

Transformational leadership and academic performance in Montessori schools

by

FOLASHADE GBEKELOLUWA OLOLADE

Submitted in partial fulfilment of the requirements for the degree

MASTER IN EDUCATION: EDUCATIONAL LEADERSHIP

in the

**Department of Education Management and Policy Studies
Faculty of Education**

at the

UNIVERSITY OF PRETORIA

Supervisor: Dr. K.S. Adeyemo

Co-Supervisor: Prof. Dr. J.L. Beckmann

AUGUST 2017

ETHICAL CLEARANCE CERTIFICATE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR

DEPARTMENT

APPROVAL TO COMMENCE STUDY

DATE OF CLEARANCE CERTIFICATE

CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn

CLEARANCE NUMBER: **EM 16/06/04**

MEd

Transformational leadership and academic performance in Montessori schools

Ms Folasade Oloade

Education Management and Policy Studies

10 November 2016

10 August 2017

A handwritten signature in black ink, appearing to read 'Liesel Ebersöhn', positioned above a horizontal line.

CC

Ms Bronwynne Swarts
Dr Samuel Adeyemo
Prof Johan Beckmann

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.

DECLARATION OF ORIGINALITY

I **FOLASADE GBEKELOLUWA OLOLADE** with student number **15305199** hereby declare that:

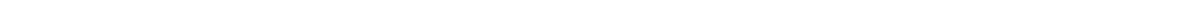
1. I understand what plagiarism is and am aware of the policy of the University of Pretoria regarding plagiarism.
2. The dissertation titled **Transformational leadership and academic performance in Montessori schools** is my work and that sources consulted have been fully acknowledged and referenced in accordance with departmental requirements.
3. This work has not been presented to any other University for assessment purposes.

Signature		Date	
-----------	--	------	--

(Ololade F.G)

DEDICATION

To God the Father, my help from ages past; God the Son, Jesus Christ, the lover of my soul and God the Holy Spirit, my source of inspiration.



ACKNOWLEDGEMENTS

This study would not have been possible without many people who have helped in so many different ways. I wish to thank the following:

My Heavenly Father (God Almighty) who gave me the strength, grace, courage and ability to persevere in completing this study.

My immense appreciation goes to my wonderful supervisor, Dr K.S. Adeyemo. You are not only a supervisor but a great mentor. I will always cherish the day our paths crossed. Your door was always open; you were always available and willing to assist me. You did everything in your power to bring out the best in me; this I cannot forget in my lifetime. I enjoyed working with you and I did not take for granted the opportunities you gave me.

I also wish to personally and publicly appreciate my co-supervisor, Prof. Beckmann for the motivation, professional and personal support you gave me in writing this thesis.

My spouse, Dr Kehinde Olayiwola Ololade, for his guidance, patience, support, understanding, invaluable advice and for editing this study. He persevered with me throughout this difficult journey.

My parents, the late Mr and Mrs M.A. Oso, for their support, love and constant motivation throughout this journey that kept me moving and encouraged me not to give up.

My unwavering gratitude goes to my family members for being supportive of my dreams. I know how much you missed me when I was away from home for so long, yet you never allowed distance to be a barrier; you constantly reached out to me in every way possible.

To all my friends (Dorcas Sule, Ayodele Ogegbo and Olaide Agbeniga) and everyone who has contributed to the success of this project in one way or the other, my appreciation knows no bounds.

ABSTRACT

This study investigates the effect on learners' academic performance of a specific transformational leadership style adopted by Montessori school principals. The literature on principals in South Africa deals mostly with the leadership style of principals of government schools; there is limited research on the effect of the transformational leadership style of Montessori school principals on learner's academic performance. The relevance of this study is not limited to geographical boundaries, as Montessori schools are a growing international phenomenon and the role of the leadership style of a principal in the development process of the quality and outcomes of education cannot be over-estimated.

Quantitative data was collected through the use of questionnaires administered to selected school teachers, using a simple random probability sampling technique. This quantitative research tested hypotheses and estimated the significance of the problem statement and research questions.

The theoretical framework of this study is based on the mediated-effect model (Hallinger & Heck, 1998). This theory addresses the research question of the effect of the leadership style practiced by Montessori school principals on learners' performance, their school environment and learning process. The mediated effect model explains relationships by comparing two variables, the independent and dependent variables. The independent variable is leadership styles while the dependent variable is learners' academic performance. This study aims to contribute to the ongoing debate on the transformational leadership style of Montessori school principals. The findings will also serve as tools of analysis for future researchers and policy makers through which a Montessori transformational approach can be appropriately used to achieve useful learner outcomes.

KEYWORDS: Transformational leadership, Academic performance, Montessori Schools, Principals, Teachers, South Africa.

LIST OF ABBREVIATIONS

Employment status	ES
Work experience	WE
The following as used in the data section (questionnaire)	
Strongly disagree	SD
Disagree	D
Strongly agree	SA
Agree	A

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	v
LIST OF ABBREVIATIONS.....	v
TABLE OF CONTENTS	viii
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xii
CHAPTER 1	1
INTRODUCTION, BACKGROUND, PROBLEM FORMULATION AND AIMS	1
1.1 INTRODUCTION.....	1
1.2 PROBLEM STATEMENT	3
1.3 PURPOSE OF THE RESEARCH.....	4
1.4 RATIONALE FOR THE RESEARCH	4
1.5 RESEARCH QUESTIONS	4
1.5.1 Primary research question.....	5
1.5.2 Secondary research questions	5
1.6 RESEARCH OBJECTIVES	5
1.6.1 Primary objective	5
1.6.2 Secondary objectives	5
1.7 THEORETICAL FRAMEWORK	6
1.8 RESEARCH DESIGN	7

1.9	LIMITATIONS.....	7
1.10	SIGNIFICANCE OF THE STUDY	7
1.11	OUTLINE OF THE STUDY	8
	CHAPTER 2	10
	LITERATURE REVIEW.....	10
2.1	INTRODUCTION.....	10
2.2	CONCEPT OF LEADERSHIP	10
2.3	ASPECTS OF LEADERSHIP.....	12
2.3.1	Types of leaders	13
2.4	PARTICIPATION.....	13
2.5	LEADERSHIP PROCESS	14
2.6	LEADERSHIP ABILITY	14
2.7	TRANSFORMATIONAL LEADERSHIP	16
2.8	LEADERSHIP AND PERFORMANCE	21
2.9	PRINCIPALS' DEMOGRAPHIC CHARACTERISTICS AND TRANSFORMATIONAL LEADERSHIP STYLES.....	23
2.9.1	Transformational Leadership and the Principals' Professional Experience	23
2.9.2	Gender and transformational leadership.....	25
2.10	PRINCIPAL ROLES AND LEARNING METHODS IN MONTESSORI SCHOOLS	26
2.11	HOW LEADERSHIP STYLES DETERMINE EDUCATIONAL OUTCOMES.	29
2.12	LEADERSHIP THEORIES.....	30
2.12.1	Theory X and Theory Y	30
2.12.2	Transactional Leadership and Transformational Leadership Theories...	32
2.13	CONTRASTING LEADERSHIP THEORIES.....	34
2.14	CONCLUSION.....	36

CHAPTER 3	37
RESEARCH DESIGN AND METHODOLOGY	37
3.1 INTRODUCTION.....	37
3.2 RESEARCH PARADIGM.....	37
3.3 EPISTEMOLOGY OF THE STUDY	39
3.3.1 Advantages of positivism	39
3.3.2 Disadvantages of positivism	40
3.4 QUANTITATIVE RESEARCH APPROACH	40
3.5 QUANTITATIVE RESEARCH DESIGN	41
3.6 DATA COLLECTION TECHNIQUES	41
3.6.1 Sample Size	41
3.6.2 Validation of Instrument.....	43
3.7 DATA COLLECTION.....	43
3.7.1 Seeking consent.....	44
3.7.2 Questionnaire	44
3.8 FIELDWORK: RESEARCHER’S PERSONAL EXPERIENCE	44
3.9 DATA ANALYSIS.....	45
3.10 QUALITY MEASURES	45
3.10.1 Reliability.....	45
3.10.2 Validity.....	46
3.11 ETHICAL CONSIDERATIONS.....	46
3.11.1 Informed Consent.....	47
3.11.2 Confidentiality.....	47
3.11.3 Voluntary Participation	47
3.12 CONCLUSION	47

CHAPTER 4	48
PRESENTATION OF RESULTS AND DISCUSSION	48
4.1 INTRODUCTION.....	48
4.2 RESULTS: PRESENTATION AND CLASSIFICATION.....	49
4.2.1 Descriptive Statistics: Section 1.....	49
4.2.2 Descriptive Statistics: Section 2.....	53
4.2.3 Impact on Teaching.....	83
CHAPTER 5	99
SUMMARY, CONCLUSION AND RECOMMENDATIONS	99
5.1 SUMMARY OF FINDINGS.....	99
5.2 CONCLUSION	103
5.3 SUGGESTIONS FOR FURTHER RESEARCH	103
5.4 RECOMMENDATIONS.....	104
REFERENCES.....	106
APPENDICES	Error! Bookmark not defined.
APPENDIX A: Clearance Certificate.....	Error! Bookmark not defined.
APPENDIX B: Language Editor	119
APPENDIX C: Letter of Permission	120
APPENDIX D: Approval Letter from Schools	122
APPENDIX E: Teachers Consent Letter	130
APPENDIX F: Questionnaire	132

LIST OF TABLES

<i>Table 3-0-1: Initial selection of sample from schools</i>	42
<i>Table 3-0-2: Distribution of teacher questionnaires returned</i>	42

LIST OF FIGURES

<i>Figure 3-0-1: Paradigm of the study showing relationship between variables</i>	38
<i>Figure 4-0-2: Age of respondents</i>	50
<i>Figure 4-0-3: Gender of respondents</i>	50
<i>Figure 4-0-4: Employment status</i>	51
<i>Figure 4-0-5: Work experience</i>	52
<i>Figure 4-0-6: Principal puts school first based on gender of respondents</i>	53
<i>Figure 4-0-7: Principal puts school first based on age of respondents</i>	54
<i>Figure 4-0-8: Principal puts school first based on teacher employment status</i>	55
<i>Figure 4-0-9: Principal puts school first based on teachers' years of experience</i>	56
<i>Figure 4-0-10: Principal is open to suggestions based on age of respondents</i> ...	57
<i>Figure 4-0-11: Principal is open to suggestions based on gender of respondents</i>	58
<i>Figure 4-0-12: Principal is open to suggestions based on employment status</i>	60
<i>Figure 4-0-13 : Principal is open to suggestions based on years of experience</i>	61
<i>Figure 4-0-14: Principal motivates teachers to be more productive based on Age of Respondent</i>	62
<i>Figure 4-0-15: Principal motivates teachers to be more productive based on gender of Respondents</i>	63
<i>Figure 4-0-16: Principal motivates teachers to be more productive based on employment Status</i>	64

Figure 4-0-17: Principal motivates teachers to be more productive based on WE (work experience).....65

Figure 4-0-18: The principal encourages students to learn on their own based on age.....66

Figure 4-0-19: The principal encourages students to learn on their own respondent based on gender.....68

Figure 4-0-20: The principal encourages students to learn on their own based on ES.....68

Figure 4-0-21 : The principal encourages students to learn on their own based on WE.....69

Figure 4-0-22: The principal encourages student collaboration during class activities based on age.....70

Figure 4-0-23: The principal encourages student collaboration during class activities based on gender.....72

Figure 4-0-24: The principal encourages student collaboration during class activities based on ES.....73

Figure 4-0-25: The principal encourages student collaboration during class activities based on WE.....74

Figure 4-0-26: Students enjoy support from the school principal based on age.....75

Figure 4-0-27: Students enjoy support from the school principal based on gender.....77

Figure 4-0-28: Student enjoy support from the school principal based on ES.....77

Figure 4-0-29: Students enjoy support from the school principal based on work experience.....78

Figure 4-0-30: Principal’s leadership styles affect teaching and learning positively based on age.....79

Figure 4-30: Principal’s leadership styles affects teaching and learning positively based on gender.....80

Figure 4-31: Principal’s leadership styles affect teaching and learning positively based on ES.....81

Figure 4-32: Principal’s leadership styles affect teaching and learning positively based on WE.....82

<i>Figure 4-33: My principal evaluates teachers' performance objectively based on age.....</i>	<i>83</i>
<i>Figure 4-34: My principal evaluates teachers' performance objectively based on gender.....</i>	<i>84</i>
<i>Figure 4-35: My principal evaluates teachers' performance objectively based on ES.....</i>	<i>85</i>
<i>Figure 4-36: My principal evaluates teachers' performance objectively based on WE.....</i>	<i>86</i>
<i>Figure 4-37: Principal has been in my class while teaching based on age</i>	<i>87</i>
<i>Figure 4-38: Principal has been in my class while teaching based on gender.....</i>	<i>88</i>
<i>Figure 4- 39: Principal has been in my class while teaching based on ES.....</i>	<i>89</i>
<i>Figure 4-40: Principal has been in my class while teaching based on WE.....</i>	<i>90</i>
<i>Figure 4-41: Principal encourages teachers to discuss teaching methods in staff meetings base on age.....</i>	<i>91</i>
<i>Figure 4-42: Principal encourages teachers to discuss teaching methods in staff meetings based on gender.....</i>	<i>92</i>
<i>Figure 4-43: Principal encourages teachers to discuss teaching methods in staff meetings based on ES.....</i>	<i>93</i>
<i>Figure 4-44: Principal encourages teachers to discuss teaching methods in staff meetings based on WE.....</i>	<i>94</i>
<i>Figure 4-45: Principal sends teachers for training based on age.....</i>	<i>95</i>
<i>Figure 4-46: Principal sends teachers for training based on gender.....</i>	<i>96</i>
<i>Figure 4- 47: Principal sends teachers for training based on ES.....</i>	<i>96</i>
<i>Figure 4-48: Principal sends teachers for training based on WE.....</i>	<i>97</i>

CHAPTER 1

INTRODUCTION, BACKGROUND, PROBLEM FORMULATION AND AIMS

1.1 INTRODUCTION

The quality of education determines the standard of human capital in a society (Hanushek, 1996). Education is recognised as an important tool for growth and redistribution of national resources (Van der Berg, 2004). The question posed by Alsafran, Brown and Wiseman (2013) and Suskavcevic and Blake (2004) is whether certain school leadership styles make a measurable difference in promoting educational outcomes. A challenge faced by the principal in these schools include the need for a change in the presence of the contending citing style incorrect variables of multicultural acceptance, staff motivation and learner discipline in the era of the Bill of Rights and children's rights. An average school principal with a sound knowledge of the traditional school approach now operates within prescribed parameters as transformational leaders are mandated to involve all stakeholders in educational matters (Moonsammy-Koopasammy, 2012). This points to the importance of transformational leaders at all levels of the school system, who can take risks, who have a clear perspective of the direction they are taking and are capable of thoughtful appraisal of a situation, in this way effecting major changes in schools as organisation.

Leibbrandt and Bhorat (2001) observed that, despite the equality in access to education and educational resources in South Africa, the quality of educational outcomes still presents a huge challenge. The quality of education has continued to decline, even after 1994. Chisholm (2004) observes that "the poor quality of education provided in South Africa is a continuous challenge". Spaul (2013, p. 3) agrees, noting that, following a multinational assessment of the educational systems in middle income nations, South Africa was rated the poorest in performance as far as educational outcomes were concerned. The quest to mitigate the falling standards of education after the change of government is one of the reasons that encouraged the establishment of Montessori schools.

Montessori schools are often referred to as independent schools in South Africa. Pretoria is the executive capital of the South African government, and all ministries and government departments are situated there. People who live here are able to send their children to Montessori secondary schools in the city, as they are privately owned, Montessori schools tend to be expensive fee-paying schools (Hofmeyr, 2015).

Robinson and Lloyd (2008) believe that a crucial part of a school's success is a principal with the requisite experience, result-oriented drive and ability to foster an environment where cooperation and information is commonly shared among the staff members, pupils and the parents and community. Therefore, Montessori identified the principal as a transformational leader and someone who has more knowledge about the school operational system than the teachers and other members of the team. A key leadership style common to Montessori schools is transformational leadership (Jacobson, Johnson, Ylimaki & Giles, 2005). A transformational leader is one who identifies the gap in an educational system and creates an outline that will channel the needed change as well as their execution with the necessary support of the members of the group (Garcia-Morales & Matias-Reche, 2008).

The teaching approach at Montessori schools is associated with an enhanced quality of education, especially at primary school level (Marcon, 1999). Teachers in Montessori schools play a fundamental role in the delivery of learning and as well as the content of the teaching approach. Therefore, the need to hire trained and motivated teachers, to make available educational resources and physical facilities together with strong leadership capable of providing the desired educational outcomes cannot be over-emphasised. Wright (2015) found that most schools using the Montessori method have leaders from diverse backgrounds; some formally trained and others who learn by apprenticeship or informally on the job. The variations in their leadership skills and styles account for the varied level of success in Montessori schools. Learners' performance may be a good indicator of good leadership. Research studies (Fullan & Watson, 2000; Leithwood 2010; Silins, 1992) have indicated that the leadership styles practised by

school principals have a significant role to play on learners' academic performance. This differs from the view of Hattie and Hanushek who are of the opinion that learners' performance are generally independent of their principals' leadership style (Hattie, & Anderman, 2013).

It is therefore pertinent to investigate the impact of the transformational leadership style as practised by Montessori school principals in Pretoria in relation to teaching and learning, given the role of the city in this country, value for money, and the high calibre of parents, who by default prefer to make Montessori schools the first choice for their children.

1.2 PROBLEM STATEMENT

Studies have shown that the leadership style of school principals plays an important role in explaining the effectiveness of school processes and outcomes (Price, Nienke & Moolenaar, 2015; Sebastian & Allensworth, 2012). Many studies have explored the leadership style of government school principals, but limited research is found on the effect on learner's academic performance of the transformational leadership style of Montessori school principals in South Africa (Harris, 2002).

The quality of education in South Africa tended to be poor in the days of the defunct apartheid regime, and has not shown any significant improvement to date. The problem has been partly attributed to the leadership style of principals who are familiar with only traditional approaches. Positive academic results from learners reflect the leadership style of the school principal, because the principal and the teachers in particular are held responsible for learners' progress in terms of measurable learning goals in the cognitive, affective and psychomotor domains. The leadership style of school principals is even important in explaining the effectiveness of school processes and outcomes.

There is a large number of Montessori Schools in Pretoria, attended by children of parents who can afford them as a result of the opportunities for gainful employment in the city and its businesses. The need to investigate the impact of principals' transformational

leadership of selected Montessori schools in Pretoria on the teaching and learning processes that influence students' performance became pressing essential.

1.3 PURPOSE OF THE RESEARCH

The main purpose of this quantitative study was to investigate the impact of the transformational leadership style practised by Montessori school principals in relation to teaching and learning and academic performance, with a specific focus on Pretoria (South Africa). This study used a case study design to understand the impact that leadership style has on learners' academic performance. The literature on principals in South Africa deals mostly with the leadership style of government school principals. There is limited research on the effect of the transformational leadership style of Montessori school principals on learner's academic performance in this country (Harris, 2002). The relevance of this study is not bound by geographical boundaries, as Montessori schools are a growing international phenomenon and the roles of the principal's leadership style cannot be underestimated in the development process of quality and outcome of education. A successful relationship between educational quality and learners' performance is dependent on the principal's leadership style (Botha, 2006; Marishane & Botha, 2011).

1.4 RATIONALE FOR THE RESEARCH

The motivation for the study stems from my experience as a school teacher. I was part of the leadership team at a public secondary school and later a teacher in the Montessori school system. My experience as a qualified teacher exposed me to various leadership styles practised by school principals. In comparing my experience in a Montessori school to previous experiences in a public school, I realised that leadership styles adopted by principals may have an impact (negative or positive) on the running of the school and the learners' academic performance.

1.5 RESEARCH QUESTIONS

Based on the research problem, purpose and rationale mentioned above, the main research question that the study sought to answer was:

1.5.1 Primary research question

What is the impact of a transformational leadership style of principals of selected Montessori schools in Pretoria on learners' academic performance as perceived by teachers?

1.5.2 Secondary research questions

The main research question was guided by the following sub-questions:

- What is teachers' evaluation of the transformational leadership style of principals of selected Montessori schools in Pretoria?
- To what extent does the transformational leadership style of principals of selected Montessori schools in Pretoria affect learning, as perceived by teachers?
- To what extent does the transformational leadership style of principals of selected Montessori schools in Pretoria affect teaching, as perceived by teachers?

1.6 RESEARCH OBJECTIVES

In the light of the problem statement and to provide answers to research questions, the following objectives were kept in mind:

1.6.1 Primary objective

To investigate the impact of a transformational leadership style among principals in selected Montessori schools in Pretoria on learners' academic performance, as perceived by teachers as compared to principals without the characteristic features of a transformational leader.

1.6.2 Secondary objectives

- To determine teachers' evaluation of the transformational leadership style of principals of Montessori schools in Pretoria.
- To determine the extent of the impact of the transformational leadership style of principals of selected Montessori schools in Pretoria on learning as perceived by teachers.

- To determine the extent of the impact of the transformational leadership style of principals of selected Montessori schools in Pretoria on teaching, as perceived by teachers?

1.7 THEORETICAL FRAMEWORK

The theoretical framework of this study is centred on the mediated-effect model (Hallinger & Heck, 1998). This theory is used to address the research question concerning the effect of leadership styles practised by Montessori school principals on learners' performance, their school environment and their learning process. The mediated effect model explains a relationship by comparing two types of variable, the independent and the dependent variables. In this case, the independent variable is leadership styles (transformational leadership style) while the dependent variables are learners' academic performance and educational quality.

The mediated effect model offers a clear understanding of the leadership style practised by a school principal, its effect within the school system and on the outcomes of student performance. This model is also used to examine the way leadership contributes to school improvement and the relationship between school leadership, student learning and performance and the school working environment. The mediated effect theory describes how the role of principals is influenced by other factors including external antecedent variables and prevailing extrinsic environmental conditions (Obama, Eunice & Orodho, 2015). This theory explains that a principal's behaviour or leadership style is of the utmost importance for good performance by his / her subordinates such as teachers, learners and non-academic staff.

The independent variable in this situation was the transformational leadership style of the leader who would create the enabling environment, together with the required educational and developmental materials that would enable the achievement of the learners' academic performance that is the dependent variable. This implies that the dependent variable could either be accomplished or not as an indicator of the extent of the zeal displayed by the principal.

1.8 RESEARCH DESIGN

Research design is the plan of how to determine the nature of the relationship between variables (Cohen, Manion & Morrison, 2013). A quantitative research design was applicable to this study for the following reasons:

It provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships (C-Metriks, 2012). This allows the use of inferential statistics. Quantitative research is an objective approach that includes collecting and analysing numerical data and applying statistical tests in order to provide answers to research questions (Changing minds, 2012). A large number of teachers from Montessori schools completed the questionnaire; the results obtained from quantitative research are more reliable with a large sample (Csikszentmihalyi & Larson, 2014).

1.9 LIMITATIONS

The researcher was aware that Montessori schools may be primary or secondary schools, but limited the study to secondary schools, with a view to extending the study to primary schools at a later stage. This could create some bias or limit the extent of the impact of the study.

There is also a bias or more or less as some teachers hesitated when told to assess their principal. Some redtapping and eye service was also observed. Another notable limitation is that some teachers could not complete the questionnaire as they were either busy or had other office matters to attend to.

1.10 SIGNIFICANCE OF THE STUDY

The significance of this study rests in the anticipated findings and contributions to the discipline of education. These findings would include the following:

- Determination of teachers' perceptions of the transformational leadership style of principals at Montessori schools in Pretoria.

- Determination of the extent of the effects of a transformational leadership style among principals of selected Montessori schools in Pretoria on learning as, perceived by teachers.
- Determination of the extent of the effects a transformational leadership style among principals of selected Montessori schools in Pretoria on teaching, as perceived by teachers.
- The study could be extended to other Montessori-oriented schools in Gauteng and the country in general.
- The study should add to knowledge to the field of curriculum studies.

It was hoped that the study would identify the weaknesses and areas of strength in the effects of transformational leadership style on learner outcomes. These findings would serve as tools of analysis for future researchers and policy makers in education. Areas where a Montessori transformational approach could be appropriately used to achieve successful learner outcomes, and where this approach could be used to improve key performance indicators in transformational leadership of schools locally and globally could be identified.

1.11 OUTLINE OF THE STUDY

The structure of this mini-dissertation is briefly outlined below:

Chapter One: Introduction and background to the study

This chapter consists of the introduction, purpose statement, statement of the research problem, rationale, research questions, research hypothesis, research objectives, theoretical framework, research design, limitations and significance of the research.

Chapter Two: Literature review

This chapter highlights the gap in the literature on the impact of a transformational leadership style on learners' academic performance in Montessori schools in South Africa.

Chapter Three: Research design and methodology

This chapter describes the philosophical foundation of the study. It also focuses on the outcome of the methodological implementation, including how the research was conducted, problems that arose, limitations and challenges encountered in the field. The research design, methodological norms, data collection techniques and data analysis strategies that were applied are discussed. Reliability assurance criteria and ethical considerations are also explained.

Chapter Four: Data analysis and interpretation

This chapter concentrates on the analysis of the data and presents the results obtained from the statistician.

Chapter Five: Summary conclusion and findings

This chapter presents a discussion of the findings related to the research questions, the summary and conclusion. It provides suggestions for future research on the effects of transformational leadership on learners' academic performance and school systems. Also recommendations for practice improvement.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The impact of diverse leadership styles on both teachers and learners is a subject of ongoing research (Okoroji, Anyanwu & Ukpere, 2014). Leadership emphasises the relationship between the leader, the followers and the prevailing circumstances. Various leaders shape the relationship of those they lead; the spiritual, religious, the social crusaders, the military, the political and the scientific innovators, to mention only a few. This literature review follows the following road map: the concept of leadership, students' learning and performance, the principal's role and learning methods in the Montessori school, the ability of the principal to make decisions and his power to improve and stimulate the development of teachers' expertise on how a transformational leadership style determines educational outcome. The school in this study is made up of a team of individuals comprising the learners, teachers and the principal with the burden of leadership resting squarely on the principal (Condon, 2009).

2.2 CONCEPT OF LEADERSHIP

The concept of leadership sheds light on the challenges faced in leadership. Wright (2015) believes that the cardinal responsibility of the leader is to define, guide, inspire, lead and protect those he or she serves. The attributes of a school leader include an understanding of the vision and mission of the school and of the available resources (human and physical), time management and a knowledge of the working environment. In identifying her strengths, the principal should also be able to communicate effectively with the people she leads and give clear direction and receive appropriate feedback from them. A critical feature she should also possess is that her judgement should be focused and without bias. She should be able to build trust among the teachers in her school (Attri & Devi, 2003).

Different situations warrant different approaches. The transformational leader should be able to coordinate activities among his team on a situational basis. This will allow him/her to ensure the achievement of success by improving cooperation among staff, collective ownership of school processes, parental feedback and improvements in learners' state of mind and physical environment. Such a leader should also be cognisant of his/her employees by protecting their vested interests within the school system. He/she must be able to manage people, materials, manpower, money and time effectively (Singh, 2015). The processes involved in leading a team could stem from as little as telephoning a member of staff (academic or non-academic) who is ill. London (2001) observed that objectives support principals in carrying out their leadership roles as these are tools that enables them to unite the individual efforts of the teachers in schools. He also noted that a set of objectives would assist the school in developing its own identity and could promote recognition of the school's status among other schools.

Management and leadership are intertwined as they share certain features related to coordinating, giving direction, determining the extent and limits of activities as well as championing changes in the various schools or firms they lead like the typical Montessori type and other schools. This view is not common to all principals though. Management is founded on the interactions of individuals in the work place that are directed at maximising output and the efficient use of scarce resources, including but not limited to manpower, equipment, information and money (Hoover et.al., 2001). The choice of who leads a school is an important factor that should be given prompt and adequate attention: this is key if the set objectives of the school are to be achieved. Leadership entails the use of the available resources to channel activities in a Montessori school setting in a result oriented manner.

On a small scale, leaders should be aware of the multiple roles that are expected of them, including management functions such as directing, coordinating planning, limiting and promoting events and duties as they relate to the outlined objectives of the school. An illustration by Paley (2004) demonstrated planning as a way of looking ahead to align the activities in the school with the achievement of the school's set objectives. This would

also involve identifying the order of progression of activities and events necessary for the school to implement in order to achieve the set objectives. Such a plan should span the immediate, short- as well as long-term outlook to ensure school success. Paley (2004) also drew attention to the organisation as a means of harmonising the duties of people, the components of school teams and available material resources in order to accomplish relevant aims and objectives.

Directing and controlling are critical, individualised roles that involve a personal touch by staff in schools. Routinely, the effectiveness of a principal in exhibiting this personal touch is a critical factor that can be used as an indicator of the level of success that is achievable. Limiting or controlling is a guideline monitoring role that ensures that planned activities and programmes are implemented as scheduled and in accordance with established rules. There are four aspects of control. Firstly, employee output is used to measure the level of performance that is expected. Secondly, regular assessment of performance from hourly to monthly will assess any variations from the performance standard. Thirdly, offering training and retraining as measures to correct variations from the expected standard of performance and lastly (fourthly) encouraging services that are performed in accordance with set standards are also important. Huisman and Wissen (2004) described control as involving an ability to guide and prevent activities that are not in tune with the achievements of stated school aims.

2.3 ASPECTS OF LEADERSHIP

An individual with the responsibility of directing and controlling a set or group of individuals in order to accomplish a set purpose is regarded as a leader (Hicks & Gullet, 1975). More than one leader, operating simultaneously, may be observed in a social organisation. Although some degree of rivalry may be noted, these individuals are collectively responsible for the leadership duties of the organisation, including planning, directing, reviewing and other related functions. Peculiarities in the organisation may lead to modifications in the leadership pattern, especially in how different individuals carry out their duties (Hicks & Gullet, 1975). Hicks and Gullet (1975) also noted that there were generally two types of leaders:

2.3.1 Types of leaders

1. Official leader: The role of being responsible for his subordinates is officially given to this leader. He is reported to and controls these subordinates. He encourages them to understand the value and rewards they receive from their duties, which include friendship, status, financial benefits, organisation approval or a combination of some or all of these. Such a leader may be given nomenclatures such as supervisor or manager, with the authority to reward or reprimand subordinates. The success of this kind of leader depends not only on the experience and virtuosity of the individual but also on the management style he or she implements.

2. Unofficial leader: May not generally be relevant in the organisation and the powers wielded by such may wax or wane. However, there are peculiar unofficial leaders who are capable of ensuring new or traditional school policies are either maintained or sabotaged (Young & Reynolds, 2017). Goldman (2006) mentions that scholars used to believe that good leaders and managers were born and could not be developed; they felt there was a singular form of leadership style. Following several studies assessing leadership and subordinates from the behavioural perspective in an actual work place setting, however has established that different styles of leadership exist.

2.4 PARTICIPATION

In any organisation, the inclusion of staff in the process of making decisions is regarded as participation. In effect, employees could possess enough information to make decisions (Dubrin, 2007). The extent of the involvement of an employee in decision-making may be an index of the extent of their ownership of the business. Occasionally, major decisions are determined by the management team and afterwards employees are invited to make comments. There are multiple twists and turns that could characterise the possibility and desirability of staff participation (Allan, 2003).

From his expertise as a business management scholar, McGregor (2007) formulated Theories X and Y. These two theories made two opposing assumptions about employee behaviour. McGregor (2007) was of the opinion that Theory Y had the better assumption

and should form the basis on which an organisation is established. He believed that Theory X encouraged employees only in the achievement of basic and security needs, while Theory Y enabled satisfaction of Maslow's greater needs such as ego and self-actualisation. No manager has an absolute X or Y (McGregor, 1960; Meyers & van Woerkom, 2014).

2.5 LEADERSHIP PROCESS

Effective leadership involves the minimisation of labour turnover and labour worker grievances affecting the leadership process in a significant manner. Management style has an impact on the extent of a leader's effectiveness. An effective leader is judged on the magnitude to which he maximises output and productivity (Dubrin, 2007). By analysing a series of studies, Boswell (1973) determined that leaders who are effective realise the value of having supportive people in their team, though some show otherwise. There are studies that reveal contrary relationships with the following: the magnitude of the firm, the kind of production process they are involved in, subordinate personalities and their feelings and, in the school situation, the calibre of power wielded by the principal.

In essence, the management style applied is based on the situation with no one single method effective in all situations. Modifications and situational adaptations are quite pertinent as the required approach is dependent on the work situation at the present time in order to ensure optimal staff performance (Agboli & Chikwendu, 2006). The diagnostic skills commonly noted in a principal are his ability to analyse all the issues and interplay of factors that can affect work. There could be limitations to what is done, with the principals finding that they may not change their leadership style even after making their observations (Jaques, 2017).

2.6 LEADERSHIP ABILITY

There are myriads of studies on the ways through which people acquire leadership ability. Some, like the aristocratic classes, believe that leadership is similar to the monarchical system; leadership is in the blood. Recent works, however, describe leadership as an act and techniques. These studies identify why leaders emerge, attempting to understand

people and the dynamic implications of interpersonal relationships. Globally, individuals with outstanding talents and leadership skills abound. Several informal groups, elementary to higher institutions, from the nuclear family to social institutions, traditional to village to the modern digital setting, all have outstanding personalities with exceptional leadership abilities (Gerhard, 2002).

The role of a leader could be fluid and subject to multiple changes because circumstances are varied and individuals have different personality attributes. There are multiple interpersonal influences that characterise an individual's behaviour, including human relations. These relationships may include direct contact with subordinates, as evident in small scale companies, or hierarchical models and high numbers of staff in large organisations. In the business sector, the perfect style of leadership is utopian, rare and practically non-existent, possibly because exceptional abilities are rare or because there is low self-motivation among employees, the limited options they have, an inability to facilitate the desired change, outright laziness or unreasonable demands by workers' unions (Budhwar & Yaw, 2001). A principal in such a situation may require negative motivation and the use of force or authority to ensure that staff deliver on their duties. Budhwar and Yaw (2001) noted that this situation would not be palatable for either the school leader or the subordinate as there would be high levels of suspicion and mutual mistrust. Subordinates tend in such circumstances to become unnecessarily defensive and not desirous of achieving the outlined goals of the school. The leadership may unknowingly become adversarial and allow negative criticism.

The working environment plays a crucial role in the outcome of the interpersonal relationship and the impact it has on the quality of leadership. A leader's strengths and weaknesses as well as his/her failure or success have an effect on the working environment; this could also be affected by government policies (Cleland, 1998). Environmental issues include hygiene and working conditions, the take home pay, standard operating procedures, policies and job security can easily be achieved in a period of prosperity. However, during adversity or in a period of economic decline there may be pay cuts, layoffs and more punitive measures with an attendant hostile working

environment.

The situation may warrant improved human relations and supervision, there may be a need to attend to peculiar situations in an individual manner. Whenever this occurs, a shift towards the motivation of self-development and reward should be prominent (Cleland, 1998). Donnelly (1999) attempted to explain the view that adversity has an impact on workers' zeal, noting that some employees will become inefficient given the slightest opportunity. He compared the effect of changes in zeal displayed by British workers in 1930 and in the period of the Second World War, and American railway workers prior to and subsequent to changes in their union, with the ruling class. He observed that the principle of divisiveness was used in the two scenarios. In Britain this led to high levels of excellence whereas in America the opposite occurred.

Donnelly (1999) observed that in Britain prior to the war, when it came to the choice of political leadership, people were more in favour of anyone who promised wealth sharing and security, but in the war, a period of a critical challenge, someone with the ability to preserve their freedom took priority above all else. This affected their choice of leader as they voted for someone they believed would protect their interests. Irrespective of the work environment, a leader must take on the responsibility of making an impact and taking crucial decisions, highlighting the role of strategic planning in the process. Dubrin (2007) suggested that self-evaluation of a firm or school is critical in gauging performance and identify of the present position of the school. He also observed the role of strategic planning as a function of clear assessment of the school's capacity, identifying the strengths, weaknesses as well as opportunities that would assist the leadership of the school. This is the old debate about whether learners are born or developed.

2.6.1 TRANSFORMATIONAL LEADERSHIP

Burns (1978, p.141) defined a transformational leader as "one who raises the followers' level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes". This leadership model facilitates change in the level of resources possessed by the parties concerned as well as the purpose for which

these are used. This results in growth and development of both the led and the leader. (McCleskey, 2014).

This leadership style promotes mutual development and inspires a high level of commitment to the outlined organisational goals (Leithwood & Jantzi, 2000). This view is similar to that of Gregory, Russel and Patterson (2004) who affirm that transformational leadership encourages an increased sense of involvement among employees in achieving organisational goals. This kind of leader emphasises the goals and stresses the need for a clear understanding of the objectives of the organisation. With this in clear focus, such leaders build a followership among staff (Gregory et al., 2004).

A transformational leader creates a circumstantial event that ensures the staff make the goals of the organisation part of themselves (Ozaralli, 2003; Marsh et al., 1995). This motivates, directs and inspires employee action towards the accomplishment of the desired organisational goals. In the school environment, this encourages participation and nurtures a high level of job satisfaction among teachers. This also increases their involvement in promoting creativity, skill acquisition and development (Carless, 1998). A transformational leader is able to innovate and simplify a vision, allow, promote and inspire individual development, welcome and carry out participative decision-making. This increases mutual trust and cooperation between staff and principal, encourages feedback reporting, promotes collective responsibility and makes the workplace a friendly environment Geijsel et al. (2003, cited in Burns, 1979) describe transformational leaders as those leaders who encourage a high level of cooperation among both leaders and followers (teachers, in this case), assisting each other toward to reach a high level of morality and motivation. It is pertinent to note that there could be a difficulty in the creation of an effective team spirit needed for the actualisation of this organisational goal. Wegge (2000) noted that group performance is hindered by conflicts of goals and lack of proper coordination of activities. A challenge is also presented when members of a group spend more time socializing rather than getting the job done (Karau & Williams, 1993).

Transformational leaders, as defined by Johnson (2001), are those who not only focus on the end values such as justice, liberty and equity but are interested in the growth of their followers into the roles of leaders. He stresses the inspirational, charismatic and motivational character they should possess. They are expected to pursue morality and encourage independent activities that target the achievement of identified common goals. These goals involve skills acquisition and the development of loyalty toward their leaders. Transformational leadership is critical to the accomplishment of team goals and satisfaction on the job. Verdugo (1997) noted that an adequate understanding of group objectives and aims and a clear knowledge of the ways of achieving them strengthens cohesion among teachers and develops strong interpersonal relationships, a sense of belonging and legitimacy, and increased ownership. Principals with good transformational leadership skills create an atmosphere that facilitates positive teacher-student relationships, improved teacher dignity and teacher efficacy in the discharge of their classroom duties (Huang, (2001). This kind of school scenario will breed a strong cordial bond between the teacher and the principal, as well as within the teacher cadre itself, thus encouraging an increased commitment to duty that gives rise to better learning. In his analysis of the link between the place of the transformational principal and the job satisfaction of his staff, Griffith (2004) affirmed that there leadership style had a significant impact on staff's job satisfaction and commitment.

Similar findings were made by Ozaralli (2003), who observed that in an organisational environment where transformational leadership is simply implied, there is increased satisfaction among staff and they go out of their way to get the job done. Ozaralli found further that this leadership style encourages and feeds organisational vision in powerful ways that may involve cultural changes reflecting greater values, increased innovation and more accomplishments. This leads to more teachers being creative and enhancing the vision of the school, and eventually achieving success. Self-efficacy and a participative environment is also observed as a unique feature of the transformational school, thus facilitating motivation, commitment and achievement (Ozaralli, 2003). This creates a competitive environment that challenges teachers' efforts, leading to success that facilitates satisfaction. The principals involved have the ability to create scenarios

that assist teachers in internalising the school's vision (Ozaralli, 2003); identifying a goal is critical to the direction, focus and energy that is possessed by any individual or group, as noted by Bateman, O'Neill and Kenworthy-U'Ren (2002).

Yu (2002) observed that principals with transformational skills communicate with inspiration, providing the team of teachers with insight into the future and fostering their increased commitment to the school's vision. This is in keeping with the view of Marshall, Pritchard and Gunderson (2001), who asserted that the transformational principal possesses the unique feature of identifying collectively with teachers the priorities and establishing methods that will facilitate the achievement of the school's vision.

Northouse (2004) affirmed that leadership that has a clear perspective of where it is going makes effective transformation of the organisation in which it operates easier. Barnett and McCormick (2003) observed that the sharing of a vision by team members was a key component of transformational leadership; this arouses the interest of teachers and keeps them motivated in the fulfilment of their roles within the team. This is the view of Johnson (1987), who felt that a school's vision is important in giving teachers and principals the internal tools of enthusiasm, accomplishment and inspiration. Silins and Mulford (2002) noted that principals skilled in transformational ways of leadership will have a group of teachers with greater job satisfaction, building on the view of Bogler (2002), who found that such teachers not only view their principals as good leaders but possess a high level of job satisfaction and are pleased with their teaching career.

The physical as well as mental well-being of teachers was found by Oshagbemi (1999) to be a major part of job satisfaction. He defined it as the disposition of a worker to his/her job. He noted that work was a critical aspect of life and every professional teacher was capable of being sensitive to leadership or administrative characteristics that could improve or diminish their sense of fulfilment in the workplace. He also found that job satisfaction played a role in the improved well-being of staff, increasing their productivity level and thus leading to increased and improved economic growth.

Scholars have noted two types of influences on teacher job satisfaction, extrinsic and intrinsic influences. Verdugo et al. (1997), following the analysis of the research done by Cooper, Burger, and Seymour (1979), Ashton & Webb (1986) and Bruner, Felder and Hollis (1982), found that extrinsic factors included school leadership, salary and other incentives while intrinsic factors included teachers control in the class, class size, cultural views and student traits. Further support of this view occurs in Oshagbemi (1999), who assessed the study by Herzberg (1959) on job satisfaction and dissatisfaction highlighting the dual factor theory. This included job content related issues such as achievement, success and improved scholar performance led to satisfaction, while job context related issues such as salary, security and working conditions led to dissatisfaction.

This study was disputed by Oshagbemi (1997) who observed some ambiguities. Oshagbemi and Hickson (2003) affirmed that salary level had a close relationship with job satisfaction. Oshagbemi (1996) observed that among academics in the United Kingdom, there was high level of dissatisfaction with low pay and lack of promotion. Theorists such as Locke (1969) found a strong relationship between employee job satisfaction, employee work conditions and employee desires. Oshagbemi (1997) claimed there was no difference between context related and content related factors.

Candlers, Yarbrough and Sparkman (1988) were not certain of what constituted job satisfaction determinants. Sharing various opinions, writers like Glisson and Durick (1988) investigated the impact of situation conditions on job satisfaction. In Kenya, while assessing the level of morale among agriculture teachers, Mwangi and Mwai (2002) identified the role of a positive learning environment in the accomplishment of students' academic success. They viewed this positive environment as a unique feature of transformational leadership, encouraging motivation as well as satisfaction on the job. Motivation is noted as an inspiring feature of transformational leadership; in the school environment this has a propensity to lead to high levels of job fulfilment (Sosik, Godshalk & Yammarino, 2004). This is apparent in scenarios where all staff are able to express their thoughts and are capable of welcoming other people's ideas and views with high levels of cooperation (Senge, 1990). This aligns with the views of Bogler (2001) on

increasing fulfilment and job satisfaction; he asserted that the ability to work well with colleagues encourages job satisfaction. Transformational principals have the tendency to create team building abilities among teachers and students, as well as among teachers and their colleagues. This kind of school develops strong bonds between teachers and their principal and within teachers' interpersonal relationships. This kind of transformational leader as earlier defined in particular increases commitment to duty and job satisfaction, leading to higher levels of learning and student accomplishment.

2.7 LEADERSHIP AND PERFORMANCE

Leadership is clearly identified in literature as playing a cardinal role in organisational behaviour. It accounts for the most dramatic impact on any individual and is a determinant of the fortune of the organisation. An outstanding leader is one who not only inspires the members of his team to express their potential in the achievement of their goals but is also there to support them throughout the process (Lee & Chuang, 2009). The ability of an individual to guide a team towards a target is regarded by Stogdill (1957) as a feature of a true leader. Fry (2003) views leadership as a feature that enhances the required motivation that will enhance a staff's potential for growth and development. One reason for the necessity of a relationship between organisational performance and leadership style is borne out of the fact that today's market is dynamic and intensive with numerous innovations based on competition, price, performance rivalry, destruction of previously known competencies and outright decreasing returns (Santora et al., 1999; Venkataraman, 1997).

There are also studies that have shown that excellent leaders are able to bring out the best in organisations, even in times of severe challenges (Teece, Pisano & Shuen, 1997; McGrath & MacMillan, 2000). Conversely, organisational performance is dependent on such features that include but are not limited to high profit margin, good quality products, excellent financial reports, substantial market share and the ability to weather challenging situations and survive at a predetermined time with the implementation of an adequate action plan (Koontz & Donnell, 1993). Performance of an organisation may also be a measure of how well a firm is operating in terms of its level of customer retention, profit

share and product quality in comparison with other members in the same industry. This implies that performance is a reflection of the level of productivity of a school in terms of revenue, growth, added value, development and expansion.

The role of a leader in the performance of an organisation is critical as it is rightly viewed as the major propelling force in the realisation of the school's performance. It is noted as a potent source of management development and key to giving a school a sustained competitive advantage when it comes to organisational excellence (Avolio, 1999; Lado, Boyd & Wright, 1992; Rowe, 2001). A good example is the role played by the transformational leader who is capable of assisting the organisation in accomplishing the desired objectives, in this way linking performance on the job with valued rewards and thus ensuring that all required resources to get the job done are adequately provided (Zhu, Chew & Spengler, 2005).

Some studies have identified a direct link between leadership ways or styles and customer satisfaction, staff motivation and eventually the financial status of the organisation, as noted in House and Aditya's review (1997). They observed that a large percentage of leadership studies dwell on the superior subordinate relationship, to the exclusion of other very important variables, including environmental and organisational factors that influence leadership performance relationships. They also noted a variation between the level of analysis, observing a difference between a micro level study that assess a leader *viz a viz* his subordinates and immediate superiors and a macro level study in which a comprehensive assessment of the organisation and the working environment is involved (House & Aditya, 1997). Tarabishy, Solomon, Fernald, and Sashkin (2005) suggested a direct relationship between leaders, their style and their impact on their subordinates and other relevant organisational outcomes. A study on the missing link between the leader and organisational performance by Fenwick and Gayle (2008) found that it was difficult to interpret and thoroughly understand the suggested leadership performance relationship identified by some analysts.

Educational leaders are by virtue of their styles, norms, beliefs, and practices capable of increasing the cultural responsiveness of the teachers and the academic performance of the school (Reece, 2017). Vanblaere and Devos (2016), noted that there is a critical role between the facilitation and motivation done by the school administrator to ensure improved professional learning community for teachers. Their study also demonstrated that instructional leaders among the principals support deprivatized practice of learning and reflective dialogue whereas transformational principals are more selective towards reflective dialogues and collective responsibility.

The above section has elucidated the way in which some authors have supported the role of enhanced organisational performance as a factor of leadership style, while others have differed. Different concepts used by various authors make a direct comparison of studies impossible and leaves many questions unanswered. Thus this study aims to reassess the impact of transformational leadership and the level of staff and student performance, in this way contributing significantly to the literature and research in this area.

2.8 PRINCIPALS' DEMOGRAPHIC CHARACTERISTICS AND TRANSFORMATIONAL LEADERSHIP STYLES

Principals' demographic characteristics include their experience as a principal, the period they have been employed at the school and their gender.

2.8.1 Transformational Leadership and the Principals' Professional Experience

A positive relationship exists between the length of experience gained by a principal and his/her perception of how effective he/she is as a leader (McMillan, 1998). This is supported by the view of Thomas and Cheese (2005) who found that experience had a positive impact on a leader's view of his/her style. In contrast, Fielder (2001) found no significant interaction between professional experience and a leader's view of his/her effectiveness. Fielder's views were echoed by Vanderhaar, Muñoz and Rodosky (2006) who were able to demonstrate that principals who possessed between 18 and 32 years' experience had a poorer performance when compared with principals with nine to 18 years' experience. This study was designed by Vanderhaar et al to identify the relationship

between professional experience and the extent of transformational leadership behaviours exhibited.

McMillan (1998) observed that principals who were frequently transferred from one school to the other had an increased sense of their inability to take long-term decisions with their staff, and they also tended to be more frustrated). He also noted that principals with more experience in particular schools had improved vision and were able to identify things that were accomplishable. This in essence reduces tension. Principals who have spent limited time in a school have limited knowledge of the school and are prone to errors of judgement, a modification that has the tendency to limit their vision and decisions on what is achievable in their school environment (McMillan, 1998).

In his study, Stroud (2005) found that leaders who have a longer period of service at a school are more likely to have difficulties engaging in school improvement as well as teacher professional improvement compared to new leaders who are more likely to make more concerted efforts to accomplish the vision of the school. It was also observed by Stroud (2005) that leaders with a long history in the school had a high index of boredom and they were more likely to invest their experience and interest in another venture (Stroud, 2005). They built confidence in their capabilities, saw themselves as established and kept the school's tradition but often resisted change and were less able to delegate duties and powers to their teachers. In contrast to this view, Stroud (2005) observed that school leaders who had been at the same school for a long period were susceptible to change, and were also aware of their leadership skills. In their assessment of school principals in career stages and performance, Earley and Weindling (2007) found that principals who spent longer in a particular school had better levels of accomplishment and a much improved teacher principal relationship than others with shorter stays. This was supported in the study analysis that revealed that long-serving secondary school principals at some schools had better administrative output than shorter serving principals in the same location. Those who had spent longer at the school had had more opportunities to learn the specific needs of their environment and were capable of better interaction with teachers, with more impetus to initiate teacher professional development

and improved academic performance (Earley & Weindling, 2007).

This study differed from that conducted by Fidler and Atton (2004), who observed that a long period at the same level of recruitment, performing the same routine, resulted in a diminished level of job satisfaction and reduced performance. This suggests that principals who have spent a long period at the same school may be likely to have a negative perception of their ability to use the skills of the transformational leader. This study will attempt to assess the perceptions the school leader (principal) with regard of his/her capacity to utilise the transformational skills Vis à vis the number of years at that particular school. This could also lead to other studies that could assist school authorities and ministries in their understanding of features capable of increasing interest and performance of school principals in the accomplishment of their set goals and school vision.

2.8.2 Gender and transformational leadership

Once it had been empirically established that improved performance and outcomes were among results obtained from the use of a transformational leadership style, an increasing amount of interest was generated in the assessment of gender and transformational leadership style (Ozaralli, 2003). Gender inequality, parity and discrimination expressed by gender feminist theories powered the increased interest in the role gender plays in a leadership style (Alvesson & Billing, 1997). This was further buttressed by male dominance in the education sector leadership that continued for a protracted period of time (Larusdottir, 2007).

Kark (2004) noted that more recently, women have become involved in the leadership positions in the school as well as in other corporate organisations. Some studies assessing the strength and limitations of gender and leadership styles have observed that women tend to be more rational and collaborative while men are more bureaucratic and direct (Limerick & Anderson, 1999; Tacey, 1997). A great deal of criticism has accompanied male principals' bureaucratic leadership style but it has also been observed that the impact gender has on school leadership is not the same across schools (Grogan,

2000; Coleman, 1998). Collard (2001) found greater sensitivity to the hardships and challenges of teachers and students both individually and collectively in a female primary school principal. One could assume from this assertion that a female principal would be a better transformational leader than her male colleagues. However, in the secondary school environment the male principal proved to be more inclined to teachers' and students' needs than the female principal (Collard, 2001). This suggests that male principals tend to be more transformational than females.

A number of factors have an impact on the gender and leadership relationship. These include but are not limited to the type of school, whether single sex or co-educational, private, government or church missionary, as well as the location of the school. The socioeconomic status of the setting also plays a role. This effectively prevents a categorical statement with regard to the relationship between gender and transformational leadership style. This is in keeping with Kark, (2004), who claimed that the answer to the question varied irrespective of the fact that more transformational leadership behaviour was more common among female than male principals. Carless (1998) observed that there were obviously no gender differences in the transformational leadership skills of principals from subordinates' point of view.

This study will report on the observation of the role gender plays in the perception of the principal as far as their ability to utilise transformational leadership skills in the independent or Montessori schools in Pretoria is concerned.

2.9 PRINCIPAL ROLES AND LEARNING METHODS IN MONTESSORI SCHOOLS

Montessori school principals commonly practise a transformational leadership style rather than instructional or autocratic leadership styles (Cufaude, 2005). The leadership styles implemented in schools are dependent on the strengths of the leader, the environment and the situation in question. The relationship between school climate, learning methods and student achievement are strong, indicating that leadership not only affects teachers' perceptions but that teacher perception affects student achievement (Johnson & Stevens, 2006). In the outlining of processes, it is important to appreciate that the transformational

leader has a huge role in making teachers leaders while still encouraging them to love their work. Transformational leaders have increased their ownership of their teaching methods and, with a high level of enthusiasm, this community of leaders has the potential to enhance school and student success (Sheppard, Hurley & Dibbon, 2010).

The achievement of teaching and learning is a cardinal feature of school principals. Methods can be streamlined into various parts however they could lead to perceptions. These perceptions can be derived from individual perceptions that are usually formed by experience with school organisational policy, practice, management and procedure, all of which are guided by administrative and leadership efforts (Wang, Rode, Shi, Luo & Chen, 2013). In summary, the zeal with which the principal communicates his plan to the team may indicate the extent of his interest in its achievement. This could also stimulate the interest of staff and increase their enthusiasm for implementing and sharing responsibility for ensuring the success of the teaching methods. Montessori leaders, principals, in particular, come from diverse backgrounds (Wright, 2015). The ability of a leader to adapt to a new environment could also determine readiness to adopt and effectively use transformational leadership in the school context (Bentley, 1995).

Although the previous notion was that the instructional role of teachers had an impact on student achievement, there is now a good deal of evidence that the leader's role in school effectiveness is pivotal in terms of enabling teachers to improve student achievement (Supovitz, Sirinides & May, 2010). Transformational leadership merges the leader and teachers into a team that is in continued pursuit of a higher purpose: to use their combined efforts to move the organisation closer towards improvement (Avey, Avolio & Luthans, 2011). They focus on fostering collaboration and continuing inquiry increases the ability of the transformational leader to shape a positive organisational culture and cultivate a type of collective efficacy (Francera & Bliss, 2011).

In research at a school in Chicago, Sebring et al. (2006) found that notable of the five factors that increased learners' performance were leadership model and a student-centred learners' climate. This suggests that the innate leadership roles of the school

principal and the available manpower as well as student-centred teaching methods could be a successful tool in the speedy and suitable achievement of improved learner performance. A good leader will blend an extreme personal humility with intense professional will and will focus on achieving quality education while ensuring the well-being of learners, using a transformational approach. Multiple inherent features of the transformational method of leading people include being a role model, inspiring vision, teaching subordinates to accept challenges, empowering them, and engaging their hearts – in other words, providing motivation.

Attri and Devi (2003) found that when Montessori principals and teachers exchanged ideas they became better motivated and this *facilitated* improvement in their levels of ownership of the plans. Leaders are always hopeful and optimistic in pursuing the collective highly valued goals. In order to become an effective transformational leader, a principal must have vision and be able to communicate it in a simple and clear way to teachers, students, parents and the community (Bush, 2003). These have a direct impact on the understanding of the teacher and are crucial in determining the outcome of learners' performance. For example, all schools need equipment, books and instructional materials. In Montessori schools, all these can be provided or are already made available. In some traditional schools and public schools that practise the Montessori philosophy the principal is expected to understand what these materials are and must convince the management to purchase them materials, and then direct the teachers on their appropriate use.

A transformational leader is committed to lead emotionally, mentally and physically while engaging in personal development with a commitment to personal values and beliefs (Cufaude, 2005). The influence of the leadership style of the principal on teacher job satisfaction demonstrates the interplay of analysis of the *transformational* versus the *transactional* leadership style (Transactional leaders who have an atomistic worldview and mutual altruistic motives grounded in a teleological perspective- Kanungo, R. N. (2001),) in the principal's making of *autocratic* or *collective* decisions (Bogler, 2001). This further explains whether the principal is egocentric and individualistic or whether he

believes in collective decision-making enhancing togetherness. Collective decision-making is what the transformational leadership style advocates (Jones et al., 2013).

2.10 HOW LEADERSHIP STYLES DETERMINE EDUCATIONAL OUTCOMES

Literature reveals that the adopted leadership style is very important in developing effective, innovative schools and in facilitating quality teaching and learning (Dinham, 2005). It has also been proven that certain leadership styles motivate groups of people to interact and work together for the success of a school. For instance, the transformational leadership style in particular encourages working with individuals and teams to transform learning and teaching (Ford & Green, 2012). The principal's relationship with his/her subordinates is also very important as is the administration, management and decision-making. If a principal maintains an open channel of communication with the staff, teachers will be more motivated and satisfied with their job and will have more interest in the service they render than those in schools where principals practise authoritative styles.

Hettige (1996) (cited in Nadarasa & Thuraisingam, 2014) believes that positive leadership behaviour by principals and their decision-making processes have had a considerable impact on developing and keeping open channels of communication with teachers. The higher the level of involvement of teachers in the planning and decision-making process, the more determined they will be in achieving success of the school programme and the attendant improvement in learners' performance. They will feel relevant in the school and this is a hallmark of a participatory style of leadership (Dinham, 2005). The economic drive of the school owners may also have a positive or negative impact on leadership style; most business entities will encourage a management theory type of school leadership, rewarding success and reprimanding failure (Dinham, 2005).

According to Bush (2017), the student-centred approach of transformational style of leadership was identified as appropriate, although the limitation of the study was the involvement of one educational system alone without assessment of the impact in other educational systems. In a reflection on the practice of instructional and transformational leadership, Hallinger (2003) used a bimodal comparison of the two models of leadership

and the interplay between them and the external environment as well as the local school context. The study also envisaged the recent evolution of the definition of the models over a two-decade period and the improvement these might facilitate in the performance of students. The communication skills employed by the principal and their reception by teachers, the manner of his or her support for and preservation of the Montessori programme and in-school procedures cannot be overemphasised (Harris, 2002). Leadership in schools with challenging circumstances as in a multiracial environment or diverse socio-political environment revealed that in such situations the commonly successful approach is the shared or distributed model of leadership with the assertion that a basic understanding of what leadership is can assist in making it a relationship with many and not the few.

Many theorists and researchers espouse transformational leadership as a valid model for Montessori organisational leadership. Transformational leadership is a concept that can potentially change organisations and societies because it stimulates both personal and organisational metamorphoses. Becoming a transformational leader is often seen as a neutral role, balancing differing views. If countless principals transform into transformational leaders, infinitely more people would benefit and school performance would change radically; the quality of education will likewise improve. Transformational leadership has the potential to revolutionise positively interpersonal work relations and organisational goals. It is a concept that begs for widespread implementation.

2.11 LEADERSHIP THEORIES

The leadership theories described below include: (1) Theory X and Theory Y by Douglas McGregor (1960), and (2) Transactional Leadership Theory and Transformational Leadership Theory by James MacGregor Burns (1978).

2.11.1 Theory X and Theory Y

In the 1950s Douglas McGregor proposed two theories of leadership. Theory X (McGregor, 1960) states the following: (1) workers have an inherent dislike of work and will avoid it, (2) workers must be coerced, controlled and directed to work toward the

organisation's goals, and (3) workers lack ambition, dislike responsibility, and want security. Practices associated with Theory X are essentially useless when the needs of the teacher or administrator are essentially social or related to self-actualisation (Hanson, 1985).

Instances of Theory X can be found in many schools. Teachers, for example, work only under close supervision. "Few instances of teacher initiative can be found. Instead they seem to be defensive and preoccupied with maintaining the status quo" (Brookfield, 2017). Kise (2017) argues that when teachers are not taking the initiative, the problem may be more a lack of an administrator's expectations than teachers' lack of initiative. Teachers are likely to respond in a negative way, sensing negative assumptions and expectations.

Theory X focuses on fulfilling the needs of the organisation. "The central principle of organization which derives from Theory X is that of direction and control through the exercise of authority – what has been called 'the scalar principle'" (Argiolas, 2017). The requirements of the organisation are given priority. If the personal goals of an individual are considered at all, it is assumed that the rewards of salary and position will satisfy him/her.

Theory Y is McGregor's (1960) alternative to Theory X. Hanson (1985) explains that Theory Y exhibits a positive orientation towards workers. Theory Y states the following: (1) physical work and mental work are as natural as play if they are satisfying; (2) workers will exercise self-direction and self-control toward an organisation's goals if they are committed to them; (3) workers are committed to function for rewards, and the best rewards are satisfaction of ego and self-actualisation; (4) the average worker can learn to accept and seek responsibility; avoidance of responsibilities and emphasis on security are learned; (5) creativity, ingenuity, and imagination are widespread among workers and do not occur only in a select few; and (6) the intellectual potential of the average worker is only partially utilised.

Theory Y focuses on fulfilling the needs of the worker. If these needs are fulfilled, then the essence of organisational control shifts from external pressures (principal to teacher) to an internal sense of self-control and self-direction (Wang & Torrissi-Steele, 2018). Building mutual trust and respect and commitment to worthwhile objectives is basic to Theory Y.

Success in work is assumed to be dependent on whether the exchange of valid and authentic information occurs (Sergiovanni & Starratt, 1993). If members of an organisation can achieve their own goals while directing efforts toward the success of the organisation, then the central principle of Theory Y has been achieved (McGregor, 1960). At the other extreme, if an organisation ignores the personal needs and goals of its workers, then a negative result can occur. "The principle of integration demands that both the organizations and the individual's needs be recognized" (Bassous, 2015).

2.11.2 Transactional Leadership and Transformational Leadership Theories

Burns (1978) explains that transactional leadership occurs when one person makes contact with others for the purpose of exchanging something of value, whether economic, political or psychological in nature. An economic exchange could be a swap of goods or one item for money. A trading of votes between candidate and citizen or between legislators could be a political exchange. A psychological exchange could be hospitality to another person in exchange for a willingness to listen to one's troubles (Banks et al., 2016). Each person, whether teacher or principal or parent, recognises the other as a person. Their purposes are related to the extent that the exchange of something of value stands within the bargaining process and can be advanced by maintaining that process. "The relationship does not go beyond this. The bargainers have no enduring purpose that holds them together; hence they may go their separate ways" (Ghasabeh et al., 2015) recognises this as a transitory leadership engagement, he concedes that it has a useful, legitimate function for those individuals involved in the transaction. As Burns (1978) defines it, transactional theory must lead to short-lived relationships because sellers and buyers cannot repeat an identical exchange; the teacher and principal must move on to new types and degrees of gratifications. Also, the transactional gratification itself may be a superficial and trivial one.

McCleskey (2014) believes that relationships are often likely to be psychological: leader communicates with follower in a manner designed to elicit follower's response; follower responds in a manner likely to produce further leader initiatives; leader appeals to presumed follower motivations; follower responds; leader arouses further expectations and closes in on the transaction itself, and so the exchange process continues. A transactional leadership act takes place, but it does not bind leader and follower to a higher purpose. The transaction may consist first of a gesture, smile, applause, promise, or letter, and later take a more tangible form such as a vote for a leader in an election. Banks (2016) states that transforming leadership occurs when leader and led engage with each other in such a way that leaders and followers raise one another to higher levels of motivation and morality. The leader and led are linked in mutual support for a common purpose. Transforming leadership raises the level of human conduct and ethical aspiration of both principal and teacher, thus having a transforming effect on both (Burns, 1978). Gandhi is perhaps the best modern example of a leader who aroused and elevated the hopes and demands of millions in India and whose lives were enhanced in the process.

Ghasabeh et al. (2015) also defines transformational leadership as transcending leadership because it is a dynamic leadership. The leaders feel elevated and more active themselves because of the way they relate to followers and the successes they achieve together. The leader is more capable of evaluating the motives of a follower, and the leader takes the initiative in making leader led connections even in respect to communication and exchanges that may take place. The leaders take care of the followers' wants and needs, as well as their own, and thus serve to change the makeup of the followers' motive base through satisfying their motives (Burns, 1978).

Leithwood (1992) suggests that transformational school leaders provide the necessary incentives for individuals to attempt improvements in their practices. Leithwood (1991) suggests further that transformational school leaders are in pursuit of three goals: (1)

helping school personnel develop and maintain a collaborative, professional school culture by allowing staff members to plan together, and by giving teachers shared power and responsibilities; (2) fostering teacher development by encouraging them to set goals for professional growth and to establish a school mission; (3) improving group problem solving by keeping the group on task, facilitating open discussion, avoiding preconceived solutions, actively listening, and summarising information at the end of the meeting. These leaders share a genuine belief that their staff members as a group can develop better solutions than the principal can alone (Leithwood, 1992).

Under his four stages of leadership for school improvement, Sergiovanni (1993) compares his "leadership by building" and "leadership for bonding" or "valued-added leadership" to Burns' transformative leadership. Initially, transformative leadership takes the form of "leadership by building" since the focus is on arousing human potential, and both leader and follower are motivated to a higher level of commitment and performance. Finally, transformative leadership takes the form of "leadership by bonding" when leadership becomes moral because it raises the level of ethical conduct of both leader and led, thus transforming both.

2.12 CONTRASTING LEADERSHIP THEORIES

Blake and Mouton's (1978) Managerial Grid, McGregor's (1960) Theory X and Theory Y, and Burns' (1978) Transactional Leadership Theory and Transformational Leadership Theory differ in the following ways.

The theories are organised in different ways. The McGregor and Burns leadership theories are divided into two separate main theories, whereas Blake and Mouton use a grid to describe how different managerial styles dictate how people in leadership positions operate.

The three theories deal with people in different ways. McGregor's (1960) X and Y Theories are described by him as two different leadership styles and how each limits teachers' authority. A leader following a Theory X style may be a close supervisor giving his/her

teachers limited authority or respect. Using a Theory Y style, the leader exhibits a positive orientation toward the teachers. Both Transactional and Transformational Leadership theories assume positive respect from leaders for individuals in the organisation. As explained earlier in this chapter, a transaction takes place between leaders and the led for the purpose of exchanging something of value. Transformational leadership provides incentives for both the leader and led to improve their practices.

The Managerial Grid (Blake & Mouton, 1978) also holds that sound problem solving and decision-making in an organisation will not succeed without open communication and without showing concern for individuals in the organisation. When increased concern for people is coupled with greater concern for production, these people strive enthusiastically to contribute to organisational purposes (Blake & Mouton, 1978).

The three theories differ conceptually when it comes to the raising of leader and led to a higher sense of morality. Theory X does not believe that teachers can perform without leadership direction and encouragement; therefore, it does not see teachers being raised to a high level of morality. Theory Y focuses on fulfilling the needs of the worker and building respect between teacher and principal, but it does not discuss anyone moving to a higher level of morality.

The Managerial Grid does not deal with raising leader and led to higher levels of morality. It is concerned with how the organisation uses hierarchy of management to achieve production with and through people.

McCleskey (2014) maintained that his transformational leadership theory becomes active when leader and led engage with each other in such a way that leaders and followers raise one another to higher levels of motivation and morality. After reviewing and contrasting these leadership theories, the researcher chose Burns' transactional and transformational leadership theories to better inform the reader's understanding of the findings.

2.13 CONCLUSION

I intend to explore in the study the possible positive impact of transformational leadership among principals of Montessori schools. The present study sought to describe the transformational leadership practices of Montessori school principals from the perspective of Montessori teachers. Principals make a difference to the success of schools. Training in transformational leadership practices should become an important part of administrative preparation programmes. Principals of Montessori private schools are expected to adopt a transformational leadership style in the same measure as principals of regular public schools. Nonetheless, the way Montessori principals meet these expectations of transformational leadership may vary depending on the nature of their programmes. Montessori programmes are unique in that they follow the Montessori methods and philosophy to structure their teaching experiences.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter demonstrates the methods adopted in analysing the data collected from the survey. It also explains the research design and method used to administer the questionnaires and the statistical tool that was used to analyse the research data and test the research hypotheses. This study aimed to determine the relationship between a transformational leadership style and academic performance and the implications thereof particularly in the context of a Montessori school.

Research methodology is “an action plan for getting from here to there, where ‘here’ is the initial set of questions and ‘there’ are the set of answers” (Yin, 1994, p. 19). Research methodology is a simple means of organising, obtaining and analysing data. A detailed description of the research design and procedure adopted in investigating the relationship between transformational leadership styles of Montessori school principals and learners’ academic performance in selected schools in Gauteng Province of South Africa is provided below.

This section also deals with the population sampling used in the study, including instruments, research questions, procedures for data collection and the method of data analysis.

3.2 RESEARCH PARADIGM

A paradigm is “a broad view or perspective of something” (Taylor, Kermode & Roberts, 2007, p. 5). According to Mertens (2014), a paradigm is a framework containing all of the commonly accepted views on a subject, a structure of what direction research should take and how it should be performed. In this study, the indicators of academic achievement were a collective result of variable factors. These factors had dependent and independent characters. This study was intended to reveal the impact, relationship and implications of

transformational leadership on the modifiable and dependent variables that included student learning, learners' academic performance and the school teaching and learning environment, as indicated below:

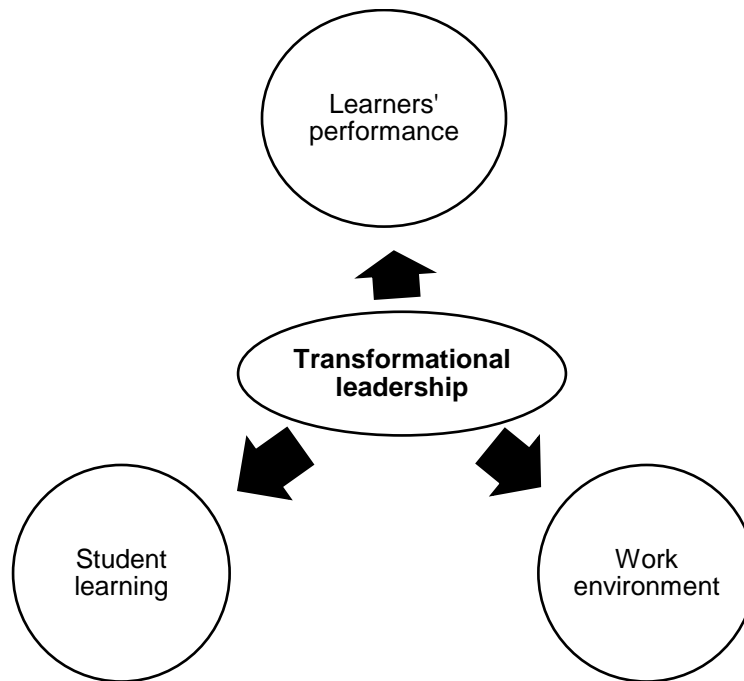


Figure 3-0-1: Paradigm of the study showing relationship between variables

A positivist paradigm was used in this study, with a quantitative approach to data gathering. Positivism is appropriate in studies where mathematical and statistical procedures are used to explore, to describe, to explain, to predict and to control social and behavioural phenomena (Onwuegbuzie & Leech, 2005). Creswell (2014) explains that positivism holds that knowledge can be discovered or revealed through the use of scientific methods. In this study, it was hoped that knowledge discovered in this way would help in providing appropriate solutions to practices in school environments in South Africa, solutions that could be generalised to wider contexts. Ryan (2006) observes that in reflective post-positivism and the pragmatics of leisure research, positivism has a relationship with modernism, which emphasises value, rationalism and empirical knowledge over other ways of knowing.

3.3 EPISTEMOLOGY OF THE STUDY

My epistemology is based on the nature and scope of knowledge of the study (Steup, 2008), which focuses on the nature of knowledge and how it relates to particular things such as belief, truth and justification. This can also be defined as how things that exist can be known (Creswell, 2014).

A quantitative method was used, based on the understanding that a principal's experience of leadership styles is an exhibition of his perceived belief in its effect on student achievement. This method was also used to allow a comparison of approaches in different schools. The positivism paradigm is the 'scientific' research paradigm that strives to investigate, confirm and predict law-like patterns of behaviour, and is commonly used in graduate research to test theories or hypotheses (Taylor & Medina, 2013), while epistemology is the theory of knowledge, especially with regard to its methods, validity, and scope, and the distinction between justified belief and opinion (Goertz & Mahoney, 2012).

The study was conducted from a positivist paradigm because this allowed the making of generalisations. It also helped to bring together the theory and practice of transformational leadership as practised in Montessori schools and to establish whether this had positive or negative effects on learners' academic performance.

3.3.1 Advantages of positivism

- The future predictions can be thought of with the use of a quantitative approach. "Useful for obtaining data that allow quantitative predictions to be made" (Johnson & Onwuegbuzie, 2007).
- Generalising: the researcher is capable of making general assumptions. "Can generalise a research finding when it has been replicated on many different populations and subpopulations" (Johnson & Onwuegbuzie, 2007).
- In order to get better precision it is relevant to utilise resources for studying large numbers of people, therefore improving on the amount of accuracy of the study (Cohen et al., 2007).

- The assessment of more data in a quantitative manner paves the way for more scientific research. “Quantitative data provides objective information that researchers can use to make scientific assumptions” (Johnson, 2014).

3.3.2 Disadvantages of positivism

There are some limitations in empiricism and objectivity; they do not appear to be adequate when investigating a social phenomenon that tests human behaviour “Excessive confidence in its claims to objectivity and empiricism do not stand up to scrutiny when used in both the social and natural sciences, and thus it cannot be truly considered to ‘work’” (Houghton, 2011, p 4). It is difficult to detach oneself entirely from the hypothesis, almost impossible, Expression is instinctive, it should not be made dumb of generalisation. “Expression permits us to share of our interactions, though it fails to take account of our unique ability to interpret our experiences our capability to present them to others” (Cohen et al., 2007, p. 18). An in-depth contextual understanding may not be seen in a generalised understanding of a theory “Knowledge produced may be too abstract and general for direct application to a specific local situation” (Johnson & Onwuegbuzie, 2004).

Inaccuracy could occur even in scientific data and this has the ability to alter the outcome of the study and modify the resulting hypothesis. Among other reasons that can result in this is the tendency of a participant with limited interest in the study to randomly select answers without reading the preceding questions. The researcher is compelled by ethical guidelines to respect the outcome of this though flawed. Overall there is no flexibility. “Some scholars believe that since positivists believe everything can be measured and calculated, they tend to be inflexible. Positivists see things as they are and tend to disregard unexplained phenomena” (Johnson, 2014).

3.4 QUANTITATIVE RESEARCH APPROACH

Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and

surveys, or by manipulating pre-existing statistical data using computational techniques (Creswell, 2013).

3.5 QUANTITATIVE RESEARCH DESIGN

The research design refers to “the plan of how to proceed in determining the nature of the relationship between variables” (Bless & Higgins, 1995, p. 46). The quantitative research design for this study was actualised in the form of questionnaires. Specifically, a random convenience sampling method was utilised. A convenience sample is a type of non-probability sampling method where the sample is taken from a group of people easy to contact or to reach.

3.6 DATA COLLECTION TECHNIQUES

The research was conducted in the Tshwane district of Gauteng province as a result of its accessibility to the researcher. A representative approach using a probability sampling technique was used for the purpose of this study. Participants were chosen from 12 schools located in the district. The sample size included 180 teachers using random sampling method in order to have a detailed and comprehensive study. The researcher approached the principals and teachers at the various schools before commencing the study. Once permission had been obtained from the school principals, teachers were contacted and given a letter of consent to sign. A research survey design was employed in this study because this helped to gather information on how a transformational leadership style was practised by principals of Montessori schools. Moreover, it also allowed the researcher to determine the nature of the relationship between the transformational methods of the principal and the performance of learners, the impact of the style on learners’ academic performance and the implications for the teaching and learning environment.

3.6.1 Sample Size

In order to have a detailed and comprehensive study, an initial convenience sample of 180 high school teachers was selected from these 10 schools and 10 principals.

Table 3-0-1: Initial selection of sample from schools

Number	School	Teachers
1	High School A	25
2	High School B	20
3	High School C	17
4	High School D	15
5	High School E	17
6	High School F	16
7	High School G	15
8	High School H	20
9	High School I	15
10	High School J	20
Total		180

A total of 180 teachers was available at the time the questionnaire was distributed in the schools. See Table 3.2.

Table 3-0-2: Distribution of teacher questionnaires returned

Number	School	Teachers
1	High School A	17
2	High School B	15
3	High School C	16
4	High School D	16
5	High School E	14
6	High School F	14
7	High School G	7
8	High School H	16
9	High School I	11
10	High School J	15
	Total	141

3.6.2 Validation of Instrument

Any research instrument must go through a stage of refinement in order to be found suitable. Thus, the questionnaire employed in this study was subjected to validation by a panel of judges comprising the researcher's supervisor, a lecturer in research and statistics, an educator and her colleagues. In accordance with the detailed comments made by these specialists about this instrument, some items were deleted and certain items were reworded.

3.7 DATA COLLECTION

Quantitative data gathering was done using a survey instrument to elicit participants' opinions of predetermined aspects. McMillan and Schumacher (2001, p. 602) define survey research as "the assessment of the current status, opinions, beliefs and attitudes by questionnaires or interview from a known population". The researcher collected data through the use of a questionnaire.

I sought permission from the Gauteng Department of Education and from the school authorities at the ten schools sampled for the study, in order to establish an appropriate day and time for the administration of the questionnaire. The researcher then visited each of the schools to administer the questionnaires to the sampled teachers and principals. On administering the test item, the researcher explained the procedure of filling the questionnaire to the respondents. Some questionnaires were collected immediately they were administered (in ten schools) while the researcher had to return at a later date to collect the remaining questionnaires.

In section A of the teachers' questionnaire, each response was coded. For instance, the response of 'male' to gender was coded 1 while 'female' was coded 2. The 32 items in section B were then scored. Positively stated items were scored as 4, 3, 2 or 1 while single responses per item on scale of SD, D, A, and SA respectively (SD = strongly disagree, D= disagree, A = agree, SA = strongly agree) were counted. The same pattern was followed for negatively stated items but the reverse scoring of was used 1, 2, 3 and 4. These scores were recorded on a coding sheet for empirical analysis in order to

determine the impact, relationship and implications of a transformational leadership style on their learners' academic performance.

3.7.1 Seeking consent

The Tshwane district of Gauteng province advised that permission should be sought directly from the principals as these were independent schools. The researcher visited each selected school to request approval from the school authority to conduct this study at the school. She then prepared a letter of consent and sent this to interested teachers to fill in so that they could participate in researcher study.

3.7.2 Questionnaire

The questionnaires were used to elicit teachers' assessment of their principals' transformational leadership style as practised in the selected Montessori schools, and the influence this had on teachers' performance and on the outcomes of student performance. The Principal Leadership Style Questionnaire was adopted (Sandell, 2012) as the research instrument, and was completed by the sampled teachers. This questionnaire was employed in to provide data that could be statistically analysed to ensure an objective assessment of variables. The questionnaire was adapted from Sandell (2012).

This questionnaire comprised two sections: Section A and Section B. Section A sought demographical information. This information was vital in order to establish the gender, age category, experience level and educational background and, post level of participants as well as the classification of the school. Section B explored issues relating to the leadership style of the principal, attitude, and behaviour of learners towards their performance. The questionnaire used a four-point Likert scale of Agree, Strongly Agree, Disagree and Strongly Disagree. Teachers were required to respond by placing a tick in the appropriate column according to the extent to which each item related to their individual experience of his/her own school principal.

3.8 FIELDWORK: RESEARCHER'S PERSONAL EXPERIENCE

The data collection process took approximately two months, from the beginning of

January 2017 to the end of March 2017. The first school contacted was school A, where the researcher met with the school principal. After introducing the study, it was agreed that the researcher would return in the middle of January when the teachers had returned for the first term. She subsequently visited other schools in the catchment region to administer the questionnaire.

The collection of data differed from school to school; some principals were hostile while teachers at some schools were supportive. Some teachers were uncooperative as a result of their heavy work load or simply a lack of interest. This was my personal experience. Some schools requested that the researcher drop off the questionnaires; when she returned to collect the completed questionnaires she was told that some could not be found questionnaires. Teachers at other schools were very willing and cooperated with the researcher, however, returning the questionnaires promptly.

3.9 DATA ANALYSIS

Descriptive statistical methods were used to analyse the collected data Descriptive statistical methods were used to analyse the data instrument's efficacy in collecting data. This was done by computing the frequency of the expected value and that of observed value of the variables in each item and subjecting them to analytical computation.

3.10 QUALITY MEASURES

Pilot study: Reliability and validity

A pilot study is used to ascertain the reliability of a research instrument (Polit, Beck & Hungler, 2001). In this research study, a pilot study was conducted on selected teachers from two schools that were not part of the study's sample, to ensure the reliability and validity of the items in the questionnaire. A convenience sampling technique was used for the pilot test. Changes were made to the items in the questionnaire where deemed necessary.

3.10.1 Reliability

Pietersen and Maree (2014) affirm that reliability means that if the same instrument is

used at different times for the same or a similar population, the findings will be the same. Reliability means that an instrument maintains consistency, dependence and reliability in its data collection. “In this form, reliability is a measure of consistency over time and over similar samples. A reliable instrument for a piece of research will yield similar data from similar respondents over time” (Cohen et al., 2007, p. 146). The statisticians at the university of Pretoria library assisted in evaluating my results for reliability.

3.10.2 Validity

Validity is a very extensive area; in positivism it is retained by the vigilant use of the methods. “In quantitative data validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data” (Cohen et al., 2007, p. 133). In quantitative research, a questionnaire is the data gathering instrument, thus it seems when quantitative researchers speak of research ‘reliability and validity’ they are usually referring to research that is reliable and valid (Pietersen & Maree, 2014, p.215). Validity was ensured in this study by accumulating the data after the questionnaires had been administered and then checking the questionnaires with the University of Pretoria statistician who confirmed the validity and reliability of the responses. The researcher ensured that the study was sufficiently accurate to measure what was to be measured. She was not biased towards a certain group of respondents.

3.11 ETHICAL CONSIDERATIONS

“An essential ethical aspect is the issue of the confidentiality of the result, the findings of the study and the protection of the participants’ identities” (Maree, 2010, pp. 41–42). Researchers working with human subjects must act ethically, professionally and in the best interest of their research participants by respecting the human dignity and welfare of these participants (Wallen & Fraenkel, 1991, p. 38). Ethical research principles guarantee fairness to participants, their right to privacy and dignity, anonymity and confidentiality, and their protection from discomfort and harm (McLaughlin 2016, p. 1). This study complied with the University of Pretoria research ethics policy. Ethical clearance permission was sought from the ethics committee. The researcher ensured the following ethical processes:

3.11.1 Informed Consent

I applied for ethical clearance from the University of Pretoria to conduct research on the academic impact of transformational principals in Montessori schools in the Gauteng district. Another application for permission was sent to the Tshwane district of Gauteng province Department of Education to conduct research in their schools. Permission to conduct a research study was also requested from the principals of the schools concerned. Consent forms were prepared by the researcher for all the participants. The purpose of the study was explained to the research participants, and approval was obtained from them before conducting the research.

3.11.2 Confidentiality

Participants were assured that their information, such as names and demographics would be safe kept; an assurance of the confidentiality of the results was given. The findings of the study and the protection of the participants was ensured.

3.11.3 Voluntary Participation

The researcher used a free and voluntary participation method and any participant who wanted to withdraw at any time was free to do so.

3.12 CONCLUSION

This chapter explained the methodology adopted in the study. It examined the epistemology, research approach and design in relation to the advantages and disadvantages they held for the study. It also explained sampling and method of data collection. It provided details of the researcher's fieldwork and it addressed the ethical considerations.

CHAPTER 4

PRESENTATION OF RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the collated data results from the field survey carried out and discussion of the findings on the impact and effectiveness of principals' transformational leadership style on learners' academic performance in selected Montessori schools in Gauteng (Pretoria), South Africa.

These data were imported to Microsoft Excel spread sheets and analysed quantitatively using the SAS Version 9.4 statistical analysis program. Section A of the questionnaire elicited demographic information. This information was vital in establishing the gender, age, category, experience level and educational background of teachers, their post level as well as the classification of the school's principal. Section B explored issues relating to the styles of the principal, teaching processes and learning environment and their effect on learners' academic performance. This information was used to address research questions 1, 2 and 3.

Teachers' responses to the questionnaire are presented as descriptive statistics in this chapter. The chapter is divided into four sections, namely demography, evaluation of principal based on his or her leadership style, impact of principal's leadership style on learning and impact of principal's leadership style on teaching.

The SAS Version 9.4 statistical analysis program was used in the analysis of the data. This program allows an effective visual presentation of data in tabulated form and reduces the time and energy required to perform the requisite calculations. The quantitative analysis of the data was conducted by the support section of the Statistics Department at the University of Pretoria.

In a nutshell, transformational leadership style, teaching process and learning are variable factors in determining the academic performance of learners. In terms of principals' transformational leadership it shows that a principal who was transparent and supported teachers was able to achieve school goals. This may be as a result of the impact a transformational leader has on the school they lead in this case the Montessori type.

4.2 RESULTS: PRESENTATION AND CLASSIFICATION

4.2.1 Descriptive Statistics: Section 1

Respondent Demographical Data

There are four items that feature in this section. They are related to the demography of the teachers who participated in the study. They include the following:

Age of teachers

Five age categories were identified in the study. The first two categories were early career age groups. They included participants between the ages of 21 to 30 years and 31 to 40 years. These groups made up 71% of the participants, 30% and 41% respectively. The third category was those teachers between the ages of 41 and 50 years, and they accounted for 22% of the participants. The last two categories were participants between 51 and 60 years of age and those above 60 years of age. These accounted for 6% and 1% respectively. Figure 4.0.1 illustrates these categories.

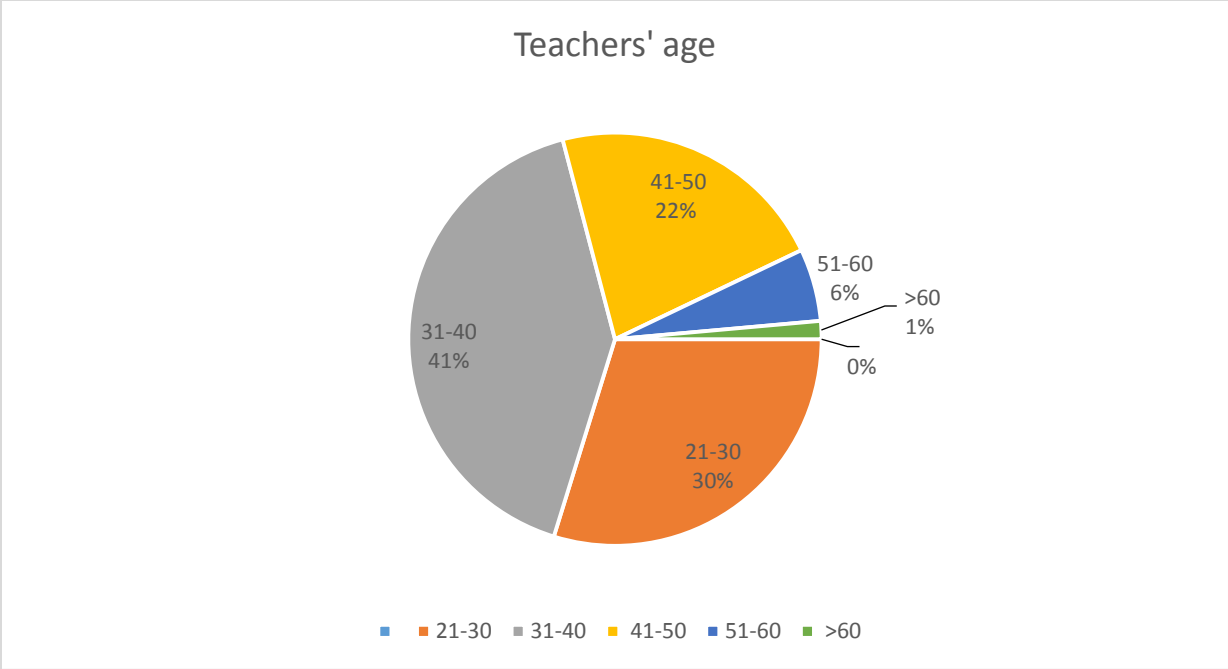


Figure 4-0-1: Age of respondents

Gender

The chart of participating teachers' shows that more female than male teachers participated. Females made up 51% and males, 49%. This is indicated in Figure 4.0.2.

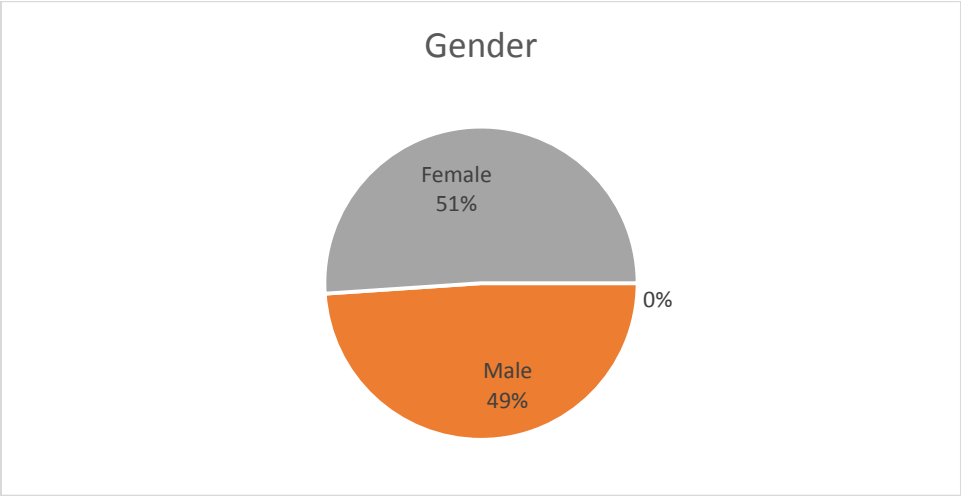


Figure 4-0-2: Gender of respondents

Employment status

Two categories of employment status of teachers who participated in the study were identified, temporary appointment and permanent staff. Within these two categories there were full-time and part-time teachers; four categories of teachers in all. These were temporary full-time appointment, permanent full-time, temporary part-time and permanent part-time appointments. Full-time members of staff accounted for 93% of participants, 66% permanent and 27% part-time. Part-time staff members made up 7%, with permanent staff, 2% and temporary staff a mere 1%. Figure 4.0.3 summarises these frequencies.

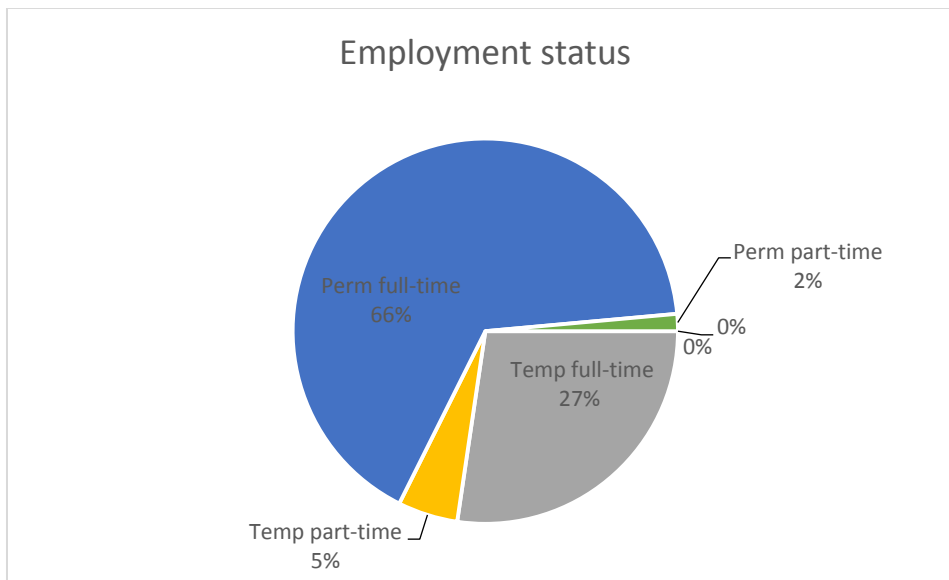


Figure 4-0-3: Employment status

Work experience

Six categories of years of experience are illustrated in Figure 4.0.4, including less than one year, between one and five years, between six and 10 years, between 11 and 15 years, between 16 and 20 years and between 21 and 25 years. Half of the participants (50%) belonged to category 2 (one to five years), followed by category 3 (six to 10 years, 32%). Nine percent had between 11 and 15 years' experience. Those who had between 16 and 20 and between 21 and 25 years' experience each made up 4%, while those with less than 1 year experience made up 1%. Figure 4 indicates these descriptive statistics.

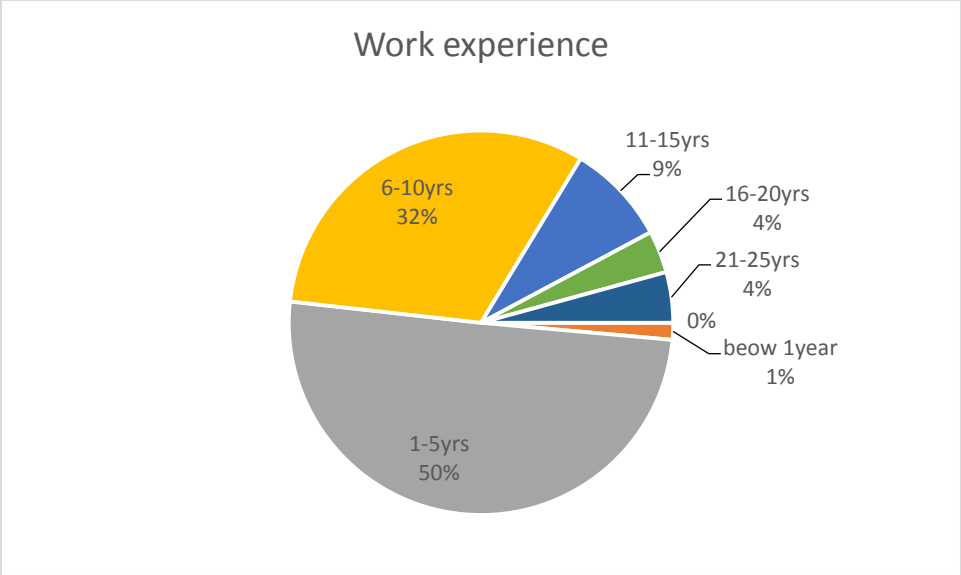


Figure 4-0-4: Work experience

In each of the remaining sections, the researcher considered not only each individual item, but based them on demographical elements. This demography shares the view of McMillan who noted that principals who have spent a only a little time in a school have limited knowledge about it and are prone to errors of judgement, a modification that has the tendency to limit their vision and decisions on what is achievable in their school environment (McMillan, 1998). This process will demonstrate alignment or disagreement with this view; however, the majority of teachers in this research study had spent less than five years in their respective schools. It has also been observed teachers who have a long history at a school have a higher index of boredom and are more likely to invest their experience and interest in another venture (Stroud, 2005). Such participants were limited in this study as they accounted for less than 20% percent of the study sample. However, such individuals be stable enough to provide objective assessments as they might have served under different principals. It was expected that teachers' assessment of ' their principal would also be limited as a large percentage of teachers had spent fewer than 10 years in their current place of work.

The items in the rest of the sections are based on the following four demographic criteria: gender, age, employment status and work experience. The following sections explain how each of the demographic items influenced principal leadership styles.

4.2.2 Descriptive Statistics: Section 2

Leadership Style

Based on the school principal leadership style four questions were selected from this group, answered by teachers' perceptions.

Principal puts school first

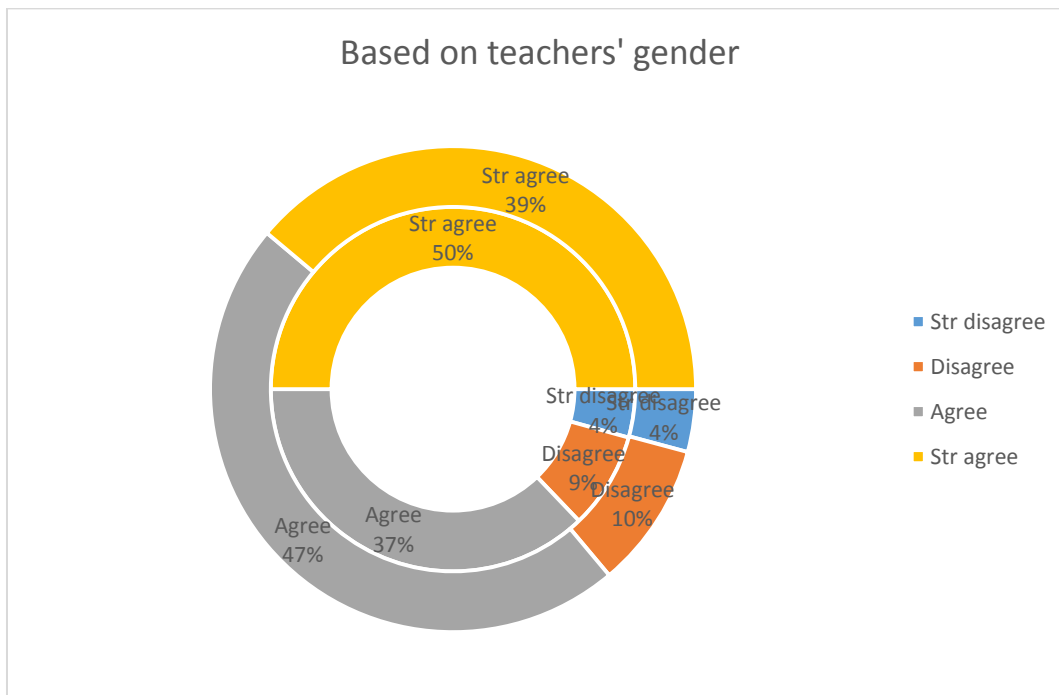


Figure 4-0-5: Principal puts school first based on gender of respondents

If looking at the principal putting the school first based on gender of respondents, it was observed in my study that half of the participants who strongly agreed with this item were male, while 39% of their female counterparts felt the same; 47% of females selected 'agree' compared to 37% men who thought the same. Equal percentages of both sex (4%) strongly disagreed; 10% of females disagreed compared to 9% of men. This suggests that gender did not play a significant role in the assessment of the principal and no bias was noted. It should also be pointed out that teachers were able to identify a principal who ensured that their needs as well as those of the school were catered for and placed before his or her personal needs, even to the point of facing certain challenges

such as those observed by Teece, Pisano and Shuen (1997) and McGrath and MacMillan (2000). They observed a number of principals who placed the needs of their teachers well before their own personal needs and possessed the ability to bring out the best in their teachers even in times of severe challenges.

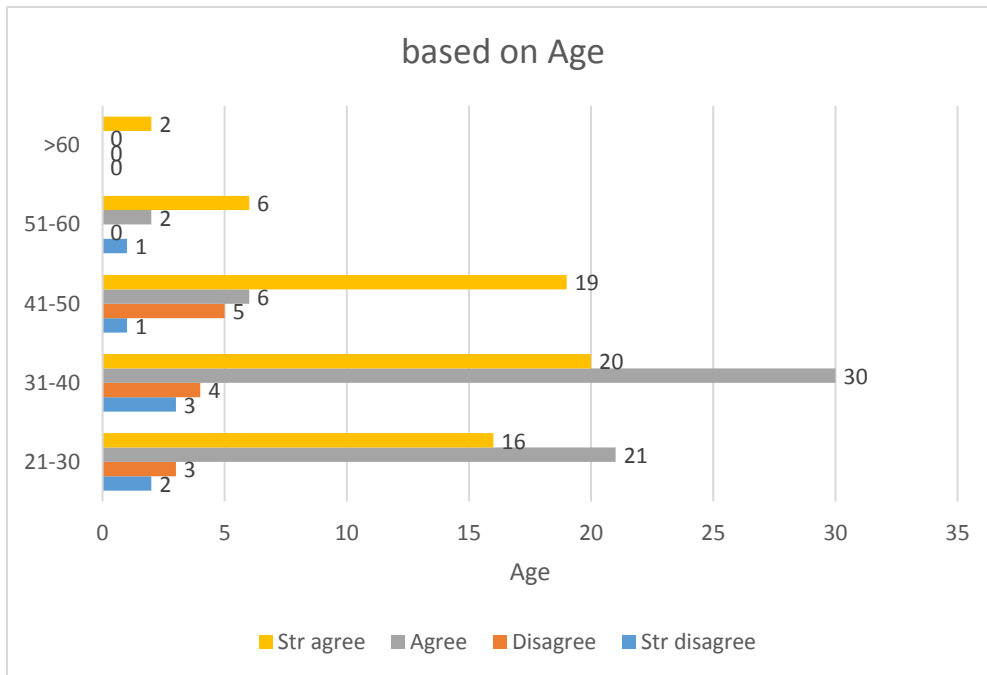


Figure 4-0-6: Principal puts school first based on age of respondents

Principals' leadership styles as judged by teachers according to their age were considered in the analysis and the results are illustrated in Figure 4.0.6. Among the five categories of age, the 31–40 year-olds were more likely to 'agree' (50 teachers) and to 'strongly agree' (20 teachers). Among the 21–30 year-olds, 37 teachers chose 'agree' and 'strongly agree' with a breakdown of 21 and 16 teachers respectively. Those between 41 to 50 years of age, 51 to 60 years of age and above 60 preferred 'strongly agree' to 'agree'. Nineteen teachers in the 41–50 year-old age group selected 'strongly agree' while six merely 'agreed', which was less than a third. Findings in the 51–60 year-old age group were similar; those who 'strongly agreed' were three times as many as those who 'agreed'.

The two over 60-year-olds 'strongly agreed'. It is pertinent that not all teachers agreed that the principal put their school first: this was most significant in the 41–50 years-old

age group. This was to be expected as at this age teachers were more mature and had had over a decade of work experience, either at their present school or at others. Grobler, Bisschoff and Beeka (2012) noted that teachers had a particular perspective on the capability and the competence of their principals regarding the style they led with.

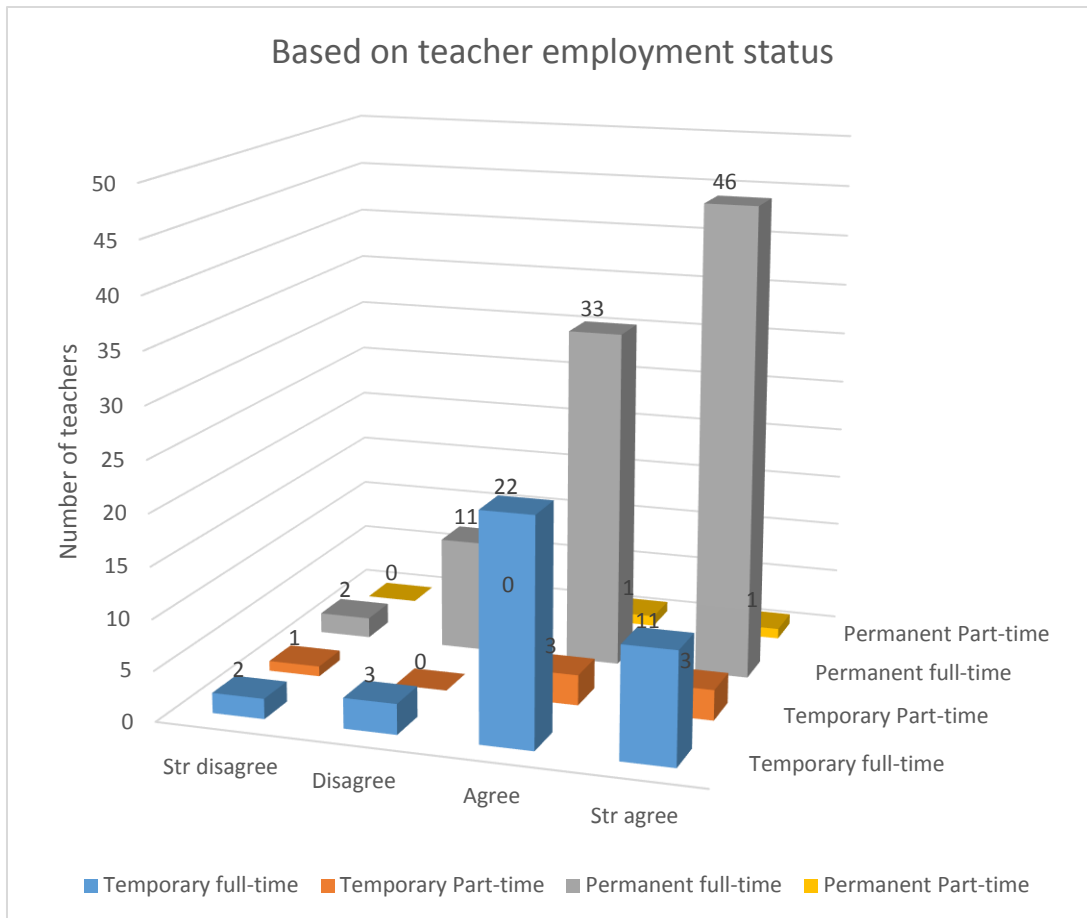


Figure 4-0-7: Principal puts school first based on teacher employment status

Considering employment status, as shown in Figure 4.0.7, both permanent full-time and temporary full-time teachers agreed that the principal put the school first. It was interesting to see that 13 more permanent full-time teachers chose 'strongly agree', than those who preferred 'agree'. The reverse was true for the temporary full-time teachers; twice as many as those who 'strongly agreed' merely 'agreed'. Despite the considerable support, it was clear that 19 teachers were in disagreement and the majority of these were permanent full-time staff. Samei, and Jashveqani (2015) observed that a significant

relationship exists between dimensions of rational motivation, inspiration and motivation and ideal influence, and effectiveness.

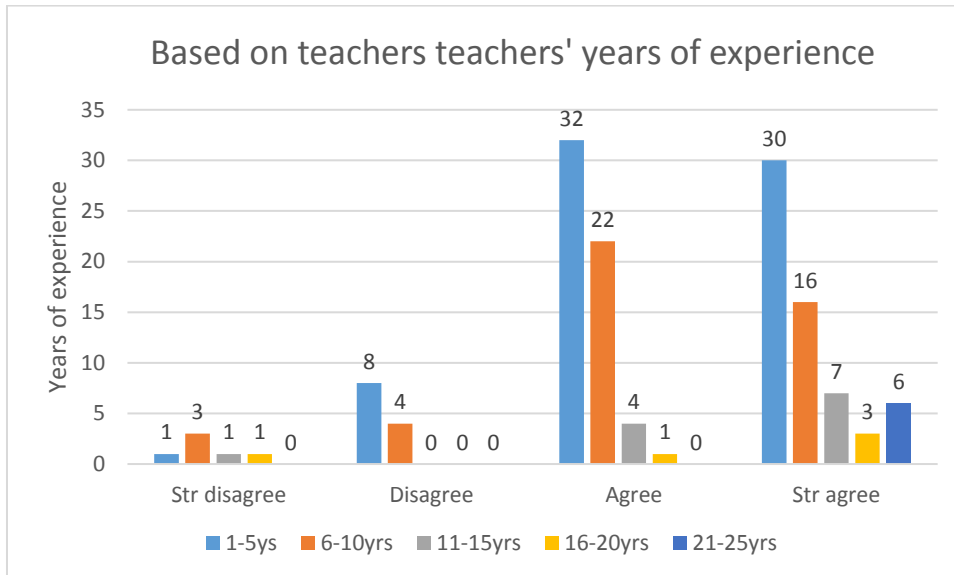


Figure 4-0-8: Principal puts school first based on teachers' years of experience

If looking at the principal putting the school first based on teachers years of experience, teachers with between one to five years' experience appreciated the principal most: 62 of them selected 'agree' and 'strongly agree', 32 and 30 respectively. Twenty-eight respondents from the remaining categories selected 'agreed'. The majority of participants in the remaining categories selected 'strongly agree', except those with between six to 10 years' experience, more of whom selected 'agreed' than 'strongly agreed'. Overall, only 18 staff members across all categories did not agree. It is worth noting that teachers who had spent five to 10 years teaching were more likely to express dissatisfaction than those in any of the other categories of work experience. This dissatisfaction may account for the high rate of mid-career departure of the teachers from the profession to other fields, with the attendant loss of experience and skills (Hudson, Graham & Willis, 2014). This demonstrates that the principals who put their staff first are highly likely to have more motivated and better satisfied teachers.

Principal is open to suggestions

The second item analysed concerns the principal's leadership style as it related to how seriously he or she took suggestions. Teachers rated the listening and response leadership style of their principals. As indicated earlier, the analysis is based on the four demographic elements.

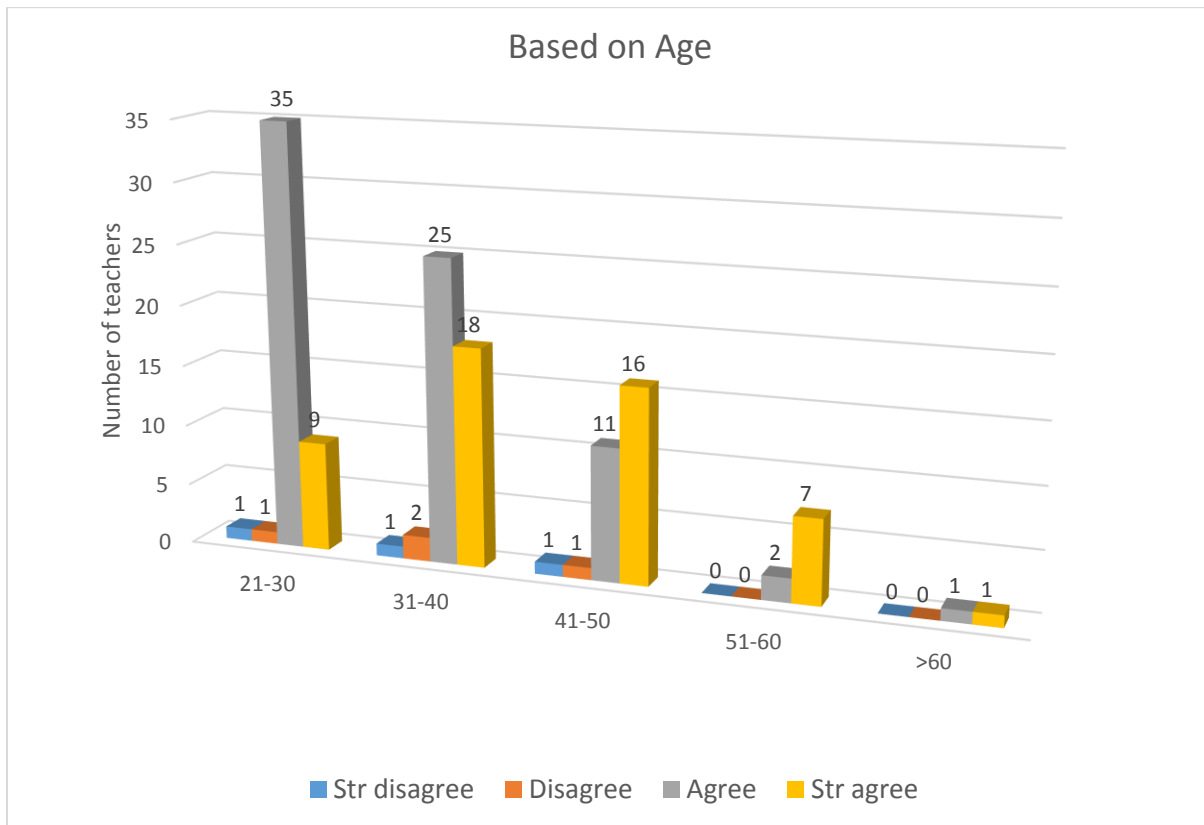


Figure 4-0-9: Principal is open to suggestions based on age of respondents

Above is the analysis based on age of teachers. In the lowest age group of between 21–30 years of age, 35 and nine selected 'agree' and 'strongly agree' respectively. Similar results occurred in the age group 31–40 years of age. In this case, 43 of 46 were in support of the principal's style of leadership, while only three thought otherwise. It was noted that with older respondents the intensity of support for the ability of the principal to listen to suggestions were higher, this was not in term with the finding of (Harris, 2015), who observed that some principals act as though they only have the source of knowledge. We noted that older age had more of those in strong support increased, and none of those

between 51–60 years of age and those above 60 years disagreed with the principal’s style of leadership.

One particular feature that was been observed was that teachers who were listened to had a strong sense of belonging and greater job satisfaction, similar findings to those of Blasé and Blase (2000), who found that transformational leaders welcomed innovation and ideas from their teachers. Principal-teacher collaboration with reflective interaction is a hallmark of transformational leadership. Conley et al. (1998) observed that teachers who work in organisations with a low sense of welcome of their ideas and innovation have less job satisfaction. This could be a reason for the lesser degree of job satisfaction in the mid-career teachers generally observed in this study as they feel not wanted or relevant in the school.

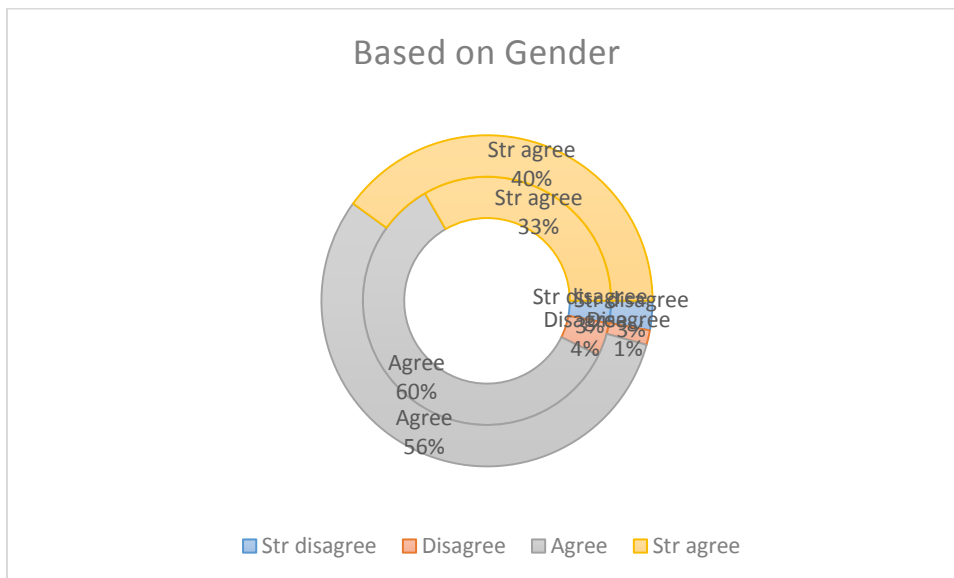


Figure 4-0-10: Principal is open to suggestions based on gender of respondents

If looking at the principal open to suggestions based in gender, the highest percentage of male teachers, 60%, selected ‘agree’ while 33% chose ‘strongly agree’; 93% in total were thus in support of the principal’s leadership style. As far as female teachers were concerned, 96% supported to the principal; 7% more women than male strongly supported the principal, but 4% fewer women than men agreed. However, more females

disagreed (6%) than males (4%). It was interesting to note that equal percentages (3%) of females selected 'disagree' and 'strongly disagree'.

The place of gender issues in the school was brought to the fore in this analysis. Larusdottir (2007) observed male dominance in the leadership of schools and Kark (2004) noted that in recent times more women have become involved in leadership positions in schools and other corporate organisations. Some studies that have assessed the strength and limitations of gender and leadership styles have found that women are more rational and collaborative while men are more bureaucratic and directive (Limerick & Anderson, 1999; Tacey, 1997). The present study was unable to confirm whether female teachers demonstrated more rational responses or whether their responses were convincingly different from those of the principal to male teachers. A great deal of criticism was levelled at male principals' bureaucratic leadership style but it was also noted that the impact of gender on school leadership was not the same across various schools (Grogan, 2000; Coleman, 1998). Collard (2001) observed that female teachers tended to have the listening ear of their principal to a greater extent than their male counterparts but this could not be confirmed in the present his study.

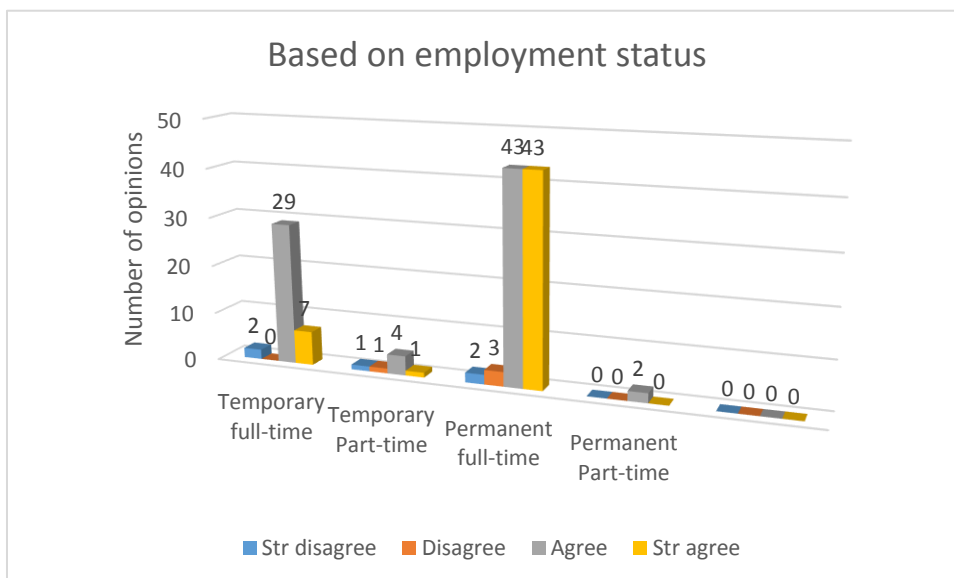


Figure 4-0-11: Principal is open to suggestions based on employment status

This illustrates the results based on employment status. Full-time employees, especially permanent teachers, overwhelmingly supported the principal’s leadership style as it related to taking suggestions seriously. Equal numbers (43) ‘strongly agreed’ as ‘agreed’, making a total of 86, while only five in this category did not support the principal. Among the temporary full-time teachers, 36 out of 38 were in support of the principal’s leadership style. Among the temporary part-timers, five of seven teachers were also in support, and the two participants in permanent part-time teachers’ supported the principal’s leadership style. A closer look revealed that fewer respondents among the temporary full-time teacher group had chosen ‘strongly agree’.

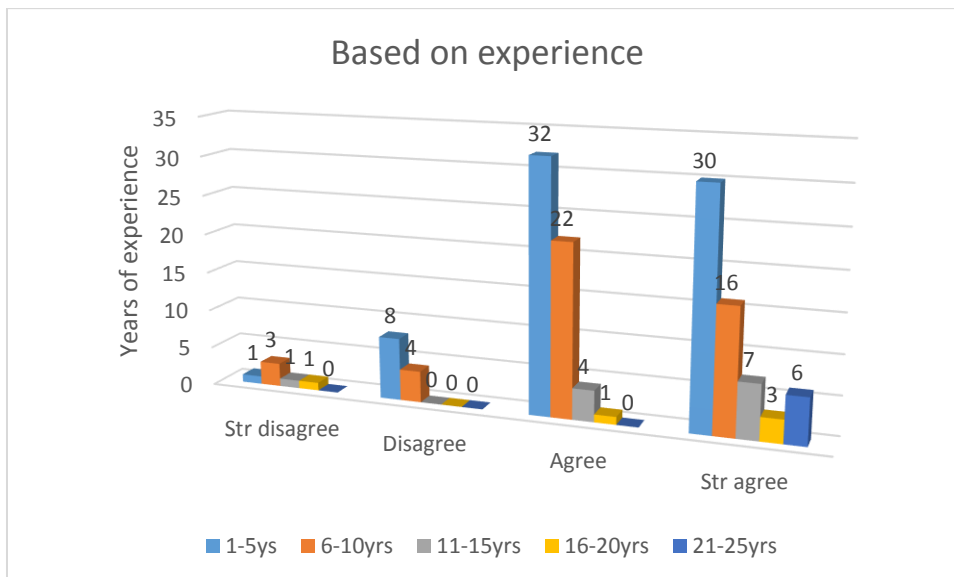


Figure 4-0-12 : Principal is open to suggestions based on years of experience

A graphic representation of the results of teachers’ responses concerning principals’ leadership styles based on teachers’ work experience. Those in the first and second categories (one to five years’ experience and six to 10 years’ experience) were in support of the principal’s leadership style. Of the 71 teachers in the first category, 62 were in support of their principal’s leadership style. The 43 teachers in the second category, 36 favoured their principal’s leadership style. In the categories of more experienced teachers, all but one of those in the 11 to 15 year category supported the principal; one respondent selected ‘strongly disagree’. Similarly, 12 teachers in the 16 to 20 year agreed

with their principal’s leadership style. Only one respondent selected ‘strongly disagree’, unlike the members of the 21 to 25 year category who all ‘strongly agreed’. The comparison was thus made with the years of experience in teaching as well as the way they view how open the principal is to suggestions. Dierking and Fox (2013) noted the more the experience of the teacher the greater the confidence and the more autonomy they will have encouraging empowerment and strengthening the resolve of the principal at trusting the teachers with responsibilities. This study was at variance with that of Fidler and Atton (2004) who observed that a long period at the same level of recruitment doing the same routine work resulted in a diminished level of job satisfaction and reduced performance. Stroud (2005) found that school leaders who remained at the same school for a longer duration were more susceptible to change and were also aware of their leadership skills.

The next item in the questionnaire concerns motivation by the principal.

Principal motivates teachers to be more productive

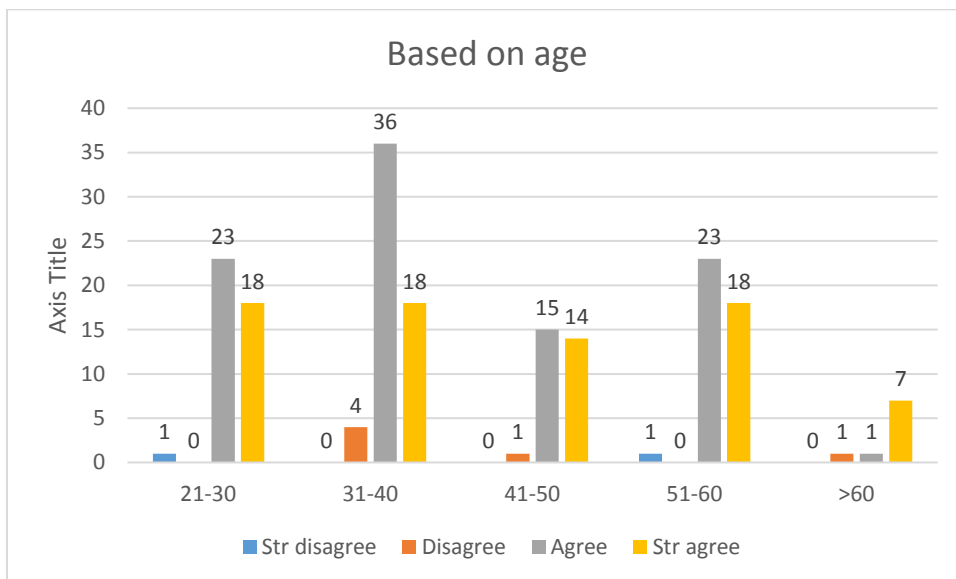


Figure 4-0-13: Principal motivates teachers to be more productive based on Age of Respondent.

A bar chart of principal leadership style in the area of motivation of teachers, as evaluated by teachers based on their age. All respondents in all age groups supported their

principal's leadership style. In the youngest age group (21–30 years), all respondents except one were in support; this individual must have had a good reason for choosing 'strongly agrees'. Results in the age groups 41–50 years and 51–60 years were similar, except for the fact that the only respondent not in support in former group selected 'disagree'. A slight difference was identified in the age group 31–40 years of age: 54 of 58 respondents supported their principal's leadership style. It was interesting to note those 18 respondents in the 31–40 year age group 'strongly agreed' and double this number 'agreed'. In all age groups except 41–50 years of age and above 60 years of age, the same number of (18) selected 'strongly agree'. This is similar to Leithwood's (1992) findings that suggested that transformational school leaders provide the necessary incentives for individuals to attempt improvements in their practices. Sergiovanni and Starratt (1993) also observed that transformational leadership in schools involves an exchange among people seeking common aims, which calls people's attention to the basic purposes of the organisation. In the present study, younger teachers appeared to feel more motivated. This is a pointer to the ability of the principal to encourage and inspire the new teachers. This also agrees with the observation of Brown (2016), who noted there was increased intrinsic motivation among the higher class teachers in the elementary school to the point of them organizing extra lessons for their students we more or less assume that the caliber of leaders who can drive such are possibly transformational in nature.

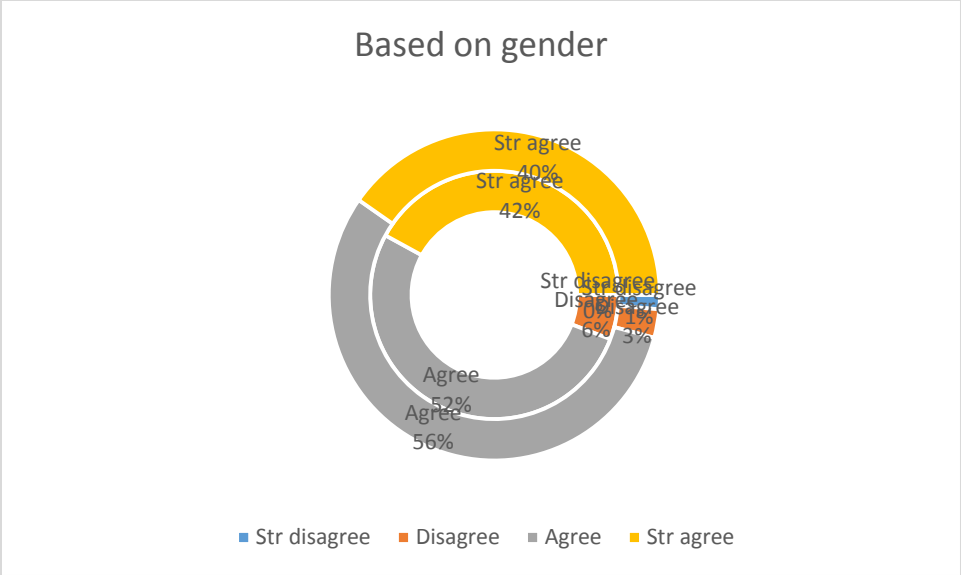


Figure 4-0-14: Principal motivates teachers to be more productive based on gender of Respondents.

A pictorial demonstration of the summary of teachers’ evaluations of their principal’s leadership style according to their gender. It can be seen that 42% and 52% of males respectively chose ‘strongly agree’ and ‘agree’, making up 94%, indicating that they were in strong support of their principal’s leadership style. Even though 6% did not align with others, none ‘strongly disagreed’. Among the female respondents only 4% were against the principal’s leadership style, of which only one of them selected ‘strongly disagree’. The remaining 96% of women were solidly behind their principal.

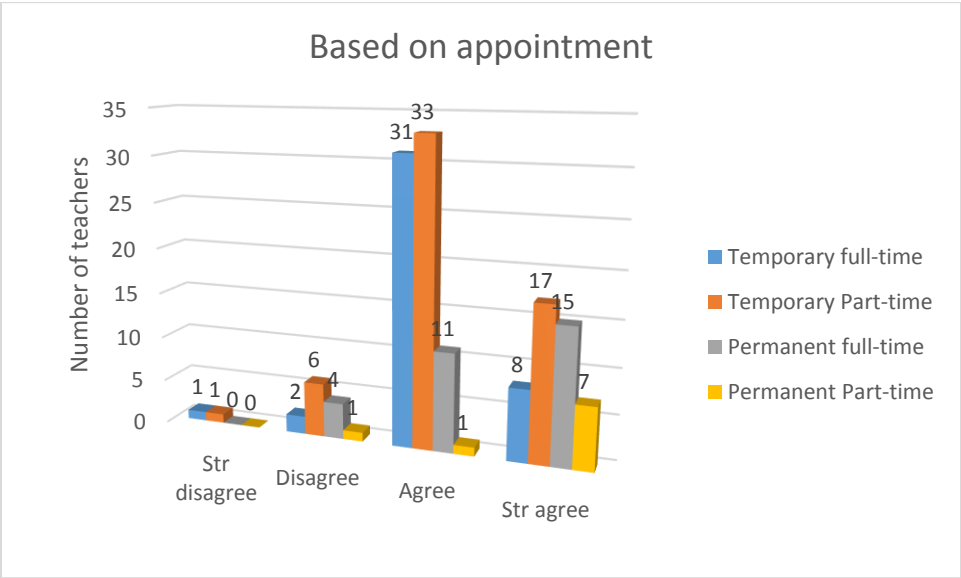


Figure 4-0-15: Principal motivates teachers to be more productive based on employment Status.

If looking at the figure above which concerns teachers' views of principal leadership style according to their employment status, among the full-time temporary employees, 39 of 42 were in support of their principal's leadership style, with 31 and eight 'selecting 'agree' and 'strongly agree' respectively. Those in temporary part-time appointment formed the majority, with 50 of 57 employees out in support; 33 and 17 selected 'agree' and 'strongly agree' respectively. More permanent fulltime employees (15) were in strong support of their principal leadership style. Only five respondents were not in agreement. The choices of those in permanent part-time appointment were similar in the sense that seven more of them selected 'strongly agree' as opposed to one whose choice was 'agree'. Only one employee in this group responded with 'disagree'. There are a variety of factors that are capable of interfering with the principal's person and the quality of leadership that he or she offers as was noted In the Singaporean study (Ng, Nguyen, Wong & Choy, 2015). Thus the alliance of the teacher may be to the principal's style of leadership or inadvertently to the way and manner the principal he exhibits his internal qualities. This study was unable to critically distinguish the principal from the leadership style as perceived by the teachers

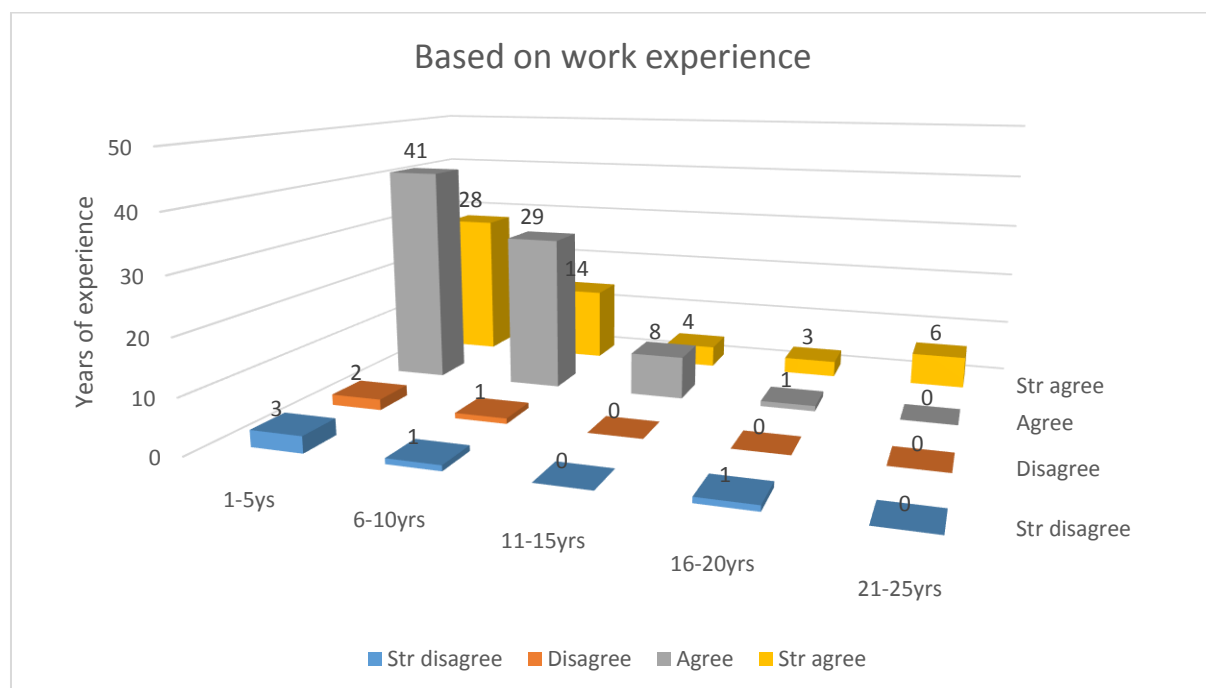


Figure 4-0-16: Principal motivates teachers to be more productive based on WE (work experience).

Figure 4.0.16 shows agreement with the principal's (principals'??) leadership style according to teachers' work experience. Teachers with between one to five and six to 10 years' experience were the largest and second largest groups respectively to support their principal's leadership style. In the first category 41 and 28 respondents selected 'agree' and 'strongly agree' respectively; similarly, those in the second category had 29 and 14 respondents whose choices were 'agree' and 'strongly agree' respectively. Only five respondents from the first category and two from the second disagreed with their principal's leadership style. In the 11 to 15 years' experience category, eight and four respondents selected 'agree' and 'strongly agree' respectively. The longest serving groups (16 to 20 and 21 to 25 years' experience) selected 'strongly agree', except for one respondent from the former who selected 'strongly disagree'. It was interesting to note that more teachers selected 'agree' than those who selected 'strongly agree'. This is similar to findings by Ori and Guy (2010) in Israel. They demonstrated that, a structure equation modelling supported their hypotheses, suggesting that leadership styles among school principals play a significant role in teachers' motivation and well-being

4.2.3 Impact on learning

This section concerns the impact of principal leadership style on learning. Four questions were answered by teachers and the results of the analysis follow.

The principal encourages students to learn on their own

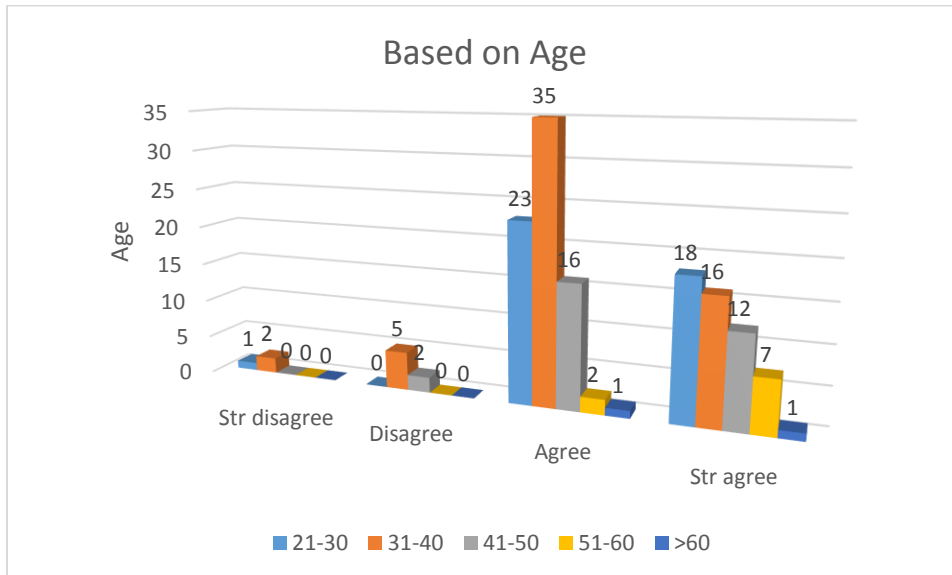


Figure 4-0-17: The principal encourages students to learn on their own based on age

Bar chart of teachers' preferences for principal transformational leadership styles as far as these encouraged learners to learn on their own according to their age. 'Agreed' and 'strongly agreed' were more populated than the other two options; 'disagree' and 'strongly disagree' were selected by seven and three respondents respectively, of which two from the 31–40 years of age category 'strongly disagreed'. Those who agreed in this category numbered 35, constituting 45% of all respondents who selected 'agree'. Teachers in the age 21–30 years and 41–50 years who selected 'agree' numbered 23 and 16 respectively, that is 29% and 21% respectively. Three respondents from the category 51–60 years of age and one from the above 60 years category 4% and 1% respectively strongly disagreed.

Those who strongly agreed were in the age ranges of 21–30 years and 31–40 years, 18 and 16 teachers respectively. There was a difference of 3% between them, with the higher percentage in the former category. There were 12 teachers (22%) in the age range of 41–50 years old, and seven (13%) and one (2%) participant in the 51–60 years and over 60 years categories respectively. These findings are similar to those of Leithwood and Jantzi (2000, p. 4) who found strong significant effects of transformational leadership on

organisational conditions, and moderate but significant total effects on student engagement. The findings also support observations by Lloyd (1978) that changes in a student’s participation and identification are a reliable symptom of problems that should be addressed as early as possible.

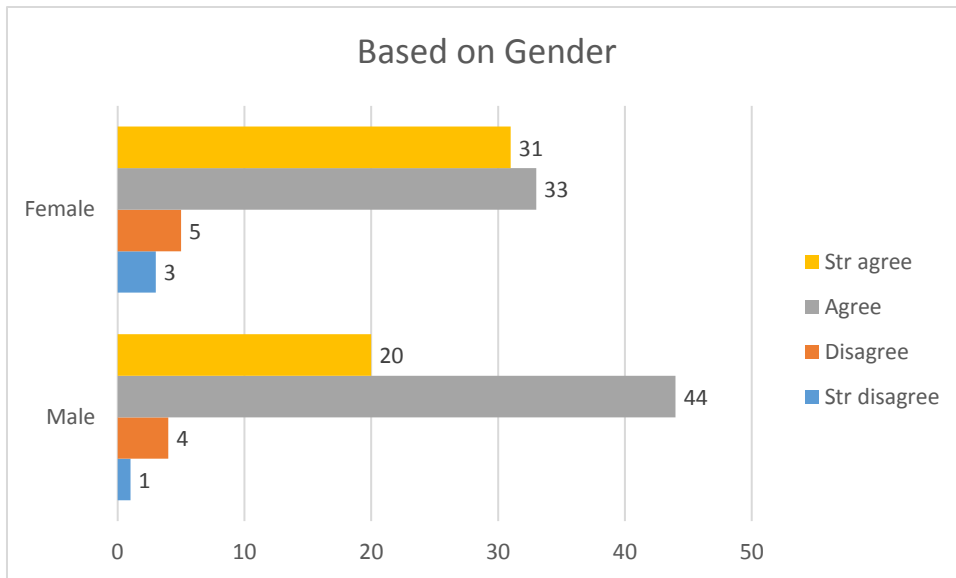


Figure 4-0-18: The principal encourages students to learn on their own respondent based on gender.

According to their gender, regarding their principal’s leadership style, more women chose ‘disagree’ and ‘strongly disagree’ in response to their principal’s leadership style in the ratio of 5:4 and 3:1 respectively. More males (44) chose ‘agree’, compared to 33 females. Although equal numbers of both genders (64) were in support of principals’ leadership style, more females (31) selected ‘strongly agree’ compared to 20 males. In this case, female teachers appeared to be more positive about their principal’s leadership style than men, although more females (8) were opposed to principals’ style than male teachers (5). It could be inferred from these findings that male teachers were more in support of the view that the principals facilitate autonomous learning by the students. There is an indication that most of the teachers, use their free period to find ways to encourage and increase learners’ interest in the subject matter, making them more independent learners and permitting more ingenuity. than in cases where teachers who and subjected to too much control find it impossible to be controlling the learners and not allowing them to study at their own pace (Deci, & Ryan, 2016) listened to more in the school environment,

possibly because they were working in a relatively male dominated sector, as noted by Larusdottir (2007): “male dominance in the education sector leadership that continued for a protracted period of time”. This is in contrast with findings that the impact of gender on school leadership was not the same across all schools, however (Grogan, 2000; Coleman, 1998).

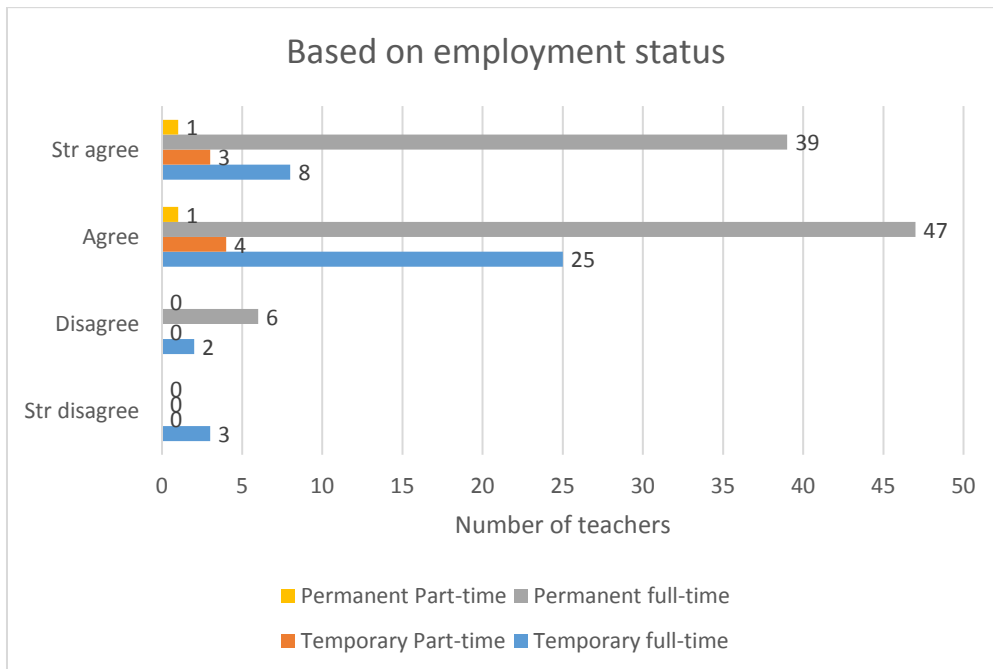


Figure 4-0-19: The principal encourages students to learn on their own based on ES

Looking at the chart which reflects attitudes to principal leadership style according to employment status, in this case, only three temporary full-time participants selected ‘strongly disagree’. Six permanent full-time and two temporary full-time staff selected ‘disagree’. Forty-seven temporary full-time participants selected ‘agree’ and 39 selected ‘strongly agree’, while 25 permanent full-time selected ‘agree’ and 8 “strongly agree’. The other categories of permanent part-time and temporary part time were in minority; in the former only one respondent selected ‘agree’ and one ‘strongly agree’. Four temporary part-time teachers selected ‘agree’ and three, ‘strongly disagree’. It appeared that full-time staffs were more supportive of principals’ leadership style than part-time staff. There is a tendency for temporary teachers to feel greater dissatisfaction with their principal insofar as he or she motivates staff; it is likely that they would prefer a permanent job.

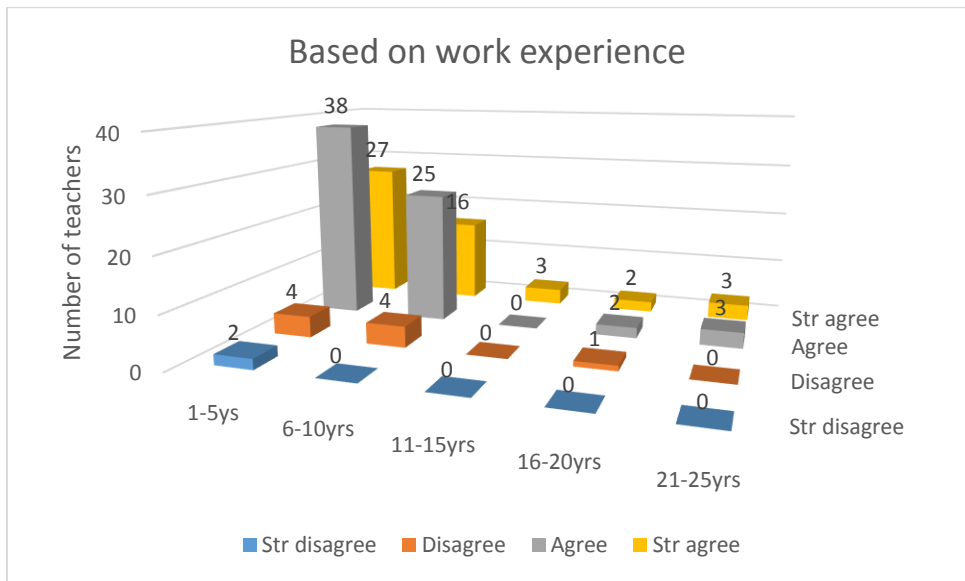


Figure 4-0-20 : The principal encourages students to learn on their own based on WE.

The figure above reflects teachers' views regarding principals' leadership style according to their work experience. Only two categories of teachers were in disagreement, namely those with between 1–5 years' experience and 6–10 years' experience. Among the former, 65 agreed with the principal's style, with 38 and 27 choosing 'agree' and 'strongly agree' respectively. Similarly, from the latter category, 41 were in support of the principal's style, with 25 selecting 'agree' and 16 'strongly agree'. Equal numbers of respondents (four) selected 'disagree' in both categories, while only one respondent in the 1–5 years category selected 'strongly disagree'. In the remaining category, all but one of the respondents 'agreed' (13 in number); the single respondent in the 16–20 years' experience category selected 'strongly disagree'. Early work age is the period when many teachers feel more encouraged to develop their careers. Transformational leaders create opportunities for teachers to enhance their skills, reassess and learn new methods of delivering the subject matter and this empowers teachers by improving their self-confidence, enhancing self-efficacy and propelling them towards career fulfilment (Ozaralli, 2003). A highly motivated teacher with an inspired principal has the capability, though not automatic, to be of tremendous positive influence on the learners, though not sacrosanct this has the tendency to encourage improved performance of the learners, The teacher also is capable of making informed on the spot innovative decisions that will

enable the growth and engender the students towards their learning goals in alignment with the observation of (Scott, 2017).

The principal encourages student collaboration during class activities

This analysis was also based on the four demographic variables.

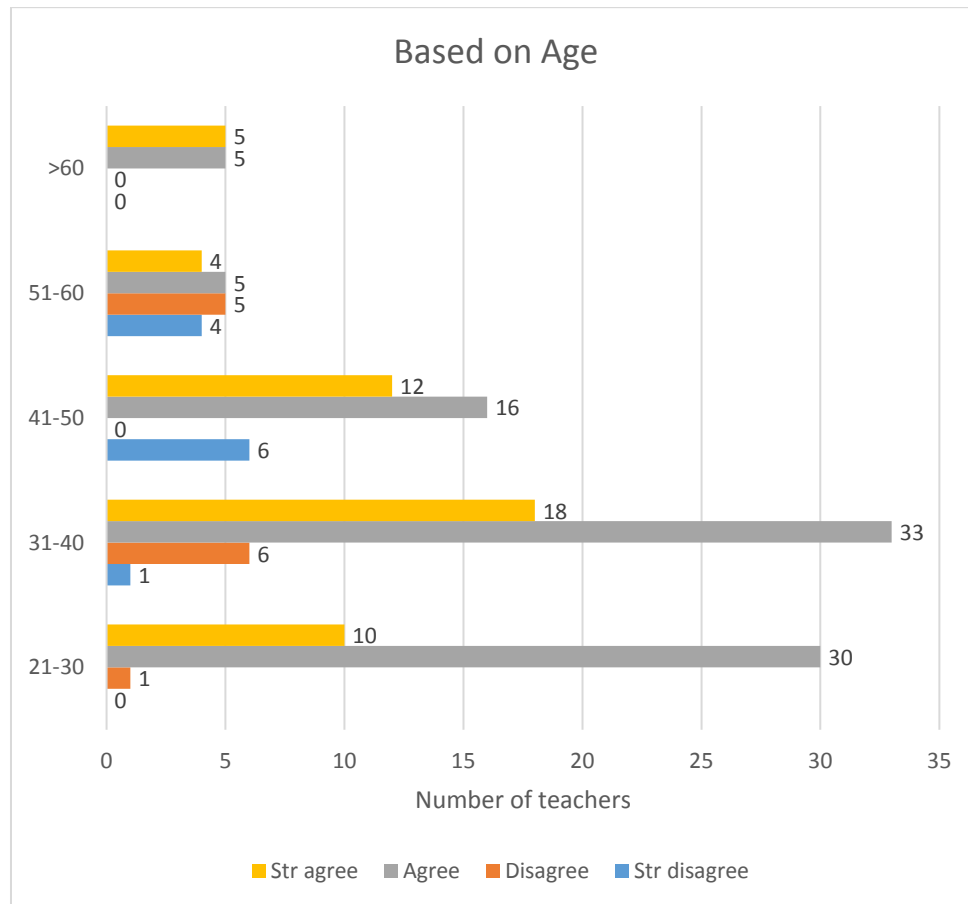


Figure 4-0-21: The principal encourages student collaboration during class activities based on age.

This reflects the effect of age difference on participating teachers’ responses regarding principal leadership style. The chart looks like a bell shape if upright. It is interesting that none of the oldest participants (60 years and above) were opposed to their principal’s style; equal numbers (five) selected ‘agree’ and ‘strongly disagree – opposed to his style’. Those in the 51–60 year age category differed in that equal numbers (four) selected ‘strongly disagree’ and ‘strongly agree’; similarly, equal numbers (five) chose ‘agree’ and ‘disagree’. Of particular interest were those in the 21—30 year age group. None of the

participants strongly disagreed but one person disagree while 40 teachers were in support of the principal leadership style, 10 of whom strongly agreed, a quarter of those who agreed. This demonstrates that the majority of participants believed that their principal was supportive of collaboration among students in the execution of their class activities. The group with the highest number of principal supporters was the age category of 31–40 years. In this group, 33 respondents selected ‘agree’ and 18 ‘strongly agree’, with only one respondent in strong disagreement and six merely selecting ‘disagree’. In comparison, in the 41–50 year age group, all supported the principal except for six who selected ‘strongly disagree’. Overall, 23 teachers across all age groups were not satisfied with their principal’s leadership style. (Phillips and Trainor (2014) argued that the collaborative style encourages the active participation of students in the learning process. This is affirmed in our study by the outlook of the teachers who majorly are of the view that the principal encourages collaboration among their learners. Cohen and Lotan (2014) claim that collaboration allowed the students to take advantage of the conducive environments made by the teachers to share ideas with each other thus encouraging deeper ownership of the subject matter, our study suggests that the principal is in support of such collaboration among the learners.

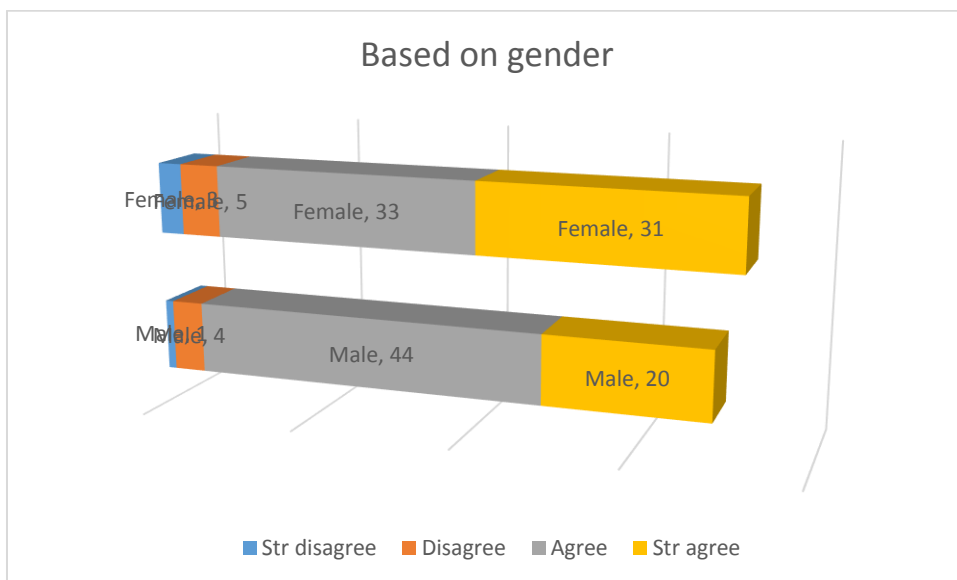


Figure 4-0-22: The principal encourages student collaboration during class activities based on gender

Gender itself did not play an important role in the assessment of the principal’s support of collaborative learning among students, as demonstrated in the bar chart. The figure above compares respondents’ choice of principal’s leadership style according to teachers’ gender. More female (31) than male respondents (20) selected ‘strongly agree’. More males (44) selected ‘agree’ than females (33). Overall, equal numbers of male and female participants (64) were in support of their principal’s leadership style, even though females appreciated their principals more in terms of quality of support. Despite this, more females were dissatisfied with their principal’s style, than men, eight and five respectively. Of those who disagreed, three female and one male respondent selected ‘strongly disagree’. This gender distribution was responsible for the equivocal assessment of the gender variable.

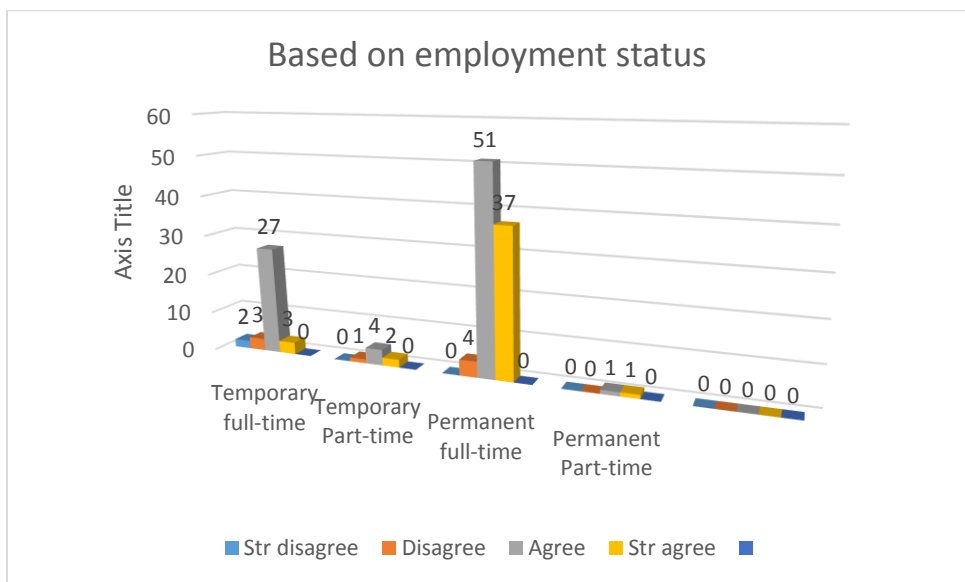


Figure 4-0-23: The principal encourages student collaboration during class activities based on ES.

Figure 4.0.23 reflects teachers’ attitudes to principals’ leadership style according to their employment status. All but one of the few temporary employees supported their principal’s leadership style; this one respondent selected ‘disagree’. Among the full-time, respondents, almost all permanent staff agreed with the principals’ leadership styles; four were dissatisfied and selected ‘disagree’, while 51 and 37 selected ‘agree’ and ‘strongly agree’ respectively. In the case of temporary full-time respondents, the majority (27) agreed while three strongly agreed and three disagreed. Two respondents in this group

selected 'strongly disagree'. None of the permanent full-time staff were in strong disagreement. Forty percent of permanent staff respondents (37 teachers) registered that they were not satisfied with the role played by the principal in the case of collaborative study among learners. There is generally a high sense of objectivity noted among the permanent staffers who have more job stability than those who are yet to be confirmed as permanent appointees (Vicary & Jones, 2017). Temporary teachers were thought to be too light-weighted in the schools to be taken seriously. While permanent teachers are capable of holding the principal more accountable, this could account for those who disagreed in our study. This could possibly have been attributed to their holding the principal accountable for teachers' teaching methods and the associated learning methods of learners (Leithwood & Riehl, 2003).

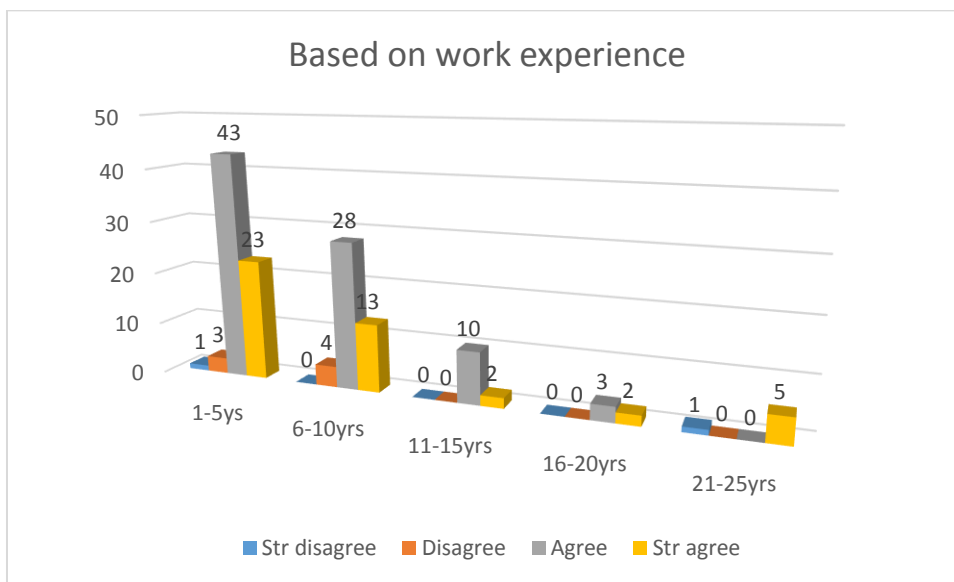


Figure 4-0-24: The principal encourages student collaboration during class activities based on WE. Chart of teachers' preferences of principals' leadership style according to their work experience. The majority in the 1–5 years' range, 66 in all, were in support of principals' leadership style. The 6–10 years' experience (41 respondents), were also in support. Those who supported the principal in the 16–20-year category numbered 12. The last two groups, 16–20 years and 21–25 years each had 10 respondents in favour of principals' leadership style. The only respondent who selected 'strongly disagree' was from the 21–25-year group. There were four respondents each in the 1–5 years and 6–10 years.

Students enjoy support from the school principal

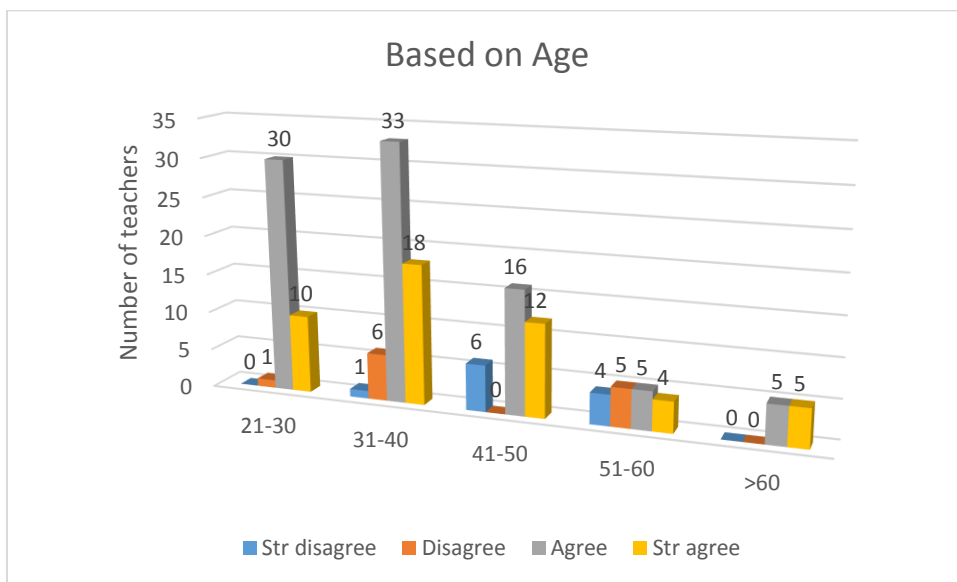


Figure 4-0-25: Students enjoy support from the school principal based on age

This figure reflects teachers' preferences according to their age groups. All respondents in the eldest group were in support of their principal's leadership style as far as supporting students was concerned. Five respondents selected 'strongly agree' with principal's style, and the remaining five selected 'agree'. None in the older groups disagreed with their principal's leadership style. Among the 51–60 year-olds a similar trend was found among those who supported the principal, with four selecting 'strongly agree'. There was some disagreement, though, with four respondents selecting 'strongly disagree'. Five selected

'disagree' and five, 'agree'. In other words, there were equal numbers of respondents in support and not in support of their principal's leadership style.

The age group most in favour of principals' leadership style was the 31–40 year category followed by the youngest group (21–30 years). Of the former age group, 51 respondents were in support, compared to 40 members in the latter group. Of the seven respondents who did not support their principal's style, only one selected 'strongly disagree'. The age group of most respondents who selected 'strongly disagree' was the 41–50 year-olds, while 28 of them were in support, with 12 selecting 'strongly agree'. This accounted for 17%, compared to the 2% in the 21–30 year-old age category.

This is at variance with the findings of the findings of Nasra, M. A., & Heilbrunn, S. (2016), who noted that the trust in the supervisor did not lead to the increased effect of transformational did not mediate a positive effect on the learners' performance. However, the shared vision of the school filters down to produce results in the achievement of better outcomes. Trust is inherent to a school culture that fosters student achievement. Where schools enjoy a culture of trust, staff and students tend to have a shared focus on and expectation of student learning; teachers tend to have a shared sense that they can make a difference in students' performance (Tschannen-Moran & Gareis, 2015). This was further highlighted in my study as teachers were of the view that the students enjoy the support of the principal.

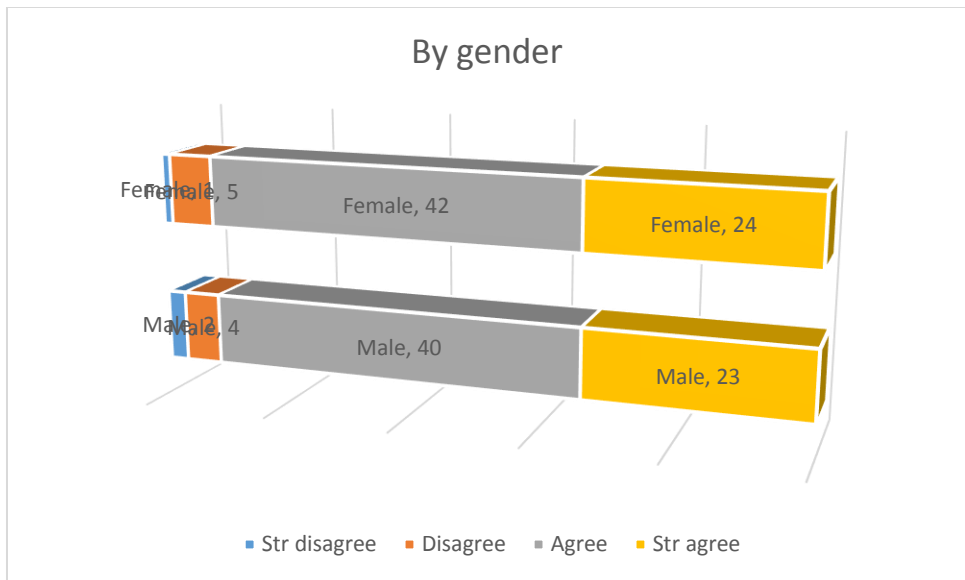


Figure 4-0-26: Students enjoy support from the school principal based on gender

Figure 4.0.26 displays the summary of teachers’ preferences based on their gender. More male respondents (two) selected ‘strongly disagree’ than females (one), but more female respondents (five) selected ‘disagree’ than males (four). To sum up, equal numbers (six) of male and female respondents did not believe that principals’ leadership style supported the students, but more male teachers were strongly against the principal than females. Twenty-four and 42 women teachers selected ‘strongly agree’ and ‘agree’ respectively; while 23 and 40 men selected ‘strongly agree’ and ‘agree’ respectively. This suggests that women were more inclined to support their principal’s leadership style than men. The total of 66 females (91%) as opposed to 63 males (91%) were very close and thus demonstrate an absence of gender bias in the assessment of principals’ support of their students. Gender did not play a role in the extent of the support that principals gave their students according to these teachers’ responses. These findings differed from those of Acker (1995), who demonstrated that women’s careers in teaching are often experienced and constructed quite differently, with less planning than men’s.

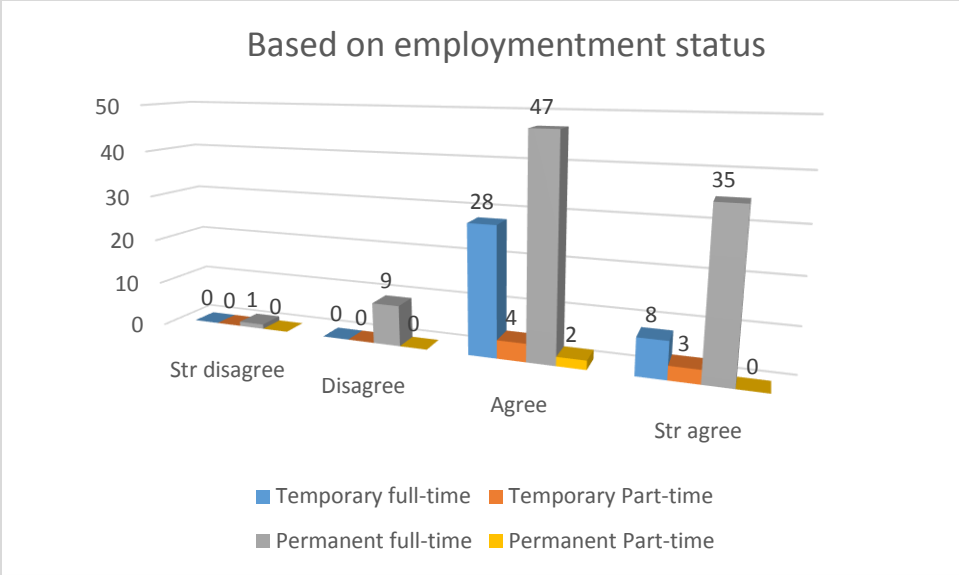


Figure 4-0-27: Student enjoy support from the school principal based on ES.

Looking at the chart of participants’ preference for their principal’s leadership style, based on their employment status. No group other than the permanent full-time teachers disapproved of principals’ leadership style; in this group, one respondent selected ‘strongly disagree’ and nine ‘disagree’. Eleven percent of respondents selected ‘disagree’ and were of the view that students did not enjoy the support of the principal, while none of the temporary teachers felt the same. There is a tendency that disenchanted principals could be linked to laissez faire teachers and students that are not supported as in my study where we noted a sizeable percentage of teachers viewing the principal as not supportive similar to the finding noted by Wilhelm, T. (2013). This is capable of leading to burn outs and nonchalant attitudes among teachers thus leading to poor performance among learners . It may have been that job status affected the teachers’ assessment. The 11% who selected ‘disagree’ may be examples of negative focusers, archetypal examples of resistance to change and the bane of administrators’ lives. They are regularly demonised as expendable baggage in popular leadership texts (e.g.Dufour & Eaker, 1998).

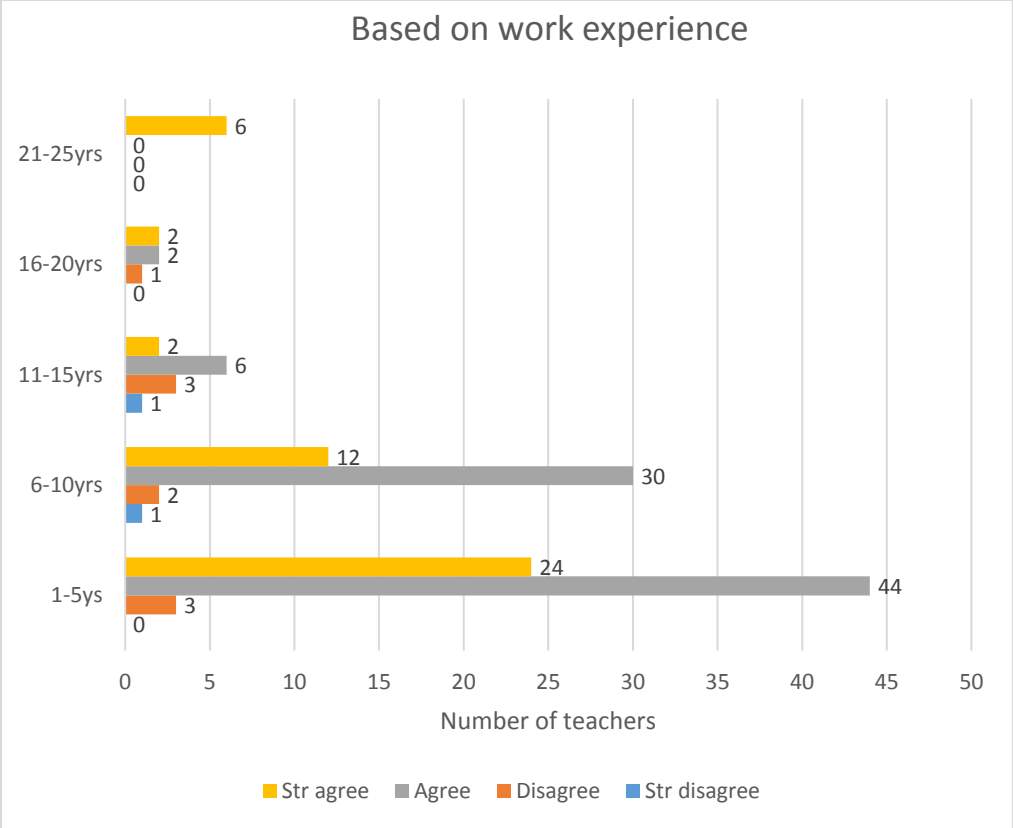


Figure 4-0-28: Students enjoy support from the school principal based on work experience

Composite bar chart above reflects principal leadership style according to teachers' rating. Two categories were prominent, namely 1–5 years' experience and 6–10 years' experience. In total, 110 teachers were in favour of principals' leadership style, while three teachers from each category voted against the principal. Of the 110 teachers who agreed with the principal's style, only 36 were strongly convinced. In addition, among the 6–10 year group, one teacher strongly disagreed. In the case of the 11–15 year and 16–20 year categories, five and four teachers respectively were in favour of principals' leadership style, while five (4:1) staff members voted against principals' leadership style. Among the most experienced group, none were opposed to principal style. The considerable difference between the number of early career teachers (4%) and middle career teachers (33%) who disagreed may stem from the attitudes of younger teachers today who are very different from what their older colleagues were like when they were young (Johnson et al., 2004). Thus their perspective of the kind of support they expect from their principal also differed. Agreement diminishes with age?

Principal’s leadership styles affect teaching and learning positively

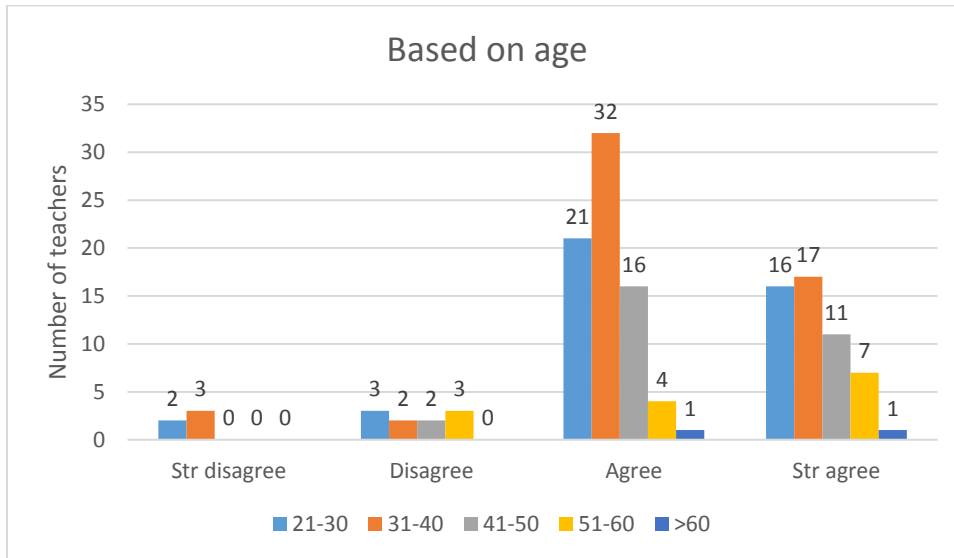


Figure 4-0-29: Principal’s leadership styles affect teaching and learning positively based on age

This shows a chart of teachers’ preferences, based on their age, for principal leadership style. The 31–40 year-old group was the most populated among those who agreed with their principal’s leadership style, while those in the 21–30 year and 31–50 year age groups provided more unfavourable responses. Each group comprised five respondents. In addition, three of 11 (27 percent compared with the 11 percent that disagreed wholly) in the age range 51–60 years were not in favour of their principal’s leadership style. Those in the age range of 41–50 years of age agreed with their principal’s leadership style. Overall, 52 and 74 selected ‘strongly agree’ and ‘agree’ respectively, while only five and 10 selected ‘strongly disagree’ and ‘disagree’ respectively. Eleven percent of the total population demonstrated their disagreement, suggesting that the principal’s style in those situations did not have a positive impact on teachers. This is contrary to the role of a transformational leader, who is expected to have a direct and positive impact on teachers. This was in keeping with a great deal of evidence that a leader’s role in school effectiveness is pivotal in terms of enabling teachers to improve student achievement (Supovitz, Sirinides & May, 2010), and 90% percent of teachers in this study agreed to the leadership style of the principal. Although this does not directly indicate that a leader is transformational it can be inferred that the approval is a positive indicator that the

teachers feel encouraged and inspired with the cumulative effect that transformational leadership style particularly encourages working with individuals and teams to transform learning and teaching (Ford & Green, 2012). The level of agreement namely 'agreed' or 'strongly agreed' is a trend of the various options the teacher is capable of assessing as a criteria in this case the role played in the teaching and learning in tandem with the leadership style as a level of impact as perceived by the teacher.

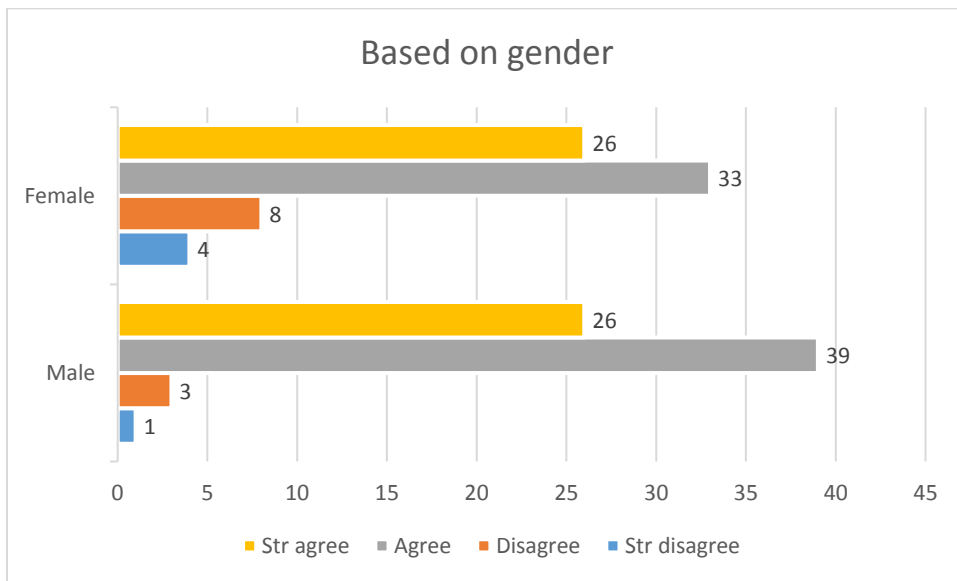


Figure 4-0-30: Principal's leadership styles affects teaching and learning positively based on gender

This provides a chart of teachers' preference based on gender. In this case, six male respondents selected 'agree', more than their female counterparts who made up 33 respondents (39 vs 33). Equal numbers of males and females selected 'strongly agree'; this comprised 26 members of each sex. This suggested that female were more inclined to oppose their principal's style of leadership. There were 12 women and four men in this category. It was interesting to note that four women selected 'strongly disagree' as opposed to only one male. It seemed that women definitely did not favour their principal's leadership style as much as men (Diko, 2014). Gender differences observed among the respondents in our study were too moderate to allow any definite conclusions to be drawn from these findings.

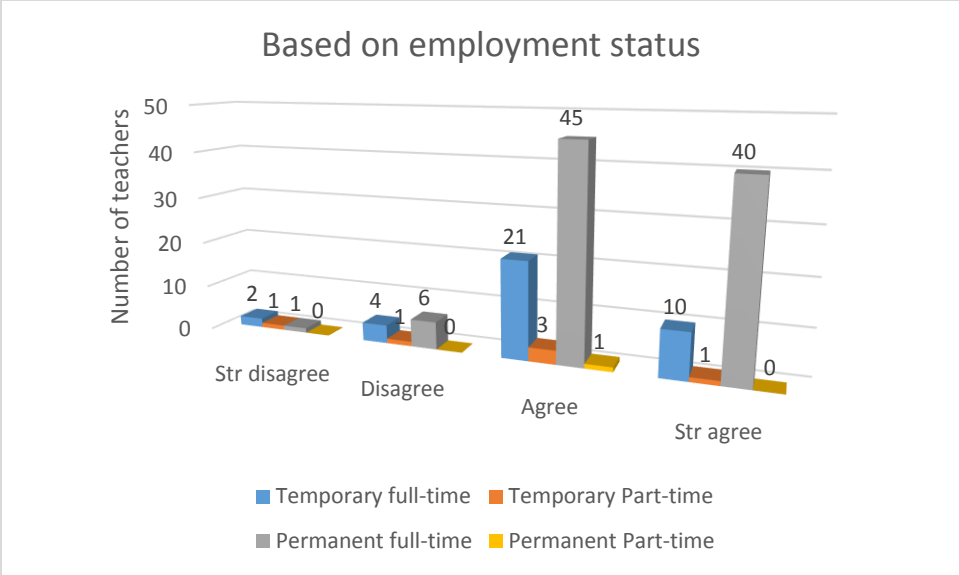


Figure 4-0-31: Principal’s leadership styles affect teaching and learning positively based on ES

This illustrates teachers’ attitudes to principals’ leadership style based on appointment status. Full-time staff who were not in favour numbered 13 as opposed to four who were in part-time appointment. Among the temporary full-time staff, 10 and 21 respondents selected ‘strongly agree’ and ‘agreed’ respectively, while 40 and 45 permanent full-time respondents selected ‘strongly agree’ and ‘agree’ respectively. The only respondent in the permanent part-time category selected ‘agree’. Correlation between employment status and their views on principals’ effectiveness in this regard?

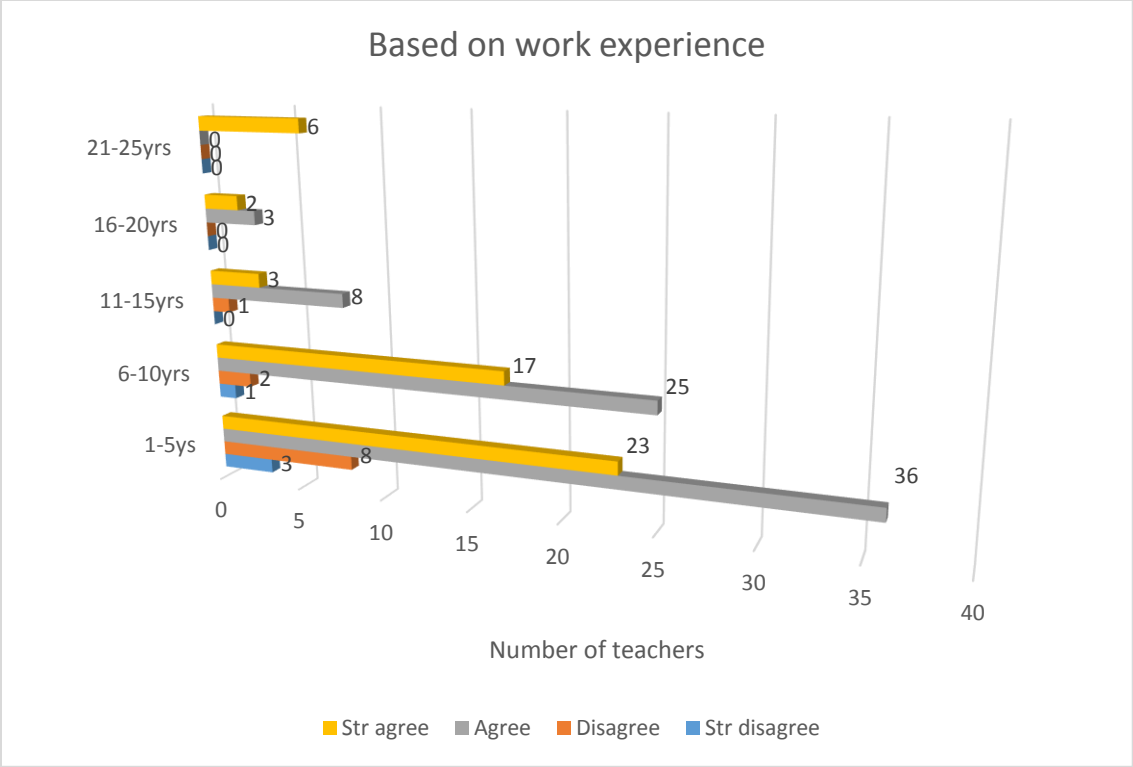


Figure 4-0-32: Principal’s leadership styles affect teaching and learning positively based on WE

Critically assessing the above shows the chart of teachers’ preferences for principals’ leadership style based on work experience. It was interesting to note that support for the principal’s style decreased as teachers’ experience increased. The least experienced respondents gave more support to their principal; 59 of them chose the options ‘agree’ or ‘strongly agree’. The remaining 11 among them were opposed to their principal’s style. The least support came from respondents in the group of 16–20 years’ experience, with five respondents selecting ‘agree’ or ‘strongly agree’. The most experienced teachers threw all their support behind their principal; the six respondents in this category indicated that they strongly agreed with their principal’s leadership style. Those in the 6–10 years’ experience category and others in the 11–15 years’ experience group also indicated their support for their principal’s leadership style, 42 and 11 respondents respectively, while those against the principal numbered four.

4.2.4 Impact on Teaching

My principal evaluates teachers' performance objectively

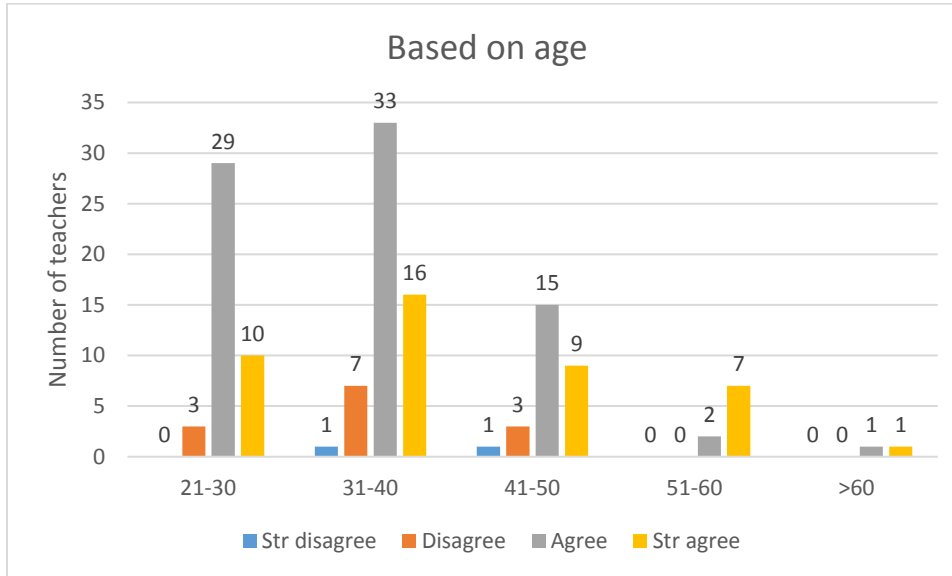


Figure 4-0-33: My principal evaluates teachers' performance objectively based on age

The figure depicts teachers' attitudes, based on their age, regarding principals' leadership styles. Only two respondents were at the extreme of 'strongly disagree'; these were in the groups 31–40 and 41–50 years of age. In addition, those who selected 'disagree' (13) were spread across three age groups, 21–30, 31–40 and 41–50 years of age, three, seven and three respondents respectively. It was interesting that none from the 51–60 or 60 years and above categories disagreed with the principal's style. Those who were strongly inclined to the principal's leadership style numbered 43, while 80 agreed, among whom the following number of respondents came from each age group respectively, in ascending order: 29, 33, 15, seven and one. Ten, 16, 15, seven and one from each category respectively strongly agreed. In as much as it would be more objective if all our respondents schools could be assessed with the same evaluating instrument, it was not possible to identify the instrument used in each school in our study and this is at variance with the situation in Cincinnati Public Schools where for example they use an unusually careful standards-based system for teacher evaluation that involves multiple classroom observations and detailed written feedback to teachers. This system produced ratings that reflected teachers' effectiveness in supporting student learning gains and improving

teachers' performance and their future effectiveness (Milanowski, Kimball & White, 2004; Milanowski, 2004; Rockoff & Speroni, 2010; Taylor & Tyler, 2011).

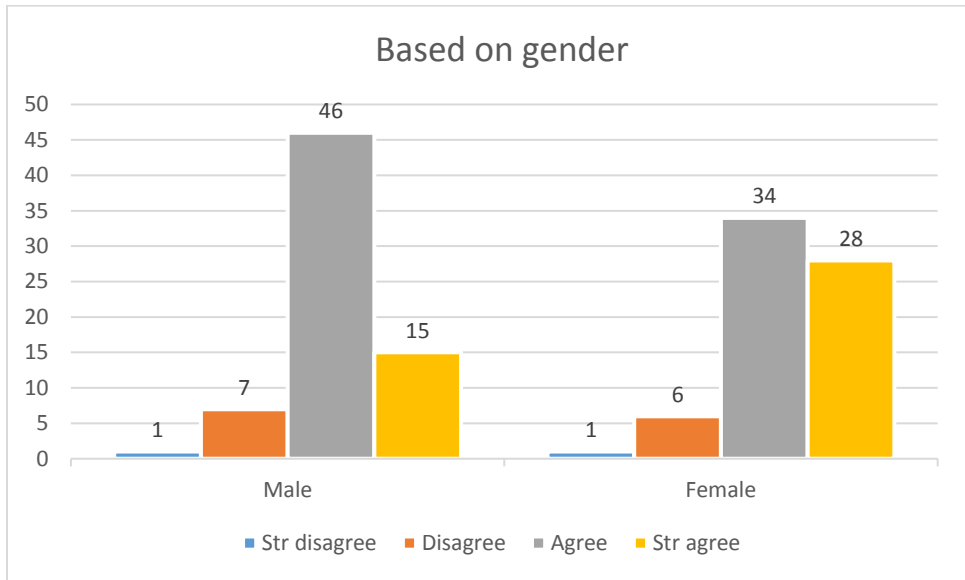


Figure 4-0-34: My principal evaluates teachers' performance objectively based on gender

The teachers' choice with regards to principals' leadership styles. In this case, almost double the number of males (15) strongly agreed with principal style, compared to females who were 28 in number. On the other hand, more men (46) merely supported the principal as opposed to 34 women. The support given by female respondents was greater than that of male respondents. This was coupled with the fact that 62 female respondents were in support of their principal's leadership style compared to 61 males. One male and six female respondents selected 'disagree'. There was one man and one woman respondent who strongly disagreed with their principal's leadership style. The gender views of male and female in this regard needs some further evaluation.

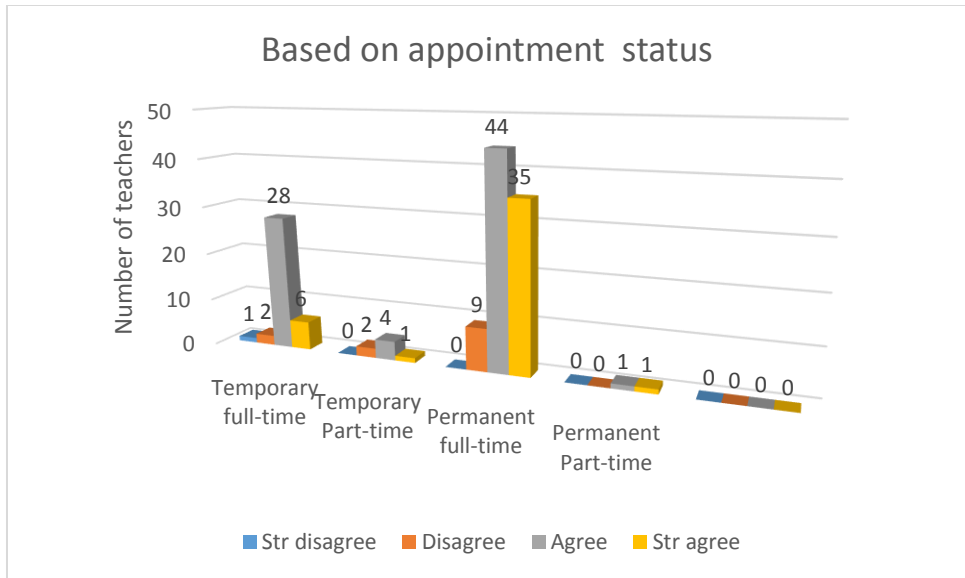


Figure 4-0-35: My principal evaluates teachers’ performance objectively based on ES

The figure above reflects teachers’ rating of principals’ leadership style based on their appointment status. Of the 88 permanent full-time respondents, only nine were against their principal’s leadership style. Thirty-five selected ‘strongly agree’ and 44 selected ‘agree’. Those in the category of temporary full-time employment also mainly supported their principal’s leadership style; six and 28 members selected ‘strongly agree’ and ‘agree’ respectively, while three were opposed to their principal’s style. Equal numbers of respondents (one each) in the permanent staff category selected ‘strongly agree’ and ‘agree’ respectively, and no one selected ‘disagree’. The temporary full-time category differed somewhat; one respondent selected ‘strongly disagree’ and two, ‘disagree’.

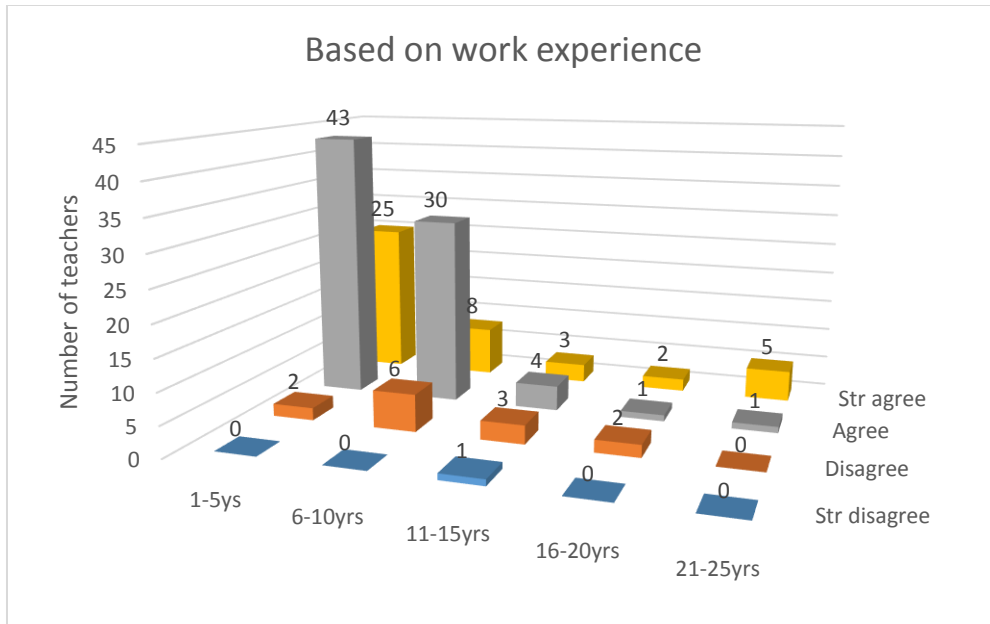


Figure 4-0-36: My principal evaluates teachers' performance objectively based on WE

A demonstration of the teachers' views of objective assessment related to principal leadership style based on their work experience. Two groups were prominent here, namely 1–5 years' experience and 6–10 years. No members of the two groups were strongly against principals' styles but two and six respondents respectively were in disagreement. Besides the one respondent in the group 11–15 years' experience, no respondents selected 'strongly disagree'. The total number of staff members in each group who were in support of the principal, in ascending order, was as follows 43, 30, four, one and one. This made a total of 79 respondents. Those in strong agreement numbered 25, 8, three, two and five in ascending order (43 in total). The next item in the questionnaire was the following:

Principal has been in my class while teaching

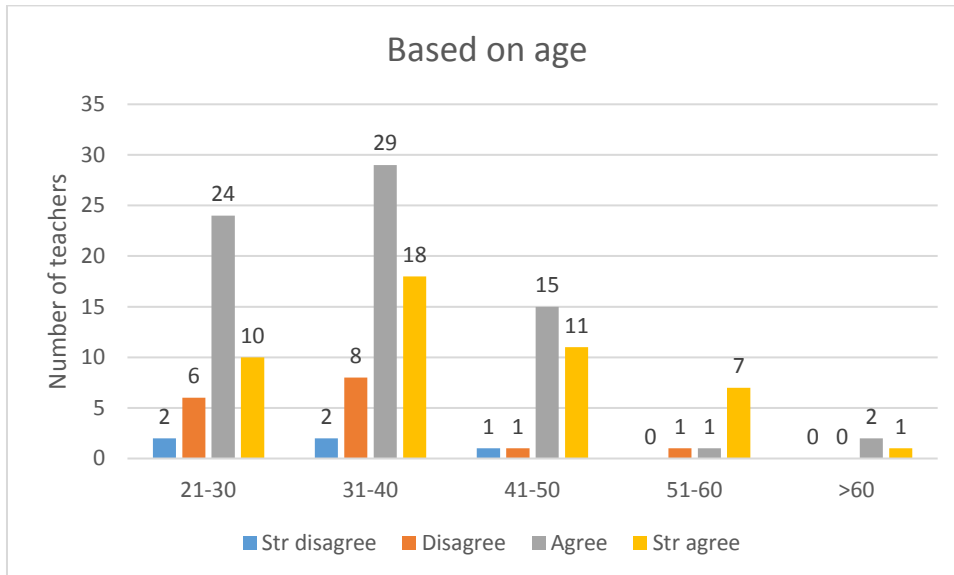


Figure 4-0-37: Principal has been in my class while teaching based on age

If looking at figure 4.0.37 which depicts teachers' attitudes to principals' leadership style, according to their age, those in the 31–40, 21–30 and 41–50 years of age categories were prominent. From these groups, nine, 24 and 15 respectively agreed with principals' leadership style, making a total of 68 respondents. Eighteen, 10 and 11 selected 'strongly agree' respectively (39 respondents). The two oldest age ranges had three and eight respondents respectively who selected 'agree' or 'strongly agree'. Overall, 118 respondents supported their principal's leadership style and 21 did not favour their principal's style. It was interesting to note that only five respondents selected 'strongly disagree'. This is in line with the need for class room walkthroughs aimed at improving the adaptation of the younger teacher to his or her new job and the re-evaluation and continuous assessment of the old hand to ensure they are up to scratch with the new trends in the school curriculum and its delivery to the learners (Stout, Kachur, & Edwards, 2013).

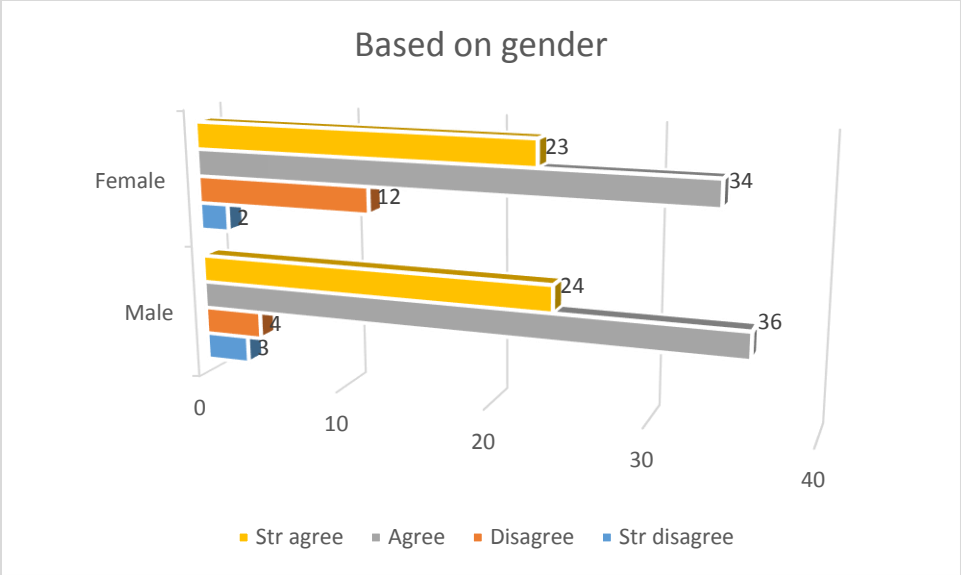


Figure 4-0-38: Principal has been in my class while teaching based on gender

Figure 4.0.38 shows teachers’ attitudes to principals’ leadership style, according to their gender. Male respondents approved of their principal’s in the sense that 36 of them selected ‘agree’, while 34 female respondents selected this option. Males who selected ‘strongly agreed’ made up 24 respondents, while 23 females selected this option. Twelve and two females selected ‘disagree’ and ‘strongly disagree’ respectively, while only four and three selected ‘agree’ and ‘strongly disagree’ respectively. This suggests that principals’ leadership style was not as widely accepted by female participants as it was by males.

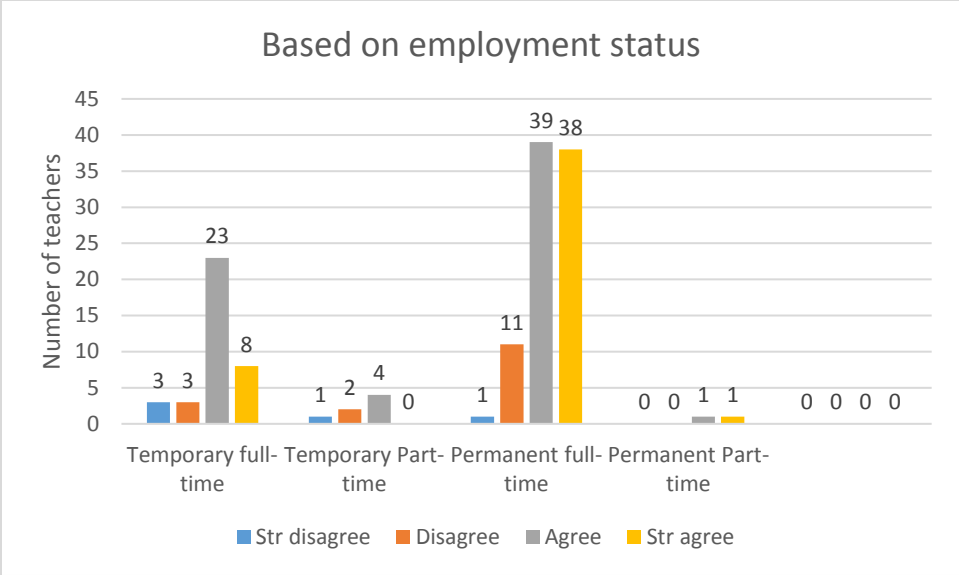


Figure 4-0-39: Principal has been in my class while teaching based on ES

This column chart based on respondents’ preferences for the principals’ leadership style according to teachers’ employment status. Among the full-time staff, permanent members of staff whose choices were ‘agree’ and ‘strongly agree’ had stiff competition in the sense that those who strongly agreed were fewer than those who selected ‘agree’. It was interesting to observe that permanent full-time staff responded more positively to their principal’s leadership style, in their classes on than those in the temporary full-time category, where 23 and eight respondents respectively selected ‘agree’ and ‘strongly agree’. The total numbers of those who selected ‘disagree’ and ‘strongly disagree’ were 16 and five respectively. - this can be interpreted that the teacher acknowledged that the principal has been in attendance at least once while they were teaching learners. Coelli and Green (2012) noted that the impact of the involvement of the principal is really a dynamic one that will inadvertently lead to the improved performance, He also noted that the improvement noted was increasing with every additional year the principal spent in the school. This was not studied in our study but we noted the teachers who had spent more than 5 years in the school with the principal responded more positively, agreeing to the role played by the principal who routinely visits them while they are teaching. The more the principal walks through the classes the higher the impact congeniality and informal support for the teachers will have. It will also facilitate collaboration to improve on the learners’ performance (Moss & Brookhart,

2015).

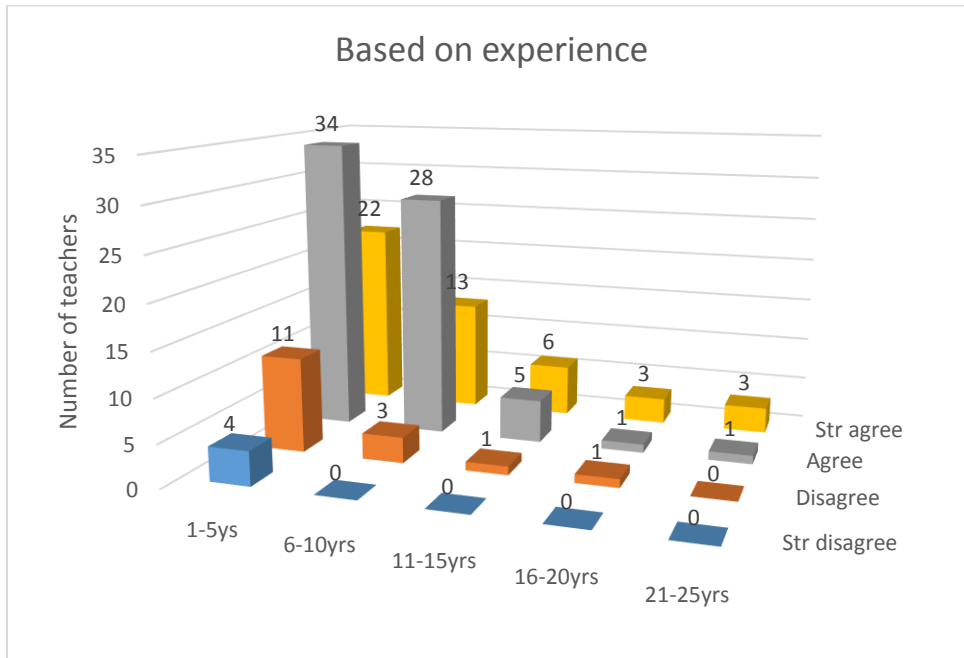


Figure 4-0-40: Principal has been in my class while teaching based on WE

The chart above is of teachers’ attitudes towards principals’ leadership styles, based on their work experience. Across all age categories in ascending order 34, 28, five, one and one agreed with the principal’s leadership style (69 in total). The 21–30 years and 31–40 years’ experience categories accounted for 62 respondents. From categories in ascending order, 22, 13, six, three and three respondents selected ‘strongly agree’ (47 in total). From these, the first two categories accounted for 35 respondents. Fourteen and four selected ‘disagree’ and ‘strongly disagree’ respectively. Those who disagreed and agreed made up 20 respondents; only four respondents selected ‘strongly disagree’.

Principal encourages teachers to discuss teaching methods in staff meetings

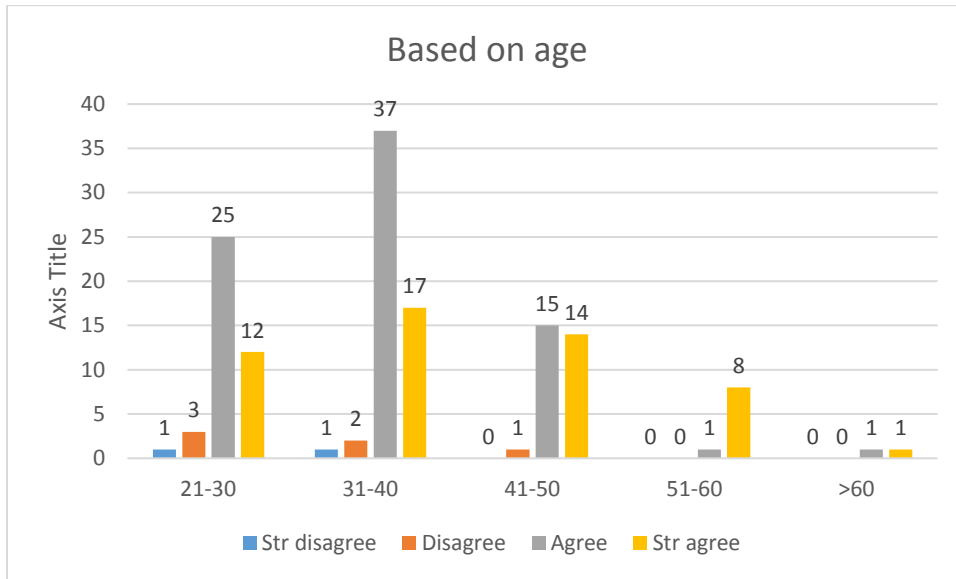


Figure 4-0-41: Principal encourages teachers to discuss teaching methods in staff meetings based on age.

If looking at figure 4.0.41 teachers' preferences for principals' leadership styles based on their age group, the responses from participants in age groups 21–30 years, 31–40 years, 41–50 years and 51–60 years whose choice was 'strongly agree' are reflected in a graph that is skewed to the left. There were 12, 17, 14, eight and one responses respectively. The 'agree' graph followed a bell shape curve with 37 at the centre, 25 and 15 on either side and one as the right-hand tail. Overall, the age group 31–40 contained most respondents who selected 'agree' or 'strongly agree'.

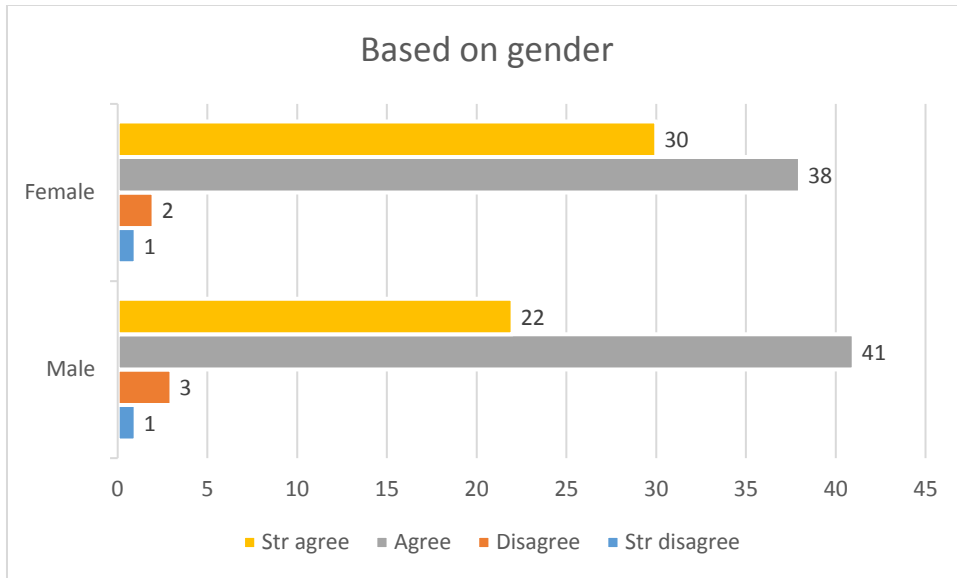


Figure 4-0-42: Principal encourages teachers to discuss teaching methods in staff meetings based on gender.

This chart suggests that female members of staff agreed more that the principal encourages the discussion of teaching methods than males. Sixty-eight female participants favoured the principal’s style, with 38 and 30 selecting ‘agree’ and ‘strongly agree’ respectively, while 63 male respondents were distributed in such a way that 41 and 22 in selected ‘agree’ and ‘strongly agree’ respectively. Both female and male groups’ one respondent who selected ‘strongly disagree’. Three male respondents and two female respondents selected ‘disagree’. The level of agreement with the principal allowing the discussion of the study method among peer teachers can permit interaction of concepts and ideas that can make each of the teacher in the team a reflective teacher (Brookfield, 2017). There is however a risk of disenchantment that can be noted among the five who responded in disagreement, this further support the assertion by Brezicha, Bergmark and Mitra (2015) who proposed that the teachers may need some measure of individualization and one size does not fit all in regards to what treatment methods works for them.

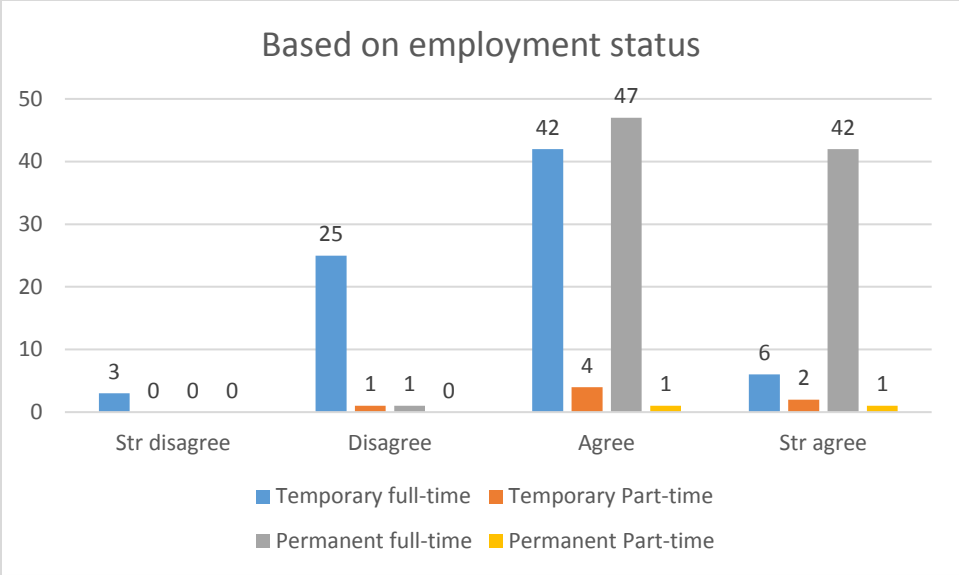


Figure 4-0-43: Principal encourages teachers to discuss teaching methods in staff meetings based on ES.

Looking at the chart shows teachers’ preferences for the principals’ leadership style based on type of appointment. Respondents who were in support of principals’ leadership style came mostly from the permanent full-time appointment category; 42 and 47 selected ‘strongly agree’ and ‘agree’ respectively (89 in total). Only one respondent selected ‘disagree’. It was interesting to note that in the temporary full-time group, 42 agreed and six strongly agreed respectively, while 25 disagreed and three strongly disagreed.

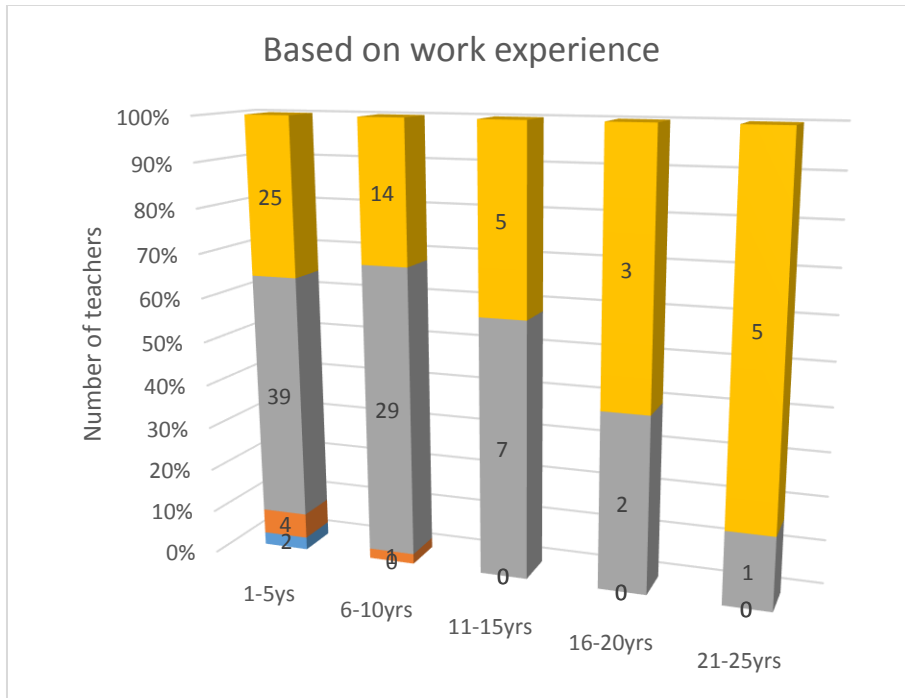


Figure 4-0-44: Principal encourages teachers to discuss teaching methods in staff meetings based on WE.

The figure indicates that the graph decreased as the period of experience increased. The difference between the lowest years of experience is not great; for example, there was a difference of 10 between those who chose 'agree' and 11 between those who chose 'strongly agree'. When comparing the next two groups, the differences were much greater. Twenty-two selected 'agree' and nine 'strongly agree'. From the third to the fifth categories, values remained almost the same; 13 and 10 for 'strongly agree' and 'agree' respectively. Overall, all groups favoured the principal in their choices; only four and two from the two groups with the least experience selected 'disagree' and 'strongly disagree' respectively.

Principal sends teachers for training

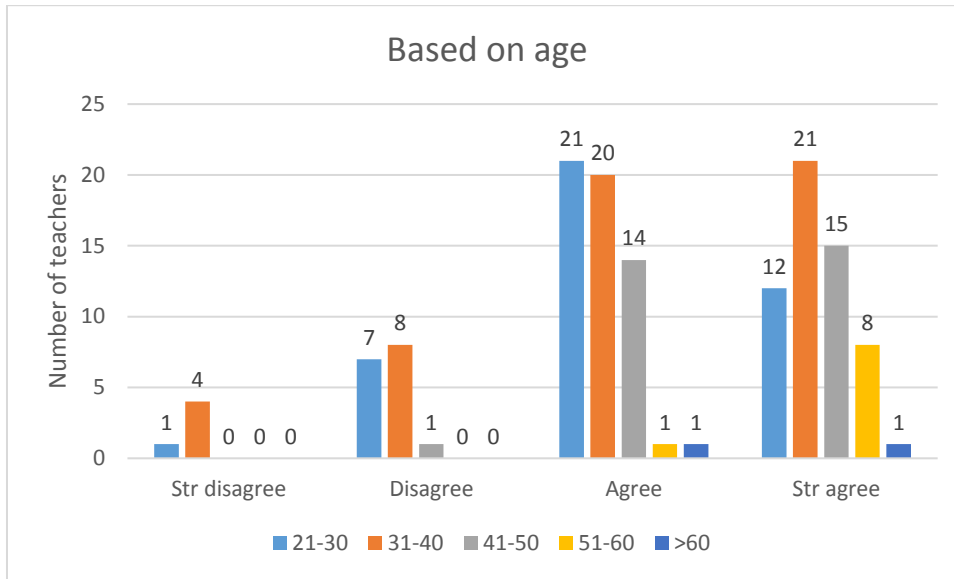


Figure 4-0-45: Principal sends teachers for training based on age

In the 31–40 years of age category, there were more teachers (21) who selected ‘strongly agree’ than those who selected ‘agree’ (20). A similar trend was apparent in the 41–50 years category; 15 selected ‘strongly agree’, and 14 ‘agree’. In the age range 51–60 years there was a considerable difference in frequency of ‘strongly agree’ (eight) and ‘agree’ (one). Only 21 across all age ranges registered their lack of support for principals’ leadership styles. This greater number of respondents supporting the role of the principal in sending them for training is similar to findings by Blasé and Blase (2000). Their study revealed that principals who sent their teachers for training were more likely to achieve greater efficiency and better learning output from their students.

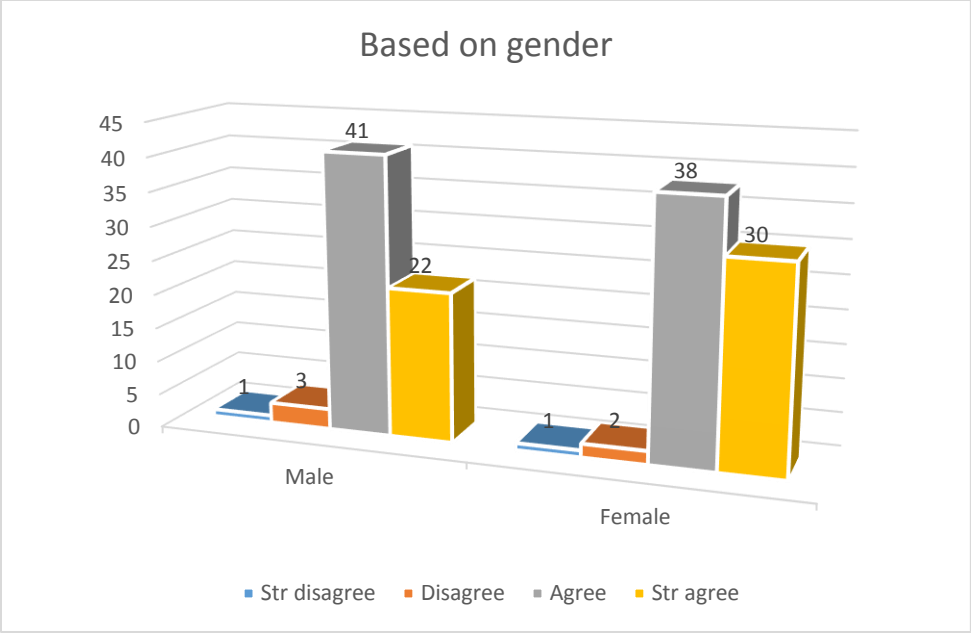


Figure 4-46: Principal sends teachers for training based on gender

Above chart shows staff preferences based on their gender. In this case, more women favoured principals’ leadership style. Sixty-eight women and 63 men registered their support for their principal’s leadership style in this regard. In addition, 30 female respondents selected ‘strongly agree’, as opposed to 22 male respondents. Those who did not agree with their principal’s leadership style comprised four male and three female respondents.

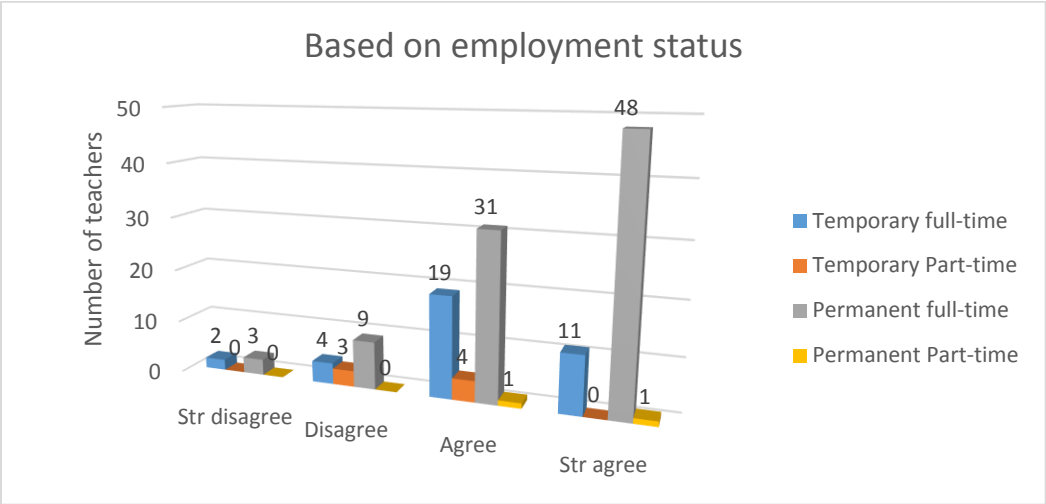


Figure 4- 47: Principal sends teachers for training based on ES

This graph shows teachers' support for their principal's leadership style according to their employment status. In this case, permanent full-time staff showed they were in strong support of the principal, in that 48 of these respondents selected 'strongly agree'. In the case of temporary full-time respondents, more selected 'agree' than those who chose 'strongly agree', with a difference of eight; 11 selected 'strongly agree'. Those who disagreed numbered 21, the majority of whom (18) were employed full-time.

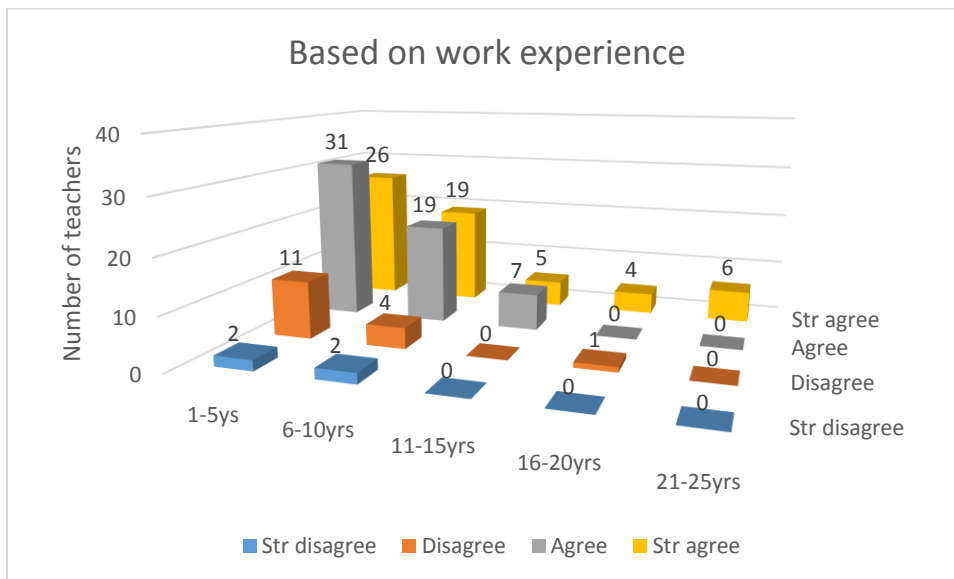


Figure 4-48: Principal sends teachers for training based on WE.

This figure reflects the attitudes of teachers to their principal's leadership style, based on their years of experience as teachers. In the category of 6–10 years' experience, an equal number of respondents (19) selected 'strongly agree' and 'agree'. Thirty-one respondents in the 1–5 years category selected 'agree', five more than those who selected 'strongly agree'. No respondents from the 21–25 years' experience category selected 'agree', but six selected 'strongly agree'. The total of those who were in support of the principal was 117 compared to 19 who did not support their principal's leadership style.

I noted in this research that there was a general consensus that the principal made a point of duty to facilitate the attendance of training among the teachers. This is in sync with the evaluation of Rivera, McMahon and Keys (2014), who noted in their study that the principal made it a regular event to ensure the teachers both in the general and the

special education arms of the school evaluated were trained and retrained. In India they have even taken it a step further to send the teachers out to other countries to be trained in schools with shared visions to ensure excellent academic performance (Das, Gichuru & Singh, 2013).

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

In this final chapter, I synthesise the findings from chapters 3 and 4, identifying the core findings in the four key areas of analysis, namely demography, evaluation of the principal based on his or her leadership styles, impact of principal's leadership style on learning and on teaching.

The significance of leadership for learning and teaching cannot be overemphasised. This study has demonstrated that the majority of teacher respondents had spent less than ten years in the profession and were thus still enthusiastic about their jobs, unlike those who had spent more years teaching and had begun to experience boredom. This finding could have an impact on the style of leadership of the principal. It is significant that majority of principals were former classroom teachers with many years of experience; they may reflect the potential of transformational leaders in the near future. This study gave teachers an opportunity to critically assess the nature of leadership observed in their working environment.

Irrespective of teachers' gender, respondents in this study revealed that most principals put their school's needs first in the discharge of their duties, affirming the findings of Teece, Pisano and Shuen (1997) and McGrath and MacMillan (2000). The study further revealed that the older teacher who had spent more years spent at the same school, the more strongly they agreed with the leadership style, unlike those with limited working experience in the school environment.

This study also found that the risk of mid-career dissatisfaction was greater among those who had been teaching for five to 10 years, with the attendant loss of skills in the group, as noted by Hudson, Graham & Willis (2014). The researcher was unable to confirm whether female teachers demonstrated a more rational response or one that was

convincingly different from that of male teachers to the principal; however, the findings demonstrated a consensus in that the majority of teachers agreed that they had principals who accepted their suggestions and were willing to listen to them. This supports the observation made by Conley et al. (1998). Teachers in temporary full-time employment, however, felt less listened to than those in permanent employment. Contrary to the work done by Fidler and Atton (2004), this study found that the duration of stay in a school did not have a negative impact on the assessment of whether the teachers were able to have the ear of their principal. This would have a direct, positive bearing on learning, sense of congeniality and delivery of teaching as well as staff motivation.

The place of principal motivation was observed in this study as in that of (Berkovich & Eyal, 2017; Leithwood, 1992), which was more pronounced among the younger career teachers. It was also noted to facilitate the emotional impact on the teachers' wellbeing, less absenteeism and increased enthusiasm. This was also noted across gender and all years of teaching experience within the school, thus affirming that transformational leadership has a positive impact on teaching and learning. There was general agreement across all age groups that the principal's leadership style in the encouragement of learners to learn on their own was favourable. It was also noted that females showed slightly greater tendency to disagree with their principal's leadership style than men; this is certainly plausible as the majority of school principals are masculine. It was also observed that job security of teachers had a slight impact on their assessment, with more permanent teachers supporting the style of their principal than temporary teaching staff.

On the question of the principal's support of collaboration between students in the facilitation of learning, it was observed that teachers in the 21–30 year age group were more inclined to agree with the role of the principal in this facilitation than older teachers who revealed varying attitudes in this regard. Males were more commonly in support of the principal than females. Among teachers with six to 10 years' experience, very few disagreed with the principal's style with regard to collaboration among the learners. The majority of those who did not support the approach of the principal with regard to support for students (10 of 11) were between 50 and 60 years of age. No gender role was

demonstrated and ironically more of those who did not support the principal were those who were permanent. Two teachers were of the opinion that support by the principal was poor and this was similar to those teachers with more than six years' experience who felt that their principal's support for students was not good enough.

Ozaralli (2003) observed that in an organisational environment where transformational leadership is even implied there is increased satisfaction among staff and they go out of their way to get the job done. Self-efficacy and a participative environment is observed as a unique feature of the transformation-led school, thus facilitating motivation, commitment and achievement (Ozaralli, 2003; Choi, Kim, Ullah, & Kang, 2016). This study affirmed this among the teacher population as 89% of participants agreed or strongly agreed that they had observed a positive effect from the leadership style on learning and teaching in their school. A consistent trend was the greater dissatisfaction among female teachers, which could be related to the higher number of male principals in the study population. It was interesting to note that support for the principal decreased as teachers' experience increased.

Ten percent of the teachers in this study believed that they were not objectively assessed by their principals. This may infer some measure of subjectivity that has the potential to undermine commitment among teachers in Montessori schools in Pretoria. Mid-career teachers the age range of 31 to 40 years made up the largest group of 60% of those who do not agree with the objective assessment of their teaching by the principal. They also made up the greater proportion of those who disagreed among the six to 10 years' teaching experience group and could account for the mid-career exit noted from the profession. No significant gender role was observed. Seventy percent of the 14 respondents who disagreed believed there was limited objectivity were in permanent full-time employment.

Fifteen percent of teachers who had not had the principal viewing their teaching in the classroom were mainly those between the ages of 20 and 40. More females had not had their principals view their teaching. More permanent full-time teachers had yet to

experience their principal observing them while they were teaching, in comparison to temporary staff at a ratio of 3 to 1. There was a comparative difference between the ratio of those who agreed and strongly agreed among permanent staff and those on the temporary staff with a ratio of one to three. This demonstrated the need for principals to engage in hands-on - interactions with their teachers in and out of the class- room. Teachers with the least experience formed the group with the highest number of teachers whose principal was yet attend their classes but these were the teachers who really needed the support of transformational leadership to help them achieve stability and adapt to their new teaching jobs in the Montessori setting. This affirms the view of Yu (2002) that a principal who communicates successfully inspires and provides the team of teachers with an insight into the future and fosters their increased commitment to the school's vision. Marshall, Pritchard and Gunderson (2001) made similar findings that transformational principals possess a unique feature in that together with his or her teachers, he or she can collectively identify priorities and establish ways that will facilitate the achievement of school vision.

Northouse (2004) found that leadership that has a clear perspective of where it is going makes it easy for effective transformation of the organisation in which it operates. This study subscribes to this notion in that over 90% of the respondents agreed that their principal allowed the deliberation of teaching methods in staff meetings, thus ensuring that teachers understood the Montessori teaching methods. It was noted, however, that the majority of those who were of the view that principals did not allow teaching method discussions in meetings were temporarily employed full-time teachers. Rice and Schneider (1994) also observed that a significant link existed between job satisfaction and involvement in decision-making, and they noted a similar observation by Bogler (2001).

The critical role of in-service training was further demonstrated in this study as it was revealed that more than 60% of teachers had had one form of training or another. The Montessori approach to teaching and the associated transformational leadership cannot be overemphasised. Transformational leadership has a bearing on the desire of the

teacher to improve his/her skill (Coad & Berry, 1998; Kniveton, 1991). The majority of the permanent full-time respondents strongly agreed that they had benefited from training and more teachers with fewer years of experience had been trained than teachers with many years of experience.

5.2 CONCLUSION

In conclusion, it is pertinent that the transformational leader has numerous roles to play in the success of the school. Teachers included in particularly the extent of the principal's selflessness, his or her motivation of team members, especially teachers and students, his or her engagement of teachers in relevant discussions, and his or her ensuring that teachers were properly assessed in an objective manner. Principals are also expected to facilitate adequate in-service training for teachers. In identifying the challenges associated with mid-career teachers and their job satisfaction, this study demonstrated the need for principals to pay close attention to these teachers in order to stem their exodus from the teaching profession. The perceptions of teachers with regard to students' performance could not be ascertained objectively although they appeared to believe that teachers who were properly motivated produced more learners who performed better than those with low morale.

This study highlighted the importance of the use of a transformational leadership style by a principal and the great potential it holds. Proprietors, government educational agencies and principals would benefit from the findings in this study.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

It would be useful to study the reasons for mid-career dissatisfaction among teachers in order to provide more detail. This study compared the various factors in this group of respondents, from expectations that were not met to those related to the working environment and the relevance of team work. Such future research should also assess whether or not transformational leaders are responsible for the loss of teachers from the profession. The impact of this on learner performance could also be assessed.

A comparison of transformational leaders and how they operate in government and the private sector should also be made. The place of government educational policy and whether it permits the dynamism expected from a transformational school leader should also be investigated.

5.4 RECOMMENDATIONS

This study on the impact of a transformational leadership style on teaching, learning and academic performance of learners has provided several significant findings. There was an initial motivational encouragement drive noticeable among new teachers in Montessori schools, particularly among early career teachers; therefore it is important to organise intensive training for newly employed teachers to establish their skills in the Montessori approach to teaching.

The tide of dissatisfaction observed among those in midcareer should be stemmed as soon as possible; principals must ensure that teachers are not kept for more than a specified period on the temporary staff, as this clearly lowers their morale and undermines their interest in the delivery of their duties. The majority of those who had been in temporary employment for long periods revealed a limited job satisfaction. This state of affairs could have an adverse effect on learners and limit their performance. There should be a facilitation of earlier transfer of teachers from temporary to permanent status.

Principals should be encouraged to allow more of their teachers to discuss their teaching methods in meetings so that they can share their views and learn from previous encounters and the successes of their colleagues. This would them to develop a better knowledge of their subject matter and aspects such as learning tools would be shared with their peers. The majority of teachers could be grouped together in clusters. Each cluster would have an experienced teacher as team leader and other members of the team would can include men and women at all levels of experience and expertise.

The researcher noted the focus placed on teacher motivation by the principal; most respondents benefitted from a pep talk from their leader from time to time. The study

found that a principal should not refrain from giving directions to teachers, and not only in writing; but principals should constantly ensure that they visit teachers in the classroom while they are teaching. Teachers who enjoyed such interaction with their principals on the job were more satisfied with their principals than those who had not been visited by their principal.

Principals should be encouraged to allow students work together as a team but at the same time affirming the need for learners to learn at their own pace, which is the hallmark of the Montessori approach. This has the potential to encourage prompt achievement of the learning objectives in the school curriculum. Collaboration is necessary in order to support the weaknesses of one with the strengths of another. Results from the study also reveals that teachers are always pleased when students work together to answer questions related to new topics prior to teacher's instruction. This indicates that principal's support towards team work among learners is highly recommended since it stimulates teachers' interest in teaching.

The researcher recognises the fact that teachers believed that the average principal put the interests of the school first. This is necessary for team building and limits the damage that may be caused by a selfish leader. There was, however, a limitation noted in the evaluation by principals as some teachers were of the view that these assessments were subjective. The researcher recommends that the principal uses an assessment tool that is objective in the evaluation of teacher performance and communicate this to teachers immediately.

Finally, it is important that the principal continues to play a critical role in the support of teachers and students in the accomplishment of the learning and teaching goals set for the school.

REFERENCES

- Almansour, Y. M. (2012). The relationship between leadership styles and motivation of managers' conceptual framework. *Journal of Arts, Science and Commerce*, 3(1), 161-166.
- Alvesson, M., & Billing, Y. D. (1997). *Understanding gender and organizations*. London: Sage.
- Argiolas, G. (2017). Comparing Managerial Systems. In *Social Management* (pp. 17-41). Springer, Cham.
- Attri, A. K., & Devi, N. (2014). Leadership: Characteristics and theories. *Galaxy International Interdisciplinary Research Journal*, 2(3), 30–34.
- Avey, J. B., Avolio, B. J., & Luthans, F. (2011). Experimentally analyzing the impact of leader positivity on follower positivity and performance. *The Leadership Quarterly*, 22, 282–294.
- Avolio, B. J. (1999). *Full leadership development: Building the vital forces in organizations*. Thousand Oaks, CA: Sage.
- Avolio, B., Bass, B., & Jung, D. (1999). Re-examining the components of transformational and transactional leadership using the multifactor leadership questionnaire. *The British Psychological Society*, 72, 441–462.
- Banks, G. C., McCauley, K. D., Gardner, W. L., & Guler, C. E. (2016). A meta-analytic review of authentic and transformational leadership: A test for redundancy. *The Leadership Quarterly*, 27(4), 634-652.
- Barnet, K., & McCormick, J. (2004) Leadership and individual principal-teacher relationships in schools. *Educational Administration Quarterly*, 40, 406.
- Barnett, A. M., Marsh, H. W., & Craven, R. (2005). What type of school leadership satisfies teachers? A mixed method approach to teachers' perceptions of satisfaction. In *Australian Association for Research in Education 2005 conference papers*.
- Barnett, K., & McCormick, J. (2003). Visions, relationships and teacher motivation: a case study. *Journal of Educational Administration*, 41, 55–73.
- Bassous, M. (2015). What are the factors that affect worker motivation in faith-based nonprofit organizations?. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 26(1), 355-381.
- Bateman, T. S., O'Neill, H., & Kenworthy-U'Ren, A. (2002). A hierarchical taxonomy of top

- managers' goals. *Journal of Applied Psychology*, 87, 1134–1148.
- Bell, B. (1994). Teacher development as learning. *International Journal of Science Education*, 16, 493–495.
- Berkovich, I., & Eyal, O. (2017). Emotional reframing as a mediator of the relationships between transformational school leadership and teachers' motivation and commitment. *Journal of Educational Administration*, 55(5), 450-468.
- Blake, R. R., & Mouton, J. S. (1978). *The New Managerial Grid*. Houston: Gulf.
- Blase, J., & Blase, J. (1999). Principals' instructional leadership and teacher development: teachers' perspectives. *Educational Administration Quarterly*, 35(3), 349–78.
- Blase, J., & Blase, J. (2000). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38(2), 130–141.
- Blase, J., & Blase, J. (2002). The dark side of leadership: teacher perspectives of principal mistreatment. *Educational Administration Quarterly*, 38(5), 671–727.
- Bogler, R. (1999). *The relationship between principals' transformational leadership style, teacher professionalism and teachers' satisfaction*. Paper presented at the annual meeting of the American Educational Research Association, Montreal. When?
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*, 37(5), 662–683.
- Bogler, R. (2002). Two profiles of schoolteachers: A discriminant analysis of job satisfaction. *Teaching and Teacher Education*, 18, 665–673.
- Bogler, R., & Somech, A. (2005). Organizational citizenship behaviour in schools: how does it relate to participation in decision making? *Journal of Educational Administration*, 43, 420–438.
- Bolger, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administrative Quarterly*, 37, 662–683.
- Brezicha, K., Bergmark, U., & Mitra, D. L. (2015). One size does not fit all: Differentiating leadership to support teachers in school reform. *Educational Administration Quarterly*, 51(1), 96-132.
- Brookfield, S. (2017). *Becoming a critically reflective teacher*. John Wiley & Sons Inc.,

USA.

- Brown, H. R. (2016): The Effects of Work Journals, Portfolios, and Cosmic Education on Intrinsic Motivation in an Upper Elementary Montessori Environment. Masters of Arts in Education Action Research Papers. Paper 135
- Burke, K. A. (2009). *The principal's role in supporting teacher leadership and building capacity: Teacher and administrative perspectives* (Doctoral dissertation). San Diego State University, San Marcos.
- Burns, J. M. (1978). Leadership. New York. NY: *Harper and Row Publishers*.
- Burns, J. M. (2003). *Transforming leadership: A new pursuit of happiness* (Vol.213), Grove Press.
- Bush, T. (2003) Theories of Educational Leadership and Management. 3rd Edn. London: Sage.
- Bush, T. (2017). The enduring power of transformational leadership. *Journal of Educational Management Administration & Leadership*, 45(4), 563–565.
- Carless, S. A. (1998). Gender differences in transformational leadership: An examination of superior, leader and subordinate perspectives. *Sex roles*, 39(11–12), 887–902.
- Choi, S. B., Kim, K., Ullah, S. E., & Kang, S. W. (2016). How transformational leadership facilitates innovative behavior of Korean workers: Examining mediating and moderating processes. *Personnel Review*, 45(3), 459-479.
- Christie, D. (2006). The standard for chartered teachers in Scotland: A new context for the assessment and professional development of teachers. *Studies in Educational Evaluation*, 32, 53–72.
- Coad, A. F., & Berry, A.J. (1998). Transformational leadership and learning orientation. *Leadership and Organization Development Journal*, 19, 164–172.
- Coelli, M., & Green, D. A. (2012). Leadership effects: School principals and student outcomes. *Economics of Education Review*, 31(1), 92-109.
- Cohen, E. G., & Lotan, R. A. (2014). *Designing Groupwork: Strategies for the Heterogeneous Classroom Third Edition*. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.
- Cohen, L., Manion, L. and Morrison, K., 2013. *Research methods in education*. (7th Edition). London: Routledge Falmer.

- Condon, E. J. (2009). *Principal evaluation and student achievement: A study of public elementary schools in DuPage, Will, and Lake Counties, Illinois* (Doctoral dissertation, Loyola University Chicago).
- Conley, S. C., Bacharach, S. B., & Bauer, S. (1989). The school work environment and teacher career dissatisfaction. *Educational Administrative Quarterly*, 25, 58–81.
- Conley, S., & Levinson, R. (1993). Teacher work redesign and job satisfaction. *Educational Administration Quarterly*, 29, 63–88.
- Conley, S., Bas-Isaac, E., & Brandon, J. (1998). What matters to whom: Predictors of teacher satisfaction in a career development plan? *Journal of Personnel Evaluation in Education*, 11, 299–322.
- Connell, J. (1998). Soft Skills. The neglected factor in workplace participation? *Labour & Industry: a Journal of the Social and Economic Relations of Work*, 9(1), 69–89.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th Edition, SAGE Publications, Inc., London.
- Cufaude, J. (2005). The art of facilitative leadership: maximizing others' contributions. *Syst Thinker*, 15(10), 2–5.
- Das, A. K., Gichuru, M., & Singh, A. (2013). Implementing inclusive education in Delhi, India: Regular school teachers' preferences for professional development delivery modes. *Professional Development in Education*, 39(5), 698-711.
- Deci, E. L., & Ryan, R. M. (2016). Optimizing students' motivation in the era of testing and pressure: A self-determination theory perspective. In *Building, autonomous learners* (pp. 9-29). Singapore: Springer.
- Dierking, R. C., & Fox, R. F. (2013). "Changing the Way I Teach" Building Teacher Knowledge, Confidence, and Autonomy. *Journal of Teacher Education*, 64(2), 129-144.
- Diko, N. (2014). Women in educational leadership: the case of Hope High School in the Eastern Cape Province, South Africa. *Educational Management Administration & Leadership*, 42(6), 825-834.
- Dinham, S. (2005). Principal leadership for outstanding educational outcomes. *Journal of Educational Administration*, 43(4), 338–356.
- Dondero, G. (1996). School restructuring American style: flattening the decision-making

- pyramid. *International Journal of Educational Management*, 10(2), 43–47.
- Donnelly, M. (1999). *Britain in the Second World War*. London: Psychology Press.
- Earley, P., & Weindling, D. (2007). Do school leaders have a shelf life? Career stages and headteacher performance. *Educational Management Administration and Leadership*, 35, 73–88.
- Eraut, M. (1994). *Developing professional knowledge and competence*. London: Psychology Press.
- Fancera, S. F., & Bliss, J. R. (2011). Instructional leadership influence on collective teacher efficacy to improve school achievement. *Leadership and Policy in Schools*, 10(3), 349–370.
- Fidler, B., & Atton, T. (2004). *The headship game: The challenges of contemporary school leadership*. London: Routledge Falmer.
- Fiedler, F. E. (2001). IQ + experience ≠ performance. *Leadership and Organization Development Journal*, 22, 132–138.
- Fiedler, F. E., & Chemers, M. M. ((1974). *Leadership and effective management*. Glenview, IL: Scott, Foresman.
- Fiedler, F. E., & Chemers, M. M. (1976). *Improving leadership effectiveness: The leader match concept*. New York: John Wiley.
- Ford, L., & Green, M. (2012). New development: Making partnerships work – a local politician's guide to leadership. *Public Money & Management*, 32(4), 315–319.
- Ghasabeh, M. S., Soosay, C., & Reaiche, C. (2015). The emerging role of transformational leadership. *The Journal of Developing Areas*, 49(6), 459-467.
- Geijsel, F., Slegers, P., Leithwood, K., & Jantzi, D. (2003). Transformational leadership effects on teachers' commitment and effort toward school reform. *Journal of Educational Administration*, 41, 228–256.
- Gerhard, P. J. (2002). *International Operations Management*. Copenhagen Business.
- Glazer, E. M., & Hannafin, M. J. (2006). The collaborative apprenticeship model: situated professional development within school settings. *Teaching and Teacher Education*, 22, 179–193.
- Goertz, G., & Mahoney, J. (2012). Concepts and measurement: Ontology and epistemology. *Social Science Information*, 51(2), 205-216.

- Goldman, A. (2006). High toxicity leadership: Borderline personality disorder and the dysfunctional organization. *Journal of Managerial Psychology*, 21(8), 733–746.
- Gregory Stone, A., Russell, R. F., & Patterson, K. (2004). Transformational versus servant leadership: A difference in leader focus. *Leadership & Organization Development Journal*, 25(4), 349–361.
- Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover and school performance. *Journal of Educational Administration*, 42, 333–356.
- Grobler, B., Bisschoff, T., & Beeka, A. (2012). Changing perceptions of teachers regarding the importance and competence of their principals as leaders. *South African Journal of Education*, 32(1), 40–55.
- Grogan, M. (2000). Laying the groundwork for the reconception of the superintendency from Feminist Postmodern Perspectives. *Educational Administration Quarterly*, 36, 117–142.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329–351. Doi: 10.1080/0305764032000122005
- Hallinger, P., & Heck, R. (1998). Exploring the principal's contribution to school effectiveness: 1980–1999. *School Effectiveness and School Improvement*, 9(2), 157–191.
- Harris, A. (2002). Effective leadership in schools facing challenging contexts. *School Leadership & Management*, 22(1), 15–26.
- Harris, S. (2015). *Bravo Principal! Building Relationships with Actions that Value Others*. New York, NY: Routledge.
- Hattie, J. and Anderman, E.M. (Eds.) 2013. *International guide to student achievement*. (pp. 228–230). London/New York, NY: Routledge.
- Hicks, H. G., Gullett, C. R., Phillips, S. M., & Slaughter, W. S. (1975). *Organizations: Theory and behaviour*. New York: McGraw-Hill.
- Hofmeyr, J., 2015. Change, access, quality and choice: The independent school sector in Gauteng 1994–2014. In *Twenty Years of Education Transformation in Gauteng 1994 to 2014*. An Independent Review. African Minds for the Gauteng Department of

Education, Johannesburg.

- Hoover Jr, W. E., Eloranta, E., Holmström, J., & Huttunen, K. (2002). *Managing the demand-supply chain: Value innovations for customer satisfaction*. New York: John Wiley & Sons, Inc.
- Howe, A. C., & Stubbs, H. S. (1996). Empowering science teachers: A model for professional development. *Journal of Science Teacher Education*, 8, 167–182.
- Huang, S. Y. L. (2001). Teachers' perceptions of high school environment. *Learning Environments Research*, 4, 159–173.
- Hudson, P. B., Graham, K., & Willis, J. (2014). How can principals enhance teacher job satisfaction and work commitment? (pp. 1-13). Australian Association of Research in Education (AARE) Conference, Brisbane, Australia.
- Jacobson, S. L., Johnson, L., Ylimaki, R., & Giles, C. (2005). Successful leadership in challenging US schools: enabling principles, enabling schools. *Journal of Educational Administration*, 43(6), 607-618.
- Jaques, E. (2017). *Requisite organization: A total system for effective managerial organization and managerial leadership for the 21st century*. UK: Routledge.
- Johnson, B., & Stevens, J. J. (2006). Student achievement and elementary teachers' perceptions of school climate. *Learning Environments Research*, 9(2), 111–122.
- Johnson, C. E. (2001). *Meeting the ethical challenges of leadership: casting light or shadow*. California: Sage Publications.
- Johnson, J. H. (1987). Values, cultures and the affected school. *NASSP Bulletin*, 71, 78–88.
- Jones, P., Forlin, C., & Gillies, A. (2013). The contribution of facilitated leadership to systems development for greater inclusive practices. *International Journal of Whole Schooling*, 9(1), 60–74.
- Kanungo, R. N. (2001). Ethical values of transactional and transformational leaders. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, 18(4), 257-265.
- Kark, R. (2004). The transformational leader: who is (s)he? A feminist perspective. *Journal of Organizational Change Management*, 17, 160–176.

- Kise, J. A. (2017). *Differentiated Coaching: A Framework for Helping Educators Change*. Corwin Press.
- Kniveton, B. H. (1991). An investigation of factors contributing to teachers' job satisfaction. *School Psychology International, 12*, 361–371.
- Leithwood, K. (1992). Transformational leadership: Where does it stand? *The Education Digest, 58*, 17–20.
- Leithwood, K. (2005) Understanding successful principal leadership: Progress on a broken front. *Journal of Educational Administration, 43*(6), 619–629.
- Leithwood, K. A., & Riehl, C. (2003). *What we know about successful school leadership*. Nottingham: National College for School Leadership.
- Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Educational Administration Quarterly, 44*(4), 529–561.
- Leonard, L. J., & Leonard, P. E. (1999). Reculturing for collaboration and leadership. *Journal of Educational Research, 92*, 234–242.
- Lester, P. E. (1987). Development and factor analysis of the teacher job satisfaction questionnaire (TJSQ). *Educational and Psychological Measurement, 47*, 223–233.
- Limerick, B., & Anderson, C. (1999) Female administrators and school-based management. *Educational Management & Administration, 27*, 401–414.
- Locke, E. A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance, 4*, 309–336.
- London, M. (2001). *Leadership development: Paths to self-insight and professional growth*. Mahwah, NJ: Erlbaum.
- Marsh, T. W., Robertson, I. T., Duff, A. R., Philips, R. A., Cooper, M. D., & Weyman, A. (1995). Improving safety behavior using goal setting and feedback: A description of the development and effects of behaviourally-based management techniques in improving construction site safety. *Leadership and Organization Development Journal, 16*, 5–12.
- Marshall, J. C., Pritchard, R. J., & Gunderson, B. H. (2001). Professional development: What works and what doesn't. *NASSP Bulletin, 1*, 64–68.
- McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly, 5*(4), 117.

- McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly*, 5(4), 117.
- McGregor, D.S. (1960) "Theory X and theory Y", chapter 20, pp. 358-374 in Pugh, D.S., Organization theory: selected readings (1990) (3rd Ed.).
- Mertens, D. M. (2014). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Thousand Oaks, CA: Sage publications.
- Meyers, M. C., & van Woerkom, M. (2014). The influence of underlying philosophies on talent management: Theory, implications for practice, and research agenda. *Journal of World Business*, 49(2), 192-203.
- Moss, C. M., & Brookhart, S. M. (2015). *Formative classroom walkthroughs: How principals and teachers collaborate to raise student achievement*. ASCD Webinar. Retrieved from <http://www.ascd.org/Publications>.
- Nadarasa, T., & Thuraisingam, R. (2014). The influence of principals' leadership styles on school teachers' job satisfaction: Study of secondary school in Jaffna district. *International Journal of Scientific and Research Publications*, 2(2), 8.
- Nasra, M. A., & Heilbrunn, S. (2016). Transformational leadership and organizational citizenship behavior in the Arab educational system in Israel: The impact of trust and job satisfaction. *Educational Management Administration & Leadership*, 44(3), 380-96.
- Ng, D., Nguyen, D. T., Wong, B. K. S., & Choy, W. K. W. (2015). A review of Singapore principals' leadership qualities, styles, and roles. *Journal of Educational Administration*, 53(4), 512-533.
- Nixon, L. A. (2017). School Leaders Decision-Making Process for Academic Program Placement: A Phenomenological Study (Doctoral dissertation, East Tennessee State University, USA).
- Northouse, P. G. (2004). *Leadership: theory and practice*. (3rd) ed. Thousand Oaks, California: Sage Publications.
- Obama, M. O., Eunice, L. A., & Orodho, J. A. (2015). Effect of Principals' Leadership Styles on Students Academic Performance in Public Secondary Schools in Homa-Bay

- County, Kenya. *Journal of Humanities and Social Science*, 20(3), 51-60.
- Okoroji, L. I., Anyanwu, O. J., & Ukpere, W. I. (2014). Impact of leadership styles on teaching and learning process in Imo State. *Mediterranean Journal of Social Sciences*, 5(4), 180.
- Oshagbemi, T. (1996). Job satisfaction of UK academics. *Educational Management and Administration*, 24, 389–400.
- Oshagbemi, T. (1997). Job satisfaction and dissatisfaction in higher education. *Education and Training*, 39, 354–359.
- Oshagbemi, T. (1999). Overall job satisfaction: How good are single versus multiple-item measures? *Journal of Managerial Psychology*, 14, 388–403.
- Oshagbemi, T., & Hickson, C. (2003). Some aspects of overall job satisfaction: A binomial logit model. *Journal of Managerial Psychology*, 18, 354–367.
- Oshagbemi, T. (2000). Gender differences in job satisfaction of university teachers. *Women in Management Review*, 7, 331–343.
- Özaralli, N. (2003). Effects of transformational leadership on empowerment and team effectiveness. *Leadership & Organization Development Journal*, 24(6), 335–344.
- Phillips, C. R., & Trainor, J. E. (2014). Millennial students and the flipped classroom. *Journal of Business and Educational Leadership*, 5(1), 102.
- Prinsloo, E. (2001). Working towards inclusive education in South African classrooms. *South African Journal of Education*, 21(4), 344–348.
- Reece, M. R. (2017). *An examination of principals' curriculum and instructional design practices in relationship to cultural responsiveness and high performance schools: A quantitative correlational study* (Doctoral dissertation, Keiser University).
- Rice, E. M., & Schneider, G. T. (1994). A decade of teacher empowerment: An empirical analysis of teacher involvement in decision-making, 1980–1991. *Journal of Educational Administration*, 33(1), 43–58.
- Rivera, E. A., McMahon, S. D., & Keys, C. B. (2014). Collaborative teaching: School implementation and connections with outcomes among students with disabilities. *Journal of prevention & intervention in the community*, 42(1), 72-85
- Same, A. A., & Jashveqani, S. M. B. (2015). Investigating relationship between Dimensions of Transformational leadership style of managers and effectiveness of teacher performance. *Cumhuriyet Science Journal*, 36(3), 1790-1798.

- Savery, L. (1994). The influence of the perceived styles of leadership of a group of workers on their attitude to work. *Leadership and Organization Development Journal*, 15, 12–18.
- Scott, C. M. (2017). Un-“Chartered” Waters: Balancing Montessori Curriculum and Accountability Measures in a Charter School. *Journal of School Choice*, 11(1), 168–190.
- Scott-Ladd, B., & Marshall, V. (2004). Participation in decision-making: A matter of context? *Leadership and Organizational Development Journal*, 25(8), 646–662.
- Sebring, P. B., Allensworth, E., Bryk, A. S., Easton, J. Q., & Luppescu, S. (2006). *The essential supports for school improvement*. Research Report. Chicago: Consortium on Chicago School Research.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Currency Doubleday.
- Sevgiovanni, T. J., & Starratt, R. T. (1993). *Leadership for the schoolhouse*. San Francisco, CA: Jersey Bass.
- Sheppard, B., Hurley, N., & Dibbon, D. (2010). Distributed Leadership, Teacher Morale, Silins, H. C. (1992). Effective leadership for school reform. *The Alberta Journal of Educational Research*, 38, 317–334.
- Silins, H., & Mulford, B. (2002). Schools as learning organizations: The case for system, teacher and student learning. *Journal of Educational Administration*, 40, 425–46.
- Singh, T. S. (2015). A Comparative Analysis of Infrastructure and Manpower Facilities between the Government and Private Schools in Manipur, *Voice of Research* 4(1).
- Sosik, J. J., Godshalk, V. M., & Yammarino, F. J. (2004). Transformational leadership, learning goal orientation, and expectations for career success in mentor-protégé relationships: A multiple levels of analysis perspective. *The Leadership Quarterly*, 15, 241–261.
- Stewart, J. (2006). Transformational leadership: An evolving concept examined through the works of Burns, Bass, Avolio and Leithwood. *Canadian Journal of Educational Administration and Policy*, 54, 1–29.
- Stogdill, R. M. (1957). Leadership, membership and organisation. *Psychological Bulletin*, 47(1), 1–14.

- Stout, J., Kachur, D., & Edwards, C. (2013). *Classroom walkthroughs to improve teaching and learning: (An eye on education)*. NY: Routledge.
- Stroud, V. (2005). Sustaining skills in headship: Professional development for experienced head teachers. *Educational Management Administration and Leadership*, 34, 89–103.
- Supovitz, J., Sirinides, P., & May, H. (2010). How principals and peers influence teaching and learning. *Educational Administration Quarterly*, 46(1), 31-56.
- Taylor, P. C., & Medina, M. N. D. (2013). Educational research paradigms: From positivism to multiparadigmatic. *The Journal of Meaning-Centered Education*, 1(2), 1-13.
- Togia, A., Koustelios, A., & Tsigilis, N. (2004). Job satisfaction among Greek academic librarians. *Library and Information Science Research*, 26(3), 373–383.
- Vanderhaar, J. E., Muñoz, M. A., & Rodosky, R. J. (2006). Leadership as accountability for learning: The effects of school poverty, teacher experience, previous achievement, and principal preparation programs on student achievement. *Journal of Personnel Evaluation in Education*, 19, 17–33.
- Verdugo, R. R., Greenberg, N. M., Henderson, R. D., Uribe, O. Jr. & Schneider, J. M. (1997). School governance regimes and teachers' job satisfaction: Bureaucracy, legitimacy, and community. *Educational Administration Quarterly*, 33(1), 38–66.
- Vicary, A., & Jones, K. (2017). The Implications of Contractual Terms of Employment for Women and Leadership: An Autoethnographic Study in UK Higher Education. *Administrative Sciences*, 7(2), 20.
- Wang, P., Rode, J. C., Shi, K., Luo, Z., & Chen, W. (2013). A workgroup climate perspective on the relationships among transformational leadership, workgroup diversity, and employee creativity. *Group & Organization Management*, 38(3), 334-360.
- Wang, V. C., & Torrissi-Steele, G. (2018). STRATEGIC LEADERSHIP AND LEADERSHIP ETHICS IN SCHOOLS AND ORGANIZATIONS. *Strategic Leadership*, 27.
- Wegge, J. (2000). Participation in group goal setting: Some novel findings and a comprehensive model as a new ending to an old story. *Applied Psychology: An International Review*, 49(3), 498–516.
- Wilhelm, T. (2013). How principals cultivate shared leadership. *Educational Leadership*,

71(2), 62-66.

Wright, S. (2007). Graphic-narrative play: Young children's authoring through drawing and telling. *International Journal of Education & the Arts*, 8(8), 1–28.

Wright, K. (2015) Public School Administrators and Montessori Education. *Masters of Arts in Education Action Research Papers*. Paper 120. Retrieved from <http://0-sophia.stkate.edu.innopac.up.ac.za/maed/120>

Young M.D., Reynolds A.L. (2017). Critically Examining Policy Workers and Policy Work within State Boards of Education (pp. 19-41). In: Young M., Diem S. (eds) *Critical Approaches to Education Policy Analysis. Education, Equity, Economy*, vol 4. Springer, Cham

Yu, H., Leithwood, K., & Jantzi, D. (2002). The effects of transformational leadership on teachers' commitment to change in Hong Kong. *Journal of Educational Administration*, 40(4), 368–389.

Zembylas, M., & Papanastasiou, E. (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*, 42(3), 357–374.

APPENDIX A: Language Editor

Alexa Barnby

Language Specialist

Editing, copywriting, indexing, formatting, translation

BA Hons Translation Studies; APED (SATI) Accredited Professional Text Editor, SATI

Mobile: 071 872 1334

Tel: 012 361 6347

alexabarnby@gmail.com

26 October 2017

To whom it may concern

This is to certify that I, Alexa Kirsten Barnby, ID no. 5106090097080, a language practitioner accredited by the South African Translators' Institute, have edited the doctoral thesis, titled "Transformational leadership and academic performance in Montessori schools", by Folashade Ololade.

The onus is, however, on the author to make the changes and address the comments made.



APPENDIX B: Letter of Permission



Faculty of Education

16 January 2017

LETTER OF PERMISSION TO CONDUCT RESEARCH STUDY

Dear principal,

I am a Masters Degree student currently enrolled at the University of Pretoria in the Department of Education Management and Policy Studies in the Faculty of Education. As part of the requirements for my study, I am to carry out a research study titled "**The Academic Impact of Principals' Transformational Leadership Style in Selected Independent Schools in Pretoria**". The leadership style adopted by the school principal plays a pivotal role in the quality and outcome of education. The importance of having a qualified leader with an appropriate leadership style is therefore necessary. Some studies have been carried out on this topic in government schools in South Africa and overseas but research on the topic is limited as far as independent schools in South Africa are concerned.

This research study will include administering questionnaires to the school teachers as well as analysis of relevant documents such as grade ten to twelve academic past results. The administration of questionnaires which will take no longer than 20 minutes will take place at

your school premises and at a time suitable to your teachers, so that this does not in any way interfere with school activities or teaching time.

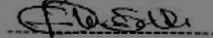
Kindly note that participation is voluntary and that your teachers are free to withdraw from participating in this research at any time should they wish to do so, without any form of penalty. Your identity as well as that of the school will be strictly anonymous. Data will be used for research purposes only, after which they will be stored at the university Department of Education Management and Policy Studies according to the school policy requirements, and subsequently destroyed after a period of fifteen years.

The purpose of this letter is to request your permission and support to conduct this research study at your school with your teachers and also to request for relevant documents.

If you have any questions, do not hesitate to contact my supervisor or me at the numbers given below or via email.

Kindly note all research conducted with the use of public funds will be available in an open repository for public or scientific use.

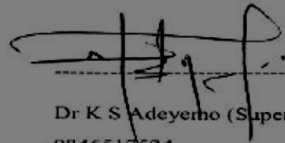
Yours sincerely,



Mrs Folasade Ololade (student)

0849592628

folakehinde@yahoo.com



Dr K S Adeyemo (Supervisor)

0846517524

samuel.adeyemo@up.ac.za

APPENDIX C: Approval Letter from Schools



PRETORIA INSTITUTE OF LEARNING

Department of Education Registration
EMIS Ref: 400318

Address: 287 Pretorius Street - Pretoria
Tel: 012 323 9501 / 012 323 5927
Fax: 012 323 0503 / 086 600 2830
Website: www.jeppeeducationcentre.co.za
email: pil@jeppecollege.co.za

We strive to become a competitive institution that offers education and training programmes of the highest quality

To: Mrs F.G Ololade
MEd student- University of Pretoria

From: Principal

Subject: Request for permission to conduct research

Reference is made to your letter dated the 16th of January 2017 regarding the above matter. The content is noted accordingly, and approval is granted to good self to conduct research in this school as requested. The onus rests with you as a researcher to negotiate appropriate and relevant time schedule with the teachers involved. Teacher's participation in this study is voluntary and all teachers' information must be strictly confidential.

Hope you will find the above in order. I wish you well in this important undertaking and looking forward to examining the findings of your research study.

Kind regards

Name: *William Kagam*

Signature: *[Handwritten Signature]*

Date: *07/02/2017*

PRETORIA INSTITUTE OF LEARNING
Department Of Education Reg No: 8400318

P.o. Box 9750, Pretoria, 0001
Tel: 012 320 6302 Fax: 012 320 6303
No. 440 Pretorius Street Corner Nelson Mandela Drive
Arcadia, Pretoria, 0001

Email: pretoriainstitute@gmail.com
Website: www.jeppecollege.co.za



Churchill Building
395 Schoeman Street
Pretoria 0002

P.O. Box 56565
Arcadia 0007

Tel: (012) 320-4677/8/9
Fax: (012) 320-4676

To: Mrs F.G Ololade

MEd student- University of Pretoria

From: Principal

Subject: Request for permission to conduct research

Reference is made to your letter dated the 16th of January 2017 regarding the above matter. The content is noted accordingly, and approval is granted to good self to conduct research in this school as requested. The onus rests with you as a researcher to negotiate appropriate and relevant time schedule with the teachers involved. Teacher's participation in this study is voluntary and all teachers' information must be strictly confidential.

Hope you will find the above in order. I wish you well in this important undertaking and looking forward to examining the findings of your research study.

Kind regards

Name: MR COLLEN MADHUKU

Signature: *Collen Madhuku*

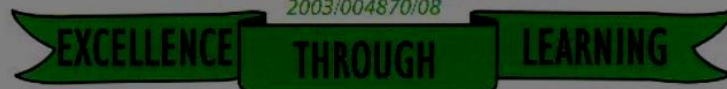
Date: 31/01/2017

DANSA International College
395 Schoeman Street, Pretoria CBD, 0002
P.O. Box 56565, Arcadia, 0007
Sec 21, Reg No. 2003/004870/08
Tel: 012 320 4677/8/9 Fax: 012 320 4676
Email: finance@dansacollege.co.za

PRETORIA CAMPUS

257
Micromatica

Section 21 Non Profit Organisation
2003/004870/08





To: Mrs F.G Ololade

MEd student- University of Pretoria

From: Principal

Subject: Request for permission to conduct research

Reference is made to your letter dated the 16th of January 2017 regarding the above matter. The content is noted accordingly, and approval is granted to good self to conduct research in this school as requested. The onus rests with you as a researcher to negotiate appropriate and relevant time schedule with the teachers involved. Teacher's participation in this study is voluntary and all teachers' information must be strictly confidential.

Hope you will find the above in order. I wish you well in this important undertaking and looking forward to examining the findings of your research study.

Kind regards

Name: GONDO LAWRENCE

Signature: L. Gondo

Date: 02/02/2017

Tshwane College
 Benrico Building
 417 Helen Joseph Street, Pretoria

02 -02- 2017

Tel: 012 322 5866 / 012 320 5022 Fax: 086 574 0791

Signature: L. Gondo
 PRINCIPAL



WATERSRAND SECONDARY SCHOOL

GDE NO 400337 TEL: 0123203824 FAX: 0123203824
Prinsman Place, Schoeman and Prinsloo Street Pretoria

From: Principal

To: Mrs F.G Ololade

Med. Student- University of Pretoria

Subject: Request for permission to conduct research

Reference is made to your letter dated the 16th of January 2017 regarding the above matter.


The content is noted accordingly, and approval is granted to good self to conduct research in this school as requested. The onus rests with you as a researcher to negotiate appropriate and relevant time schedule with the teachers involved.

Teacher's participation in this study is voluntary and all teachers' information must be strictly confidential.

Hope you will find the above in order. I wish you well in this important undertaking and look forward to examining the findings of your research study.

Kind regards

Name: OALDAN R. OLIATSESI

Signature: 

Date: 31-01-2017





JINTEK SCHOOLS

Pre-Primary • Preparatory • College

To: Mrs F.G Ololade
MEd student- University of Pretoria

From: Principal
Subject: Request for permission to conduct research

Reference is made to your letter dated the 16th of January 2017 regarding the above matter.

The content is noted accordingly, and approval is granted to good self to conduct research in this school as requested. The onus rests with you as a researcher to negotiate appropriate and relevant time schedule with the teachers involved. Teacher's participation in this study is voluntary and all teachers' information must be strictly confidential.

Hope you will find the above in order. I wish you well in this important undertaking and looking forward to examining the findings of your research study.

Kind regards

Name: MRS OLAIDE ABOLARIN

Signature: 

Date: 01/02/2017





SEDco COLLEGE

371 Francis Baard St. Demar Building, PRETORIA
GDE REG NO: 400453 JHB, 400495 PTA
Tel: 012 7720 920
E-mail: sedcohighschool@yahoo.com



To: Mrs F.G Ololade
MEd student- University of Pretoria

From: Principal

Subject: Request for permission to conduct research

Reference is made to your letter dated the 16th of January 2017 regarding the above matter. The content is noted accordingly, and approval is granted to good self to conduct research in this school as requested. The onus rests with you as a researcher to negotiate appropriate and relevant time schedule with the teachers involved. Teacher's participation in this study is voluntary and all teachers' information must be strictly confidential.

Hope you will find the above in order. I wish you well in this important undertaking and looking forward to examining the findings of your research study.

Kind regards

Name: MR. MADIMBIRE JACOB

Signature: 

Date: 01.02.2017

SEDco COLLEGE
FET NO: 00813PA
371 FRANCIS BAARD ST, PRETORIA
TEL: 012 723 3783
CELL: 079 883 4803 / 079 245 2886
Date: 01.02.2017

HAYWOODCOLLEGE

80 BOSMAN STREET.PRETORIA. 0002 – P.O BOX 8331. PRETORIA. 0001

Tel: 012 326 5093 Fax: 086 5565 313 Email: haywoodcollege@telkomsa.net

03 March 2017

To: Mrs F.G Ololade
MEd student- University of Pretoria

From: Principal


Subject: Request for permission to conduct research

Reference is made to your letter dated the 16th of January 2017 regarding the above matter. The content is noted accordingly, and approval is granted to good self to conduct research in this school as requested. The onus rests with you as a researcher to negotiate appropriate and relevant time schedule with the teachers involved. Teacher's participation in this study is voluntary and all teachers' information must be strictly confidential.

Hope you will find the above in order. I wish you well in this important undertaking and looking forward to examining the findings of your research study.

Kind regards

Name: D. SEWPERSAD

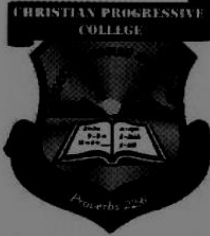
Signature: 

Date: 03 - 03 - 2017

CHRISTIAN PROGRESSIVE COLLEGE

142 Andros Street
Chancery House
0002 PRETORIA
Tel: (012) 328-7944

SECTION 21 COMPANY
(Reg. No. 2000/031882/08)



P.O. Box 12902
Tramshed
0126 PRETORIA
Fax: 086 5443335
E-mail: christianprogressivecollege@gmail.com
Website: christianprogressive.co.za

To: Mrs F.G Ololade
MEd student- University of Pretoria

From: Principal

Subject: Request for permission to conduct research

Reference is made to your letter dated the 16th of January 2017 regarding the above matter.

The content is noted accordingly, and approval is granted to good self to conduct research in this school as requested. The onus rests with you as a researcher to negotiate appropriate and relevant time schedule with the teachers involved. Teacher's participation in this study is voluntary and all teachers' information must be strictly confidential.

Hope you will find the above in order. I wish you well in this important undertaking and looking forward to examining the findings of your research study.

Kind regards

Name:

Signature:

Date:

CHRISTIAN PROGRESSIVE COLLEGE
Gauteng Department of Education
P.O. Box 12902, Tramshed, 0126
2017-02-14
Tel: 012 328 7944
Principal: *F. Ololade*

APPENDIX D: Teachers Consent Letter



Faculty of Education

17 November 2016

LETTER OF PARTICIPATION IN RESEARCH STUDY

Dear teacher,

I am a Masters Degree student currently enrolled at the University of Pretoria in the Department of Education Management and Policy Studies in the Faculty of Education. As part of the requirements for my study, I am to carry out a research study titled **“The Academic Impact of Principals’ Transformational Leadership Style in Selected Montessori Schools in Pretoria”**. The leadership style adopted by the school principal plays a pivotal role in the quality and outcome of education. The importance of having a qualified leader with an appropriate leadership style is therefore necessary. Some studies have been carried out on this topic in government schools in South Africa and overseas but research on the topic is limited as far as Montessori schools in South Africa are concerned.

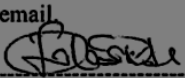
This research study will include administering questionnaires to the school teachers as well as analysis of relevant documents such as grade ten to twelve academic past results. The administration of questionnaires which will take no longer than 20 minutes, will take place at your school premises and at a time suitable to you, so that this does not in any way interfere with school activities or teaching time.

Kindly note that participation is voluntary and that you are free to withdraw from participating in this research at any time should you wish to do so, without any form of penalty. Your identity as

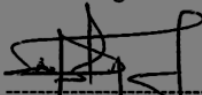
well as that of the school will be strictly anonymous. Data will be used for research purposes only, after which they will be stored at the university Department of Education Management and Policy Studies according to the school policy requirements, and subsequently destroyed after a period of fifteen years.

Kindly note all research conducted with the use of public funds will be available in an open repository for public or scientific use.

If you agree to take part in this research, please fill the consent form provided below. If you have any questions, do not hesitate to contact my supervisor or me at the numbers given below or via email



Mrs Folasade Ololade
0849592628
folakehinde@yahoo.com



Dr K S Adeyemo
0846517524
samuel.adeyemo@up.ac.za

CONSENT LETTER

I, _____ (your name), agree to take part in the research study titled: **“The Academic Impact of Principal’s Transformational Leadership Style in Selected Montessori Schools in Pretoria.”**

I understand that I will be answering a questionnaire on this topic for approximately twenty minutes at a venue and time suitable to me. I understand that participation is voluntary and that I am free to withdraw my consent at any time.

Signature: _____

Date: _____

APPENDIX E: Questionnaire

A SURVEY ON THE EFFECT OF TRANSFORMATIONAL LEADERSHIP STYLE

Adapted from (Sandell, 2012)

INTRODUCTION:

Thank you for agreeing to participate in this research. This questionnaire is part of a study designed to investigate the effectiveness of transformational leadership style on learners' academic performance in Montessori schools. The questionnaire will only take up to 20 minutes of your time. Your cooperation is much appreciated.

GENERAL INSTRUCTIONS:

The following instructions and conditions must be understood by all respondents:

Specific instructions for each section are provided.

When evaluating the questions, please provide responses from your own perspective.

Please complete all the sections, do not leave any questions unanswered.

You are requested to apply the scale provided for each of the questions.

Please note that your name is not required nor is it requested, hence confidentiality is assured.

Thank you

F.G Ololade

Research study supervised by Dr. K.S Adeyemo

University of Pretoria

SECTION A

DEMOGRAPHICAL INFORMATION:

INSTRUCTION:

Answer each question by ticking the appropriate number in the shaded box.

Age: 21-30 (1) 31-40 (2) 41-50 (3) 51-60 (4) 60 & above (5)

Gender: Male (1) Female (2)

Employment status: Temporary Full-time (1) Temporary Part-time (2)
Permanent Fulltime (3) Permanent Part-time (4)

The classification of the school: Public Private (1) Independent Private (2)
Public Fee- Free (3) Missionary (4)

How long have you been working in your present position?

1 – 5 years (1) 6-10 years (2) 11-15 years (3) 16-20 years (4) 21-25 years (5)

SECTION B

Kindly use one of the following codes where applicable.

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

LEADERSHIP STYLE:

My principal puts the school needs before his personal gain?

1	2	3	4
---	---	---	---

My principal takes and listens to suggestions?

1	2	3	4
---	---	---	---

My principal is able to make difficult decisions to achieve school goals?

1	2	3	4
---	---	---	---

My principal clearly shares the school vision with all the employee / staff members?

1	2	3	4
---	---	---	---

My principal motivates teachers to be productive?

1	2	3	4
---	---	---	---

My principal is open or receptive to new ideas?

1	2	3	4
---	---	---	---

My principal is able to seek creative ways to respond to changes in the school environment?

1	2	3	4
---	---	---	---

My principal understands and able to apply Montessori education philosophies?

1	2	3	4
---	---	---	---

IMPACT ON LEARNERS PERFORMANCE:

My principal encourage students to learn on their own?

1	2	3	4
---	---	---	---

In the absence of a teacher, my students will not carry out their class work?

1	2	3	4
---	---	---	---

Parents do complain about the poor performance of their children?

1	2	3	4
---	---	---	---

The principal encourage student's collaboration during class activities?

1	2	3	4
---	---	---	---

My students are willing to learn new ideas and adapt to them?

1	2	3	4
---	---	---	---

My students enjoy support from the school principal?

1	2	3	4
---	---	---	---

Principal's leadership styles/skills affect teaching and learning negatively?

1	2	3	4
---	---	---	---

Principal's leadership styles/skills affect teaching and learning positively?

1	2	3	4
---	---	---	---

TEACHING PROCESSES AND METHODS:

The principal provides new methods or templates on teaching method?

1	2	3	4
---	---	---	---

My principal evaluate teachers' performance objectively?

1	2	3	4
---	---	---	---

Have you ever had your principal in the class while teaching learners?

1	2	3	4
---	---	---	---

Does your principal encourage teachers to discuss teaching methods in staff meeting?

1	2	3	4
---	---	---	---

Does your principal send you for training?

1	2	3	4
---	---	---	---

Your principal regularly organizes workshop?

1	2	3	4
---	---	---	---

Do you enjoy working in your present school?

1	2	3	4
---	---	---	---

Do you engage in any social activities with your fellow staff?

1	2	3	4
---	---	---	---

LEARNING ENVIRONMENT:

Are you happy going to work?

1	2	3	4
---	---	---	---

Does your principal provide all necessary things to facilitate teaching process?

1	2	3	4
---	---	---	---

Are you encouraged to exploit new teaching ideas?

1	2	3	4
---	---	---	---

Does your principal regularly enquire about the challenges you face?

1	2	3	4
---	---	---	---

Does your principal condone lateness to work?

1	2	3	4
---	---	---	---

My principal allows some measures of absenteeism without any complain?

1	2	3	4
---	---	---	---

My principal is very quick to issue query?

1	2	3	4
---	---	---	---

Do you like to work in a new environment now?

1	2	3	4
---	---	---	---

Comments (*please provide further information to support any of your answer if there is any*)

