fact that Bangladeshi teachers were often late, ended classes early or used classroom time for other private income activities.

In South Africa, the School Monitoring Survey 2017/2018 (SMS 2017/18) revealed that teacher absenteeism has increased from 8% to 10% from 2011. Teacher absenteeism was Indicator 3 in the survey monitoring the progress towards Action Plan 2019 goals. Data was collected from a total of 2 000 schools nationally. The data collection was for the day of the visit, which indicated the percentage of teachers absent on the day of the visit. The survey report added that teacher absenteeism affected the efficient functioning of the schools.

Teacher apathy as a problem is counteracted by teacher efficacy as a solution. Leader or teacher efficacy is defined as the extent to which a leader or teacher believes that they have the capacity to effect student outcomes. Leaders exhibiting characteristics of transformational leadership can aid teachers to reach the highest levels of teacher efficacy (Luft, 2012). In South Africa this phenomenon should greatly improve the teaching and learning as it has been proven that the most important variable in improving learner outcomes is teacher instruction. The research by Hoy and Woolfolk (1993) to find a correlation between transformational leadership, teacher efficacy, and school climate was inconclusive regarding the efficacy of this leadership style. The research's first hypothesis was that schools with transformational leaders had greater teacher efficacy than schools with transactional leaders. The second hypothesis was that schools with transformational leaders had a more meaningful social climate conducive to learning than schools with transactional leaders. The findings of the research did not reflect any significant difference between the two leadership styles.

However, two sub-categories from the study elicited significant differentiators, and these were parental involvement and a positive school climate.

Comparable to the previous inconclusive study, Tashakkori and Taylor (1995) eventually showed that there was a connection between a transformational leader, teacher efficacy and student achievement. Further research indicated that transformational leadership practices were linked to teacher beliefs regarding efficacy and their collective ability and capacity (Demir, 2008). The latter implies that transformational leaders were more likely to form and lead effective teams with shared goals.

2.9.3 Transformational Leadership Effect

The effect of transformational leadership, especially through idealised influence, resulted in the followers becoming leaders; therefore, transformational leaders produce other transformational leaders. Transformational principals lead transformational teachers and these subsequently influence learners to become future transformational leaders. Capacity building is one of the by-products of a transformational leadership style as suggested by the Intellectual Stimulation of a transformational leader. Individual transformation is a process that takes place within a transforming space led by a transformational leader. The transformational process is not only about learner achievement outcomes but about the school itself becoming a transforming space. Alongside the cognitive process is a process of becoming a transformational leader oriented to transforming one's sphere of influence to become a locus for change.

Transformational Leadership Process
through Idealised Influence

Cognitive Process

Principal (*Transformational Leader*)

Educator (*Transformational Leader*)

Learner (*Transformational Leader*)
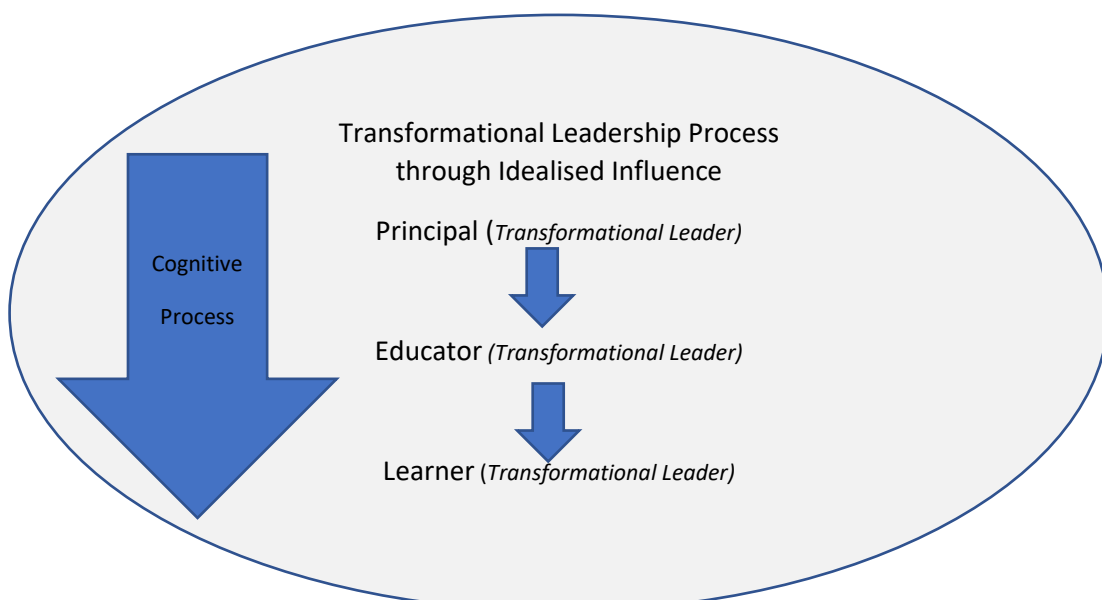
Figure 2.3: The Effects of Transformational Leadership [Adapted from Luft (2012)]

The followers may become transformational leaders capable of producing other leaders. In South Africa, transformational leadership is even more important because it has an important influence on work or school attitudes and the behaviors of its followers (Luft, 2012).

Castro, Perinan and Bueno (2008) suggest that there is strong evidence that transformational leadership affects follower behaviour and work attitudes. What the statement implies is significant, especially in South African schools because of the very low teacher morale. The implication is that transformational leadership could help mitigate the issue of low teacher morale.

Findings from a different study confirmed that transformational leadership greatly influences employee innovation (Pradhan & Jena, 2019). Through Inspirational Motivation, transformational leaders can influence followers to perform beyond expectation (Bass, 1985). Future employees are expected to be innovative because scholars have predicted that innovation is one of the critical skills required for the 21st Century (Donovan, Green and Mason, 2014).

Studies on transformational leadership have also been conducted in the South African context and below is a discussion thereof.

2.10 Transformational Leaders in South African Schools

In the study conducted on resilient schools by Jansen and Blank (2014), most of the principals were either visionary or transformational regarding their leadership styles. The principal of Thengwe School in Limpopo said that visualising together as members of a school community is what breeds success. So, vision and teamwork are essential parts of succeeding, according to this principal.

Jansen and Blank (2014) went around South Africa visiting 19 schools that achieved excellent learner outcomes despite deprived contexts. Their goal was to gather information on the essential aspects of these schools that made them succeed against

all odds. The elements of success and the nuggets of knowledge found at these schools should assist other schools in similar contexts to succeed. From this study, Jansen and Blank (2014) asserted that the leadership of a school is at the helm of its success.

An Eastern Cape principal from the above-mentioned study managed to increase the matriculation pass rate at his school from 23% to 100% because of the vision he had of being at the top. This indicates the importance of vision in leadership because the leader is meant to lead the followers to a desired end or goal. Another principal from Gauteng spoke about how they achieved 100% for their matriculation results despite a huge problem of overcrowding. Their classes reached a maximum of up to seventy learners in attendance (Jansen & Blank, 2014). One of the leading secondary school principals in Limpopo showed understanding on how quality education could impact the community. He identified *quality* as an aspect of education that they focused on to remain one of the best schools in Limpopo. The reason for emphasising quality was because of its potential reach or impact in the immediate community. As an example, the principal mentioned the case of one learner from a poor family becoming a doctor and maintaining the whole family, due to the quality of education received at his school. This indicates the empowering and emancipating role education can play, especially in deprived contexts.

The above school principals serve as examples of what vision they had and how they operationalised and implemented their vision. The vision of principals from the Eastern Cape and Limpopo was continuously to obtain outstanding learner outcomes, which meant that their daily activities were directed towards this vision. Their belief was that the vision would be realised despite challenging circumstances like apathy, low teacher morale or overcrowding. A principal from a Limpopo school well-known for its outstanding matriculation results specifically mentioned the term *quality*. This accurate depiction placed this principal within the international and developmental debate on quantity versus quality education. The principal's philosophical positioning was supported by the UN Sustainable Developmental Goals (SDG) promoting Quality Education. It was also an indication that one principal from a small rural area in South Africa might be relevant and part of the international developmental agenda. This

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principal showed an understanding of the process of social transformation through education. It is thus evident that through human agency, broad educational goals can be realised at school level and even impact the community.

2.11 Summary

In conclusion to this section of the literature review, light has been shed on how transformational leadership is identified in leader behaviour. The psychology of the behaviour underpinning transformational leaders has been demonstrated to be the source of empowerment for this leadership style. Emotional intelligence is important because of how strongly it is related to current effective leaders. The most effective leaders have a high degree of what is known as emotional intelligence (Goleman, 2011). Teacher efficacy is equally important if not more because of the critical and pivotal role that teachers play in classroom instruction.

The emphasis is on classroom instruction because of its proximity to improved learner outcomes. The overall transformational leadership effect findings were also discussed, including some South African research findings. The conclusions of the reviewed literature have shed light on the suitability of transformational leadership in ensuring quality education in deprived school contexts. This literature review supports the claim that transformational leadership positively impacts the quality of education, resulting in positive learner outcomes.

The next chapter is the second section of the literature review that focuses on Quality Education and Deprived Contexts and in some instances, on how they interlink with transformational leadership.

CHAPTER 3

QUALITY EDUCATION AND DEPRIVED CONTEXTS: NATIONAL AND INTERNATIONAL PERSPECTIVES

3.1   Introduction

In the previous chapter the researcher looked in depth at transformational leadership and all the components that characterise it among all leadership styles. Transformational skills and behaviour were identified and how these affect followers in different settings. The underlying psychological theories underpinning this leadership style were explored, and the frameworks that made it appealing were highlighted.

This chapter of the literature review is divided into four main sections. The first section is on the content of Quality Education, followed by continental and international benchmark assessments discussions. Finland and Tanzania are specially depicted as comparable countries where lessons have been learnt with regard to quality education in deprived or other contexts.

The Eastern Cape in South Africa provides examples of cases of deprived contexts grappling with issues of quality education. Instructional core has been identified as the key component of quality education, thereby making the educator an indispensable asset. Teacher professional development and teacher collaboration were extracted as themes emerging from the review on Quality Education.

3.2   What is Quality Education?

Quality Education is difficult to define because it has different meanings for various stakeholders (Garira, 2020). Quality Education is defined as a holistic state of understanding maximum levels of educational inputs, processes and outputs (Thijs & Van den Akker, 2009). The outputs include student knowledge, social preparation and personal development. In developing countries, it is even more imperative to improve

the quality in education as the future development of these countries depends on it (OECD, 2012).Quality education affects the economy, society and all aspects of a developing nation. South Africa is no different as its goal is that by 2030 the citizens should have access to the highest quality of education and training, resulting in improved learning outcomes (National Development Plan, 2012). The main aim of the National Development Plan (NDP) is to have eradicated poverty, grown the economy and reduced inequality by 2030. Quality education is very critical in realising this aim; education of a lesser quality will render this aim unattainable.

The National Development Plan (NDP, 2012) corresponds with the Action Plan and Vision for Schooling in 2030 (DBE, 2015) regarding actions to be taken in resolving the learning crisis in South Africa. One aspect that has been identified for intervention is the role of different stakeholders in the education system: teachers, principals, parents, districts, etc. Without clearly defined roles and responsibilities, the stakeholders will not be able to ensure that the different parts of the system are aligned and function as expected (DBE, 2015). The plan recognises teachers as key stakeholders in the core activity of teaching and learning and therefore their continued professional development as outlined by the South African Council of Educators (SACE) is encouraged. The principals are expected to provide leadership in the curriculum implementation and management of the school (DBE, 2015). The role of the district is that of supporting the schools with knowledge and information, especially regarding curriculum implementation. Parents who are actively involved in the affairs of the school affect the learning outcomes as they are able to support the learners at home.

The plan also suggests that the learners' home language should initially be used as a medium of instruction while gradually introducing English as a first additional language in the instance where English is not the home language. Some literature mentions that bilingual instruction must be further explored in South Africa because a great number of learners are not English home language speakers. This exploration is necessary because its findings may effectively deal with language barriers and comprehension difficulties that a number of learners experience in schooling. These have a direct

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impact on the quality of education that learners are exposed to in their schooling career.

Overcrowding of classrooms can also affect the quality of education because teaching and learning are negatively impacted. The learners may be cognitively different and the teacher may not have adequate one-on-one time with the learners. Classroom management in a big class may be a challenge leading to disciplinary issues. In response to the problem of overcrowding the Department of Education can recruit more teachers. Apart from attracting young people to join the sector, the Department should retain quality teachers in the system for longer. Certain mechanisms and incentives have to be introduced and properly managed to make teaching as a career attractive.

To improve the quality and performance of the South African Education system, the NDP Commission (2012) proposed a number of considerations for 2030. The schooling system needs to retain more learners than is currently the case. This rationale is addressing the high drop-out rate, especially in Grade 10. Learner outcomes have to be improved, especially in literacy, numeracy or Mathematics and Science (NDP, 2012). Learner outcomes are usually used as an indicator of the quality of education. The enrolment of Mathematics and Science students at university has to be increased with a view to meeting future job skills requirements. Lastly, South African learners' performance in the international benchmark studies like TIMMS, SACMEQ, and PIRLS has to improve (NDP, 2012).

Similarly, the Department of Basic Education aims to improve the quality and performance of the system. The Department aimed at improving learner outcomes in the Annual National Assessments (ANA) that were administered to Grade 3, 6 and 9 learners. These assessments were designed to identify problem areas in the system earlier than currently at Grade 12. Regrettably, ANA has been scrapped because of stakeholder dissatisfaction concerning its administration and utilisation. The targeted outcome by the Department was that 90% of learners in Grade 3, 6 and 9 needed to attain 50% or more in these assessments. One of the findings of the School Monitoring Survey 2017 in relation to ANA was that 60% to 70% of teachers and principals

evaluated it as being beneficial, even though it no longer exists (SMS, 2017). The second improvement envisaged by the Department is to increase the number of Grade 12 learners attaining a bachelor's pass to 300 000 in 2024 and 450 000 in 2030. For the 2020 year-end examinations only 36% of National Senior Certificate (NSC) learners achieved bachelor passes compared to 88% of Independent Examination Board (IEB) learners (DBE website; IEB website). The latter is an indication of the disparity in the quality of education received by South African learners.

An education system comprises different features; when one highlights quality, it has to be evident in the various parts of the system. For quality to be ensured in the different parts of the education system, it needs to have specific characteristics as identified by UNICEF (2000). Firstly, it is about the quality of learners, which means that learners must be healthy and ready to participate in learning communities, supported by their families. Secondly, it is about the quality of the content, which refers to the curriculum the learners are following in their learning process. Thirdly, it is about the quality of the process, which pertains to the content being transferred to learners and how it is transferred. This aspect includes the educators, teaching and learning approaches and resources. Fourthly, it is about the quality of the environment, which encompasses the context of learning at school and at home. The different aspects and parts of the education system exist to establish a quality learning environment as it is indicative of the health of the entire system. The fifth aspect is about the quality of outcomes, which encompasses the quality of the knowledge, attitudes and skills learners possess at the end of their learning experience (UNICEF, 2000).

The above section summarises what Quality Education is in the context of the NDP, the Action Plan 2030 as well as the roles of the different stakeholders. Language and overcrowding issues are depicted as hurdles impeding quality in many schools faced with deprivation. As learner outcomes are used to determine the quality of an education system, the now defunct ANA was discussed and the disparities between the public and private schools' matriculation examination results were compared. Lastly, the researcher discussed the different characteristics as identified by UNICEF.

Quality is validated in the classroom, which means the strength of the instructional core is paramount.

3.2.1 Teacher Quality impact on Classroom Instruction

A teacher's qualification does not determine the quality of the teacher; therefore, it may not necessarily impact the quality of teaching and learning in the classroom. A study conducted in Nigerian schools came to the conclusion that a teacher's personal quality supersedes his/ her qualification in influencing learner outcomes (Kola & Sunday, 2015). It should also be noted that teacher training focuses more on pedagogy than on content knowledge. Scholars do not even agree on critical aspects of pedagogy and subject matter for effective classroom instruction. One scholar suggests that a good mix of content knowledge and pedagogic content knowledge is essential for effective lesson delivery (Parker, 2004). There is, however, no evidence to suggest that paying more attention to content knowledge in teacher training colleges will be rewarded by better teaching in schools. This dichotomy can be further investigated to contribute to the precise teacher training approach regarding pedagogic content versus content knowledge. The knowledge gathered from further studies can directly impact the quality of education in the classroom.

Another critical determinant of quality in education is the teacher-learner ratio and class size. A study by Blatchford, Bassett, Goldstein and Martin (2003) established that class size has a definite effect on learner achievement. Larger class teachers are presented with more teaching hindrances, like learner inattentiveness and disciplinary matters than teachers of smaller ones. The study concluded that teachers should be able to adapt their teaching to accommodate differing class sizes. While the ideal situation would be to argue for class-size reduction, this research contends that in instances where resources are constrained, alternative strategies for increasing the quality of learning in large classes ought to be explored. Other existing research points to the fact that the quality of the teacher in a classroom situation may be more important than class size. For example, Haddad (1978) notes that learners tend to be less concerned about class size than teachers and instead think that the quality of teaching and the teacher affect the quality of learning more than class size. Even though the source is dated, the argument is still relevant.

Other studies such as that of McGinn and Borden (1995) suggest that better trained teachers could handle more students with no decline in learning outcome. Large

classes with adequate teaching media do as well or better than small classes with no teaching media. The implication is that the quality and the capacity of the teacher to handle differing classroom scenarios successfully is pertinent to quality education. Moreover, this research argues that in addition to training teachers in specific strategies for large classes and having the necessary teaching media, a culture of reflective practice must be cultivated. There is a need for bringing teachers together in action, reflection and in participation with others, pursuing long-term solutions to the issue of large classes. Indeed, as Biggs (2003:7) has noted, "Learning new techniques for teaching is like the fish that provides a meal today; reflective practice is the net that provides meals for the rest of your life". Reflective practice is a valuable activity that should be encouraged in the field of teaching among experienced and novice educators alike.

The increasing African population has presented the continent with unique challenges, like inadequate infrastructure that can also affect education. In Uganda Universal Primary Education (UPE) was introduced where school enrolments rose from 2,7 million learners in 1996 to 5,3 million in 1997, and to 7,2 million in 2007. Even though this was followed by a massive increase in the number of teachers and classrooms, the 2017 official average learner-teacher ratio was 43:1 (World Bank Development Indicators, 2017). In fact, the reality was that in many schools across the country, class sizes went up to seventy learners and more per classroom, especially in lower classes. Large class figures from Uganda were in stark contrast to other international contexts. The literature, for example, shows that large classes differed in their definition across different contexts. Large classes ranged from 25 to 30 learners in the United Kingdom (Smith & Warburton, 1997), more than 35 learners in the US (O'Sullivan, 2006), more than 40 learners in Japan, and 60 or more learners in developing countries (Valérien, 1991; Michaelowa, 2001). Large class figures are dissimilar in different social and international contexts; thus, there are differing approaches to resolution. It is emphasised that initial teacher training or professional development needs to equip teachers to teach in different class size contexts.

In summary, the previous section emphasised the importance of teacher quality, especially in developing countries and deprived contexts. Large classes may affect

classroom teaching and learning and could therefore become a hindrance to quality education. At the same time an adequately trained educator could effectively mitigate the undesired effects of large class sizes. Two of UNICEF's characteristics of quality education discussed above are quality of process and quality of the environment, in which teacher quality and class size are included.

3.3   Research in Southern Africa and Europe

This section discusses the significance of education quality benchmark assessments in Southern Africa and internationally, as well as the content of some of the reports. Benchmarking is useful in assessing a nation's quality of education compared to others. The selected benchmark assessments are SACMEQ and PISA; the countries compared to South Africa were Tanzania and Finland (SACMEQ 2022; FNBE, 2016).

3.3.1 Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) in relation to Quality Education

SACMEQ is a consortium monitoring educational quality in fifteen Southern and Eastern African countries. Different kinds of assessments are performed, including, among others, Grade 6 reading and Mathematics. (SACMEQ website, 2022)

The first part of SACMEQ's mission is utilising scientific methods for monitoring and evaluating the quality of education. Another aspect of the mission is to generate research-based information that can be used to plan improvement in the quality of education in Southern Africa (SACMEQ website, 2022).

The monitoring process takes place over a period of four or five years. At the end of the period, the Education Ministry in the different countries submit their reports to the consortium. The following are the dates for the various SACMEQ assessments and reports:

SACMEQ I (1995 - 1998): Only 7 countries participated.

SACMEQ II (2000 - 2004)

SACMEQ III (2007 – 2011)

SACMEQ IV (2014 - 2017): Limited data available.

The following are the SACMEQ (II – IV) scores for Grade 6 reading and Mathematics for Tanzania, South Africa, Kenya, Botswana and Mauritius. These particular countries were randomly selected to provide an appropriate comparison to South Africa. Some, if not most of the countries are deemed to be less prosperous in terms of the Gross Domestic Product (GDP) than South Africa but produce better learner results. This underscores the issue of quality education in deprived contexts, being the focus area of this study (Jansen & Blank, 2015; Maringe, Masinire & Nkambule, 2015).

Table 3.1: SACMEQ Learner Results

Year	Country	Pupil Reading Score	SACMEQ Mean Score	Pupil Mathematics Score	SACMEQ Mean Score	GDP in Billion USD
2000	Tanzania	546	500	522	500	13,38
	South Africa	492	500	486	500	136,4
	Kenya	547	500	563	500	12,71
	Botswana	521	500	513	500	5,79
	Mauritius	536	500	585	500	4,66
2007	Tanzania	578	546	553	510	21,84
	South Africa	495	546	495	510	299,4
	Kenya	543	546	557	510	31,96
	Botswana	534	546	520	510	10,94
	Mauritius	574	546	623	510	8,15
2017	South Africa	538	564	552	586	349,6
	Botswana	567	564	563	586	17,41
	Mauritius	588	564	644	586	13,26

Adapted from SACMEQ (2022).

This section discusses and compares the scores between different countries and South Africa. The scores in blue represent top scores above average, those in green represent normal and above-average scores and red ones represent below-average scores.

It is apparent that South Africa's scores are all below the SACMEQ average for the years 2000 to 2017. This means that South Africa was not able to reach a score above average in the seventeen years, even though it had the biggest GDP at 349,6 billion USD in 2017. Mauritius had the lowest GDP at 13,26 billion USD but still got the highest Mathematics score in all the monitoring periods.

In 2000 and 2007 Tanzania had the highest reading scores among the five countries. Tanzania's GDP is currently 62,22 billion USD, while South Africa's GDP is five times Tanzania's GDP. Even with such minimal resources, Tanzania managed to achieve the highest reading scores among the five participating countries. However, South Africa still achieved less than average scores even with many more resources than other African countries. It is also noticeable that in 2017 South Africa managed to attain scores above 500 for the first time since SACMEQ began.

In this case, the lesson from Tanzania is that the lack of resources does not necessarily hinder positive learner outcomes. This research is about ensuring quality education in deprived school contexts, of which Tanzania is an example.

Focusing on Tanzania, one notices that it has achieved the highest Standard 6 reading scores in both SACMEQ II and III. The country's participation involved 181 (SACMEQ II) and 196 (SACMEQ III) schools from all its 11 regions. The general improvements in learner achievement levels between 2000 and 2007 could be attributed to many factors. Still, efforts done through the Primary Education Development Plan (PEDP) are worth noting (Tanzania in Figures, 2018).

The PEDP allocated resources like classrooms, books and revised the school curriculum. Fifty thousand eight hundred and thirteen underqualified primary school teachers were professionally upgraded to the minimum qualification of Grade III A. As stipulated throughout the study, the significance of this is that teachers are the key resources for positive learner outcomes. Educational leaders and school committees were trained to advance their capacity in managing primary school education. Apart

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from upgrading under-qualified teachers, the Tanzanian Education Ministry deemed it fit to train educational leaders as well to implement the PEDP successfully. This means that education leadership and school leadership represent a very critical part of impactful education delivery (Witten, 2017).

In this section the reasons for benchmark assessment were discussed in relation to quality education. The SACMEQ scores for Mathematics and reading for the participating Southern African schools for the years 2000 to2017 were analysed. It was found that countries with lower GDP amounts than South Africa performed much better in their assessment scores. The education system in Tanzania was briefly looked at because of their high reading scores despite their deprived context. The answer was found in their teacher and leader development through their PEDP national project.

The following section explores the international benchmarking assessments in which the Finnish education system stands out.

3.3.2 An International Perspective on Quality Education : Finland

The Finnish education system is considered to be one of the best in the world as evidenced in various international benchmark assessments. According to the Finnish National Board of Education (FNBE), 99,7% of all Finnish learners completed comprehensive education (FNBE, 2016). Finland was chosen for this study because it incorporated issues of equality and equity in its education system. It is also acknowledged that the development of its education system is far more advanced but at the same time, can inform the education systems in developing countries. The following table details Finland's education statistics:

Table 3.2: Country Information on Finland

	FINLAND
Population	5,5 million
Literate Adults	99%
Teacher Profile	56 578
Learner Profile	669 300

Teacher Learner Ratio	1:14
Education Expenditure as per GDP	5,1% of the GDP

(Adapted from www.statista.com)

The Finnish education system concentrates on both quality and equity without compromising learner outcomes. All children have equal education opportunities and equal chances of learning success. According to the 2006 OECD Programme for International Student Assessment (PISA) results, Finland was the only country with the percentage of very poorly performing learners, being under 1% at 0,5%. Finnish learners continue to top educational PISA assessments as evidenced by the following reading, Mathematics and Science scores for the year 2018:

Table 3.3: Finland PISA Outcomes

Item	Learner Age	Learner Outcome	PISA Average
Reading	15	520	487
Maths	15	507	489
Science	15	522	489

What is of great interest in this study was that the learner family background had less influence on learner outcomes than anywhere else in the world (Halinen, 2006). This means that learner family background was less predictive of learning outcomes. It is not the case in many places in the world because generally learners from poor backgrounds perform badly compared to learners from rich or affluent families. Again, children from urban areas are generally expected to perform better than children from rural areas. In Finland it was different because the school had more influence on learner outcomes than the domestic environment; all schools provided high quality education regardless of their location. Kupari and Va¨lija¨rvi (2005) reported that in Finland only 2% of learners repeated grades, compared to other European countries like France (42%), Spain (32%) and the Netherlands (31%). Furthermore, it was reported that only 0,3% learners dropped out before completing their basic education compared to a number of developing nations, including South Africa. It is a known fact

that the South African learner retention rate is weak, especially in Grade 10 (Sing & Maringe, 2020; Branson, Hofmeyer & Lam., 2014).

The Finnish Basic Education Act (1998) and the National Core Curriculum for Basic Education (2004) state that all learners have a right to learn and all learners need to be supported to learn successfully. The value of inclusivity does not relate to learners with disabilities only but to all marginalised learners that experience any form of disadvantage in the education system (Halinen & Jarvinen, 2008). The history of the Finnish education system goes back to 1921 when a law that propagated compulsory education was passed. In the 1960s and 1970s the quality of education was improved and all learners had access to it. Furthermore, in the 1990s there were legislative changes that propagated access to learning success for all Finnish learners (Halinen & Jarvinen, 2008).

In Finland access to quality education for all learners is not merely rhetoric but it is evidenced through its learner outcomes. Education from pre-school through to basic education and eventually university or polytechnic is offered free of charge. Learners also receive food and learning materials, dental and health services as well as social and welfare services. One of the important reasons why these services are accessible to learners is that education is funded by local municipalities. The arm of educational operation is closer to the beneficiaries unlike other educational systems where the national and provincial education offices are far removed from the schools.

The Nordic Roadmap for Nordic countries was finalised at the UNESCO/IBE International Workshop on Inclusive Education in Helsinki, March 2008. The strengths of the Finnish Education System were encapsulated by the above-mentioned workshop. The first reason assigned for the success of the Finnish Education System was good leadership. The latter fact supports the focus of this study that underscores the role of leadership in ensuring quality education. The second reason for Finland's educational success was its well-educated teachers that engaged in reflective practice. The third and fourth reasons were the strong relationship between teachers and learners and the active participation of learners in class. The Finnish Education System was praised for its coherence and inclusivity that are progressive values to be emulated by developing nations.

The overall component for a successful education system is the decisive interaction of key participants (leadership, teachers, learners and parents) under an education system guided by values. Among the system participants, the greater responsibility lies with teachers whose quality is mainly defined by qualifications and professional skills. These are the distinctive features of the Finnish teachers who are known to be highly educated, having obtained not less than a master's degree. The value of trust among professional teachers and colleagues is another defining factor in Finnish schools (Global Education Monitoring Report 2017/18, Finland Case Study). The case study report mentioned that teachers' collaborative approach to professional development was deemed more meaningful than the attendance of courses and seminars. Courses and seminars remain the most popular type of professional teacher development in Finland, with 68% of teachers participating in these and 14% of teachers participating in peer learning and coaching.

The Finnish education system functions, in such a way so that deprivation has no lasting effect on the quality of education because the system incorporates the values of equity, equality and inclusivity.

In this section, the researcher discussed the details that make the Finnish education system to perform so well in the PISA benchmark assessments. The quality of the teacher, the role of teacher development and the kind of interaction between teachers and learners create a unique and commendable instructional core. What is of paramount importance for this study is that the learner context has no bearing on educational outcomes. This means learners from poor backgrounds and rural areas can perform just as well as any other Finnish learner. The reason for this may be the strength of classroom instruction from a highly qualified and reflective teacher operating in a supportive environment.

From an International European perspective, the line of thought now moves to the continental African perspective and focuses on the Tanzanian education system.

3.3.3 An African Perspective on Quality Education: Tanzania

Tanzania was selected because it is comparable to South Africa and it currently has almost the same population size at 59,73 million (Tanzania) and 59,31 million (South

Africa). The number of learners is also comparable even though each country may have its own unique contextual challenges. South Africa spends more revenue on education than most countries in Africa and beyond but does not enjoy the benefit of return on investment. Below is a table of South African and Tanzanian country statistics:

Table 3.4: Country Information of Tanzania and South Africa

	Tanzania	South Africa
Population	54, 2 million	57,78 million
Literate Adults	79%	94%
Teacher Profile	302 687	410 000
Learner Profile	12,3 million	12,9 million
Teacher-Learner Ratio	1:52	1:32
Textbook Ratio	1 per 3 learners	1 per learner
Education Expenditure as per GDP	3.9% of the GDP (Less than the Sub-Saharan average of 5%)	6,4% of the GDP

Table adapted from www.Nation-Master.com/country-info

It is necessary to discuss comparability before one delves into the topic of quality education and what lessons can be learnt from the Tanzanian case study. The statistical data putting Tanzania at a disadvantage compared to South Africa is government expenditure on education, learner-teacher ratio and learning resources in the form of textbooks. South Africa seems to be at an advantage but the learner outcomes are inconsistent with expectations. Tanzania seems to be more deprived than South Africa but its SACMEQ reading scores remain consistently high.

In both South Africa and Tanzania, the duration of primary schooling is seven years (Nation-Master, 2022). When looking at the teacher-learner ratio, the South African learners are more advantaged especially in primary school where the SA ratio is 1:30 and Tanzania is 1:46 (Nation-Master, 2022). With similar learner population, SA government spends USD13,74 billion on education while Tanzania spends a mere USD475, 69 million on education (Nation-Master, 2022). This comparison is indicative that there are more pronounced factors impacting the quality of education than physical and financial infrastructure.

In Tanzania learning outcomes increased by 9,4% on average from 2014 to 2016. The biggest increase the country experienced was in the English assessment scores (The SDI student learning assessments) (Asim, Chugunou & Gera, 2019).

Table 3.5: Tanzania Learning Outcomes

Subject	2014	2016
English	41	52
Maths	84	91
Kiswahili	60	65
Overall	<u>54</u>	<u>64</u>

Student performance improved across a range of basic literacy and numeracy tasks. The Primary Schools Learning Examination (PSLE) recorded an increase in the Standard 7 pass rate from 57% in 2014 to 68% in 2016. There was evidence that student knowledge had improved over a wide range of basic skills. Learners demonstrated improved performance in applying different learning skills. The most rapid gains were in regions with the weakest performance in 2014. EQUIP-T (Education Quality Improvement Programme − Tanzania) regions, which saw the most rapid improvement in learning outcomes, had the lowest overall performance in 2014. In rural areas, the overall scores increased from 52% in 2014 to 60% in 2016. The rural areas had the next lowest performance after EQUIP-T regions in 2014. In urban areas outside of Dar as Salaam, the rate of increase was slower, but overall scores still rose from 65% in 2014 to 71% in 2016 − only half the rate of rural schools (Asim *et al.,* 2019).

Tanzania's improvements in learning outcomes are mainly due to the higher standards of teaching and learning in the classroom. Teacher absenteeism declined from 46% in 2014 to 43% in 2016 and the percentage of teachers found teaching during the survey was 61% in 2016 compared to 49% in 2014. The amount of teacher class-time increased, which resulted in improved learner outcomes. The Tanzanian teachers' overall content knowledge in Mathematics for example, was higher than in Ethiopia, Togo, Mozambique and Nigeria. All these factors point to the increased motivation

among Tanzanian teachers, directly impacting learner outcomes. The improvements could also be due to the professional development programmes like E PforR, LANES and EQUIP-T.

E PforR has trained more than fifty thousand teachers in Tanzania. EQUIP-T that was operating in nine regions and funded by DFID sought to improve Teacher Professional Development, Leadership and Management, District Management, etcetera. A total of one thousand, one hundred and thirty-four Ward Education Officers were trained; eight thousand nine hundred principals and their deputies were trained in school leadership and forty-nine thousand teachers were provided with in-service training. Teacher development seems to be a concerted effort by the education system in Tanzania.

3.3.3.1 Teacher Professional Development in Tanzania

Many scholars would agree on the importance of the teacher in the classroom and their competence in the teaching-learning process. The teacher is the heart of classroom instruction (Hawes & Hawes 1979; Galabawa, 2001; URT, 2007). The effectiveness of the teacher depends on competence (academically and pedagogically), efficiency (ability, work- load and commitment), teaching and learning resources and methods. Support from education managers and supervisors is also deemed crucial (Rogan, 2004; Van den Berg & Thijs, 2002; Mosha, 2004). Teacher Professional Development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden their knowledge, both as educators and as individuals.

The findings regarding practices in Tanzania indicate a concept of Teacher Professional Development that combines both the raising of teacher academic qualifications and professional growth. Informal practices by teachers and their head teachers are also initiated at school/ward level. These activities at school level are required to be nurtured and supported by all education stakeholders. The civil society organisations were accused of not having done much in this regard. The need for stakeholder support is underscored, considering the number of challenges that teachers face while teaching in the classroom. The two outstanding challenges often cited by Tanzanian teachers are overcrowded classrooms, shortage of desks and lack

of relevant textbooks. The challenges can be classified as infrastructure issues and lack of adequate resources. Other challenges are a lack of skills to handle certain topics in the revised primary school curricula, and the handling of learners with special needs. These challenges can be addressed through professional teacher development. The significance of the infrastructure and other challenges is that the Tanzanian learners' reading outcomes are still relatively high despite these hindrances. This indicates that professional teacher development and leadership training can mitigate problems in deprived contexts. Resilience also became clear in the case of Finland where learners achieved educational success despite their disadvantaged or rural background. The ultimate determiner of learner success is primarily the quality of the teacher.

Previously, teacher effectiveness depended on teachers' competence and efficiency, the teaching and learning resources, and education management support (Rogan, 2004; Van den Berg & Thijs, 2002; Mosha, 2004). Teacher motivation remains one of the most essential factors in professional development. A teacher's intrinsic motivation regarding self-development supersedes any pressure from educational managers. For professional development to be successful, the teacher is expected to have a positive attitude. A teacher who perceives professional development positively is zealous to participate in different professional development opportunities and apply the newly acquired information.

The support of school management cannot be over-emphasised in promoting teacher development and quality education. If the school culture is not supportive even the most zealous teacher can become demotivated. Collegiality within the school is as part of the school culture. If teachers cooperate, there is room for them to learn from one another (Galabawa & Agu, 2001). For example, in Tanzania, research data showed that teachers' attitude to professional development was positive, although financial resources constrained the institutions. As the Tanzanian Training Institute was unable to reach many teachers, collegiality amongst teachers and schools was encouraged. The teachers shared information and instruction methods at cluster centres, libraries, neighbouring schools and colleges. The role of school management was to encourage this culture in the school and amongst schools. The idea of teacher

collaboration and collegiality could be further investigated to determine its role in establishing positive learner outcomes.

3.3.3.2 Teacher Collaboration in Tanzania

The Tanzanian teacher is faced with a number of challenges, including departmental and district ineffectiveness (Kafyulilo, 2013). Therefore, teacher collaboration becomes even more imperative in this situation. The following are forms of teacher collaboration encouraged in Tanzania:

Tanzanian teachers have a collaborative culture through the formulation of a community of practice. The first form of collaboration is the informal type of collaboration among teachers. The second form is when a group of teachers would jointly design, teach, observe, analyse and refine a research lesson together, learning from one another. This type of collaboration amongst teachers could be the major contributing factor to teacher professionalism. When teachers co-operate and collaborate in this manner, quality skills and practices are transferred, even to novice teachers. The third form is when professional learning communities are formed to collaborate beyond lesson planning with a view to propagating broader teacher professional development. The professionalisation of teachers is a key activity in improving classroom instruction that impacts learner outcomes. Lastly, the fourth form is when teacher design teams are formed where teachers collaborate to transform educational practices and create new ones (Kafyulilo, 2013). Teacher design teams seem to be an advanced level of professional development.

Studies and reviewed literature have indicated that the four collaboration approaches mentioned above are effective for improving teaching practices that in turn, impact learning outcomes. Collaborative teams are reported to be effective in developing teachers' ability to implement the knowledge from seminars and workshops (Dooner, Mandzuk & Clifton, 2008; Handelzalts, 2019; Hargreaves, 2003).

Research has shown that all components of the teacher design teams are ranked high by the participants, despite time efficiency that was perceived as slightly less important. In the focus group discussion, the teachers mentioned that they were not

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sure how the time component should operate in teacher design teams. The high impact of this form of teacher collaboration is experienced when ideas are shared and new habits are formed. Teachers challenge one another in the design teams for optimum growth and creativity. The novel idea of teacher design teams could as well be a very potent formation to improve the instructional core. School leadership would help create environments conducive to learning to assist the design teams to thrive. The reason to support and encourage such initiatives would be to ensure quality education in deprived contexts. A recent study by Swarts and Wachira (2010) reported a low uptake of technology use for teaching, despite its availability in schools. According to this study, teacher design teams could be the appropriate vehicle to skill teachers in the use of technology. In support another study in Tanzania by Kafyulilo, Fisser and Voogt (2016) found that teacher design teams were a promising professional development strategy for integrating teaching skills and ICT. The only drawback could be the lack of substantial support and guidance from stakeholders. This means that teachers might not solicit the kind of support for the application of their newly acquired skills.

In summary the section above discussed Tanzania as a country comparable to Southern Africa due to its population size. The country boasted increased learning outcomes in English from 2014 to 2016. The reasons for the increase were ascribed to various educational quality intervention programmes. The EQUIP-T was introduced to focus on professional teacher development. Other programmes like E PfoR and LANES were responsible for the massive number of teachers trained. The intensity of professional teacher development directly impacts the quality of the teachers to produce improved learner outcomes. Tanzania's strategy for teacher development was two-pronged, meaning they first raised teachers' academic qualifications and then increased professional development. Most importantly, teacher collaboration was encouraged, particularly highlighting communities of practice and teacher design teams.

3.4 Quality Education and Deprived Contexts

Deprivation or multiple deprivation refers to the impact of poverty on people's lives. For example, in South Africa, schools in the following contexts are prone to deprivation: rural, township and informal settlements (Maringe, Masinire & Nkambule, 2015). Multiple factors of poverty can be found in these contexts where poverty manifests itself in different ways. One of the factors of being a school leader in the context of deprivation is that it is much more difficult than in less challenging circumstances. The leaders have to run schools and educate learners coming from a society affected by ill-health, malnutrition, alcohol and drug addiction as well as violence (Witten, 2017). In these circumstances, the impact of effective leadership is even more critical as quality education may be the only opportunity for these learners to access an improved livelihood. In developing countries, education is perceived to be an important contributor towards building the country's economy and eradicating poverty. Schools play a key role in preparing learners and the youth for the future and if they are not well prepared, they might not take full advantage of future opportunities. Not only are they cognitively prepared at school but their attitudes, values and behaviour are moulded. This is even more critical in poor communities that lack social capital. Witten (2017) reiterates that learners in these contexts could become even more vulnerable if schools fail to respond adequately to their cognitive and social needs. He thus underscores the moral purpose of education in these contexts in South Africa and in other developing countries.

Particularly rural schools are perceived to be deprived because of the lack of resources, qualified teachers and infrastructure. In Hong Kong and elsewhere, rural schools are characterised by dilapidated buildings, smaller classes and fewer teachers; principals are sometimes required to teach (Wong, 2011). Wong conducted a study examining effective leadership in the context of village schools in Hong Kong. His study revealed that the most effective principals in the village contexts adopted a *people-oriented* leadership approach. This means people are the most important resource, especially in a lack of physical and other resources. Human and relational capital are maximised to generate social and financial capital (Wong, 2011). This is the reason why educator and principal professional development are paramount to learner success.

3.5   Professional Development Research in Deprived Contexts

In South Africa, the School Monitoring Survey (SMS) 2017 survey results showed that combined primary and secondary school teachers attended 40 hours of professional development per year. The number of hours is only half of the target number of hours envisaged for the 2024 target in the Action Plan 2019 (DBE, 2015). Teachers in Gauteng (50 hours) and the Western Cape (76 hours) exceeded the national average, with the Western Cape the only province where the target was almost achieved. Teachers in the North-West, KwaZulu-Natal and the Eastern Cape spent the least time on professional development (24 to 28 hours per year), far below the national average. This could be the reason why the Eastern Cape is one of the lowest performing provinces.

The analysis of patterns in and across primary and secondary schools by quintile showed that teachers in Quintile 4 and 5 schools spent more time on capacity development than their peers from lower quintile schools. Based on the latter analysis, teacher professional development appears to be a precursor of positive learner outcomes. This pattern was consistent for teachers in primary schools and for the figures combining both primary and secondary schools. For secondary schools, however, teachers from Quintile 1 schools spent on average 11 more hours on professional development than teachers from Quintile 2 and Quintile 3 schools. This seems to suggest that certain efforts were made to target training for Quintile 1 schools, specifically the school principals. On average, school principals spent 43 hours per year on capacity development, with large variation evident amongst the provinces. Figures for principals from schools in Gauteng (77 hours) and the Western Cape (99 hours) were substantially higher than the national average, while those for principals from schools in the Eastern Cape (24 hours) and the North-West (23 hours) were substantially lower.

It can be deduced from the survey that the provinces spending less time on professional development have negative learner outcomes. The Eastern Cape is one

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such province and below the researcher looks at the dynamics of its depravity and how these were resolved.

3.5.1 A South African Perspective on Quality Education: Eastern Cape

The Eastern Cape is a province known for its high level of poverty. Most of the province comprises rural areas with the majority of the schools in the province classified as rural. Rural schools are characterised by their lack of resources, bad infrastructure, unqualified teachers and very poor learner outcomes. As previously discussed, the teacher is identified as the most critical resource in improving teaching and learning. However, in the Eastern Cape the number of vacant teaching posts is the highest in the country. The lack of teacher provision in the province renders learning critically compromised. Rural learners are the ones with very limited successful life opportunities compared to urban learners. Quality education and learning present the rural child with the greatest opportunity for future life success. As a consequence of the large number of vacant posts the Eastern Cape offers compromised education.

The following table displays teacher provisioning in the Eastern Cape compared to the national figures:

Table 3.6: Teacher Provisioning in the EC

Province	50%-74%	75%-99%	100%	Unknown	Total
EC	5,4%	30,9%	63,4%	0,2%	100,0%
SA	1,5%	20,3%	77,9%	0,3%	100,0%

Adapted from the School Monitoring Survey (SMS, 2017)

The basic interpretation of this table is that 5,4% of schools in the Eastern Cape have a staff complement of 50% to 74% compared to the national average complement of 1,5%. Only 63% of Eastern Cape schools have a complete staff complement compared to the national average of 78%; the percentage of schools with a teacher

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provision of 50 to 74% is 5,4% in the Eastern Cape and 0,5% each for the two provinces thereafter. This shows a huge gap in terms of percentage of teacher provision of 4,9% between the Eastern Cape and the second and third provinces that follow.

In the Eastern Cape there is a community of schools that have come together to change the narrative regarding their schools and surroundings. The individuals spearheading this initiative engaged the concept of human agency as discussed under Social Cognitive Theory in Chapter 2. Human agency is evidenced and displayed by a group of school leaders that call themselves the Manyano Network of Community Schools with the following slogan:

> *Change … starts here … with us … with what we have … and then with others* (Witten, 2017:4).

The Manyano Network of Community school leaders decided to focus on the instructional core in their schools, which means they concentrated on teaching and learning. Together with the educators, parents, learners and community members, the leaders developed a number of facets of their schools:

Firstly, they developed the curriculum with specific focus on literacy and numeracy, simultaneously engaging the families to support learners in this initiative.

Secondly, they engaged in capacity building for teachers by designing a teacher-training programme for practitioners in Early Childhood Development (ECD) centres. The reason for this intervention was that the ECD centres supplied the Manyano Network of Community Schools with learners. So, these futuristic leaders wanted to ensure that the learners who came to their schools had a solid academic foundation. They organised Grade R workshops on making learning materials from recycled goods. They presented a mentoring programme for the ECD practitioners to further their aims, focusing on reading, comprehension, and writing.

Thirdly, a learning programme named *Stronger School Governance for Quality Public Schooling* was designed for School Governing Bodies (SGBs). A series of workshops in the programme prepared the SGB members for their role in supporting the schools to carry out their mandate of classroom instruction. A few workshops were developed

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for the Manyano management teams covering training for parents involved in community initiatives, supporting literacy and numeracy in schools. The capacity building initiative was extended to Grade 11 learners that were trained in leadership development and entrepreneurship.

Fourthly, they accessed psycho-social support for learners experiencing social challenges associated with deprived areas. These challenges could not be ignored because they affected learner performance in the classroom and their participation at school. The effects of poverty and inequality among learners would have far-reaching consequences lest they were mitigated. In dealing with psycho-social issues, the Manyano Network of Schools established a partnership with the Nelson Mandela Metropolitan University (NMMU) whose students offered interventions in sports, arts, mental well-being, arts, career counselling and others. The NMMU faculties and departments involved in this initiative were Psychology, Social Work, Education, Health and Community Development.

Fifthly, the Manyano Network developed the infrastructure of the schools by allowing students from the Nelson Mandela Metropolitan University do some of their academic projects at the network schools. The faculties involved in this instance were Engineering and Architecture. The reports generated assisted the schools in their fundraising activities while some projects were undertaken by university students themselves to improve the school infrastructure in the network.

The impact of these focused efforts is yet to be measured and quantified but the transformation strategy seems to be solid. The Manyano group of schools accurately identified the important elements of education at school level and the kind of changes required to impact the whole community. A very important element of this intervention is that it was internally initiated, which means that the school leaders themselves were the project owners. The implication of this ownership is that the level of commitment and loyalty becomes much higher than when initiated externally.

Human agency was a driving force behind another intervention still carried out in the Eastern Cape. The project was called Imbewu Project/ Programme and it was divided into Phases 1 and Phase 2. The Imbewu Project or Programme was implemented over

a period of 10 years. It aimed to improve the quality of education in the Eastern Cape province. The project started as a school improvement project but was developed and adopted as a provincial education school transformation programme. The programme was primarily informed by the philosophy of individuals becoming change agents and therefore concentrated its efforts on creating a new transformation consciousness among participating individuals (Sayed, Kanjee & Nkomo, 2013).

The Imbewu Project or Programme underscored a number of relevant concepts for researchers and academics, such as *stability, ownership, leadership, school transformation* and *changing the school culture* (Sayed, Kanjee & Nkomo, 2013). Stability refers to staff provisioning because a high staff turnover is an impediment in maintaining any change initiative. As previously noted in the low Eastern Cape staff provisioning statistics, stability should be welcomed as an acceptable outcome. The idea of ownership refers to who was responsible and for what in the programme. The two key implementers of the programme were the Imbewo Project and the education department staff which sometimes created confusion with ownership issues. The department staff was expected to continue with programme maintenance, which further exacerbated project ownership matters.

Leadership was identified as a critical factor in this project (Sayed, Kanjee & Nkomo, 2013). The Imbewu Project concentrated on developing leaders at school level and later realised that there was the same need for leadership development at higher levels and departmental staff levels. This is a significant realisation because it may be convenient to blame schools for unsuccessful programmes while the actual reasons for failure lie higher at educational departmental level. The programme implementers realised that transformation is an intricate and complex process and not just an event. This implies that project log frames cannot accurately measure the qualitative progress of transformation at school level. It has previously been asserted that transforming school culture is the heart of transforming a school (Sergiovanni, 2000). Creating a culture of teaching and learning is at the core of improved learner outcomes. However, Imbewu determined that it is problematic to change school culture while the schooling system is unstable with too many changing parts.

The two projects in the Eastern Cape present two general observations that may be of value to quality education interventions in deprived contexts. The first one is that throughout the project lifetime, ownership of the project is key. The Manyano Network of schools initiated the project and they owned it while the Imbewu project was externally initiated and ownership shifted between Imbewu and departmental staff. There was no mention in the latter case of how the schools took ownership of the programme that was critical for its future sustenance. The second observation was that leadership is a distinguishing factor for the success of any programme or project. The potential of any educational intervention aimed at schools may be seriously impeded by leadership weaknesses of the district educational staff. At times, the assumption is that the district personnel is adequately equipped to manage and lead successful interventions and the opposite may be true. For example, in the same province only 48% of school principals were satisfied with district visits and support compared to the national average of 71% (School Monitoring Survey, 2017). This indicates that the Eastern Cape school principals did not perceive the district officials as fulfilling their required role that included initiating and managing change at school sites.

3.6 Summary

In the second chapter of the literature review discussed Quality in Education, focusing on the issue of teacher quality. Utilising benchmark assessment to improve the quality of education was adopted. SACMEQ and PISA benchmark assessment results were discussed with South Africa being compared to other Southern and Eastern African countries, including Tanzania, and internationally with Finland. The main lesson from Tanzania was the teacher professional development that resulted in improved learner outcomes. At an international level, Finland was selected as a case study displaying quality of education that incorporated equality, equity and inclusion as values.

Lastly, this study extends the scope of existing studies by highlighting how transformational leadership behaviour and skills can make quality education accessible to learners in deprived contexts. There are conflicting reports on whether there is any correlation between transformational leadership and learner outcomes.

This study contributes to the gap in the knowledge of how transformational leadership can ensure quality education in deprived contexts Transformational leaders can help create a new environment through Human agency as expounded in the Social Cognitive Theory. Principals and educators as change agents can be critical role players in the transformation of the deprived environment of most learners in South Africa. When the issue of contextual deprivation is highlighted, the purpose and function of education change. Education then becomes revolutionised and cannot remain neutral. Contextual dynamics call for a transformed kind of leadership to improve learner outcomes through quality education. Thus, education can serve to transform the material conditions of many learners in South Africa and other developing countries.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The preceding chapter dealt with the literature review; this chapter deals with the approach to the methodology and the design of this research. The underlying philosophical assumptions are discussed and the theoretical foundation for the research is outlined. The sampling strategy is elaborated on and thereafter, the description of the research site is provided. The research tools are explained and details provided of how these tools were used on site. The strengths and weaknesses of the tools are mentioned with the aim of justifying the choice of research tools in answering the research questions.

4.2 Philosophical Paradigm

Every research undertaking has underlying philosophical assumptions and is undergirded by the researcher's beliefs about social reality, its ontology and epistemology (Ritchie & Lewis, 2003). According to Guba (1990), ontology is about probing what reality is and epistemology about how one gets to know something. The researcher's disposition regarding ontology and epistemology informs the methodology for the research. Sefotho (2018) asserts that philosophy is the main driver of research. A group of philosophies forms a paradigm; all research takes place within a paradigm, whether it is explicitly acknowledged or not (Grix, 2004).

The paradigm for this qualitative research was the transformative paradigm as conceptualised and elaborated on by Mertens (2009). According to Mertens the transformative paradigm emerged in response to individuals pushed socio-politically and historically to societal margins. People can be marginalised and oppressed in terms of race, disability, ethnicity, immigrant status, sexual orientation and poverty. In this research, the school and the research participants were located in a deprived community or a community experiencing poverty in differing degrees. More details of

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how this community fitted this description are discussed under the research site section. The learners of this community were excluded from quality education as described in the United Nations Sustainable Development Goals. They had a right to quality education as outlined in Section 28 of the Constitution of South Africa that states, "A child's best interests are of paramount importance in every matter concerning the child", which includes education. It is in the best interest of every child to get quality education, especially in an unequal society like South Africa. The learners in the researched schools were marginalised because of their status of living in a deprived context.

As per the transformative paradigm, the learners were represented by their leaders and had a voice in this research, which meant they were able to contribute to mainstream research that would normally exclude them. They could participate in the knowledge-formation research activity. The principals and the school's management team outlined their perspective on leadership in relation to ensuring quality education in deprived school contexts. Therefore, the transformative paradigm was suitable for this context as it applied to people experiencing marginalisation and discrimination on whichever basis, including race and poverty, amongst others. The research participants were all Black and residing in a township for black people in the Tshwane North district, which meant that they were racially marginalised too.

4.2.1 Epistemological Assumptions

According to proponents of the transformative paradigm, the nature of knowledge is not only the researcher's prerogative but also the researcher and the participants need to agree on what is considered valid knowledge (Mertens, 2009; Musyoka, 2007). The relationship is interactive and empowering for both parties. It is vital for the researcher and participants to have a collaborative relationship that includes agreeing on the language of interaction. Participants in the current research were allowed to switch to their familiar African language if needed. The interviewer being familiar with the languages was able to translate during the transcription process. The issue of language was sensitive because it related to power relations as language had historically been used as a tool for domination of a particular people by others (Nieto, 2007). For this research, the researcher possessed cultural awareness concerning the

participants as the researcher was from a similar community, speaking the same languages and of the same race as the participants. The cultural knowledge base of this deprived community in Tshwane North region was thus recognised in mainstream academia and knowledge generation.

4.2.2 Methodological Assumptions

The transformative research paradigm encouraged dialogue or interaction between the researcher and the participants; therefore, qualitative or mixed research methods were deemed appropriate. This research on transformational leadership utilised a qualitative method that was within the ambit of the acceptable methods for this paradigm. The method chosen needed to be sensitive to the participants' historical and contextual factors, particularly oppression and discrimination (Mertens, 2009).

Crystallisation was recommended over triangulation as it included differing perspectives of data collection and simultaneously deconstructed the traditional idea of validity (Mertens, 2009). Both crystallisation and triangulation were used for this particular research on transformational leadership.

Homogeneity was discouraged in the sampling of participants because of the dangers of labelling a particular population using demeaning or self-defeating labels like *at risk* (Mertens, 2009). It was important to collect data from various groups; for example, this research collected data from principals, vice-principals, Heads of department, and learners. Leadership perspectives and application of differing role players in the schools were examined.

The last methodological assumption of the transformative paradigm is that it is imperative that the data collected may lead to social action. In this research about transformational leadership ensuring quality education in deprived school contexts, the researcher aimed to accumulate empirical knowledge to validate how schools in deprived contexts can experience quality education through transformational leadership. Once the latter had been proven scientifically, it could be actioned to benefit many other schools in similar contexts in South Africa and worldwide.

4.2.3 Ontological Assumptions

Firstly, the transformative paradigm is premised on the idea that reality is socially constructed and thus can be socially reconstructed. Secondly, power is what legitimises whose social construction will be accepted as reality (O'Connor & Fernanzes, 2006). Thirdly, the transformative paradigm rejects cultural relativism and acknowledges that privilege plays a deciding role in determining whose perception is taken as reality.

4.3 Theoretical Perspectives

Critical theory provided the perspective for this research on transformational leadership. Critical theory is a broad category, including differing sets of theories that generally critique social structures and explore social inequalities (Winkle-Wagner, Lee-Johnson & Gaskew, 2019). Critical theory originated in the late 1920s from the University of Frankfurt in Germany as an approach to social research (Bottomore, 1984). Different kinds of critical theory are Marxism, Neo-Marxism, Post-modernism and Praxis theories that perceive the researcher to be a social activist working towards the emancipation of the masses. Emancipation occurs when the researcher reveals the *hidden* truth and deconstructs it for the participants. For example, Marxism critiques capitalism and indicates problematic areas with societal institutions as they currently stand. According to Marxist ideologies, schools represent one of the problematic areas. The reason is that schools are said to be perpetuating the dominant culture (Morrow & Torres, 1995).

Critical theorists like Horkheimer, Adorno, Marause and Fromm oppose positivistic approaches to social research because these perpetuate the acceptance of the *natural order of things* that are artificially created by the dominant culture (Morrow & Torres, 1995). People and communities are manipulated by education and media to accept oppression as normal and as the only way that society can exist. Leaders in society diffuse their ideology as common sense and questioning their dominating ideas is considered nonsensical. Any social or political group aspiring to power needs to

exercise leadership by dominating the ideological world (Woodfin, 2004). Critical researchers aim to empower participants in challenging social injustices by questioning the dominant ideologies. Critical research facilitates the kind of consciousness that may initiate a movement of social emancipation. As a result, critical researchers assert that research is not only about the accumulation of knowledge but also about social transformation.

For example, the following demonstrates how dominant ideologies are systematically perpetuated in modern society. Hartas (2010), in his writing on *The Politicization of Educational Research* states that government uses or could use research as a control system. In this case research is not about scientific rigour but about supporting government policies and strengthening its control over education. This qualitative research was independently conducted on a purely pedagogic basis to benefit the learners from deprived communities. The ontological position of Critical Theory is *historical realism* that assumes that social and historical forces influence the individual. In this research dialogue was utilised to dispute social realities in search of emancipation and equality. The theory goes beyond description to a deeper understanding of a phenomenon (Winkle-Wagner, Lee-Johnson & Gaskew, 2019). This research used semi-structured interviews that encouraged dialogue and hopefully this activity brought to the fore the social and historical forces at play in the researched community

4.4 Research Approach

The approach in this research was qualitative. A qualitative approach is defined as an approach used for exploring and understanding the meaning individuals or groups give to a social or human phenomenon (Cresswell, 2014). This approach was selected because the nature of this enquiry was located within the critical theory paradigm and could only be explored qualitatively.

In this particular research the problem was the provision of quality education in deprived contexts; the research aimed at examining the leadership that addressed challenges posed by deprived contexts. A change or transformation in society can

occur when people in a particular setting develop an accurate perception of their situation and its potential for improvement. A positivistic research approach requires absolute neutrality and objectivity, not so in a qualitative research approach. This research approach was selected because it was the one that best fitted the selected transformative paradigm and the critical theory underpinning this particular research.

Proponents of quantitative studies assert that enumerated data is objective and thus can claim validity and generalisability in similar situations (Dimitrov, 2008). Alternatively, proponents of qualitative studies do not claim this kind of validity or generalisability but claim to provide a deeper understanding of the studied social phenomena, especially by giving more voice to the participants compared to the researcher's voice (Cohen, Manion and Morrison, 2007). Even though the researcher in both approaches comes to the site with pre-determined questions, the *what* and the *how* of the findings differ in the quality of the participant's response instead of the quantity of responses. The depth of the response replaces the number of responses concerning a studied social phenomenon.

Silverman (2010) presents a number of reasons why a qualitative research approach is the preferred approach for some social science research. The reason that resonates with this research was that data occurred naturally compared to unnatural experiments (Silverman, 2010). Observations and interactions were done in natural settings instead of artificial settings affecting the participants' natural behaviour. Social Science phenomena are dynamic in nature and contain specific interactions that cannot be quantified; therefore, the qualitative research approach was the one that could adequately capture the complexities of a Social Science phenomenon in this particular setting.

A criticism of a qualitative research approach is that there is no agreement on a common doctrine underlying every form of qualitative social research. This means that there is no singular structured approach to categorising qualitative data. The latter is the reason for increased scepticism towards reliability of data analysis and subsequently the findings. To counteract this uncertainty, different methods of data collection can be used to improve the reliability of a study and its findings. For example,

this study utilised triangulation and crystallisation (Maree, 2013) as discussed under the topic of quality measures.

4.5 Research Design

The research design selected for this study was a case study design. Yin (2003) defines a case study as an empirical inquiry investigating a contemporary phenomenon within its real-life context. Cohen, Manion and Morrison (2007) state that case studies strive to portray the reality of a situation. In this case the real-life context of leadership of five schools in the Tshwane North District was investigated. A case study is embedded in the interpretive and subjective approach that implies that the participants can contribute to creating knowledge regarding their social reality. So, the case study method served to democratise knowledge and decision-making, unlike the positivist approach that is elitist in nature. The case study in the current research provided rich contextual knowledge because each context has unique human interactions. The role of the researcher was different from the role in the positivist approach.

A number of scholars have formulated different types of case study. Firstly, Yin (2011) identified three types of case study. According to this scholar, case studies can be either exploratory, descriptive or explanatory. An exploratory case study presents the case in the form of a pilot study to generate a hypothesis. The descriptive case study provides a narrative account or an explanation of a certain phenomenon. The exploratory case study tests theories. The researcher selected an exploratory case study for this study because, according to Yin (2011), it aims to explore whether transformational leadership can ensure quality education in deprived contexts.

Any research design method had its weaknesses and strengths. The first weakness of a case study method is the lack of control. This means that the researcher does not have knowledge of what will happen when entering the school premises. The researcher has no control as in the case of a laboratory experiment. This is because case studies take place in a natural setting rather than an artificial one. A second weakness is that it is not easy to make inferences or draw cause and effect

conclusions because of the lack of control over the variables in the particular setting. A third weakness is that case studies are not open to cross-checking; thus, there is always potential for bias as the researcher participates to a certain degree (Cohen, Manion & Morrison, 2000). In this study, the mentioned weaknesses were addressed by the quality measures of validity and reliability.

The main strength of case studies is that it is robust on reality because the participants speak for themselves (Cohen, Manion & Morrison, 2000). Case studies can be undertaken by one researcher utilising a minimum of financial resources, unlike quantitative methods that can be expensive. One case can provide meaningful insight into a phenomenon; unanticipated but valuable data can be gathered using the case study method. Unlike in positivist research approaches, quantity is replaced by quality. The richness, depth and intensity of a situation or context can be captured by a case study only.

4.6 Research Methodology

4.6.1 Research Sites

The study was conducted in five secondary schools in Tshwane North District. This was one of the fifteen districts falling under South Africa's Gauteng Provincial Department of Education. Whilst the district was mostly urban, it comprised a mixture of formal and informal settlements, ranging from the traditionally black townships to white suburbs. The Tshwane North District covered an area of 688 square km with a total of a hundred and fifty-five schools, including primary schools (Tshwane Municipality, 2019).

According to educational statistics, 54% of schools in Tshwane North District fell in Quintile 1 and 2 categories that were the poorest and non-fee-paying schools. The fact that there were 3 295 orphans in the district in 2011 posed serious challenges to educational support for these learners (Tshwane North District Atlas, 2013). Even if the district had numerous issues, it still faced lower levels of deprivation compared to districts in the rural areas of especially Kwa-Zulu Natal and the Eastern Cape.

Deprived areas like the ones mentioned above had high levels of unemployment. Unemployment impacted the levels of crime and substance abuse. Although in many deprived areas there were low levels of literacy, Tshwane North had a functional literacy rate of 89% in 2012. Most significantly for this study, Tshwane North District was the 5th performing district in the 2018 matriculation results in South Africa, at 88,9% pass rate (Tshwane North District Atlas, 2013).

4.6.2 Sampling

The sampling strategy for this study was purposive sampling. Five secondary schools in close proximity of each other were randomly sampled in the deprived area of the Tshwane North District.   Purposive sampling is a deliberate choice of participants of a particular characteristic in line with research needs (Lewis-Beck, Bryman & Futing, 2004). Five secondary schools were able to provide adequate and sufficient data for the research. If data had been collected from more schools, the timeline for this research would have been adversely affected in terms of fieldwork and the data analysis process.

Choosing a sampling strategy depended on its suitability in gathering the relevant data for the research questions. The aim of purposive sampling was to learn about the phenomenon of quality education in deprived areas in a data-rich context and to give the participants the opportunity of knowledge creation (Cresswell, 2012). This research focused on educational leadership; therefore, school leadership structures were investigated in a school setting. Firstly, I interviewed the school principal as the main leader of the school, followed by a member of the School Management Team (SMT) in the form of the Deputy principal or a Head of Department. Lastly, the student leadership was interviewed in the form of the President of the Representative Council of Learners (RCL).

There were forty-one secondary schools in the district and five of those would be the research sites. Data was collected from a combined number of fifteen participants

(principals, deputy principals or Heads of Department and student leadership) from each school. Below is a table expounding the previous statement.

Table 4.1: Summary of Participants

School A	School B	School C	School D	School E
Principal	Principal	Principal	Deputy principal	Principal
Deputy principal	Deputy principal	Deputy principal	Head of Department	Deputy principal
Learner	Learner	Learner	Learner	Learner

The interviews with fifteen participants and general field notes provided sufficient data for the study, given the circumstances of the COVID-19 pandemic. The sample was heterogeneous as it included experienced professional educational leaders and learners who were novices in leadership. Bryman (2001) reiterates that the sample size depends on the population, the type of information the researcher requires and how one wants to generalise the findings in the given population.

Cresswell (2012) categorises purposive sampling based on the researcher's intention. Accordingly, the type of purposive sampling conducted was Theory or Concept Sampling that intended to explore a concept or generate a theory.

4.6.3 Data Collection

Case studies utilise various sources of evidence like the following, amongst others: documentation, interviews, archival records and direct observation. The choice of sources for particular research depends on how best each source will answer the research questions and provide relevant data for the study. Each source has a strength and a weakness and therefore it is important to use different kinds of source to complement one another and strengthen the issues of reliability and validity of the data.

The following is a discussion of the sources of evidence or data collection tools used for this study. Their known strengths and weaknesses as postulated by Yin (2003) and adapted for this study are discussed.

4.6.3.1 *Semi-structured Interviews*

The researcher conducted semi-structured interviews with the principal and deputy principal representing the school leadership. Semi-structured interview method was selected instead of the in-depth method because of its flexibility in allowing more input from participants (Maree, 2013). In the absence of the principal, the deputy principal was interviewed and the deputy principal could be represented by the Head of Department (HOD). For example, this was the case in School D where the principal was not a participant. In each school, the president of the RCL was interviewed or in their absence, a member of the executive or any other member of the RCL could be interviewed. The RCL president represented the learners of the school as they provided data or evidence of learner experience regarding school leadership, the quality of education and the effects of deprived contexts on teaching and learning.

The strength of an interview is that it is a targeted tool focusing directly on the research questions and giving access to direct contextual understanding of the phenomenon. Other data collection tools like observation could have a level of bias because the researcher engages the site from a particular philosophical vantage point. Semi-structured interviews are flexible as they can be adapted to ascertain the participant's understanding of the questions asked. Moreover, interviews involve certain social dynamics playing out between the researcher and the researched, which could have a direct impact on the data and accumulated knowledge (Cohen, Manion, & Morrison, 2018). It was an advantage for the researcher to possess knowledge of these dynamics as they enriched the data analysis and interpretation processes. For example, the interviewer and the interviewee's gender, race, class or sexuality could create particular dynamics impacting on the study. Howell (2013) reiterates that interviews give an in-depth comprehension of the area being researched. Nevertheless, bias could still exist due to inaccurately constructed questions, for

example leading questions. Reflexivity might also be a concern when participants give expected responses or ideal answers rather than facts pertaining to their lived realities. For this research, follow-up questions assisted to clarify any concern, whether related to reflexivity or not.

4.6.3.2   Direct Observation

Direct observation is a very important aspect of the data collection process as unrehearsed and unprepared data is collected. Moreover, observation may provide the contextual evidence of the participants' answers (Maree, 2013). This implies that the data collected during observation can be used in the process of triangulation or crystallisation, which are critical quality measures.

The evidence of transformational leadership behaviours, skills, inclinations and interaction between individuals was observed in each school. The four main characteristics of transformational leadership behaviour as advocated by Bass (1985) were used as guidelines. These are Idealised influence, Inspirational motivation, Intellectual stimulation and Individualised consideration.

4.7 Data Analysis

Before data analysis, the researcher had to prepare and organise the data. This involved organising the material by type and source, for example, all the principal interviews, observations, field notes, etc. It was vital to duplicate all forms of data, especially recorded interviews in case of loss or damage. The process of transcription followed the guidelines suggested by Cresswell (2012). Impacting accuracy, the interviewer and the transcriber was the same person.

The data collected for the study was analysed using thematic analysis for qualitative research. Thematic analysis is a flexible analytical tool that can provide the depth and richness required in a qualitative study. Braun and Clarke (2006:6) define thematic analysis as 'a method for identifying, analysing, and reporting patterns (themes) within data'.

Thematic data analysis entailed looking for themes in the data with a view to answering the research questions. Its advantage was that it could be used in different theoretical frameworks, which highlights its flexibility in different contexts (Braun & Clarke, 2006). Eventually it was the researcher's decision what constituted a theme emerging from data. According to Boyatzis (1998) another decision taken by the researcher was whether to code on a semantic or an interpretative level. One can code using only one or the other level, but not both. This research focused on the interpretative level as some participants used differing words indicating the same concepts as others.

The process of data analysis did not begin only after data collection or coding, but it happened when the researcher was on site collecting data. Themes and patterns may have emerged at that stage of data collection.

Writing occurred as a recursive process during analysis because the researcher repetitively synthesised and re-evaluated the data. Braun and Clarke (2006) as well as Cresswell (2012) suggest phases for data analysis that are summarised next.

Phase 1:   Getting familiar with the data

This phase relates to reading the data and transcribed interviews to get a general idea of the data corpus. Simple notes are made regarding initial perceptions when going through the data. At this point, the coding phase has not started yet, but one begins to generate ideas on implementing the coding process.

Phase 2:   Generating codes

This coding phase is the beginning of systematically handling the data and using a consistent and stable coding system. It is a process of labelling text and forming descriptions and themes (Cresswell, 2000). Reviewing codes occurs continuously as one can assess any overlap, duplication or redundancy of codes. The researcher is able to distinguish repetitive themes and over-arching similar codes.

Phase 3:   Identifying themes

This phase deals with synthesising the generated codes to identify emerging themes. This is a step away from the raw data but still close enough to refer to the raw data. The researcher may choose to combine themes or find an umbrella theme for several codes. The process is circular because the researcher keeps verifying whether the identified themes accurately represent the coded data.

Phase 4:   Reviewing themes

This phase is two steps away from the raw data; the researcher develops a thematic map and analyses different themes and relates them to one another to form a coherent and systematic research argument. This emerging argument should answer or attempt to address the research questions convincingly. Amongst the generated themes one finds major or minor themes, ordinary themes and unexpected ones. All the themes, including those that do not support the hypothesis or that provide contrary evidence need to be captured in the findings.

This final part of data analysis contributes to the strength of the research findings. The quality of the descriptions from the field notes and observation add to the strength of the findings. Quotations from the interviews or extracts from field notes or observations are used to fortify arguments to convince the reader of the accuracy of the data analysis.

Phase 5:   Reporting and interpreting findings

Interpreting findings involves layering themes and interrelating themes that is a process of organising themes in relation to one another to form a broad picture. At this stage the analysis is more complex and abstract but essential in filling the identified gap relating to the rationale for the research. The researcher asks how the research fits into the current body of knowledge on transformational leadership and quality education. Topics for future research are suggested in the light of the limitations of the current research.

In this study the following summary describes how the researcher approached the data analysis process. As the researcher collected the data and also transcribed the interviews, the familiarity was already established before the data analysis phase. The researcher read through the transcripts while noting other non-verbal details of the actual interview as she conducted the fieldwork as well. The research questions addressed either one of the following: Transformational Leadership, Quality Education or Deprived Contexts, therefore the analysed data fell into one of the mentioned three categories. The similarities and differences were noticed in the participants' responses. Then similar codes were merged to form over-arching themes in answer to the research questions. The themes were reviewed by correlation with the data and through alignment with the research questions. Thereafter it was the reporting and the interpretation of the findings.

4.8 Quality Measures

Research studies need to put quality measures in place for the study to be considered valid and reliable. Therefore, credibility and trustworthiness are two of the aspects determining the quality of a research study. There are strategies and procedures answering questions pertaining to the credibility, authenticity and trustworthiness of the research study findings. Even with the use of effective strategies, the threat of reliability and validity cannot be completely erased (Cohen, Manion & Morrison, 2000). The approach to quality measures differs greatly from quantitative to qualitative research. For example, in quantitative research validity refers to whether the tool measured what it was supposed to measure. In qualitative research, however, it is more about whether the tool can extract honest and deep data in answering the research question(s). In qualitative research there could be multiple interpretations of truth while in quantitative research there is only a single truth.

4.8.1 Reliability

Qualitative reliability is when "the researcher's approach is consistent across different researchers' projects" (Gibbs, 2007 in Cresswell 2014:251). Reliability is achieved

when there is stability of observation across time and place. Bogdan and Biklen, (1992:48) refer to reliability as the "degree of accuracy and comprehensiveness of coverage".

According to Cresswell (2014), a researcher could use the reliability strategies that were used in this study. Consistent coding ensured that the coding was consistent throughout the data and across data sources. A researcher could have a code definition memorandum book to refer to during the coding process and can also check interview transcripts for errors to increase reliability.

4.8.2 Trustworthiness

Some researchers suggest the adoption of new criteria in qualitative research to determine reliability and validity (Lincoln & Guba, 1985; Rubin & Rubin, 1995). In the 1980s Lincoln and Guba replaced reliability and validity with the concept *trustworthiness*. According to them, trustworthiness includes credibility, transferability, dependability and confirmability. Specific strategies to attain trustworthiness are recommended; these include negative cases and member checks, which were mentioned under validity above. Audit trails can also be kept as a record of the decisions taken during the research process but this does not warrant an excellent research product (Yin, 2011).

4.8.3 Transparency

Transparency relates to the research procedures made known and the data collected is accessible to the reader or other researchers (Yin, 2011). For this research, all collected data was made available for inspection and scrutiny at the University of Pretoria archives. Any researcher wanting to establish whether the collected data supported the findings and conclusions would be able to do so on enquiry. The study should be able to withstand close scrutiny by other researchers (Yardley, 2009 in Yin, 2011).

4.8.4 Reliability of Interviews

In this research, reliability of interviews was guaranteed by the fact that the researcher was the main interviewer and transcriber. Consistency could be achieved even though the researcher bias might exist. In cases of interviews, there could be different sources of bias, for example race, religion, gender, sexual orientation, social class, age etc. (Cohen, Manion & Morrison, 2000).

Qualitative researchers acknowledge the existence of bias based on the above examples. The researcher as a middle-aged, Christian heterosexual African woman interviewed mostly middle-aged African men and women. Research conducted by Wiehahn and Du Plessis (2018) on Gauteng principals in public high schools found that out of a sample of eighty-seven principals, the male-female ratio was 3:1 and the mean age was 50,62 years. Religion, sexual orientation and social class of the participant may have been sources of further bias in this research.

Critical Theory researchers are conscious of the power relations between the interviewer and the interviewee and how this could affect the data. Most of the time, the power resides with the interviewers as they formulate the questions and they may possess a better understanding of the phenomenon. Moreover, they also set the agenda of the fieldwork. Nevertheless, the participants were in their domain and in their space, which was empowering for them. The ethical responsibilities of the researcher to inform the participants of their rights and voluntary participation served to empower the participants. Throughout the interview, the interviewer needed to be cognisant of the interactive power play that might affect the data.

4.9 Ethical Considerations

Ethics are a vital part of any research study because they uphold the integrity and truthfulness of the research findings and conclusions. The researcher was expected to conduct herself in a manner that protected the rights of the participants. Ethics have to do with moral issues and how the study affected the participants, whether positively or negatively.

The Ethics Committee of the Faculty of Education of the University of Pretoria granted ethical clearance for this research, thereby granting permission for the researcher to collect data (p. iii). The Research Unit of the Gauteng Department of Education (Appendix A) and the Tshwane North District Office authorised the researcher's entry to the five schools and access to participants. The researcher was aware of the Consolidated Department of Basic Education Research Protocols document dated August 2017. The document contains guidelines for researchers as well as ethical considerations for researchers to abide by at the research site.

The Ethics Committee, the Research Unit and the District Office each had its own regulations and guidelines that the researcher incorporated into the research protocol.

Moral issues could arise from two avenues, i.e., the subject matter or research method. Subject matter issues may arise if the phenomenon being studied infringes on participants' rights, such as privacy. Issues about the research method occur when participants are deceived about the role of the researcher. In this research, the subject matter did not infringe on the participants' rights to privacy and the researcher's role and position was made clear.

At the site this researcher disclosed the purpose of the study to the participants and answered all questions concerning the research honestly and honourably. The researcher was cognisant of the fact that the individuals on site had the right to choose to participate in the research or not and their participation was voluntary. Participants had to give informed consent to take part in the research. They were informed that refusal to participate would not have any adverse effect on them, their family or their work. Learners under the age of eighteen obtained written consent from their parents as required by law. By agreeing to participate, the participants gave permission to the researcher to gather information or data from their existence and at the same time still had the right to withdraw without any repercussions at any time. The participants were informed of the number of questions to be answered in the interview instead of the time allocation because the interview could easily exceed the allocated time. Creswell (2014:132) advises the researcher to "respect the site and disrupt as little as possible". The researcher was forbidden to deceive or betray participants and was expected to treat all participants, including children equally. As a means of gaining as much data

as possible, or encourage participation, the researcher was not allowed to use any dishonest practices like promising money or benefits.

Protection of identity was crucial, especially in a school setting because the participants might feel uncomfortable to disclose any unfavourable information regarding the school, the principal, the educators, the learners or the department. The five secondary schools were labelled A to E and would not be easily traceable out of a total of forty-one secondary schools in the Tshwane North District. The participants were labelled Principal A from School A and Learner C from School C, etcetera. This process of labelling the participants' identity simplified the organisation and the storage of the data.

Data analysis was done honestly and honourably in that even the data sets that were not in agreement with the researcher's proposition were reported. Obviously, the researcher did not claim objectivity, which is not possible in qualitative research. The researcher was constantly faced with an ethical choice of which data to incorporate in the analysis and which data to leave out. It was vital that the researcher did not ignore the data not supportive of the proposition. The inclusion of rival explanations is proof that the study was conducted rigorously and scholarly. Yin (2011) points out that it is better to explore them than to ignore them. Patton (2002) and Rosenbaum (2002) purport that it is better to seek the potency of the rival explanation than to undermine it. For the sake of research integrity, the ultimate test of a study is "the willingness to be proven wrong, or even have one's earlier thinking on a matter challenged", as stated by Yin (2011:41). Yin (2011:41) defines research integrity as when "you and your word(s) can be trusted as representing truthful positions and statements".

The research protocol was detailed and represented the researcher's broad set of behaviours at the research site. It was a reference outline of what evidence to collect from which sources. Flexibility in the process was required, especially because of the newly enforced COVID-19 pandemic regulations.

4.10 Summary

In this methodology chapter, the researcher discussed the philosophical assumptions underlying the research based on the Transformative paradigm for socially, politically and historically marginalised individuals. The research site of deprived contexts fitted neatly into the Transformative paradigm philosophical assumption. The researcher possessed cultural awareness concerning the participants of the study. The Qualitative research method was selected as it was deemed most suitable for the Transformative research paradigm. As per philosophical approach, the data collected could lead to social action because the Transformative paradigm stands for social transformation and the re-construction of social reality. The study also sought to explore social inequalities through the Critical Theory which aims to uncover the hidden truths covered by the dominant culture.

The case study method as well as its strengths and weaknesses were discussed under research design, and the reasons for choosing this method were outlined. The selected research site is five secondary schools in the Tshwane North District. The purposive sampling method was utilized and the data collection method was the semi-structured interviews and direct observation. Each method of data collection, including the reasons for their choice and how the method would gather answers to the research questions was discussed. The steps to carry out the thematic data analysis were outlined. The quality measures of validity, reliability, trustworthiness and transparency were also explored and ethical protocols were observed.

CHAPTER 5

RESEARCH FINDINGS

5.1 Introduction

The methodology of this study was discussed in the previous chapter. In this chapter, the researcher discusses the findings of this study. The study was conducted in five schools in the Tshwane North District of the Gauteng Department of Education. The schools were located in a township in the north of Pretoria. They were labelled Schools A, B, C, D and E to protect their identity. In four of them, three participants were interviewed: the principal, the deputy principal and a learner. In School D, the principal did not participate, but the deputy principal, the HOD, and a learner participated. This adjustment was discussed in the methodology section of this study in anticipation of instances where expected participants were unavailable. Due to the global COVID-19 pandemic and the regulations set out by the South African Government, entry into the school premises was strongly restricted. To avoid the spread of the COVID-19 virus, the Department of Basic Education discouraged visitors from approaching schools. Therefore, the data was collected from the observations and the fifteen conducted interviews only. The researcher's view was that the data collected was adequate and rich to answer the research questions of this study; it was analysed intensively to provide depth to this study.

The focus of this chapter will be on Research Findings according to themes supported by the responses from the participants. Each theme will be briefly explained and then supported by research data.

Presented below are the brief biographies of the participants.

5.2 Biography of Participants

Table 5.1: Biography of Participants

Participant Code	Gender	Age	Race	Highest Qualification	Number of Years in Post	Leadership Training Attended
P1	Female	47	Black	M. Tech.	7	Executive Leadership
P2	Male	55	Black	B.Ed. (Honours)	Deputy principal ten years and principal eight months	Leadership – Matthew Goniwe
P3	Male	55	Black	B. Tech	Thirteen years	Yes Matthew Goniwe
DP4	Female	54	Black	B.Ed. (Honours)	Ten years	Policy Review
P5	Male	56	Black	Masters in Quality Assurance	Principal for eight years and in school one year nine months	Department of Basic Education
DP1	Female	45	Black	B.Ed. (Honours) Physics	Five years	Induction
DP2	Female	56	Black	B.Comm.	Deputy principal one year HOD seventeen years	Yes Matthew Goniwe
DP3	Female	57	Black	Diploma in Education	Two years	Yes Matthew Goniwe
HOD4	Male	55	Black	B.A.	Ten years	Leadership
DP5	Male	53	Black	B.A. & HDE	Four years	Yes Matthew Goniwe
L1	Male	16	Black	Grade 11	N/A	Yes
L2	Male	18	Black	Grade 12	N/A	No training
L3	Male	16	Black	Grade 10	N/A	Yes
L4	Female	16	Black	Grade 11	N/A	Yes
L5	Female	18	Black	Grade 12	N/A	Yes

According to the above biography of participants, the age group of principals, deputy principals and HOD was between 45 and 57 years, with half of them being 55 and 56

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years of age. Regarding qualifications, majority of the principals, deputy principals and HOD had either a degree or an Honours degree. Half of the staff participants were female while two were interviewed as principals. The learner participants were between the ages of 16 and 18 and the gender was three males and two females.

5.3   Research Findings According to Themes

The findings of the research are presented according to themes within the ambits of the three main concepts of the study: Leadership/Transformational Leadership, Quality Education and Deprived Contexts. The research questions and response were grouped under the following themes:

Theme 1: Leadership and Leadership Styles

Theme 2: Response to Leadership Styles

Theme 3: Understanding Transformational Leadership

Theme 4: Leadership Effect on Teaching and Learning

Theme 5: School Community and Learner Domestic environment

Theme 6: Learner Issues and Solutions

Theme 7: Ensuring Quality Education in Deprived School Contexts through Transformational Leadership

The first three themes emanated from the sub-question of 'what are the participants' understanding of effective leadership. Under the first theme, the participants were asked about their thoughts on leadership and what leadership styles were used by themselves and/or the school leadership. The second theme was about the staff and learners' responses to the school leadership and leadership styles. The third theme dealt with the participants' understanding of transformational leadership. The fourth and fifth themes are the answers to the sub-question on the 'challenges school leaders face in ensuring quality teaching and learning in deprived contexts. The sixth theme addresses the sub-question of how school leaders resolve these challenges spoken about in the fourth and fifth themes. Lastly, the seventh theme is in response to the

hypothetical question on the role if any, that transformational leadership may play in ensuring quality education in deprived school contexts.

The research findings are divided into two sections, the principal/deputy principal interviews and learner interviews. The reason for this division is the vast difference in the participants' responses from the principals' and learners' perspectives respectively − the first being professional leaders and the latter being democratically elected leaders. The division was beneficial in the process of triangulation, where data obtained from learners was compared to data obtained from school leadership on the same themes. Below are the principal and deputy principal interview findings.

5.3.1 Principal and Deputy principal Interviews

5.3.1.1 Leadership and Leadership Styles

Leadership is perceived as pivotal in any setting, including a school setting. In a school, the leader is portrayed by participants as the one holding the vision for the school. Vision is important, especially in transformational leadership or any other leadership because it influences the direction the institution will take. Chance (1989) emphasized a very crucial role played by leadership vision especially among high performing school principals. The concept of vision in leadership has implications for training and development of future principals. The participants who discussed leadership defined it as follows[1]:-

> *Because as a leader, you must have a vision first for that particular institution, so that whoever who is in that institution, must share the same vision.* (P2)

> *It is very important because leadership on its own, is the one that will begin to encourage all the stakeholders to have one vision, to have one mission.* (DP5)

> *You may use different leadership styles, but basically you are the vision-holder, you are the vision-bearer, you are the vision-implementer. You are the front-runner of the vision.* (P1)

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[1] The responses of participants are provided verbatim and have not been edited.

This means that the vision gives direction to the organisation and the leader possessing a vision imparts confidence to his/her followers. Giving direction to the institution and to the followers was mentioned as a crucial function of leadership. Participant HOD4 defined leadership as follows: "*Leadership means giving direction to your subordinates.*" More definitions of leadership from other participants are*:*

> *Leadership has to do with one taking control of directing the organisation, taking charge of an organisation.* (P3)

> *... to be together, there should be someone who can lead us, the one to motivate us to go in one direction.* (DP2)

In explaining leadership, the participants mentioned that leadership should be exemplary. This means that the leader's behaviour, speech, deportment etc., should be what could be emulated by their followers.

> *Leadership is all about leading people, and as a leader you have to be exemplary.* (DP4)

> *Another thing, you need to lead by example, you don't just give people instruction without seeing you in action.* (DP3)

> *... you as a leader in the forefront, you've got to lead by example.* (P5)

Participant P5 gave an example of what he did to demonstrate leading by example. The school had a problem with the cleanliness of the school grounds and the participant came on a Saturday to lead the school cleaning campaign by practically cleaning with the staff and learners. This indicates that leading others is propagated by action and not only through speech.

Two participants highlighted the importance of working together as a team in a school setting. As a pivotal perspective of school leadership, teamwork was discussed thus:

> *I think it's important in school because as a school we need to work as a team.* (DP2)

> *Remember schools have got SMT members which means we are managers but we must work as a team.* (DP1)

A leader may not attain maximum success if he fails to harness the energy of the followers and build a team. A team does not form automatically but it forms through the existence of leadership skills. A culture of collaboration and co-operation in a school environment is created by leadership (Bandura, 1997). Leadership is deemed significant to an organisation because it models values like honesty, fairness and ethics. Lack of leadership or adverse leadership was stated to have detrimental consequences for the organisation. Throughout the years there has been an increasing realization of the centrality of leadership in organisational development and its overall effectiveness.

> *That's why we normally say the culture of the school resembles the culture of the leader.* (P1)

> *If leadership is adverse, it will be reflected in the human resource in that the human resource will not co-operate.* (DP5)

> *An institution without a leader is like a ship without a rudder. If there is no rudder, the ship will round in one place. You don't go anywhere. So, you declare the direction of the ship. Without it, it can go nowhere; somebody must lead. (P1)*

The above statements indicate that the leader is crucial in influencing the entire school culture. Leithwood and Mascall (2008) emphasize how the school culture created by the principal influences student achievement. The ship heads in the direction of the vision-holder. The school was again likened to a ship in the following statement*:*

> *"So, in that way, I am able to help the ship to sail smoothly in this tumultuous … "*(P5)

What is discussed above is the concept of leadership in general; the discussion below is on the different leadership styles utilised by the participants.

All the principal participants admitted to mixing leadership styles and not adhering to a particular one. They mentioned that a specific situation demanded a specific kind of leadership style. The two leadership styles commonly used and combined were democratic and autocratic. Democratic leadership style was used when incorporating everyone's ideas, while the autocratic leadership style was mainly applied to policy adherence and compliance.

That's where now I become a democrat, everybody, all the ideas will come and we conclude. And for that idea to make it a point that it does happen, that's where now you become an autocrat because you have agreed upon. (DP4)

I realised that for me to be able to provide proper leadership at the institution is to be as democratic as I possibly can … When one needs to correct an educator who seems to be taking things for granted, then I would resort to that kind of autocratic style. (P5)

Actually, autocratic must be there, you must put your foot down, that I want this institution to be run in this way. (P2)

It was interesting that in the school environment, the autocratic leadership style was not viewed negatively as in other fields such as business and politics. With the evolution of leadership styles, the autocratic leadership style was perceived as less progressive than the rest while school principals deemed it necessary.

Other leadership styles that were mentioned are the transformative, transactional, and collaborative styles.

But by and large, I prefer a transformative type of leadership. (P3)

... but at the same time, you make it a point that there is what you call transactional leadership. (P2)

It seems as if the principal and deputy principal participants were not too familiar with other leadership styles used in various workplaces and organisations.

Two participants confirmed that their principals implemented both democratic and autocratic leadership styles. Another two stated that only the democratic leadership style was used by the principal. One participant pointed out that the principal sometimes using dictatorship and at other times a democratic approach. When responding to the question on their own leadership styles, all the deputy principals gravitated towards the democratic leadership style.

I also use a democratic one because I want people to be involved so that whatever decision that we take, they also own it. (DP3)

> *By and large, I am democratic because democracy I think it's very helpful in the sense that should things go wrong, one does not have to shoulder all the responsibility and the blame. It's our decision, not my idea.* (HOD4)

It seemed as if deputy principal participants mentioned the type of leadership that was socially and politically correct compared to what their principals stated. Apart from the democratic leadership style, the other mentioned leadership styles among deputy principals were the autocratic and transformational leadership styles as quoted below.

> *Most of the time I like using democratic but I don't rely too much on it, other times I sometimes add transformational somehow, because you can't get into someone's boots and do what the other person was doing. Sometimes there are other certain things you see in a different way and you try to change here and there, so sometimes I apply transformational, ya, ya.* (DP2)

In summary, the responses according to the participants under theme one (Leadership and Leadership Styles) are explained as follows. Firstly, the leader was perceived as a vision-holder for the school. The leader also gave direction to followers, meaning staff and learners. Leaders were also expected to be exemplary and their cultivation of teamwork was deemed important. The overall school culture is deemed as being affected by school leadership. Regarding leadership styles, the participants admitted to mixing leadership styles. The two mostly used leadership styles among participants were democratic and autocratic and their use depended on the situation at hand. The other mentioned leadership styles were transformative, transactional and collaborative.

5.3.1.2 Response to Leadership Styles

The question on the response to leadership styles was answered by both the principals and the deputy principals as they formed part of the senior school leadership. Response to Leadership Styles referred to how the educators and learners responded to the principal's leadership style. Some of the participants mentioned that their leadership style received positive responses.

> *I think they are positive. I am sure you can see, its quiet outside. They know what I want, they know.* (P3)

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Because there were those who, some of the educators in the SMT who were pulling in different directions but since I am here, all the SMT members they are pulling to the same direction. (P2)

The response of P2 may be regarded as positive while the one of P3 is inconclusive because the school's reticence does not necessarily mean a positive response to leadership style.

On the day of the interview one participant mentioned receiving positive feedback on their leadership style from an educator at the school. This specific school had serious problems regarding principal turnover rates. This participant principal had been at the school for less than two years.

Well so far so good I must say, the response is quiet alarming in that just before this interview, ten-twenty minutes ago I had a chat with one of the educators informally so. He was congratulating me to say 'you know meneer, I like your leadership style, we have had four principals before you who never stayed long. Unfortunately, because of their leadership styles given the culture of the school, they could not sustain their stay here. (P5)

P5 had made some positive in-roads that resulted in this response in an apparently hostile school environment.

Other participants also got positive responses from their staff but acknowledged some uncooperative or critical staff members.

It's positive sometimes but not at all times. I cannot say at all times its positive, sometimes you struggle to get them to do whatever … (DP3)

In most cases the staff responds positively to the democratic leadership style but maybe the challenge is that the democratic leadership style, you have to consolidate dissent voices... (DP5)

This means that the deputy principals above acknowledged that sometimes they experienced difficulties in getting the tasks done or sometimes there were some individual educators who were un-cooperative.

One female participant raised the issue of the definite responses based on the gender of the leader and the gender-specific responses to a leader.

In a leadership, there would be challenges, there would be those teachers, those individuals who don't want to comply especially if you are a female manager. (DP1)

But in our case, it's not like it. It's only female, only few who will say I won't do, I won't participate. But men, they are positive, they are very supportive. (DP1)

This participant was the only one who mentioned any gender-specific issue to a leader. Nonetheless, this is a vital perspective on the phenomenon of school leadership.

Only five principal participants were asked about learner response to their leadership style. Two participants mentioned that they disciplined their learners but with love and the response was good. One even said they enforced discipline like a caring father.

Although we'll have those naughty learners, but my learners are (hand gesture), they respond so well. You know one teacher last week said, you know these learners they love you so much even when you shout at them. Because I do. Yes, I will reprimand them, it's my role and they understand it's my role. As much as I love them, I reprimand them. (AP1)

They appreciate me, they enjoy me, even when I pass them along the streets even within the premises, they would shout nicely at me. So, I believe they enjoy my leadership, they respond quite well. (P5)

Compared to teacher response, the learners' response was mentioned in more endearing words, depicting the kind of relationship principals had with their learners.

One participant mentioned strictness towards learners while they continued to trust him to solve their problems. They preferred approaching him to their educators in dealing with issues like cell phone theft, rape and female hygiene issues.

The two remaining participants mentioned their learners' response as fine and the other one as having policies and regulations to guide learner behaviour, respectively. The participant mentioned above (P3) did not give sufficient details to qualify the answer. The other participant (DP4) did not necessarily discuss learner response but mentioned the expectations of the school policy and regulations compared to the actual response of the learners towards their leadership style.

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In summary, theme two contains the staff and learner responses to leadership styles. Most participants talked about having positive responses under their different contextual intricacies. There was also talk of un-cooperative staff members. The aspect of gender-specific leadership response was unveiled where there were specific responses to leadership based on the gender of the staff member. Learner response to leadership was also deemed as positive including the discipline meted out with love. Other respondents spoke about policies and regulations that guide learner behaviour in the school context.

As the enquiry of this study was on transformational leadership, the participants' understanding of this leadership style was also examined.

5.3.1.3 *Participants' Understanding of Transformational Leadership*

Familiarity with the concept of transformational leadership was limited and some, if not most of the participants, defined it from its self-explanatory nature. It was deduced that if *transformation* means *change* this leadership style dealt with change. For example, DP4 answered in the interrogative, as if needing confirmation:

> *Transformational school leader? The one who transforms the school*, *moving the school from one level to the next level?* (DP4)

> *Bring change here and there.* (DP2)

> *Transformation has to do with change.* (P5)

One principal (P2) interpreted transformational leadership as leadership that changes people or transforms people and not so much changing the context.

> *Make it a point that you transform all those educators.* (P2)

> T*hose who are not doing well, will start to transform themselves*. (P2)

In School C both the participants either misunderstood or merely did not know the concept *transformational leadership*. It is uncertain whether *transformation* and *information* sounded similar in one of the interviews or whether the question was totally misunderstood.

Transformational Leadership, you don't hold information to yourself, share it with other educators. … So that what you know they must also know, that's how we transfer information. (P3)

Transformational Leadership, I am not sure. I don't wanna … (DP3)

The fact that transformational leadership has not yet infiltrated school leadership development is a cause for concern especially because Maringe and Sing (2019) has identified it as an effective leadership theory in deprived contexts. It seems as if the current and crucial university academic studies do not necessarily filter down to the activities at school and classroom level. The role of research studies might be primarily to create knowledge but if the knowledge created does not impact or influence the community and society; it might be a worthwhile but ineffectual exercise. The social transformation desired by deprived communities may be realized if more leaders are trained in transformational leadership skills and attitudes.

Two participants comprehended transformational leadership as leadership that has to do with technological advancement in schools. The one focused on the technological development and infrastructure or ICT as an initiative of the Department of Basic Education. The other one focused on using technology as part of the curriculum delivery using computers, laptops and the internet.

Talks about technology and not being an outcast in that respect. (P5)

A transformational school leader is the one who will be abreast with the development and move with the times. Be modern and futuristic in approach versus no, this is how we've always done this. (HOD4)

In summary, theme three addresses the issue of participants' understanding of transformational leadership. It is evident from the above quotations that the participants might not have been very familiar with the concept transformational *leadership* because of their varying responses. A number of participants could accurately deduce the definition of transformational leadership from the word 'transform' meaning 'change'. Some guessed while others misunderstood or did not have knowledge of the concept of transformational leadership. Some other participants understood transformational leadership as meaning technological advancement or ICT in schools.

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After that the principal participants had to respond to a question on how leadership generally affected the instructional core.

5.3.1.4 Leadership Effect on Teaching and Learning

On answering the question on how the participants' leadership styles affected teaching and learning, three principals spoke about their administrative role while two referred to their curriculum leader role. The former group mentioned their role in ensuring class attendance and minimising bunking of classes by both educators and learners.

> *The way I am using these combinations of styles, even the learners they know that they are not supposed to be outside when other learners are in class. So, they will just run for their lives to go to their class.* (P2)

> *Yak, I think it affects, because you see educators once they comply with your leadership style, you then do not have much problems in terms of them attending to class, they'll adhere to their timetable, they are reporting to school regularly.* (P3)

> *And I would normally interact with learners, especially where I find them free without an educator. I would enquire as to what period is this, who is supposed to be here and then I would instruct them to call that teacher. So, I believe there is a relationship between this office and what is happening in the classes, through the SMT.* (P5)

These three participants did not perceive their leadership style as a primary influence on classroom activities, but rather as playing a supportive role.

The other two participants reiterated their role as curriculum leaders in the school.

> *You know that's my belief that gone are the days that principals used to be administrators, gone are those days. Today as a principal I am also a curriculum leader, I lead curriculum, I need to know what is happening in class.* (P1)

> *Ahh, I am very passionate about curriculum issues because I do understand that if I can have that grip on curriculum and understand all the subjects and how learners have to be assessed, you know. And that is my strong point.* (DP4)

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Participant P1 added that she would go to classes, ask about teacher challenges, observe lessons and even co-teach at times. Participant DP4 reiterated details about her approach to assessment, moderation, reporting and analysis of results. She mentioned that all the documents required for effective classroom teaching and learning were found in her office. One of the leadership styles is Instructional Leadership which creates and supports an environment for the best classroom instruction (Witten, 2017). Classroom instruction is said to be the most important determinant of learner outcomes, so it is imperative for school principals to keep their focus on effective classroom instruction. Furthermore, Bass and Riggio (2006) mention how Transformational Leadership promotes the successful implementation of teaching and learning. Transformational Leadership was proven to be one of the effective leadership styles for deprived contexts (Maringe and Sing, 2019) and moreover it impacts on effective classroom instruction (Bass & Riggio, 2006). The potential of Transformational Leadership based on the afore-mentioned premise, highlights its suitability to ensure quality education in deprived contexts.

It was also interesting to note that these responses differed according to gender because female and male participants regarded their role regarding classroom activity differently.

In summary, theme four discusses the leadership effect on teaching and learning. The participants distinguished two roles of school leadership, one being school administration and the other one being curriculum leader. In this case there was also gender-specific responses about the role of the school principal. The female respondents identified the role of the curriculum leader while the male respondents identified the administrative role of the school principal.

The context of teaching and learning was not restricted to the school or the classroom but the learners' domestic environment and the school community also played a pivotal role.

5.3.1.5 School Community and Learner Domestic environment

Four out of five principals relayed the school's good relations with the immediate community of the school. Unemployed parents were either given pieces of land to plant

vegetables or were employed by the school for some of the required services. According to Bandura's Social Cognitive Theory (Bandura, 1997), individuals can construct their own social environment through human agency or collective agency. The school and the school community can collaborate on mutually beneficial projects for the benefit of learners. One principal even mentioned the good relations with the school community political structures as well.

> *… parents from the community are making vegetables in the school ground for their own children at home.* (P1)

> *Absolutely, the relationship is amazing. For an example with the COVID … 3 COVID cases we've had, I employed quiet a number of women around here who are unemployed to come and do deep cleaning … I also have a good relationship with the councillor in this ward.* (P5)

Two of the schools were used as venues for community events or church services. If the schools were regarded as part of the community, they would benefit by being protected by the same community. Principal P1 mentioned how the community members would call her if there were suspicious people moving near the school premises over weekends.

This indicates that most schools had a good working relationship with the community, which had its own benefits, including trust. A trusting relationship was implied by the grandparents referring their grandchildren to the school because of the school's long record of discipline and good results.

Only one principal did not have a good working relationship with the school community. The principal reported on the lack of support from the parents and the immediate community. He complained that the school was set alight and was often burgled but there would be no offer of either financial or material assistance from the parent community.

> *Let me just say unfortunately, the community involvement, eish. I am still lacking in that; I am lacking support from the community … Even during this COVID 19, did you ever come to school and check what is happening, did you ever come to school and assist the school and say, 'guys I know that your resources were burnt down', mmhh, did you ever come to school.* (P2)

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In this instance the parents were unsupportive but the reasons for the lack of support are unclear.

The learner domestic environment is as equally important as the school environment for successful schooling. Schools in deprived contexts face the greatest challenges in this regard in the form of lack of supportive learning environments. Seven out of ten principal and deputy principal participants mentioned child-headed families as one of their learners' family structures. One participant pointed out that about 30% of their learners were located in such family structures. Orphaned children and poor or disadvantaged families were often mentioned as part of the learner domestic environment.

> *Let me say 30% of our learners, they are from child-headed families because we have issues with learners differently almost every day. Some they don't have parents, they are raised by their grandparents or sisters or uncles and you find that along the way or during the course of the year, some learners will drop to say I am going back to my granny, now that my uncle is no longer taking care of me or is abusing me.* (DP1)

> *Yho! Our learners are coming from poor, poor families. Ya, some of them child-headed families and they are struggling to be honest with you.* (P3)

Poverty leading to reduced family support seemed to be a prevalent factor in the researched school communities. This fact characterised the participating schools as being located in deprived contexts.

Only one participant mentioned a different perspective from the one above. This was the same participant who had a different experience of the school community.

> *Actually, we have few learners who are coming from a poor environment, if you can look around here, around Township X, majority of the learners who are around here their parents, maybe 70% of them are working, because they are still young.* (P2)

Participant P2 seemed to have a different experience of the parent and school communities compared to other participants.

Even though there were different perspectives on the parent or school community's role, there was one common overriding aspect amongst all the schools, namely the issue of food insecurity. The schools had taken on the new role of providing food for their learners through feeding schemes on the school premises. Not only did they ensure that learners had food at school but they extended this responsibility to the domestic environment. All five schools specifically reiterated this extended role of the school.

> *They are shy to come forward that I am not eating. So now once we can identify them, now we start now giving them something. Each and every time we say come to school with plastics so that we can give you food.* (P2)

> *On Friday, we package some more so that they can eat, sometimes we give them milk and some Morvite just to keep them for the weekend, because they are from child-headed, some are staying with their grannies.* (P1)

> *Every Friday I have a group of them who come in to come and collect. Some are even ashamed to carry these along, so I would personally go and drop them at their places.* (P5)

> *Almost every Friday we have to give them food so that they can sustain them Saturday, Sunday and Monday come back and have the food here.* (P3)

> *If they don't have mealie meal at home, they'll come with a bucket and just give them that.* (DP4)

The above statements were taken from all the participating representatives of schools to emphasise the extent of the issue that is discussed in the section on the discussion of findings.

Participants mentioned that mostly orphaned learners, learners from broken families, fighting parents or sometimes children staying with grandparents became problematic at school. There was mention of an increasing number of learners that were brought up by their grandparents.

> *So, the majority of them are being raised by their grandparents.* (DP5)

> *By and large our learners, the majority of them stay with their grandparents, it's only a few of them that stay with their biological parents.* (HOD4)

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Some they don't have parents; they are raised by their grandparents. (DP1)

The above factor might at times present disciplinary problems because the grandparents would sometimes approach the school seeking intervention from the school. One participant particularly mentioned the problem of morals or ethic challenges facing learners from unconventional or broken family structures.

> *The environment that they come from is challenging them in terms of morality, so it is left for the school. The school is no longer teaching but ... 60% of teaching is being directed in terms of coaching. … they are not coached at home.* (DP5)

This means that educators in schools may be spending a considerable amount of time correcting bad manners or dealing with behavioural concerns.

One participant added that children from families having both parents normally did not give them problems at school. This is supported by various studies emphasising the important role of both parents in children's education. If children are not adequately supported, it may result in issues that can disturb their learning.

In summary, theme five discussed the learner school community and domestic environment. The participants spoke about the good relationship they had with the immediate school community. Schools assigned vegetable gardens to parents and also let the community use the school as a venue. This led to mutualism where the community would in return protect the school from theft and vandalism. The home family structure was comprised of child-headed households, orphaned children and children brought up by grandparents. Poverty and food insecurity was prevalent among these kind of domestic environments. This type of family environment lacked educational support and could also present disciplinary problems.

5.3.1.6 Learner Issues affecting Quality Education and Solutions

Learners from disadvantaged backgrounds are faced with numerous and context-specific issues that may make teaching and learning challenging. While learners in ideal contexts deal with academic challenges only, learners in deprived contexts have added issues that may affect their total well-being and mental stability. The following

were the learner issues identified by the principals and deputy principals:

Table 5.2: School Leadership − Learner Issues

Learner Issues
Absenteeism and truancy
Emotional and behavioural problems, e.g., anger, bullying, sadness
Homelessness
Late coming and disciplinary problems
Dropping out
Poor schoolwork output
Lack of homework assistance and A lack of access to technology (internet / data / wifi / devices)
Poverty and hunger

The first combined issue is absenteeism and truancy. Four out of ten participants mentioned that absenteeism and truancy counted among the main learner issues. Learners were said to be absent from school without any given reasons. Others became absent or attended school irregularly because of lack of transport money to get to school.

> *… sometimes a learner will absent himself or herself for 10 days without any reporting.* (DP1)

> *So those are the challenges that we are facing. As a result now, they will come today at school, not tomorrow at school. They'll come provided that they've got money for the transport.* (P2)

> *We sometimes experience a lot of absenteeism. Like I said child-headed families, ya we have a challenge with absenteeism, truancy …* (P3)

> *It does disadvantage them a lot because number one these kids can be very truant.* (HOD4)

Absenteeism and truancy result because of two reasons, the first one being a lack of learner discipline and the second one lack of finances in the family.

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The second issue was related to emotional and behavioural problems. Emotional and behavioural problems manifested in different ways. One of the prevalent emotional problems mentioned by the participants was anger. Two participants explained in detail how they had encountered this problem among learners at their schools. Both participants mentioned that some learners reacted to a school situation in an angry or bad manner and on investigation, they would find out about the issues experienced by the learners in their domestic environment.

> *And others, when I am sometimes standing at the gate, I am very strict, I shout at them but another child I will see the way they react to me when I talk to them. I will see that this child has a problem.* (DP2)

> *You know they've got behavioural problems, some majority have anger, majority of them are angry. And then how do you know when a learner displays. I think its last week, I asked a learner, why are you so angry. You know a learner is speaking to a teacher but you can feel that this learner is ANGRY ne. We discuss the matter and once we are done with the matter I asked him, why are you so angry. 'I am not angry', but you are angry, what you are displaying is anger. Instead of the learner answering me the boy cried, a Grade 12 boy. Ya, he cried BITTERLY, bitterly. (*P1)

It was evident that the domestic environment affected learner behaviour at school; anger specifically indicated underlying learner social problems.

The third issue was homelessness. Homelessness is a social problem faced by orphaned children. When orphans that are accommodated in orphanages or foster homes reach the age of eighteen years, they need to find alternative accommodation. Homelessness may be one of the gravest issues faced by schools in deprived contexts.

> *Above 18, they must see to it that they fend for themselves, nobody is going to be responsible except now if ever the social worker can just try to secure them a home somewhere.* (P2)

> *I was communicating with social workers, there is a boy who was sleeping on the streets.* (P2)

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The fourth issue was late coming. One school faced late coming to the extent that the problem was known at district level as a prevalent issue in that particular school. It seemed that even previous principals were not able to handle this issue successfully.

> *Another thing that I know that has been a serious problem was late-coming, late- coming was so serious that the department was worried whether I will be able to bring some changes or not.* (P5)

> *… one other thing is that late-coming becomes an issue whereby you find that a learner will disrespect the grandma.* (DP4)

> *They are used to this type of life, that they are not disciplined.* (DP5)

The lack of discipline and late coming negatively impacted the quality of teaching and learning and affected learners' stay at school.

The fifth issue that was mentioned by two participants was learners dropping out of school. It was mentioned that some learners decided not to stay in the schooling system or they went to other schools, or simply did not come back after lockdown due to the COVID-19 pandemic.

> *We have dropouts of learners, a certain percentage each and every term.* (DP1)

> *Our drop-out rate was less than 5% but during COVID it's scary. Even Grade 12's, we had 405/ 408; I think now we are talking numbers like 390. You see others did not come back at all.* (DP5)

Dropping out of school was another indicator of deprived contexts because learners faced a number of social issues resulting in minimal success at school. Discouragement in the schooling systems then ensued, resulting in learners finding themselves dropping out.

Discouragement in the schooling system also brought to the fore the sixth learner issue, which was poor work output in class. The less successful learners were in class, the more they considered other options.

> *At the end of the term when the reports are supposed to come out, you find that if the learner didn't complete the task… but you'll find that there is one*

assignment which the learner did not write. … so, it affects at the end of the day, their assessments. (DP3)

Well, it does, because intellectually and emotionally, these kids are not stable and it has a very consequence in that performance is negatively affected and this you learn from their class teachers. (P5)

The seventh issue encompassed lack of assistance with homework and lack of access to technology. This issue directly impacted core instruction − teaching and learning. Children staying with their grandparents may be more prone to this issue because of the level of illiteracy among the elderly in black communities.

Sometimes you find that now the grandparents are illiterate, they can't help these kids with the homework. (HOD4)

The challenge that we have as … especially where learners have to be helped with schoolwork, you know some … the grandparents are not educated. (DP4)

This learner issue was specifically mentioned in School D and it went hand in hand with lack of access to technology in the form of smart devices and the internet.

 And then projects when they have to do projects, and then research we find that they don't have data, the phones are not the ones smartphones, that's the main, main challenge. (DP4)

It does, the grandparents can't help much. They don't know about these new subjects, these and stuff like that and the internet. And it becomes a problem. (HOD4)

The last and eighth issue facing learners was poverty and hunger and this was the gravest issue, prevalent in most of the participating schools. The primary focus for schools should be teaching and learning but schools increasingly found themselves having to circumvent the devastating effects of poverty and hunger experienced by learners. The following explains the extent of this issue among participating schools:

I would also provide food for them from the kitchen, so the food parcels. Every Friday I have a group of them who come in to come and collect. Some are even ashamed to carry these along, so I would personally go and drop them at their places. (P5)

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We know our learners and because of this nutrition they are very free to come … and ask, if they don't have mealie meal at home, they'll come with a bucket and just give them that. (DP4)

They are shy to come forward that I am not eating. So now once we can identify them, now we start now giving them something. Each and every time we say come to school with plastics so that we can give you food. (P2)

The next two participants explained specific instances where they faced this serious issue of hunger or lack of food security among learners.

Last a learner came to school in the morning and found me at the gate. They are in Grade 12 writing exams. He slept without eating last night, and in the morning when he came, he is hungry and dizzy but he has to go write a paper, you see. So, you can't leave him dizzy, I went to the kitchen and ask for porridge and milk so that at least eat something and gain strength before going to class. (DP2)

… because last I could give her some food because she told me there is nothing in the house, there is nothing. (DP2)

Now I ask, why are you crying, because I am staying with my stepfather, my mother left me, she's at my sister. My stepfather doesn't buy bread. This morning when I opened the bread tin, there was nothing. (P1)

The issue of lack of food security affected and impacted the learners in a profound way in that it was an impediment to teaching and learning. The extent of this issue seemed to overwhelm the learners, educators and principals because most of the participants got rather emotional when discussing this particular issue.

In dealing with learner issues, each school had its own unique way but the following approach was common amongst the schools. Firstly, they would address each situation on its own merit and if it was necessary, they would escalate the matter to a social worker with whom they had to make an appointment. This would be applicable in the case of a social issue and not a disciplinary one.

We get information as to their family backgrounds and we would help them through social assistance from the district, they have this kind of service. (P5)

> *I have got those that I call social workers for. They are in a programme with the social workers.* (P1)

In the case of a disciplinary issue, the parents would be called in to address the matter. Lack of parental involvement, especially in families with serious social issues, rendered this initial step difficult.

> *So, we make a follow-up on trying to communicate to the parent, we keep on calling …* (DP3)

> *We invite those grandparents to come to school and then we try by all means to say to them lets' see how we can help you out.* (HOD4)

This means that schools had a similar system of dealing with learner issues by handling them at school level, involving the parents or summoning the assistance of social workers, depending on the issue at hand.

Class teachers, especially female teachers, were likely to take on a motherly role towards these learners. One principal mentioned their fatherly role towards his learners.

> *Sometimes as teachers especially class teachers they are doing a very good work, especially you see, most of the time we female, we have a mother, we are mothers, we have a motherly heart to say, let me take care of this kid.* (DP1)

> *And in quiet a number of instances we really manage to assist a few of these and I believe that we would continue to do the same with those who are having such similar experience. After all we are working in loco parentis, so we need to …* (P5)

There were two examples of learner issues that were resolved by a social worker specifically in School B, and these are explained below.

> *The other day a social worker came saying this child's mother is mentally disturbed and all those. That's when I started thinking 'oh'. Then I can see that she has removed those things, she says she has gone back home. And since she is back home, she is free now.* (DP2)

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The other one a parent came this week, on Monday, no on Tuesday saying that the house burnt down … the uniform burnt down too, then they don't know what to do … I ask the grade 12's when they are completing, I ask them for the old uniform because they no longer use them. So, when these kind of problems come, I take from those donated to give them. (DP2)

It seemed that the parents and the social workers could approach the school to inform the school about issues affecting learners at school. This implies that there was a dual line of communication in dealing with learner issues.

The following statements mention how the issues of lack of homework assistance and of access to technology were resolved:

If you say you are illiterate for example as a grandparent, just get somebody from the neighbourhood maybe who is better knowledgeable to help this kid because this kid is suffering. (HOD4)

We have a library and we sometimes allow them to access the … (library) especially after we have identified them. They'll go to the library, there's a laptop, two laptops for the library and because of free Wi-Fi then they are able to access that and to do their work. (DP4)

For the above-mentioned issue, School D came up with a strategy of effectively addressing the problems of lack of homework assistance and lack of technology.

It has already been stated that most schools provided food for learners. Sometimes learners received food for the weekends, which was over and above the school-feeding scheme. The teachers and principals used their own resources, financial and otherwise to assist affected learners. Some even stayed with them at home or were mentioned to *adopt* these learners. It seems as if schools had taken on this role of feeding learners because if they had not, it might directly impact teaching and learning. Deprived contexts demand specific types of leadership for schooling to be effective. School leaders may need to engage with the aspects of education impacting their schools.

In summary, theme six was about learner issues and how the issues were resolved. The identified learner issues were absenteeism and truancy, emotional and behavioural problems, homelessness, late-coming and disciplinary problems.

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Dropping out of school, poor school output, lack of homework assistance and technology were also mentioned as learner issues. The serious learner issue that schools were facing was poverty and hunger. Schools in deprived contexts played an important role of addressing food insecurity in the community and among its learners. In resolving some of the learner issues, educators and principals had to step into parental roles. When coming to social issues, the school would try to resolve them or escalate them to social workers for professional help. Parents would also be called in for learner disciplinary issues.

5.3.1.7 Ensuring Quality Education in Deprived School Contexts through Transformational Leadership

The last question presented to the school leadership was conceptually summative, enquiring how they thought transformational leadership could ensure quality education in deprived contexts. This question was complex but it was expected of them to apply their thoughts to the apparent interplay of the three concepts. It was noticed that the participants focused on the aspect that they deemed most important and not necessarily on the interplay between the three concepts. One participant who focused on transformation said the following:

> *You know why, remember transformation means you don't stick to what you're used to ne, and circumstances are changing daily. You need to change. You need to transform. I will make a simple example, today we didn't have COVID before, but we've got COVID now ne.* (P1)

This means that with the COVID-19 pandemic school leaders were forced to change or transform the way schools operated. The transformation was not voluntarily chosen but it somehow confronted the schools, forcing them to change.

Other school leaders focused on quality education and the activities that would ensure it in their schools. Some mentioned the names of the departmental documents dealing with quality education in schools and how these could ensure quality.

> *I think the core business is curriculum delivery, teaching and learning. And if you profile the educators in a way that they teach the subjects that they know*

they are experts in that and you support them, you motivate them, you reward them. (DP4)

Quality education, if you need quality education there are some documents that we use, let me quote that one document that is quality CMF Curriculum Management Framework. (P2)

School leaders were expected to be familiar with the numerous departmental policies and regulations governing school activities. Some of the school policies remained documents on paper as their implementation was not evident. The work culture of policies and regulations resonate with the Transactional Leadership style which focuses on the management and rewards and punishment (Lashway, 2000). The expectations of the Department of Basic Education regarding school performance put a number of principals under pressure to get their schools functioning. This is demonstrated by the following answer

Ahh, with us it's working. Ya, it's working. Ya, with us it's working. We are moving from one level to another in terms of learner discipline. (P3)

Neither transformational leadership nor quality education was discussed in the above statement but the principal was convinced that whatever was expected of them was *working.* The Department of Education expected schools to function.

In summary, theme seven was a complex question that measured the participants' understanding of the inter-play between the three concepts of transformational leadership, quality education and deprived concepts. The participants mostly focused on the important concept for them instead of all of concepts in relation to each other. The principals discussed transformation or quality education or the idea of how things were working as expected.

The previous section of the findings was on principal and deputy principal interviews while the next section will be on learner interviews.

5.3.2 Learner Interviews

The learner leadership participants consisted of three boys and two girls. This indicates that gender equity was practised in these schools because girls were

elected to student leadership, more especially the presidency. The following themes were derived from the data collected from the said participants:

5.3.2.1 Leadership and Leadership Styles

On answering the question on what leadership is, the participants responded by defining the action and speaking about the role of a leader. Three out of five participants mentioned that a leader's actions should be exemplary.

> *To show people how to follow you, you need to be exemplary.* (L2)

> *If you are a leader, you must show by example.* (L3)

> *Setting an example to people who are watching you, people who are following you, showing people which ways to go, right things to do. Being an example.* (L4)

This means that the learner participants understood that a leader had followers who would emulate the actions and attitude of their leader. This placed an extensive amount of responsibility on the leader.

The protective role of a leader towards followers was mentioned by two participants. The participants felt that as they had been chosen by followers, they needed to protect the learners. Leaders needed to protect the learners whether they were at fault or not and protect their rights.

> *I need to make sure that that child is not expelled, whether they are wrong or not wrong. You are protecting the learners.* (L2)

> *So, me I have to stand up for the school kids.* (L5)

One participant answered the question on leadership by delving into the negative effects of lack of leadership. This response highlighted the importance of leadership in any school or organisation. Lack of leadership can lead to chaos and unproductivity.

> *Where there is no leadership, everything is just a mess, people do as they love, people do as they wish, which can lead to them doing wrong things.* (L4)

The participants responded to the questions regarding the principal's leadership style as well as their own. It was noticed that not all participants were aware of the formally

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recognised leadership styles; this could be due to lack of formal training in leadership. Matthew Goniwe School of Leadership and Governance normally presented these leadership workshops for learners but in 2020, perhaps due to the COVID-19 pandemic, there were no workshops. In some instances, the participants were innovative and created their own leadership style as they saw fit.

> *Leadership style, I will say a very dominant one because she, she actually shows you that she is the principal.* (L1)

> *The style that the principal uses I can't compare it. Let me say he is unique. I won't say he is similar to anyone since I have known him. He has his own style, ya.* (L2)

Some participants mentioned the actions or activities that the principal did in their leadership tenure without labelling the style:

> *He listens to us. He will listen and then tell you and show you the way.* (L3)

> *He supports me, he always supports me … he makes sure I know the school schedule.* (L5)

> *You can tell in terms of the things she does for us; she tells us exactly the rules that are in the school and regulations that must not be broken.* (L1)

The actions of the principal were articulated instead of labelled as a particular leadership style.

Next the participants had to mention their own leadership style. Two participants said that theirs was a democratic leadership style. It is interesting that none of the learners assigned a democratic leadership style to their principal but this style was assigned to themselves.

One participant said that he came up with his own leadership style and in describing it, he said:

> *Whatever the learners want, they must get.* (L2)

> *Make sure that people must like you so even if you make mistakes, they will bear with you.* (L2)

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In describing their leadership style, the following participant argued from the premise of gender and authority. She mentioned how she locked the school gates as punishment for late comers. In asserting herself as a leader, the learner might be pushing the boundaries beyond her area of responsibility. She said: "*I am a girl, I am using that voice that says: 'Listen to me, I am the leader. I am not scared of anything'*". (L5)

Learner L5 did not mention a leadership style but explained their actions of how they led at school. This was the only participant who associated leadership and gender and in their role as a female leader.

In summary, the theme addressed the question of leadership and leadership styles as perceived by learner respondents. The learners mostly spoke about the role and actions of leadership rather than naming the leadership style. They used descriptive words like 'dominant' and 'unique' to describe the leadership styles. They also alluded to the protective role of leadership where they as leaders have to protect learners. According to them leadership also had to be exemplary. The learner respondents assigned the democratic leadership style to themselves and not to principals.

As this study was on transformational leadership, learner participants were also asked questions on their understanding of the transformational leadership style.

5.3.2.2 Learners' Understanding of Transformational Leadership

It seems as if learner leadership was not very familiar with the concept transformational *leadership*. One participant had no knowledge of it while the other one misunderstood it.

> *No, I have not heard about it.* (L2)

> *If I have a meeting with the principal and they tell me something, I must transfer the message to the school learners and stuff.* (L5)

The other three participants either guessed the meaning of transformational leadership or figured out the definition from the simple fact that *transformation* means *change*. Learners could deduce from the name what this leadership was about even though they could not accurately detail what this leadership style entailed.

Isn't the leader that changes? Cause the word transform *is something that it is changes. So transformational leader, I think it's a leader that changes. Am I right?* (L3)

That is very explaining … that is very explaining but I will give you a few points. First of all, transformation means change, so I think it's somebody who will revolutionise anything they go through. Revolutionise the people they touch, everywhere they go they leave the smile, they leave change. (L1)

Transformational, to transform I think it's to change. So transformational leader, I think it's the leader who brings change. (L4)

In summary, the theme addressed the enquiry on the participants' understanding of transformational leadership. For some learners, there was no knowledge or understanding of what transformational leadership is. Other learners could guess the meaning of transformational from its self-explanatory nature.

As leaders in the learner community, the participants encountered numerous learner issues or problems requiring diverse solutions.

5.3.2.3 Learner Issues affecting Quality Education and Solutions

The learner leadership participants mentioned a number of issues faced by the learner community in the schools. The following table summarises the issues:

Table 5.3: Learners − Learner Issues

Learner Issues
Abuse (including sexual abuse)
Family violence
Lack of finances
Depression and emotional pain
Low self-esteem
Lack of concentration in class
Problematic in class

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The first issue mentioned by learners was abuse. Abuse, including sexual abuse, was mentioned as a learner issue by three out of five participants.

> *They abuse them at home but they are silent. Sometimes we are afraid to talk because we are scared of where we will go.* (L2)

> *And then another issue we are facing, it can be abuse.* (L4)

> *So, she came to school, at home they abuse her. When she told her parents that she was raped, they don't believe her.* (L5)

For learner participants abuse was a serious issue faced by the learner community. One participant mentioned family violence which could also be classified as physical abuse. One respondent explained thus: "*Father and mother fighting … father is beating up mother.*" (L3)

The violation or abuse of persons or individuals seemed to be experienced by learners in this community. This is indicative of living in a deprived context where violence is prevalent.

Lack of finances was the second most prevalent issue faced by learners. This point validated the fact that the schools were located in contextually deprived areas and this obviously affected learners. This issue was highlighted by the two female participants among the learner leadership. Both these leaders mentioned it first among other issues, indicating that it was important for female leaders.

> *Common one is finance. I am certainly sure about that.* (L4)

> *Financially. Others don't have parents. When you say you want to do fund-raising, we can fix the windows and stuff. At their homes, there's no one who works.* (L5)

The reason why financial deprivation was perceived by the two female leaders as a pivotal issue could be a question for another study.

The third issue faced by learners was depression, emotional pain and low self-esteem. This issue resulted from home conditions, abuse or lack of finances.

So that thing made learners to develop a low self-esteem. Others were not even coming to school. Sometimes, when we pay for home clothes, others don't have money. (L4)

The above issue is an example of how one issue created another one as low self-esteem is a psychological effect of deprivation and other social issues in the domestic environment. The difficulty was that an issue could potentially affect learners and learning exponentially.

Lack of concentration in class was the fourth issue that was described in detail by the participants. It could also be classified as a psychological effect of poverty on learners and learning.

They tend to stray off in class. Sometimes when you look, they are not in class. (L1)

You won't concentrate at all, I don't want to lie, you won't concentrate. (L3)

Mentally it affects them, they always think about the challenges at home. (L4)

An experience of a similar nature was described by the following participant but in much more detail.

Because they need to focus in class. Only to find out that when you want to focus, you get flashbacks about what happened last night. Then you can't focus with proper eyes….there is something called 'ghost'. Let me say that I am looking at you but I am not there. Thinking of home problems. Talking from experience, I know it. (L2)

Lack of concentration or focus seems to be a known phenomenon among learners, negatively impacting their learning and success in school. This phenomenon directly impacted the quality of education produced by schools in these deprived contexts.

The last and fifth issue faced by learners in schools that was basically a similar issue to the one above was being problematic or uncooperative in class.

They don't submit in the right time. (L1)

Learners become problematic, they do not listen to teachers or do not write. (L4)

Learners were unable to function at their full potential because of lack of concentration in class, which became very problematic. The learner leaders had to provide solutions for all these issues as part of their task in leadership.

In dealing with these learner issues, most participants stated a similar process of firstly talking to the affected learners, then informing the teachers and the principal and eventually referring the learner to the counsellor or social worker.

> *So, if you have a problem, you come to me. I talk to the counsellor. You go to them. You talk to them and they're going to help you with the issue.* (L5)

> *You can take a learner and then put him down and then tell him. If that is not working, call social worker then they will assist.* (L3)

> *I don't solve such problems; I escalate them to the principal*. (L2)

> *If it's something serious, then of course I have to inform the teacher. I have to make sure the teacher knows. Maybe the learner could get counselling or help of some sort. If it's something that is serious, it has to be addressed and attended to.* (L1)

One learner mentioned that due to COVID-19 restrictions and lockdowns, they were not able to address learner issues adequately, as in previous years. One learner mentioned how they skilled learners in addressing issues that prohibited them from concentrating in class.

> *For even if it's for five minutes, you can just erase it and completely forget about it, for that moment you can focus on anything you want.* (L1)

In summary, this theme addressed the serious learner issues from learners' perspective. The learners managed to mention the underlying reasons or the roots of problematic behaviour normally assigned towards learners. These issues happen to cause serious psychological and mental disturbances among learners. The learners pointed out how these disturbed the affected learners and prevented them from normal class participation. So, lack of concentration and being problematic in class impacted the quality of education they could possibly receive. It was found out that learners from deprived contexts suffered abuse and family violence which could lead them to low

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self-esteem, emotional pain and depression. The lack of financial resources further exacerbated the situation faced by learners in deprived contexts.

5.4 Summary

In this chapter, the findings of the study were presented using themes arising from the responses from the fifteen participants comprising of five principals, five deputy principals and five learners. The learner participants added a different but vital perspective to the data collected because of the depth of their data especially when it came to the topic of learner issues. The seven research findings according to themes were: Leadership and Leadership Styles, Response to Leadership Styles, Understanding Transformational Leadership, Leadership Effect on Teaching and Learning, School Community and Learner Domestic environment, Learner Issues and Solutions and Ensuring Quality Education in Deprived School Contexts through Transformational Leadership.

The participants responses were divided into two sections being the principals and deputy principals in one section and learners in the other section. The first theme discussed how leaders possessed a vision to be shared with their followers, giving direction. The exemplary characteristic of leadership was highlighted by both sections of participants. The mixing of the autocratic and the democratic leadership styles was assigned to principals in the different schools and even the principals themselves admitted to it. In the second theme, the positive response to leadership was emphasized. There was also mention of a gender-specific response to leadership pertaining to the gender of the leaders as well. The finding in the third theme emphasized the limited knowledge on Transformational Leadership. Other participants guessed the meaning based on prior knowledge of the term 'transformation'. The fourth theme categorized the participant responses as perceiving the principal's role as an administrative support or curriculum leader. The female principals depicted the curriculum leader role while the male principals identified the administrative support role. This theme also served to demonstrate the gender-specific responses in this study. The fifth finding was on the symbiotic relationship between the school and the community which was a mutually beneficial relationship. The learners' family environment was described as child-headed, orphans or staying with grandparents

while very few learners stayed with both their parents. Poverty and unemployment were very prevalent in the school community which demonstrated the level of depravation in the community. The sixth finding was dealing with learner issues whereby learner participants provided the roots of the issues as compared to the symptoms of the issues as provided by the other participants. The mentioned issues point to the serious social and psychological trauma that a considerable number of learners experience in deprived contexts. The seventh and last theme was a complex question where the respondents selected to respond to the more familiar aspect of the question. To that some resorted to the more transactional leadership approach of engaging policies and regulations. In the next chapter the findings of the study are discussed and the new knowledge introduced with the aim of closing the knowledge gap.

CHAPTER 6

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1   Introduction

The previous chapter presented the research findings of this study. The findings derived from the participants' responses were presented according to themes for analysis and discussion. This chapter presents the research findings through the lens of cross-referencing to the existing literature.   Presented comments and analysis indicate whether this study's findings confirm or dispute previous findings. The interconnectedness between the themes is briefly discussed and the triangulation between the participant responses is also completed. The idea of the chapter is to place the main findings of this study in conjunction with current knowledge or recent findings. How this study contributes to the practical and theoretical body of knowledge is then explained. Lastly, the conclusion section finalises this report and states the aim and purpose of the study and how these have been achieved. The recommendations section addresses the question '*then what'* which outlines how this study can enrich the work of practitioners, policy makers and future research in this area.

6.2 Retrospective Summary

My PhD journey started in February 2018 and I was filled with excitement because I was embarking on a venture I had anticipated for some time. A PhD in Education was part of my planned career path from the onset. My daughter was then in matric and would soon go to university, which I presumed would give me adequate time for my studies. On entering the academic world, the first wakeup call was when I had to attend an interview before the final university offer of acceptance into the program. I prepared my mini proposal enthusiastically and I was given feedback to shape my proposal to be doable and within reasonable parameters. I thought that because I needed to solve

practical problems at the school level, my thoughts had to possess some practicality as well.

I then defended my proposal successfully but had to do corrections after that. There was also feedback that focused on development and acclimatization in the academic world during the defence process.

Starting my thesis in the middle of a world health crisis came with its own challenges. It was challenging to conduct fieldwork as it was in the middle of the Covid-19 pandemic, and the world was faced with a virus whose behaviour was unpredictable and mysterious. The Department of Basic Education used stringent measures to control individuals entering the school premises to ensure that staff and learners were protected. The Provincial Education Department's process of granting permission to conduct research at schools was managed professionally. At the school site, the research process was energised by the interaction with the participants, data collection, and the observation of the schooling process. The excited voices and the movement of learners in and out of classes brought energy to the research process. I decided to transcribe the recordings in order to relive the experiences and commence the interaction with the data.

When I began writing the research chapters, I   felt that it was not as easy as I had thought. Writing academically was demanding and a challenge because one needed to adjust and learn to academic writing requirements as a novice. Personally, I had to learn to distance myself from my writing and comprehend that writing a paragraph with coherence is also a process. My supervisor and co-supervisor played a crucial part in assisting me with my frustrations with the demands of the study. At one point, I attended counselling and therapy to get the necessary skills of coping with my studies while experiencing other pressures from life and the new world that covid-19 saw us in. At the end of 2020 I also had health challenges and had to undergo a major operation. At this juncture, I am grateful to be alive, recovering my health and proud of all the life lessons a PhD study process has taught me with the assistance of my supervisor and co-supervisor.

I have certainly experienced growth and development in the academic world and also realise how engaging the process has been. If ever the knowledge gathered in this

study would assist in ensuring quality education for learners in deprived contexts, then I would have achieved my objective.

6.3 Discussions of Key Research Findings

Chapters Two and Three of this research presented the literature review on knowledge and research in the areas of leadership, transformational leadership, quality education and deprived contexts. Below follows the comparative analysis of the findings of this research and the findings of previous studies and the body of knowledge on the same topic. The themes to be discussed below are Leadership and Leadership Styles, Response to Leadership Style, Understanding Transformational Leadership, Leadership Effects on Teaching and Learning, Domestic environment and School Community, Learner Issues and Solutions and Ensuring Quality Education in Deprived School Contexts through Educational Leadership.

6.3.1 Leadership and Leadership Styles

Regarding the topic of leadership, participants reiterated that leadership should be exemplary to its followers. In his book, Baldoni confirms that leaders should lead by example and inspire their followers to produce results (Baldoni, 2008). This indicates that integrity and consistency are required from individuals in leadership. The learner participants also emphasised this aspect of leadership which means that the expectation from followers is for a leader to be exemplary. Exemplary leaders possess an awareness that their behavioural attributes as leaders carry as much weight as their speech. Kouzes and Posner (2011) mention a consistent alignment between words and actions of an exemplary leader, 'they practice what they preach'.

The first finding of this study is that principals combined their leadership styles, mainly autocratic and democratic styles. This is not uncommon because from the onset in the 1970s Situational Leadership has been about a leader responding appropriately to the situation at hand. The leadership style has to match the maturity of the followers. Another leadership study in Soweto, South Africa (Ramatseba, 2012) found that principals change leadership styles according to the situation at hand. This indicates that principals use a leadership style based on what the situation demands at a specific

moment in time. However, the literature is silent on exactly which leadership styles are likely to be combined.

6.3.2 Response to Leadership by Educators

A gender-specific response to leadership was found in this study. At times the leaders of a specific gender led a situation in a particular way or followers of a specific gender responded in a similar way to leadership. The above finding is disputed by a study in the United Kingdom finding that there are no significant differences in the leadership styles between men and women (Oshagbemi & Gill, 2003). The only differences mentioned in that study are that women followers respond more positively to a directive leadership style than men followers and that male leaders use more inspirational motivation than their female counterparts. The different findings could be ascribed to the contextual differences of the two studies, which implies that there is still a gap for more gender and leadership research. The Department of Basic Education has also taken an initiative to support female principals which is a progressive move in the field of education. The necessity for such a bold step was because teaching is a largely female-dominated profession but it has fewer women in school leadership or principal posts (Establishment of Female Principal Support Networks, 2013). So, gender-specific leadership development will be a growing field in order to redress inequality in the teaching profession.

6.3.3 Participants' Understanding of Transformational Leadership

Generally, the participants had limited knowledge on transformational leadership. Most participants deduced the meaning of transformational leadership style from their embedded knowledge of *transformation* and *change*. The fact that the participants were not familiar with a transformational leadership style points to the lack of access to current and relevant information that could impact schooling success. The district and provincial levels of the Department of Basic Education are responsible for training teachers and principals and providing professional development. Donkor (2015) mentions that in Ghana the education system was expected to provide skills for school leaders to function effectively in schools. It should not be the sole responsibility of

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school leadership to seek knowledge and skills for themselves. This implies that it is mainly the Department's duty to provide principals with knowledge, including the provision of leadership skills that can assist them in becoming more effective in carrying out their tasks. Leithwood et.al. (2004) reiterate that school leadership is second to classroom instruction in impacting teaching and learning. Therefore, it is the function of the Department of Basic Education to train principals in effective leadership styles, including transformational leadership. A responsibility of the Department of Basic Education and the Provincial Education Departments is to identify principal developmental needs and to enhance their skills (Policy on the South African Standard for Principalship, 2015).

Another finding from this study on transformational leadership is that it is interpreted as a leadership style moving the school towards technological advancement. In Indonesia the findings in the study by Prestiadi, Gunawan and Sumarsono (2020) were that educational leaders need to transform the work culture for Technology and Science to advance the school curriculum. The Rwandan government also recognised that ICT propagates the improvement of the quality of education as well as increased access and equity, among many other socio-economic benefits (Mukama, 2018). This is supported by the findings of this study where some participants perceived transformational leadership as the kind of leadership taking the school towards a technological future contributing to national development.

6.3.4 Leadership Effect on Teaching and Learning

This study determined that principals perceived the effect of leadership on teaching and learning differently. Some recognised the administrative role while others depicted the curriculum leader role of principals as school leaders. Male and female principals responded differently; male participants recognised the administrative role of principals while the female participants perceived the curriculum leader role. The principal as curriculum leader impacts teaching and learning more than the principal as administrative leader. The reason for this is that the curriculum directly influences teaching and learning while administration is solely supportive.

The findings above are not supportive of Ramatseba's study that determined that the principals in two successful schools in Soweto had little direct influence on curriculum

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management or leadership in their schools (Ramatseba, 2012). A different study on Norwegian school leadership concluded that principals need to be involved in quality improvement discussions in the leadership teams. In this way they can directly influence the instructional core work in classrooms (Abrahamses, Aas & Hellekjaer, 2015). This indicates that there are conflicting findings on the role of the principal as a curriculum leader or in instructional core issues. However, the Department of Basic Education has formulated in their policy documents that the core purpose of the principal among others is to 'lead teaching and learning in the school' (Policy on the South African Standard for Principalship, 2015: 5). It is evident from the findings in this study that this priority task has not been incorporated in some school leadership activities. So, the inconsistencies in the application of policy at school level may impact the quality of education negatively.

The domestic environment plays a critical role in the academic life of a learner. The question arises whether the domestic environment is conducive to and supportive of learning. The domestic environment encompasses the character of the people, the ambience of the home and the local community culture. The next discussion deals with learners' domestic environment and school community.

6.3.5 School Community and Learner Domestic Environment

The majority of schools in this study had good stakeholder and community relationships as they engaged the services of parents and allowed the school premises to be used for community events. One of the tasks mentioned under the core purpose of a principal is 'working with and for the community' (Policy on the South African Standard for Principalship, 2015: 5). So, collaboration and co-operation between the school and the community is expected by the Department of Basic Education. The symbiotic relationship benefits all parties as it was indicated in the study that the community members protected the school premises from vandalism. Learners in the researched community came from different types of family, including child-headed, orphaned, poor and disadvantaged. A study confirmed that an increasing number of learners were brought up by their grandparents, a practice that sometimes led to disciplinary problems (Mtshali, 2016). Mtshali also points out how family patterns have changed due to social and economic factors and the effects of HIV/AIDS. There was

mention that 60% of orphaned children in South Africa stayed with their grandparents. Black grandmothers from limited resourced families played a very crucial role in raising and educating their grandchildren. In the United Kingdom, Buchanan and Rotkirch (2018) documented the increased role of grandparents in bringing up their grandchildren. Comparatively in the United States of America, similar trends were experienced, especially in African American communities (Bertera & Crewe, 2013). The changing family pattern is a growing phenomenon and the effects thereof on education and on the overall welfare of children still need further investigation.

The other finding on learner domestic environment was poverty and hunger which led to food insecurity. Principals from schools in deprived contexts have taken the responsibility to provide food to learners, even after school hours and during weekends. The National School Nutrition Programme (NSNP) as an initiative of the Department of Basic Education and the Department of Health is filling a pivotal gap especially in under-resourced and poor schools. The findings of this study support a study in Katlehong that demonstrate that the NSNP has a substantial impact on food security for learners in deprived contexts (Langsford, 2012). It is pointed out that the physical and mental developmental effects of malnutrition among learners are counteracted by the NSNP. This responsibility was even taken beyond the school premises because take-home rations were provided for learners facing food insecurity. The Langsford study further demonstrates a positive association between education and the NSNP through school attendance and more energetic cognitive engagement in the classroom (Langsford, 2012). This means that the policy and regulations that resulted in the implementation of the NSNP in deprived contexts serve to ensure sustained engagement in the schooling system by learners through food security.

The challenges brought about by the home and community environment place schools in a quagmire situation requiring solutions. Learners in deprived contexts face numerous issues that need to be resolved for the learners to be successful in their journey of learning. The next section is an analysis of findings on learner issues and solutions.

6.3.6 Learner Issues affecting Quality Education and Solutions

Different priorities of learner issues were presented by the school leadership and the learner leadership. Most adult participants pointed out the symptomatic issues while the learners underscored the root issues affecting the symptomatic ones. It was beneficial for the study to include learner participants because they presented a deep perspective on their issues. For example, the learners mentioned abuse and violence in the domestic environment as the main learner issues while for adults it was absenteeism, late coming and dropping out of school. Financial deprivation was also mentioned by learners as the cause of learner psychological issues like depression, emotional pain and low self-esteem. Emotional problems like anger and sadness were prevalent among learners, resulting in problematic behaviour and lack of concentration in class. Social problems like homelessness and food insecurity were found to be overwhelming the schooling system, thus taking a lot of resources from teaching and learning. The lack of a supportive domestic environment in the form of parental assistance and technology led to the poor work output by learners.

Maringe, Masinire and Nkambule (2015) conducted a study on leadership implications for schools in multiple-deprived communities in Mpumalanga. Some of the community poverty indicators mentioned in the study were the existence of feeding schemes at schools, low educator and learner self-esteem, low work motivation and lack of respect. The data was collected in three schools where one school had highly qualified educators with high self-esteem and two schools had underqualified educators with low self-esteem. The feeding scheme was a common factor in in deprived contexts schools or schools in multiple deprived contexts. A concerning matter with the management of the feeding schemes is the difficult balance between them and the leadership of the school curriculum on a daily basis. As a consequence, the study by Maringe, Masinire and Nkambule (2015) recommended that there should be educational policies strictly aimed at schools in deprived contexts. The reason for this may be that schools in deprived contexts managed facets of education that other schools did not have to manage, like feeding schemes.

Mbokazi (2013) studied leadership practices in challenging contexts and found violence, teenage pregnancy and substance abuse to be some of the challenges faced by schools. It seemed as if each and every deprived community had its own mixture

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of challenges from a basket of common ones. The prevalence of one challenge over another depended on the particular contextual community and other socio-economic factors. The findings in this study supported Mbokazi's (2013) study in confirming the existence of school challenges emanating from social issues in deprived contexts. This study tabulated even more learner issues and introduced learners' perspectives on these issues. Learners' perceptions presented more accurate insight into issues as experienced by learners themselves. This study presented the experiential knowledge of learner issues instead of principals' perceptions of learner issues. The learner issues identified by principal participants can be divided into three categories which are behavioural problems, instructional problems and social problems. Categorization of issues assists in the strategy of resolving these learner issues. Behavioural and instructional problems could be addressed by educational psychologist while social problems could be resolved by social workers. The learners also identified three categories of issues and these are psychological problems, instructional problems and social problems. Currently schools have access to professional social work services to address the escalated learner issues. This study revealed that the professional social work services might be inadequate to address the deeper and psychological learner issues. The methodology to include learners presented a depth in the data that would not have been collected from adult participants. More studies about learners or impacting learners should make it a point that learners are participants of the study.

Problem-solving is inherent in the practice of effective leadership. Principals and educators in deprived contexts are faced with numerous challenges needing resolution. School principals need to acquire skills and knowledge to solve problems faced daily in order to ensure a conducive school environment (Obena, 2021).

This study also found that there was a common process of resolving learner issues that started with engaging the learner, talking to the educator or principal, seeking external professional assistance in the form of social workers and involving the parents in resolving learner issues. The researcher could not access any related literature or research on this finding.

6.3.7 Ensuring Quality Education in Deprived School Contexts through Transformational Leadership

Transformational Leadership has been mentioned as supportive of follower participation, flexibility and pro-activity. Transformational leaders are also said to be good in communication and strong in relationships (Purwanto, Kusmaningsih & Prasetya, 2020).

The responses to the research question pointed to how the participants focused on one or two concepts in the question instead of the interplay of the three concepts of transformational leadership, quality education and deprived contexts. The female participants discussed transformation and curriculum issues while the male participants focused more on the policy documents. These responses correlated with Theme Four findings on the role of principals as curriculum leaders or administrators. The administrator's perception would focus more on the policy documents than on curriculum leadership.

In another study, a meta-analysis of forty-five studies on transformational, transactional and laissez-fare leadership styles found that female leaders were more transformational than their male counterparts (Eagly, Johannesen-Schmidt & Engen, 2003). This underscores the idea that leadership and response to leadership may be experienced differently by each gender. Under Leadership and Leadership styles above, one of the findings was how gender-specific some of the responses to leadership in schools were. There were more gender differences in the responses to the role of leadership in teaching and learning. The assertion from this study is that for schools to improve the quality of education through transformation, more female school leaders should be appointed. The claim is further supported by a meta-analysis of thirty-nine studies that showed positive correlations between leader effectiveness and all components of transformational leadership (Lowe, Kroeck & Sivasubramaniam, 1996; DeGroot, Kiker & Cross, 2000). Women school leaders were well-placed to impact teaching and learning as they were deemed to be more transformational.

In this section the researcher analysed and discussed the findings of this study in comparison to other findings in the literature. In most instances the findings support previous findings while in fewer instances they are contradictory. There were some

aspects of the findings where the literature would be silent but these would be insignificant considering the size and contribution of the other findings.

The findings on women leadership and on gender-specific responses to leadership were pronounced in both staff and learner participants.

Another finding that was not part of the research question was the factors principals faced in deprived contexts to ensure quality education. While we discussed leadership style and its contextual application, factors faced by principal in deprived schools were unearthed.

Next is the discussion of the legal and policy frameworks affecting the quality of education in schools. The quality of teaching and learning should be the focus of any education system.

6.4 Quality Education - Policy and Legal Framework

The National Policy Framework regulating the process of schooling and thus affecting the quality of education is the National Education Policy Act 27 of 1996, the South African Schools Act 84 of 1996 and the Constitution of the Republic of South Africa, 1996. These policies are discussed because they provide the framework that any transformation taking place in schools should consider. The principals and the deputy principals have to operate within the ambit of the laws and regulations governing the school operations.

Below is a discussion of the legal and policy framework governing the schools.

6.4.1 The National Education Policy Act 27 of 1996

The pre-amble to the National Education Policy Act mentions the fact that this legislation is meant to bring about the democratic transformation of the national system of education. The term *transformation* is used because of the need for governance and leadership that can result in education transformation and participation. As mentioned in the pre-amble, the move towards this transformation needed to serve

"the needs and interests of all people of South Africa". (National Education Policy Act, 1996: 2)

It is understood that there is a difference between transforming and maintaining an education system that calls for leadership that would understand this difference and operationalise it. The question to be probed is whether there has been transformation in the education system thus far or only reforms to the education system. Another question is whether the South African education system is serving the needs of all citizens or only a selected few. Does the current state of our education system have evidence of the implementation of the vision in the preamble? Is the work being done by the Department reflect what the policymakers envisaged in 1996 when drafting The National Education Policy Act? The question hints at the quality of education, especially in deprived contexts.

Within the ambits of the national legal framework, this study contributes to the implementation and realisation of this act by suggesting the kind of leadership that should bring about education transformation as envisaged by policymakers.

The National Education Policy Act also mentions that education support services need bolstering, especially in schools located in deprived contexts where social support is seriously required (National Education Policy Act, 1996). This study serves to highlight this need because the principals and educators spend vast resources on solving social problems instead of focusing on curriculum issues. School leadership is confronted with issues like problematic learner behaviour, emotional issues and abject poverty. Schools in deprived areas are generally confronted with more non-curriculum issues than schools in affluent ones. The latter is the reason for the call to have different policies specifically directed at schools in deprived contexts.

Chapter 4 (a) of the National Education Policy Act of 1996 further mentions every person's right to be protected against unfair discrimination by an education department or institution on any grounds whatsoever. It is unclear whether learners from deprived areas are protected under this act that emanates from Chapter 3 of the Constitution of the Republic of South Africa. The reason for this claim is that by virtue of being in deprived areas and coming from poor family backgrounds, they are not able to access certain educational institutions. This may constitute unfair discrimination and therefore a violation of the learners' rights under The Constitution of South Africa.

Furthermore, the Feeder Zones regulation under the National Education Policy Act of 1996 may unfairly discriminate against or may have a negative impact on learners from poor backgrounds. The reason for this is that most schools situated in deprived contexts struggle with the provision of quality education. The same schools are also burdened with resolving social and economic issues faced by their learners. Therefore, the feeder zone regulation exacerbates the situation faced by the learners in deprived contexts by denying them access to quality education elsewhere. Even if they want to access private schools, the learners' lack of financial resources becomes a limiting factor. The question to be asked then is whose interest the feeder zone regulation serves. One may assume that it serves the education district administrative purpose of predicting the influx of learners based on the area demographics. Planning for education provision may become more accurate but it comes at the high cost of quality education provision for learners from poorer areas.

Next is the discussion of the South African Schools Act governing and managing the operations of schools.

6.4.2 The South African Schools Act 84 of 1996

The pre-amble to this Act mentions the need to redress past injustices in education provision by affording a progressively high quality of education for all learners. Both the South African Schools Act and the National Education Policy Act were legislated in 1996 and twenty-five years later, progress in implementation should have been visible and measurable. The South African Schools Act was directed at the advancement of a democratically transformed society and combatting varying forms of discrimination. It is unknown to the researcher whether there has been a monitoring and evaluation exercise aimed at assessing how the policy has been implemented. The findings of this study point to the lived experiences of learners in deprived contexts and underscore how policy has failed learners, especially in deprived contexts. However, principals being strategically placed on the ground can be empowered to address learner issues and create an environment conducive to learning. The induction and the professional development of principals and deputy principals need careful planning and implementation. As has been previously discussed in the report on principals working in deprived areas, these principals have to be trained and skilled

differently than their peers in other areas. Specific policy regulations are required to govern schools for learners in deprived areas to access quality education and better their chances of success in life. Therefore, transformational school leadership becomes even more imperative in these dire circumstances. The issue of poverty and its negative consequences cannot be shouldered by the maintenance kind of management or transactional type of leadership. It requires a radical and transforming kind of leadership to be exercised, leading to changed circumstances and contexts. Burns being the person who conceptualised transformational leadership had the confidence to mention that it could tackle the global challenge of poverty (Burns, 2003). One may argue whether this is achievable through this leadership style but the point is that the original author had the conviction that it could do so. When examining leadership styles or conceptualising new ones, it is uncommon for originators to anticipate its future impact and influence.

The South African Schools Act of 1996 aims to advance the democratic transformation of society, combating societal ills like racism, sexism, unfair discrimination, etcetera through the educational system. Therefore, it may prove beneficial for the educational system to employ the kind of leadership style purposed for this task. Again, principals as institutional leaders are better placed to be skilled with appropriate leadership styles to tackle learner issues. The findings of this study have revealed a number of serious learner issues that could overwhelm unskilled principals and also disturb the normal functioning of the schools. The Provincial and District Education Departments may choose to utilise the transformational leadership style as one of the leadership styles to assist in achieving the ambitious aims of the South African Schools Act of 1996. As this study found that individuals combined leadership styles, transformational leadership style can be added to the mix. The most dominant styles utilised by principals are democratic and autocratic leadership styles. Most of the participants were not familiar with the transformational leadership style but could easily deduce a superficial understanding of what it was, based on the root word *transformation*. School leadership needs to be trained and skilled in transformational leadership to cope better with school and learner issues.

The next section discusses the topic of the National School Nutrition Programme (NSNP) that seeks to address the issue of poverty and food insecurity in schools. All

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the schools in the study had this programme running in their schools and it is necessary to explore the policy framework for this programme.

6.4.3 The National School Nutrition Programme (NSNP)

The National School Nutrition Programme started in 1994 and it is currently feeding nine million learners in both primary and secondary schools. It is stated that 30% to 39% of South African households are living below the poverty line, which depicts the issue of food insecurity (Meaker, 2008). The NSNP aimed to respond to the Bill of Rights in the Constitution of the Republic of South Africa, 1996. Sections 27 to 29 of the Constitution deals with access to food, basic nutrition and basic education. On the one hand, research on NSNP has found positive outcomes of this programme in the form of increased school attendance and class participation (Meaker, 2008). On the other hand, some claim that there is no conclusive evidence that the feeding programme leads to improved learner performance (Adelman, Gilligan & Lehrer, 2008).

A study was completed by JET Education Services in 2016 on the Implementation and Evaluation of the NSNP (JET Education Services, 2016). The study was commissioned by the Department of Basic Education and the Department of Policy Monitoring and Evaluation. The JET study and report is relevant because principals or school leaders are faced with the mammoth task of managing the NSNP programme daily in their schools. These are schools mostly in deprived areas because the NSNP is operational in schools in Quantiles 1, 2 and 3. Food insecurity is a bigger issue in these contexts where it could not be circumvented by school leadership and the DBE. The findings of this report also support the latter as the learners themselves, specifically girl leaders mentioned "financial lack" (L5) as a number one problem among learners. Participant DP2 mentioned how learners came from "the poorest and most disadvantaged of families" (DP2). Even though the role of the school is to educate learners, schools are increasingly taking responsibility for socio-economic issues affecting their learners. The reason for this is simply because the academic progress or success of learners in these contexts may be adversely impacted by their deprived context. It is thus imperative for school leaders or principals to understand

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these dynamics that affect their work and that could also impede their success or careers as school leaders.

An intentional leadership style is needed to incorporate all the required elements that will ensure learner success and quality education in these instances. Edu-political acumen of school principals and deputy principals, specifically in deprived contexts is required to be on par with developments beyond the field of education. The term *edu-political* is defined as ways in which politics affect education or the politics of education. This scenario predisposes a new role that schools can play to transform society and leaders in these schools require the type of leadership that is transformational in nature. Currently, the leadership style that suits this transforming criterion, among others, is the transformational leadership style, which was originally conceptualised in a political context by Burns (Burns, 1978).

The findings of the JET study confirmed that there were micro-nutrient deficiencies among children in South Africa (JET Education Services, 2016). This has implications for the general well-being of individual learners and how they cope with learning if plagued by these deficiencies. This challenge ultimately affects and has a negative impact on the quality of education. The JET study also reported numerous challenges affecting the management of the NSNP in schools, including the disbursement of funds, contracting service providers, the quality of the food, etcetera (JET Education Services, 2016). The question is if the academic process of schools is challenging in itself, requiring intense management and leadership, how are the same principals expected to cope with the challenges emanating from managing the NSNP as well? Although in this research study in Tshwane North schools, no participant complained about the NSNP management and challenges it is obvious that they require energy, time and more resources. The reason for this may be that the need for the school feeding programme is so dire in schools in deprived contexts that the extent of its management and challenges is undermined. When comparing schools having NSNP and those without the programme, the school management is split between the academic process, the food programme and social issues while in other schools the focus may be on academics only. The latter serves to demonstrate the effect of schooling in a deprived context where the socio-economic conditions of the learners affect the daily running of the school. How then do principals manage and lead their

schools while ensuring quality education in these deprived school contexts? As has been previously said, principals in deprived contexts need different sets of skill and abilities compared to their peers in other schools. In summary, the importance and value of the NSNP is undeniable but what it takes to manage the programme may be coming at the cost of academic progress. For example, in Limpopo, the educators were asked to dish up or help with the dishing up of food to circumvent the misallocation of food (DBE, 2010).

There is no doubt that the schooling experience of many learners has been improved by the NSNP in the face of increased food insecurity in South Africa due to high levels of unemployment. Absenteeism has decreased and class participation has particularly increased, which directly affects the quality of education. This means that learners who would not normally come to school due to socio-economic pressures attend school because the NSNP has reduced one of the main pressures in deprived contexts, namely food insecurity. So, the capacity and ability to manage the feeding programme becomes more imperative as it directly affects the quality of education that needs to be ensured for learners from poor backgrounds. One of the recommendations of the JET Education Services (2016) was that there should be learner targeting based on needs instead of feeding all the learners in a school. The level of deprivation for some of the learners may not be at the level where they require being part of the NSNP. The report also mentions that in Gauteng and Western Cape there are some learners who opt out of the feeding scheme. It is projected that if 10% of the learners in the two mentioned provinces could opt out, about 74,5 million ZAR per annum could be saved, translating to more financial resources available for infrastructure and other urgent educational needs. These kinds of recommendation and insight could inform the plans and decisions of the district and provincial leadership. The implication is that should it occur that transformational leadership skills be introduced at school level; it should also be introduced at district and provincial level. Misalignment of the different levels of education could result in the failure of a number of well-intended programmes.

The NSNP has also yielded some positive spin-offs like the promotion of healthy eating habits and lifestyles as well as school food gardens (DBE, 2010). In Tshwane North School A that took part in the study cultivated food gardens on the school grounds made by unemployed parents. The school gardens would provide some of the

products to be used in the school feeding programme. In another report evaluating the NSNP, published by the Public Service Commission, it was found that the NSNP stimulated the local economic development because schools would use the local suppliers for the feeding programme (Hamilton & Streets, 2008). The programme would contribute to job creation in the community and at the same time reduce unemployment in the society. The NSNP was perceived as greatly addressing the issue of hunger, deprivation and poverty in the community. Even though the programme was based at school level, it was instrumental in effectively resolving one of the major issues in deprived communities.

In the Southern African region, Malawi and Zambia ran such school feeding programme (Hamilton & Streets, 2008). These were mostly supported by the United Nations World Food Program that provided for orphans and vulnerable children. In Malawi, girl learners and other poor children were even given rations to take home. This is similar to this research study in Tshwane North, where learners took food home, especially for emergency and weekend supplies. All the schools from A to E have indicated that they provided food for their learners, even beyond school hours and days. Different from the South African model, in Zambia they conducted strict screening to identify learners requiring this kind of food security intervention. Internationally Chile also conducted a successful targeting of individual learners requiring intervention instead of the whole school approach. Brazil has implemented the School Nutrition and Food Security (SNFS) program since 1945 and India has the School Nutrition Programme (SNP) in their schools. It is therefore undisputable that in South Africa the NSNP plays a very crucial role in ensuring that learners come to school and that they participate positively in their classroom activities, thus impacting on the quality of education provision. The effectiveness of the School Nutrition Programmes is endorsed by its existence in Zambia, Malawi, Brazil and India.

Below is a summary of other over-arching issues affecting quality education in deprived contexts. Lack of food security is one of the major ones but there are other exigent issues at hand. This discussion is included in the chapter because school leadership needs to tackle or reflect on these issues as they are critical in the daily running of their schools and learner outcomes. It has become clear that schools in deprived areas cannot operate as silos in their communities but they are an essential

part of their context. They could even become a centre for change in the community and an essential core of societal transformation.

6.5   Further Discussions on Quality Education Issues in Deprived Contexts

Four issues are discussed under this heading are deemed relevant for ensuring quality education in deprived school contexts. Firstly, it is the pressure of the lack of financial resources in no-fee schools. Secondly, the researcher discusses the re-defined role of schools in deprived contexts. Thirdly, quality education in deprived contexts is redefined as the context of deprived schools is unique. Lastly, I discuss the African Union Agenda 2063 which provides a bigger continental vision for African countries.

6.5.1 Lack of Financial Resources in No-fee Schools

The Department of Basic Education divided South African schools into a system of quantiles ranging from Quantile 1 to 5. A Quantile 1 school is allocated more financial resources per capita per learner because the school is in a deprived area. Quantile 1 schools are called no-fee schools because the areas are considered too poor for learners to pay school fees. Thus, the schools are forbidden to collect any revenue from school fees; that is why they get more financial benefits from the Department of Basic Education. This study of Tshwane North schools found that the no-fee schools were still financially struggling even though they were getting more resources from the Department. At school level, these resources were still deemed to be insufficient. For example, School B office block was burnt down during the first level lockdown and the school did not have money to rebuild the office block. When the research was conducted, it was five months after the event, and the Department had not rebuilt the burnt section. The principal, his deputy and office staff were housed inside a classroom and an adjacent storeroom. He complained about the lack of parental support amid crises, and the fact that they were a no-fee school aggravated the situation. The question that arises is whether the education system can afford no-fee schools without compromising the quality of education. Are schools given fundraising strategies or skills to acquire financial resources, or are they left to resolve these dilemmas

themselves? The sustainability of no-fee schools needs investigation to determine whether the quality of education is not being compromised by forbidding them to collect school fees. No-fee schools would benefit from fundraising skills to supplement the financial resources needed to provide quality education.

6.5.2 Re-defining the Role of the School in Deprived Contexts

In the midst of deprivation in especially African deprived contexts, the role of the school requires re-definition. The school's general and known role, which is to educate learners for their personal future and success, is changed by the context. In deprived areas, the role of the school becomes that of a change agent, and learner success cannot be separated from community success. The hopes and dreams of a community are placed upon a school whose learners will help develop and change the community for the better. When there is poverty and food insecurity in the community, it affects the daily running of the school because educators cannot teach hungry children. When learners are hungry over the weekend, the school makes sure that those learners have food for the weekend. All the schools in this study pointed out that they provided food to their learners beyond the school site. The issue of ensuring food security for learners is generally an unconventional role of a school, but schools in deprived areas have been able to adjust to this new role. The School Nutrition Programme may be the reason for increased attendance because learners are sure to find a meal at school for the day. The certainty of meal provision may contribute to continuous school enrolment and lower dropping out levels. The increasing dual role of schools in deprived areas makes it imperative to re-define schools' roles in these contexts in South Africa and elsewhere. The role of any school in a community is affected or influenced by its context and in deprived contexts, the demands are imperative.

6.5.3 Re-defining Quality Education in the Deprived African Contexts

The re-definition of the role of the school calls for the re-configuration of what should occur in the classroom. As the core school activity is classroom instruction, teaching and learning is impacted in the re-configuration of classroom instruction in deprived areas. If teaching and learning have changed and the role of a school has changed,

the definition of what quality education is also needs to change. For example, a primary school in Limpopo has become an excellent centre for establishing food gardens in its area (DBE, 2010). The skills emanated from the NSNP programme in which vegetables were regularly provided. In this instance, the question arises whether excellence in food gardening constitutes quality education or solely the marks on the report card. In this kind of deprived context, is quality assessed by the matriculation results, or is re-definition of quality required? A school in Limpopo is rearing chickens to provide eggs for the NSNP programme and sells to the community to fundraise for the school (DBE, 2010). The question arises whether the criteria for measuring quality education in this context are the same as for a private school in an affluent area.

Quality education should first be contextualised to serve the community's immediate needs before it is globalised to serve broader interests. Different stakeholders in the education system define quality education differently, depending on their particular perspectives. A parent from a deprived context and another from an affluent area would define their version of *quality* differently. A learner from a deprived area would describe what quality education means differently from a learner in wealthy surroundings. It is thus essential not to highlight one expression of quality education at the expense of others. Depending on their local and immediate circumstances, each community should be given a chance and opportunity to define and understand quality education in their context, thereby making education more relevant to their needs.

6.5.4 African Union Agenda 2063 – The Africa We Want

Agenda 2063 is an ambitious plan by the African Union (AU) to transform Africa for its future development (AU website). The plan details inclusive and sustainable development goals towards Africa's social and economic emancipation. Pan-Africanism and the African Renaissance represent the umbrella under which the blueprint for Africa's future development resides. The Africa of the future is envisaged as a powerhouse and a dominant player in the world in terms of technology and innovation. Programmes, implementation plans and transformational outcomes have been developed to realise this colossal vision for Africa.

A simple comparison of Agenda 2063 and the UN Sustainable Development Goals was made, and alignment and congruence between the two programmes were established (https://au.int/en/agenda2063/sdgs). For instance, the AU goal of Well-educated Citizens and Skills Revolution underpinned by Science, Technology and Innovation is aligned with the UN Sustainable Goal Four, which is Ensuring Quality Education and promoting Lifelong Learning for All. Another example is the AU goal on Health and Nutrition being aligned with the UNSDG Goal Three of Ensuring Healthy Lives and Promoting Wellbeing for all ages.

Another critical goal stipulated by the AU Agenda 2063 is Capable Institutions and Transformative Leadership. It is a fact that the ambitious Agenda 2063 is unattainable without capable leadership and institutions. The reason that has already been established in this study is that leadership plays an irreplaceable role in successfully implementing any change plan. Over the years Africa has been plagued by bad or dysfunctional leadership, which is why it is currently placed far from *The Africa We Want*. To this end, the AU has identified the leadership required for its future strategies of bringing about advancement and change in Africa. The recognised leadership style is transformative leadership suited for the espoused agenda.

The subject of this study, transformational leadership is the type of leadership style identified to ensure quality education in deprived contexts. The AU, with its aim of transforming Africa into *The Africa We Want*, has identified the transformative leadership style and institutions to realise its Agenda 2063, thus endorsing the transformational leadership style. The implication is that the transformational leadership style possesses the capacity to ensure quality education in deprived contexts. According to the reviewed literature, transformational leadership style has the potential to promote UNSDG Goal No. 4: Quality Education and AU Agenda 2063.

In conclusion, the leadership style needed to re-focus and re-prioritise Africa's agenda for social and economic development should be Transformational Leadership.

In summary, this section discussed the lack of financial resources in no-fee schools, which seriously hampers quality education. Next was the reasoning for the re-definition of the role of schools in the community, leading to the re-definition of quality education in deprived contexts. There is a need for contemplating this change of perspectives

while intentionally working towards *The Africa We Want* – 2063 within the scope of Goal No. 4 – UN Sustainable Development Goals.

Below is the new knowledge generated by this research aiming to fill the gap in the body of knowledge on leadership in deprived schools.

6.6   The Contribution of this Study

A research study must fill a gap in the relevant body of knowledge, thereby contributing to both knowledge and research creation and growth. The new knowledge derived from this study relates to both theory and practice, and it is elaborated on below. Three theoretical contributions, as well as one practical contribution, are viewed as new knowledge in this study.

The first theoretical contribution of this research is based on exploring the psychology behind transformational leadership, which makes it more suitable to be utilised in the school environment pertaining to quality education. Leadership is about human behaviour, and leaders need to understand the motivation regarding specific behaviour and attitudes. The manifestation of this behaviour and attitudes in the schooling environment impacts teaching and learning. Maslow's Theory of Motivation (McLeod, 2007) offers an understanding of the rationale for an individual's need to operate at a higher level of action. The transformational leadership style functions through its goal of fulfilling self-actualisation as a human need.

The second more critical theoretical contribution of this study is exploring the process of transformation through the lens of Bandura's Social Cognitive Theory (Bandura, 1986). This exploration occurs as a demonstration of the potency of the transformational leadership style in employing the mechanism of human agency in constructing a new environment.

The third theoretical contribution of the study is based on the evidence presented of female leaders being more transformational than male leaders. Although more comprehensive studies need to be conducted on this aspect, this study underscores the critical role women leaders could play in ensuring quality education in schools.

The practical contribution of this research is a list of main learner issues in the deprived contexts and the process of resolving them. More importantly, the explored learner leadership exposed matters that may be interpreted as the causes or roots of the observed problematic learner behaviour. This information provides more insight into the severe challenges and root causes faced by schools in deprived contexts. The simple process of resolving these issues could be shared with less experienced school leadership in similar contexts.

Figure 6.1 is a diagram of the new knowledge contributed by this study.

Figure 6.1: Context-specific Transformational Model

IMPOSED ENVIRONMENT   COGNITIVE PROCESS   CONSTRUCTED ENVIRONMENT
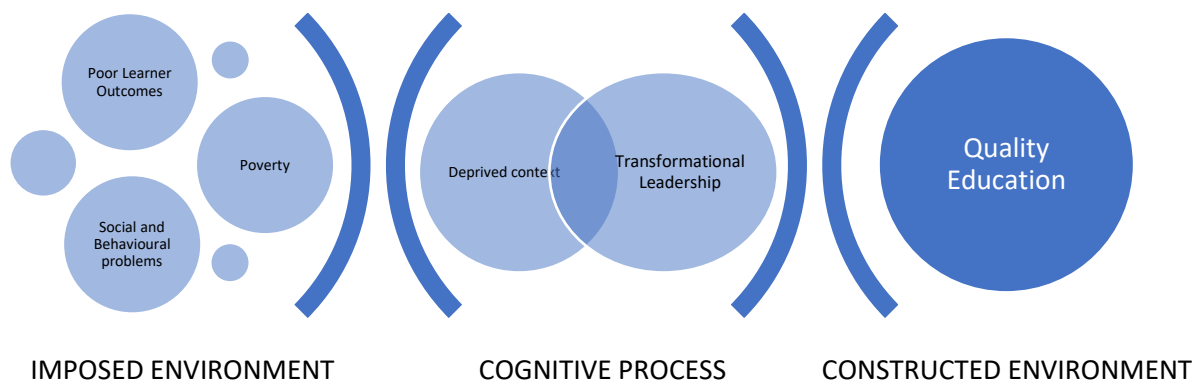
6.6.1 The Context-Specific Transformational Model

The basic and simple explanation of this transformation model appears below, encompassing the three key concepts in this study being Deprived Contexts, Transformational Leadership and Quality Education.

6.6.1.1 Deprived Contexts

Schools in deprived contexts are attended by learners living in an environment of poverty and lack or resources. The environment is not conducive to schooling success; this leads to most learners experiencing poor learning outcomes, cultivating frustrated

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learners expressing themselves through social and behavioural problems. Maringe and Moletsane (2015) discuss a conglomerate of factors in deprived areas making teaching and learning difficult. Maringe, Masinire and Nkambule (2015) mention that there is a range of indicators of poverty in these deprived contexts. Food insecurity, lack of parental support and behavioural problems are some of the landmarks of deprived contexts. The situation is frustrating to teachers and the principal tasked with leading schools in these disadvantaged communities.

There are three findings in the study categorised in the impoverished school context. The first finding is about learners coming from different kinds of family structures, including child-headed, orphaned or raised by grandparents. The second finding comes as one of the greatest threats to impoverished communities, which is food insecurity. The third finding in this category regards the types of learner issues existing in these deprived contexts and how school leadership seeks to resolve them.

6.6.1.2 Transformational Leadership

Transformation has to take place because teacher morale may be negatively affected by the environment and its challenges. The teacher remains a critical component of the instructional core and is directly involved in learner outcomes. The principal, through the human agency of a transformational leader, cognitively interacts with the deprived contexts to create a new environment for learners. This new environment is conducive to effective teaching and learning and should produce positive learner outcomes. Burns (2003) challenges leaders to work towards eradicating global poverty that he identified to be a great obstacle in human development. Therefore, the Context-Specific Transformational Model demonstrates how quality education in deprived contexts can be ensured by transformational leadership.

Two findings in this study are classified under transformational leadership: Principals as curriculum leaders as opposed to just administrators and the current knowledge base on transformational leadership. The two findings form part of the internal cognitive processes where leaders engage with the deprived environment to produce quality education. The more school leaders are exposed to transformational leadership and its potential benefits, the more the chances of increased human agency to ensure quality education.

A quantitative study in Pakistan examined the various Transformational Leadership behavioural patterns of school leaders and their effect on school culture (Asad, Rind & Abdulmuhsin, 2021). A total of three hundred teachers from five government schools participated in that study. The main finding of this study was the existence of a positive relationship between the Transformational Leadership behaviours and the school culture. Moreover, the Pearson correlation co-efficient was (r = 0.624) which was evident of a statistically significant finding.

6.6.1.3 Quality Education

The provision of Quality Education is the goal of most education systems locally and worldwide. The right to quality education is enshrined in the Constitution of the Republic of South Africa but the question arises whether it is accessible to all learners, including those from deprived contexts. The quest to attain quality education for all learners agrees with the UN Sustainable Development Goals specifically Goal number four being Quality Education (UNESCO & Right to Education Initiative, 2019).

The finding under this category was the hypothetical question that sought to explore the inter-connectedness of the three key concepts of this study. The responses to this question highlighted the issue of gender-specific leadership styles and responses to leadership.

This section discussed three theoretical contributions and one practical contribution made by this study. Next the Context-Specific Transformational Model is introduced and an explanation given of how the model fills the knowledge gap in the area of ensuring quality education through transformational leadership.

6.7 Summary of the Chapter

The final chapter of the thesis started with the retrospective summary of the researcher's experiences during the study. The discussion on the research findings focused on the literature knowledge gap filled by this study. This study confirmed the exemplary characteristic of leaders as per literature (Baldoni, 2008, Kouzes and Posner, 2011). The combination of leadership styles is common especially in

instances where situational leadership is practised (Ramatseba, 2012). A gender-specific finding on leadership response disputes the findings in the United Kingdom where it was mentioned that there are no significant differences in responses by gender (Oshagbemi & Gill, 2003). The same study goes on to say that female followers responded positively to certain leadership approaches from male leaders. Their argument is flawed because there is a contradiction in their assertions that there is no significant difference on one hand and confirming the difference on the other hand. Maybe the difference is not significant enough according to these researchers. In South Africa, the Department of Basic Education has taken a bold step of supporting female principals in leadership, pointing to the significance of focusing on a particular gender for strategic reasons (Establishment of Female Support Network, 2013).

There are conflicting findings in the literature on the perceived role of principals in relation to curriculum. One study says that the principal has little or no influence on curriculum while another study mention that principals should be part of the team meetings discussing classroom instruction quality (Ramatseba, 2012; Abrahamses, Aas & Hellekjaer, 2015). The Department of Education expects the schools to collaborate and co-operate with the school community, therefore it is crucial for schools to have a symbiotic relationship with the school community (Policy on the South African Standard for Principalship, 2015). Research locally and elsewhere in the USA and the UK confirm that an increasing number of children are being brought up by grandparents of which the immediate or long-term effect is unknown (Mtshali, 2016, Buchanan & Rotkirch, 2018 and Bertera & Crewe, 2013). The food insecurity amongst learners is adressed by the National School Nutrition Programme, positively impacting learner attendance and classroom participation (Langsford, 2012). This study also confirms the learner issues experienced in deprived contexts as well as other indicators of deprivation (Mbokazi, 2013; Maringe, Masinire & Nkambule, 2015).

A study was conducted where leader effectiveness was matched with all components of Transformational Leadership thus confirming its suitability for utilization in deprived contexts (Lowe, Kroeck & Sivasubramaniam, 1996). The legal and policy framework affecting the quality of education was discussed, specifically examining the National Education Policy Act 27 of 1996, the South African Schools Act 84 of 1996 and the National School Nutrition Programme (National Education Policy Act 1996 and South

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African Schools Act 1996 & Meaker, 2008). Further brief discussions were on lack of financial resources in no-fee schools, the redefinition of the role of the school and quality education in deprived contexts and the African Union Agenda of 2063. Lastly, this study contributed the Context-specific Transformational Model to the body of knowledge which was explained under the topic named Contribution of this Study.

6.8 Conclusion of the Study

This research study aimed to examine whether transformational leadership can ensure quality education in deprived contexts. As deprived contexts have their own socio-political dynamics, they necessitate the type of leadership capacity that will ensure quality education in such a unique context. The data collection and analysis processes enabled the emergence of the findings that follow.

6.8.1 Summary of the Research Findings

The main findings of the study are described below:

a) Principals combine leadership styles, primarily democratic and autocratic ones.

b) There is gender-specific leadership styles and gender-specific responses to leadership. Female principals are deemed to be more transformational than their male counterparts because they display more transformational behaviour and attitudes in their leadership roles.

c) There is limited knowledge of transformational leadership as a leadership style. Some participants interpreted transformational leadership as moving the school towards technological advancement.

d) The administrative and curriculum leader roles of school principals.

e) Learners come from different types of family, including child-headed, orphaned, disadvantaged and being brought up by grandparents. The enormous food insecurity among learners obligates schools to take on a new role of food provisioning in deprived communities.

f) Learners identified their issues based on root causes while school leadership identified the symptomatic behaviour of learner issues. A

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common process of resolving these learner issues started with addressing them at school level, escalating the issue to professionals including social workers and involving parents in the process.

g) In answer to the response to a hypothetical question comprising the three concepts of Transformational Leadership, Quality Education and Deprived Contexts, the participants engaged the concept more important to them or simply mentioned related policy documents. The question explored the inter-connectedness and interplay between the three concepts.

h) Factors principals faced to ensure quality education were also unearthed while discussing the contextual application of their leadership style.

Even though finding b) above relates to gender response, this was not part of the initial research question. These findings on gender issues became more and more apparent during the process of data analysis.

In conclusion, this study may have provided evidence that if the focus will be on leading curriculum and resolving learner issues, Transformational Leadership can ensure Quality Education in Deprived Contexts.

The research questions and the research findings were discussed in this section. Below are the remarks to conclude this thesis on Transformational Leadership ensuring Quality Education in Deprived School Contexts.

6.9 Concluding Remarks

In the United States of America, the No Child Left Behind (NCLB) Act of 2001 was drafted into policy to provide options or alternatives for learners enrolled in failing schools. Strong accountability was expected from schools to ensure quality education for all American learners (Hess & Finn, 2004). Goal No. 4 of the United Nations Sustainable Developmental Goals is Quality Education; therefore, all children among member states across different continents deserve a chance at quality education. Hence Hess and Finn (2004) state that every society needs to provide an alternative for its poor children to gain access to quality education if it is not provided at failing schools. South Africa has not legislated such progressive policies like the NCLB Act

of 2001 in America, but effort towards improving quality education especially for poor children is required. The problem with the South African scenario is that there are more failing schools than successful ones; there are not adequate institutions to accommodate all learners. The next strategy to ensure quality for poor learners is to train and skill school leadership to ensure quality education. The focus of this study therefore is on ensuring quality education in deprived school contexts through transformational leadership.

In her study, Ramatseba (2012) states that learners in poor communities can attain a level of success in their studies. Just like the USA with the NCLB Act, the South African government should work towards closing the gap, giving access to quality education.

Globally, the Education World Forum (EWF) is the biggest gathering of about one hundred and twelve education ministers and a hundred and seven countries (Education World Forum, 2022). The forum meets annually to discuss education transformation where member countries share successful initiatives and shared challenges. The theme for the 2022 meeting is about building the kind of resilience in education that can produce thriving economies throughout the world.

The research findings suggest that school leaders in deprived contexts are faced with serious challenges that their peers in previously Model C and private schools do not encounter. Parents with financial resources enroll their children in these schools to access quality education. The exorbitant fee structure is what makes high end private schools totally inaccessible to most South African learners. The financial resources of most private schools make it possible for them to have state of the art facilities, excellent learning materials, well-resourced libraries and Science laboratories. Such schools can even offer school subjects like Engineering, Dramatic Arts and Advanced Programme (AP) in Mathematics or English that facilitate quality education. Disadvantaged learners from township and rural schools have to compete academically with advantaged learners from private schools to earn a spot at higher institutions like the University of Cape Town (UCT), the University of the Witwatersrand (Wits), and so forth. Access to quality learning remains an issue in the South African society because access to quality education is the privilege of a few. Poor learners can access quality education in private schools through bursaries and scholarships only; these are awarded for academic or sports merit. This further excludes many

South African learners from learning opportunities and quality education, including higher education. A study by the University of Cape Town in 2008 found that 25% of their graduates (first degree) came from IEB schools in 2007. This finding is concerning because the private school sector offers learning to only 4,6 % of the total number of learners in school (North Star Quarterly Report, 2019). Another finding is that over a three-year period, IEB learners had a 98% chance of completing their studies compared to NSC learners (IEB website).

The educational injustice because of lack of access is exacerbated by provinces like Gauteng with the feeder area policy that restricts learners to attending local schools in their feeder zones. This presents a limited choice for township parents because many of their children are forced to attend nearby local schools that are known for their weak performance. Private schools present the better option even though choosing this option is very expensive; therefore, most deserving learners are not able to access this opportunity. In this case the provincial government fails to ensure equitable quality education for all.

The socio-economic issue of poverty is an underlying factor in most of the challenges schools face in deprived contexts. Before approaching the instructional core of teaching and learning, the principals have to navigate layers of unavoidable impediments. Principals in these specific contexts require special personal tools to succeed as the odds of failure are against them. A transformational leadership style could then become the critical link to allow learners access to quality education in these deprived contexts. The concepts of human agency in Bandura's Social Cognitive Theory (Bandura, 1986) and Maslow's Motivational Theory (McLeod, 2007) underpin transformational leadership in that the principal can become a change agent in such environments.

A study was conducted at the main College of Education in Israel involving learner and teachers' understanding of the concept *leadership* (Tsafi, 2017). The findings of the study concluded that the perception of leadership was that of transformational style by 45% of participants. The other style linked to leadership was instructional style (21% of participants). This study demonstrated specifically how a transformational leadership style was closely related to the general concept of leadership by participants.

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In 2008 Leithwood, Harris and Hopkins (2020) made seven claims on successful leadership. Claim no. 3 argued that successful leaders were sensitive to their organisational contexts. The significance of this claim was that the core of the leadership practice remained unchanged but could be contextually applied to bring about the desired change. The evidence for this claim was based on the progress in *turnaround schools*. In 2020 the authors of the *7 Strong Claims* reviewed the claims by seeking new evidence to support or refute them and four of the original claims, including claim no. 3 were endorsed. Therefore, transformational leadership at its core can be successful in different contextual existences, including deprived ones if the claim is found acceptable.

Societies around the world are plagued by inequality in various forms, including race, gender, financial income, etcetera. According to information from UNICEF, the accomplishment of sustainable goals is dependent on quality education (UNICEF, 2000). For example, quality education helps to reduce inequality and attain gender equality. Through quality education people are empowered to live healthier and sustainable lives. Peaceful societies worldwide can be created through fostering tolerance through the process of learning from quality education. Furthermore, the evidence collected by UNICEF from the data of 114 countries over a ten-year period (1985 – 2005) has proven that education reduces inequality (Global Monitoring Report, 2005).

In South Africa, research conducted on how to fix schools concluded that change cannot be photocopied because of the variances in context, challenges and culture (Jansen & Blank, 2015). The conclusion is supported by this research in the knowledge that for leadership to be effective, the context and its specific challenges cannot be ignored. This idea should inform all leadership training as the context can minimise the impact of leadership if leaders are not trained accordingly. Maringe, Masinire and Nkambule (2015) name five factors promoting school success; the first three are leadership, instruction and the environment or context that are the three main aspects of this research study. This implies that if the interplay between the three aspects is fully explored and understood, success is imminent. Tikly and Barrett (2013) found that schools in low-income countries or deprived contexts have a greater potential to

bring about change through leadership and relevant teacher deployment. Low-performing schools with a matriculation pass rate of as low as 5,3% can greatly benefit from transformation initiatives, including leadership. Transformational leadership can inevitably lead to much-anticipated social transformation. In concluding their paper on Poverty and Education, Chikoko and Mthembu (2021) mention that disadvantaged communities are at risk of low-quality education that eventually impacts the learners' chances of future employability. They also assert that South Africa requires a transformation agenda with education as an instrument for the aspired societal transformation. This research agrees to the above assertion and investigates ways of implementing such an agenda.

In conclusion it was mentioned that schools do not operate in vacuums. The state of a nation's education system and schools is largely influenced by politics (Moe & Wiborg, 2017). The perpetuation and maintenance of societal inequalities persists because of the unwillingness of political players to initiate lasting change. Change and transformation cannot guarantee their outcomes as every change initiative yields different results. Therefore, political leaders and other leaders in society can play a positive role in supporting the transformation initiated at school; these changes can benefit their own mandates. The macro and micro levels of society and their different structures can be aligned for any initiative to be effective and sustainable for the benefit of all.

6.10 Limitations of the Study

This section on limitations addresses the subjects of the Covid-19 pandemic, the participants and their responses as well as quality education and leadership.

6.10.1 The COVID-19 Pandemic

The first limitation of this study was obviously the worldwide COVID-19 pandemic that changed modes of human contact and communication. To combat the spread of the corona virus, individuals were forced to wear a mask or face shield, keep social distancing of at least a metre or a metre and a half and to sanitise hands regularly. Conducting research under these conditions proved to be hard as some participants

would be hesitant to risk exposure to the corona virus by an outsider. Moreover, the district office of the Department of Basic Education enforced stringent rules and regulations on accessing the schools and discouraged people to enter the school premises because of the risk of exposure. This underscores the fact that accessing school premises and participants was an uphill struggle during the pandemic. The virus killed more than eighty thousand people in South Africa and more than five million people worldwide, so the gravity of this pandemic was acknowledged.

Because of the above factors, the research methodology was amended to comply with the conditions of access to the research site. For instance, the school documents could not be obtained as originally stated because of the risk of the spread of the virus. School meeting observations could not take place because physical meetings were discouraged and virtual meetings were common. The focus groups could not be conducted as initially proposed and individual interviews had to suffice.

To circumvent this limitation, rich data was collected from participants. The data collected in the semi-structured interviews and the field notes and observations was sufficient in the provision of answers to the research questions.

6.10.2   The Participants

The participants were Tshwane North District school principals, deputy principals and learners from a specific area with its own contextual nuances that might differ from the next deprived context.

6.10.3   Participants' Responses

The responses of the participants might not be truthful and honest concerning what was taking place at school level. Sometimes participants would say what was expected of them or they could guess responses, not to appear ignorant.

6.10.4 Understanding of Quality Education

The understanding of the concept *quality education* may have been different for the researcher, participants and the immediate community. For example, parents could wish that education should facilitate employment for their children while the researcher could have another output, like social transformation in mind.

6.10.5 Assumptions about Leadership

The first limitation of this study was the assumption that leadership, or specifically transformational leadership, can address the issue of quality in education. This study provides strong evidence that this is not an assumption but a proven fact backed up by literature.

6.11 Recommendations

A research inquiry is incapable of closing all knowledge gaps; therefore, the research findings can generate more questions for further inquiry. The results of any investigation should have the potential to add value to practitioners, bring insight to policymakers and inform future research. The following is what the researcher recommends for practitioners, policymakers and future research:

6.11.1 Recommendations for Practitioners

The recommendations for practitioners in deprived contexts are for principals or deputy principals to conduct simple research in their schools to identify their specific challenges. Once these have been isolated, the principals can apply the common process of resolving the challenges found in this research study. School leaders can collaborate with peers in surrounding schools to embark on transformational initiatives to affect education in deprived areas. This study unearthed new insights into how participants navigate their challenging contexts; the knowledge can easily be shared with colleagues.

As a functioning arm of the Department, the local district office can benefit greatly from leadership training. Non-performing districts can benefit from skills and leadership training in the transformation of schools faced with deprivation.

6.11.2   Recommendations for Policymakers

The recommendation for policymakers is to draft specific policies addressing schools in deprived contexts as these face serious challenges unlike other schools. The principals and School Management Teams require a different set of skills to succeed in the alienating circumstances. The learners in deprived contexts face layers of impediments denying them access to quality education and if these are not addressed, learning success will evade them.

The current training of principals is a *one size fits all* approach that has proven to be ineffective in many situations, including deprived contexts. Staff pre-training and professional development in deprived contexts should be exclusively designed for them, incorporating their specific matters.

Another recommendation is that more professional social support and mostly psychological support should be provided to learners in deprived contexts. The psychologists and social workers should be readily deployed in deprived contexts and should not only be accessible on an 'if and when' basis. Their socio-economic status makes learners in deprived contexts more vulnerable and prone to learning failure while learning success will provide a better chance in life. Educational success remains a critical and necessary factor for learners in deprived contexts, which means that the available resources should be spared.

6.11.3   Recommendations for Future Research

Future researchers could conduct further research into a deeper understanding of deprived contexts to bring practical benefits to these contexts. A longitudinal study could be conducted on the benefits of various leadership styles in these contexts, including transformational leadership. More studies could be conducted on the understanding of quality education as perceived by parents, and learners as there may be incongruencies with the pronounced experience and knowledge by policy makers.

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The reasons why policies fail can be found at educational sites and not in policy documents. Quantitative studies can be conducted on learner issues to determine their prevalence in schools in deprived areas. The long-term impact of the family structures experienced by learners can be explored. The findings on family structures will provide more evidence to support the role of parents in the education of their children.

Finally, a Greek philosopher named Heraclitus said: "*the only constant in life is change*", meaning that as things in the world evolve and change, people need to be equipped with skills and knowledge, including those of leadership in leadership positions. Let the envisioned future of school leadership, be part of the process of informed change practices.

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LIST OF APPENDICES

GAUTENG PROVINCE

Department: Education

REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	14 September 2020
Validity of Research Approval:	04 February 2020 – 30 September 2020 2019/608
Name of Researcher:	Ramatsui MO
Address of Researcher:	21 Maputla Street Atteridgeville
Telephone Number:	063 824 2524
Email address:	Ramatsui.consult@gmail.com
Research Topic:	.Transformational Leadership and how it can ensure quality education for learners from deprived context
Type of qualification	PHD
Number and type of schools:	5 Secondary School
District/s/HO	Tshwane North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

14/09/2020

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7ᵗʰ Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0468
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.

3. Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.

4. The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.

5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.

6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.

7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.

8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.

9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.

10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.

11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.

12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.

13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.

14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.

15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.

16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 14/09/2020

Office of the Director: Education Research and Knowledge Management
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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

2 September 2020

Dear Principal

I am a PhD student at the University of Pretoria – Department of Education Management, Law andPolicy seeking permission to conduct research and collect data from your school. The title of my research is '**Transformational Leadership: ensuring quality education in deprived school context'.** The research is about enquiring on the kind of leadership utilized by the leadership at schools and if it istransformational. The research also seeks to find out how principals ensure quality education for their learners from deprived contexts especially knowing the specific challenges in these particular contexts.

Semi-structured interviews will be conducted with the principal, his/ her deputy principal or in theirabsence the HOD and then a learner who is a member of the RCL, preferably the president or any RCL executive member.

The researcher will also observe any two of the three kinds of meeting from the following: staffmeeting, SMT meeting or SGB meeting.

If possible, documentation of the previous minutes of any of the above will be observed. Any otherdocument giving more insight on the research content might be observed.

Eventually, there will be a focus group of all the principals that participated in the research where further questions will be asked, clarity will be sought and there will be further interaction with moreinformation regarding the research.

Each participant will also get a letter of invitation as well as a consent form. The learners will get theinvitation letter and consent form to be given to their parents before any data collection involving learners commences. All participants are free to request their data or relevant information from thefinal report.

Fieldwork will take place from 3 September to 10 September 2020 depending on the availability ofparticipants and items of observation. All the researcher's school visits will start at the principal's office and there will be constant communication with the principal regarding any information.

Thank you for participating in this research and I hope that this exercise will be a fulfilling experiencefor you and your school.

Yours faithfully

MO Ramatsui
(13381352)

Signature: *M.O.Ramatsui*   Date: 02 September 2020

Supervisor: Date:

Dr. N. Marishane   Signature: 02 September 2020

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Dear Participant,

You are invited to x participate voluntarily in the research titled **Transformation Leadership: ensuring quality education in deprived school contexts.**

The research is about enquiring about the kind of leadership utilised by the leaders and other participants at schools and how transformational is it. The research also seeks to find out how principals and other participants ensure quality education for their learners from deprived contexts, especially knowing the specific challenges in these particular contexts.

Semi-structured interviews will be conducted with different participants as well as observations of different meetings taking place on the school premises.

At any point if your participation in this research makes you feel uncomfortable, you are free to withdraw without any fear of reproof.

Thank you in anticipation of your participation.

Kind regards

MO Ramatsui
13381352

_____
_____

Consent Form

I _____ hereby consent to participate in the above-mentioned study called **Transformational Leadership: ensuring quality education in deprived school contexts.** I agree to provide information reasonably asked by the researcher voluntarily. I am aware that there will be no financial benefit or any other benefit arising from participation in this research.

The purpose of my participation is to contribute to the existing body of knowledge regarding the above-mentioned topic.

Date: _____

Signatures: _____ (Participant) _____ (Researcher)

APPENDIX D

Dear Parent/ Guardian

Your child is invited to participate voluntarily in the research titled **Transformation Leadership: ensuring quality education in deprived school contexts.**

The research is about enquiring about the kind of leadership utilised by the leaders and other participant at schools and how transformational is it. The research also seeks to find out how principals and other participants ensure quality education for their learners from deprived contexts, especially knowing the specific challenges in these particular contexts.

Semi-structured interviews will be conducted with different participants as well as observations of different meetings taking place on the school premises.

At any point if your child's participation in this research makes them feel uncomfortable, they are free to withdraw without any fear of reproof.

Thank you for allowing your child to participate.

Kind Regards   Date: _____

MO Ramatsui   Signature: _____
13381352

_____
_____

Consent Form

I _____, the parent/ guardian of
_____ hereby consent to my child participating in the above-mentioned study called **Transformational Leadership: ensuring quality education in deprived school contexts.** I agree that my child should voluntarily provide information as reasonably asked by the researcher. I am aware that there will be no financial benefit or any other benefit to myself or my child arising from participation in this research.

The purpose of my child's participation is to contribute to the existing body of knowledge regarding the above-mentioned topic.

Date: _____

Signatures: _____ (Parent/Guardian) _____ (Researcher)

Interview Questions for Principals

School: A B C D E

1. What do you understand by leadership? Give an example.

2. How important is leadership in a school? Why?

3. What kind of leadership style do you use in your school? Why?

4. How does the staff respond to your leadership style?

5. How do learners respond to your leadership style?

6. Do you think your leadership style affects teaching and learning in the classroom? If so, how?

7. How long have you been a principal in the school?

8. What changes have you made in the school since you became the principal?

9. Does your school have any impact on the immediate community? If so, how?

10. Can you describe a typical family environment that your learners come from?

11. What specific challenges or problems do you come across in these family environments?

12. How do these challenges or problems affect teaching and learning in the class?

13. How do you as a school leader address these challenges?

14. What do you understand by a transformational school leader?

15. How do you think a transformational school leader can ensure quality education in these kinds of deprived context?

Interview Questions for Deputy principals/ HODs

School: A   B   C   D   E

1. What do you understand by leadership? Give an example.

2. How important is leadership in a school? Why?

   What kind of leadership style does your principal use? Why do you say so?

3. What kind of leadership style do you use? Why?

4. How does the staff respond to your leadership style?

5. Do you think your leadership style affects teaching and learning in the classroom? If so, how?

6. Can you describe a typical family environment that your learners come from?

7. What specific challenges or problems do you come across in these family environments?

8. How do these challenges or problems affect teaching and learning in the class?

9. How do you as a school leader address these challenges?

10. What do you understand by a transformational school leader?

11. How do you think a transformational school leader can ensure quality education in these kinds of deprived context?

Interview Questions for RCL President or Executive Member

School: A   B   C   D   E

1. What do you understand by leadership? Give an example.

2. How important is leadership in a school? Why?

3. What kind of leadership style does your principal use? Why do you say so?

4. What kind of leadership style do you use? Why?

5. How do learners respond to your leadership style?

6. What challenges or problems do learners experience in relation to their family environments?

7. How do these challenges or problems affect teaching and learning in the class?

8. How do you as a school leader address these challenges?

9. What do you understand by a transformational school leader?

Document Observation Sheet/ Meeting Observation Sheet

On Leadership/ Leadership Style	On Quality of Education/ Teaching and Learning
a) How does leader interact with others (learners, educators, general staff)?	a) How passionate is the principal on classroom instruction and how much information do they have concerning what takes place in the classroom?
On Deprived context a) What does the researcher observe on the way to the school site, the house, people loitering around and outside the school premises. b) How does the school look in terms of cleanliness, infrastructure etc.	**On Challenges in Deprived Contexts** a) Does the researcher notice any factor pertaining to deprived context e.g., food insecurity, violence, poor condition of learner school uniform?
On transformation or changes in school and/or community a) Does the interviewer notice any unexpected factor of change in the context?	**Any other relevant information**

APPENDIX I

RESEARCH QUESTIONS AND THEMES DETERMINED FROM THE FINDINGS

Research Questions	Themes from the Findings
Main Question: How can transformational leadership ensure quality education in deprived community contexts? Sub-research questions: A) What are the participants' understanding of effective leadership?	1. Leadership and Leadership Styles 2. Responses to Leadership Styles 3. Understanding Transformational Leadership
B) What challenges do school leaders face in ensuring quality teaching and learning in deprived contexts?	4. Leadership Effect on Teaching and Learning 5. Learner Domestic environment and School Community
C) How do school leaders address these challenges?	6. Learner Issues and Solutions
D) What role can transformational leadership play in improving the quality of teaching and learning in deprived contexts?	7. Ensuring Quality Education in Deprived School Contexts through Transformational Leadership

SCHOOL A INTERVIEW

PRINCIPAL 1

Q1:
P1: I think from the word leadership itself, says it all that you lead, you are a mentor. In leadership there are so many words. You are a mentor, you lead, you guide. You may use different leadership styles but basically you are the vision-holder, you are the vision-bearer, you are the vision-implementer ne. You are the front-runner of the vision. So, everything else happens right behind you because you lead, you are the forefront of the institution. Everything falls, everything stands on your table. You are the originator of what must happen in the school, that's why we normally say the culture of the school resemble the culture of the leader.

Q2:
P1: You set the tone for the school, how you want your school to be, you determine as the leader. What happens is determined by you, if you want the school to stand, you must make it stand. That's why leadership is important. You know I used to, when I was doing my degree, we once said, an institution without a leader is like a sheep without a rudder. If there is no rudder, the ship will round in one place. You don't go anywhere. So, you declare the direction of the sheep. Without it, it can go nowhere, somebody must lead.

Q3:
P1: I use complement of all, there are times when I am in democratic but there are times when I am autocratic. There are times when I sit back and people bring their opinions but generally, I operate with both, democratic at times and autocratic. Remember that there are instances when there is a memo, it's not about who chooses what that's how it should be done. And there are examples of instances if I am given the mandate by the department. For an example if the department says the school should be open and somebody says it should be closed, I will be autocratic and says its open (hits the desk). I don't use just one, I become circumstantial. I analyse my situation and the situation informs me to say this time you can use this. I don't only stick to one leadership style all the time. I can't be democratic all the time.

Q4:
P1: You know, in a workspace, you can't make everybody happy. They will respond differently. Some will agree immediately but some will agree later but finally if it's something that needs to be done, it will finally be done. So, they respond differently or at different times. But finally, they respond and they do.

Q5:
P1: You know I always say learners respond to you as an adult, as you present yourself, ne. Although we'll have those naughty learners, but my learners are (gesture), they respond so well. You know one teacher last week said, you know these learners they love you so much even when you shout at them. Because I do. Yes, I will reprimand them, it's my role and they understand it's my role. As much as I love them, I reprimand them. And I must appreciate them. They respond well, I am appreciative of the kind of the learner that I have. I am really appreciative. They respond well. They comply. (They are children) but they respond well. They do. I don't have much challenges there.

Q6:
P1: You know that's my belief that gone are the days that principals used to be administrators, gone are those days. Today as a principal I am also a curriculum leader, I lead curriculum, I need to know what is happening in class, how is it done. There are days when I go to class as an Assistant Educator.

A curriculum leader, I lead even there. Remember I am accounting even for the results, so I can't account for what I don't know. I need to know it so that I am able to account for it. In a part of my leadership I've got sessions when I sit with the educators and want to find what are their challenges. If learners are failing, I've got meetings with individual educators where I question them 'Mam, what is your challenge, how do I assist.' Remember I am support system, I must provide. Part of my job description is that the principal must provide for curricular needs. I am supporting them. Curricular needs, what they need, the resources I am the provider. I am the first one who must know this textbook is outdated what is the most updated. Subjects like accounting, they are updated continually, ne. As a curriculum leader, I am part of the curriculum, I can tell you what they are doing in classes from here. Besides checking reports because sometimes as an administrator I check paperwork but remember reports is not all in all. The reality is on the ground out there, that's where I go, that's where I spend some time and listen to the teacher. If a teacher is teaching Sepedi literature, sometimes I just go there and say guys can I help you also, Sir can I help you for a moment, and say to learners hi guys, remember when you read this it needs be practical it must be like you see it. So, my leadership gets into curriculum, I am also a curriculum leader, not just an administrator.

I can tell you right now we are writing Grade 12 exams, how are we invigilating because I simply come with a system to say this is how we going to ..I don't look at people doing I do. If there has to be a timetable for the school as a curriculum leader, I do it. I do it. So, no one can run away from me with this school (laughs). When you don't know what is going on, that's where people run away from you. I am practically down there.

Q7:
P1: x

Q8:
P1: Yho, I can say a lot ne. (laughs) You know when I started at the school as a principal, number one our timetable was done manually. Personally, I developed a system that we technologically. So, I have a timetable that does not clash. It cannot clash because its systematically done. And I have trained my admins, even when I am not there, they can do it and its perfected ne. When I started here, we didn't have the computer lab for science, but we have one of the best labs in Soshanguve worth R250 000. Our learners have lab coats (laughs). If they go into the lab, they can put on their lab coats. They have got projectors, they do their experiments in the best lab ever, the tables, the chairs. It's a pity its locked. We would pass by. So, we didn't have a food garden when I started here, but we recently have a food garden where we can have food for our learners so those are some of the things. And then more than anything I changed recruitment because for you to win, your staffing must be correct. We had educators who were not just junior primary, but the primary qualified school educators who were teaching the Grade 12, subjects that they didn't do at Grade 10. As such the performance of the school was ranging between 40 and 50. When I started here, they started from 40 in 2015, we were ranging between 45, let's say max 60 that was the performance of the school over the yrs. And from 2016 we moved to 78, 2017 we went to 88, 2018 we went to 90 ne, and 2019 when we were supposed to go to 95, we dropped to 88 because we had a learner who passed on, on this day on the 21st of September, on this very day 2019. The learner drowned at them matric dance, it was on media, it was everywhere. So, it was a week before we would sit for final exams. It disorientated every learner. I normally tell them in my lifetime I have never been to a psychologist, only that year I went. But generally (inaudible) we were flowing so, it was my desire and my objective to improve results. It was my belief that the school stands there to produce results and our results are in these learners, to make sure that they perform, I have achieved that goal, to say that the school is now one of the best schools in Soshanguve. We still got 88 irrespective of the challenge but already we managed for the first time in the history

of the school, we got 90. Almost double we managed it. This year were looking at Covid, I am happy we managed still. Yes, everything is just in place. The Grade 12 are there they are writing their pre-lims, we'll be fine. We are rotating our Grade 10s & 11; the timetable is perfect. So, I am ok.

Q9:
P1: We do. You know how do we do ne, number one for an example we know that we've got parents unemployed, ne, we've opened our gates, the small gate that side, parents from the community are making vegetables in the school ground for their own children at home. Although they benefit, they give the school for the learners, but I am happy because it means from this garden provided by the school, community is able to benefit. We have not closed ourselves. And we also have put tanks during my period, during rainy seasons we harvest the water. So, if there is no water in the vicinity, these tanks have water and we also allow parents from the neighbourhood if they don't have water, they also come and get water from the school. They know the school is their home. They do very much, when I am home, they say 'mam, we've seen people getting into the school', do you know. So, there is a relationship between them and the community. When you go to the township, they will tell you 'you know we have a principal, we love our principal'. Haai dear, I know when I am in Soshanguve, I am protected by the parents, by the community itself. So, we've got a working relationship.

Q10:
P1: Yhoo, our learners are socially challenged. Most of them are from child-headed families because we give them food to go and eat at home because some if they don't eat here, they will only come and eat the following day right here. On Friday, we package some more so that they can eat, sometimes we give them milk and some morvite just to keep them for the weekend, because they are from child-headed, some are staying with their grannies. People of our age were hit by HIV badly so. So, this township does not have parents of this learners. Learners of this age are our kids, so most of their parents, they lost them to HIV. If you can look at the number of death certificates that we have, it's a lot. In the files, in the admin, those learners who are exempted from paying anything, because they don't have parents. And you learn when that season comes that we are paying this and that, the learner will come with a death certificate, 'my mom passed'. That's the kind of setup we have. (Interruption). Child-headed, staying with the grannies, but generally they are not socially okay.

Q11:
P1: You know they've got behavioural problems, some majority have anger, majority of them are angry. And then how do u know when a learner displays, I think its last week, I asked a learner, why are you so angry. You know a learner is speaking to a teacher but you can feel that this learner is ANGRY ne. We discuss the matter and once we are done with the matter I asked him, why are you so angry. 'I am not angry', but you are angry, what you are displaying is anger. Instead of the learner answering me the boy cried, a Grade 12 boy. Ya, he cried BITTERLY, bitterly. Now I ask, why are you crying, because I am staying with my stepfather, my mother left me, she's at my sister. My stepfather doesn't buy bread. This morning when I opened the bread-tin, there was nothing. And then in the evening when I go and see my friend, my stepfather locked the door for me outside. You know that kind of.. it builds up. Next thing, my real father was walking through that street in our vicinity, somebody told me your father was here. And I ask who is my father, they say your real father. The learner is crying. So, they've got anger, more than anything. Anger, but the anger is circumstantial. What's happening at home and it displays in behavioural patterns. They misbehave because they are trying to place themselves, they can't. Until you call them and you wanna know. Now the boy is calm.

Q12:
P1:

Q13:

P1: I address them one by one. I have got those that I call social workers for. They are in a programme with the social workers. The other one is mentally disturbed we don't know what happened. The learner just come and just stand. But basically, it's what happens at home, it comes and displays at school. That's why you see that this learner has a challenge back at home. But as they come one on one we deal, we deal. We are trying to protect their learning, to protect their learning.

Q14:

P1: Change is inevitable. It must be within your plan to say for an example, like I said we had educators who were not meant to be here. I had to bring that transformation. It was such a BATTLE, unions were involved. I had to re-deploy and remember when you had to re-deploy educators it's a fight because they've got their own comfort zone. Some are more than 10 years here; some even came before me. So here I come I want to transform the school, I wanted to transform the results of the school, because my call is the results. But with them I wouldn't achieve that goal. So, for me to transform the school, I had to transform staffing of the school. And when you talk staffing, you talk about people and people respond to you as people, ne. But I believe in transformation as long as the facts are right, there's nothing personal. I am objective, and I even call a person, see look, you know there's no beef between us. We don't fight for anything. You know I've got nothing against you but I have got a goal here. I've got a reason and you know your qualification when you were at a college. They said primary you went that side, they said high school, they went that side. So even when we're supposed to work, the same should apply. Those who are for primary, must go and work at primary, there's nothing personal about that. At least you're working, you're just changing environments School A to another school. You know that case I even won it at ELRC. Ya, it went to Soshanguve regionally.

You know that's where you see a Black child suffering for what they didn't apply for. Somebody's here, he's teaching the learners Maths but that person didn't do Maths at Grade 10, at Grade 11, at Grade 12. Can you teach that learner? So as a transformational leader, as a curriculum leader you transform. You make sure that things are the way they are supposed to be. And we are not yet at the end, there's still much to be done.

Generally, when I am correct, I don't back off, ne. I knew what legislations are out there. Are know what is governing the profession, ne. So, I STOOD on the legislation and on nothing else but what the legislation says. Remember there is pressure out there, pressure from unions number one, because people are belonging to unions. You know on that morning, the last day thereof because I redeployed them and the district rescinded the letter that said I requested that they be placed at different schools. And the educators took those letters to the union. And now the union came to the school, they're protesting here. They were protesting in my office and I was sitting in my chair, they were here and I was here in this office. And they questioned me and I said no its fine if you feel you're not satisfied about it take it further, escalate. I can't change, I don't change, here I don't, but take it up. Then they put the Director under pressure. Remember the Director is holding a post, the unions. And the Director calls me, 'hey Principal 1 can we meet tomorrow at 5'o clock. 4' o clock I was bathing at home, 5' o clock I was here. She came and said, don't you think we should back off, we've got pressure from the unions. I told her, I have two things ne, I am just going to come out of this case either a principal of the school (inaudible), okay. And remember I am expected to perform, I account, I know what will make me not to perform and I am correcting that. And legally I am correct, I don't want to succumb to pressure. We fought with the Director but finally it went through through to the ELRC. I said to them if I lose at ELRC, it's the last body that govern this issue. If I lose the case, I don't own the school, its fine. You guys will be back, its fine with me, no bad feelings ne. But it got to the ELRC, and the ELRC said the is correct and they gave them 24 hours to leave the school. And they were replaced with

people who I can hold accountable. You said you're doing life skills at high school and after that you perform like this. But how do I hold you accountable for something you didn't major with, you can't. How can you? He will answer me and say 'mam I didn't major with it; this was the best I could do. But a teacher who is qualified to teach accounting here, last he gave us 90. Is it true are you an accounting teacher sir, you get 30. So, I work with accountability but based on facts on reality first. Get my ground ready, once its ready its accountability all the way. Simple. (laughs).

You know like now our school used to say during exams like now when we do invigilation timetable, we sit down, we do invigilation timetable and then so and so will be invigilating for 3 hrs and I said to them this thing is not gonna work because now remember Grade 10 and 11's were not here for the better part of the year. So, we can't have an educator invigilating for 3 hours missing the classes for grades 10 and 11. Because if you are there and you have those classes, you can't be in two places. This is what's going to happen, we gonna invigilate as per period. If it's like this now…(demonstrates) very simple, its period 1, its period 2, period 3, period 4, let's say period 5, with the lunch. Here is 12 A, there is grade 10 here, let's say 10A, 10B, period 1, period 2, period 3 up to period 5. If I am to take an educator to invigilate through…… 3 hours and this educator is supposed to be somewhere here. It means these learners are losing out, you get my point. Now as a transformational leader I said this is fine this is what's going to happen. If this group is writing grade 12 A, 12B, 12C the teacher that was supposed to teach here during the normal period will invigilate. The next one who is supposed to come and relief this one, so that this one can move. So, nobody loses anything. And it's working. It's working. At the beginning because people are used to the usual, they said mam it's not gonna work. I said it will work. People don't like change. It has been like this. These teachers won't come in and relieve other teachers. Leave them like that, they will come, they will come. And I said we have group here, staff (whattsup) group. If you are in the invigilating room, somebody is not relieving you, just send me on the group to say, I am in 12 A ne, I will deal. I simply look at the group. Once a person says I am in 12A no reliever, it's here. 'Mam somebody, so and so is waiting for you. I did that for the first time. Throughout its working. This morning they were saying, hey it's working.

Q15:
P1: It can, it can. You know why, remember transformation means you don't stick to what you're used to ne, and circumstances are changing daily. You need to change. You need to transform. I will make a simple example, today we didn't have covid before, but we've got covid now ne. Now were wearing masks, now we've got sanitizers ne, but still teaching must go on isn't it. Now your transformational leadership comes in to say now I change everything. Remember we've changed from the seating of desks, that's transformation. You start now in classes the learners are 20 and they don't give you additional manpower. With the same manpower, transformation takes place, move so and so to somewhere else ..(inaudible). And finally like I told you, we'll still have results this year, when covid is here. A good leader must be equal to the task at hand, it doesn't matter what the task is. If the task is higher, the leader must go higher. You don't say now I am a leader at this level. There was no covid when I was appointed but covid is here, I must be still and succeed. Not just lead, lead and succeed.

SCHOOL B
DEPUTY PRINCIPAL 2

(Red font – translated from African language (Sepedi/ Setswana to English)

Q1:
DP2: I can say leadership the way I understand is how you motivate and inspire other people.

Q2:
DP2: I think its important (in school) because as a school we need to work as a team, so without a leader (I don't see change), ya. So, we need to work together, (everyone come with) different focus or whatever (its teaching and learning). And to facilitate teaching and learning we need to be together and then to be together there should be someone who can lead us. (the one to motivate us to go) in one direction.

Q3:
DP2: My principal (uses) different styles. It depends on the situation, sometimes I know he is autocratic depending on the situation by then. So sometimes he can be harsh then he can take decisions there and there immediately and then sometimes (he keeps) accommodating others' ideas before he could take decisions. (there is somewhere at least he is democratic).

Q4:
DP2: (Most of the time I like using democratic but I don't rely too much on it, other times I sometimes add transformational somehow, because you can't get into someone's boots and do what the other person was doing, sometimes there are other certain things you see in a different way and you try to change here and there. So sometimes I apply transformational, ya, ya).

Q5:
DP2: (my staff is supportive, is supportive) because certain things we not done correctly in the past but (now) we are trying. And then (when you show them true facts and then also try to do what is required) ya, ya

Q6:
DP2: It does make an impact, because sometimes, (I will just give one example). In the past teachers were reluctant to go to class and then (when you ask, they say) this person (talks to us somehow). (But now when I see and go to class) the teacher is not there, (I don't make noise). (I just call a child and say go and call whoever tell them I am waiting for them in this particular class. (And then this person will come and when they do, they are going to teach.) (And then I will tell them 'eh, eh, do you see the time while sitting there.') and then tomorrow (they won't want to be called twice. Tomorrow, they know that when it's time to go to class, they must go to class. I don't stay in the office, ya. So I always check in the classes.

Q7:
DP2: (Sighs) Ya, there we have very serious serious serious challenges, hey we have serious problems. Yho, our learners you know are coming from the poorest, the most disadvantaged families and then every day, we get a new challenge. Everyday. Sometimes the parents do phone, sometimes they do come, we have this kind of problem. At home there is no one who is working, there is no one no one. To an extent that sometimes I feel that it doesn't matter God whatever you give me I need to share with these learners. It's tough. So, these children come from the most disadvantaged families, socio-economic issues, its challenges, hey are very high. Its problematic. The painful thing is teenage

pregnancy as well, a child coming from such a family as well, eh so many challenges. We have those problems. And they come from these families where there is nothing, where they can just drink water and sleep. But the child becomes pregnant on top of that.

Q8, Q9 & Q10:
DP2: Their effect is that…last a learner came to school in the morning and found me at the gate. They are in Grade 12 writing exams. He slept without eating last night, and in the morning when he came, he is hungry and dizzy but he has to go write a paper, you see. So, you can't leave him dizzy, I went to the kitchen and ask for porridge and milk so that at least eat something and gain strength before going to class. Already this child will not concentrate in class.

There are those who are afraid to say like there is one who was brought by social workers, and I teach them. My heart is sore because I teach this child and I see its this child who is a bit reserved. Last I was talking to her and found out that she is a child who went to initiation school (sangoma), I understood that the things she is wearing made her not to be free. So, she had a problem of sleeping in class and I said to her, 'you sleep too much'. And she said 'mam, there we are working and doing such and such'. I said I need the parent's phone numbers and talk to the parent to talk to whoever who is making you do these things that they can't...that you are a school child. At certain times they have to let you do schoolwork and sleep knowing you are going to school the following day. Not that you must come here and sleep and say, 'you have not slept doing such and such'. So, I was always asking for her mother's phone number and she kept saying, 'I don't know them by heart, I will bring them', until the other day a social worker came saying this child's mother is mentally disturbed and all those. That's when I started thinking 'oh'. Then I can see that she has removed those things, she says she has gone back home. And since she is back home, she is free now. Even today I was with her, she is now free, she can talk. Even today she came to me and said 'mam', because last I could give her some food because she told me there is nothing in the house, there is nothing. You see now at least she is free. And I tell myself maybe it was because of those things she was involved in. so some speak and some don't speak, and you will hear it from another person. And others, when I am sometimes standing at the gate, I am very strict, I shout at them but another child I will see the way they react to me when I talk to them. I will see that this child has a problem. A child of their age will not talk to me like that. So, I will call them aside, when I investigate I will find that I can pick up there is a problem at home, 'oh' mama is not there, she passed away, there is no one we are left with the brother or we are left with our uncle. That are those I am not teaching but those I teach; I can see in class that this one has a problem.

The other one a parent came this week, on Monday, no on Tuesday saying that the house burnt down, the mother is blind, two children. That's when I started understanding that they live by grant money, even though I don't teach the child. So, the mother is blind and they left the candle and the house burnt down, the uniform burnt down too, then they don't know what to do. There is no one who can buy uniform, there is no one. It's a problem because for food they wait for grant but when they run out, that's it. So, it's when I realised that I needed to interact with this child, yesterday she came. At least when these children complete at school, because they wear white. I ask the grade 12's when they are completing, I ask them for the old uniform because they no longer use them. So, when these kind of problems come, I take from those donated to give them. So fortunately, when they came, they found me having a tunic, I took a tunic to give them. Yesterday when they came, they are wearing a pantyhose, I asked them why are they wearing a pantyhose knowing that you are in Grade 10. And she said 'mam, it's because my clothes are burnt. I then said after school come and get money for socks and go and buy socks. I don't want to see you again wearing this but, yes this is how we live.

Q11:

DP2: If I understand it clearly it means you need to bring some changes here and there. There are things that you think maybe did not go that well so you are trying, you are trying to improve because there are a lot of things. You can say in leadership we are all new, we are new and there are a lot of challenges but we are trying our best. That's because we've been working here and been seeing mistakes. And when we come in now, we are trying to find out which one is the correct one. How must we work it, that's what we are doing. And even coming to finance. Everything we are trying.

Q12:

DP2: I think so, I think so. Even though I think our biggest problem is the parents we are working with. Parents. Because when you check, parents seemingly just throw us with their children and have nothing to do with us anymore. So sometimes the challenge comes because our funds are not enough. And sometimes we sit down and think if we can talk to parents that they must help us with donations, give us this much because we want to bring this. You find that they don't take out money, they don't respond. We try to engage, we write letters, we do everything, we are trying, we are trying. But when we can find the kind of parents who are prepared to work with us, I think we can reach far. I think we can reach far.

And another painful thing you can find is this parent who was taking their child to model c and this parent was paying on a monthly basis, paying for the transport and other things. And for certain reasons they bring the child back here. Just a once off donation, Typek once per quarter is a problem, it's a problem. We do have such parents, they used to take their children there and paying everything and sometimes expel the child because of behaviour or something because those don't waste time. So, you find them crying here. So, you find that they were paying monthly school fees but here they don't pay. They will tell you this school is a no-fee school, yes, it's a no-fee school but how much does government give us, how much does it give us. And our school has needs and since well our school has been burnt down it's a problem. We need money, we need it. But if our parents can help us, ya we'll go far.

Q.1

According to my understanding, leadership is being in the position by where you're ruling. Being a leader, setting an example to people who are watching you, people who are following you and then like looking in every step that you are doing. Being a leader is about being the position whereby you are leading people, showing people which ways to go, right things to do, being an example.

Q.2

Leadership it's very important in this school because it maintains discipline. Having leaders in this school, they are able to keep order making that everything is in control. For example, when we can look where there's no leadership everything is just a mess, people do as they love, people do as they wish which can lead them to doing wrong things. So having a leader at a school, a leader would be able to guide and ensure learners, even if not only it's teachers but anyone who is a leader in this school will be able to show the pupils of this school right things to do and which bad things to avoid.

Q.3

I don't know what to say but our principal, honestly speaking, he's autocratic. For example, past years they had hair piece and whatever hairstyle but now these years they cancelled hair piece because they said learners are getting distracted in class. So, imagine we are in high school right now, other girls feel like they're not being taken seriously because we have SRC in our school, we have – when we try to negotiate about the hairstyle issue, still the principal does not allow it. It's final that hair is not allowed. So, when they look, not that we're comparing our school with other schools but looking at other high school students, I mean they're still representative, they're presentable. So, looking at our school, it's like we are all peers, we're all the same. There's no difference between Gr 11 to a Gr 8 learner. I'm sure you can attest to that too because we are all equal. We have tried to the principal but he's autocratic. Coming to the boys, the principal does not condone the issue of wearing skinny trouser. Okay, we allow that but yoh yoh. It's like if I'm wearing a skinny trouser, he's rude in the way of addressing it. He will untie it instead of telling you, that, okay firstly he notifies you but at some other time, I think he is so autocratic. The learners here in our school they feel like they do not have a freedom of speech, which whereby I agree to. Mostly the Gr 11's, they feel like they do not have the freedom of speech

That's the thing, for us to be scared of him it's because he does not want to be told anything.

Q.4

Coming to the part of being a democratic, students always come to me whenever they have problems. The ones who are younger than me, the Gr 8, every time they are bullied, they bring their complaints and then we suggest things we can use that could bring change. Last year when I was campaigning to be an SRC president, I am here at school, I was doing an investigation like "what are the things you'd like to see being changed here in our school". Most of them was the issue of hairstyle. Here in our school, like going to competition they always pick one person all the time. Maybe for example, teachers know I am great in speeches, I'm good, I perform very well. So obviously when the competition comes, they come, "Jane* you're being picked". They chose like that.

Cause what I thought of is to maybe for example there's a Geography test, competition. I would suggest if they come to the class and give us general questions to write about and the one who gets

the highest is the one who goes. Unlike every time I come pick you, pick you, pick you. I tried to negotiate that with the other teacher. Then they gave me reasons that one of the reasons that I come into class and pick who and who and who, it's because they work for that opportunity. You can see their potential. Now those who are playing but still complaining that they are not being chosen, they're not working for it. So also, that thing, it makes learners to lose interest because every time at assembly, they call one person. So that's the thing.

Q.5

Most of them can talk to me. But since the Covid 19 issue, it's been a long time that we were not coming to school so the relationship it drastically changed. So even right now, I even forgot that I am the school president because I am only focusing on my schoolwork. I am not sure if next year there will be this position again or what because remember I am in Gr 11 so I am mostly focusing on my schoolwork. I am not only the president here at school, I got my team members I am not riding solo. The treasurer .. actually, there are 16. We have Gr 11 SRC and we have the Gr 10 ones out of this SRC. So, they're not coming to school every day so we don't get enough chance to lead here at our school because also we are not always here. That is why but instead they still come and still talk to me. I am able to help where I can, I am doing my duty as the president.

Q.6

Common one is finance. I am certainly sure about that. This year the council RCL (wearing home clothes). Cause you would see it's like a competition, remember families are not the same, the other one would come wearing normal and the other one would be like, you understand, for everybody to bring the attention on them. So that thing made learners to develop a low self-esteem. Others were not even coming to school. Sometimes, when we pay for home clothes, others don't have money. Which also contributes to that issue of finances. Adding more on that issue of finance, at our school per year we are paying R480 in a year- in a school donation but we feel like it's a school fees. They say it's a school donation. The problem is, I'm not sure should I say it's the parents or what because we're being told around December that next year that school donation will be R480. Parents delay the process. They do not pay until December time where they have to come and fetch their learner's result because if you do not pay that you will not be able to receive your result. So that is when they are forced to pay. And then another issue we are facing it can be abuse and then poverty too. Because we do have learners who do not have school uniforms and then maybe their school shoes are damaged. I think Teacher X is also helping, she is the HOD, she is also helping making sure that they give learners that do not have so I think also poverty contributes to that and a lot.

Q.7

It does affect because we do have learners who become problematic. They did not listen to teachers, sometimes they do not write or what. But they've got their own reasons so sometimes you can say someone is a problematic but finding out exactly the background of that behaviour is really hard because you find out that that person does not have parents or lives with guardians whereby, he or she is not treated right. And then also finding out why they did not write their work, they do not have people who will help them at some point so now teachers consider it as if they like playing so I think they also behaviour, the situations at home affects how they're learning. Because obviously mentally it affects them, they always think about the challenges at home. But lucky enough here at school we have no faced the issue of drug and alcohol abuse. Around the school environment as a whole I can assure you that no one is smoking, not knowing outside. But inside there are no smoking zones. Other high schools they have smoking zones; people do as they love so here I can say that we are under the supervision. There is nowhere that you can go out and do as you please, you see there are rules

Q.8

For this year, I did not do enough. Honestly speaking. Remember a president, it has to be a year, the whole year so I did not experience it. Being in that position of being a president. So, I did not do much. I can say from January until March that's where I was in the position of leading. I tried really hard to have a socialisation with the learner, finding out what is their problem. The first mistake that we did not do is going to the HOD or the one who is responsible in helping the learners, yeah, we did not talk to her. But we as the SRC suggested that we should donate sanitary pads. We wanted to do a poster, looking for donations whereby even if it's not only here at school. Members of the community maybe let's say where I stay, I put a poster somewhere, everyone can see it and they can come and donate those sanitary pads. So, with those sanitary pads we were aiming to help girls who cannot afford. Although they will not tell you but giving each and everyone, to those who don't need it will just say I'm fine but we will give those who always want them because you never know. And then we also suggested, we also wanted to sell muffins here at our school. For example, we as the SRC's, baking muffins or whatever that will be attractive and we had also started a shoe polish. Whereby we polish student's shoes in return of R2 so with that money we were still going to find a way to help the learners who cannot afford. Every time we had meetings; it was a norm that we're taking out R2 every day. When we are holding a meeting, my members, my team, it's an everyday thing where I collect R2 every day. So, the money box we put it in Teacher L's car. I don't think it will be safe here at school, I mean in the library everybody gets in. So Covid 19 took over, our money is still there in the boot, I'm not sure I have not made a thorough check about it.

I also tried to design a suggestion box then I went every class, "okay this is a suggestion box, write all your problems, you want to see change" Even when I was conducting the interviews, it was one thing: hairstyles. Changing trips because ever since we have been here, Gold reef city one way. If we try to suggest to teachers let us take a swimming tour, they tell you "Okay student die" they bring those kind of thing that make you even lose interest. So, yea, going to different trips, that was a challenge. Those were some of the things that we were trying to bring upon until everything changed.

Q.9

Transformational, to transform I think it's to change. So transformational leader, I think it's the leader who brings change. Living according to their promises. Fulfilling the promises that, for example when I conversed promising okay although I didn't do promises but promising to change whatever whatever, you make sure that you transform, you change and then keep the promise that you have promised to those you wanted votes from. So, a transformational leader is a leader who brings change who manages to fulfil the promises and who makes sure that everything that was not well it is fixed.

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