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An exploratory study of a professional development programme for school principals: implications for sustainable change in school leadership practices

by

Parvathy Naidoo

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in the

FACULTY OF EDUCATION

at the

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PROMOTER: Dr L.N. Conley

2014

DECLARATION

I, Parvathy Naidoo, hereby declare that the thesis, An exploratory study of a professional development programme for school principals: implications for sustainable change in school leadership practices, submitted for the PHILOSOPHIA DOCTOR (EDUCATIONIS) degree in the study field Education Leadership and Management at the University of Johannesburg, Gauteng, South Africa is my own work and was not submitted for assessment to any other university or institution. I further declare that the work of others is appropriately acknowledged and referenced.



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I WISH TO PLACE ON RECORD MY SINCEREST THANKS AND GRATITUDE TO THE FOLLOWING PEOPLE FOR THEIR INVALUABLE ASSISTANCE, ENCOURAGEMENT AND SUPPORT WHICH ASSISTED ME IN NAVIGATING THIS DEMANDING ACADEMIC CHALLENGE

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ABSTRACT

This study was designed to explore professional leadership development by examining the Advanced Certificate in Education: School Leadership and Management (ACESLM), which is currently offered to school principals as a professional leadership development programme. Literature on leadership development highlights the importance of virtuous school leadership for effective schools. Principals, as leaders and managers can function in turbulent school environments if they are committed, dedicated, receive the appropriate training and development and remain efficacious in the execution of their work. In the 21st century, the top challenge for principals is to become leaders for learning. This is possible if principals are provided with the necessary skills, values and attitudes to manage the responsibilities associated with leading and managing schools. On an international level, many countries have leadership development programmes in place for both practicing and aspiring principals. The consideration of leadership development in the South African context has an important historical dimension, where the apartheid regime undermined principals in three core functions, namely budgetary authority or influence over the flow of resources such as textbooks in schools; influence over the hiring and firing of staff; and curriculum decision making powers. However, changing South Africa's education and training system for school leadership is only possible if there is harmony between the vision for transformation and the day to day realities of principals leading and managing schools.

Through leadership development programmes, principals are able to enhance their professional self-managed growth, they are able to encourage collaborative learning, and work within a continuum of personal and collective experience. Principals can also draw from effective school leadership practices to address essential questions concerning problems of practice relating to management and leadership issues as well as teaching and learning matters. In addition, leadership development programmes assist in addressing significant problems related to principal and teacher effectiveness and student learning, thereby improving schools and the district's goal for overall school improvement and student learning.

This investigation was framed within a pragmatic paradigm using a mixed methods research design. An exploratory sequential strategy was preferred where the qualitative phase of data collection and analysis of data preceded the quantitative phase. For the

qualitative phase, the sample comprised five principals who were graduates of the Advanced Certificate in Education: School Leadership and Management (ACESLM). Individual interviews were conducted with the five principals. For the quantitative phase, the sample comprised 120 principals, who were ACESLM graduates as well as 500 staff members who were teaching at the same schools as the ACESLM graduates. Deputy Principals, heads of department and post level-one educators constituted the second sample of 500 and were called “others”. Questionnaire (Q1) was administered to the 120 principals. Questionnaire (Q2) was administered to “others”.

In the qualitative study, various themes and sub-themes emerged. Seven themes were identified: leadership qualities and practices; management of stakeholders relations; policies governing education in South Africa; the advancement of teaching and learning; recruitment and appointment of school principals; benefits of the ACESLM programme from the perspective of ACESLM graduates and the University of Johannesburg lecturers who present the ACESLM programme; and lastly, challenges that faced the ACESLM graduates and the lecturers who design and deliver the ACESLM programme at UJ.

The first theme, leadership qualities and practices, revealed that different styles of leadership and practices were required to lead and manage schools in the current climate. The building of relationships in schools, networking, twinning and creating partnerships among schools were the sub themes of the second theme named management of stakeholder relations. The importance and relevance of building networks among staff and different schools was emphasised in this theme. The third theme, policies governing education in South Africa, emphasised the need for schools to develop and implement policies that are in line with legislation applicable to South African public schools. The respondents identified the benefits of acquiring the ACESLM programme as it advanced the culture of teaching and learning, which was the fourth theme. The fifth theme was recruitment and appointment of school principals. Various viewpoints were outlined in this theme. Both the school principals as well as the UJ lecturers who participated in this study critiqued the Department of Education, South Africa for the absence of stringent criteria in the appointment process of school principals. They attributed the poor leadership and management of schools to the shortcomings in the appointment process of school principals. They also cited the lack of continuous support, guidance and, adequate mentorship programmes as other factors. The absence of monitoring and evaluation follow-up structures post the ACESLM certification was also regarded as an incapacitating element for leadership advancement in schools.

The quantitative phase of the investigation yielded the following results: the construct validity of the two structured questionnaires was investigated by means of successive first order and second order analytic procedures performed on the twenty items in Section B and eighteen items of Section C of both questionnaires (Q1 for principals and Q2 for “others”). Three factors emerged from Q1 Section B, namely, the importance of leadership practices, the implementation of leadership practices and the sustainability of leadership practices. One factor emerged from Q2, Section B and was named educator perceptions of leadership practices. In section C of Q1, one factor emerged and was named aspects that compromised principals’ ability to implement and sustain leadership practices. In section C of Q2, one factor emerged and was named educator perceptions of aspects that compromise the principal from practicing leadership skills.

In light of the various findings emanating from this investigation, recommendations are presented and suggestions for further or future research are made. Leadership development programmes for school leadership must encapsulate a myriad of factors and at the same time embrace conditions that are conducive to necessitate appropriate and relevant leadership development and training of principals who are suitable for the 21st century.

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CHAPTER ONE

Introduction and motivation for the study

1.1 Introduction

Education literature clearly demonstrates the importance of good school leadership in creating effective schools. According to the Stanford School Leadership Study Report (2007:1), “high-performing principals are not born, but can be made, and those who are prepared to engage in innovative, high quality leadership programmes are more likely to become effective instructional leaders, who are committed to the job and also efficacious in their work”. The importance of effective principals is also highlighted in Washington DC, where a task force was commissioned by the Institute for Educational Leadership (IEL) to focus on developing and supporting principals as one of its five areas for improvement. The task force notes that the top challenge for principals is to become “leaders for learning”. The IEL also emphasises that principals must be provided with the necessary skills to manage the responsibilities associated with leading and managing their schools. The task force therefore recommends that school systems must “reinvent the principalship” to meet the needs of schools in the 21st century (Task Force 2000).

On an international level, there have been significant endeavours to put programmes into place for the development of school principals in countries such as, Singapore, England, Scotland, New Zealand and Sweden. A detailed discussion of each country’s leadership development programme is provided in the next chapter. The validation for these programmes is the postulation that candidates will learn through taking action and reflecting on their experience. The design of the programmes is built on the cornerstones of school leadership that are crucial to effecting change in the school environment. The completion of the leadership development programme signals a “readiness for principalship” in the respective countries (Caldwell, Calnin and Cahill 2003: 113, 125 Reeves et al 2003: 57-59, Kaivalya Education Foundation 2007: 1-2).

The consideration of leadership development in the South African context has an important historical dimension. Fleish and Christie (2004: 102) remind us that in three core functions, apartheid undermined the authority and activity of principals, giving them no budgetary authority or influence over the flow of resources such as textbooks and little or no influence over the hiring and firing of staff and almost no curriculum decision-making powers.” Changing South Africa’s education and training system is only possible if there is harmony between the vision for transformation and

the day to day realities of those working and leading in the system. Despite the laudable efforts to redesign the landscape of educational leadership and management (ELM) in South Africa, a major historical shortcoming has still not been addressed, namely the lack of a mandatory qualification for school principals, which is practiced in many other countries (Caldwell, Calnin and Cahill, 2003:111). South Africa is still one of few countries that do not have a pre-requisite qualification for first time principals. This particular need has been part of the discussion among educational leaders for the past thirty to forty years (Van Der Westhuizen & Van Vuuren 2007: 431).

A Task Team (1996:16) mandated by the Department of Education (DoE) in South Africa, argues that if the country is to break decisively with its past and implement its vision for our educational system, which has ultimately the improvement of teaching and learning at heart, it will be necessary to develop the leadership skills of principals to equip them to manage people, lead change and support the process of transformation. Principals play a vital role in setting a positive and productive direction for schools together with vibrant learning environments for learners, yet existing knowledge on the best ways to develop these effective leaders is insufficient (Stanford Leadership Study Report 2007). A radical transformation towards leadership training is not an option – it is a necessity. Nations around the world face acute shortages of leaders not only in education, but also in every sector of society (Reeves 2008: 10).

Since the democratisation of South Africa and the decentralisation of schools, there has been a significant refashioning of the education and training landscape in the country (Chisholm 2004:1). The South African Government faced the enormous task of addressing the legacy of economic inequalities in education, between the different race groups, in the infrastructural disparities and with the imbalanced outcomes in education (Taylor, Fleisch & Shindler 2008: 6). Education control was restructured; schools, colleges, technicons and universities became open to all races (Chisholm 2004: 1). Despite these education changes alluded to above, quality of the schooling system has not improved as expected. Yet, there is a growing understanding in South Africa that competent school principals are crucial to overall education quality and improvement (Prew 2007: 449-450, Heystek 2007: 491-494 & Mathibe 2007: 525). The DoE made principal and teacher training one of their key priorities in order to address the changes in the education and training landscape in South Africa (Development Bank South Africa 2008).

The poor performance of principals as education leaders in South Africa is exposed in various articles, Naidoo and Pillay (2012:5); Roane (2013:7) and Louw (2012:6), where school principals are

constantly under scrutiny by the public. The articles report on principals as being the main culprits of corruption in schools, the embezzlement of funds, and the practice of nepotism. Louw (2012) reports on the findings of a non-government organisation (NGO) that revealed 104 of the 945 corruption reports concerned schools or other systems in education. The reports indicate that there is a “systematic collapse” in schools with regards to the roles, responsibilities, functions and accountability levels that principals are legally obligated to adhere to. One can argue about the factors that may contribute towards this systematic collapse in schools. Is it due to lack of leadership and management training? Have the accountability levels on the part of principals “dropped”? Clearly, there is a need for the commencement of leadership developmental programmes to capacitate managers and leaders to equip them for the roles that they are required to execute in schools.

In 2004 the DoE introduced the Advanced Certificate in Education in School Leadership and Management (ACESLM), as a leadership development programme for school principals. The ACESLM is a one year, full time or two year, part time practice and competency based programme aimed at developing management and leadership skills (DoE 2008). The part time model works well, because it enables practicing principals and deputy principals to enrol for the programme. The assessment components are institution practice based and are done in the workplace (their schools). The expectation regarding ACESLM is that the programme will lead to sustainable positive change in leadership practice in DoE’s public schools; the rationale for the programme is to provide an entry criterion for principalship, as well as create a vehicle for training practicing principals. In addition, the ACESLM serves as a professional, career related qualification and it will be consistent with the job profile of school principals (Moloi 2007: 471, DoE 2008: 4-5, Naidu et al 2008: 94). According to Van Der Westhuizen and Van Vuuren (2007: 431), this is the first step towards introducing a compulsory professional qualification for principalship. To date, there has not been a validation of the ACESLM qualification by the DoE for first time and practicing principals, although many researchers (Bush et al 2009:141, Mestry & Singh 2007: 487, Msila 2010: 185, Bush, Joubert, Kiggundu & Van Rooyen 2009: 2) have highlighted the benefits of the ACESLM qualification and its importance as a professional development programme for principals, in areas of leadership and management as well as instructional leadership.

The Faculty of Education at the Rand Afrikaans University, which became the University of Johannesburg in 2005, implemented the ACESLM since 2007 and approximately 1000 students have graduated from the programme. Anecdotal evidence seems to suggest that the programme is impacting positively on change in leadership and management practice. The researcher however, seeks to verify the validity of this evidence through this research study. This research has two foci. The first is to ascertain, from the perspective of the graduates of this programme, as well as the staff members working with the graduates, whether the participation in the ACESLM programme led to sustained change in principals' leadership practice. The second is to gain a better understanding of the factors and conditions that should be included in professional leadership programmes, and more specifically in principal professional development programmes, with a view to maximising the possibility that participation in such programmes will lead to sustainable change in leadership practices. Much has been written on the content or focus of leadership programmes (Task Group 1999:1-8, Caldwell, Calnin, and Cahill, 2003:114-115, Boerema 2011: 555-556). However, in perusing the literature on principal development in the South Africa context, no empirical research could be found that focussed explicitly on such factors and conditions.

With the research focus clearly outlined attention now turns to a background and motivation for the study.

1.2 Background and motivation for the study

Professional development begins with the principals as heads of institutions. What role do they play in the professional career of their teachers and other staff members? The school principal is at the heart of all school reform, transformation and improvement programmes in the Gauteng province and the country as a whole (Dzimbo 2007:2). Professional development is regarded as a multidimensional aspect of leadership. Principals influence three dimensions of teacher development in their schools: *firstly*, development of professional expertise, *secondly*, psychological development and, *thirdly*, career cycle development. Principals essentially create the context in which professional development is either encouraged or suppressed, according to Marczely (1996: 98).

Shipman, Queen and Peel contend that school leaders must understand that the "goal of all professionals in a school is to ensure that professional development of principals supports both their own and their students' continuous learning opportunities" (2007: 33). Schools become effective

when professional learning communities emerge that focus on student work and change teaching. Fullan (2003: 5) asserts that any school that is trying to improve has to think of professional development for principals as a cornerstone strategy.

Shipman, Queen and Peel view professional development for principals as:

“an integral part of school improvement, an aspect of leadership and management task that focuses on student learning that is consistent with the school’s vision and goals. It is a process where all incumbents feel valued and important, it also involves the sources of information to make decisions and it improves the culture and climate of the school, while a variety of supervisory and evaluation models are utilised for the development processes” (2007: 41).

Kelly and Peterson (2007: 351) argue that principals play a central role in orchestrating school reform and improvement and this is only possible if the professional development of principals is significantly improved through appropriate leadership development programmes. Since principals are crucial to initiating, implementing and sustaining high value schools, which ultimately provide quality education, their leadership development must include relevant high quality training to enable them to play a strategic role in, amongst others, personal and professional leadership development, organisational leadership, instructional leadership and robust community involvement.

On a school level, principals execute three interchangeable functions (Kowalski 2010: 23); they play the roles of manager, leader and administrator. As managers, principals focus on controlling resources and personnel, as leaders they focus on organisational development and improvement, such as making decisions about what needs to be done to improve schools, and as administrators they continuously transition and coordinate between leadership and management functions. Kowalski contends that the ultimate challenge that today’s principals face is not deciding whether to lead or manage, but rather it is acquiring the essential acuity and time to do both effectively. Kelley and Peterson (2007: 355) agree good principals create successful schools. It is therefore essential to examine carefully and critically, innovative ways to improve the preparation and leadership development of principals.

School principals in the South African context perform many roles and functions and as leaders, managers, administrators they are responsible for overall school improvement, student learning, staff welfare, teaching and learning and ultimately develop both personally and professionally

through professional development programmes. The researcher therefore agrees with Kelly and Petersen (2007:355) and Fullan (2003a:70), appropriate professional development for principals is paramount to creating successful schools.

With the background and motivation for this study outlined, the next section details the statement of the problem in this investigation.

1.3 Statement of the problem

The overarching research question that guides this investigation is: what fundamental factors and conditions should be present in a professional leadership development programme to maximise the possibility of sustained change in school leadership practice?

The following serve as sub-questions:

- What are the perceptions of principals who participated in the ACESLM offered at UJ regarding its value, implementation and limitations?
- What are the perceptions of the staff who have worked with the principals for two or more years, regarding their principals' implementation of leadership practices in schools?
- What are the perceptions of staff at UJ who designed and delivered the ACESLM with regard to its value, implementation and limitations?
- What are the main foci of the ACESLM curriculum and what should be built into the programme curriculum with a view to maximise the possibility of sustained improvement in school leadership practice?
- How can the ACESLM programme curriculum and delivery be strengthened to maximise the possibility of sustained development and improvement regarding school leadership practice?

Having stated the overarching research question and the sub-questions, it is now necessary to establish the aims of this research.

1.4 Aims of the study

The general aim of the study is to establish the factors and conditions that should be present in leadership development programmes to maximise the possibility of sustainable change in school leadership practice.

The following objectives further support this research inquiry to:

- probe the perceptions of principals who participated in the ACESLM offered at UJ regarding its value, implementation and limitations;
- probe the perceptions of the staff who have worked with the principals for two or more years regarding the principals' implementation of leadership practices;
- probe the perceptions of staff at UJ who designed and delivered the ACESLM with regard to its value, implementation and limitations;
- examine the main foci of the curriculum and establish what should be built into the programme to ensure sustained improvement in leadership practices, and to
- ascertain how the curriculum and delivery of the ACESLM may be strengthened to maximise sustained improvement regarding school leadership practice.

The research design and the methodology that are formulated to accomplish the aims of this study are discussed next.

1.5 Research design and methodology

This section provides an exposition of the research design and methodology that is utilised to conduct the study. The research design, research method with the two phases of data collection and analysis are explained.

1.5.1 Research design

This study employed a mixed methods design. According to Creswell, a mixed methods design lies in the middle of a continuum with the qualitative and quantitative paradigms on either ends. He states further that a mixed methods design employs elements or characteristics from both the qualitative and quantitative paradigms. He also emphasises that a study could “lean towards either the qualitative or quantitative paradigm” (Creswell 2009: 3).

A mixed method “sequential exploratory design strategy” (Creswell 2009: 211), where the qualitative phase of research precedes the quantitative phase, was selected for this study. A visual diagram of the research design is depicted in Figure 1.2

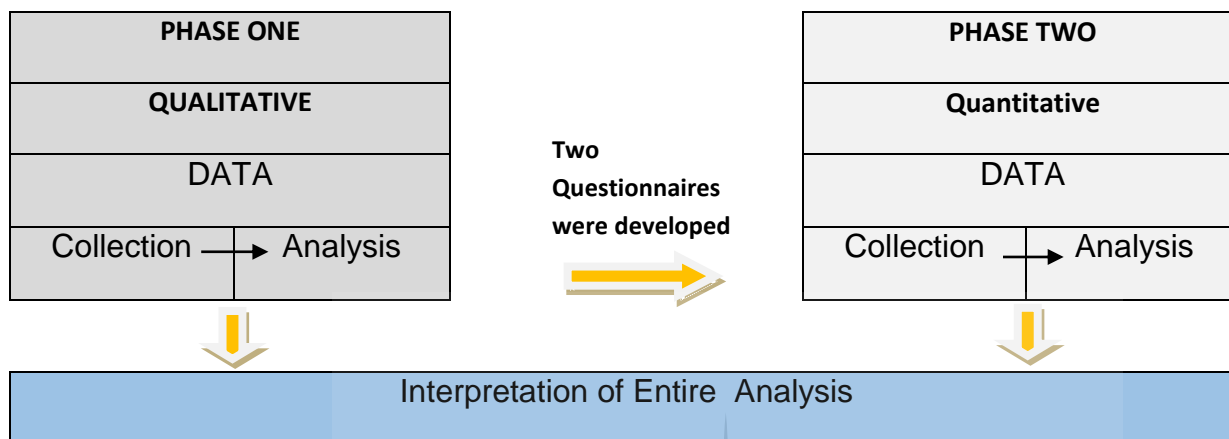


Figure 1.2 Sequential Exploratory Design

Source: Creswell (2009: 209), Creswell (2008: 557) (adapted)

The exploratory approach is relevant to this study as the researcher was seeking a better understanding of how principals, deputy principals, heads of departments and post level-one educators perceive school leadership, leadership development programmes and the implementation of leadership practices in their schools. The sequential exploratory strategy is usually selected when the researcher intends to employ development research instruments in the second phase of the investigation (Creswell 2009: 212).

1.5.2 Research method

1.5.2.1 Phase one

During the first phase of the inquiry, a qualitative study was conducted to obtain an in depth understanding of the research issue, namely what possible factors and conditions in school leadership development programmes could lead to sustained change in leadership practices. Data collection in this phase at first involved an interview with one ACESLM graduate for pilot purposes and thereafter, mainly in-depth individual interviews (Merriam 1998: 71) with five principals, who have completed the ACESLM programme (Creswell 2008: 214; Creswell 2009: 27). The five principals were selected from schools belonging to the five different quintiles (Education Labour

Relations Council, ELRC 2003: B41). Public schools are categorised into quintiles according to the poverty index levels, ranging from quintile one (poorest) to quintile five (least poor). The quintile one public schools receive the largest percentage of funding from the government of South Africa. The funding percentage allocation decreases from quintile one to quintile five, quintile five allocated the least percentage of government funding.

For this study, the schools were chosen on the basis of being previously disadvantaged as well as from affluent geographical areas to gain an understanding of the influence of the ACESLM programme in the different contexts. While at the school I observed indicators of a well managed school, as well as indicators of a poorly managed school. However, observation was not my main data collection method; it served to supplement the interview data. In-depth interviews were conducted with the staff who deliver the ACESLM programme at UJ, to determine their perceptions of the strengths, limitations or weaknesses of the ACESLM programme. The interview protocol for both sets of interviews consisted of open ended questions that allowed for comprehensive responses with regard to the participants' understanding of sustainable change in school leadership practices as a result of the ACESLM programme.

The findings of the qualitative phase informed the development of the research instruments (questionnaires) for the quantitative phase two of the study.

1.5.2.2 Phase two

In the quantitative phase of the research, two structured close ended questionnaires were administered. Firstly, questionnaire one (Q1) was presented to all school principals who have completed the ACESLM programme in the last five years; then questionnaire two (Q2) was presented to the colleagues of the ACESLM graduates who fit the two or more years working experience criteria. The participants were from various Gauteng DoE districts, thus allowing a wide spectrum of participants from different geographical areas and school quintiles to provide a rich information base for the inquiry. Both questionnaires were based on an extensive literature review as well as the findings of the qualitative phase.

Both categories of questionnaires were pre-tested. Q1 was pre-tested with 20 ACESLM graduates and Q2 was pre-tested with 20 colleagues of the ACESLM participants who have worked for two or more years with the ACESLM graduates. Pre-testing was done to review the clarity of the questions and to also make any adjustments where necessary. Thereafter, Q1 was administered to principals

who are ACESLM graduates of the University of Johannesburg, and Q2 to the colleagues of the ACESLM graduates. The completed questionnaires were coded according to the school's status, for example primary schools, secondary schools and school quintile ranking, and submitted to the statistical analytical services at the University of Johannesburg for data capturing and analysis. A principal factor analysis was performed using the SPSS 18.0 programme (Norussis 2010).

The pre-testing of both questionnaires contributed towards the reliability and validity of the research instruments. The researcher made appropriate adjustments to the research instruments. This, too, enhanced the validity of the instrument (Creswell 2008: 169).

Having detailed the design and methodology employed for this study, a set of assumptions were made by the researcher regarding the study.

1.6 Assumptions made by the researcher

In order to establish the factors and conditions that are required to be present in leadership development programmes, and their influence on leadership practices, the following assumptions were made by the researcher:

- The principal is the key to facilitating positive change and improvement in the school.
- The ACESLM was introduced to develop and capacitate principals in their leadership practices in schools.
- The ability to transform schools in the new dispensation in South Africa is painful to all stakeholders in education.
- There should be continued development and support programmes for principals.
- A positive, healthy and conducive environment is essential for principals to implement change in schools.

Having discussed the set of assumptions for this study, it is essential to clarify concepts that will be used in the study.

1.7 Clarification of concepts

The following concepts need clarification in order to establish a mutual understanding between the researcher and readers of this research investigation.

1.7.1 Public schools

The *Webster's Comprehensive Dictionary* defines "schools" as "educational institutions where formal instruction is given for a period of time". The term "public schools" is defined as "schools that are maintained by public funds". These schools provide free education for children of the community, usually covering elementary and secondary grades, that is from reception year to grade 12 (Marckwardt, Cassidy & McMillan, 1992: 1126). For the purposes of this investigation, "public schools" refer to schools that cater for educational instruction of learners from grade R (reception) up to grade 12, being the final year of instruction. In the South African context, public schools are funded by the government according to the quintile ranking which indicates the poverty index of the school (Education Labour Relations Council, ELRC 2003: B41).

1.7.2 Professional leadership development programmes

The *Collier's Dictionary* defines "profession" as "an occupation that requires special education and training, for example, law, medicine" (Halsey, 1996: 799). For the purposes of this study, "professional" is understood as, "the occupation of teaching/principalship in an educational environment". "Programme", according to the *Collier's Dictionary*, refers to "material that must be taught through instruction, structured and presented according to a definite, sequential method" (Halsey 1996: 800). Various researchers and authors are quoted to point out the significance of professional leadership development programmes in the school context.

Bush and Middlewood define professional development as "an ongoing process of education, training, learning and support activities, which takes place in either external or work-based settings" (2005: 22). Such development is aimed primarily at promoting learning and development of principals' professional knowledge, skills and values and it helps them decide on and implement valued changes in their teaching and leadership behaviour. This will ultimately lead to the improvement of personal self and organisational performance.

This viewpoint is supported by Lambert (2003: 22) and Duke and Sturgens (cited in Marczely 1996: vii) who define "professional development" as being a "reciprocal processes of constructivist

learning” in a mutual and interactive investment for growth and development for all parties concerned. Furthermore, professional development of principals enables them to achieve higher levels of professional competence and expand their understanding of their sense of self, their role, their career and the context in which they work.

1.7.3 Leadership practices

In the context of this study, the term “leadership practices” refers to the daily functions/tasks/activities that are undertaken by principals to lead, manage and direct teaching and learning instruction in their schools. More specifically, the daily functions will include, amongst others, the management and development of human resources, directing and monitoring teaching and learning, DoE policy formulation and implementation, building professional relationships, which will be mutually beneficial to stakeholders, assisting the school governing body (SGB) in managing school finances, addressing challenges and obstacles that may hinder progress in schools, and ensuring that principals adhere to DoE legislation (Naidu et al 2008: 92-105; Loock, Grobler and Mestry 2006:34; Kowalski 2010: 23).

1.7.4 Sustained change

The concept of sustained change is derived from integrating the words “sustained” and “change”. The *Collin’s New School Thesaurus* defines “change” as “an alteration in something, for example a change in attitude”, and *Webster’s Comprehensive Dictionary* defines “sustained” as “enduring without yielding or withstand[ing]” and defined “change” as “altering one’s attitude or principles” (Marckwardt, Cassidy & McMillan 1992: 222, 1164).

This study attempted to find out if principals were able to sustain the changes that they implemented in terms of the leadership practices that emanated as a result of acquiring the ACESLM programme.

1.7.5 School principals

The *Collier’s Dictionary* defines “principals” as “the head or chief administrator of an elementary or secondary, public school” (Halsey 1996: 796). Principals are persons who take the leading part or play a main role in an activity or activities in the school. *Webster’s Comprehensive Dictionary* defines “principals” as “people who take a leading part, people who are concerned directly, and not as an auxiliary” (Marckwardt, Cassidy & McMillan 1992: 1002). It is important to note that Van der Westhuizen (1995: 1) regards a principal as an educational leader who traditionally holds the

exceptional position of “master of masters” and “leader of leaders” in schools. For the purposes of this study, principals are regarded as head leaders and managers of educational institutions such as schools. Principals are entrusted with the responsibility of leading and managing schools whilst taking accountability for the provision of quality education to learners. As such, principals need to be prepared for the multifarious tasks that they are required to undertake.

1.8 Rationale of the study

The rationale of this study is its envisaged contribution to the existing body of knowledge on the theory and practices of professional developmental programmes for school principals in the South African context.

Theoretically, the research contributes to a better understanding of the fundamental factors and conditions that should be present in professional leadership programmes to maximise the possibility of sustainable change in leadership practices within the South African context. As explained in the problem statement, no such research could be found within the South African context.

At a practical level, the research provides empirical evidence required by the University of Johannesburg to restructure and redesign the ACESLM programme to accommodate the facets of sustained change to leadership practice. The study also provides insight into whether the ACESLM should indeed become a mandatory qualification for first time principals. A policy brief will be developed based on the findings, which will be presented to the DoE.

This outline of the rationale of the study has been described. Attention now turns to a discussion of the ethical considerations that direct the inquiry.

1.9 Ethical considerations

According to Creswell (2008: 179), obtaining permission before collecting data is not only a part of the informed consent process, but also an ethical practice.

Henning, Van Rensburg and Smit (2004: 73) emphasise the need for all researchers to ensure that signed consent forms are treated with the utmost discretion. The researcher remains accountable for the ethical quality of the inquiry and should take great care at all times.

The researcher at all stages of the study engaged in ethical practices by:

- respecting the rights of all participants and honouring the research sites that she visited;

- reporting the research findings and recommendations fully and honestly to all participants and authorities (Creswell 2008: 11), and
- safeguarding the dignity, identity and safety of all the participants during the research study as, encouraged by Babbie and Mouton (2008: 527-8).

Before the commencement of the actual research, written permission was obtained from:

- the University of Johannesburg's ethical committee;
- the Department of Education (to administer the structured questionnaires to the selected participants), and
- the participants (to engage in the field study at their schools and to participate in the various data collecting procedures).

The anonymity of all participants in the study was ensured and no participant was identified at any stage of the study. All completed questionnaires were securely stored and handled in a highly confidential manner. No participant was expected to divulge or make the research site or location known.

The researcher employed a coding system when the data was analysed. The researcher ensured no deceptive activities regarding the aim, content or nature of the study. The participants were given the opportunity to withdraw from the research at any point if they felt the need to do so. The basic rights of all participants were respected at all times. Upon the completion of the study all participants received feedback.

The division of the chapters follows next.

1.10 Division of chapters

Chapter one is an orientation of the study, which set the stage for the whole study. This chapter focused on the introduction, motivation and background to the research problem, statement of the problem, aims of the research, research design and methodology, concept clarification, rationale for the study, exposition of the research and finally a summary.

Chapter two entailed the review of relevant literature pertinent to leadership and professional leadership developmental programmes and its influence on school principals. The funnel technique

was utilised to examine research studies done on professional leadership development programmes on an international and national basis. The South African perspective on professional leadership development programmes concluded this chapter.

Chapter three focused on the theoretical framework that underpinned this study.

Chapter four examined the research design and methodology that was utilised for this study. A mixed methods design was used which entailed both the qualitative and quantitative approaches to data collection.

Chapter five addressed the analysis and interpretation of the qualitative data. The empirical data collected was transcribed, analysed and interpreted.

Chapter six provided an analysis and interpretation of the quantitative data, which was based on the survey instruments. The empirical data was analysed, tabulated and interpreted.

Chapter seven contains a summary of the research findings, recommendations, conclusion and final reflections of the investigation.

1.11 Summary

This chapter introduced the research investigation and illuminated the significance of the research study. It also provided an overview of professional development programmes and its influence on sustainable changes in leadership practices of school principals. The need to establish a clear and agreed understanding of what the country's educational system requires of school leadership was highlighted. Consequently, schools that have recognised the need to improve leadership capacity and learner outcomes must focus on professional development of their principals as a cornerstone strategy as principals are entrusted with the leadership and management of schools.

Having provided an orientation of the research, the next chapter presents a review of relevant research literature on leadership, school leadership and professional leadership development programmes

CHAPTER TWO

A literature review on professional leadership development programmes for school principals

2.1 Introduction

The first chapter provides the background and motivation for this research investigation on school leadership development programmes. The focus of this inquiry is more specifically on the development of school leadership through the ACESLM, which is a school leadership development programme used to capacitate principals in South Africa. The ACESLM is not yet a formal requirement or qualification for entry into principalship. The advent of democratic schools has resulted in school leaders experiencing complex, demanding challenges that emanate from the shifting of power and authority in the management of schools from the state to provinces and finally to school level. This shift means that added responsibilities and a sense of acquired accountability are expected from school leadership. Thus, school leadership must be prepared and trained for the multifaceted roles that they need to perform in schools.

This chapter expounds a literature review to support the research. Appropriate existing studies form the basis of this chapter; they place the current study in perspective and they also provide direction. The literature review also explores the nature of leadership development abroad as well as in South Africa by examining the factors and conditions that should be present in leadership development programmes to propagate effective leadership in our schools. Furthermore, the framework facilitates in the exploration, interpretation and analysis of the data and gives impetus to the findings and recommendations. Various empirical investigations on leadership development and leadership development programmes are scrutinised to enhance the deliberations that follow.

The sections that follow begin with a discussion of the importance of leadership in organisations. Attention then shifts to leadership development in organisations and leadership development in an educational context, for example, in schools. Empirical studies on leadership development and the programmes that are utilised in international countries such as Singapore, England, Scotland, New Zealand and Sweden are also examined. This discussion is followed by the rationale for leadership development in schools. The researcher identifies salient factors that are common in the leadership

development programmes in these countries to draw a comparison to the South African context. The ACESLM as a leadership development programme is then analysed for school leadership development in South Africa.

Leadership development, internationally, and leadership development in the South African context is dealt with in the next section. Since the overarching research question explores the fundamental factors and conditions that should be present in a leadership development programme to maximise the possibility of sustained change in school leadership practices, the discussion that follows conceptualises these factors and conditions that constitute an effective leadership development programme and finally, a summary of the entire chapter concludes the literature review.

2.2 The importance of leadership in an organisation

The discussion below commences with a scrutiny of the concept “leadership” and its importance in organisations.

2.2.1 What is leadership?

Literature indicates that leadership embraces three important variables which all leaders engage with: firstly, the *people* who are being led; secondly, the *task* that is being performed; and thirdly, the *environment* in which the people and the task co-exist. These three variables are different in every situation; hence, the expectations and requirements from a leader will also significantly differ from situation to situation. Consequently, the challenges facing leadership are vast and complicated, since all leaders are required to have strong value systems, be reflective of integrity, be transparent, display fairness, justness and respect (Ivancevich & Matteson 2002: 425).

Grobler, Warnich, Carrell, Elbert, and Hatfield (2002: 337) assert that all leaders of groups that function effectively share the following basic common characteristics: these leaders all

- provide direction for and meaning to the people that they are leading;
- generate trust and encourage action, and
- favour taking risks in order to succeed.

Effective leaders are also regarded as purveyors of hope and they reinforce the notion that success can be attained by recognising the potential in one’s self. Covey (2004: 98) concurs with the view

advanced by Grobler et al who emphasises effective leadership “as having the ability to communicate to people their worth and potential so clearly that they come to see it in themselves”.

Furthermore, it is widely acknowledged in both South African and international literature, the type of leadership that is exhibited in an organisation determines the ability of the organisation to grow and succeed to its full potential in terms of productivity and organisational goals and outcomes (Hargreaves 2006, Lambert 2003, Bush 2007, Van der Westhuizen and Van Vuuren 2007, Steyn, 2008).

Whilst, Ivancevich and Matteson (2002: 425) and Yu So (2009: 5) argue that leadership is “a process of positively influencing others to facilitate the attainment of relevant organisational goals”, Covey (2004: 99,217) and Bush (2003: 170) place emphasis on a firm value system when examining leadership. Furthermore, they posit that leadership is communicating to people their worth and potential so clearly, so powerfully and so consistently that they come to see it in themselves. The creation of an environment that makes people want to do, rather than have to do, is only possible when leadership in an organisation gives purpose and value to the people they work with and lead. In addition, leadership must be grounded in a firm personal and professional values system together with an articulation of a clear vision for the organisation.

Fullan (2003), Lambert (2003) and Mills (2005) specifically advance that good leadership provides important sustainable direction to an organisation, but leaders cannot be leaders if they have no followers. In addition, these authors assert that successful and effective leaders do not force people to follow them as there are behaviours that one can learn and practice as a leader, which will make others willingly follow you. The behaviours alluded to by the authors are that leaders must be able to: be professional; analyse situations; search for ways to make their organisation grow; possess sound character traits; be competent and honest, and carry out their responsibilities in a transparent manner. Consequently, leaders must also embrace the factors of leadership, which entails being a follower, leader, and a communicator in any situation that presents itself. A good, effective leader is proficient, encourages team work and team spirit, and articulates a clear, concise vision of the organisation to their followers. Lastly, leaders must provide direction, make sound and timely decisions, and keep their teams involved, they must ensure that their team workers understand the instructions, and motivate workers by being a role model.

Providing effective leadership, according to Grobler et al (2002: 337), is about managing from a perspective of giving orders, motivating and handling people (either as individuals or in groups) and

managing conflict successfully. It is the task of management to direct the activities and performances of people productively. Practicing effective leadership in an organisation is creating an environment in which people want to be part of the organisation and not just work for the organisation. Few things are more important to human activity than effective leadership, which helps organisations, businesses, non-profit institutions and political parties through times of peril.

By contrast, the absence of effective leadership is equally dramatic in its effects. Without leadership, organisations move slowly, backwards and forward resulting in inconsistent growth in terms of the outcomes; they stagnate and lose direction and purpose. Mills (2005: 10) argues that without effective leadership, the process of decision making, as an important aspect of providing leadership in an organisation, will not be done in a timely manner or be implemented correctly. Consequently, the implementation process will be compromised. Moreover, Mills (2005:10) contends that the problems of implementation are really issues about how the leaders influence behaviour and change the course of events to overcome resistance. Ultimately, effective leadership is crucial in implementing decisions successfully. Conversely, without good, effective leadership, organisational goals may be difficult to attain (Arikewuyo 2007: 1).

Mills (2005: 14) and Fullan (2003b: 1) propose that assuming a leadership position in an organisation necessitates leadership to:

- display a vision about what can be accomplished;
- show commitment to the mission and to the people that are being led;
- demonstrate responsibility for the accomplishment of the mission and the welfare of those being led;
- assume the risk of loss and failure, and
- take recognition for success.

From the above it is clear that leaders must be able to express their vision clearly and concisely and in a compelling way so that others are engaged by it. Leaders are therefore judged by their commitment to the organisation as well as by the people's commitment to the organisation. The amount of responsibility exhibited by the leader and the leader's ability to take risk enables followers to accept decisions proposed by the leader. Also, personal ethics are the inner compass that directs a person towards what is right and fair. Therefore, persons in leadership positions must have an

inner ethical compass, which will ensure that their qualities will not turn into evil ends (Mills 2005: 13).

Another study undertaken by Gill (2005: 10-11), advises that leadership be evaluated against the following criteria: the development of a mission, vision and value system; the presence of a culture of excellence; personal involvement in ensuring the organisation's management system by developing, implementing and continuously improving the organisation's output; involvement with customers, partners and representatives of society, and lastly, the leader's ability to motivate, support and recognise the organisation's people.

Shed (2010: 1-9) suggests that leaders should be honest, forward-looking, competent, inspiring and intelligent. The author argues that people will follow an honest leader. Leaders must seize the opportunities to display honesty on a large scale, admit to mistakes and demonstrate honesty with themselves as well as their organisation. Leaders must also be forward-looking, they must actively communicate the level they intend to take the organisation to and share their vision with their followers. Leaders should demonstrate competency and take action when it is required. Furthermore, leaders must be an inspiration to all the people they engage with and tell people how they as leaders will change the world by changing the organisation. Lastly, leaders should commit to continual learning, both formally and informally.

Having examined what leadership in organisations entails, the discussion now shifts to examine leadership in an educational environment, where principals serve as leaders and managers in their schools.

2.2.2 Leadership in educational public schools

Leadership in a school educational environment refers mainly to the school principal, deputy principal/s and the head/s of department. Collectively, the team is known as the school management team (SMT). Although the SMT is largely responsible for leadership and management functions, it is the principal who is ultimately accountable for the smooth functioning of the school. Therefore principals are perceived as leaders in their schools, as they promote self managed growth and encourage collaborative learning while working within a continuum of personal and collective experience, ultimately leading to school improvement.

Research studies that were undertaken by Hargreaves and Fink (2006: 233-235) and Hargreaves (2006: 172-187) and North Central Regional Educational Laboratory on education leadership, identify the following areas as crucial to school leadership development. School leadership must:

- direct and sustain learning by executing the role of instructional leaders;
- encapsulate the vision and mission of the organisation and communicate that effectively, clearly and concisely to all stakeholders in the organisation;
- be visible in the organisation (leadership presence must be felt);
- possess the qualities of a good listener, be respectful and show empathy;
- have the ability to collaborate and involve all stakeholders in decision making, leading and managing;
- work actively with the community members and be aware of the environment within which it operates;
- be a catalyst for change in the organisation as well as the community;
- be robust in human resource management and development;
- show the ability to take calculated risks;
- make provision for effective succession planning, and
- possess appropriate knowledge and skill to improve productivity.

According to Bush (2008:393) and Hargreaves and Fink (2006: 233), there is global interest in leadership and management because of its perceived importance in developing and maintaining successful, effective schools and education systems. However, there is far less clarity about which leadership characteristic is more likely to produce the most favourable outcomes in terms of leadership, management and organisation output and learner outcomes.

Various writers and researchers provide different viewpoints with regard to which leadership trait is most likely to provide the most favourable outcome. For example, Hargreaves and Fink (2006: 233) and Hargreaves (2006: 172) cite ten characteristics that they regard as crucial to school and organisational success and improvement. Collectively, the authors assert that school leadership can only be effective and sustainable if school leadership provide the following:

The creation and preservation of sustainable learning in schools; the ability to secure success over time; sustaining the leadership of others; addressing issues of social justice; developing rather than depleting human and material resources; developing environmental diversity and capacity;

undertaking activist engagement with the environment and lastly, leadership must be vigilant, respect and build on the past and be patient.

The Education World Administrators Centre (2008:1-3) surveyed 43 principals in California to determine what they consider to be essential characteristics of successful school leaders. The 43 school principals recommended the following as most important:

- There must be the presence of a stated vision and a plan to achieve the vision.
- Goals and expectations for staff must be clearly stated.
- Principals should be visible and seen all over the school.
- Principals ought to be trustworthy and straight with all stakeholders in the school
- Principals must help to develop leadership skills in others.
- They have to develop strong teachers.
- They should cultivate good teaching practices.
- It is important for them to demonstrate that they are not in charge alone.
- They must involve others.
- It is crucial that principals also have a sense of humour.
- They should be role models for students and staff.
- A principal must offer meaningful kindness and kudos to staff and students.

When reviewing the literature, there was no evidence of a similar study being conducted in South Africa. However, it is worthy of noting that the above survey findings are relevant to the South African context as well. For example, characteristics such as, principals having a vision, being trustworthy, developing good teaching practices, being role models and setting goals and high expectations are important to professional leadership development in the South African context (Mathibe 2007:531-532).

The researcher's opinion as a consequent from serving in senior leadership positions in many schools agree that leaders' tasks as unclear, vast, complex and multi-faceted, therefore some countries have developed school leadership frameworks or standards for the profession. These standards provide coherence and guidance on the functions, characteristics and responsibilities of school leaders. In developing leadership frameworks, it is important to consider the evidence on

effective leadership practices as well as the needs of national education department. School leadership has to be involved with policymakers in designing and developing these frameworks, so that they can take ownership of them. The frameworks can and should be used as a basis for recruitment, training and appraisal of school leaders according to Organisation for Economic Co-operation and Development OECD, (2009:16) <http://www.oecd.org/edu/school/4433917.pdf>.

Leadership in educational public schools was illuminated in this section. The next section examines the rationale of professional leadership development programmes for school principals in five international countries.

2.3 The rationale for professional leadership development programmes for school principals

Leadership development programmes for school principals can metaphorically be described as the oxygen which ensures that principals survive as educated and trained professionals, in order for them to improve their leadership practices in the school (Jones et al 1989: 5).

Lashway (2003: 1), and Fenwick and English (2006: 797) view principals as leaders and managers of their workplaces. Principals also serve as leaders for student learning and they exhibit pedagogical practices through the display of knowledge of the academic content. They work with teachers to strengthen their own skills and knowledge. In addition, they facilitate a shared vision with all stakeholders, collaborate with families and school communities and sustain a conducive learning environment for all role players. Consequently, principals face very busy, demanding, unpredictable and stressful days that are filled with conflict and confrontation. They are overworked with leading and managing schools and they are also bombarded with an abundance of paperwork on a daily basis according to Lashway (2003:2) and Fenwick and English (2006:797).

In the South African context, principals are faced with the huge task of creating an effective learning environment in schools. In this regard, Mestry and Singh (2007: 478) assert that leadership development for principals is therefore crucial. The lack of stringent criteria and the absence of a qualification for the appointment of principals results in the unfortunate situation of many principals underperforming in their leadership and management roles. Furthermore, the authors emphasise the need for principals to be provided with the necessary knowledge, skills, values and attitudes to enable them to cope in the dynamic and changing educational environment. This lack of

performance in schools with regard to leadership and management roles makes it imperative to commence with leadership developmental programmes to capacitate school managers and leaders. There should be support and intervention programmes to empower principals, emphasized by (Mestry and Singh 2007: 478).

Consequently, the numerous demands and challenges that principals face include: establishing a culture of teaching and learning; maintaining high educational standards and improving performance where necessary; working collaboratively with parents; dealing with multicultural school populations; managing change and conflict, and coping with limited resources and ensuring accountability to their respective communities (Dempster, Freakley and Parry 2002: 427, Mestry and Grobler 2003: 134, Mestry and Singh 2007: 478, Msila 2010: 169). Varied types of leadership practices are therefore required to enable school principals to cope in such a turbulent environment” as it has been established that school principals are at the heart of all school reform, transformation and improvement programmes.

Furthermore, principals are responsible for the instructional leadership and management of a school, which are fundamentally different jobs requiring different leadership practices, skills and functions. Earley and Bubb (2004: 1-2) recognise this and highlight that the training and development of principals should incorporate these fundamental differences of instructional leadership and managing schools into leadership development programmes, as delegated powers have enabled schools to become self managing and increasingly autonomous. The management of these additional functions places more responsibilities on school principals. Hence the need for specific leadership development programmes to be in place for aspiring and practicing school principals becomes more evident. Bush (2005: 3) argues that there is certainly a problem in that “without the necessary skills, many principals are overwhelmed by the task, and sustainable strategies for training and supporting school principals are generally inadequate throughout Africa”.

Fullan (1997: 153) claims that leadership development must include meaningful engagement with ideas, materials and colleagues (both in and out of teaching) on intellectual, social and emotional levels. There is a need to determine the context of teaching and ascertain whether the experience of teachers is carefully accounted for. In this regard, Fullan (1997: 153-4) poses two questions: Does leadership development place classroom practice in the larger contexts of school practice and the educational careers of children? Does leadership development prepare teachers as well as students and parents to employ the techniques and perspectives of inquiry? Therefore, South Africa, as an

emerging economy, has to cultivate, establish and retain a leadership culture, which is embedded in a social, emotional and intellectual context where current and future generations of leadership can optimise their potential. School principals as leaders should innovate and therefore revolutionary thinking is imperative. (<http://www.workinfo.com/free/downloads/83.htm>).

Lambert (2003:22) describes leadership development as being a “reciprocal processes of constructivist learning”. She concurs with Fullan’s techniques of inquiry (1997) and regards leadership development programmes as a mutual and interactive investment in growth and development for all parties concerned. The three most important dimensions for leadership development and overall school improvement are the ability to reflect, inquire and create dialogue which Lambert (2003:23) states are the most important in enabling the sustainable change of leadership practices in schools.

The rationale for leadership development programmes for school principals is to enable them to develop and sustain self-managed individual growth, encourage collaborative learning with peers, and work within a continuum of personal and collective experience. Principals must draw from effective school leadership practices to address essential questions concerning problems of practice, relating to management issues, and teaching and learning. In addition, leadership development programmes address significant problems related to principal and teacher effectiveness and student learning, thereby improving the school and the district’s goal for overall school improvement and student learning (Danforth Foundation Task Force 1997).

Crow (2003: 2) expresses the view that leadership development programmes must be undertaken from an organisational perspective because linking leadership development programmes to educational leadership has two forms of socialisation. The first form is the learning of a new professional role and the second is the performance of this role in a new organisational situation. He proposes that the two situations are interrelated, since preparing for a new role has to also focus on the context in which the role is to be executed, for example in schools. Therefore, the individual’s development and the achievement of organisational goals should be synchronised, according to Heystek (2007: 491-494); Mathibe (2007: 533); Mestry and Grobler (2002: 21) and Prew (2007: 449-450), Leithwood (cited in Marczely 1996: 98) offers a different viewpoint on leadership development. He presents leadership development as a multi-dimensional aspect of leadership. He advocates that principals influence three dimensions of development in their schools: *firstly*, development of professional expertise; *secondly*, psychological development, and *thirdly*, career

cycle development. Marczely argues that the principal plays an additional role – that of a primary staff developer – because it is the principal who has the greatest direct control over the factors affecting school environment. Principals essentially create the context in which professional development is either encouraged or suppressed (Marczely 1996: 98).

School principals are also curators and custodians of the school's vision, mission and values; they provide the inspiration to achieve the school's vision and mission and also direct people towards its chosen destination. School principals have to possess certain leadership qualities to achieve and maintain quality schools in complex environments. Such complex environments also imply school leaders should be equipped with “multi-faceted skills” alluded to by Vick (2004: 11-13) which are pre-requisites for successful leadership. The “How Leadership Influences Learning” report by The Wallace Foundation (2008: 1)” makes the point that there “are virtually no documented instances of troubled schools being turned without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst.

Arising from the above discussion is two questions pertinent to professional leadership development in schools:

1. What is expected of our school leaders in today's climate?
2. What are the key ingredients of effective professional leadership development both before and after school principals are hired, to prepare them for the demands of their jobs?

Vick (2004:11-13) offers an interpretation of the influence of leadership development programmes on school principals. The focus is on three areas: firstly, leadership development programmes must capacitate principals with sufficient knowledge and skill in setting the direction for all stakeholders; secondly, the programme must empower principals to develop people; and lastly, the programme must enable principals to develop the organisation.

Vick's (2004:11-13) interpretation of the three areas that school leadership development programmes must give credence to in the development of principals is presented in Table 2.1.

Area of development	The behaviour/actions/leadership practices that principals display in the three areas
<p>1. Principals must endeavour to set the direction for all stakeholders by:</p>	<ul style="list-style-type: none"> • creating and sharing a focussed vision and mission to improve student performance; • cultivating the acceptance of co-operative goals; • creating high-performance expectations; • aligning vision and mission to the school context; • displaying charismatic leadership; • valuing collaboration and trust among all people; • supporting and caring everyone; • creating high expectations for staff to improve student performance; • informing staff about performance expectations, and • working effectively with adults.
<p>2. Principals must develop the people they work with by:</p>	<ul style="list-style-type: none"> • displaying willingness to share leadership; • distributing instructional leadership; • empowering staff; • providing opportunities for staff innovation, development and learning together; • modelling, teaching and helping others to become better followers; • being an appropriate example through showing consistent behaviour; • managing time to meet goals; • being a transformational leader; • displaying higher levels of commitment; • facilitating learning among all staff; • implementing good teaching practices; • facilitating change; • monitoring student performance; • displaying consistent personal values, attitudes and

	<p>beliefs;</p> <ul style="list-style-type: none"> • promoting ethical practice; • using resources intelligently; • supporting levels of staff performance; • demonstrating respect for personal feelings and needs; and • providing emotional, psychological and logistical support.
<p>3. Principals must develop the organisation by:</p>	<ul style="list-style-type: none"> • developing technical skills; • emphasising learner-centred leadership; • strengthening the school culture; • monitoring organisational performance; • implementing site-based management; • working in a team; • planning strategically; • applying educational law; • maintaining discipline; • focussing on learner-centred leadership; • employing instructional leadership; • creating and maintaining a safe learning environment; • promoting ethical practices; • resolving conflict; • using indicators to determine the school's effectiveness, and • monitoring both staff and learner performance.

Table 2.1 Three areas in which principals promote leadership and organisation development

In light of this explication of how the school principal sets the direction in the school, develops the people he/she works with and develops the organisation, it is significant to note that leadership development programmes include a segment of capacity-building in the area of collaborative partnerships with local communities. Having been a senior manager at many schools for almost 12 years, the researcher notes that the area of building collaborative partnerships between schools and

the local communities is sadly neglected in most schools. Mestry and Grobler (2007: 177) highlight this shortfall in their article, endorsing input from the parent community as crucial in both co-curricular and extra-curricular programmes in schools. Principals can no longer be “lord” of an educational fiefdom (institution), since a democratic coalition of all interest groups are now responsible for administering and managing schools (Holt & Murphy cited in Mestry & Grobler 2007: 176). Van Wyk (2007: 134-135) in her article, argues that the decentralisation of power to schools, demands that all stakeholders, those are principals, management teams, teachers, parents and the local communities work in a harmonious, collegial, participatory manner in order that collaborative relationships are built between schools and local communities.

In addition to the three areas identified in Table 2.1 and the building of collaborative partnerships, Hackman (cited in Fullan 2003a) identifies another area that is most difficult to manage and lead for education leaders and that is the development and sustaining of teamwork. Hackman concludes that a leader must be enormously sophisticated about team development, and there must be certain conditions in place for effective teamwork to prevail. The conditions relevant to schools are detailed in the questions stated below:

- Is the school a real team or a team in name only?
- Does the team have a compelling direction for its work?
- Is there an enabling structure that facilitates rather than impedes the functioning of the school as a team?
- Does the team operate within a supportive organisational context?
- Is there ample expert coaching available to the team?

The researcher’s own experiences in many schools advances the notion of active teamwork in schools. Active teamwork is crucial to effective schools as school staff work in unison to encourage student learning and school improvement. The absence of teamwork will result in disjointed groups having cross purposes to teaching and learning resulting in ineffective practices which impede progress and success in schools.

The discussion in this section commenced with the rationale of professional leadership development programmes and concludes with the roles that principals play in setting the direction for all

stakeholders, developing people that they work with and ultimately developing the organisation. The following section explores leadership development programme for school principals.

2.4 Professional leadership development programmes for school principals

Bush (2010: 266) asserts that many countries such as Canada, England, France, Scotland, Singapore and most States of America states have a policy in place regarding principals acquiring a formal qualification in school administration/leadership. A teaching qualification (degree or diploma) and seven years of teaching experience guarantees an incumbent an appointment into a principal post (Gauteng Department of Education 2012). As there is no policy regarding a formal qualification or formal leadership development in school leadership for principals in South Africa, this section examines school leadership development programmes in five international countries, namely Singapore, England, Scotland, New Zealand and Sweden with a view to draw a comparison. These countries recognise the urgency of establishing a professional leadership development programme qualification for aspiring and practising principals.

The rationale for these leadership development programmes is the assumption that candidates will learn through taking action and reflecting on their experience. The design of the programmes centres on cornerstones of school leadership that are crucial to effecting change in the school environment. To this end, the completion of the programme signals “readiness” for position of principal (Bolam, 2003:74-81 Caldwell, Calnin and Cahill 2003: 173, Reeves, Forde, Morris and Turner 2003: 57-59). The school leadership programme of each country is summarised before a comparison of the different countries is made at the end of this section to highlight the salient characteristics of the models used in each country. International trends of professional school leadership development are then compared to school leadership development in South Africa.

2.4.1 Singapore

In Singapore, principals are required to obtain their Diploma in Educational Administration (DEA), before they are assigned the post of principal. The programme is full time for one year and the participants are selected by the Education Ministry. Mentoring is an integral component of the training programme. The DEA model was replaced in 2001 by the Leaders in Education Programme (LEP), aspiring principals attended the LEP (Lee Hean 2009: 162) on a full time basis for six months. The programme is designed for selected personnel, who are experienced and well-qualified educators with a background of successful experience in both teaching and management. The

programme prepares them for leadership in schools. According to National Institute of Education, Singapore (<http://www.nie.edu.sg/studynie/leadership-programmes/leaders-education-programme>), the focus areas of the programme addresses a range of issues pertinent to the success of future leadership in diverse schools and includes the following modules: designing and managing learning (school) organisations that can sustain a competitive advantage in the fast-changing and turbulent environment; strategic choice and marketing; innovative communication and information technology; designing an integrative and innovative curriculum in order to achieve excellence in teaching and learning and lastly, building human and intellectual capital in schools.

This programme seeks to provide the sort of leaders who will continue to keep Singapore at the cutting edge of knowledge and who will lead their institutions to sustainable success. Lee Hean (2009: 163) and Bush and Chew (cited in Bush & Middlewood 2005: 163) support the Singapore model of training and mentoring programme as it has worked reasonably well judging by the positive feedback obtained from the yearly cohorts of DEA and LEP participants.

2.4.2 England

England launched the National Professional Qualification for principals (NPQH) in 1997 to address the professional development needs of aspiring and practising principals (Caldwell et al 2003:111, Ribbins 2003: 174 and Bolam 2003: 81). The focus is on an accredited training programme, which suits the needs of the modern principal and it is firmly rooted in school improvement.

The National Professional Qualification contains five sections, each with its own prescribed criteria that a candidate needs to acquire in order to be selected and appointed into the position of principal. The sections are, professional knowledge and understanding; strategic direction and development of the school; teaching and learning in schools; leading and managing staff and efficient and effective deployment of staff resources and accountability (<http://www.teachernet.gov.uk/management/professionaldevelopment/npqh>).

For candidates to be awarded the NPQH, they have to undergo assessment and training which is encapsulated into six stages. The assessment is separated from the training. The six stages are, *firstly*, applications are submitted and a selection process of suitable candidates is undertaken; *secondly*, the selected candidates undergo a needs assessment and produce an action plan for themselves; the *third* stage involves the candidates undertaking compulsory modules related to the qualification with regards to direction, development and accountability for the school; in the *fourth*

stage, candidates undergo assessments for teaching and learning; in the *fifth* stage, the candidates return to the assessment centre to demonstrate that they have met the national standards of the NPQH. In the last stage, the candidates are awarded the qualification.

2.4.3 Scotland

Since 1998, the Standard for Headship in Scotland (SOEID) has served as an important tool in constructing a qualification for all candidates who aspire to become principals (Reeves et al 2003: 57). The Scottish Qualification for Headship (SQH) is a practice based programme that requires candidates to consider their professional values, their performance of the functions of school management and the abilities they need in order to carry out all management and leadership the functions effectively.

Daresh et al (2000: 72) state that some preparation development programmes have indeed succeeded in addressing the challenges and the changing environment in schools. Those authors attribute the success to the use of simulations, case studies and other means to reflect the conditions faced by principals in the real life situations. The national survey of the SQH, which is a joint venture between higher education institutions and their Department of Education, confirms that there is a very positive influence of the preparation programme on the overall personal growth and development of their principals.

At entry point, candidates evaluate themselves against standards set by SOEID. The SOEID standards are firstly the key purpose of headship (principalship), which is to provide the leadership and management which enable a school to give every pupil high quality education which promotes the highest possible standards of achievement. Secondly, three elements of practice for headship deal with headship (school leaders') professional values, their management functions and professional abilities. (<http://www.scotland.gov.uk/Publications/2002/11/15817/13985>).

Aspirants then develop a rationale for planning and implementation of a whole school development project and their own learning programme, lastly, they submit the school development project as well as their own learning to achieve competence (Reeves et al 2003: 58).

2.4.4 New Zealand

The model used for leadership development in New Zealand comprises a different structure compared to the countries mentioned above. An estimate of 180 first-time principals is appointed

into principal positions each year. The Ministry of Education, New Zealand (2001) introduced a three phase induction programme for all principals (Martin & Robertson 2003: 2-3). First, a needs analysis was conducted, resulting in the development of a set of competencies for principals in the New Zealand context. The second phase included the design of the induction programme to “develop the knowledge, skills and other competencies required by all first-time principals to be effective in their roles and to provide them with support during the first year of their appointment. The third and final phase was the delivery of the programme, which began in April 2002. <http://www.educationallleaders.govt.nz/Leadership-development/Experienced-Principals-D>).

The design of the programme is outlined next. The competency framework was developed on the needs analysis and based on sound theories of adult learning. The programme was highly flexible and challenging and was embedded in a solid base of educational theory. Delivery of the programme was done by a range of delivery agents in New Zealand. A balance of opportunities for group learning and interaction with other principals was evident. Finally, the essential preparation was available to principals before they took up their positions. Most importantly, the design of the induction programme ensured that throughout the programme, first-time principals would be engaged in a development process that would enable them to construct a leadership style that is congruent with the context of their work (Lambert cited in Martin & Robertson 2003: 4-5, 7).

2.4.5 Sweden

In Sweden, headteachers (school principals) are appointed by the local board of education after a suitable recruitment programme (Caldwell et al 2003: 126). Rigorous recruitment programmes are in place in Sweden to identify qualities that are suitable for headteachers. The “would be” leaders are encouraged to undertake a ten-meeting study circuit to enhance their educational background. Upon appointment, they are required to commence a two year induction programme, according to Yee (1997: 2) and Caldwell et al (2003). The newly appointed principal is brought together with four other principals and a senior, experienced tutor is assigned to the group of five, to assist in developing leadership skills. The entire induction process is closely mentored yet is sufficiently flexible to provide for individual differences, which aim at developing individual strengths. After the two year induction, the still very new principal undergoes a three year- “deepening” programme to develop the leadership skills further. The three year programme is undertaken by the School Leaders Education Project (SLEP), and this project has the overall responsibility of school leader training in Sweden (Caldwell et al 2003:126). The noteworthy features of this approach is the

matching of candidates with an experienced school leader and the extended “deepening” programme.

2.4.6 Comparison of the school leadership development programmes in the above countries

When drawing a comparison of the leadership development programmes in the five countries, the following commonalities and differences became evident according to Bush and Middlewood (2005: 163), Caldwell et al (2003:111), Mathibe (2007: 526), Reeves et al (2003: 57- 58) Ribbins (2003: 174) and Yee (1997:2)

A prerequisite leadership and management qualification is compulsory for the appointment of first time principals in Singapore, (DEA); England, (NPQH) and Scotland, (SQH). New Zealand has a three phase induction programme, which principals undertake before they assume their positions. Sweden on the other hand, has a two year induction programme, which principals undertake upon appointment. The induction is followed by a three year “deepening” programme. The programmes are practice and competency based and have a mentoring, coaching and development support component. Candidates for principalship are selected by the Education Ministry or the Local Education Authority. Although the duration of the programmes vary from country to country, the content and design of the programmes are structured along very similar lines.

To summarise, professional leadership development programmes, internationally, serve profoundly as pre-requisites for appointment to principal post or mandate an induction element together with focussed mentoring, coaching and pre and post support for all incumbents. The focus of the next section shifts to educational leadership development in South Africa with a view to compare this country’s educational leadership development to international trends.

2.5 Educational leadership development in South Africa

A dominant feature of the apartheid era (pre 1994) was that education was controlled by different racially based education departments according to Chisholm, Motala and Vally (2003: 209-210). The authors state further, that the process of amalgamating the different departmental structures was complicated by the uneven state of the different homelands. The obstacles in the amalgamation process were the structural differences in ecological distribution of population, handling of financial affairs, technological infrastructure and overall socio-economic profiles of the provinces. This

section addresses the following: changes in the South African education system; challenges facing school principals in the 21st century; South African standards for principalship; professional development for South African principals; the ACESLM and an external evaluation of the ACESLM followed by a comparison of leadership development programmes, internationally with the South African context.

The first part of the next section addresses the changes in the South African education system.

2. 5.1 Changes in the South African education system

The South African government (post 1994) had the immense task of redressing the legacy of fiscal inequalities, the infrastructure backlogs and the unequal outcomes in education (Taylor, Fleisch & Shindler 2008: 6). Education became deracialised and schools, colleges, technikons and universities were opened to all races (Chisholm 2004: 1) to bridge the gap in education, teacher training and fiscal inequalities. School leaders were exposed to much more than leading and managing schools – additional functions, such as, financial accountability, decentralised powers, devolved authority, governance of schools by school governing bodies etcetera, were conferred upon them by the promulgation of the South African School's Act of 1996 (Heystek 2007: 491). Despite the high investment of decentralisation and the inclusion all races, the schooling system has not improved in quality as expected. There is also a growing understanding in South Africa that competent school principals are crucial to overall education quality and improvement of schools (Heystek 2007: 491-494, Mathibe 2007: 523-524, Mestry & Singh 2007: 477-479 and Prew, 2007: 449-450).

Ramphela (1997: 25) asserts that the attempts by the government to transform the grossly inequitable and inadequate school systems were characterised by the failure to implement changes. The transitional period was a “symbolism of policy production” rather than policy implementation and this led to the DoE developing the South African Standards for Principalship.

The changes in the landscape of education in South Africa alluded to in this section have created many challenges for school principals, these challenges are discussed in the following section.

2.5.2 Challenges facing school principals in the 21st century

High performing schools are characterised by strong leadership instructional practices and the capacity to improve learning, which requires skilled school leaders who engage in sustained work,

which improves the contextual conditions in organisations. Given the above expectations, the position of the school principal has shifted from a role dominated by a focus on management and administration to one focussing on instruction and systemic capacity building, as explained by Grogan and Andrews (cited in Barber & Meyerson 2007: 3). Furthermore, 21st century principals are expected to become change agents who are deeply involved in the improvement of instruction and curriculum in schools. The introduction of Outcomes Based Education (OBE), the National Curriculum Statement (NCS) and recently (2012) the introduction of Curriculum Assessment Policy Statements (CAPS) together with the abolition of corporal punishment in schools stipulated by the South African Schools' Act 84 of 1996 (SASA) and measures to ensure gender equity and redress in national policy has influenced the roles played by leadership in schools (Ngcobo and Tikly 2008: 4). In light of these contextual changes, the DoE has made principal and teacher training one of their key priorities in order to address the changes in the education and training landscape in South Africa (DBSA 2008).

In 2012, the Minister of Basic Education, announced the DoE's intention to review the principal recruitment system to ensure that school principals are recruited properly. She emphasised that the role played by SGBs in public schools needed re-examining as some SGBs seem to have more power than others (Mkhwanazi 2012: 4). In another article (Prospective Principals 2011: 2), the Minister indicated that education authorities are considering subjecting school principals to competency tests before their appointments into principal positions. She emphasised that the reason for this endeavour is to strengthen the accountability of principals to ensure that suitable candidates with the appropriate competencies and skills are appointed to lead schools (Prospective Principals 2011: 2).

Studies undertaken by Mestry and Grobler (2003) and Van der Westhuizen and Van Vuuren (2007) indicate that most principals have not received adequate specialist training in leadership and management of schools. According to Hoadley and Ward (2009: 4), training in financial management and instructional leadership is seriously lacking for principals in South Africa. Principals are appointed based purely on their performance in the classroom due to the absence of a pre-requisite qualification for principalship. In 2004, the DoE asserted that in schools where SGB capacity is low, it is the principal who maintains centralised control over governance. The policy around the roles and authority of school principals is, however, imprecise and in some instances ambivalent, thus the execution of managing schools becomes increasingly complex (Hoadley and Ward 2009: 3).

Mestry and Singh (2007: 477) point out challenges facing South African principals. The challenges are among others:

- how to manage the allocated functions in Section 21 schools;
- how to manage diversity among learners and staff, and
- how to manage their own personal growth and development.

Successful principals embrace innovation and transformation in their schools. In addition, the legacy of the past educational system, which was characterised by fragmentation, inequity in provisioning and the demise of a culture of teaching and learning, brings with it increasing difficulty and uncertainty in our schools (Mestry and Singh 2007: 477 and Prew 2007: 447).

The principal's position can be compared to that of managing director of a corporate company whose product is education, and whose clients are parents, learners and the community (Blanchard cited in Loock et al 2003: 41). School principals have to acquire the skill of working with governing bodies, education authorities, parents and the general community. "Self-managing schools" in the South African context (Caldwell and Spinks 1992: 4-5) have placed more authority and responsibility on principals to make decisions within a framework of goals, policies and standards. Therefore the recognition of the importance of specific and specialised training and development has grown as the pressures on school principals intensify and become more and more complex (Bush 2008: 32). Furthermore, the expression "self-managing schools" created a determination that school leadership and management needed to be rehabilitated and given a more central role in the schooling system. This was clearly articulated by the Minister of Basic Education when she stated a new vision for the role of principals in South African schools (Simeka cited in Prew 2007: 450). The changes alluded to by the Minister refer to the relationship between transformational principals and effective schools, giving the relationship a systemic dimension emphasising the need to strengthen and professionalise the role of the principal, so that he/she can play a critical role as leader of the school.

In light of the changing landscape of education leadership in South Africa, and the complex challenges and added pressure on principals, appropriate leadership development programmes are crucial to the professional development of school leaders.

2.5.3 South African Standards for principalship

The Department of Basic Education (DBE) made its justification explicit that effective leadership, supported by well-conceived, needs-driven leadership and management development, was critical to the achievement of the transformational goals of the South African education system. The formation of a South African Standard for Principalship (SASP) in 2004 (which was reviewed in 2005) sought to define what is expected of principals and also serve as a template against which professional leadership and management development needs could be measured. SASP identified six key areas of principalship and the areas are: Leading and Managing the Learning of the School; Shaping the Direction and Development of the School; Assuring Quality and Securing Accountability; Developing and Empowering Self and Others; Managing the School as an Organisation; and Working with and for the Community. Thus the roles and key aspects of leadership development and expertise required for principalship were defined in South Africa (DoE 2004). The Department of Education (DoE 2005: 5) stated that the purpose of SASP was to provide information to all stakeholders about what is expected regarding the role of principals, to devise better recruitment and selection procedures, to form the basis of improved performance management, to process eligible principals, and to identify the professional development needs of principals and aspiring principals.

2.5.4 Professional development for South African principals

Professional development begins with principals as heads of institutions, as principals are at the heart of all school reform, transformation and improvement programmes (Dzimbo 2007: 2). South Africa is, therefore, no different to other countries; principals are faced with a huge task of creating an effective learning environment in schools. Other demands and challenges facing principals include establishing a culture of teaching and learning, maintaining high educational standards and improving performance where necessary, working collaboratively with parents, dealing with multicultural school populations, managing change and conflict, coping with limited resources and ensuring accountability to their respective communities (Prew 2007: 450, Mestry & Grobler 2003:134). New approaches to leadership are required to address such changes and preparation programmes for principals should accommodate these needs.

Principals' ultimate role is to develop schools into effective schools. This is a multifaceted task, according to Blandford (1997: 187), and it therefore requires great skill and expertise. One of the findings of the research "The Training and Development of Principals in Managing Schools Effectively", undertaken by Mestry and Grobler (2003: 133), is that, most schools are not performing to their maximum, and this is attributed to inappropriate and insufficient training and development of school principals.

In 2006 the National Department of Education (DoE), embarked on intensive professional development for appointed principals and those aspiring to becoming principals (DoE 2008: 3-4). The DoE asserts that this was an imperative to establish a clear and agreed understanding of what the country's educational system expects of those who are entrusted with the leadership and management of schools. It was therefore necessary to ensure that:

- principals currently in posts have access to relevant and useful continuing leadership and management opportunities;
- there is a valid basis for the ongoing evaluation of a principal's performance;
- those who are appointed to principalship are selected on the basis of sound preparation and understanding of the role, and
- those aspiring to principalship are well prepared for this responsibility.

Apart from DoE initiatives, other institutions such as the General Motors South Africa Foundation (GMSAF) recognise the need for school leadership development, which is demonstrated by their launch, in 2003, of the Personal and Professional Development Programme for school leaders. The programme was based on the premise that the essence of school leadership is linked to one's self and others. A refined version of the programme was run with 14 Port Elizabeth Department of Education Focus schools. Improving the Organisational culture and bringing about school change were the essential components proposed by GMSAF (2003: 1-3).

Another team, led by Bush, evaluated school leadership and management development and governance training in the Gauteng Province of South Africa in July 2004. This evaluation was a joint initiative of the Gauteng Department of Education, Mathew Goniwe School of Leadership and Governance, the University of Lincoln and the University of Pretoria. Their mandate was to evaluate school leadership, management development and governor training in Gauteng. The final report

(Bush 2004: 25-26) offered the following recommendations on leadership and management training programmes.

- Pre-service leadership training should be done before the appointment into the post of principal.
- In-service training must be done on a continuous basis for practicing principals.
- All aspiring principals must receive leadership training before the appointment into the post of principal.
- Extended training can lead to significant school improvement.
- The priority areas for development should be financial management and human resource management in leadership.
- Leadership must be given sufficient training on school governance issues.

To summarise, the above recommendations give credence to the urgency of appropriate training and development on an on-going basis for school principals in South Africa.

2.5.5 The Advanced Certificate in School Leadership and Management (ACESLM)

In 2004, the DoE proposed the ACE in School Leadership and Management (ACESLM), as a leadership development programme for school principals. The ACESLM is a two year, part time, or a one year, full time practice and competency based programme aimed at providing management and leadership development to school principals (DoE 2008). The expectation regarding ACESLM is that the programme will lead to sustainable positive change in leadership practice in DoE's public schools. The rationale for the programme is to provide an entry criterion to principalship and as a professional, career related qualification it will be consistent with the job profile of school principals (DoE 2008: 4-5). The module content, design structure, learning principles, and assessment structure and delivery mode of the ACESLM programme are discussed in detail in Chapter Five. (See 5.4)

2.5.6 External evaluation of ACESLM

A Research Evaluation of ACESLM undertaken by Bush et al (2009: vii-viii) indicates the following as benefits experienced by both candidates who participated in the programme as well as by the lecturers who delivered the programme:

Candidates who participated in the programme cited the following as benefits/gains arising from their participation and they allude to improvement in the areas of:

- time management, planning and prioritising of tasks;
- management practices, through enhancing their personal attributes, improving their self-confidence and improving problem solving skills;
- financial planning in schools;
- team work, and
- understanding the issue of accountability to the various stakeholders in education.

Lecturers who delivered the programme cited the following as benefits/gains from their delivery of the programme and indicate that they:

- learnt from the mentors and the candidates;
- developed a better understanding of how schools operate on a day to day basis;
- developed a better understanding of diversity in schools as well as the needs and cultures of different schools;
- experienced greater understanding of policy implementation in schools;
- experienced personal growth through the acquisition of new skills, which instilled more confidence in them, and their
- exposure to ACESLM related research empowered their research abilities.

The Evaluation Report (Bush et al 2009:137) indicate that an overall 67% of the candidates stated that the motivating factor for participating in the programme was to improve their leadership skills and they indicated a substantial improvement in this area. The report by Bush et al (2009: 137), suggests that a further impact study be commissioned to establish whether the ACESLM graduates are able to implement their learning from the programme and also determine the longer term benefits of the programme.

The Report prepared for Bridge, South Africa and ARK, United Kingdom, by Christie et al (2010: 59-60), alludes to the findings of the impact study undertaken by Bush et al (2009) in providing some evidence of improved practice in terms of enhanced teamwork, classroom observation, and better relationships with stakeholders.

Subsequently, the final report of the External Research Evaluation of the ACESLM by Bush et al (2012: ix) lists two recommendations which are pertinent to this study. The first is that the Department of Basic Education (DBE) and the Committee for Education Ministers (CEM) consider whether and how to extend the ACESLM for the development of all school leaders, including deputy principals, and heads of departments. The second is that the DBE and the CEM consider whether and how to make the ACESLM programme an entry level qualification for new principals. In addition, the final report by Bush et al (2012: 74) negates the claim by Christie et al (2010) as statistical data offers strong evidence that the programme has contributed to levels of improvement in matric scores, beyond that achieved by other schools.

2.5.7 Comparison of international and South African professional leadership development programmes

In order to address one of the aims of this research study, that is to ascertain how the curriculum and delivery of the ACESLM may be strengthened to maximise sustained improvement in leadership practices, it is essential to compare international trends with South African trends.

Research has successfully shown that the ACESLM can be regarded as an entry level qualification for new principals, but this has not translated into any tangible decision by the DoE, as there is still no pre-requisite qualification for principals in the South African context. A comparison between the international trends and the South African context in respect of school principal appointment and school leadership development programme, namely ACESLM is presented in Table 2. 2.

<u>International</u>	<u>South Africa</u>
There is a prerequisite leadership development qualification in three of the five countries. In two other countries, stringent induction programme are executed over a five year period upon entry into principalship.	The only prerequisite for entry into principalship is a teaching qualification and seven years of teaching experience. There is no prerequisite of a qualification in leadership or management. There are no induction programmes for newly appointed principals.
Programmes are practice and competency based.	The ACESLM programme is practice, institution (school) and competency based

<p>There is a presence of structured, rigorous mentoring and coaching for principals upon appointment and on a continuous basis thereafter.</p>	<p>Limited mentoring and coaching is available to principals. Principals work within clusters which are demographically created. Mentoring and coaching occurs randomly in the some clusters only.</p>
<p>Candidates for headteachers (principalship) are chosen by the Education Ministry or the local Education Authority.</p>	<p>School Governing Bodies of schools make recommendations of three candidates for the post of principal to the DoE in their respective schools. The DoE is responsible for the appointment of any one of the three candidates into the post of principal.</p>
<p>Duration of leadership qualification varies from country to country. The content of the qualification focuses on leadership and management tasks, for example, professional knowledge, instructional leadership, leading and managing staff and teaching and learning.</p>	<p>There is no mandatory qualification to date, although ACESLM has been considered to be an entry level criterion since 2007.</p>
<p>There is the presence of structured support for the advancement of principal's career on an ongoing basis.</p>	<p>There is limited structured support for the advancement of principals' career.</p>
<p>There is the presence of structured monitoring and evaluation of principals' abilities to execute leadership and management tasks in schools.</p>	<p>There is limited structured monitoring and evaluation of principals' abilities to execute leadership and management tasks in schools.</p>

Table 2.2 Comparison of Leadership Development Programmes in international countries and South Africa

Sources: Caldwell et al. (2003: 111), Education Labour Relations Council (2003: B41, B52, C62, C76-77), Reeves et al. (2003: 57-58), Ribbins (2003: 174) and Yee (1997:2).

Consistent with the above comparison, it is clear that South African school principals' appointment and the ACESLM as a leadership development programme have many areas for improvement: ACESLM is not yet a pre-requisite qualification for appointment to principalship, structured mentoring and coaching of principals, presence of a formalised induction programme, opportunities for career advancement and controlled monitoring and evaluation in respect of post ACESLM graduates in their workplaces.

In keeping with the main aim of the study, the next section of this literature review provides a conceptualisation of the common factors and conditions that characterise effective professional leadership development programmes.

2.6 Conceptualising the common factors and conditions of an effective professional school leadership development programme

Research undertaken by Van Der Westhuizen and Van Vuuren (2007: 434), Mestry and Singh (2007: 478) and Msila (2010: 169), indicates that many South African principals are in such an unenviable leadership and management position that they require professional development programmes to capacitate them. The question is no longer whether the principal performs a management or leadership task, but rather how the principal should be trained or prepared for the task of principalship. Christie, Butler and Potterton (2007a: 65-78) argue that quality leadership is a key dimension to the success levels of schools. The sample of school principals in their case studies demonstrated an understanding of the history and identity of the school and all school principals displayed a deep commitment to the community in which the schools were located.

Leadership development is crucial to all institutions in order for effective teaching and learning to take place. Leaders must serve as role models and promote values such as respect and honesty. A deep sense of understanding between leadership and sub-ordinates must prevail at all times. Lambert (2003: 37) asserts that leadership capacity is broad based and therefore requires skilful participation and, in schools where there is high leadership capacity, learning and instructional leadership becomes infused into professional leadership practices. Since principalship has become so complex, it is important to identify the factors, conditions and characteristics of effective school leadership development programmes. These aspects are examined next.

2.6.1 Factors and conditions and characteristics of effective school leadership development programmes

Various authors such as Caldwell et al (2003: 173); Joseph (2010: 10); Hargreaves and Fink (2006: 3-10); Hargreaves (cited in Beatty et al 2006: 172-187); Petersen (2002: 214); Reeves et al (2003: 57-59) and Steyn (2008: 891) concur on the following characteristics pertaining to leadership development programmes being crucial.

- There must be integration with educational goals that improve education in terms of school improvement and learner outcomes.
- The programme must be a long term plan, which is school based, providing continuing and follow-up support for further learning of all participants. It is critically important to have coherence and alignment in the curriculum of principal leadership development programmes, to develop consistent language that will enhance learning.
- There must be an evaluation segment of the programme to determine its influence and impact on leadership development and school improvement.
- The entrance standards into the programme must be aligned with the realities and duties of principalship. A substantive internship must be part of the programme.
- The programme must be based upon clear standards relating to the job profile of principals. Reflective practice must be emphasised.
- The mentoring element must be provided extensively to all participants. Learning must take place within a cohort model of delivery. There must be a clear focus on managerial and leadership skills needed for principals to implement high quality curriculum and instructional strategies in their schools. The purpose is to provide the opportunity to reflect on new educational trends and on deeper education and learning for children.
- A variety of instructional strategies and approaches such as experiential learning, simulation, and role playing and action research must be used to deepen the leadership skills of principals. The location and setting of the professional development activities must provide high quality atmosphere. The length and time structure must be appropriate to the programme. The presence of a strong culture is likely to build commitment and identification with the programme and its mission. There should be a linkage of the programme to DoE Initiatives and be aligned to legal legislation and programme policies. The use of information technology must significantly improve the quality of teaching and learning

- The programme must encapsulate the following components in order to be an effective leadership development programme: the programme must be developed to include the vision, mission and be transformational in nature. Teaching and learning should include instructional or learning centred leadership, with a strong emphasis on modelling good practice, evaluation and monitoring. Areas of human resource management, finance and physical resource management, curriculum and external relations must be included in the programme.
- Leadership development programmes must include aspects of instructional leadership, which embraces effective supervision and evaluation of programmes using systems and procedures to enhance teaching and learning in schools.
- Provision must be made for the module content of the leadership development programme to be context based to suit the diverse needs of the principals. Issues such as succession planning, social justices, communication, collaboration and community engagement, development of the environment diversity and capacity must be addressed in the various modules.
- Development of personality traits such as being trustworthy, respectful, reliable, and honest and the ability to conduct professional duties in an open transparent manner must be part of the content of the programme.

In addition to identifying the factors and conditions prevalent in effective professional leadership development programmes, this study also examined the salient characteristics of these programmes that build and enhance sustainability of leadership practices that executed by school principals.

2.6.2 Characteristics of professional leadership development programmes that build and enhance the sustainability of leadership practices

Successful school leadership development programmes are built on a mix of characteristics. According to Fullan (1997: 153), leadership development must be measured against certain principles so that reasonable influence on overall leadership development and school improvement can be determined: The principles that leadership development must be measured against are: meaningful intellectual, social and emotional engagement *with ideas*; meaningful intellectual, social

and emotional engagement *with materials*; and meaningful intellectual, social and emotional engagement *with colleagues* both in and out of teaching and within the context of teaching.

School principals are expected to be competent in the following areas of leadership and management according to Commonwealth Secretariat (1993); Arikewuyo (2007: 2), Pheko (2008: 72) and Boerema (2011: 556):

- They must be able to integrate educational goals in terms of learner outcomes and school improvement.
- There should be a clear focus on the management and leadership skills needed to implement high quality curriculum and instructional strategies.
- They ought to create of a vision and a mission which is transformational in nature.
- They must have power skills to influence the different stakeholders in the school environment.
- They should possess sound relationship skills such as the ability to be effective, direct communicators.
- They must cultivate good listening skills, show empathy and encourage team-building and team-spirit.
- Leaders must be expert in their chosen field of work, display the ability to improve productivity and become agents of change.
- They should have good entrepreneurial skills that enable them to solve human problems and solve conflict creatively and also take calculated risks where necessary.

In addition, Robbins (2005) maintains that there are six primary leadership characteristics that promote leadership sustainability by distinguishing school leaders from non-leaders. These characteristics are drive and ambition; the desire to lead and influence others; honesty and integrity; self confidence; intelligence; and an in-depth technical knowledge related to their area of responsibility. <http://www.lotsofessays.com/viewpaper/1710788.html>.

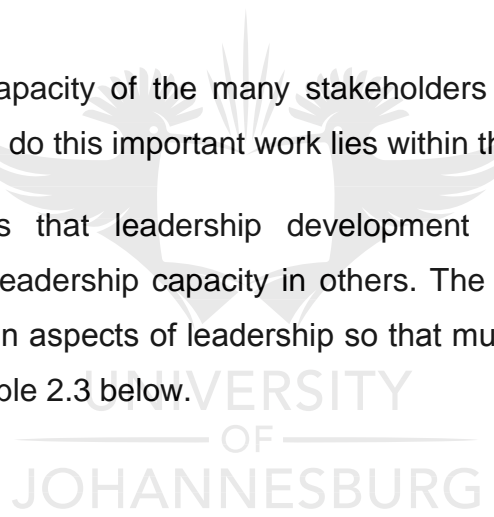
Parker (2005: 1) believes that leadership sustainability begins and ends with authenticity, as authentic leaders genuinely desire to serve others through their leadership skills and practices. Authentic leaders empower people they lead to make a difference to their lives. Authentic leaders are guided by qualities of the heart, by passion and compassion, and they use their natural abilities


to recognise their shortcomings and work hard to overcome them. Authentic leaders lead with purpose, meaning and values. They build enduring relationships with people and others follow them, because they know their boundaries. Authentic leaders refuse to test their principles and they do not compromise them. Lastly, they are dedicated to developing themselves as they know that becoming an effective leader takes a lifetime of personal growth.

Leadership development programmes will only be effective if principals build and sustain leadership capacity, according to Lambert (2003: 117). Principals who build and sustain leadership capacity share the core beliefs that:

- Teachers, parents and learners can become successful leaders when given the opportunity.
- School community members must experience success in leadership roles.
- Leadership capacity will be enhanced when the principal supports the leadership experiences of others.
- Building the individual capacity of the many stakeholders builds organisational leadership capacity and the ability to do this important work lies within the school membership.

Lambert (2003:118) postulates that leadership development programmes should capacitate principals to build and sustain leadership capacity in others. The emphasis is on principals taking the initiative in involving others in aspects of leadership so that mutual benefit is derived. Lambert's approach is presented in the Table 2.3 below.



Build	and	Sustain
		
Principals talk with others about leadership.	They give others opportunities to be leaders.	They keep structures in place that foster leadership and showcase leaders in leadership roles.
Principals ask others to take on leadership roles	They recognise the leadership in others.	They should promote leadership with and among others and provide time and

and responsibilities.		resources for others to be leaders.
Principals help others to be successful in leadership roles.	They build relationships that encourage leadership.	They restate the mission and goal for the school.
Principals involve others.	They should encourage, support, and involve others to be leaders.	They encourage leadership through fun activities
Principals communicate effectively with others and recognise leadership talent in others.	They model and teach leadership skills.	They provide leadership training for others.

Table 2.3 How principals can build and sustain leadership capacity in others

Source: Lambert (2003: 118) adapted.

Fullan (2003b: 5) looks at sustained change and improvement from a thematic approach. He recommends five interrelated themes that have simultaneous cause and effect properties and when applied in combination, create the conditions that enhance the chances of leadership sustainability in schools. Fullan advocates “deep learning” as the **first theme**. Principals should create ample opportunities for deep learning so that followers would learn to lead. The opportunities should be directed by standards, which determine and enhance development and growth. Fullan advocates mentoring and coaching as part of the learning process. The **second theme** is the availability of policies with established standards that facilitate individual learning. The policies dictate which behaviours are acceptable and which are not in the school context. The **third theme** addresses learning in context and “system-ness”. Both individual learning and learning in context be enhanced, by sending transformed individuals into improved environments. There has to be synchronisation of the individual needs into the contextual needs. **Theme four** looks at leadership succession at many levels, the presence of good to great leaders by channelling ambition into the company, and setting

up successors for even greater success in the next generation. The improvement of the teaching profession by principals is the **fifth theme**. Principals should improve working conditions and develop the teaching profession to attract new incumbents into the profession as quality teachers will eventually become quality principals, as it is from teacher ranks that future leadership emerges. Fullan highlights the simultaneous use of the five interrelated themes to enhance the chances of sustainable leadership. Lambert (2003: 117) and Fullan (2003b: 2-5) share the view that principals as catalysts of sustainable leadership are able to create the environment where “others” can follow as future leaders, thus adding value to succession planning in schools.

In reviewing the relevant literature for this study, a substantial argument is that professional school leadership development programmes must be structured to capacitate principals to execute the evolving role functions and responsibilities of principalship alluded to in this chapter. Principals are central to sustainable change in schools, school improvement, the community and society in general.

The last section of this chapter provides a synopsis of the entire chapter.

2.7 Summary

This chapter was introduced by firstly examining the importance of leadership in organisations both generally and in the context of education. The rationale for leadership development programmes for school principals were stated. An international perspective on school leadership development was presented for the analysis and comparison of leadership development programmes in the various countries. It was essential to examine leadership development in South Africa since 1994, highlighting the changes emanating from democratised education. This section also explored professional development for principals by examining ACESLM programme and presenting external evaluations conducted thereof. The challenges that face South African principals were discussed. Lastly, a conceptualisation of the common factors and conditions that need to be included in leadership development programmes was extrapolated, followed by characteristics of leadership development programmes that enhance leadership practice sustainability among principals. Finally the summary of the entire chapter was presented.

Chapter Three focuses on the theoretical framework that underpins this study. In view of the study emphasising sustained change in school leadership practices, it is grounded mainly in Kurt Lewin's Theory of Social change (Smith & Cronje 1992: 240-241, Van Der Westhuizen 2007: 189).



CHAPTER THREE

Kurt Lewin's three stage model as a framework for this study

3.1 Introduction

The previous chapter provided a review of relevant existing international and national literature on school leadership and school leadership development programmes. The ACESLM, as a school leadership programme was examined and compared to establish the factors and conditions that constitute an effective school leadership programme for the South Africa context. The literature provided a contextual framework from which to perform this investigation. The assumption in this research is that existing knowledge will provide insight into the field of school leadership and school leadership development programmes. In this chapter, a theoretical framework for this investigation is established by drawing on literature in the field of school leadership and school leadership programmes. Besides investigating the factors and conditions that constitute an effective school leadership development programme, this research investigation also examines sustained improvement of leadership practices of ACESLM graduates from an organisational perspective. The theoretical framework underpinning this study is grounded in Kurt Lewin's Theory of Social Change (Lewin 1951: 80, Hatch 2006: 309, Smit & Cronje 1992: 240, Burke 2008: 149) and the researcher utilises Lewin's three stage model to demonstrate how schools, as learning institutions, undergo transient changes all the time. The transient changes lead to interruptions of the stability and equilibrium in schools. Ultimately, the three stage model is used to examine the change process in schools. According to Merriam (1998: 45), a theoretical framework is a disciplinary orientation or stance that the researcher brings to the study. It is the conceptual frame or an epistemological and ontological stance that is adopted regarding the study. Most importantly, it is the conceptual lens through which the researcher views the phenomena of school leadership, school leadership programmes and their influence on changes regarding sustainability of leadership practices of school principals.

3.2 Personal and organisational change in schools

Education literature shows that South African schools are experiencing major environmental, organisational, economic and social changes since 1994. The changes emanate from curriculum variations, new policy regulations, school governance and teacher unions influence, poor leadership

in some schools; ineffective policy formulation and implementation; inequitable DoE funding; lack of commitment from staff; unsuitable teacher-learner ratio; dysfunctional schools and underperforming teachers (Prew, 2007, Christie, Butler and Potterton 2007a, Ngcobo and Tikly 2008, Christie et al 2010). As leaders of schools, principals are catalysts of change in schools, and as such there is an urgent need for changes to their mind-set, personal behaviour and professional etiquette. They perform more than the command and control of personnel behaviours, and as leaders they are required to harness the skills of others by working in collaborative rather than in hierarchical ways. School principals are at the forefront of implementing educational change and are required to demonstrate a multiplicity of leadership practices in the execution of their daily functions.

The legacy of the past educational system, which was characterised by fragmentation of the education sector, and the demise of a culture of teaching and learning, brought with it increasing difficulty and uncertainty in our schools. In addition, school principals are required to acquire the skill of working with governing bodies, educational authorities, parents and the general community. Providing principals with the necessary knowledge, skills, values and attitudes to manage schools effectively and efficiently could be considered, strategically, as the most important process to transform education successfully (Blandford 1997:187, Mestry & Grobler 2003: 21-34, Barber & Meyerson 2007: 3, Mestry & Singh 2007: 477).

The DoE identified the need to train principals, a need alluded to by educationalists, task teams and authors and it formed the ACESLM programme in collaboration with fourteen universities, the trade unions, the Professional Association of Principals and a number of non-governmental organisations (Bush 2008: 38). Heystek (2007: 500) regards ACESLM as a much stricter and more tightly structured programme since the DoE determined the content and the learning outcomes of the programme. The ACESLM programme provides structured learning opportunities that promote quality education in South African schools through the development of education leaders who apply critical understanding, values, knowledge and skills to school leadership and management within the vision of democratic transformation of schools (DoE 2008: 1-5). The rationale for the ACESLM programme for school leadership is to develop a programme, which provides an early entry criterion to principalship, while providing aspirant principals with a career related formal professional qualification which is consistent with the job profile of school principals (DOE 2008).

This research study endeavours to establish whether the ACESLM is suitable in terms of the factors and conditions (discussed in the previous chapter) present in the programme and specifically

whether these factors and conditions lead to sustainable change in leadership practices of principals. As ACESLM graduates, principals are required to bring about planned changes in their schools. According to Lewin (1951: 80-85), changes in an organisation and schools in this research, should not be seen as static but as a dynamic balance of opposing forces within schools.

Fullan (1997: 70) indicates organisational change as neither a simple nor comfortable process. He regards it as a socially complex process and the unlearning of habitual patterns can create anxiety and effecting change is not an easy undertaking. Due to change being a multifarious, complicated process, Lussier and Achua (2000: 394) posit that change can be introduced proactively as planned change or as a result of an organisation's reaction to forces. Moreover, Duke (2004: 29) identifies phases of the complicated educational change process. The phases are explained and adapted to this investigation in the following way:

- Discovery is the *initial* phase of the educational change process which is when the need for change is identified. In the context of this study, this stage can be associated with the DoE's identification of the gaps in school leadership's ability to execute their daily functions in an effective way, in the new dispensation.
- Design is the *second* phase of the educational change process during which a new and improved way is created to address the need. In the context of this study, this stage can be regarded as the creation and selection of the ACESLM as a competency and practice based qualification for school leadership.
- Development is the *third* phase of the educational change process in which the planning relating to implementing the change is undertaken and support is secured. In the context of this study this phase is the planning and development of the ACESLM programme in consultation with the relevant stakeholders in education.
- The *final* stage is the implementation phase where the change is introduced and adapted to the particular context. In the context of this study this phase involves the implementation of the ACESLM programme by the University of Johannesburg.

To summarise, principals must embrace the complex, uncomfortable and anxious environments that present in schools. In order to bring about change, principals need to strengthen the positive forces

and reduce the negative forces in schools. The section that follows focuses on a framework to assist principals in the change process.

3.3 Kurt Lewin's three stage model for change

Change is a constant feature of all organisational life. According to Burnes (2004: 985), Lewin's planned approach to change involves an assimilation of four elements, that is his "field theory", "group dynamics", "action research" and his "three stage/step/phase model" for change, as an integrated method to understand, analyse and bring about change at the group, organisational and societal levels. Many authors (Smith & Cronje 1992: 240, Burnes 2004: 985, Kritsonis 2004: 1, Wirth 2004: 1, Coghlan & Jacobs 2005: 445) refer to this model as a three step, three stage, or three phase model. For the purposes of this investigation, the model is referred to as three stage model. The rationale for referring to the model as a three stage model is that each stage constitutes many steps which are discussed later in this chapter. The three stage model, regarded as Lewin's key contribution to organisational change, is chosen as the framework that will underpin this investigation. Essentially, this framework involves the following three stages; unfreezing the status quo of an organisation, movement to a new state, and refreezing the new changes to make it permanent.

Coghlan and Jacobs (2005: 445) assert that Lewin conceptualised that people change only when they experience the need for change (unfreezing), people move to a new standard of behaviour (moving/transition) and stabilise the change in normative behaviour (refreeze) when the need for change is recognised and fulfilled. The authors further state that Lewin indicates change occurring when the conditions emphasise a reduction of the restraining or hindering forces and an increase in the driving forces both of which characterise the three stage model. Van der Westhuizen (2007: 190) concurs with Coghlan and Jacobs (2005: 445) and points out that reducing the resisting forces will result in a reduction of tension and conflict within the organisation. Covey (2004: 325) regards driving forces as the logical, economic realities that ensue in organisations while restraining forces are usually cultural and emotional realities of organisation. He indicates that restraining forces can be converted into driving forces by synergistic communication between the change leader and other stakeholders.

Johns and Saks (2008: 557) and McMillan (2008: 88) indicate the three stage model approach by Lewin provides a simple framework for understanding the change process. Hence the three stage

model initiated by Lewin (1952) is utilised as a framework to examine the changes in terms of leadership practices espoused by principals since their acquisition of the ACESLM programme.

According to Wirth (2004: 1), Lewin theorises a three stage model of change that has become known as the unfreezing-change-refreeze model that requires prior learning to be “unfrozen and rejected” and “replaced” with new learning. Schein (cited in Wirth 2004: 1) provides further detail for a more comprehensive model of change and he calls this approach a “cognitive redefinition”. This study, however, focuses on Lewin’s original definition. Lewin defines social institutions as a balance of forces, some driving change and others restraining change. He advances that both forces for and against change create a stalemate, thus change is a transient instability interrupting an otherwise stable equilibrium, and his theory also offers recommendations for managing the instability that exists in bringing about change. Lewin’s three stage model for change involves three stages of activities, firstly unfreezing of current behaviour/performance, secondly the movement/changing of the status quo of the current behaviour/performance and lastly refreezing of new behaviour in the organisation (Gold 2002: 282, Burnes 2004: 987 and Hatch 2006: 309).

Besides identifying the factors and conditions of effective leadership development programmes, this study focusses also on sustained change in principal leadership practices. The underlying belief is that Lewin’s three stage model is important in understanding whether principals are able to sustain their leadership practices they acquired as a result of attaining the ACESLM to bring about a culture of change in their schools. The figure below represents a school that is undergoing transient changes. Some changes are positive, which are indicated as driving forces and the other changes are negative, indicated as resisting forces. School principals play an active role in initiating change and in defusing resistance. The forces indicated in Figure 3.1 are forces that principals have to deal with on a daily basis. Imbalances in these forces pressurise principals to become aware of the need to make changes. The pressure to make changes can be external (outside, within and from the community) or internal (within the school).

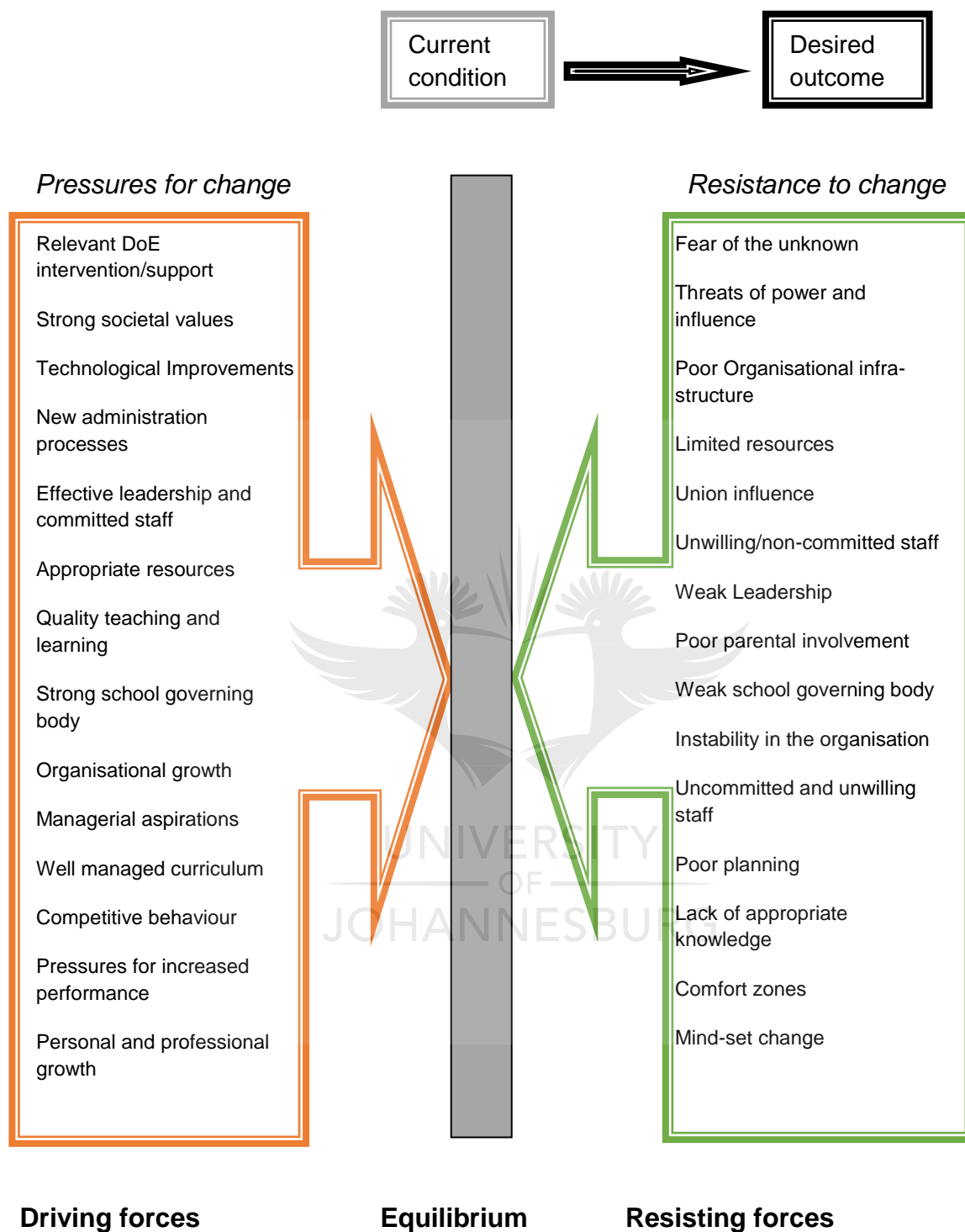


Figure 3.1 Forces for change and resistance to change

Source: Senior and Fleming (2006: 286) and Lunenburg and Ornstein (cited in Van Der Westhuizen 2007: 190) (adapted)

The change strategy that principals need to adopt to change the status quo of schools in Figure 3.1 is as follows:

- Principals must unfreeze the current behaviour or actions of all stakeholders to cause disequilibrium in the organisation.
- Principals must introduce changes by reducing the resisting forces and increasing the driving forces.
- Principals must refreeze new behaviour or actions of stakeholders to re-instate the equilibrium of the organisation.

Through the lens of change, theorists Lewin, Senior and Fleming (2006: 349) provide a description of the three stages of the model, which is presented in Figure 3.2. Kritsonis (2004: 1-6) views Lewin's three stage model for change as a rational, goal and plan oriented model. He levels one criticism against the model in that the new changes may bypass feelings, attitudes, and past experiences of stakeholders. Coghlan and Jacobs (2005) offer another perspective: if hindering or restraining forces are reduced, rather than increasing driving forces, changes will be more acceptable in the organisation.

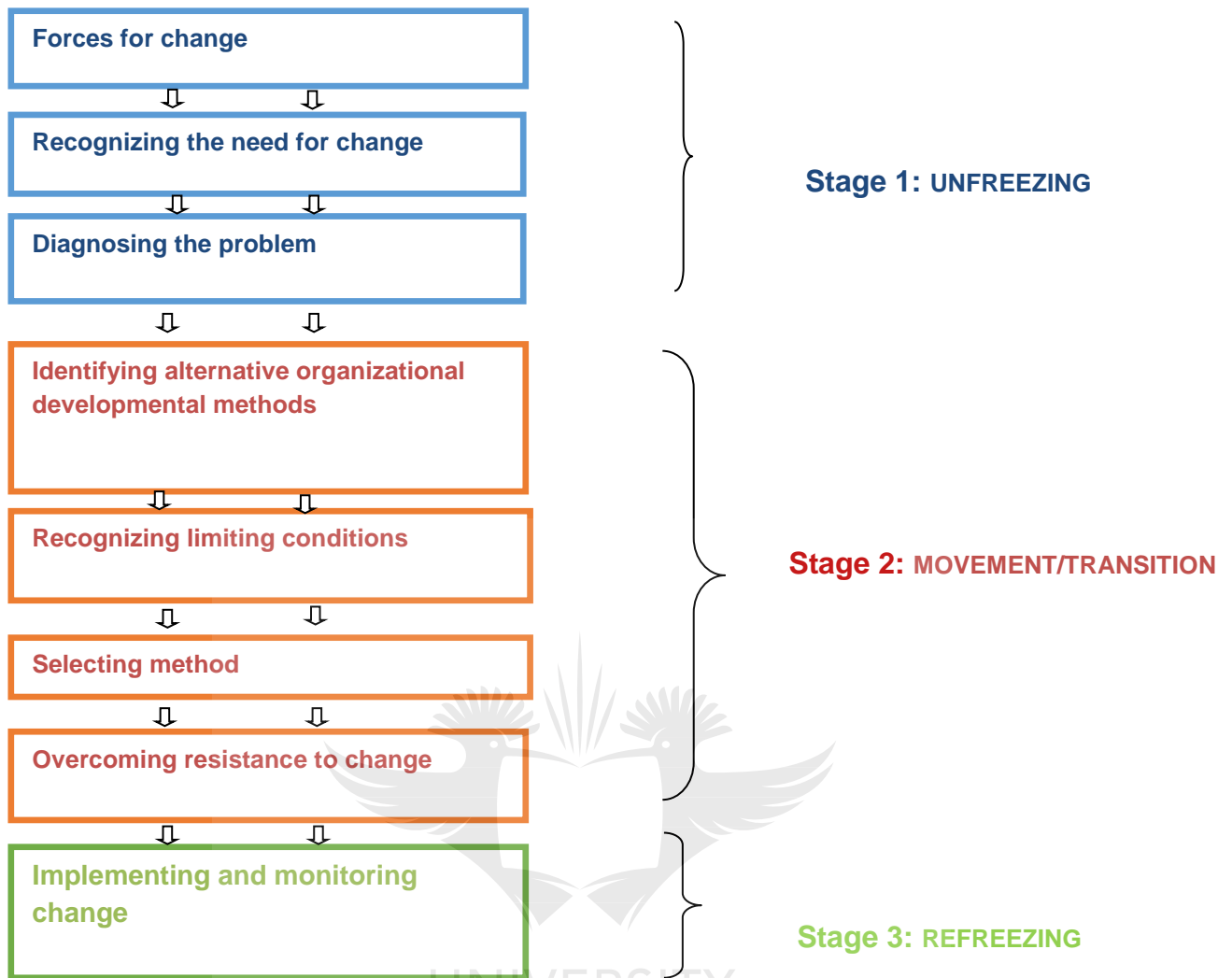


Figure 3.2 Kurt Lewin's three stage model: a description

Source: Senior and Fleming (2006) (adapted)

A detailed discussion of the three stages in Figure 3.2 in the change process is discussed in the next section.

3.3.1 Stage one: unfreezing

Senior (2002: 308) argues that stage one, which is known as unfreezing, is mainly the disturbance of people's habitual modes of thinking and behaviour to heighten their awareness of the need for change. This implies disturbing the status quo of the organisation. In a school environment, the unfreezing process will constitute the consultation of principals with heads of departments and other

stakeholders in matters relating to curriculum delivery, staff participation and commitment, and also learner achievement. Successful leaders will recognise the need to correctly identify the driving/pushing and the restraining /pulling forces, a point made by Cummings and Worley (2005: 157). The advent of democratic education in South Africa has resulted in additional functions conferred upon principals. Other crises or barriers for effective schools are: the dramatic increase in failure rates; sharply declining enrolments; union strikes by staff members; changes in school curriculum; limited resources, staff absenteeism, teacher apathy and low staff morale (Lunenburg and Ornstein cited in Van der Westhuizen 2007: 190). Van Tonder (2004: 208) argues that the unfreezing stage is the time when resistance can be broken down and barriers decreased. The process of unfreezing habitual behaviour will be strengthened when the initiators of the change process display insight into the change and a course of action is shared with the staff. According to Lussier and Achua (2000: 395), the actions of a charismatic, strategic or transformational leader will be useful in inspiring people with the vision of a better future, whilst convincing them that the old ways of doing things are no longer adequate.

The researcher's perspectives regarding change is that principals need to demonstrate their willingness to change current behaviour, firstly, change their own preconceived ideas and discernments regarding leading and managing schools and secondly, create a sense of urgency and attempt to change the mental modes and perceptions among stakeholders. This proves to be a difficult stage as removing existing systems and practices in schools to establish new practices will be a tedious and contentious task according to Lussier and Achua (2000: 396). ACESLM graduates must create a sense of urgency to introduce changes in their schools, once the unfreezing of habitual modes and perceptions has occurred. Principals must then create an awareness of the need to change and the principal's ability to inspire followers will set the pace for the next stage of the change process.

3.3.2 Stage two: movement/transition

Stage two is known as the movement or transition stage (Van Tonder 2004: 209). This is essentially the process of making the actual changes when the principal, firstly changes his own behaviour and moves the organisation to the new state. This involves new types of behaviour, establishing of new strategies and structures with associated systems to help secure the new way of doing things. This new behaviour, his/her personal growth and change, which ACESLM graduates focussed on according to Lewin (cited in Spector 2007: 29), must be permanent for a desired length of time to

avoid a backsliding of behaviour so that ultimate school changes could be effected later. Lussier and Achua (2000: 396) posit that in this stage the following are important: the establishment of teams who are able to perform functions across many divisions and the development and articulation of a compelling vision of the school that will guide the change efforts of the principals. Principals must communicate the vision and strategies that are to be employed for the change process actively and employees must be empowered throughout the organisation with resources, information and the freedom to make decisions about the vision. Equally important, as postulated by Kritsonis (2004: 1) and Wirth (2004: 1-2), are three actions in this stage: firstly, leaders must persuade employees to agree that the status quo is not beneficial to them and encourage them to view the problem from a fresh perspective, secondly, leaders must work together on a quest for new, relevant information and lastly they must connect the views of the group to well respected, powerful leaders that also support the change. The absence of a carefully designed plan of action at this stage will have disastrous consequences both for the change leader as well as the organisation. The resultant outcome will be an uninspired team. In general the movement/transition stage involves shifting the behaviour of the individual/s, department/s or school/s to a new level by developing new behaviours, values, skills and attitudes by changing the organisational structures, processes and systems to incorporate the changes. This will set the platform for the final stage which is the refreezing stage.

3.3.3 Stage three: freezing/refreezing

Burnes (2004: 986) refers to this stage as the final stage that stabilises the organisation at a new quasi-stationary equilibrium to ensure that new behaviours are relatively safe from regression or backsliding. Senior (2002: 309) argues that the refreezing stage involves stabilising or institutionalizing the changes. This phase, where new knowledge and skills are consolidated for future use completes the change process and it involves the continuous participation and support of senior management and leadership. In the context of education, schools operate in increasingly turbulent environment within which there is a need for continuous reinforcement of change. Cummings and Worley (2005: 585) argue that refreezing is usually accomplished by using supporting mechanisms and structures that reinforce the new organisational state, such as new culture, norms, policies and values that must be permanently replaced to ensure success of the refreezing stage.

In this study, it is assumed that principals who have acquired the ACESLM qualification have introduced a myriad of changes in respect of personal growth and new leadership practices in schools (this will be corroborated in later chapters). This study determines the sustainability of those changes in leadership practices, as all three stages of Lewin's change process are crucial in schools. Therefore principals must aim to avoid the relapsing of new behaviours as well as the behaviours of other stakeholders in schools. Though the stages in the process generally overlap, each stage is critical for the overall organisation success.

Lewin's three stage model for change illustrates that forces either promote or inhibit change. Driving forces promote change, while restraining forces oppose that change; change will only occur when the combined strength of one set of forces is greater than the combined strength of the other (Robbins 2003: 564-565). Successful change is seen as a group activity, since changes to individual behaviour will be futile if group norms and routines are not transformed and in organisational terms, refreezing very often requires changes to overall organisational culture, norms, policies and practices (Cummings & Huse cited in Burnes 2004: 986).

This discussion aims to demonstrate that Lewin's three stage model is critical for candidates in their workplaces because the change model can be applied to examine the change process in schools. It is assumed that principals who acquired the ACESLM have demonstrated new leadership practices in their respective schools. Therefore schools have undergone transient changes. Change is dependent upon people and people are crucial to all change processes of organisations, irrespective of what that change is, be it personal change, change in organisational structure, change in group processes and systems, change in incentives, rewards or remuneration etcetera. Grobler et al (2002: 22) express the view that even in situations where change can be considered as the best choice in a work situation, there will always be fear, anxiety and resistance to change. The next section addresses the resistance to the change process.

3.4 Resistance to change

The theoretical framework for organisational change was discussed in the previous sections. Both changes and the lack of changes in organisations such as schools are usually accompanied by resistance. This resistance escalates, according to Smit and Cronje (1992: 422), when leaders and managers are reluctant to introduce change even when there is a need for change. Muller (2006: 200-201) asserts that when people do not understand the reasons for change, they usually resist it. Their resistance emanates from their psychological emotions such as fear of the unknown, lack of

information, potential threats to their already established skills, fear of failure, perceived beliefs, threats to power base, feelings of vulnerability, and threats to self-esteem etcetera. Robbins (2005: 269) points out that functional conflict in organisations can also cause resistance to change, which hinders adaptation and progress to the change process. Resistance to change in schools can take many forms. These forms are, among others, job insecurity with regard to temporary staff, different job opportunities, and wage differences between the different levels of staff, changes to social structures in schools, bureaucratic control by senior managers, lack of professionalism, and the decrease in learner enrolment resulting in redeployment of staff.

The researcher endorses through her own experiences, that there always will be resistance to change, and it is based on the assumption that people become accustomed to particular ways of behaving which have worked well for them in the past. Therefore people fear losing control and becoming vulnerable. Organisational leaders such as principals may inadvertently create resistance through the manner in which they introduce and implement change, for example, a principal who is a newly qualified ACESLM graduate introduces an array of radical changes in their school. These changes are as a result of their new knowledge acquisition from the ACESLM programme. The principal will inevitably meet with resistance from his/her staff as he/she could be changing the status quo of his school (Spector 2007: 36; Burke, Lake & Paine 2009: 749).

Resistance by staff is not always obvious; at times the resistance can be concealed by some staff, delayed by others, inherently disapproved by some or instantaneously accepted by others. Grobler et al (2002: 22-23) offer the following reasons for resistance at individual and organisational levels:

- Structural inertia is a natural barrier to the change process.
- The threat of losing a position or losing power makes people resist change.
- The economic insecurity of some stakeholders builds resistance to change
- The alteration of social friendships and interactivity causes opposition to change.
- The fear of the unknown makes change threatening.
- Cognitive dissonance and failures during previous change processes creates a negative aura among staff.

The literature identifies various reasons for resistance to change and the reasons are discussed above. For change to be successful, Holbeche (2006: 76-78) proposes that change must be

considered at three levels in the organisation: on an individual level, on group level, and on a larger system level (Lake & Paine 2009: 748-749). At individual level, change leaders, ACESLM graduates need to give organisational members choices and involve them as much as possible in the change process. At group level, the change leader should achieve closure with the past (for example any disunity) by including activities that involves the whole group, at this level, ACESLM graduates collaborate and work in a collegial manner with staff. The ACESLM programme encourages the parallel use of individual and group contexts of learning, collaborative learning is also encouraged through interactive group activities, debates and simulations through the two years of the programme. At the larger system level, the change leaders wield strong leadership practices and make a compelling case for change. Leaders lead with persistence, give clarity of direction to all, display a passion for change, and advance and promote a vision to transform the school (Holbeche 2006: 77).

To summarise, individuals and organisations must motivate reasons for change as resistance to change is a human response. When leaders minimise resistance, this can reduce the time it takes for changes to be accepted or tolerated. This need for change and change processes need to be included in the training and development of principals. The next section provides a summary of the whole chapter.

3.5 Summary

In this chapter a theoretical framework to support the research investigation was developed by drawing from the literature on school leadership, school leadership programmes and organisational change management. The concept of organisational change was examined. The three stage model developed by Lewin was found suitable to frame this investigation. The discussion indicated that in order for organisations to achieve successful changes, principals and leaders must create a balance between the driving and restraining forces that bring about change to create equilibrium in the organisation. The three stages of Lewin's change model were discussed. The factors that contribute to resistance to change in organisations were also examined. The next chapter describes the research design and methodology used in the study.

CHAPTER FOUR

Research design and methodology

4.1 Introduction

Chapter Three explored the theoretical framework that underpinned this study. This chapter deals with the selection of a research design and methods that will best address the overarching research problem which is: what fundamental factors and conditions should be present in a leadership development programme to maximise the possibility of sustained improvement in school leadership practices? The chosen research design must also suit the objectives of the study, which are to:

- probe the perceptions of principals who participated in the ACESLM offered at UJ regarding its value, implementation and limitations;
- probe the perceptions of the staff who have worked with the principals for two or more years regarding the principals' implementation of leadership practices;
- probe the perceptions of staff at UJ who designed and delivered the ACESLM with regard to its value, implementation and limitations;
- identify the main foci of the curriculum and establish what should be built into the programme to ensure sustained improvement in leadership practices, and
- ascertain how the delivery of ACESLM can be strengthened to maximise sustained improvement regarding school leadership practice.

This chapter begins by providing a description of the research design and methodology of the empirical investigation. A justification for the selection of mixed methods design is provided. The mixed methods design is utilised through the sequential exploratory design strategy of inquiry. The investigation commences with the qualitative data collection, followed by the quantitative data. The whole study is grounded in the pragmatic paradigm, which provides the philosophical framework for the mixed methods study. The research sample, procedures for data analysis and measures of reliability and validity for the quantitative phase is presented. Lastly, the ethical measures undertaken throughout the investigation are outlined.

4.2 Research design

A research design is a plan, structure and strategy of investigation to provide the most accurate answers to research questions (McMillan & Schumacher 1993: 31). Babbie and Mouton (2008: 74) regard a research design as a blueprint of how the researcher plans to execute the research, and a research method as the process by which the research will be executed in a “systematic, methodical and accurate way”. In choosing a research design, the research paradigm had to be considered, and attention had to be given to the appropriate strategies of inquiry and suitable research methods. Furthermore, it was pertinent to keep in mind the nature of the phenomenon under investigation, which is to question what factors and conditions should be considered for inclusion into leadership development programmes for school principals. In choosing a design, Creswell (2009: 3) regards these decisions as very important decisions that should be made by the researcher in the selection of a research design.

This study is conducted using a mixed methods research design with a sequential exploratory strategy of inquiry, which is discussed in the following section.

4.2.1 Mixed methods approach

Proponents of mixed methods research (Creswell 2003: 16 and Tashakkori and Teddlie 2008: 227) believe that quantitative and qualitative research methods are complementary and both can be used in a single research study. They advance further that researchers who adopt a mixed methods approach are not committed to any one system of philosophy and reality; they draw liberally from both quantitative and qualitative assumptions (Johnson and Christensen 2004: 1). According to Creswell (2003: 16), the sequential strategy enables the researcher to “elaborate or expand on the findings of one method with another method”. A mixed methods design is described by Creswell (cited in Ivankova, Creswell and Plano Clark 2007: 263) and Denscombe, (2007: 107), as the combination of at least one qualitative and at least one quantitative component in a single study. In view of this, a mixed methods design is used to execute this investigation because both the qualitative and the quantitative research paradigms enable the researcher to best answer the research questions.

Qualitative research aims to explore, describe and understand phenomena within a naturalistic context from the perspective of the participants (Tashakkori and Teddlie 2008: 227 and Creswell

2008: 561). A qualitative approach is also inductive and interpretive and the researcher is viewed as the key instrument of data collection (Creswell 2009: 175-176). On the other hand, quantitative research is “systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalise the findings to the universe/population that is being studied” (Tashakkori and Teddlie 2008:227, Maree and Pietersen 2007: 145). The individual interviews conducted with the five selected principals during the qualitative approach enable the researcher to fully explore the phenomenon of the factors and conditions that should be present in leadership development programmes. During the quantitative approach, the administration of the two questionnaires to a wider sample of population enable the researcher to test some of the findings in order to generalise the findings to the wider research population.

The collection and combination of both qualitative and quantitative data in this inquiry can counteract some of the disadvantages of a single method, a notion supported by (Tashakkori & Teddlie 2008: 211). According to Creswell (2009: 561), the advantage of a mixed methods approach is that the researcher may identify measures that are actually grounded in the data that is obtained from the participants. In this regard, the researcher adopts the view that diverse types of data contribute to a better understanding of the topic of research. Therefore using both the qualitative and quantitative approaches contributes to a better result than using only one. Bryman (2008: 89) emphasises that a mixed methods study is more than the sum of its parts; therefore, a mixed methods study produces an outcome that is greater than the individual contributions of either the qualitative or quantitative components. Creswell (2009: 203) posits that the combined use provides an expanded understanding of the research questions.

In addition to the collection of qualitative and quantitative data, the researcher develops a visual picture of the procedures of the study by employing the practices of both qualitative and quantitative research. The data that is obtained is integrated at different stages of the study. For the mixed methods researcher, a broader and more complex range of research questions can be answered because the researcher is not confined to a single method or approach (Tashakkori and Teddlie 2008: 9, Johnson & Christensen 2004: 1-4). In regard to this investigation, the researcher provides a more compelling conclusion through the convergence and corroboration of the findings in each of the stages of inquiry.

4.2.2 Sequential exploratory design strategy

In the mixed methods approach, there are two sequential design strategies, namely the sequential explanatory design strategy and the sequential exploratory design strategy. In regard to this investigation, sequential exploratory design strategy is employed as its primary focus is to explore a phenomenon and not explain and interpret relationships, which is the focus of the sequential explanatory design strategy (Creswell 2009: 211, Tashakkori and Teddlie 2008: 227). Furthermore, this chosen strategy is suitable for this type of research where the researcher develops and tests a new instrument (Creswell 2009: 21).

In this strategy the sequence of the approach is that the qualitative data collection and analysis take place before the quantitative data collection and analysis. Hence the study was conducted in two consecutive phases. In the first, qualitative, phase the researcher collected information regarding factors and conditions present in leadership development programmes and the leadership practices of school principals. The researcher also collected information on the ACESLM programme by interviewing a sample of the leadership and management staff at the University of Johannesburg. The second, quantitative, phase focused on a larger sample and data, using a numerical scale, which was collected by administering two survey instruments to a larger sample. Thomas (2003: 33) states that in the qualitative phase, data is collected and interpreted without a concern for quantities, while the quantitative phase is concerned with the present views of the participants with regards to quantities and frequencies.

A visual diagram of the research design is presented in Figure 4.1.

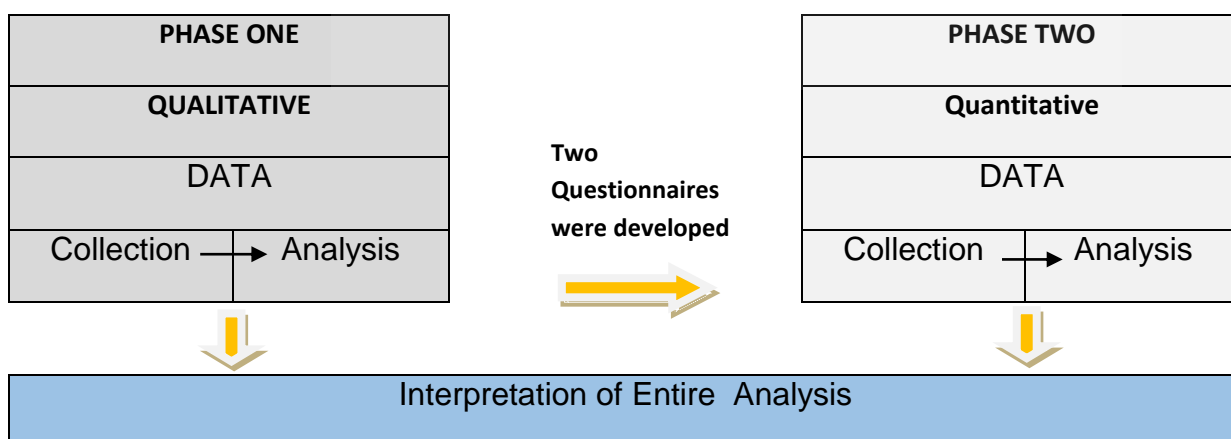


Figure 4.1 Sequential exploratory design

Source: (Creswell 2008: 557, Creswell 2009: 209 and Tashakkori and Teddlie 2008: 225) (adapted)

The sequential exploratory approach was chosen as it relates to this study and also because it enables the “mixing of qualitative and quantitative research methods, approaches and paradigm characteristics” (Johnson and Christensen 2004: 30). Hence, the quantitative approach builds on the results from the initial qualitative approach. According to Creswell (2003: 16), the advantage of combining qualitative and quantitative methods is that the any biases inherent in one method are overcome by the use of the other method. Tashakkori and Teddlie (2008: 103) assert that this forms the crux for using a mixed methods design in a study.

A sequential exploratory design also enables the researcher to discover and understand issues regarding the topic from the participants themselves in their natural environment, some issues which the researcher might not have otherwise known about or considered as important. Babbie and Mouton (2008: 80) express the same view that exploratory studies lead to insight and comprehension, rather than the collection of detailed, accurate and replicable data. The researcher explores the phenomenon of the factors and conditions that should be present in leadership development programmes before attempting to test it quantitatively. Two instruments were developed, the first to elicit the perceptions of ACESLM graduates, and the second for their staff members regarding leadership development programmes and leadership practices.

4.2.2.1 Advantages of the sequential exploratory design strategy

The first advantage of the sequential exploratory design is that the two phase approach is straightforward for the researcher to design, execute, describe and report (Ivankova, Creswell and Plano Clark 2007: 266, Tashakkori and Teddlie 2008: 228, Creswell 2009: 212). The sequential exploratory design is also advantageous to a researcher who wishes to explore a phenomenon and thereafter expand on the qualitative results (Creswell 2009: 212). According to Creswell (2009: 228), this design is particularly useful when a researcher is constructing a new instrument in the second phase of the data collection to validate the findings of the first phase. By inference, the largely qualitatively study becomes more palatable to a quantitatively oriented research community that may be unfamiliar with the naturalistic tradition of research (Tashakkori and Teddlie 2008: 228).

4.2.2.2 Disadvantages of the sequential exploratory design strategy

Some of the disadvantages of the sequential exploratory approach are that it is time consuming to complete both phases of the study consecutively (Creswell 2009: 205, Creswell, Plano Clark & Garrett 2008: 70, Denscombe 2007: 119). The process is also time intensive for the researcher to

analyse both text and numeric data. Furthermore, the researcher has to be familiar with both quantitative and qualitative paradigms of research. Ivankova, Creswell and Plano Clarke (2007: 266) emphasise that the instrument that is developed in the second phase must adequately represent the qualitative results, otherwise the final result could be comprised in terms of trustworthiness.

Lastly, the testing of the instrument adds considerably to the length of time this design requires to be implemented and the researcher has to make decisions as to which themes are most appropriate to measure in the follow-up, quantitative phase of the study (Creswell 2008: 561). An element of subjectivity could arise at this stage of the study.

4.2.2.3 The embedding of data

In the sequential exploratory design strategy, the mixing of data does not occur by integrating the data from each phase or connecting the data across phases. A process of “embedding a secondary form of data within a larger study”, using the qualitative phase as a primary database (Creswell, 2009:208), is done. There is no triangulation of data from both phases but rather the quantitative phase is built upon the qualitative phase.

The research method will be explained in the next section.

4.3 Research method

The researcher employed a mixed method research design which was conducted in two phases.

Phase one entailed a qualitative study which was conducted to obtain an in-depth understanding of the research issue, namely the factors and conditions that be present in school leadership development programmes that would to lead to sustained change in leadership practices.

Data collection in this phase involved mainly in-depth individual interviews (Merriam 1998: 71). Five school principals, who participated in the ACESLM programme, were selected through purposive sampling (Creswell 2008: 214, Creswell 2009: 27) from schools belonging to the five different quintiles according to the National Norms and Standards for Public School Funding (Education Labour Relations Council 2003: B52). In the South African education system, schools are categorised according to the poverty index, which determines the level of funding granted by the Education Department. There are five quintiles ranging from quintile one to quintile five. Quintile one

schools are no fee schools, the schools receive a hundred percent (100%) funding per learner from the Education department. Quintile five schools receive the least funding as these schools are perceived to be affluent and well resourced. Thus DoE funding grows incrementally from quintile five schools through to quintile one schools (Education Labour Relations Council 2003: B52).

For this study, the schools were chosen on the basis of being previously historically disadvantaged as well from affluent geographical areas in order to gain a better understanding of the influence of the ACESLM programme in the different contexts. The researcher also simultaneously observed indicators of the different roles played by the principals in managing their schools. However, observation was not the main data-collection method, but it served to supplement the interview data. In depth individual interviews were also conducted with two staff members from the University of Johannesburg, who delivered the ACESLM programme, to determine their perceptions of the strengths and limitations or weaknesses of the ACESLM programme. The interview protocol for both sets of interviews consisted of open ended questions that allowed for comprehensive responses in regard to their understanding of sustained change in school leadership practices, as a result of the ACESLM programme.

A pilot study was conducted in phase one in order to refine and modify the interview protocol/schedule and orientate the study towards the capturing of data that is in line with the research questions and sub questions. The pilot interview was conducted with one of the selected school principals. The pilot study interview was done with a school principal from a quintile one school (Education Labour Relations Council 2003: B42).

Phase two, which was informed by phase one, commenced with the designing of two quantitative instruments to investigate the possible factors and conditions in school leadership development programmes that could lead to sustained change in leadership practices. It was followed by the administering of the instruments to a sample of the population. The first instrument (Q1) was designed for the school principals, who were ACESLM graduates while the second instrument (Q2) was designed for deputy principals, heads of department and level one teachers who were employed at the schools where the ACESLM graduates are principals.

A pre-testing of the Questionnaire 1 (for ACESLM graduates, school principals) was undertaken with twenty participants, who are ACESLM graduates. Questionnaire 2 (others: staff that worked with the ACESLM graduates) was pre-tested with twenty participants from the selected 120 schools, where principals were ACESLM graduates. "Others" constituted deputy principals, heads of

departments and post level-one teaching staff. The pre-testing sample was randomly selected from the 120 schools. Comments and suggestions received at this stage resulted in some of the categories being re-phrased or further explained to facilitate understanding. The researcher made appropriate adjustments to the research instruments. The questionnaires were grounded in the views of the participants from the first phase together with the literature review as well as from the themes that emerged from the qualitative phase. This enhanced the validity of the instrument (Creswell 2008: 169).

One of the contributions of this study is the innovation of the two questionnaires that establish the possible factors and conditions that must be included in school leadership development programmes that would lead to sustained change in leadership practices of school principals. Both ACESLM graduates as well as selected staff members at the respective schools were involved in this investigation. According to Thomas (2003: 66) and Wilkinson (2000: 42), questionnaires are valuable instruments for the collection of data from a large number of respondents. An advantage of using questionnaires is that they can be administered to many respondents in a short space of time, while the disadvantage is that the researcher has to encourage the respondents to complete and return surveys in order to prevent an unsatisfactory return rate of the questionnaires (Thomas 2003: 69).

Questionnaires are self-report data collection instruments that research participants complete as part of a research study. Researchers attempt to measure many different kinds of characteristics by using questionnaires (Johnson & Christensen 2004:164). In this study, the questionnaires are used to establish the possible factors and conditions that should be included in school leadership development programmes that would lead to sustained change in leadership practices of school principals.

4.3.1 Questionnaire one for principals

Questionnaire one consists of three sections. Section A comprises the biographical data of the participants and consists of twelve items. Section B comprises twenty closed questions that elicited the principals' (ACESLM graduates) perspectives on their execution of leadership practices in their schools. Participants were required to rate the statements firstly, as a level of importance to their current work routine, secondly, the extent to which they are able to implement the leadership practice and lastly, the extent to which they are able to sustain leadership practice and skill. Section C comprises eighteen closed questions depicting factors that may compromise or hinder the

principals' ability to implement and sustain leadership practices and actions in their schools. In addition, Section C concludes with two open ended questions where respondents had the independence regarding the responses pertaining to the ACESLM programme's most effective and least effective features. Denscombe (2007: 166) highlights closed questions as providing structure to the answers by requiring the respondents to choose answers from predetermined categories that permit the straightforward "quantification and comparison of data", while the open questions capture the "full richness and complexity" of the respondents' views.

4.3.2 Questionnaire two for "others"

Questionnaire two consists of three sections. Section A comprises the biographical data of the participants and consists of nine items. Section B comprises twenty closed questions that deal with perceptions of deputy principals, heads of departments and level one teacher regarding their principals' execution of leadership practices in their respective schools. Respondents were required to rate the statements according to whether they believe that the principals are able to implement leadership practice and actions. Section C comprises eighteen closed questions depicting factors that may compromise or hinder the principals' ability to implement and sustain leadership practices and actions in their schools. Participants were required to rate the statements according to whether they believe the factors compromise or hinder the principals from practicing leadership skills. In addition, Section C concluded with one open ended question where respondents had the choice in listing other factors that may compromise or hinder principals' ability in the implementation process.

4.4 Research paradigm

Researchers refer to a research paradigm as a worldview, epistemologies or ontologies, which essentially means "a basic set of beliefs that guide action" (Guba cited in Creswell 2009: 6). Creswell (2009: 6) expands on Guba's definition by adding that a worldview can be seen as a general orientation about the world and the nature of the research that the researcher holds. Various factors, such as the student's area of discipline, beliefs of advisors and faculty, as well as research experiences shape one's view.

This study is grounded in the pragmatic paradigm. Pragmatism is not committed to any one system of philosophy and reality. Researchers operating within this paradigm therefore draw from both qualitative and quantitative assumptions when they engage in research. As a world view, pragmatism develops from "actions, situations and consequences rather than antecedent

conditions....” (Creswell 2009: 10). Pragmatism is concerned with practical approaches to research problems and provides a philosophical framework for mixed methods studies, which focus on the research problem and employ methods from different traditions to answer the problem (Descombe 2007: 107). For the mixed methods researcher, pragmatism opens the door to multiple methods, different worldviews and different assumptions, as well as to different forms of data collection and analysis (Creswell 2003: 12). In choosing pragmatism as a philosophical framework for this research, opportunities arose for the utilisation of various methods, contrasting worldviews and assumptions and multiple forms of data collection and analysis (Creswell 2009: 11). This approach is encouraged by Tashakkori and Teddlie (2008:21), who propose pragmatism as the best paradigm for justifying the use of mixed methods research.

4.5 Research sample

Merriam (2002: 12) asserts that a qualitative inquiry strives to make sense of a phenomenon from the views of the participants. It is therefore important to choose a sample from which we can learn the most. According to Henning, Van Rensburg and Smit (2004: 71), purposive sampling is directed at “people who fit the criteria of desirable participants” and is chosen according to the researcher’s knowledge of the topic and theorising of the research problem. Firstly, purposive sampling was used to select a subset of five school principals from the population who were ACESLM qualified through the University of Johannesburg (Babbie & Mouton 2008: 166). The sample population had two or more years of experience as ACESLM graduates. The requirement that the participants of the qualitative study must have a minimum of two years experience as a graduate was intended to yield rich data pertaining to the study. From personal experience as an ex-principal, the researcher advises that changes in leadership practices are only visible after a period of two years, in most cases.

The researcher enlisted the assistance of the various GDE Districts’ Institutional Developmental Support Officers (IDSOs) to identify the principals who fit the criteria of ACESLM qualification. The researcher then chose 120 schools from the fifteen school districts belonging to the Gauteng Province. Careful consideration was given in choosing schools that belong to all five quintiles according to the National Norms and Standards for Public School Funding (Education Labour Relations Council 2003: B52).

During the quantitative phase of the study, purposive sampling was used to select 120 principals from the population to complete questionnaire one. Furthermore, purposive sampling was used

again to select up to five participants (for Q2) at each of the schools. The participants who are deputy principals, heads of department and teachers employed at the schools where the ACESLM graduates are principals were selected for Q2. Questionnaire one was administered to 120 school principals, while questionnaire two was administered to 600 participants comprising deputy principals, heads of departments and teachers. The researcher included additional participants for the second phase of the mixed methods study as this is appropriate to the exploratory mixed method design where the purpose of the second quantitative phase is to generalise the results to a population (Creswell, Plano Clarke & Garrett 2008: 76).

4.6 Data analysis

4.6.1 Qualitative data analysis

The interview data was analysed using Tesch's method (cited in Creswell 2009: 186), which provided a systematic approach to data analysis. All the data was initially reviewed in a general manner to obtain a sense of the data and to reflect on its overall meaning. The data were then coded for analysis. The purpose of the analysis was to discern the salient issues that had to be included in the questionnaires, which were designed and implemented in the second phase. Key points, general ideas, tone, overall depth, credibility and use of information were carefully noted by the researcher. Topics were identified and similar topics were clustered and categorised. Related categories were then grouped (Creswell 2009: 186, Merriam 1998: 180-181). These categories were synthesised into themes pertaining to the research questions. The researcher further contextualised the study by aligning the themes to the literature review in order to gain a broader understanding of the data and the findings.

Two independent researchers served as coders in the analysis of the qualitative data in order to minimise bias in this study. Both the researcher and the independent coders worked separately using the same method of data analysis and thereafter reached a mutual consensus regarding the categories and themes.

4.6.2 Quantitative data analysis

The quantitative data was analysed using the Statistical Package for Social Sciences Programme (SPSS). The data was subjected to statistical analysis and factor analysis procedures using the PASW Statistics 18 computer software programme (Norussis 2010). Descriptive and inferential numeric analysis was used to analyse the data (Creswell, 2009: 218). All items were rated by participants on a scale of one to five, with one being the lowest rank, (not important at all) to five being the highest rank (very important) as well as one being the lowest rank (to no extent) and five being (to a very large extent).

A descriptive analysis is provided for the independent and dependent variables used in the study indicating the means, standard deviations and the range of scores for these variables. The services of the Statistical Consultation Services (STATKON) and the expertise of colleagues of the Department of Educational Leadership and Management in the Faculty of Education at the University of Johannesburg were secured in the analysis of the quantitative data.

The researcher executed procedures to ensure the trustworthiness of the data in order for the findings to be considered reliable and valid.

4.7 Trustworthiness, reliability and validity

Merriam (1998: 198) asserts that research is concerned with producing valid and reliable knowledge in an ethical manner, so that the results can be trusted.

Studies need to be conducted in a “rigorous, systematic and ethical manner” (Merriam 2002: 24) so that the findings can be trusted. Two important concepts in the trustworthiness of data findings are reliability and validity.

4.7.1 Reliability and validity in the qualitative phase

Reliability in qualitative research refers to the consistency and dependability of the researcher’s findings (Merriam 2002: 27 and Creswell 2009: 190). A reliable system of coding is consistent in that each time it is used on the same data, it yields the same code. For example, if two researchers work together, and both follow the same procedure on the same data, they should produce the same codes. Redoing the coding to test the reliability of the procedure is called the test/retest method of assessing reliability (Perri & Bellamy 2012: 21). Validity refers to ensuring the accuracy of the

findings using certain procedures (Creswell, 2009:190). Perri and Bellamy (2012: 21) assert that validity is concerned with the degree to which statements approximate to truth.

Throughout this research, various procedures were employed as part of the research process to ensure reliability and validity. These include individual interviews with both the school principals and the lecturers. The interviews were audio recorded using a tape recorder in order to reproduce the verbal transcripts as accurately as possible. The transcripts were thoroughly checked against the tape recording and presented to the interviewees for verification of their contributions. Peer review was conducted with colleagues regarding the study procedure, the accuracy of the findings and the raw data (Merriam 2002: 31). The researcher conducted a pilot study to refine and orientate the interview schedule to align with the research questions.

The researcher has been an educationalist for the past 27 years and therefore brings to the study biases of her own through her own viewpoint and her “general orientation about the world and the nature of research” (Creswell 2009:6). The researcher’s theoretical orientation may be described as a kind of “orientation lens for the study” that “becomes an advocacy perspective that shapes the types of questions asked, informs how data is collected and analysed and provides a call for action or change” (Creswell 2008: 554). It was therefore required of the researcher to do a self reflection (Creswell 2009: 192, Merriam 2002: 31). Throughout the interview process and the observation process at the various research sites, the researcher kept field notes to keep track of her observations, experiences, encounters, and her involvement with participants. Elaborate and detailed descriptions will be used when discussing the findings in order to share the researcher’s experiences. The researcher being a co-constructor of those constructions endeavours to contribute towards these descriptions in a realistic, yet reliable manner. The different types of data collected from the various sources will converge and integrate to provide a better understanding of the phenomenon.

The validity of the research instruments was ensured by grounding the survey items in the views and perceptions of the participants from the qualitative phase. The themes that emerged from the qualitative investigation were included in the questionnaire items. The survey items were also grounded in the extensive literature review undertaken by the researcher.

4.7.2 Reliability and validity in the quantitative phase

The structured questionnaires that are part of the quantitative phase must be both reliable and valid. Reliability is defined by Babbie and Mouton as “that quality of measurement method that suggests that the same data would have been collected each time in repeated observations of the same phenomenon” (2008: 646). This means that if the study were to be repeated, the same results would have to be obtained to render it reliable. Validity is “a term describing a measure that accurately reflects the concept it is intended to measure” (Creswell 2009: 149). Hence the researcher must make every attempt to minimise the degree of bias or error that can affect the validity of the research. More than one type of validity exists. For the purpose of this research content validity and construct validity has been employed and is explained hereafter.

Content validity means that the instrument comprehensively covers the content that it is supposed to measure (Pietersen & Maree 2007: 217). In order to ensure content validity, the survey questions were grounded in the literature review as well as the qualitative findings. Rigorous analysis was undertaken by researchers from the Department of Educational Management and Leadership in the Faculty of Education, at the University of Johannesburg. Secondly, the surveys were scrutinised and modified by statistical technicians from STATKON at the University of Johannesburg.

The *Construct validity* of a survey instrument is assessed using both statistics and practical procedures. Construct validity deals with how acceptable the constructs covered by the instrument are measured by different groups of related items and must be shown to be present before the instrument can be considered to be valid. Construct validity is established by determining if the scores from an instrument are significant, meaningful, useful and have a purpose and whether they can be used to understand a sample from a population (Creswell 2008: 172-173). The statistical procedure of factor analysis was used to determine the construct validity of the questionnaires used in this study.

The researcher focuses next on the various ethical procedures and considerations that were observed during the course of this investigation.

4.8 Ethical considerations

Educational researchers need to be sensitive to ethical principles because of their research topic, face to face interactive data collection, and reciprocity with participants (Mc Millan & Schumacher 1993: 397). Ethics are considered to deal with beliefs about what is right or wrong, proper or improper, and good or bad, according to Mc Millan and Schumacher (1993: 182). The researcher is accountable for the ethical standards of the research (Henning, Van Rensburg & Smit 2004: 74) and has to therefore adhere to ethical principles during the course of the research process. Babbie and Mouton (2008: 520) emphasise that social researchers need to take cognisance of the general agreements among researchers regarding proper and improper conduct in empirical inquiry. Various ethical measures were observed in the process of this research.

Firstly, The Higher Degrees Committee of the Faculty of Education at the University of Johannesburg granted permission for the researcher to conduct this research study (Appendix 1). Thereafter, the Ethics Committee of the Faculty of Education at the University of Johannesburg granted approval to conduct this study (Appendix 2). An application was made to the Gauteng Department of Education to conduct research in the various districts – this application was approved (Appendix 3). Written permission from all the principals and School Governing Bodies (SGB) of the participating schools was also obtained.

The researcher ensured that she had informed consent in writing from the interviewees in order for them to participate in the study (Lee-Treweek and Linkogle 2000: 17). In addition, a letter of information (Appendix 4) providing details of the study and possible benefits were distributed to potential participants. Although Christians (2000: 138) mentions that “subjects must agree voluntarily to participate, that is, without physical or psychological coercion” every effort has to be made to inform participants in a manner that would encourage free choice of participation.

In addition the researcher observed the following ethical measures:

- Participants were informed that their participation in the study was voluntary and that they could withdraw from the study at any time without penalty.
- Information obtained from the participants was treated with strict confidence by the researcher and the anonymity of the participants and their institutions will be maintained (Creswell 2009: 179).

- Permission was obtained from the interviewees to audiotape the interviews. The tapes were then safely stored. The researcher, the independent coders and the supervisors are the only persons who have access to the audiotapes (Babbie & Mouton 2008: 528).
- All interviews were conducted after school hours to avoid infringement on learner contact time at school.
- Suitable times were mutually agreed upon between researcher and the UJ lecturers.
- All participants were assured that the results will be made available at the end of the study.
- All sources of information used in this study have been acknowledged to avoid plagiarism.
- Throughout the research process the researcher protected the rights, dignity, interests and well being of the research participants, as all data was collected on the basis of mutual trust (Babbie & Mouton 2008: 243) between the researcher and the participants.

4.9 Summary

This chapter presented a detailed description of the research design and methodology of the empirical investigation undertaken in this study. A justification for the selection of mixed methods design was explained. The mixed methods design was utilised through the sequential exploratory design strategy of inquiry. Qualitative data collection took place through individual in-depth structured interviews conducted with school principals and lecturers at the University of Johannesburg. Quantitative data was collected by means of two developed questionnaires which were grounded in the findings of the qualitative phase as well as the literature review. The researcher grounded this study in the pragmatic paradigm which provided a philosophical framework for a mixed methods study. The research sample, procedures for data analysis and measures of reliability and validity were also presented and described. Lastly, the ethical measures undertaken throughout the investigation were described, followed by a summary of the chapter.

The next chapter deals with the analysis and interpretation of the data from the qualitative phase of this investigation.

CHAPTER FIVE

Analysis and interpretation of qualitative research data

5.1 Introduction

The previous chapter outlined the research design and methodology that was employed in this empirical investigation. As the overarching research question that informs this study is: what fundamental factors and conditions should be present in a leadership development programme to maximise the possibility of sustained improvement in school leadership practice? This chapter focuses on the qualitative strand of the sequential exploratory mixed methods design that was used to examine: the fundamental factors and conditions that should be present in a leadership development programme; the perceptions of principals who participated in the ACESLM programme, as well as the staff of UJ, who designed and delivered the ACESLM programme, in respect of its value, implementation and limitations; and, which elements should be built into the programme curriculum to strengthen the programme and maximise the possibility of sustained improvement in school leadership practice.

An analysis and interpretation of the data collected from the qualitative phase of the investigation is presented in this chapter. Data collection took place by conducting a pilot study interview with one school principal and this was followed by individual interviews with five school principals who have completed the ACESLM programme at UJ. In addition, two lecturers who present the programme at UJ were interviewed to explore the design, delivery, content, structure and implementation of the ACESLM programme. The themes that emerged from the data will be examined in order to analyse and interpret school principals' as well as UJ lecturers' perceptions, understanding and experiences in respect of the design, delivery and content of the ACESLM programme.

The literature review conducted in Chapter Two will be used as a basis in informing, guiding and directing the analysis and interpretation of the qualitative data in this chapter.

The data collection process in this study commenced firstly through the qualitative paradigm. The commencement of this process is discussed in the following section.

5.2 The research process utilized in this phase

The research process began with the identification and selection of a sample of approximately 120 of the 500 ACESLM graduates (population) of UJ, who were deemed appropriate for the purposes of this investigation. A pilot study was conducted with one school principal from the selected sample of ACESLM graduates. A formal written request seeking permission was sent to interview the participant. The literature review guided the interview schedule. The pilot study led to the modification and adaptation of the interview schedule. The process employed for the pilot study ensured that the capturing of data that was in line with the research questions and sub questions of the investigation. The final interview schedules appear as Appendix 5.

Thereafter, individual interviews were conducted with five school principals, who are ACESLM graduates. In order to ensure the selection included a sample where a variety of leadership practices can be examined, the following criteria were used to select the five school principals for the individual interviews: all participants were at public schools that were situated in different geographical areas; and the schools belonged to the different categories and were ranked different quintile according to the National Norms and Standards for School Funding (Education Labour Relations Council 2003: B52).

The participants belonged to the following different categories of schools listed below:

- School principal of primary school – Grades R to 7
- School principal of secondary school – Grades 8 to 12
- School principal of a combined school – Grades R to 12
- School principals of an ELSEN school that caters for learners with special educational needs

Upon completion of the five individual interviews, the interview data were transcribed, coded and analysed using the Tesch's method (cited in Creswell 2009: 186) (Appendix 7). For verification purposes, the service of an independent coder was utilised to ensure the credibility and authenticity of the transcribed data. The researcher and the independent coder reached consensus on the themes and sub-themes that emerged. The themes and sub-themes are presented and discussed in the next section.

5.3 Themes

The themes and sub-themes that were identified through data analysis and interpretation are presented in the following table 5.1

Themes and Sub-themes
<p><u>Theme</u> : Leadership qualities and practices</p> <p><u>Sub-themes</u>:</p> <p>Leading and managing people</p> <p>Instructional leadership</p> <p>Collaborative leadership</p> <p>Visionary Leadership</p> <p>Knowledge acquisition and effective communication among stakeholders</p>
<p><u>Theme</u>: Management of Stakeholder relations</p> <p><u>Sub-themes</u>:</p> <p>Relationship building</p> <p>Networking, twinning and creating partnerships among schools</p>
<u>Themes</u>
Policies governing education in South Africa
The advancement of teaching and learning
Recruitment and appointment of school principals
Benefits of the ACESLM programme from the perspective of ACESLM graduates and the UJ lecturers who design and deliver the programme
Challenges facing the ACESLM graduates and the UJ lecturers who design and deliver the programme.

Table 5.1 Research themes in the qualitative phase of the study

The themes and sub themes presented in the above table will be discussed and supported with relevant examples and quotes from the interviews. The findings will be analysed and interpreted within the framework of the literature exploring the factors and conditions that should be present in professional development programmes to maximise sustained improvement in school leadership practices.

The first theme that will be discussed is leadership practices and qualities.

5.3.1 Leadership practices and qualities

This theme was identified as the overarching theme because it encapsulates the main focus of this research, which is to identify the factors and conditions that must be present in leadership development programmes to maximise the possibility of sustained improvement in school leadership practices. The five sub-themes aptly capture the leadership practices that the school principals' exhibit and these are established within the overarching theme of leadership practices and qualities. The sub themes are: leading and managing practices; instructional leadership; collaborative leadership; visionary leadership; and, knowledge acquisition and effective communication. Each sub-theme will be examined commencing with leading and managing people.

5.3.1.1 Leading and managing people

Fullan (2003: 41) asserts that the types of principals that are needed today are “principals who develop leadership in others, thereby strengthening school leadership beyond themselves”. According to Mills (2005: 11), good leadership does the following for the rest of the organisation, sets the direction for the rest, helps to visualise the end result, encourages and inspires others and jointly harnesses the efforts of others.

From the data, there is evidence that ACESLM graduates are aware of the importance of displaying good leadership skills when leading and managing people in schools. A respondent from School B (see line 28), respondent describes their viewpoint : . . . *you start realising that the styles of leadership that are being applied are not what is expected from you as a manager and a leader through this course. So it (the course) changed my management and leadership style.* This view is also expressed by the respondent in School C (see line 18): *I think it has helped me to improve my management and my leadership skills. Having the theory isn't enough – I also must put it into practice by developing others.* According to Msila (2010: 185), the ACESLM programme enhanced

the critical thinking ability in the participants of his study; they began to recognise alternate strategies that they could employ in leading and managing their schools.

Kouzes and Posner (2001: 30) argue that leaders are able to mobilise others to want to act because of the credibility and trust that they display. Leaders encourage and accommodate shared decision-making and shared leadership in their efforts to enable them to want to act and follow. A respondent from school C (see line 71) has this to say about leadership: . . . *you have to lead firstly, you have to be humble and you must be transparent and then you must be honest, trustworthy and be a role model, people must see you as an example at school. Then it becomes easy to follow you as a leader*

A respondent from School C (see line 88) had this opinion: *you, as a principal, must not dictate to the people what you want them to do, it must come from them, and we must say this is the vision of the school.*

Grobler et al (2002:337) assert that all leaders of groups that function effectively share the following basic common characteristics: they provide direction and emphasise meaning to the people that they are leading and they generate trust and encourage action and favour taking risks in order to succeed. Effective leaders are also regarded as purveyors of hope and they reinforce the notion that success can and will be attained by recognising the potential in one's self as well as in others.

The data highlights the ACESLM programme as having successfully assisted school principals in developing leadership practices, re-enforcing basic skills required for leading and managing people and schools and also enhancing financial and project management skills, all of which are crucial for effective school leadership. The respondents concurred on these issues, which is evident in the following statements:

School C (see line 147) *....most of us people who are not enrolled with ACE were admiring us and saying they are going to enrol with ACE. This is a very nice course that one can enrol in just to develop his skills and leadership experience.* And School D (see line 19) *we knew about things that were supposed to have been done, and we have overlooked it. I think we were in a comfort zone where we forgot the basics and this course reminded us of the basics that we needed to keep in place all the time.*

Leadership development is crucial to all institutions in order for effective teaching and learning to take place. Leaders must serve as role models and promote values such as respect and honesty. A deep sense of understanding between leadership and sub-ordinates must prevail at all times. Lambert (2003: 37) asserts that “leadership capacity” is broad based and skilful participation in schools where there is high leadership capacity, and where learning and instructional leadership become infused into professional leadership practices. One participant from school A (see line 111) had this to say: *to me it was excellent... every lecture I learned from.* A similar view is expressed from a respondent from school E (see line 15): *the ACE programme has helped me to improve my skills in leadership, management, financial and project management.*

School principals also have a key responsibility in transforming schools, they must become pace setters and pathfinders, therefore such principals will require a different kind of training so that they will have the ability to learn and re-learn, according to (Dzimbo 2007: 2). The respondent in School A (see line 31), agrees by stating this: *you have to lead by example, but look at the different leadership styles as well. We have to keep in mind especially what we have learned through the ACE program is the basic leadership styles, the various styles. You have to look and basically weigh the pros and cons, which leadership style you will be utilising We are learning all the time.*

The next sub-theme, instructional leadership is examined now.

5.3.1.2 Instructional leadership

Bush (2008: 39) argues that school leaders influence student learning by seeking to achieve good outcomes by influencing motivation, commitment and capability of teachers. Arikewuyo (2007: 6) and Du Plessis et al (2007: 103-105) support Bush by pointing out that school principals must also enhance teaching and learning activities at schools, as the school is established for the purpose of teaching and learning; leadership tasks must therefore also include curriculum management, which is vital for the attainment of student outcomes. They point out that one of the major functions and responsibilities of a school principal is to improve and facilitate efficient curriculum implementation, enhance teaching and learning activities as well as secure financial and material resources for the school to meet learners' needs.

As ACESLM graduates, three respondents express similar views to those of Bush, Arikewuyo and

Du Plessis et al by emphasising the importance of school principals becoming instructional leaders in their schools:

School B (see line 37): *what I learnt from the course is that, it's important for especially SMT leaders and principals, that instructional leadership, where you need to know what is happening in the classroom and be an expert And,*

School C (see line 91) . . . *and then you come to managing teaching and learning. It involves a lot of activities in it because you're managing teaching and learning, educators and learners need to commit themselves. Learners must learn, and managers must manage And,*

School A (see line 145) . . . *my style of management together with my management plans as well and this (ACESLM) has helped me tremendously to overcome these obstacles or challenges.*

The respondent in School B (see line 87), admits that as instructional leaders, it is important to recognise the efforts of other co-workers, since the recognition will result in learners benefiting as the co-workers increase their productivity. *So you learn there that you need to give recognition to people and if you really give recognition, people end up doing better because they can see that they are being recognised. At the end of the day the learners benefit because if governance and people in the school are not happy they will be less productive and if they are less productive, then it will be poor results for the learners.*

The Stanford School Leadership Study of 2007 explains that high quality leader development programmes are more likely to produce effective instructional leaders, who are committed to the job and also efficacious in their work. All school principals agreed that they play a vital role in curriculum delivery and student output. One participant from school A (see line 61) said this: *as part of the leadership, you also play an important role to lead as curriculum organiser, with your deputies and HOD's and teachers.* And another participant from School A (see line 63) said: *this was really enjoyable; through the ACESLM course we implemented and used the study material in the courses and assignments. We also collaborated with other schools and I am basically working with the principal's forum, trying to implement what I have learnt through the ACE modules.*

Barber and Meyerson (2007: 3) emphasise that high performing schools are characterised by robust instructional practices. The schools have the capacity to improve student learning as there will be a strong presence of skilled school leaders who are able to engage in sustained work with teachers,

thus improving the organisation's climate, student outcomes and school conditions. The authors further highlight that in order to maintain good schools, effective instructional leadership is required and there has to be intense collaboration of all stakeholders.

The next sub-theme, collaborative leadership is explored in the next section.

5.3.1.3 Collaborative leadership

Professional collaboration is fundamental to sustainable school improvement and transformation of the wider school system (Harris & Muijs 2005: 22). Some benefits of professional collaboration are the sharing and transferring of knowledge to improve teaching and learning (Jackson cited in Hargreaves & Fink 2006: 233). Kouzes and Posner assert that "leadership is a relationship between those who aspire to lead and those who choose to follow" (2001: 31). The authors emphasise that trust is at the heart of this relationship and without trust one simply cannot lead. The respondents rate trust as an important characteristic in the leader-follower relationship.

Respondent from school E (see line 19) said this: *in terms of new knowledge that I've gained, I've discovered that one has to consult, one has to involve people and one has to have trust in people's skills. It (ACESLM) has improved me a lot in terms of other things that I used to overlook.* And School C (see line 45): *you know as a principal, there are duties that are dedicated to you, but also there are too many, so you have to delegate to people whom you trust, to whom you know the job will be done and if the job is done, all of us become happy. Because around here, we have a problem of numbers (learners) going down, there are a lot of primary schools around here. It's only 3km from one school to another so if you don't form a team, your number will decrease.*

The respondent in School B (see line 50) emphasises the need to involve all stakeholders to work together for the benefit of the school by stating the following: *I also learnt about collaborative leadership where you have to work with everybody, all the stakeholders. For a school to succeed it's not about I, the principal, it's about us, both the staff and the parents, so it has helped us as a school because through collaborative leadership the school has achieved a lot because we are behind each other, we support each other and so the school succeeds.*

Forming partnerships with other local schools is beneficial since it promotes the sharing of expertise, encourages learning together and enables collective problem solving across schools. Hargreaves and Fink (2006: 233) use the term "professional learning networks" to describe the

interaction between the different stakeholders of different schools. UJ Lecturer F (see line 56) highlights this point: *you must remember in our training and our sessions in class, it's an interactive session where we and they (ACESLM participants) come with ideas and learn from other colleagues.*

Leadership involves influencing, giving orders, motivating and handling people, either as individuals, or in groups, managing conflict and communicating with subordinates, from a management perspective, it is the task of management to direct the activities and performance of people productively (Grobler et al 2002: 537).

The school principal is the lead learner in the school. The rapid changes in education require the lead learner to embark on self-development in order to cope with the increasing demands placed on his or her position. The demands are amongst others, leading and managing people, providing instructional leadership in terms of curriculum delivery, engaging collaboratively with the school community, providing exemplary leadership in staff development and so forth. According to Barth (cited in Naidu et al 2008: 94), schools cannot be places where “big” people who are *learned* teach “little” people who are *learners*. Schools should be places where both adults and young people discover the joy of learning and this is only possible if the school principal becomes the lead learner, who fosters an organisational culture that embraces continuous learning by all stakeholders. Lead learners envisage a notion of visionary leadership in their schools.

Visionary leadership, which is the next sub theme, is examined.

5.3.1.4 Visionary leadership

Mills (2005: 14) and Fullan (2003b: 1, 5) argue that taking a leadership position means that leadership must have a vision about what can be accomplished, leadership must make a commitment to the mission and to the people they lead, leadership must take responsibility for the accomplishment of the mission and the welfare of those they lead, leadership must assume the risk of loss and failure and lastly, leadership must take recognition for success.

School principals develop the mission, vision, and values of their organisation and are role models of a culture of excellence. As a leader, the school principal must provide visionary leadership to all the stakeholders within their schools. The respondent in School B (see line 58) echoes the

importance of being a visionary leader: *basically what I will say when it comes to leadership, you as a leader, I've learnt you need to have a vision and have a buy-in from people.*

Shed (2010: 1-9) and William-Boyd (2002: 180) assert that visionary leaders are forward-looking leaders, they actively communicate the level they intend taking the organisation and they share their vision with their followers. Visionary leaders also demonstrate competency, take action when it is required, and prove to their followers that they can display competency and declare a vision for the organisation:

School B (see line 60) *"If you are not a visionary leader, the organisation does not go anywhere, even the school so if you've got a vision you have a buy in by people and the people become the decision makers, also they don't impose, they become part of it and they take ownership of it, so it helps the school to grow so those are most of the things I've learnt"*.

Day, Harris and Hatfield (cited in Yu So 2009: 5) in their study of twelve schools which focused on school heads, conclude that good leaders communicate an informed, clear set of personal goals and educational values, which represent their moral purposes for the school. Hence school principals must be able to translate this vision into the structures and processes of the school. A respondent from School A line 94 articulates the importance of teams working together in pursuit of the school's vision, saying that teamwork is when staff give teamwork *of themselves, sacrifice after hours as well to make sure that our (school's) vision is reached.*

Effective and efficient leadership seizes opportunities to display trustworthiness on a large scale, they admit to mistakes and demonstrate honesty within themselves as well as their organisations. Visionary leaders are inspirational to the people they engage with.

The next sub-theme, knowledge acquisition and effective communication, is discussed next.

5.3.1.5 Knowledge acquisition and effective communication

According to Fielding (2005: 10), communication is defined as a transaction by which meanings are exchanged between people through the exchange of symbols.

Through the acquisition of the ACESLM certificate, participants clearly articulate the knowledge that they have gained. This is evident in the following responses:

School E (see line 25): *consultation and communication are very important because they assists you to involve others and you are able to tap on what other people have gained or the knowledge that they have*

A participant in school E (see line 36) provides some interesting insight into the knowledge that they have gained from the ACESML programme by emphasising the core functions that school principals execute, for example management, governance and finances: . . . *it involves a lot of things in management so it (ACESLM) has assisted me a lot, in terms of the thin line between the issue of management and governance. It has assisted us, really, in dividing everything up to date, now everything is okay.*

A participant in school A (see line 47) says this: . . . *looking at finance, I managed to close a lot of gaps in finance, this has helped me as well, basically, to keep what we basically budgeted for, where it is ring-fenced specifically for LTSM (learner, teacher support material), we have got to utilise that money for LTSM only, we cannot use this money for example, maintenance.*

UJ Lecturer F (see line 25), offers a viewpoint that the participants of the ACESLM programme have advanced their knowledge significantly after a period of two years. The UJ lecturer has presented the ACESLM programme for the past six years: *I think after 2 years they should have not a basic, but a better than basic idea of what is happening in schools because you must remember that they never got this type of training in their original training as teachers. This is the first time they've touched finances, policies and how to take a big staff and lead and manage them – so I think we've seen development of the principals. During cohort meetings we had a lot of discussions with them, we could see some growth in many areas as principals or even deputy principals going to the training as well.*

The role played by school principals in the management of stakeholder relations is discussed next.

5.3.2 Management of stakeholder relations

Two sub-themes were identified under this theme, namely, relationship building; and networking, twinning and creating partnerships among schools. The first sub-theme is discussed below.

5.3.2.1 Relationship building in schools

There is strong support for management through teamwork in building relationships in and among schools. The benefits of teamwork are “empowerment, collaboration, co-operation and consultation. Teams can solve problems more creatively than individual leaders and modern organisations need teams to work like “processing machines” to deal with the overwhelming flow of information in schools (Stott & Walker 1999: 51, 53). Respondents in schools, C and E point out the role of good school principals in effective team work, as seen in their comments below.

School C (see line 65): *good leadership is involving all the stakeholders, if you are a team, then you are going to have a good leader, because all of us, we're going to integrate and work in a harmonious relationship, but if you don't follow team building, everyone will do as they like.* And School E (see line 70): *just meeting with other principals, it also assists us because we come from different backgrounds, we manage differently but the more we meet together, it becomes easier for everyone to understand, even to get the issue of the previously disadvantaged and the advantaged.*

Wong (2005: 11) asserts that understanding the team members and their need for involvement, contributions and overall social interaction of the team is of critical importance to the school principal. Creating ownership of a school and its activities are of paramount importance to all stakeholders as a respondent in school C has highlighted (see line 34): *It becomes difficult when it comes to practicality, but if you take all the stakeholders and you make this thing, you share with them practically, you develop some sense of ownership for them, and they feel it's their thing, not the principal's thing (school). For example, there is a project that I have done . . . I think I am going to use that to be profitable to me because I involved all the stakeholders, to say to the guys, I don't want to lead alone, . . . I want us all to drive this thing (school).* And a respondent from School C (see line 54) says this: *I thought I was team player but realising after UJ's project of a team, team building, I find that I didn't know what team building was, because one thing I didn't know was how to explain what a budget is . . . I thought I knew, but I didn't know. Its only now that I am involved, directly involved in this stage that I know. Teambuilding is necessary for one to reach his goal.*

The main ingredient of managing and leading effective teams is when school principals develop the ability to manage human interaction through vigorous networking, twinning and the creation of partnerships among schools.

5.3.2.2 Networking, twinning and creating partnerships among schools

Networking ensures that school principals do not work in isolation. Msila (2010: 180), in his study of ten rural schools, where the school principals were enrolled with the ACESLM programme, points out that the one culture that appears to have been learned through the ACESLM experience is networking. Through peer learning, the participants are able to consult, reduce tensions and surpass challenges in the school environment. Respondents in schools, B, C, D and UJ Lecturer G highlight the importance of networking, which was brought about as a result of the ACEML programme:

School C (see line 138): *if you mix with these colleagues you form a team, it becomes better and you understand it better. Also at the cohort session, not only with us being around here, we also formed good relationships with other principals who are somewhere in the other districts.*

School D (see line 74): *the course itself led us to form a group that was not in existence before where we now are acquaintances with people that we didn't know, now that we meet at principals functions and stuff like that we know who we're talking to. There was a relationship that came out of this session. I think as with everybody else when we had the opportunity to contribute to discussions to contribute to things that were being done or discussed.*

UJ Lecturer G (see line 62): *another important thing that comes up with this is also networking. They are able to discuss major problems, minor problems, whatever it is with their colleagues and this is a forum which provides for that. So there that's strength. There's other opportunity, the project that I just talked about is one where in which we assess our principal's leadership skills and we use this portfolio evidence as a means of identifying strong leadership in principals. So that is the position that we are in.*

Another aspect of networking among schools is evident where School A principal is involved in E-Learning for schools in his area, since the Gauteng Online Computer Lab presents many challenges for schools. Schools in his area have outsourced other computer programmes for their schools. The viable option, the E-learning in the Heidelberg area has enhanced networking and twinning of schools in this area, as the respondent states:

School A (see line 71): *the ACESLM project entailed for example, twinning with other schools, this was part of my expertise, my recommendations for the changes that we were facing, for example, the E- learning technology.*

In addition to the ACESLM graduates attending lectures in block mode at the UJ, the ACESLM graduates also attended cohort sessions, which were delivered at the Mathew Goniwe School for Leadership and Management (MGSLG). The cohort model is a valued learning option that encapsulates a pedagogical approach for adult participants, according to Fenning (2004: 1). Respondent in school B (see line 146) stated: *so the issue of networking with other schools, exchanging ideas, it empowers one because you know exactly if you've got problems you can pick up the phone and talk to one of your colleagues who have been there (ACE course) and say I'm having this problem. The cohorts are very good; they help you understand the context of where we are working.*

The South Western Oregon Community College offers this interpretation of a cohort initiative: “the purpose of the cohort initiative is to give faculty the opportunity to work in collaborative small groups to help them identify areas for growth, acquire new knowledge and skills, and apply their learning to curriculum design and delivery process” (<http://www.socc.edu/tlc/pgs/faculty-cohorts/index.shtml>).

In the analysis of the merits of the use of the cohort model used in the delivery of the ACESLM, respondents were very positive of the model, which is evident in these responses:

School B (see line 140): *the cohorts were very interesting because sometimes when you share with other people you think, you have got problems and challenges at your school but when you share with other people you think no, my problems are not as much as other people.*

School B (see line 154): *I'm an introvert but through those cohorts I built a lot of relationships where we exchange ideas with other principals, some of the principals, we even share sponsors, when I've got a sponsor I just refer them, partnership and twinning of schools, so it was not only for a social relationship but it was a relationship based on improving academic excellence so that's what we need. We share ideas sometimes strategies on how to make the school better.*

School A (see line 125): *up to now, we are exchanging ideas, I have also brought in partnerships in education, for example, Cannon, have sponsored some E-learning technologies such as inter-active boards, smart boards and computers to schools in other areas. I have also been identified by Mathew Goniwe as well to come and assist in the cohort sessions for Benoni. I've also been*

meeting regularly with some students from the cohort sessions for the past two years and there is definitely a change at almost every school where principals and deputies have completed the ACE course.

The third theme, policies governing education in South Africa is explored in the next section.

5.3.3 Policies governing education in South Africa

Hoadley and Ward (2009: 4) identify three key areas of leadership functions which school principals have little experience in. These areas include financial management, instructional leadership and human resource management. Under the apartheid regime, school principals had no authority over managing these three functions. The new dispensation generated self-managing schools, this necessitated leadership development in these three areas of functioning. The respondents agree that the ACESLM programme has empowered them in policy making and implementing.

School C (see line 29): *it helped me also to develop policies because if we have policies they are like legislation, but on a school level. For instance, we have a guide where everybody participates, it's not a principal's thing, and it's for all stakeholders.*

School C (see line 83): *looking at policies of the department and even the policies of the schools that are run by the governing body and by yourself, if we agree to the policies of the schools being part and parcel of all stakeholders taking part in the policies, then you will see it helps you in a leadership and also management and also regarding a management, your SMT must be close to you. They must understand the vision and mission of the school*

School A (see line 178): *the ACESLM programme works very well, it's basically all round regarding schools, but what I mentioned previously, is that you have to close up on the school governance part of it. The theory, the laws, the legislation are there; the practicality is that we have to work at it and the leadership part is basically excellent.*

UJ Lecturer F (see line 83) expresses the view that school principals lack the necessary knowledge in policy and finance. He points further that SGB's of schools must empower members to become functional: *what I found is that there is a lot of, there's lack of knowledge with our principals when they come to class, you can pick it up, you can pick it up when you ask about policy, you can ask about finance and things like that, you can pick it up immediately that they don't know anything*

about that and you know with some dysfunctional SGB's, we cannot just put this responsibility back to our SGB's.

The fourth theme, the advancement of teaching and learning is examined in the next section.

5.3.4 The advancement of teaching and learning

The Institute for Educational Leadership (cited in Lashway 2003: 1) identifies the school principal's traditional managerial responsibilities as follows:

"Principals today must also serve as leaders for student learning. They must know academic content and pedagogical techniques".

School principals work with teachers to strengthen skills. They collect, analyse and use data in ways that fuel excellence. They rally students, teachers, parents, local health and family service agencies, youth development groups, local businesses and other community residents and partners around the common goal of raising student performance. Therefore they must have the leadership skills and knowledge to exercise the autonomy and authority to pursue these strategies. This is highlighted in this comment from a respondent: School C (see line 165): *I think, I should also mention that because we are working for the department and we are principals, that is, one thing that is very hectic, you are a teacher at the same time. Teachers are looking for daily assessments when they have to write some daily reports at the end of the term. Right now I was from the class and on Monday they (learners) are writing my learning area which is NS and because of the strike, one is behind and then we have to always be in class to make sure that learners understand what you have taught them. Roughing (catching up) the syllabus for the last of 15 days, that was very terrible. I have never seen for the past 24 years, I have never experienced a nature of this strike before. Right, assignments were affected because having a lot of work that one has to do; sometimes I knock off at 17:00pm and sometimes at 17:30pm.*

The negative effects of labour union activities on principals managing their schools, as well as on teaching and learning, is strongly critiqued by Mgaga (2012: 4) in his article, entitled "Teachers should not strike" and Mbabela (2010: 5), "Pity teachers are not so dedicated". The reports further posit that teaching should be regarded as one of the essential services and it should be classified as such by the Department of Education.

Bush et al (2009: 3), indicate that the overall management of teaching and learning is regarded as a key role for South African school principals. The core business of schools is to provide quality education, while school principals have a direct responsibility for the quality of teaching and learning and student outcomes. In addition, while the SGBs of schools have the legal responsibility of recruiting, selecting and recommending staff for appointment, the Department of Education (DoE) has the responsibility of authorising the appointment of staff (Education Labour Relations Council 2003:C77).

The fifth theme, recruitment and appointment of school principals is explored in the next section.

5.3.5 Recruitment and appointment of school principals

Since school principals together with SGBs are responsible for the recruitment of management and teaching staff in schools, it is incumbent to capacitate them in these functions as well. Therefore, leadership development programmes should embrace a shift in focus from purely leadership and management skills training to include training in recruitment and selection of staff members, according to Barber and Meyerson (2007: 3). School principals are required to exhibit instructional expertise in the selection and recruitment of skilled teaching staff. Respondents voiced their satisfaction in selecting the ACESLM as a preparatory programme for all incumbents to the teaching profession:

The respondent in School D (see lines 91 and 94), highlights the need for all staff members of schools to be ACESLM qualified. The reason that he advances this is that staff members who do not belong to the SMT have a different understanding and expectation of SMT's roles and responsibilities and this very often leads to confusion and misunderstandings. The respondent believes that if all staff members complete the ACESLM programme, it will clear the confusion and misunderstanding, *"clear this confusion and so nobody won't get any confusion if somebody is trying to do things because they want to do it (at SMT level), so if they (SMT and teaching staff) are trained as part of the teacher training, then they know exactly what is expected of them (all members of staff)".*

School D (see line 91): *I think that this entire course should be given to all prospective teachers from the beginning. Doesn't matter if they are first years or principals or not but as part of their*

teaching programme or course, most of these things should be done so that people will understand when they get into the school situation.

A respondent in school A was direct in his response by stating that the “improper” selection process and lack of proper training in recruitment areas for school principals has resulted in the “poor” quality of some school principals. The respondent advocates the ACESLM as a suitable preparatory programme as it proves to be a comprehensive programme that constitutes the essential components regarding the job functions of school principals.

A respondent from school B (see line 189) had this to say: *Let me be honest and frank about this, our department never had a very good structure of appointing principals, you take a person from the classroom, an educator you make this person an HOD without proper training, and then be the principal. Some of them just became principals, so if it (ACESLM) can be a requirement, it means you are empowering people when they go to the schools. They are more equipped because it covers almost everything that we do, governance, physical resources, the finances of the school, how to lead people school, like I indicated before, instructional leadership , you know curriculum issues so you go there fully equipped to face what is needed there at the school level .*

A UJ lecturer G identified the lack of structure and procedure in the appointment of school principals in the South African education context. Nineteen years into a democracy, South Africa still does not have a school leadership qualification or prerequisite for school principal appointments. There is a lack of stringent criteria for school principal selection and appointment and this has resulted in the underperformance of many school principals in their leadership and management role functions, according to Msila (2010: 169). UJ lecturer G (see line 50) who has presented the ACESLM programme for the past seven years at UJ concurs, saying this: *I think firstly we need to take the context in which principals are appointed. There are no stringent criteria, it's based on the nomination by school governing bodies and the appointment is made by the Education Department. Usually school governing bodies are well qualified to undertake this responsibility of nominating principals of schools and sometimes we see through . . . reports of nepotism, favouritism and those kinds of things emerging from the appointment of principals, so we see this program as a strong, strong program that will give principals the opportunity of managing their schools effectively and efficiently.*

UJ Lecturer G in various parts of the interview, Lines 159, 168 and 177, also concurs saying that, only if a stringent process is adopted for the selection and appointment of school principals will the

quality of school leadership improve: (line 159) *I have a serious problem with the appointment of principals and because there's a back log in teacher training . . . there's a backlog in principal competence . . .* (line 168) *I want to talk about the criteria for selecting principals, that should be change before we even decide on any mandatory qualification . . .* (Line 177) . . . *there must be a stringent process for them (principal) to be appointed.*

The next section focuses on the benefits of the ACESLM programme.

5.3.6 Benefits of the ACESLM programme for school principals, school management teams and teaching staff

Various research studies (Bush et al 2009, Bush et al 2012, Heystek 2007, Mestry & Singh 2007, Msila 2010) conducted on the ACESLM reveal that the ACESLM is beneficial to school principals, deputy principals, and heads of department and post level one teachers.

The Educational Leadership Institute (ELI) under the auspices of the Department of Educational Leadership and Management of the Faculty of Education at the UJ was formed in 2009. The primary function of the ELI is to provide support, training and guidance in leadership and management principles and practices to school principals. Lecturer G highlights the importance of the ELI as a continuous supporting partner to improve the quality of school leadership and also provide ongoing guidance and mentoring to the ACESLM graduates. This will contribute towards the school principal's professional career. UJ Lecturer G (see line 149): *There's so many principals that need to be developed in terms of professional development that sometimes we don't provide an after service, but however now as I mentioned the new vision is that, the fact that we are now located in Soweto, the fact that we have what is called ELI, the Education Leadership Institute and we also have what is called Principals Networking we now cater for continuous professional development for principals..*

In addition, UJ staff members who are responsible for the design, delivery and presentation of the ACESLM programme were school principals for many years. Their collective experience in terms of leading and managing the various categories of schools spans over sixty years. The UJ staff provided a rich background in both theory and practical experience.

UJ Lecturer G (see line 90): *At the University of Johannesburg one of our strong points in the department was that all of us were principals of schools and they themselves had personal*

experiences in managing schools. So in engaging with that study guide the people that delivered the modules here were able to do it from a very practical perspective rather than theoretical. This gave the opportunity for the students or principals in studying the ACE the opportunity of applying what was then explained or taught to them during the contact sessions.

One of the commonalities in the responses was that respondents concurred that the ACESLM would be an appropriate leadership development programme for school principals, deputy principals, heads of department, as well as teaching staff. Both school principals and UJ lecturers emphasised that the acquisition of the ACESLM will facilitate a smooth transition in terms of succession planning of staff in schools. The importance of deputy principals deputising in the absence of the school principal was highlighted by the respondents. The evidence from the data is presented below:

School C (see line 200): *I think they should like the department, it is giving them a chance to go for ACESLM, let it not be the SMT and the deputies only, let everyone enjoy the ACE course so that we can be well equipped even if he is an HOD in his department.*

School C (see line 206): *I think it is good. You (deputy principal) will be resourceful to the principal, you will be helpful to the principal because if the principal is not there, he's the principal. We as principals usually go for conferences, meetings and other educational activities, if the DP is left there in his cocoon, he is exposed to the staff, he might make the wrong decision, but if he is equipped with the ACE course, he will be always alert on how to respond to these questions.*

UJ Lecturer F (see line 150): *That's why we allowed some HOD's and deputy principals on the program as well so that they know when they get into the principals position they do have that background definitely I think but the ACESLM is definitely a prerequisite for principals Yes I would say that the entire SMT must come on board because then you are proactive and they do have that qualification. I think that it must be compulsory for the entire SMT to come on this qualification.*

The Wallace Foundation report on "How Leadership Influences Learning", makes this point that there "are virtually no documented instances of troubled schools being turned without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst" (2008: 1). Respondents in school A and D declare leadership development for all levels of leadership, that is, deputy principals, heads of department as important and crucial for succession planning of staff in schools.

School A (see line 193): *I would also mention one of the key factors, the deputy principals must also come on board, that is very important cause the deputy principal takes the place of the principals when he (principal) is not there And thereafter basically our SMT's and HOD's as well because they are part of the team.*

School D (see line 69 and 101): *Yes the course itself and the contents that's there, is applicable to the day to day functioning of a school and it will help people who are novices to get a footing . . . for first time principals and deputy principals, there is value in this course for them and I think I wouldn't say mandatory, but if a person is feeling left out or feeling inexperienced, then they should opt to do it.*

The acquisition of the ACESLM programme also assisted school principals to broaden their horizons as leaders in their schools, since they are faced with diverse teaching staff and a variety of linguistic groups, contributing to communication barriers among the various stakeholders. Different types of leadership styles and practices have to be implemented to accommodate these changes as reflected in the comments below:

School A (see line 148): *The transformation with new teachers coming from different groups, to see their different styles of teaching, their communication and sometimes break in communication as well, but what was very important was that the ACE course helped me to overcome these by basically understanding the problem and working towards the problem and resolving it.*

The ACESLM closes gaps in school finances, school governance and leadership skills. Other benefits were the two-way communication between the ACESLM participants and the programme delivery staff and the element of public speaking. The ACESLM also improves school principals' leadership skills, although there is a lack of mentoring programmes in place for new and novice principals.

Respondent in school A highlights the advantages of the ACESLM programme:

School A (see line 17): *I would like to mention the ACESLM course was excellent. It helped me tremendously I must say, it closed a lot of gaps. There were gaps in various aspects for example, at school, finance, school governance and leadership where changes have been made. I also acquired the necessary skills and expertise to be able to feel more confident and basically motivate my staff and the community as well.*

School A (see line 108): *The lectures with the ACE leadership and management, to me it was excellent, on every lecture that we had, I must mention the way the lecturers ran the sessions, it was not only a one way communication from the lecturer, but it was a two way session, where we were part and parcel of the discussion, giving feedback and learning from other schools, where they experienced difficulties, we were able to give support and* School B (see line 197): *That's why I say some of us, we became principals without being mentored or anything so you realise with this course and say it will be better for other people to have this ACESLM certificate before they become principals and I'm 100% sure that there will be better principals because they will be fully equipped.*

The External Evaluation Research Report of the Advanced Certificate in Education conducted by Bush et al (2009) and Bush et al (2012) cites amongst others, the following benefits derived by the ACESLM candidates. These benefits are corroborated by the responses of the participants in this research study:

Gains for the ACESLM participants in Bush et.al. 2009 and 2012 research study	Gains from the perspectives of ACESLM participants in this research study
1 Most candidates alluded to managing time more effectively, prioritising tasks better planning, better management practices, improved classroom practice etcetera.	School A lines 144, 145, 109-115, the principal in school A clearly articulated the positive influence/impact of ACESLM on his leadership ability as well as his ability to manage time and the curriculum. School C lines 35-39, the principal regarded the ACESLM as an improvement to his instructional leadership, and thus he was able to improve teaching and learning. School D lines 101 the principal advocated the ACESLM given offered to all staff members from post level one up to principal level, he highlighted the benefits of the modules as pre and post training development for all level of staff in schools.
2. There were areas of improvement in policy	School A line 146, <i>I had the knowledge of some leadership qualities but the ACE truly reinforced me</i>

<p>implementation, improved relationships and enhanced financial management and conflict management.</p>	<p><i>to complete and enforce where I basically forgot to reinforce some of the leadership qualities and School E line 16, the ACE programme has helped me to improve my skills in leadership, management, financial and project management.</i></p>
<p>3. Positive developments encompassed, improved personal attributes boosted confidence, improved self-control and better relationships.</p>	<p><i>School D line 76, the course itself led us to form a group that was not in existence before where we now are acquaintances with people that we didn't know, now that we meet at principals functions and stuff like that we know who we talking to. There was a relationship that came out of this session. I think as with everybody else when we had the opportunity to contribute to discussions to contribute to things that were being done or discussed.</i></p> <p><i>School A line 26 The school has benefitted from the course through my expertise, where we have won a lot of competitions such as E learning, sports and public speaking.</i></p>

Table 5.2 Comparison of the External Evaluation Report of the ACESLM and the current research study

Successful principals will try to be effective despite the challenges that might threaten their positions as leaders and managers of schools.

5.3.7 Challenges facing the UJ lecturers and ACESLM graduates

According to the UJ lecturers who participated in this study, the background of the graduates and the structure and delivery of the ACESLM programme is as follows:

- Since the ACESLM participants hold full time leadership and management positions at schools, they are only available to attend lectures during the general school vacations, that is, April, June/July and September of each year.
- The participants also attend cohort sessions on selected Saturdays in a month at MGLSG.

- The ACESLM lectures are delivered in block mode at UJ, comprising of lecture times for one to two full weeks in April, June/July and September.

The UJ participants of this study pointed out the following as challenges that they experienced in the structure and delivery of the ACESLM programme.

- The intervals between lecture sessions and cohort sessions are significantly long; hence a high level of discontinuity exists. UJ Lecturer G (see line 116) points this out: *what happened here was that we (UJ lecturers) only met them (participants) on block mode and that was two full weeks during school holidays and on two days towards the end as closing session. Oh, my problem here was when it came to tasks that the principals had to do that we had to, we would see them only in April and then only in June so what happens is whatever we discuss in April, by the time it comes to June some of the things are even forgotten. Line 124, I think that's a problem, in terms of delivering, the problem in that there's too much intervals, long intervals before we meet students, before we can engage on some of the tasks that we have undertaken or some of the problems that they experienced.*
- The workload of UJ lecturers does not warrant a change in the block mode, delivery, since they are also involved in other programmes at the University, Lecturer G (see line 121) says this: *I had a serious problem with the structure of that but unfortunately that there were practicing principals, that there was no other way of getting them to classes because our workload was in terms of our University program catered for all the Saturdays so we could not accommodate them.*
- In spite of there being a decrease in the number of assignments submission per modules, the ACESLM graduates had difficulty in honouring time frames. UJ Lecturer F (see line 102) had this comment: *then we as the department sat down and thought the assignments are too many so we decided to make it only two assignments per module, first year and second year. Which actually worked well but still principals are very reluctant to keep to timelines.*
- UJ Lecturer G was of the view that the cohort sessions should become the responsibility of the University so that better co-ordination can be ensured. Lecturer G line (see line136): *But the cohort sessions were not done by UJ lecturers, they were done by Mathew Goniwe. Maybe, co-ordination could have been a little better.*

UJ lecturers and the school principals who were involved in the study agreed that onsite school visits where the ACESLM graduates are based will be beneficial. They proposed a post evaluation be conducted at the end of the programme.

UJ Lecturer G (see line 149): *there's so many principals that need to be developed in terms of professional development that sometimes we don't provide an after service, but however now as I mentioned the new vision is that, the fact that we are now located in Soweto, the fact that we have what is called ELI, the Education Leadership Institute and we also have what is called Principals Network, we now cater for continuous professional development for principals.* The benefits of the ELI and the Principals Network to school leadership are highlighted in an article by Mohlala (2011: 15). These initiatives serve to strengthen school leadership and district office leadership.

Participants agreed that there must be close monitoring, evaluation and support of the ACESLM graduates to enhance the leadership skills and practices of the school principals upon returning to their work sites. From the participants own admission, continuity, feedback, assistance and support is vital to the evaluation of the programme. School B (see line 206): *All that I would like to say is that I would recommend even after that (that is completion of the course), you know there should be some follow ups maybe once a year just to see "are people still on track", if people need to be empowered because it's so important that there is continuity and the feedback either from the student side give us a feedback. How far have you gone now since you have been an ACE student, what have you done, what assistance do you need so that there is this continuity. It should not be, after just getting a certificate then it's over between the lecturers and the students that's what I would like to say.*

In South African schools, tasks for principals involve a multitude of roles and responsibilities, amongst others, the management of the school finances in consultation with the SGB, the management of staff development and physical resources management, managing teaching and learning and student outcomes. The participants in this study state that the management of their time involving leadership and management is crucial. However, the ACESLM programme added pressure on them and this resulted in them not adhering to time frames. This is evident in the responses that follow.

School C (see line 180): *So sometimes we were under pressure, we were pressurised with these assignments. I think time framing must be looked at . . . I am strongly supporting that principals must*

go out of the class, (not teach) if I am here for office work and management and leadership, I can be happy, I enjoy teaching, I enjoy teaching, but I think it is too heavy for me because I run workshops.

School C (see line 215): *I enjoyed this project plan but for me it's the timing. They have given me time let me be honest about it, because they said we started last year when we were first years and then we submitted it this year. It was enough time but for research purposes, one needs a little more time. Looking at the department as well there is a lot of pressure, there due dates . . . there are meetings etcetera.*

Respondents concede that the theory aspects of the ACESLM programme was enriching, but propose that the programme also focus on practical activities/aspects in school governance, such as devising ways of attracting parents to attend SGB meetings. School A (see line 53): *The theory part was really fantastic, but when you look at the practical presentation at the schools, it was in our instance in many of the schools, it was 80% practical because to be on the school governing body, you are chosen by the parents, but because it is not a paid job, parents are a bit reluctant and do not attend many of the meetings, so this is something to look into, the course must be more practical, changes must be made.*

According to the UJ lecturer F, participants accounted challenges when assessment submissions were due. The participants cited various contextual factors such as, the long school vacation during the World Cup 2010 and the labour union strike action which affected teaching and learning as well as staff and learner attendance at schools. UJ Lecturer F (see line 130) noted the portfolio submission posed a huge challenge, as some participants did not follow guidelines when compiling their portfolio of evidence. This affected the assessment component of the ACESLM and the participants' competence at the end of the programme.

An exploration of the ACESLM programme is presented in the next section.

5.4 Analysis of the modules presented for the ACESLM programme at the University of Johannesburg

5.4.1 ACESLM as a professional developmental programme for school principals

5.4.1.1 Introduction and the rationale for the ACESLM programme

The ACESLM programme seeks to provide structured learning opportunities that promote quality education in South African schools through the development of a force of education leaders who apply critical understanding, values, knowledge and skills to school leadership and management within the vision of democratic transformation (DoE 2008: 2-6). The rationale for the development and implementation of the ACESLM programme for school leadership is to: firstly, develop a programme, which provides an early entry criterion to principalship, secondly, provide aspirant principals with a professional qualification, which is career related and lastly, provide a formal professional qualification, which is consistent with the job profile of school principals (DoE 2008)

The following section provides the curriculum content and design of ACESLM programme.

5.4.1.2 The curriculum content and design of the ACESLM programme

The DoE formed the ACESLM programme in collaboration with fourteen universities, the trade unions, the Professional Association of Principals and a number of nongovernmental organisations (Bush 2008: 38). Heystek (2007: 500) regards the ACESLM as a much stricter and more tightly structured programme since the Department of Education determined the content and the learning outcomes of the programme and it is appropriate for principals in the South African context.

The ACESLM is registered on the National Qualification Framework at level SIX with an exit level at Relative Education Qualification Value (REQV) fourteen for all incumbents of the qualification and is currently offered at the University of Johannesburg in partnership with Mathew Goniwe School Leadership and Governance. The twelve modules cover two fundamental, six core and four electives. Table 5.3 below describes the components and module content of the ACESLM programme offered by the University of Johannesburg.

Component	Module Content
Fundamental	Language skills
Fundamental	Computer Literacy
Core	Understanding school leadership and management in the South African context
Core	Managing teaching and learning
Core	Lead and manage people
Core	Manage organisational systems, physical and financial resources
Core	Manage policy, planning, school development and governance
Core	Develop a portfolio to demonstrate school management and leadership competence
Elective	Lead and manage subject areas/learning areas/phase
Elective	Mentor school managers and manage mentoring programmes in schools
Elective	Conduct outcomes assessment
Elective	Moderate assessment

Table 5.3 Components and module content of the South African ACESLM programme

Source: (Bush 2008: 38)

ACESLM is a practice based two year, part time course, which is aimed at providing management and leadership support through a variety of interactive modules and programmes that improve the student practice, professional growth and ethos of leadership in schools.

5.4.1.3 The learning principles of the ACESLM programme

The following learning principles underpin the teaching and assessment of the programme work:

- There is directed and self directed learning in teams and clusters, where site based learning and a variety of learning strategies are employed, that is, lectures, and practice and research portfolios.
- The parallel use of individual and group contexts of learning is encouraged.

- Collaborative learning through interactive group activities, debates and simulations are encouraged.
- Participants engage in problem focused deliberation and debates in group contexts.
- The use of critical reflection on group processes and group effectiveness is encouraged and reporting on personal growth and insights take place.
- Finally, research and experimentation feedback is strengthened.

Source: (DoE 2008)

5.4.1.4 The “cohort” delivery model of the ACESLM programme at the University of Johannesburg

Cohort models are often characterised by their common external features such as a standard size (from ten to twenty-five students) and a common schedule, which clearly defines the structure of delivery of the leadership development programme (Barnett & Muse 1993: 401). A cohort leadership programme can be defined in terms its characteristic of being learning model for adult students. The success of the cohort model is impacted by the degree to which the faculty providing the programme embraces the programme at their university and the extent to which they are effective in working with adult learners (Browne-Ferrigno & Muth 2003: 622).

The ACESLM programme is delivered using the cohort model at UJ. Participants attend cohort sessions at regulated intervals, throughout the two years of the programme. The cohort sessions are interactive, supportive and provide ample learning opportunities for discussion and problem solving in an informal and friendly environment. Browne-Ferrigno and Muth (2003: 630) and Mestry and Singh (2007: 485-486) assert that while the cohort model may seem to some to be too closed or rigid, most cohort students maintain that the structure creates a safe and trusting environment for adult learners.

5.4.1.5 The assessment structure of the ACESLM programme

The assessment strategy includes a variety of options to demonstrate and provide evidence of practice, based on the anticipated outcomes and against the assessment criteria. This includes activities such as case studies, problem-solving assignments, and practice in simulated and real contexts, projects, and written and oral presentations. The assessments are focused on applied competence and include:

- Assignments and examinations, providing evidence of the ability to apply knowledge to practice;
- Oral presentations, observed in context to observe ability to communicate with comprehension;
- Two or more work-based projects to demonstrate the application of the learning and insights from preferably the core modules;
- A portfolio of evidence, which will support all modules, will be compiled.
- There must be evidence of self, peer and tutor assessment, as well as onsite verification of leadership and management competence.
- There must be evidence of a reflective journal and a portfolio of evidence of participants' growth and achievements. This contributes towards the summative assessments of the programme.

Source: Department of Education, South Africa (2008: Course outline for ACESLM)

The rationale for the ACESLM, its content and design, the cohort delivery model, learning principles and assessment component has been discussed in this section. The next section focuses on the limitations encountered during this phase of the investigation.

5.5 Limitations during this phase of the study

Identifying and locating the UJ ACESLM graduates within the greater Johannesburg, Pretoria, East Rand and West Rand areas posed a huge limitation. A large number of graduates had relocated since acquiring promotional positions at other public schools within the Department of Education.

It was essential for the researcher to locate schools that were in the five different quintile rankings according to the National Norms and Standards for School Funding (Education Labour Relations Council, 2003: B52). This allowed the exposure to different ranges of resourcing and provisioning in the different schools, thus enabling a wider sampling of participants who were able to provide rich data.

Due to the long distances travelled by the researcher to conduct the interviews, appointments for the interviews were sometimes delayed, due to other activities such as district visits and parents' visits, which took preference.

Some participants were reluctant to participate in the research study as they felt the research was an invasion of their personal territory/domain. The researcher overcame this limitation by reassuring the participants that their participation was entirely voluntary and their identities would be confidential. The researcher also reassured the respondents that permission was granted by the DoE to conduct this study, hence there would be no violation of any DoE rules, regulations and legislation.

Lastly, the inconvenience of travelling long distances in pursuit of the preferred participants proved a huge monetary strain to the researcher.

5.6 Summary

This chapter focused on the analysis and interpretation of the data collected during the qualitative phase of the investigation. Various themes and sub-themes were discussed with regards to the fundamental factors and conditions that should be present in a leadership development programme to maximise the possibility of sustained improvement in school leadership practice. These themes were thoroughly analysed and interpreted together with the use of literature in order to give the findings credibility. In addition, the ACESLM programme's content, structure and delivery mode was presented.

The seven themes examined were: leading and managing practices; management of stakeholders relations; policies governing education in South Africa; the advancement of teaching and learning; recruitment and appointment of school principals; benefits of ACESLM from the perspective of graduates and the UJ lecturers who present the programme; and, lastly, challenges that faced the ACESLM graduates and the lecturers who design and deliver the programme at UJ.

The first theme, leadership practices and qualities, revealed that different styles of leadership and practice were required to lead and manage schools in the current climate. The respondents claimed that developing their leadership skills, reinforcing latent management skills and also closing gaps in finance management, school governance and project management etcetera were outcomes of the course. In addition, respondents agreed that the ACESLM programme also improved their instructional leadership and empowered them to work collaboratively with all stakeholders. In order to become visionary leaders, the respondents contend that ACESLM programme enabled them to

acquire pertinent leadership and management knowledge and expertise to become transformational leaders.

The building of relationships, networking, twinning and creating partnerships among schools were the sub-themes of the second theme, management of stakeholder relations. The importance and relevance of building networks among staff and different schools was emphasised in this theme. Respondents expressed the view that the cohort delivery mode of the ACELM programme was highly successful.

The third theme, policies governing education in South Africa, emphasised the need for schools to develop and implement policies that are in line with legislation applicable to South African public schools.

The respondents saw the benefits of acquiring the ACESLM programme as it advanced the culture of teaching and learning, which was the fourth theme. Some respondents corroborated their progress by extending their expertise to other schools and working in the principals' forum in their respective districts.

Various viewpoints were outlined in the fifth theme, recruitment and appointment of school principals. Lecturer G lines 171, 177 in the study criticised the Department of Education for the lack of stringent criteria in the appointment process of school principals. The lecturer said that possible reasons for "poor leadership and management" of schools are the flaws in the appointment process of school principals. Respondents also cited the lack of continuous support, guidance and inadequate mentorship programmes as other factors. The absence of monitoring and evaluation follow-up structures post ACESLM certification was also regarded as an incapacitating element for leadership progress in schools.

The next theme addressed the benefits of the ACESLM programme from the perspectives of respondents, which are school principals and the UJ lecturers who participated in the study. This section was followed by the last theme, challenges that respondents and UJ lecturers faced in the design and delivery of the ACESLM programme.

An analysis of the ACESLM programme's rationale, curriculum content, design, delivery model, learning principles and assessment structure was presented to encapsulate the design features of the programme.

The limitations experienced during this data collection phase were explored, followed by the summary of the entire chapter.

The next chapter focuses on the quantitative phase of the study. Two quantitative research instruments are developed and grounded in the both the literature review and the themes that emerged from the qualitative phase of the investigation. The instruments are used to test a larger number of participants and the analysis and interpretation of the data is presented in the next chapter.



CHAPTER SIX

Analysis and interpretation of quantitative data

6.1 Introduction

A mixed methods design was used in this study. The first phase of research comprised the qualitative study, the analysis of which was presented in Chapter Five. The analysis of the qualitative investigation led to the development of two questionnaires, (Appendix 8a and 8b) that were administered in the quantitative phase of the study. The first questionnaire was administered to ACESLM certified school principals and the second questionnaire was administered to colleagues of the ACESLM school principals, namely, deputy principals, heads of departments and teachers who have two or more years working experience with their school principals. The collection, analysis and interpretation of the quantitative data is the focus of this chapter.

In this chapter the following aspects are discussed:

- the research hypotheses
- the role of the researcher in this phase of the study
- the research group
- data collection
- the analysis and discussion of Sections B,C,A of Questionnaires One and Two
- a comparison between data obtained from school principals and “others” in Sections B and C
- the participants biographical details and the return of questionnaires
- the participants responses to the open questions
- factor analysis
- a comparison of the independent variables with the dependent variables by providing an interpretation of the statistical tests involved in this research

The discussion commences with a statement of the research hypothesis.

6.2 Research hypothesis

Borg, Gall and Gall (1993: 195-196), and Bless and Kathuria (2008: 123) emphasise that researchers make the assumption that they discover laws that lead to reliable prediction and control of educational phenomena. They view their task for the discovery of these laws as searching for irregularities in the behaviour of individuals. This research is aided by statistical analysis, which reveals trends in the sample's behaviour. Quantitative researchers believe that such trends or laws are sufficiently strong to have practical value, even though they do not allow for perfect prediction or control.

The researcher began by constructing her hypotheses and proceeds towards proving the hypotheses. The researcher advanced towards collecting data in order to make a judgment about the hypotheses according to Plano Clark and Creswell (2010:217), and Bless and Kathuria (2008: 122). The aim of the hypotheses is to ensure objectivity in the process of data collection and analysis. In this study, a statistical hypothesis was used, which usually postulates the opposite of what the researcher predicts or expects. In this form it is known as a null hypothesis and is usually represented by the symbol **H₀**.

If the researcher thus expects that there will be a statistically significant difference between the mean scores of male and female principals in primary and secondary schools, with respect to the implementation of leadership practices (research hypotheses), then the hypotheses will be stated in the form of null hypotheses. It is the null hypothesis that is tested using statistical techniques. In its null form, the hypotheses will read:

H₀ – there is no statistically significant difference between the mean scores of male and female principals with respect to the implementation of leadership practices.

And the alternate hypotheses will read:

H_a - there is a statistically significant difference between the mean scores of male and female principals with respect to the implementation of leadership practices.

Should it be found that there is a statistically significant difference between the mean scores of male and female principals with respect to implementation of leadership practices, then the null hypotheses (**H₀**) cannot be accepted and hence the alternate hypotheses or research hypotheses (**H_a**) is accepted.

Having stated the research hypotheses, the next section focuses on the role of the researcher to the subjects in this study.

6.3 The role of the researcher in this phase of the study

According to Maree and Pietersen (2007: 145), quantitative research strives for objectivity in the manner that numerical data from a population is used in order to generalise the findings to the phenomena under study. In this investigation, the researcher was only in contact with the principals of the 120 schools as the questionnaires had to be completed individually and were personally handed to them by the researcher. The second questionnaire was constructed for the deputy principals, heads of department and teachers at the respective schools, and the researcher had no contact with these participants. The 120 principals selected the subjects for Q2 according to the criteria of having two or more years of experience working with the ACESLM graduates. A letter which explained the aim of the study and guidelines on how to complete the questionnaires accompanied each of the questionnaires (Appendix 9).

Having determined the role of the researcher, the next section describes the research group and outlines the statistics of the questionnaires distribution and returns.

6.4 The research group

The researcher distributed 120 questionnaires (Q1) to school principals at 120 different schools. The researcher also distributed five questionnaires per school (Q2) for the colleagues of the school principals at the 120 different schools. Q2 was handed, by the principals, to deputy principals, heads of department and post level one educators, (henceforth referred to “others”), who had two or more years of experience working with their principals.

Table 6.1 below presents the statistics on the return of questionnaires.

	Questionnaire One Q1 Principals	Questionnaire Two Q2 Teachers/Heads of Departments/Deputy Principals
Handed out	120	600
Returned Usable	120	486
Percentage Return	100 %	81 %

Table 6.1 Statistics on the questionnaires returns

6.5 Data collection

6.5.1 Description of the two questionnaires

The design of this phase of the empirical investigation was two structured questionnaires, Q1 was administered to principals and Q2 was administered to “others”. Q1 consists of three sections. Section A contains twelve items eliciting the biographical details, as well as respondents’ opinions about certain aspects of the ACESLM programme. Section B consists of twenty leadership practices, which principals rated according to importance, implementation and sustainability. Section C consists of eighteen items, considered as possible factors that hinder or may have hindered the principals from sustaining their leadership practices. In addition, three open questions conclude Section C.

Q2 consists of Section A, which has nine items eliciting the biographical details of respondents, as well as respondents’ opinions about the leadership practices of the principals. Section B consists of twenty leadership practices (as in Q1), which respondents rated according to how they view their principals implementation of leadership practices in school. Section C consists of eighteen items, which consider possible factors that hinder the aspect of sustainability. In addition, one open question concludes this final section.

6.5.2 The administering of the two questionnaires

The researcher hand delivered both questionnaires to the principals of the different schools. The school principal had to complete Q1 and hand Q2 to selected staff, namely, the deputy principals, heads of department and educators, who fit the criteria of working for two or more years with the principal. With regards to the collection of the completed questionnaires, the researcher identified and engaged field workers to collect the completed questionnaires according to the location of the schools. Telephone calls were made on a weekly basis to the field workers ascertaining the progress of the collection of the questionnaires.

The entire distribution and collection of the questionnaires took approximately two and a half months. Various contextual factors, such as, travelling long distances, exorbitant fuel costs, inclement weather and lack of urgency in completing and submitting the questionnaires on the part of some respondents impeded the process. In addition, some principals viewed the distribution, completion and collection of the questionnaires as an infringement of their school time.

6.6 Analysis and discussion of items in section b of the questionnaire (Q1) completed by the principals

6.6.1 Items associated with leadership practices of principals in terms of importance, implementation and sustainability.

Section B of Q1 contains statements reflecting leadership practices undertaken by school principals and it asked them to respond regarding the level of importance to their current task, the extent to which they believed they were able to implement the practices and the extent to which these practices were sustainable in reality. Factor analysis was performed using SPSS 18.0 on each of the twenty questions contained in the importance, implementation and sustainability items separately. The twenty items relating to the importance of the leadership practices will be analysed first.

6.6.1.1 The importance of leadership practices

Table 6.2 provides the descriptive statistics of the twenty items associated with “importance of leadership practices” and is presented below according to the mean scores, standard deviation and in rank order.

Item No.	Description of Items	N	Mean Score	STD. Deviation	Rank Order
B13.1	Importance: Ensure that the school timetable provides for an equitable workload for all educators.	119	4.92	.279	1
B11.1	Importance: Ensure that all staff members are responsible for creating a positive learning climate in school.	119	4.91	.291	2
B10.1	Importance: Adopt an open door policy in managing the school.	119	4.91	.291	3
B17.1	Importance: Develop organisational structures to facilitate the management of school funds.	119	4.90	.329	4
B20.1	Importance: Ensure that my staff executes their duties within the parameters of the Employment of Educator Act.	119	4.88	.349	5
B18.1	Importance: Involve all stakeholders in managing the financial objectives of the school (Finance Committee/School Governing Body/CS/PS Staff).	119	4.88	.324	6
B19.1	Importance: Ensure that the school finance committee is familiar with the legal framework required to formulate the financial school policy.	117	4.88	.351	7
B16.1	Importance: Develop procedures to effectively control the school's resources.	119	4.87	.333	8
B9.1	Importance: Implement measures to ensure the safety of learners.	119	4.86	.375	9
B15.1	Importance: Apply knowledge of the various laws which govern the education system.	119	4.85	.404	10
B14.1	Importance: Mentor staff to achieve better teaching and learning results.	119	4.85	.404	11
B12.1	Importance: Ensure that CS staff familiarises themselves with the relevant prescribed curricula.	119	4.84	.368	12
B7.1	Importance: Form a network of relationships between schools and the district in which my school is situated.	118	4.84	.413	13
B5.1	Importance: Ensure that all stakeholders understand I am responsible for the professional management of the school.	118	4.81	.412	14
B2.1	Importance: Use different leadership strategies to get	119	4.81	.456	15

	the best teaching and learning efforts from my staff.				
B4.1	Importance: Delegate leadership tasks to educators in an equitable manner.	119	4.81	.437	16
B8.1	Importance: Demonstrate that I can resolve conflict among staff.	118	4.80	.463	17
B3.1	Importance: Advance the school's goals by using control mechanisms.	119	4.79	.467	18
B1.1	Importance: Exhibit qualities of an educational leader who is able to maintain a purposeful interaction among the school's stakeholders.	120	4.75	.506	19
B6.1	Importance: Obtain feedback from all stakeholders about my leadership of the school.	118	4.64	.636	20

Table 6: 2 Items associated with the importance of leadership practices

The distribution of the responses pertaining to the importance of the leadership practices is presented in the next section (see Table 6.3). The researcher has chosen items ranked number one, number ten and number twenty in all three categories to facilitate the discussion presented later in the chapter. The rationale for choosing the items number one, number ten and number twenty in all three categories is that the items pertain to crucial leadership qualities and practices, which respondents alluded to in the qualitative phase.

Item No.	Frequency of respondents scoring from 1 – 5					Total	% Selecting 1,2,3	% Selecting 4,5
	1	2	3	4	5			
B13.1	0	0	0	10	109	119	0.0	100
B15.1	0	0	2	14	103	119	1.7	98.3
B6.1	0	0	10	23	85	118	8.5	91.5

Table 6.3 Distribution of responses of principals in respect of the importance of leadership practices

The extent to which principals believe that they are able to implement these leadership practices is presented next.

6.6.1.2 Implementation of leadership practices

Table 6.4 provides the descriptive statistics of the twenty items associated with “implementation of leadership practices” and is presented below according to their mean scores, standard deviation and in rank order.

Item No.	Description of Items	N	Mean Score	STD. Deviation	Rank Order
B17.2	Implementation: Develop organisational structures to facilitate the management of schools funds.	119	4.34	.601	1
B18.2	Implementation: Involve all stakeholders in managing the financial objectives of the school (Finance Committee/School Governing Body/CS/PS Staff).	119	4.31	.607	2
B12.2	Implementation: Ensure that CS staff familiarises themselves with the relevant prescribed curricula.	119	4.27	.516	3
B1.2	Implementation: Exhibit qualities of an educational leader who is able to maintain a purposeful interaction among the schools stakeholders.	120	4.25	.583	4
B19.2	Implementation: Ensure that the school finance committee is familiar with the legal framework required to formulate the financial school policy.	118	4.25	.739	5
B11.2	Implementation: Ensure that all staff members are responsible for creating a positive learning climate in the school.	119	4.24	.536	6
B13.2	Implementation: Ensure that the school timetable provides for an equitable workload for all educators.	119	4.24	.520	7
B2.2	Implementation: Use different leadership strategies to get the best teaching and learning efforts from my staff.	119	4.24	.578	8
B10.2	Implementation: Adopt an open door policy in managing the school.	119	4.23	.528	9
B16.2	Implementation: Develop procedures to effectively control the school's resources.	119	4.23	.559	10
B20.2	Implementation: Ensure that my staff executes their duties within the parameters of the Employment of Educator Act.	119	4.20	.605	11
B9.2	Implementation: Implement measures to ensure the safety of learners.	119	4.20	.530	12
B15.2	Implementation: Apply knowledge of the various laws which govern the education system.	119	4.18	.577	13
B14.2	Implementation: Mentor staff to achieve better teaching and learning results.	119	4.15	.591	14

B3.2	Implementation: Advance the school's goals by using control mechanisms.	119	4.14	.557	15
B4.2	Implementation: Delegate leadership tasks to educators in an equitable manner.	119	4.13	.545	16
B5.2	Implementation: Ensure that all stakeholders understand that I am responsible for the professional management of the school.	118	4.12	.572	17
B7.2	Implementation: Form a network of relationships between schools and the district in which my school is situated.	118	4.09	.599	18
B8.2	Implementation: Demonstrate that I can resolve conflict among staff.	118	4.07	.595	19
B6.2	Implementation: Obtain feedback from all stakeholders about my leadership of the school.	118	3.99	.686	20

Table 6:4 Items associated with the implementation of leadership practices

The distribution of the responses pertaining to the “implementation of the leadership practices” is presented in the table below.

Item No.	Frequency of respondents scoring from 1 – 5					Total	% Selecting 1,2,3	% Selecting 4,5
	1	2	3	4	5			
B17.2	0	0	8	63	48	119	2.2	97.8
B16.2	0	0	3	82	34	119	7.7	92.3
B6.2	0	3	19	72	24	118	18.6	81.4

Table 6.5 Distribution of responses of principals in respect of their implementation of leadership practices

The extent to which principals believe that they are able to sustain these leadership practices is presented next.

6.6.1.3 Sustainability of leadership practices

Table 6.6 provides the descriptive statistics of the twenty items associated with “sustainability of leadership practices”. These items are presented below according to their mean scores, standard deviation and in rank order.

Item No.	Description of Items	N	Mean Score	STD. Deviation	Rank Order
B17.3	Sustainability: Develop organisational structures to facilitate the management of school funds.	119	4.25	.667	1
B18.3	Sustainability: Involve all stakeholders in managing the financial objectives of the school (Finance Committee/School Governing Body/CS/PS Staff).	119	4.24	.637	2
B10.3	Sustainability: Adopt an open door policy in managing the school.	118	4.22	.509	3
B1.3	Sustainability: Exhibit qualities of an educational leader who is able to maintain a purposeful interaction among the school's stakeholders.	120	4.20	.588	4
B16.3	Sustainability: Develop procedures to effectively control the school's resources.	119	4.18	.610	5
B12.3	Sustainability: Ensure that CS staff familiarises themselves with the relevant prescribed curricula.	119	4.18	.498	6
B2.3	Sustainability: Use different leadership strategies to get the best teaching and learning efforts from my staff.	119	4.14	.601	7
B20.3	Sustainability: Ensure that my staff executes their duties within the parameters of the Employment of Educator Act.	119	4.14	.628	8
B13.3	Sustainability: Ensure that the school timetable provides for an equitable workload for all educators.	119	4.14	.628	9
B9.3	Sustainability: Implement measures to ensure the safety of learners.	118	4.12	.629	10
B19.3	Sustainability: Ensure that the school finance committee is familiar with the legal framework required to formulate the financial school policy.	118	4.10	.659	11
B14.3	Sustainability: Mentor staff to achieve better teaching and learning results.	119	4.10	.602	12
B15.3	Sustainability: Apply knowledge of the various laws which govern the education system.	119	4.10	.616	13
B4.3	Sustainability: Delegate leadership tasks to educators in an equitable manner.	119	4.08	.605	14
B11.3	Sustainability: Ensure that all staff members are responsible for creating a positive learning climate in the school.	118	4.06	.631	15
B5.3	Sustainability: Ensure that all stakeholders understand that I am responsible for the professional management of the school.	118	4.03	.653	16

B3.3	Sustainability: Advance the school's goals by using control mechanisms.	119	4.03	.610	17
B7.3	Sustainability: Form a network of relationships between schools and the district in which my school is situated.	118	4.03	.673	18
B8.3	Sustainability: Demonstrate that I can resolve conflict among staff.	118	4.02	.679	19
B6.3	Sustainability: Obtain feedback from all stakeholders about my leadership of the school.	118	3.91	.692	20

Table 6:6 Items associated with the sustainability of leadership practices

The distribution of the responses pertaining to “the sustainability of the leadership practices” is presented in the table below.

Item No.	Frequency of respondents scoring from 1 – 5					Total	% Selecting 1,2,3	% Selecting 4,5
	1	2	3	4	5			
B17.3	0	2	9	65	43	119	9.3	90.7
B9.3	0	2	11	76	29	118	11.0	89.0
B6.3	0	2	28	67	21	118	25.4	74.6

Table 6.7 Distribution of responses of principals in respect of sustainability of leadership practices

6.6.1.4 Discussion of selected items from the questionnaire relating to leadership practices in areas of importance, implementation and sustainability

Statements in the Questionnaire are formulated in such a way that the respondents, namely principals, could indicate firstly, the level of importance of the leadership practice to their current task as a principal, secondly, the extent to which they believe they were able to implement the leadership task, and lastly, the extent to which they believe that they were able to sustain the leadership practice. For example,

Exhibit qualities of an educational leader who is able to maintain a purposeful interaction among the school's stakeholders.

<u>Importance</u>	<u>Implementation</u>	<u>Sustainability</u>
Answer all the questions by using the interval scale provided where: 1 = Not important at all 2 = Slightly important 3 = Moderately important 4 = Important 5 = Very Important	Answer all the questions by using the interval scale provided where: 1= To no extent 2= To a small extent 3= To a moderate extent 4=To a large extent 5= To a very large extent	Answer all the questions by using the interval scale provided where: 1= To no extent 2= To a small extent 3= To a moderate extent 4= To a large extent 5= To a very large extent

Table 6.8: Likert 5 point scale. Respondents had to indicate their responses using the following scale.

A discussion of selected items using relevant data extracted from the tables in the three categories, namely, importance, implementation and sustainability is examined next. For the purposes of this study, items in rank order one, ten and twenty are used to facilitate discussion in the three categories, namely, importance, implementation and sustainability of leadership practices.

Question B 13.1 **Importance:** Ensure that the school timetable provides for an equitable workload for all educators.

Mean Score:	4.92
Rank Order:	1
Percentage of respondents selecting four and five:	100

The data indicates that this item was ranked first and the mean score of 4.92 shows that the respondents regard this item on the level of importance, as very important. For schools to function optimally, it is essential for all school principals to have in place a time table, which provides for an equitable workload for all educators. Providing an equitable workload for all educators enables principals to monitor and evaluate the progress of staff members in the advancement of teaching and learning, which is one of the core functions of schools. Failure in executing this leadership

practice will result in dissatisfaction among staff members, affecting teaching and learning and the overall productivity of staff.

Question B 15.1 **Importance:** Apply knowledge of the various laws which govern the education system.

Mean Score: 4.85

Rank Order: 10

Percentage of respondents selecting four and five: 98.3

The data reveals that a very large percentage of respondents (98.3%) are of the perception that applying the various laws that govern the education system is very important. This item was ranked tenth and the mean score of 4.85 indicates that the respondents acknowledge that there is merit in school principals adhering to laws that govern education in South Africa. South African education is governed by many laws and policies that facilitate the effective management of education. For example, school managers in the execution of their duties, must adhere to the terms and conditions set out in the Personnel Administration Measures (PAM) document. This document gives direction to teaching and management workloads, duties and responsibilities of teaching and managing staff, their hours of duty etcetera. School principals are responsible for developing various policies to facilitate the smooth running of the school. Some of the policies in this regard are the financial school policy, the admission policy, the school's code of conduct, the language of teaching and learning policy (LOLT) etcetera. The qualitative data in this mixed methods study confirms the importance of school principals adhering to law and policy governing education (see 5.3.3).

Item B6, "obtain feedback from all stakeholders about my leadership of the school", was ranked number twenty in all three categories, this item is discussed collectively.

Question B 6.1 **Importance:** Obtain feedback from all stakeholders about my leadership of the school.

Mean Score: 4.64

Rank Order: 20

Percentage of respondents selecting four and five: 91.5

Question B 6.2 **Implementation:** Obtain feedback from all stakeholders about my leadership of the school.

Mean Score: 3.99

Rank Order: 20

Percentage of respondents selecting four and five: 81.4

Question B 6.3 **Sustainability:** Obtain feedback from all stakeholders about my leadership of the school.

Mean Score: 3.91

Rank Order: 20

Percentage of respondents selecting four and five: 74.6

A large percentage of respondents (91.5% – importance, 81.4% – implementation, 74.6% – sustainability) agree that it is important to a very large extent to obtain feedback about their leadership from all stakeholders. In addition, this item was ranked twentieth with a mean score of 4.64 in the importance category, ranked twenty with a mean score of 4.23 in the implementation category and ranked twenty with a mean score of 3.91 in the sustainability category. Although there is a decline in the mean scores from the first, through the second and to the third category; and a decline in the percentage of respondents that selected four and five, the researcher notes that it was easier for the respondents to rate an item as important than it was to rate an item in terms of implementation or sustainability. Furthermore there is an assumption from the viewpoint of the researcher that the respondents, who are all ACESLM graduates, may view feedback from stakeholders as judgemental. The researcher assumes that an over inflated self esteem on the part of the respondents could have led to them having rated this item as number twenty in all three categories.

Since item B17 “develop organisational structures to facilitate the management of school funds” was ranked number one in both implementation and sustainability category, the discussion that follows encompasses both categories.

Question B 17.2 **Implementation:** Develop organisational structures to facilitate the management of school funds.

Mean Score: 4.34
Rank Order: 1
Percentage of respondents selecting 4 and 5: 97.8

Question B 17.3 **Sustainability:** Develop organisational structures to facilitate the management of school funds.

Mean Score: 4.25
Rank Order: 1
Percentage of respondents selecting four and five: 90.7

In the implementation and sustainability category, item seventeen “develop organisational structures to facilitate the management of school funds” was ranked first in both categories, 97.8% of the respondents ranked this item in the implementation category and 90.7% of the respondents ranked this item in the sustainability category. The mean score of 4.34 in the implementation category and 4.25 in the sustainability category indicate that respondents agree that they are able to implement, to a very large extent, organisational structures to facilitate the management of school funds in their schools. Hoadley and Ward (2009:4) identify financial management as one of three areas in which South African principals have little knowledge. They further assert that this limited knowledge is exacerbated by the different dynamics in schools. The dynamics may refer to changes in curriculum, diverse learner population, increased workloads and learner-teacher ratio. The researcher accepts that the ACESLM certification has indeed capacitated the respondents in the area of school finances, since the respondents agree to a very large extent that they are able to utilise organisational structures to facilitate the management of school funds and also implement the leadership practice. This is also evident in the qualitative data analysis explored in the first phase of the mixed method study (see 5.3.6).

Question B 16.2 **Implementation:** Develop procedures to effectively control the school’s resources.

Mean Score: 4.23
Rank Order: 10

Percentage of respondents selecting four and five: 92.3

This item was ranked number ten with a mean score of 4.23. Of the respondents, 92.3% agreed to a very large extent that they are able to develop and implement procedures to effectively control their school's resources. One of the important functions that school principals are accountable for is the management of school's resources so that teaching and learning is constantly improved.

Question B 9.3 **Sustainability**: Implement measures to ensure the safety of learners.

Mean Score: 4.12

Rank Order: 10

Percentage of respondents selecting four and five: 89.0

In the sustainability category, item nine, with a mean score of 4.12, and 89.0% of respondents selecting four and five, indicated that they are able to sustain measures to ensure the safety of learners in their schools. As the lead head of schools, principals must ensure the safety of learners at all times. In view of the recent increase in student violence in schools, this leadership task or practice cannot be underestimated. The advancement in technology, such as cell phones, ipads, iphones, and video equipment pose new threats to learners in schools. The recent "school boy murder video- taped" article which explicitly details a murder, increases the demand on principals to have stringent measures in place to address such defiant and rebellious behaviour on the part of learners (Masombuka, 2012:6).

6.7 Analysis and discussion of items in section b of the questionnaires completed by "others" (teachers, heads of department, deputy principals)

6.7.1 Items associated with the principals' implementation of leadership practices as perceived by "others"

Table 6.9 below presents the twenty items associated with "implementation of leadership practices" according to their mean scores, standard deviation and in rank order.

Item No.	Description of Items	N	Mean Score	STD. Deviation	Rank Order
B11	Ensure that all staff members are responsible for creating positive learning climate in the school.	484	3.98	.896	1

B20	Ensure that my staff executes their duties within the parameters of the Employment of Educator Act.	477	3.97	.876	2
B17	Develop organisational structures to facilitate the management of schools funds.	484	3.96	.910	3
B12	Ensure that CS staff familiarises themselves with the relevant prescribed curriculum.	484	3.95	.815	4
B9	Implement measures to ensure the safety of learners.	483	3.94	.906	5
B15	Apply knowledge of the various laws which govern the education system.	482	3.93	.879	6
B14	Mentor staff to achieve better teaching and learning results.	484	3.93	.913	7
B13	Ensure that the school timetable provides for an equitable workload for all educators.	484	3.91	.872	8
B7	Form a network of relationships between schools and the district in which my school is situated.	484	3.91	.869	9
B19	Ensure that the school finance committee is familiar with the legal framework required to formulate the financial school policy.	478	3.91	.891	10
B10	Adopt an open door policy in managing the school.	482	3.90	.905	11
B16	Develop procedures to effectively control the school's resources.	484	3.89	.882	12
B4	Delegate leadership tasks to educators in an equitable manner.	483	3.88	.882	13
B18	Involve all stakeholders in managing the financial objectives of the school (Finance Committee/School Governing Body/CS/PS Staff).	468	3.85	.886	14
B5	Ensure that all stakeholders understand that I am responsible for the professional management of the school.	483	3.83	.880	15
B3	Advance the school's goals by using control mechanisms.	482	3.83	.857	16
B1	Is able to maintain a purposeful interaction among the school's stakeholders.	481	3.83	.737	17
B8	Demonstrate that I can resolve conflict among staff.	482	3.79	.939	18
B6	Obtain feedback from all stakeholders about my leadership of the school.	482	3.76	.905	19
B2	Use different leadership strategies to get the best teaching and learning efforts from my staff.	484	3.72	.838	20

Table 6.9 Items associated with implementation of leadership practices presented according to their mean scores, standard deviation and in rank order

For the purposes of this study, items in rank order one, ten and twenty have been selected to facilitate discussion in the implementation category. Table 6.10 presents the distribution of responses in items ranked one, ten and twenty.

Item No.	Frequency of respondents scoring from 1 – 5					Total	% Selecting 1,2,3	% Selecting 4,5
	1	2	3	4	5			
B11	5	22	104	202	151	484	27.0	73.0
B19	3	22	108	215	126	478	28.3	70.2
B2	7	25	139	238	75	484	35.3	64.7

Table 6.10 Distribution of responses of “others” in respect of the principals’ implementation of leadership practice in their schools

6.7.1.1 Discussion of selected items from the questionnaire relating to implementation as perceived by “others”

Questions were formulated in such a way that the respondents, namely deputy principals, heads of department and teachers could indicate the extent to which they believe their principals are able to implement the leadership practices/tasks/and or actions. For example,

Exhibit qualities of an educational leader who is able to maintain a purposeful interaction among the school’s stakeholders.

Respondents to indicate their responses using the following scale.

To no extent	1	2	3	4	5	To a very large extent
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A discussion of selected items using relevant data extracted from the tables in the category of implementation of leadership practices from the perspectives of “others” is examined next. For the purposes of this study, items in rank order 1, 10 and 20 have been selected to facilitate discussion in this section.

Question B 11 **Implementation:** Ensure that all staff members are responsible for creating a positive learning climate in school.

Mean Score: 3.98

Rank Order: 1

% Respondents selecting four and five: 73.0

Question B 19 **Implementation:** Ensure that the school finance committee is familiar with the legal framework required to formulate the financial school policy.

Mean Score: 3.91

Rank Order: 10

% Respondents selecting four and five: 70.2

In the implementation category for “others”, item eleven in rank order one, data shows that 73.0% of respondents agree to a large extent, that their principals ensure that all staff members are responsible for creating a positive learning climate in school. The mean score of 3.98 also shows agreement to a large extent. Item nineteen in rank order ten, data shows that 70.2 % of respondents agree to a large extent, that their principals ensure that the school finance committee is familiar with the legal framework required to formulate the financial school policy. Mean score of 3.91 also shows agreement to a large extent.

Respondents, namely principals in the implementation category in Q1 ranked organisational structures to facilitate the management of school funds and development of procedures to control school’s resources as items one and two respectively. There was a preference on the part of “others” to corroborate the item addressing school finances as item nineteen in Q2, which dealt with legal framework required to formulate financial school policy, which is pertinent to school finances.

The assumption on the part of the researcher is that both principals and “others” view leadership practices incorporating the legal framework in education and school finances as integral components in schools.

Question B 2 **Implementation:** Use different leadership strategies to get the best teaching and learning efforts from my staff.

Mean Score:	3.72
Rank Order:	20
% Respondents selecting 4 and 5:	64.7

The data reveals that this item, with a mean score of 3.72 and 64.7% of respondents, agree to a moderate and large extent that their principals use different leadership strategies to get the best learning efforts from their staff. This item was ranked twenty. The largest number of respondents (N=354 – “others”) are post level-one educators. The school management teams (SMT, heads of department and deputy principals) count (N=132) was significantly smaller, hence, post level-one’s exposure to principal’s leadership strategies can be considered to be limited, as heads of department and deputy principals (and not principals) liaise more frequently with post level-one educators.

6.8 Analysis and discussion of items in Section C of the questionnaires completed by principals (factors that hindered or promoted the principal’s ability to implement and sustain the leadership practices)

6.8.1 Items associated with factors that may have hindered or compromised the principals’ ability to implement and sustain leadership practices in schools.

Table 6.11 below presents items that hindered or compromised the principals from implementing and sustaining their leadership practices.

Item No.	Description of Items	N	Mean Score	STD. Deviation	Rank Order
C22	Staff’s affiliation to teacher union.	120	3.42	1.104	1
C35	Challenges in the appointment process of staff.	119	3.37	1.340	2
C31	Presence of an abundance of administrative work (paper work).	118	3.16	1.525	3
C33	Support from the District Office.	118	3.04	1.290	4
C34	Recruitment of unsuitable staff.	119	3.04	1.291	5
C21	Staff’s resistance to change.	120	2.75	1.374	6

C36	Inadequate infrastructure in the school.	119	2.56	1.344	7
C27	Unsatisfactory working relationships among staff.	119	2.27	1.155	8
C28	Insubordination of staff members.	119	2.25	1.173	9
C23	Staff's lack of commitment to the school's mission.	120	2.24	1.123	10
C37	Absence of a common vision between the SGB and the School Management Team.	119	2.15	1.147	11
C24	Insufficient support from the school management team.	120	2.13	1.134	12
C38	Ineffective principal's networking committee in the area (cluster of schools).	117	2.01	1.063	13
C25	Ineffective mentoring programmes in place.	120	2.01	1.008	14
C26	Inadequate support from the staff members.	120	1.95	1.003	15
C32	Inappropriate use of your leadership style to suit the situation or context.	119	1.87	1.033	16
C29	An absence of assertive action from you as the school principal.	119	1.78	1.075	17
C30	Ineffective communication between you as the principal and your staff members.	117	1.76	.997	18

Table 6.11 Items that may have hindered or compromised the principals from implementing and sustaining leadership practices.

For the purposes of this study, items in rank order one, ten and twenty have been selected to facilitate discussion in the factors that may have hindered or compromised category. Only items that were ranked one, ten and twenty in the distribution of responses are presented in table 6.12. The discussion of the items follows.

Item No.	Frequency of respondents scoring from 1 – 5					Total	% Selecting 1,2,3	% Selecting 4,5
	1	2	3	4	5			
C22	9	13	35	45	18	120	47.5	52.5
C23	41	27	39	8	5	120	89.2	10.8
C30	61	34	14	5	3	117	93.2	6.8

Table 6.12 Distribution of responses of principals in respect of possible factors that may have hindered them from sustaining leadership practices

6.8.1.1 Discussion of selected items from the questionnaire relating to leadership practices in area of implementation and sustainability by principals

Statements in the questionnaire were formulated in such a way that the respondents, namely principals, could indicate the extent to which they believe their leadership practices are compromised/hindered by these factors. For example,

Unsatisfactory working relationships among staff

Respondents indicated their responses using the following scale.

To no extent	1	2	3	4	5	To a very large extent
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Question C 22 **Factor:** Staff's affiliation to teacher union.

Mean Score: 3.42

Rank Order: 1

% Respondents selecting four and five: 52.5

Question C 23 **Factor:** Staff's lack of commitment to the school's mission.

Mean Score: 2.24

Rank Order: 10

% Respondents selecting four and five: 10.8

In item C22, rank order one, the data reveals a mean score of 3.42, which indicates a moderate extent of agreement with the item. However, the 52.5 % of respondents agree to a large and very large extent with the statement indicating that union membership does indeed present them with some problems regarding leadership practices. A more critical analysis of the 52.5% who agree could indicate which particular union these principals belonged to as belonging to the same union as the teachers could inhibit an honest answer. It could also indicate a weakness on the part of the

principal and this could further inhibit an honest response as it would reflect poorly on their leadership practices. Item C23, rank order ten, with a mean score of 2.24 shows little to moderate extent of agreement with the item. However, only 10.8 % of the respondents agree, to a large or very large extent, with the factor hindering or compromising the implementing and sustaining of leadership practices by themselves. By contrast, 89.2% of respondents agree to a little extent with the factor compromising or hindering the implementing and sustaining of leadership practices.

Question C 30 **Factor:** Ineffective communication between you as the principal, and your staff members.

Mean Score: 1.76

Rank Order: 18

% Respondents selecting 4 and 5: 6.8

6.8 % of respondents agree to a large and very large extent that ineffective communication between the principal and the staff is a factor that hinders or compromises their ability to implement and sustain leadership practices. By contrast, 93.2 % of respondents perceive their communication to be very effective. This is further confirmed by the mean score of 1.76, which shows no agreement, or agreement to a small extent with the item. This corroborates the above findings that principals' believe that they are good leaders. Principals are unlikely to criticise their own leadership practices!

6.8.2 Discussion of three “open questions”

Section C of Q1 for principals compromised three open questions. The first question deals with the ACESLM's most effective features, the second question elicits responses about the least effective features of the ACESLM and the last question asks about any other factor/s that may compromise or prevent principals from implementing and sustaining leadership practices. The response to each of the questions is presented in Table 6.13.

ITEM	DESCRIPTION OF RESPONSE – This is a summary of the responses.
What are the ACESLM's MOST effective features?	<i>ACEML is an excellent programme for principals, the modules were well-structured. The entire programme was useful to us as principals. Unpacking the core key areas of leading and</i>

	<p><i>managing schools to gain insight into how the various systems interact with each other. Practice-based programme. Encourages group work among participants. All modules are highly informative.</i></p>
	<p><i>Financial Management, Law and Policy. Policy making. Management of teaching and learning, financial leadership.</i></p>
	<p><i>Leadership and management, leadership styles, leadership skills conveying information to change the face of schools, leadership and monitoring of progress of learners. Leadership of schools achieving better teaching and learning results. Delegation of duties was empowering to us.</i></p>
	<p><i>Leading and managing people, conveying information. Lead and manage resources. Manage control systems in schools. Involvement of the School Governing body in school matters.</i></p>
	<p><i>Managing teaching and learning- manage HOD's and the learners' progress in schools. Drawing up of departmental plans and how to follow policy. Improved my planning in school.</i></p>
<p>What are the ACESLM's LEAST effective features?</p>	<p><i>Participants attending cohorts and lectures during the school holidays.</i></p>
	<p><i>Long breaks during the cohort session delivery.</i></p>
	<p><i>No follow-up assistance/support for graduates in their workplaces, no monitoring and evaluation of programme, once graduates return to workplaces.</i></p>
	<p><i>Poorly equipped facilitators for the cohort sessions. They did not have sufficient knowledge of content to facilitate sessions.</i></p>
	<p><i>The constant changing of facilitators, no consistency in delivery.</i></p>
	<p><i>E- Learning, maths and technology – participants have limited knowledge in these areas.</i></p>
	<p><i>The programme must include module on teaching and managing diverse cultures in schools.</i></p>
	<p><i>Inability to influence policy and legislation in education, sometimes too rigid and not user friendly.</i></p>

Any other factors	<i>Limited District Office support, unavailable at most times.</i>
	<i>Limited Head Office support.</i>
	<i>Inadequate financial resources due to incorrect quintile ranking</i>
	<i>Aggressive teacher behaviour</i>
	<i>SGB chairperson alliance with teachers creates staffing recruitment challenges</i>
	<i>A difference between SMT and SGB following protocol, principal is “caught in the middle”.</i>

Table 6.13 Responses to section C - three open questions

The responses arising from the open questions reveal that the respondents attach great value, relevance and importance to the content of the ACESLM and regard it as an appropriate programme for leadership development in schools. Respondents identify the lack of DoE support as a debilitating factor for the programme.

The next section examines the analysis and discussion of items in Section C of the questionnaires, which were completed by “Others”.

6.9 Analysis and discussion of items in section c of the questionnaires completed by “others”, that is deputy principals, heads of department and educators

6.9.1 Items that hindered or compromised the principals from implementing and sustaining the leadership practices perceived by “others”

Table 6.14 presents items that may have hindered or compromised the principals from implementing and sustaining the leadership practices as perceived by “others”

Item No.	Description of Items	N	Mean Score	STD. Deviation	Rank Order
C22	Staff's affiliation to teacher unions.	479	3.27	1.174	1
C31	Presence of an abundance of administrative work (paper work).	476	3.03	1.238	2
C33	Support from the District Office.	479	2.97	1.151	3
C21	Staff's resistance to change.	480	2.93	1.147	4
C32	Inappropriate use of leadership style on part of the principal.	479	2.84	1.215	5

C23	Staff's lack of commitment to the school's mission.	478	2.82	1.170	6
C35	Challenges in the appointment process of staff.	477	2.80	1.139	7
C25	Ineffective mentoring programmes in place.	481	2.78	1.166	8
C26	Inadequate support from the staff members.	479	2.78	1.170	9
C29	Absence of assertive action on the part of the principal.	477	2.75	1.178	10
C30	Ineffective communication between the principal and the staff members.	475	2.73	1.172	11
C36	Inadequate infrastructure in the school.	479	2.72	1.133	12
C24	Insufficient support from the school management team.	480	2.72	1.148	13
C37	Absence of a common vision between the SGB and the School Management Team.	479	2.72	1.140	14
C27	Unsatisfactory working relationships among staff.	479	2.65	1.138	15
C28	Insubordination of staff members.	473	2.62	1.153	16
C38	Ineffective principal's networking committee in the area (cluster of schools).	477	2.62	1.205	17
C34	Recruitment of unsuitable staff.	478	2.56	1.108	18

Table 6.14 Items that may have hindered or compromised principals from implementing and sustaining leadership practices as perceived by “others”

For the purposes of this study, items in rank order one, ten and twenty facilitate the discussion of “items that may have hindered or compromised” category from the perspectives of “others”. Only items that were ranked one, ten and twenty in the distribution of responses are presented in Table 6.15. The discussion of the items follows.

Item No.	Frequency of respondents scoring from 1 – 5					Total	% Selecting 1,2,3	% Selecting 4,5
	1	2	3	4	5			
C22	55	47	161	146	70	479	54.9	45.1
C29	82	126	134	101	34	477	71.7	28.3
C34	106	110	168	77	17	478	80.3	19.7

Table 6.15 Distribution of responses of “others” in respect of possible factors that may have hindered their principals from implementing leadership practices in their schools

6.9.1.1 Discussion of selected items in Section C relating to implementation as perceived by “others”

Statements in the questionnaire were formulated in such a way that the respondents, namely deputy principals, heads of department and post level one educators could indicate the extent to which they believe their principal’s leadership practices are compromised/hindered by these factors. For example,

Unsatisfactory working relationships among staff

Respondents indicated their responses using the following scale.

To no extent	1	2	3	4	5	To a very large extent
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Question C 22 **Factor:** Staff’s affiliation to teacher union.

Mean Score: 3.27

Rank Order: 1

% Respondents selecting four and five: 45.1

The data reveals that only 45.1 % of the respondents agree to a large or very large extent that their principals’ leadership practices are hindered or compromised by the staff’s affiliation to teacher unions. The mean score of 3.27 indicates moderate agreement and 54.9% of the respondents view this item to no extent or as small an extent as possible as a hindering or compromising factor affecting leadership practices of their principals. The researcher is of the assumption that the affiliation itself does not pose as a factor, but rather, it is the activities of the union during learner contact time that poses a possible factor.

Question C 29 **Factor:** Absence of assertive action on the part of the principal.

Mean Score: 2.75

Rank Order: 10

% Respondents selecting four and five: 28.3

The data shows that 28.3% of the respondents (total N=486) note an absence of assertive action on the part of their principals. This item was ranked number ten with mean score of 2.75, which indicates a moderate agreement. It is possible that the words “assertive action” were not specific enough in order to elicit accurate response. The term “assertive action” could include too many possible actions, such as not implementing departmental mandates, or not holding teachers accountable for poor learner results.

Question C 34 **Factor:** Recruitment of unsuitable staff.

Mean Score: 2.56

Rank Order: 18

% Respondents selecting four and five: 19.7

The data indicates the item’s mean score of 2.56 as moderate agreement with the item. The item was ranked eighteenth, and 19.7 % of the respondents indicated a large and very large extent of agreement with the factor. From the perspectives of the ‘others’ (80.3%), principals leadership practices are to no extent, or a small extent hindered or compromised by this factor.

6.9.1.2 Discussion of one open question

Section C of the questionnaire for “others” compromised one open question, which invites a response as to the other factor/s that may have compromised or prevented the respondents’ principals from implementing and sustaining the leadership practices. The responses to the question are presented in Table 6.16 below.

ITEM	DESCRIPTION OF RESPONSES- This is a summary of the responses.
List any other factor/s that may have compromised or prevented the principal’s ability to implement	<p><i>School infra-structure</i></p> <p><i>Poor infra-structure in some schools, no staffroom, no school hall, no paving, not enough space for both learners and school staff.</i></p> <p><i>Overcrowding of classrooms.</i></p> <p><i>School funding</i></p> <p><i>Incorrect quintile ranking from the GDE, school does not receive proper financial assistance from the GDE. Incorrect funding restricts</i></p>

and sustain his/her leadership practices.	<i>the budget of the school, affecting school provisioning.</i>
	<i>Management and leadership style of principals</i> <i>The management style of the principal – principal is a “power freak” principal is sometimes scared of teachers, who are aggressive towards him. There are lots of union members in our school. Our principal practices favouritism with some staff, he has personal relationships with the staff. Our principal is biased towards some staff. His instructional leadership needs improvement. He deliberately leaves out some staff members in decisions that affect everyone.</i>
	<i>Administrative Work</i> <i>The principal has too much paperwork from the district office and head office. His workload is sometimes more than the teachers.</i> <i>The workload given to the principal is unrealistically high.</i>
	<i>Mentoring of principals</i> <i>Our principal is a new appointment; he must still learn how to do his job. Time management is not good. He must learn to communicate with all the staff.</i>

Table 6.16 “Others” responses to section C – one open question

The responses seem, on the whole, to be honest and forthright and they suggest “problems/challenges” that influence the principal’s ability to implement leadership practices. These problems are issues that need to be addressed in some way (they range from political issues to poor selection of the correct leader). Some perceptions are very impassioned and they vary greatly. Self-interest plays a bigger part than one thinks it does and, respondents may have hidden their true feelings because they may perceive it would be against their own interest to reveal information in an open and honest way.

The analysis and discussion of items in section A of the principals’ questionnaire is presented in the next section.

6.10 Analysis and discussion of items in Section A of the questionnaires completed by principals

6.10.1 Biographical details of principals

The following biographical details are represented in the form of graphs, tables and histograms to highlight how representative the sample in this study is and it provides the descriptive information of the sampled respondents.

6.10.1.1 Gender of respondents

Gender	Frequency	Percentage
Male	82	68.3
Female	32	31.7
Total	120	100

Table 6:17 Gender of respondents

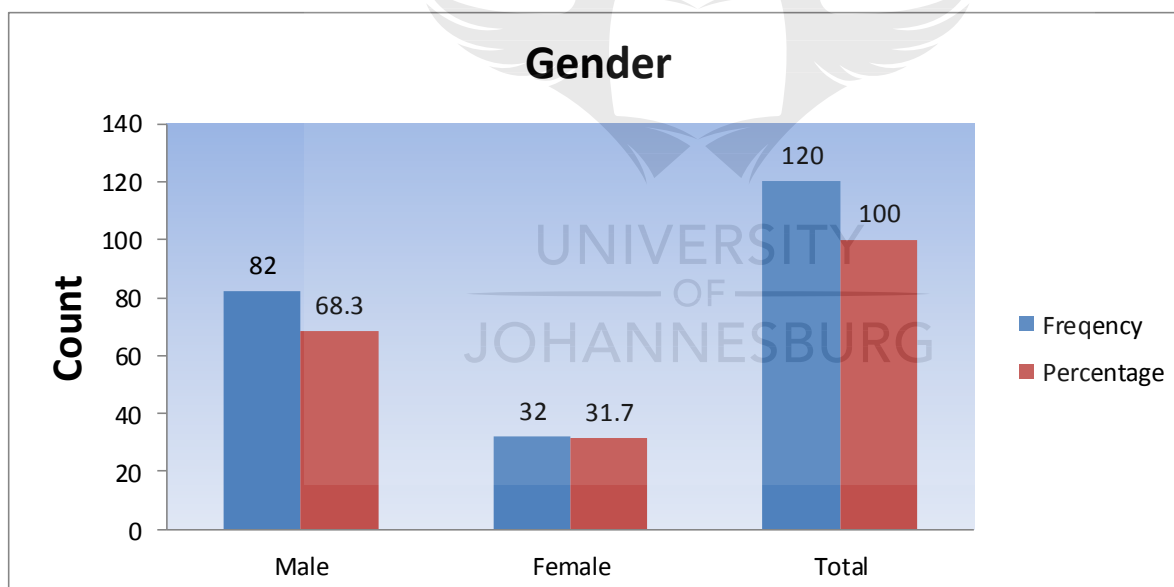


Figure 6.1 Gender of participants

This sample representation shows that most of the participants surveyed were males (68.3%) while females constituted only 31.7 % of the sample. The sample is representative of the wider population since there are more male principals occupying principal posts than female principals. This trend is indicative of leadership being thrust upon males as they are perceived to more unassailable. Society still has the perception that leadership in schools is more suitable for males than for females. This is

suggestive that the dominant view in South Africa is still patriarchal and that men are the preferred choice when it comes to appointing school principals.

6.10.1.2 Home Language of respondents (grouped for convenience)

Language Groups	Frequency	Percentage
seSotho	36	30.0
Nguni	38	31.7
English/Afrikaans	46	38.3
Total	120	100

Table 6.18 Home Language of principals

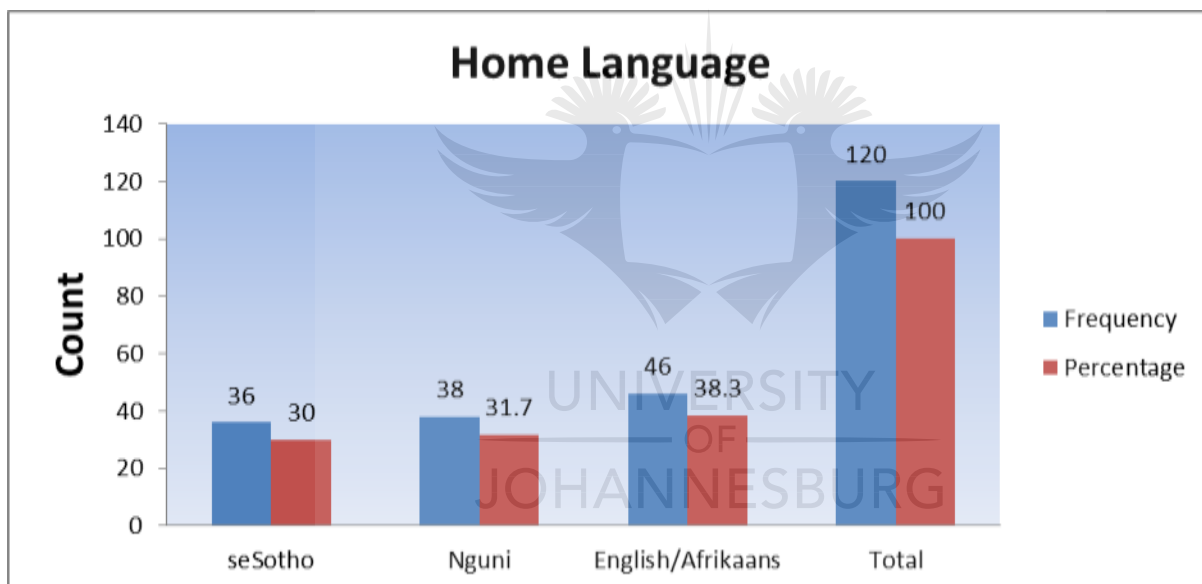


Figure 6.2 Home Language

This sample representation shows that English and Afrikaans speaking participants polled at N=46, seSotho speaking at N=36 and Nguni speaking at N=38. The African languages, Sesotho and Nguni were relatively similar. The seSotho speaking polled in at N=36 and Nguni at N=38. It was convenient to group the African languages in the following way: the Sesotho group consisted of South Sotho, North Sotho and seTswana, which polled in at N= 6. The Nguni group consisted of Zulu, Xhosa, Ndebele and Venda, which polled in at N= 38.

6.10.1.3 Highest Educational Qualification

Qualification	Frequency	Percentage
Honours/Teachers' Diploma	86	71.7
Masters in Education	17	14.2
Others	17	14.1
Total	120	100

Table 6. 19 Highest Educational Qualification of principals

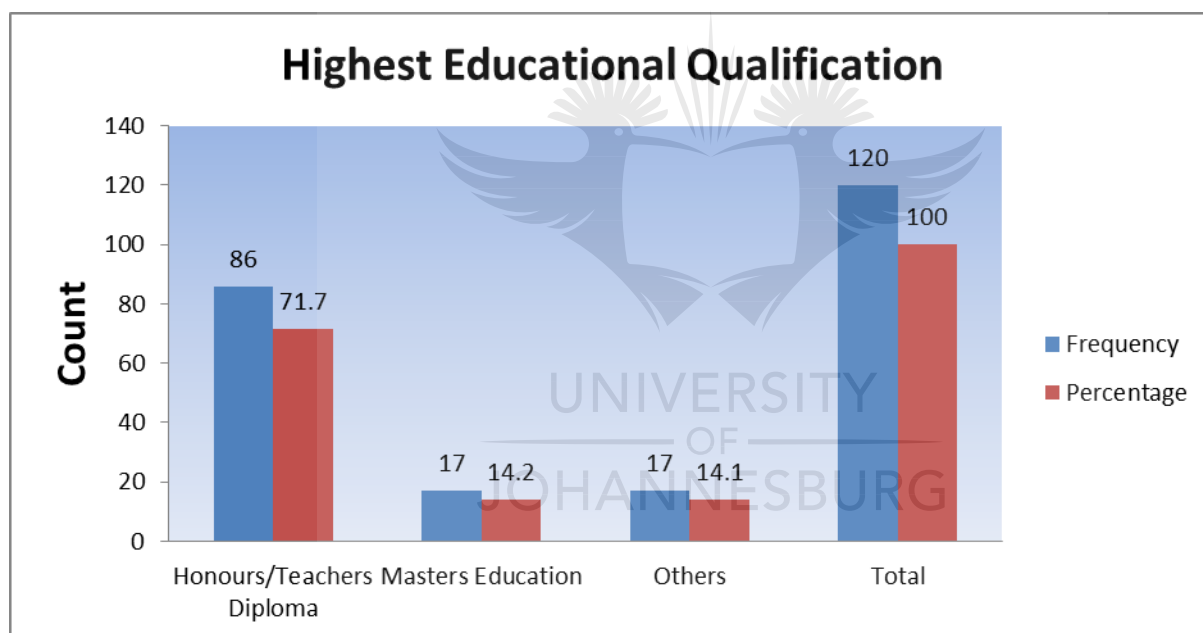


Figure 6.3 Highest Educational Qualification of principals

This sample representation shows that most participants surveyed have an Honour's degree or Teacher's Diploma N=86, which represents 71.7 % of the sample. Participants see the need to upgrade their qualification as 14.2 % have upgraded to Masters Level of education. A further N=17 of the 120 participants have acquired a Masters Level qualification. Overall, N= 86 and N=17 (total N=103) have collectively advanced in their educational qualifications.

6.10.1.4 Type of school

Type of schools	Frequency	Percentage
Primary	55	45.8
Secondary	37	30.8
Others	27	23.4
Total	119	100

Table 6.20 Type of Schools

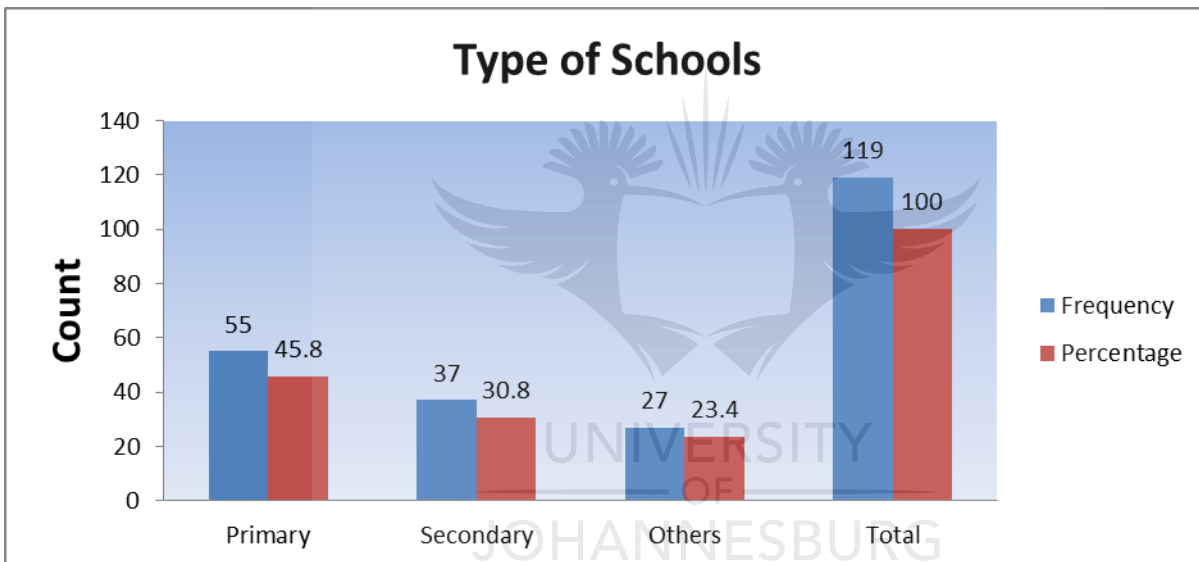


Figure 6.4 Type of school

The sample representation shows that of the principals sampled, 55 out of the 119 are Primary school principals. Principals who are heading other types of schools, namely, combined and special were also surveyed. The data shows a fair distribution of ACESLM graduates, who were surveyed. One needs to take cognisance of the varied types of leadership required for the different types of schools. Curriculum differences, learner diversity and discipline challenges were factors that were considered when the researcher surveyed the schools in the different categories. A larger N=55 primary school principals have acquired the ACESLM programme, compared to secondary school principals, N=37.

6.10.1.5 Union affiliation of the respondents

Union	Frequency	Percentage
SADTU	89	74.2
NUE/Naptosa	20	16.7
Others	10	8.1
Total	119	100

Table 6.21 Union Affiliation of principals

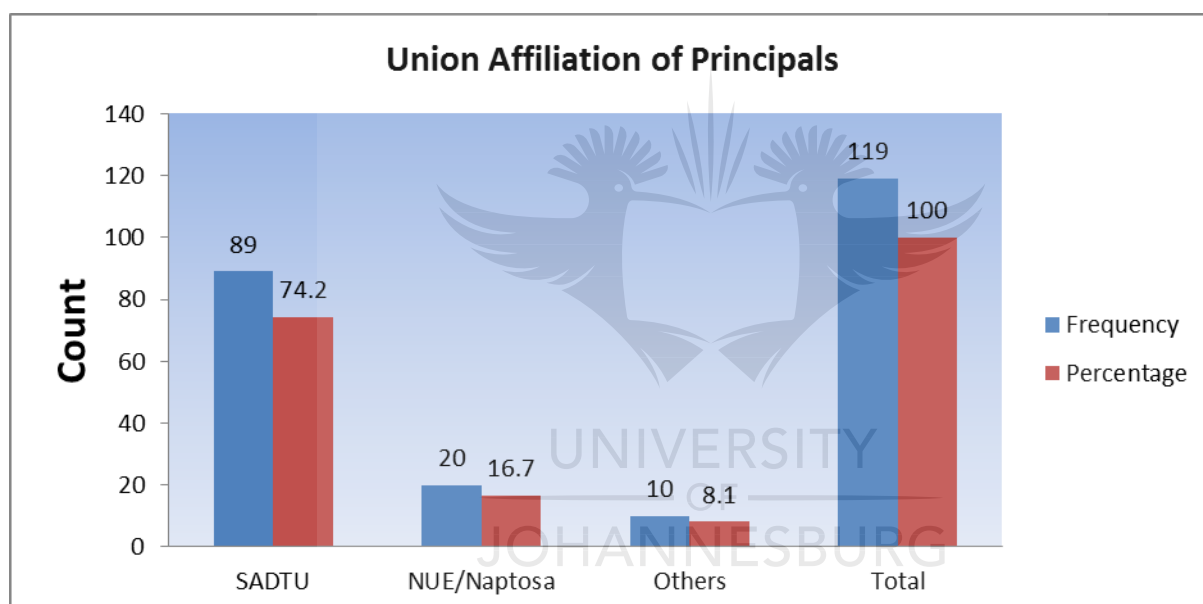


Figure 6.5 Union Affiliation of the respondents

This sample representation shows that N=89 out of the 119 participants belong to the South African Democratic Teachers' Union (SADTU). This overwhelming majority is indicative of the large combined African language groups N=36 Sesotho and N=38 Nguni. The data correlates with the larger combined African language group who are mostly affiliated to SADTU, see Tables 6.10.1.2 and 6.10.1.6.

6.10.1.6 Union Affiliation of majority of staff members

Union	Frequency	Percentage
SADTU	91	75.8
NUE/Naptosa	21	17.5
Others	8	6.7
Total	120	100

Table 6.22 Union Affiliation of the majority of staff members

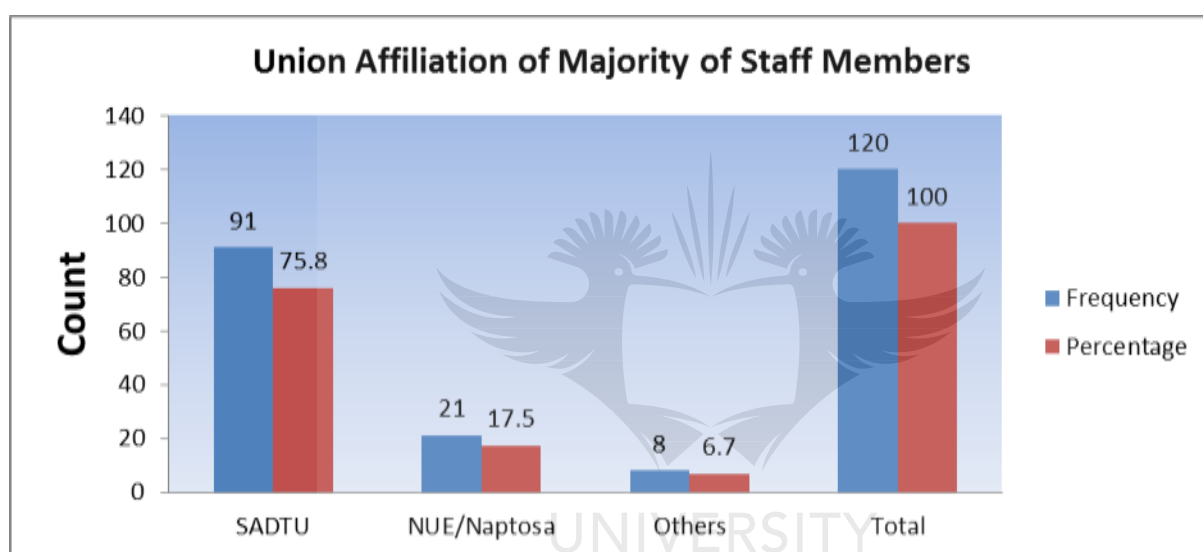


Figure 6.6 Union affiliation of the majority of staff members

This sample representation shows that N=91 out of the 120 participants polled indicate that the majority of staff members in their schools belong to the South African Democratic Teachers' Union (SADTU). When examining the other staff member union affiliation, even when combined, (N= 21 + N= 8 = N =29), the data is well below the one third mark. The data thus concludes that SADTU has the majority staff affiliation in all the schools surveyed.

6.10.1.7 DoE Workshops attended

No. of workshops attended	Frequency	Percentage
3 and more	99	82.5
1 to 2	15	12.5
None	6	5.0
Total	120	100

Table 6.23 DoE Workshops attended

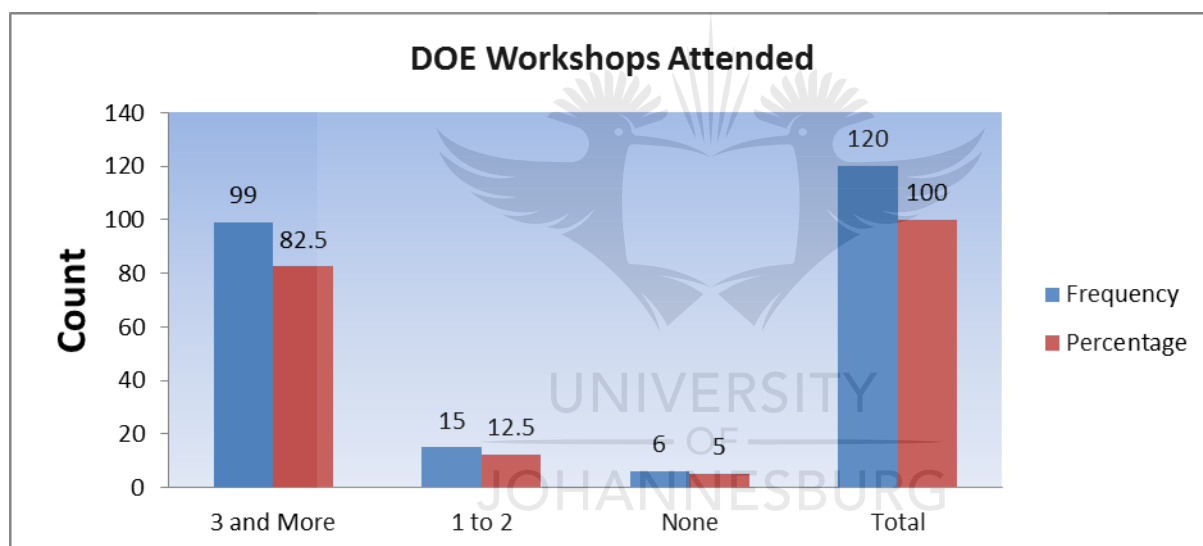


Figure 6.7 DoE workshops attended

6.10.1.8 Extent of benefit derived from DoE workshops

Extent	Frequency	Percentage
No/small/moderate	23	19.5
Large	67	55.8
Very large extent	26	24.7
Total	116	100

Table 6.24 Extent of benefit of DoE workshops

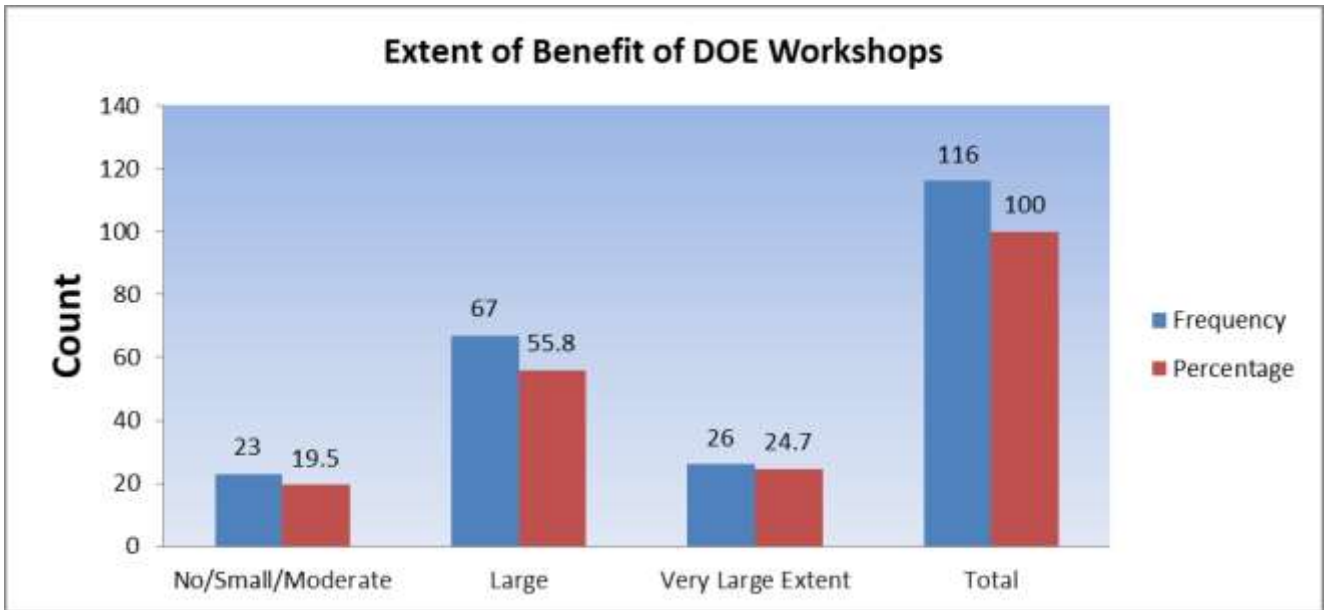


Figure 6.8 Extent of benefit of DoE workshops

Tables 6.9 and 6.10 and Figures 6.9 and 6.10 will be analysed together. The respondents N=99 surveyed, indicated that they have attended three or more DoE workshops, while N=15 indicated they attended one or two DoE workshops. When N=67 and N=26 are combined in the extent of benefit of DoE workshop in Table 6.10, the researcher notes that almost the same N=93 indicate the extent of benefit to a large and very large extent. It can be argued that the attendance of the DoE workshops has indeed benefited the respondents significantly.

6.10.1.9 Extent of leadership and management improvement as a result of ACESLM

Extent	Frequency	Percentage
No/small/moderate	15	12.5
Large	64	53.3
Very large	38	34.2
Total	117	100

Table 6.25 Extent of leadership and management improvement as a result of ACESLM

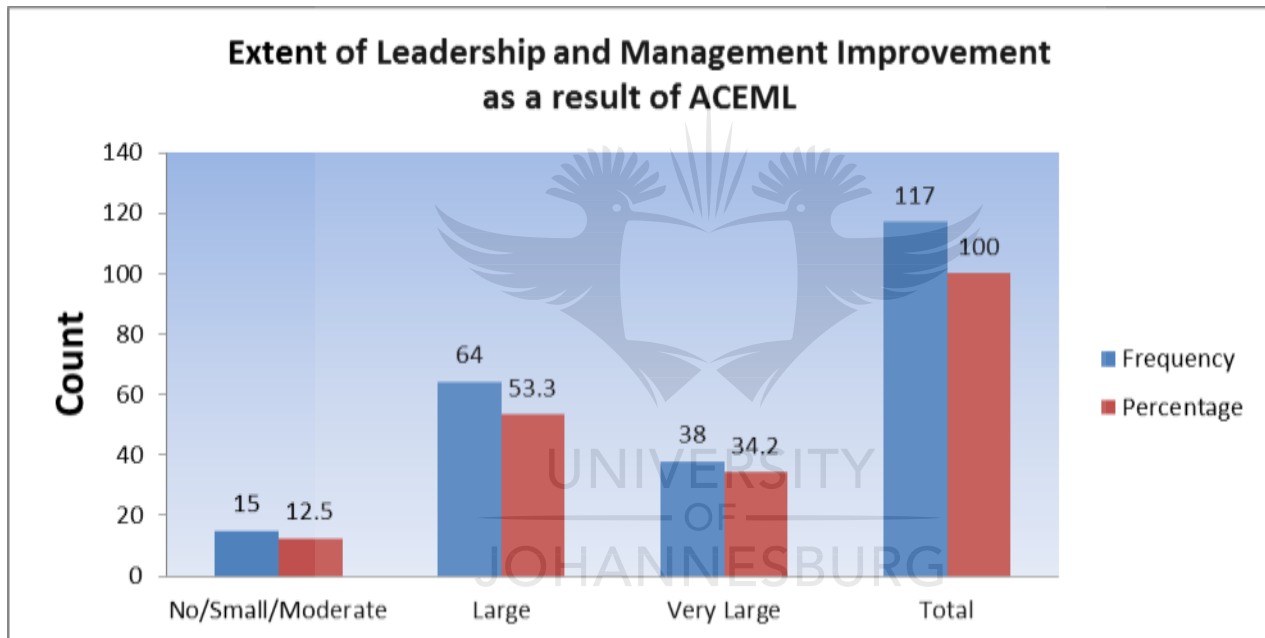


Figure 6.9 Extent of leadership and management improvement as a result of ACESLM

This sample representation shows that of the respondents surveyed, 53.3% indicate that the extent of leadership and management improved to a large extent, while 34.2 % indicate the extent of improvement to a very large extent. This data correlates with the data from the qualitative phase, where principals indicated that they have improved in many areas of leadership and management as a result of ACESLM (see 5.3.7). It is interesting to observe that only 12.5 % of the respondents indicated the extent of benefit as to no extent, to a small extent, or to a moderate extent.

6.10.1.10 ACESLM as a mandatory qualification

Yes/No	Frequency	Percentage
Yes	113	94.2
No	0	0
Missing	7	5.8
Total	120	100

Table 6.26 ACESLM as a mandatory Qualification

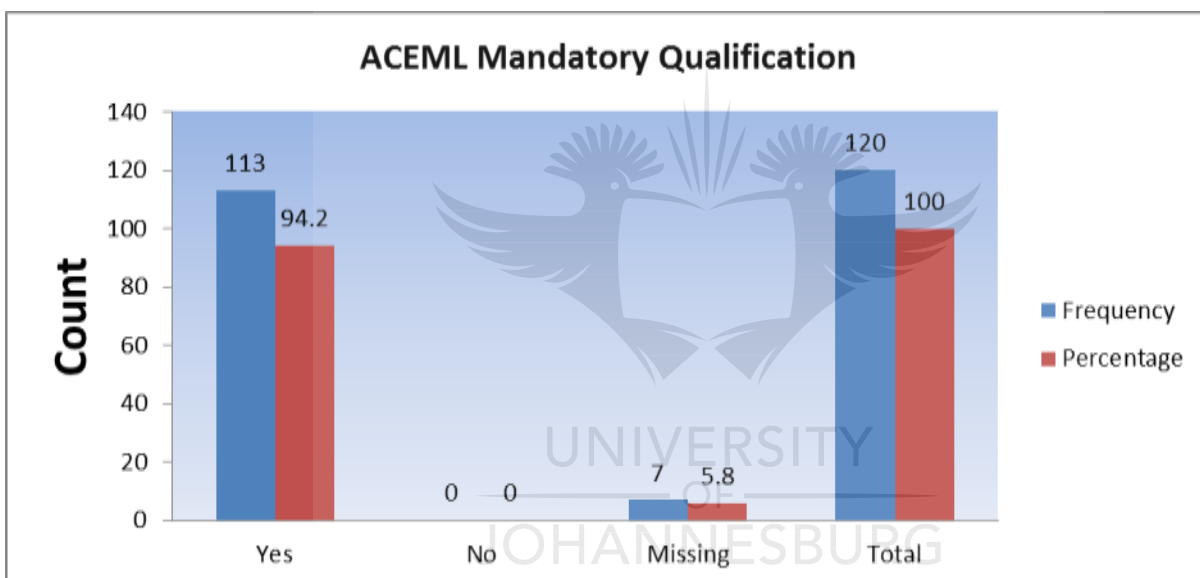


Figure 6.10 ACESLM as a mandatory Qualification

This sample representation indicates that 94.2% of the respondents agree to the ACESLM Programme as a mandatory qualification. The benefits of the ACESLM programme are explained in the qualitative analysis, see 5.3.6. In addition, see table 6.13, which explains the most effective features of the ACESLM programme.

6.11 Analysis and discussion of items in Section A of the questionnaires completed by “others” – biographical details

6.11.1 Biographical Details of “others”

6.11.1.1 Gender of respondents

Gender	Frequency	Percentage
Male	205	42.4
Female	279	57.6
Total	484	100

Table 6.27 Gender of respondents

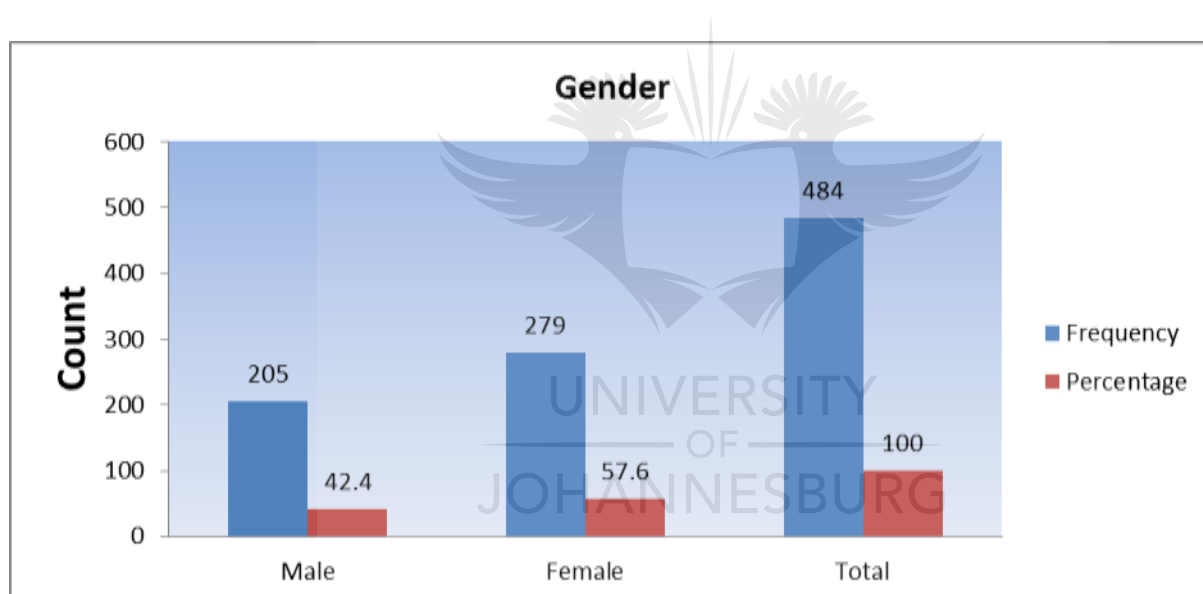


Figure 6. 11. Gender of respondents

This sample representation shows that the larger percentage of respondents surveyed (57.6%) were females, whereas 42.4% polled were males. The data correlates with the large sample (N=484) and the largest present post, being post level-one educators (N=354) who made up the sample. Another indication is that female educators dominate the primary schools, which constitute N=55 out of 119 sites, which were used for this investigation. A possible reason is that females find the teaching profession to be a stable and rewarding environment in which to work.

6.11.1.2 Highest Educational Qualification

Qualification	Frequency	Percentage
Teachers' Diploma/Certificate	175	36.0
Bachelor's Degree	96	19.8
Bachelor's Degree with Teacher's Diploma	133	27.4
Post-school Diploma	29	6.0
Honours/Teachers Diploma	50	10.8
Total	483	100

Table 6.28 Highest educational qualification of “others”

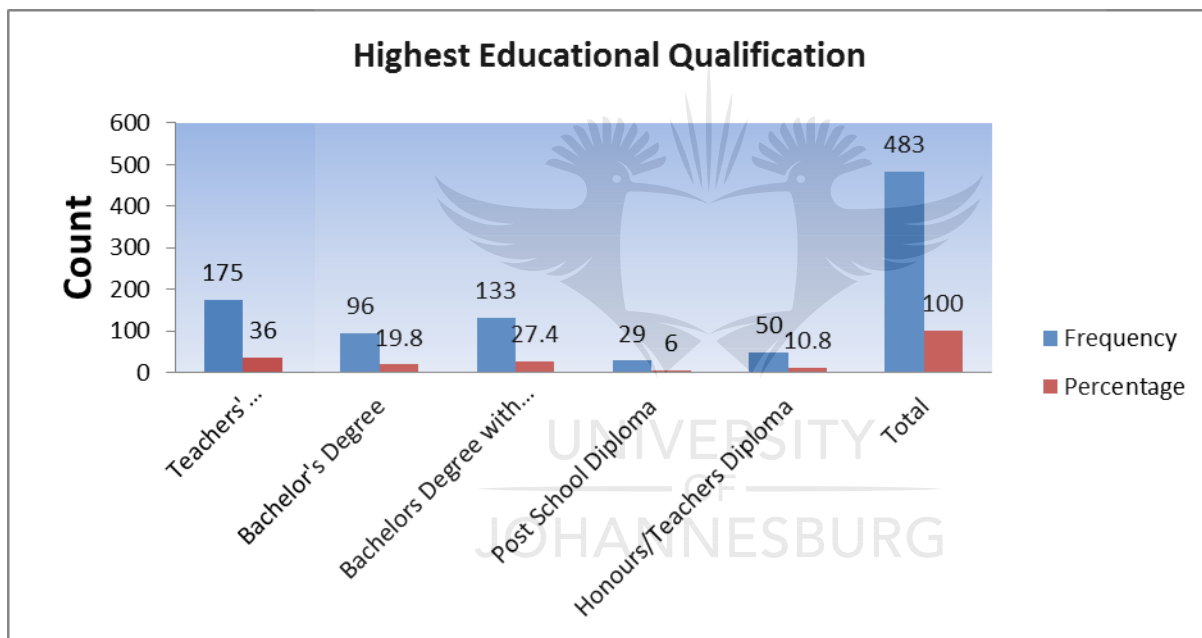


Figure 6.12 Highest educational qualification of “others”

This sample representation indicates a large sample N=483. Since N=354 of the respondents surveyed are post level-one educators (see Table 6.19) the data reveals that N=175, N=133 and N=96 of the respondents have acquired either a Teacher's Diploma, a Bachelor's Degree or both. Heads of Department and Department and Deputy Principals combined (N= 132) are significantly smaller when compared to post level-one educators N=354. The assumption is that educators in post level-one are content being educators in the classroom with little aspiration towards management posts.

6.11.1.3 Home language

Language	Frequency	Percentage
seSotho	80	16.4
Nguni	267	55.0
English/Afrikaans	139	28.6
Total	486	100

Table 6. 29 Home language of “others”

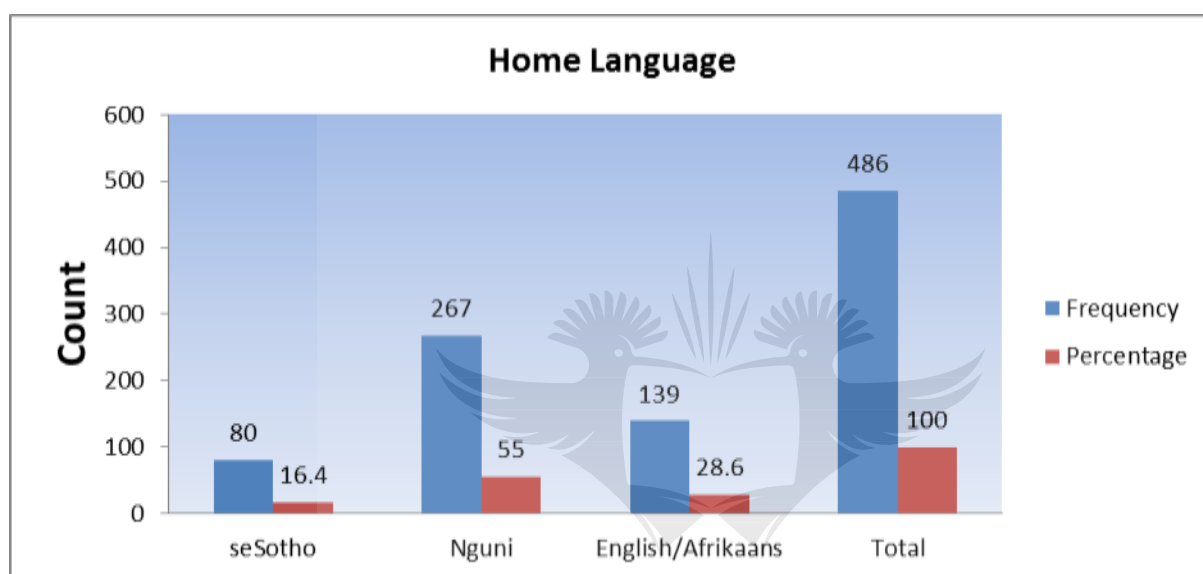


Figure 6.13 Home language of “others”

This sample representation shows that the largest home language group is Nguni (N=267), followed by the English/Afrikaans (N=139) language group. The Sesotho language group features at 16.4 %. For convenience, to group the African languages are grouped in the following way: the seSotho group consists of South Sotho, North Sotho and Tswana N=36. The Nguni group consists of Zulu, Xhosa, Ndebele and Venda N=38.

6.11.1.4 Union affiliation of respondents

Union	Frequency	Percentage
SADTU	351	72.2
NUE/Naptosa	92	18.9
Others	38	8.9
Total	481	100

Table 6.30 Union affiliation of respondents

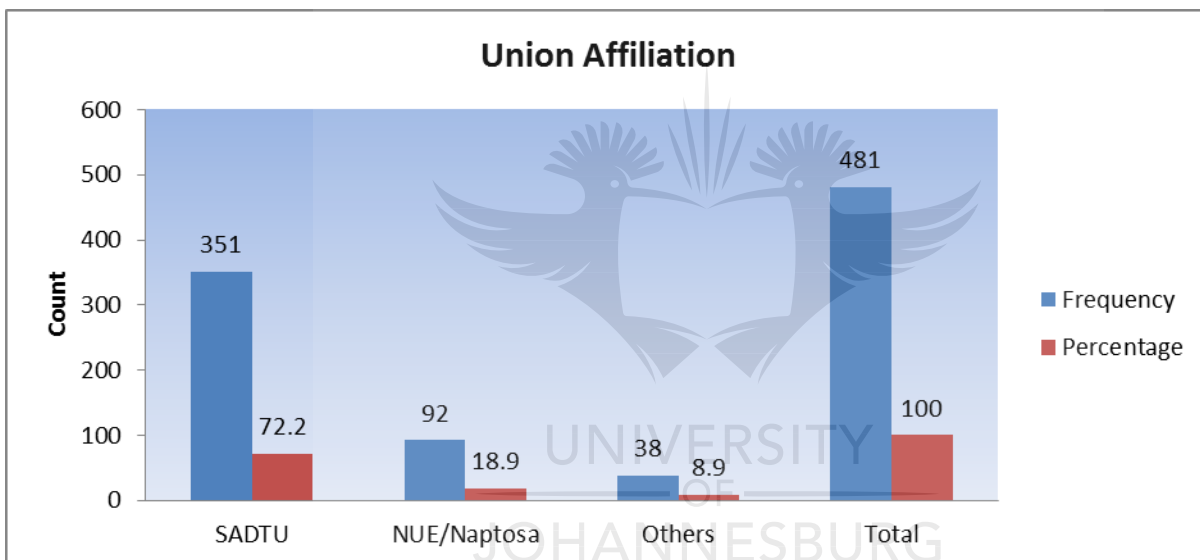


Figure 6.14 Union affiliation of respondents

6.11.1.5 Union affiliation of majority of staff members

Union – Majority of staff	Frequency	Percentage
SADTU	363	74.7
NUE/Naptosa	88	18.1
Others	38	7.2
Total	481	100

Table 6.31 Union affiliation of majority of “others” staff members

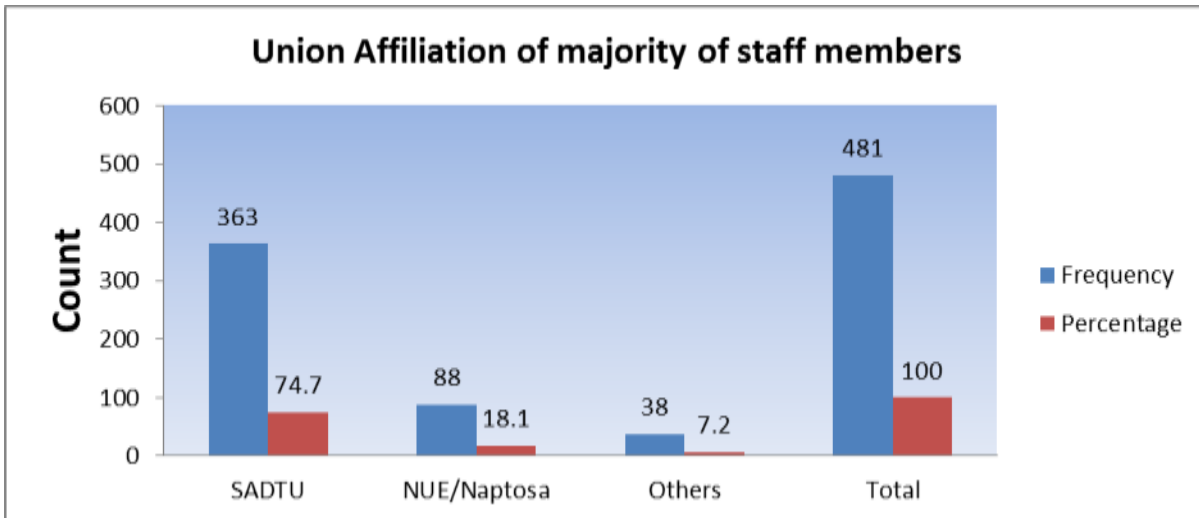


Figure 6.15 Union affiliation of majority of staff members

Tables 6.27 and 6.28 and Figures 6.13 and 6.14 are analysed together.

This sample representation indicates SADTU as the majority teacher union affiliation with regard to respondents and the staff members in each of the schools. The SADTU union affiliation of respondent N=351 and N=363 in the union affiliation of majority of staff members, is indicative of dominance by one teacher union. According to Section C of Q1 and Q2, Item C22, affiliation to the teacher union is a factor that may hinder or compromise the principals' leadership practices to a small or moderate extent (from both the principals' perspectives as well as the perspectives of "others").

6.11.1.6 Present post

Post	Frequency	Percentage
Teacher	354	72.8
Head of department	101	20.8
Deputy principal	31	6.4
Total	486	100

Table 6.32 Present post of “others”

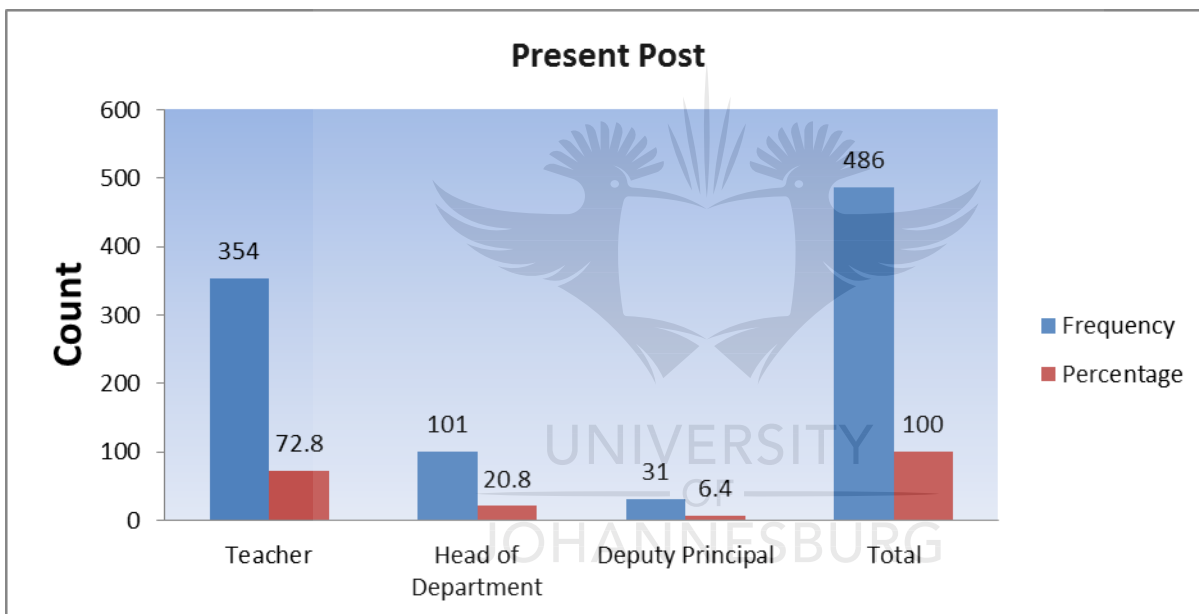


Figure 6.16 Present post of “others”

This sample representation shows that most the respondents surveyed are post level-one educators N=354, which represents 72.8 % of the sample. Heads of department represent 20.8% and deputy principals represent 6.4% of the sample.

The next section presents the factor analysis for Sections B and C of questionnaire one and two.

6.12 Factor analysis for Sections B and C

6.12.1 Principals' questionnaires Section B

6.12.1.1 Importance of leadership practices

The factor analytic procedure (PFA) has a KMO=0.899 and Bartlett's sphericity of $p<0.05$ indicating that the process of factor analysis could reduce the twenty items into meaningful factors. All communalities were >0.3 and Oblimin rotation resulted in three (3) first-order factors. The factors are:

FB1.1- Containing ten items with an Alpha Cronbach Reliability coefficient of 0.912

FB1.2 – Containing three items with an Alpha Cronbach Reliability coefficient of 0.820

FB1.3 – Containing seven items with an Alpha Cronbach Reliability coefficient of 0.852

The Monte Carlo parallel analysis (Pallant 2007: 191) indicates that only one factor would be suitable as Kaiser's test overestimates the number of components. A second-order analysis indicates that only one factor (KMO=0.73; $p<0.05$) would be suitable. The one factor which contained twenty items has a Cronbach Reliability of 0.950 and explains 82.65% of the variance present. It is named "the importance of leadership practices". The appropriate histogram is provided in figure 6.17

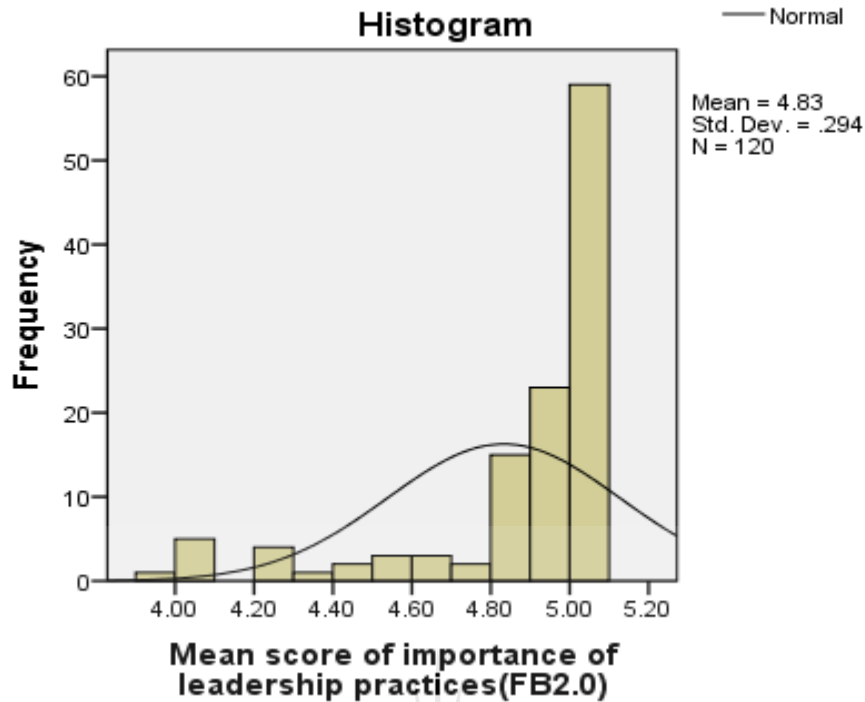


Figure 6.17 Histogram showing the distribution of scores regarding the importance of leadership practices (FB2.0)

The mean score of 4.83 with a mode of five indicates that the principals perceive leadership practices to be important and very important and hence the distribution of the data is, as expected, negatively skew. The ideal of something being important is normally higher than the reality experienced when it has to be implemented in practice.

6.12.1.2 Implementation of leadership practices

The twenty leadership practices items, which were the same as the importance items, were also subjected to a PFA procedure. The KMO= \0.815 and Bartlett's sphericity of $p < 0.05$ suggests that factor analysis would reduce the items to fewer and more manageable components. The result was six first-order factors, which explained 63.64% of the variance. However, items B1.2 with a MSA < 0.7 , B2.2, B8.2, B9.2 and B20.2 all had communalities of < 0.3 and were also removed, leaving fifteen items. The PFA had a KMO = 0.830 and $p < 0.05$ indicating that four first-order factors, which explained 61.03% of the variance, would result.

The Monte Carlo parallel analysis indicates that two factors would be sufficient and hence two first-order factors were subjected to a forced procedure. Two factors explaining 44.66% of the variance present were formed.

A second-order procedure on these two factors resulted in one factor only, which explained 79.12% of the variance present and is explained:

FB 2.1 Contains fifteen items with an Alpha Cronbach Reliability coefficient of 0.860.

This factor is named the “implementation of leadership practices” and the distribution of data is provided in figure 6.18.

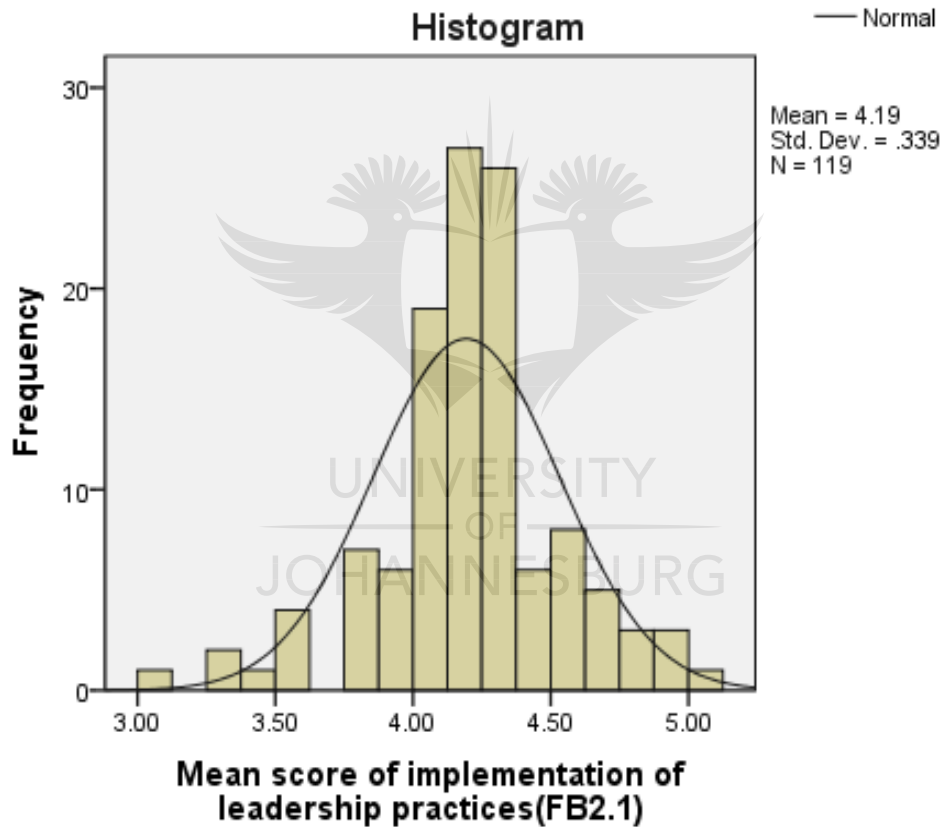


Figure 6.18 Histogram showing the distribution of scores regarding the implementation of leadership practices (FB2.1)

The mean score of 4.19 indicates that the principals perceive that they can implement the leadership practices to a large extent. The data distribution is slightly negatively skew. The

correlation coefficient is $r=0.21$; $p=0.02$. Only 4.4% ($R^2=0.044$) of the total variance is explained, indicating a small effect.

6.12.1.3 Sustainability of leadership practices

The twenty items, which were the same as the importance and implementation items, asked principals the extent to which they believed that these leadership practices are sustainable. The PFA procedure has a $KMO=0.853$; $p<0.05$ with no items having a $MSA <0.7$. However, item B20.3 has a communality <0.3 and was removed. Four first-order factors, which explained 56.84% of the variance, resulted.

As the Monte Carlo parallel analysis suggests, only one factor, a second-order procedure, was performed. The $KMO =0.500$ and $p<0.05$ indicate that one factor is suitable.

FB 3.1 Contains nineteen items with an Alpha Cronbach Reliability coefficient of 0.901

This second-order factor, named “sustainability of leadership practices”, has a Cronbach Reliability of 0.901 and explained 85.70% of the variance present. The distribution of the data is given in figure 6.19.

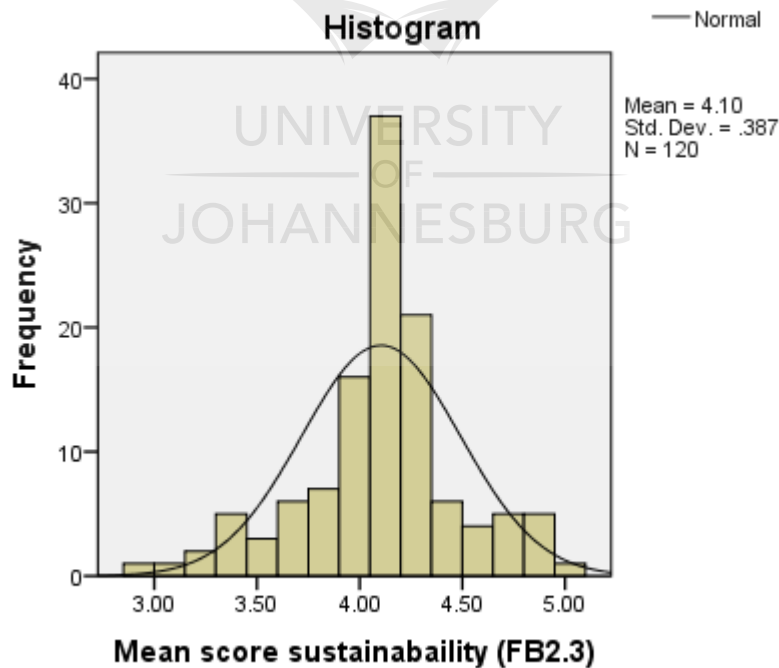


Figure 6.19: Histogram showing the distribution of scores regarding the sustainability of leadership practices (FB2.3)

The mean score of 4.10 indicates that the principals believe that they are, to a large extent, able to sustain the leadership practices. The data distribution is slightly negatively skew. The Pearson correlation coefficient is $r=0.249$; $p=0.006$. The coefficient of determination ($R^2=0.062$) indicates that only 6.2% of the variance present in the importance variable is explained by the sustainability variable. The effect size is thus small.

The factor analytic procedures performed on the data in Section B of the questionnaire thus resulted in the following factors:

- The importance of leadership practices with twenty items and reliability of 0.950.
- The implementation of leadership practices with fifteen items and reliability of 0.860.
- The sustainability of leadership practices with nineteen items and reliability of 0.901.

6.12.1.4 Significance of differences between the three leadership practices factors (Section B of the principals' questionnaire)

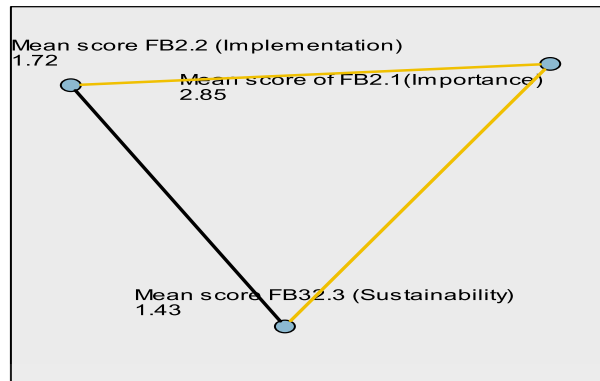
Because the data for the importance factor was negatively skew, the non-parametric test for comparing several related groups, namely Friedman's ANOVA, was utilised to determine possible differences between the three leadership practices (Field 2005: 573). The data as produced by SPSS 20 is provided in Table 6.33.

Below is Table 6.33 Friedman's test for related comparisons with Bonferroni correction.

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distributions of Mean score of FB2.1 (Importance), Mean score FB2.2 (Implementation) and Mean score FB2.3 (Sustainability) are the same.	Related-Samples Friedman's Two-Way Analysis of Variance by Ranks	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Pairwise Comparisons



Each node shows the sample average rank.

Sample1-Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj.Sig.
Mean score FB32.3 (Sustainability)-Mean score FB2.2 (Implementation)	.294	.130	2.269	.023	.070
Mean score FB32.3 (Sustainability)-Mean score of FB2.1(Importance)	1.420	.130	10.955	.000	.000
Mean score FB2.2 (Implementation)-Mean score of FB2.1(Importance)	1.126	.130	8.686	.000	.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

Table 6.33 Friedman's test for related comparisons with Bonferroni corrections

The data in Table 6.33 indicates that there is a statistically significant difference between the importance of the leadership practices and sustainability, as well as between importance and implementation of leadership practices. This result is expected as one is comparing *the ideal of importance* with the *reality of implementation and sustainability*, both of which are considerably more difficult than the espoused importance. There is no statistically significant difference between the implementation and sustainability of leadership practices. The Z score for the sustainability - importance difference is -9.15 and the effect size $r=0.59$. For the implementation - importance difference the $Z=-9.02$ and the effect size $r=0.58$. The effect sizes enable one to determine the importance of the differences directly with one another, and as both are large (>0.5) this indicates the importance of the effect namely *that it is easier to say that the leadership practices are important than it is to implement or sustain them in practice*.

6.12.2 “Others” questionnaires Section B

6.12.2.1 Inferential analysis of the data of “others” (deputy principals, HODs and teachers)

In Section B of the questionnaire twenty questions were posed to educators from differing post levels regarding the extent to which they believe that the principal is able to implement leadership practices. A PFA procedure was followed and the $KMO=0.961$; $p=0.000$ indicates that a factor analysis is feasible. A varimax rotation was used and two first-order factors explaining 57.76% of the variance resulted.

A Monte Carlo parallel analysis also indicates that two factors are feasible. A second-order procedure with $KMO=0.500$ and $p=0.000$ resulted in one factor:

FB 2.1 Contains twenty items with an Alpha Cronbach Reliability coefficient of 0.951, which explains 90.8% of the variance present. It is named “educator perceptions of implementation of leadership practices”. The data distribution is provided in figure 6.20

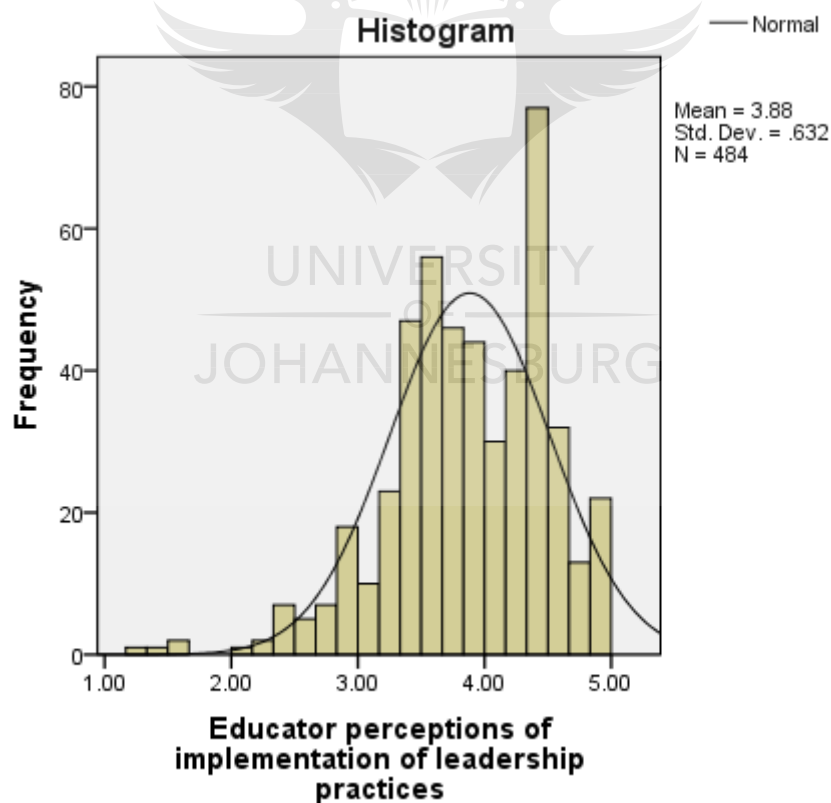


Figure 6.20 Histogram of “others” perceptions of the implementation of the leadership practices

A mean score of 3.88 indicates that educators tend toward agreeing, to a large extent, that the principals in their schools are able to implement the leadership practices. The data distribution is slightly negatively skew but as the sample is large, parametric statistical procedures can be used. Only the school types have a statistically significantly difference, hence only those results will be discussed.

Both parametric statistical tests and non-parametrical tests give similar results, but because the sample is large the parametric independent t-test results are displayed in Table 6.34.

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Educator perceptions of implementation of leadership practices	Equal variances assumed	24.825	.000	4.607	403	.000	.29238
	Equal variances not assumed			5.058	385.680	.000	.29238

Table 6.34 The independent samples test for the two school type groups regarding “others” perceptions of the implementation of leadership practices

The primary school respondents have a statistically significant higher mean score than the secondary school respondents ($\bar{X}_P = 3.93; \bar{X}_S = 3.64$). Secondary school respondents agree to a statistically significant smaller extent that their principals are able to implement leadership practices, than do primary school respondents. This difference is possibly due to the greater disciplinary problems faced in secondary schools and the greater differentiation regarding the curriculum.

This questionnaire was answered by educators, HODs and deputy principals only, it was therefore reasoned that deputy principals know more about the implementation issues than the other

educators. An ANOVA test was conducted in order to see if the perceptions of the various post level groupings differed. The appropriate values when comparing three independent groups are [$F(2,481) = 5.08; p = 0.007$]. This indicates that when the three post level groups are considered together, there is a significant difference between the groups. The Dunnett T3 test indicates that the factor means of both HODs and educators differ statistically significantly from one another ($\bar{X}_{DP} = 4.22; \bar{X}_E = 3.85; p = 0.000; \bar{X}_{HOD} = 3.90; p = 0.000; r = 0.14$). The linear relationship [$F(1,481) = 7.67; p = 0.006$] between post-level and extent of agreement is shown in figure 6.21.

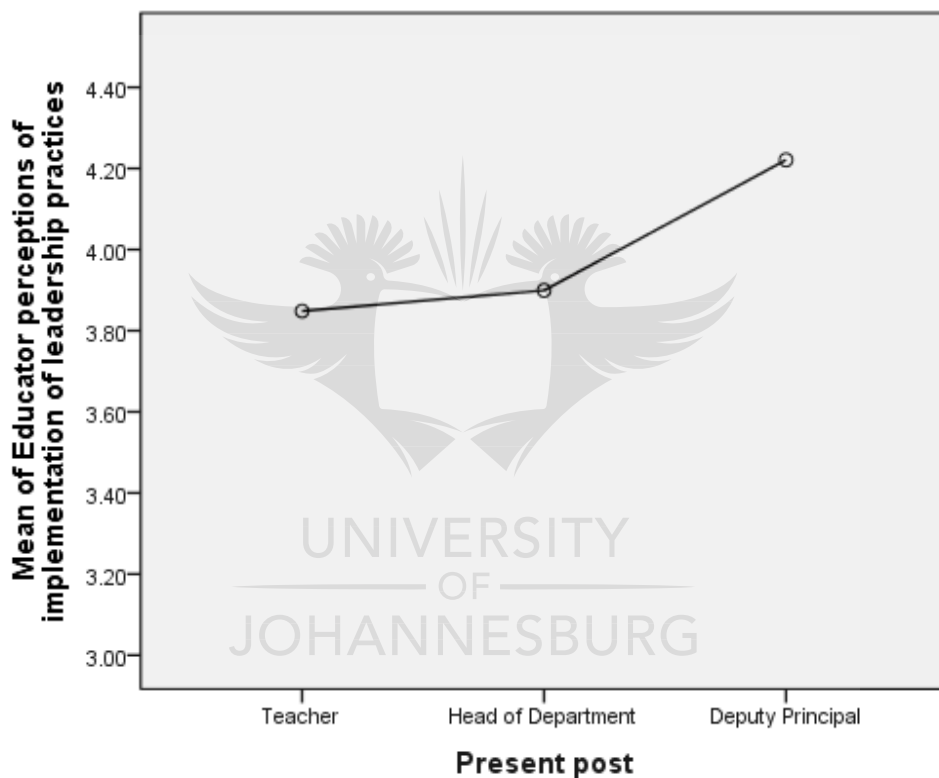


Figure 6.21 Line graph - factor means - “others” perceptions of the implementation

The deputy principals thus agree to a significantly greater extent that their principals are implementing leadership practices than do educators and HODs. In addition, a cross tabulation of schools and post-levels indicates that there are significantly more (twenty four) deputy principals in the sample and significantly fewer deputy principals (two) in the secondary school than expected

($\chi^2 = 12.61; p = 0.002$). The difference is probably due to the perceptions of the deputy principals involved in the sample.

6. 12.3 Principals' questionnaires Section C

6.12.3.1 Factors that may have compromised/hindered the principal's ability to implement and sustain leadership practices

Section C of the questionnaire asked principals to give their perceptions on the extent to which certain factors compromised their ability to implement and sustain leadership practices in their schools.

The PFA performed on the eighteen items indicates that items C23.1 and C33.1, with communalities <0.3 should be removed. Items C 34.1 and C35.1, which had MSA <0.7 were also subsequently removed. The remaining fourteen items have a KMO=0.829 and Bartlett's sphericity of $p < 0.05$, indicating that the fourteen items are suitable for a factor analytic procedure. An Oblimin rotation resulted in two first-order factors, which were subjected to a second-order procedure containing fourteen items with an Alpha Cronbach Reliability coefficient of 0.910, explaining 83.54 % of the variance present. The one factor is named "aspects that compromise the ability to implement and sustain leadership practices". The Kolmogorov-Smirnov test indicates that the data is normally distributed and hence parametric test can be used to analyse the data [$D(100) = 0.065; p > 0.05$]. The distribution of data is provided in figure 6.22.

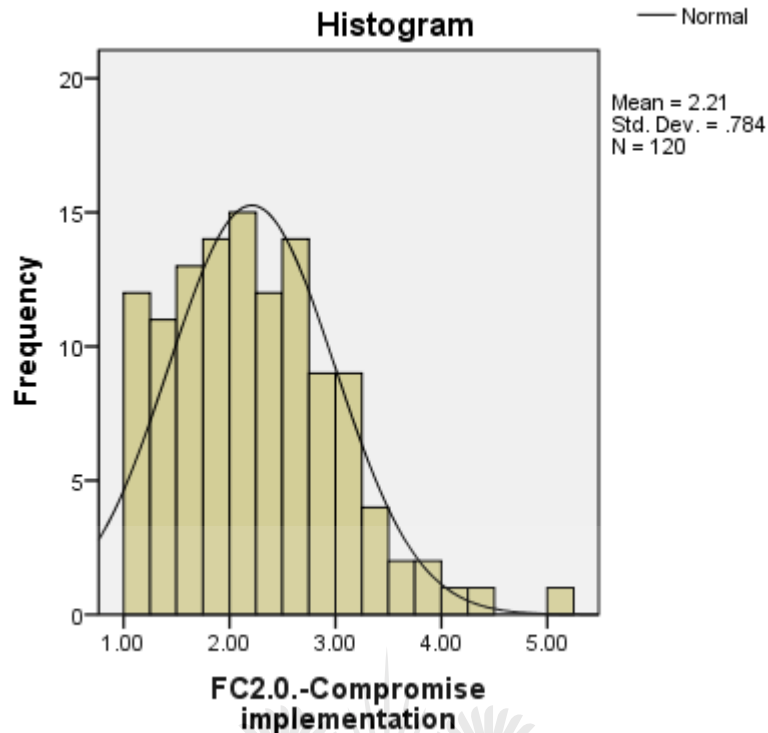


Figure 6.22 Histogram - aspects that compromised the principal's ability to implement and sustain the leadership practices in schools

The mean score of 2.2 indicates that the principals believe that the aspects listed only compromise their ability to implement and sustain leadership practices in their schools to a small extent. The principals are unlikely to indicate that any of these aspects compromise their ability to a large extent as this may reflect poorly on their ability to implement and sustain leadership practices.

It is crucial to remember that self-perception tends to lead to unrealistic mean scores and that the perceptions of the principals' followers may yield a different and possibly more realistic profile. It is also possible that items such as C33.1 ($\bar{X} = 3.04$), C34.1 ($\bar{X} = 3.10$) and C35.1 ($\bar{X} = 3.42$) that all refer to aspects outside of the school, which were removed from the factor analytic procedure, could have influenced the mean score. No statistical differences could be found between any of the independent groups with regard to aspects that may have compromised the principals' ability to implement and sustain leadership practices and actions in their schools.

6.12.4 “Others” questionnaires section C

6.12.4.1 Inferential analysis of the data of “others”

The Educators, HODs and deputy principals were asked to provide their opinions as to the extent to which certain aspects prevented their principals from practicing their leadership skills. The eighteen questions were the same as asked of principals and a PFA with $KMO=0.955$; $p=0.000$ indicates that the procedure would result in the items forming factors. However, as C22 has a communality <0.3 it was removed from the analysis. Item C 22 asked whether staff affiliation to teacher Unions compromises the principal’s ability to implement leadership practices and it seems peculiar, in the light of the problems experienced with teacher Unions, specifically with The South African Democratic Teacher’s Union (SADTU), that the items showed so little communality with the other items.

It is possible that the affiliation, as such, does not compromise leadership practices and that the wording of the phrase should have been different, for example, “interruptions in teaching and learning due to union meetings held during learner contact time”.

The remaining seventeen items have a $KMO=0.955$ and Bartlett’s sphericity of $p=0.000$ indicating that factor analysis is plausible. Two first-order factors were formed that explain 64.60% of the variance.

A second-order procedure resulted in one factor only and was named “educator perceptions of aspects that compromise the principal from practicing leadership skills”. It contains seventeen items, has a Cronbach reliability coefficient of 0.952 and explains 88.51% of the variance present. The distribution of data on this factor is shown in figure 6.23.

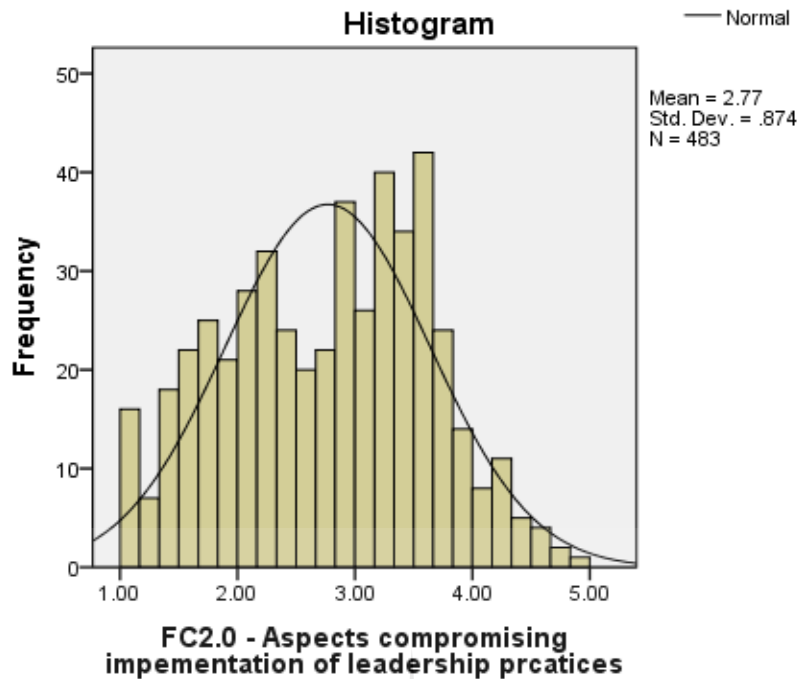


Figure 6.23 Histogram - “others” perceptions of aspects that compromised principals’ from implementing leadership practices in schools

The figure 6.23 indicates that the data is slightly positively skew, as the mean score of 2.77 indicates moderate agreement with the items in the factor. However, because the sample is large, parametric procedures can be used to test for differences between the various independent groups in the sample.

6.13 Hypotheses testing

6.13.1 Comparison between two independent groups (principals’ questionnaire)

When testing for significant differences between the mean scores of two independent groups then Levene’s t-test can be used. Levene’s test is used to see whether the variances are different between the two groups involved. If the variances are similar ($p > 0.05$), then equal variances are assumed and if they are significantly different ($p < 0.05$), then equal variances are not assumed.

The gender, union affiliation and schools formed two independent groups. No statistically significant differences could be found between the three leadership practices as dependent variables and the independent groups.

6.13.2 Comparing three or more independent groups

When testing three or more independent groups for possible significant differences then one can make use of Analysis of Variance (ANOVA). If differences are found among all three groups taken together, then post-hoc tests can be used to make a pair wise comparison.

With respect to the three age groups, the home language groups and the experience as principal groups, there were no statistically significant differences found.

6.13.3 Analysis of the extent of belief that DoE workshops benefited principals' leadership/management practices (item A10)

Item A10 was collapsed to three groups: those who felt that they

1. benefited to no extent or to a moderate extent,
2. benefited to a large extent, and
3. benefited to a very large extent.

Because the importance of leadership practices factor has a negatively skew distribution and the three workshop groups have heterogeneous variance across the importance factor the Kruskal-Wallis test was utilised with appropriate data displayed in Table 6.35 below.

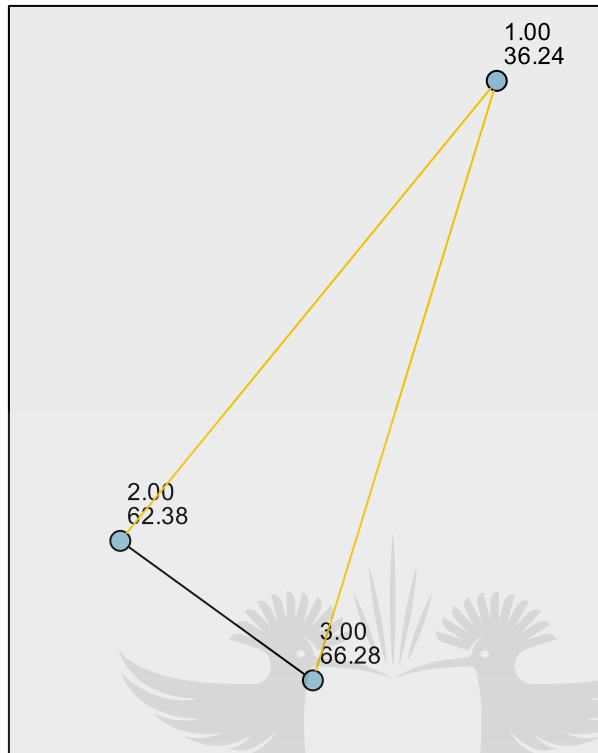
Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Mean score of FB2.1 (Importance) is the same across categories of Benefit due to DoE workshops.	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.
Asymptotic significances are displayed. The significance level is .05.				

Table 6.35 Kruskal-Wallis test for the importance of leadership factor versus the benefit due to DoE workshops

The Kruskal-Wallis test indicates that the three workshop groups differ across the importance factor. The box plot of the three benefited groups is shown in figure 6.32. If one takes the median value of group one (benefited to no extent or to a moderate extent =4.65) and compares it with the median of G2 (4.88) and G3 (4.92) then it is obvious that the differences in ranked means lie between G1 and G2 and between G1 and G3 ($\chi^2 = 14.38; p = 0.001$). It can also be seen that Group two (benefited to a large extent) and Group 3 (benefited to a very large extent) have numerous respondents lying below the bottom whiskers. They are outliers compared to the rest of the groups and indicate that they did not benefit from the workshops to the extent that the majority of the respondents did. In order to see if the assumption, that it is these two groups (G2 and G3) that differ from group one, one needs a more exact post-hoc test such as the Mann Whitney U-test. This is provided in figure 6.24.



Pairwise Comparisons of Benefit due to DoE workshops



Each node shows the sample average rank of Benefit due to DoE workshops.

Sample1-Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj.Sig.
1.00-2.00	-26.141	7.511	-3.481	.001	.002
1.00-3.00	-30.041	8.979	-3.346	.001	.002
2.00-3.00	-3.899	7.283	-.535	.592	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

Figure 6.24 The Mann Whitney U-Test indicating the pair-wise comparison between the three groups on extent of benefit from DoE workshop groups.

From the data in figure 6.24 it can be seen that the differences in ranked means do indeed lie between groups one and two ($Z=-3.481$; $p = 0.002$; $r = 0.32$) and between groups one and three

($Z=-3.346$; $p = 0.002$; $r = 0.31$). These differences are most likely to be due to the more positive attitudes that groups two and three display as they feel that they have benefited to a large and very large extent from the workshops attended compared to the importance they attach to the leadership practices. In addition 80% of the principals felt that they have benefited to a large and very large extent from the DoE workshops that they attended. Only 20% felt that they had benefited to no extent, or to a moderate extent.

6.13.4 An analysis of the extent to which the principals’ believe that their leadership in managing teaching and learning has improved as a result of the ACESLM qualification (Item A11)

The original five groups were collapsed to three groups: those that felt they:

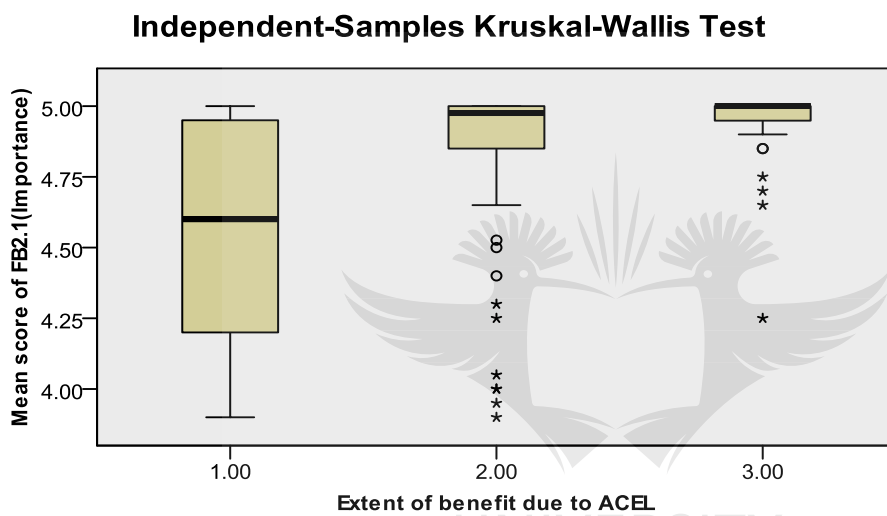
1. benefitted no extent, to a small extent, and to a moderate extent,
2. benefitted to a large extent, and
3. benefitted to a very large extent.

Because the importance of the leadership practices factor was negatively skew, non-parametric tests were used to determine statistically significant differences between the factor means.

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Mean score of FB2.1 (Importance) is the same across categories of Extent of benefit due to ACESLM.	Independent-Samples Kruskal-Wallis Test	.004	Reject the null hypothesis.
Asymptotic significances are displayed. The significance level is .05.				

Table 6.36 Kruskal-Wallis test for the importance leadership factor versus the extent of improvement groups due to the ACESLM qualification. The data in Table 6.36 indicates that the variance of the three “extent of benefit groups” as a result of the ACESLM qualification differ in a statistically significant manner from one another, hence the null hypothesis cannot be accepted.

The box-plot shown in figure 6.25 indicates that the median of the first group differs from those of groups two and three ($\chi^2 = 10.89; p = 0.004$).



Total N	116
Test Statistic	10.885
Degrees of Freedom	2
Asymptotic Sig. (2-sided test)	.004

1. The test statistic is adjusted for ties.

Figure 6.25 Extent of benefit due to the ACESLM programme

To determine which pair of comparisons is responsible for this statistically significant difference, a pair-wise analysis needs to be conducted. The results of the Mann Whitney U-Test is given in figure 6.26.



Pairwise Comparisons of Extent of benefit due to ACEL



Each node shows the sample average rank of Extent of benefit due to ACEL.

Sample1-Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj.Sig.
1.00-2.00	-22.984	9.072	-2.533	.011	.034
1.00-3.00	-31.934	9.680	-3.299	.001	.003
2.00-3.00	-8.950	6.531	-1.370	.171	.512

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

Figure 6.26 The Mann Whitney U-Test indicating the pair-wise comparison between the three extents of improvement of groups as a result of the ACESLM qualification.

The data in Figure 6.26 indicates that the difference in factor means is between group one (improved to no extent, to a small extent, and to a moderate extent) and group two (improved to a large extent – $Z=-2.53$; $p= 0.03$; $r= 0.24$) and between one and three (improved to a very large extent – $Z=-3.30$; $p=0.003$; $r=0.31$). No statistically significant difference could be found between the ranked mean scores of groups two and three. Of the 116 principals, 87.1% indicated that they have improved their leadership regarding the management of teaching to a large and very large extent, whereas only 12.9% believe that they have improved to no extent, to a small extent, or to a moderate extent. It thus appears as if the *majority of the principals believe that the ACESLM has resulted in a significant improvement in their management of teaching and learning.*

As the implementation and sustainability factors are only slightly negatively skew the parametric paired t-tests were used to determine significant differences regarding the DoE workshops and the ACESLM qualification. The relevant data is given in Table 6.37

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Mean score FB2.2 (Implementation)	4.1827	114	.33207	.03110
	Benefit due to DoE workshops	2.0175	114	.65151	.06102
Pair 2	Mean score FB2.2 (Implementation)	4.1817	115	.33149	.03091
	Extent of benefit due to ACESLM	2.1913	115	.64747	.06038
Pair 3	Mean score FB32.3 (Sustainability)	4.0964	119	.37961	.03480

	Workshops by DoE recoded to 3 groups	2.0000	119	.59660	.05469
Pair 4	Mean score FB32.3 (Sustainability)	4.0894	116	.37712	.03501
	Extent of benefit due to ACESLM	2.1897	116	.64490	.05988

Table 6.37 shows samples statistics for the implementation and sustainability factors for the DoE workshop and the ACESLM qualification group.

Because the respondents are from the same schools as the principals, the paired samples t-test can be used to determine if the groups differ in a statistically significant manner from one another. This data is given in Table 6.38

		Paired Differences		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation			
Pair 1	Mean score FB2.2 (Implementation) - Benefit due to DoE workshops	2.16520	.76669	30.153	113	.000
Pair 2	Mean score FB2.2 (Implementation) - Extent of benefit due to ACEL	1.99043	.69025	30.924	114	.000

Pair 3	Mean score FB32.3 (Sustainability) - Workshops by DoE recoded to 3 groups	2.09643	.70766	32.317	118	.000
Pair 4	Mean score FB32.3 (Sustainability) - Extent of benefit due to ACEL	1.89974	.69472	29.452	115	.000

Table 6.38 the paired samples t-tests for the implementation and sustainability factors for the DoE workshop and the ACESLM qualification groups.

The data in Table 6.38 shows that both the DoE workshop groups and the ACESLM qualification groups differ in a statistically significant manner on both the implementation and sustainability factors. These differences are likely to be between group one and group three in both the DoE workshop and ACESLM qualification groups.

A pair-wise comparison using the Scheffe test indicates that mean score of group one differ in a statistically significant way from group two in both the implementation and sustainability factors. No significant differences could be found between the implementation and sustainability factors with respect to groups two and three (the groups who believe that they benefitted or improved to a large and very large extent). Calculation of the effect size regarding the implementation factor gives and $r=0.94$ for the DoE and 0.95 for the ACESLM, while for the sustainability factor the $r=0.95$ for the DoE workshops and $r=0.94$ for the ACESLM qualification. It thus seems as if *the principals feel that the effect of both the DoE workshops and the ACESLM qualification, regarding the implementation and sustainability of the leadership practices, is large.*

6.13.5 Comparison between two independent groups “others” questionnaires

Male respondents had a statistically significant higher factor mean than female respondents ($\bar{X}_M = 3.97; \bar{X}_F = 3.82; p = 0.008; r = 0.12$). Male respondents thus believe the items present in the

factor “aspects that prevent principals from practicing their leadership skills”, to a greater extent than do female respondents. This could be because most of the management posts in South African schools are occupied by male respondents. A cross tabulation of post levels occupied, versus gender indicates that there is a statistically significant difference present.

($\chi^2 = 13.96; p = 0.000$). The significant cells in this cross tabulation are the promotion posts occupied by males, which is 74 (56.1%), compared to the 58 (43.9%) females

The original three groups of present post level occupied by the respondents was recoded to two groups, namely educators forming group one and deputy principals and HODs forming group two and were named management. It was expected that management would agree with the prevention of practicing leadership skills to a larger extent than would educators. The results recorded indicate that this assumption was correct [$t(482) = -2.07; p = 0.04; r = 0.10$]. Management agree to a statistically significant larger extent with the prevention factor than educators did ($\bar{X}_M = 3.97; \bar{X}_E = 3.85$).

Educators from primary schools agree to a statistically significant larger extent with the prevention of practicing leadership skills than do educators in secondary schools. [$t(386) = 5.06; p = 0.000; r = 0.25; \bar{X}_{Prim} = 3.94; \bar{X}_{Sec} = 3.64$].

6.13.6 Comparing three or more independent groups

Three age groups were formed, namely <39 years of age, 40 to 47 years and 48+ years. The ANOVA test indicates that the three age groups differ in a statistically significant way from one another regarding the factor means of the dependent variable. [$F(2,4730) = 4.75; p = 0.009; r = 0.25$]. A pair-wise comparison using the Dunnett T3 test indicates that the significant difference is between the youngest age group (<39 years) and the oldest age group (48+ years) ($\bar{X}_{<39yr} = 2.91; \bar{X}_{48+yr} = 2.61; p = 0.006$). One would expect that the older and more experienced respondents would agree to a smaller extent with the prevention of practicing leadership skills than would the younger or less experienced educators.

6.14 Comparison between the data obtained from section B of Q1 and Q2

6.14.1 Paired differences between principals and “others” regarding the implementation of leadership practices

In order to compare the principals’ perceptions with those of the deputy principals, HODs and educators (“others”) it was necessary to aggregate and merge the data obtained from Q1 and Q2. In order to facilitate significant pair-wise comparison, only pairs, one, two, seven, thirteen, seventeen, and eighteen will be presented in Tables 6.39 and 6.40, followed by a discussion. The principals mean scores are designated with an upper case “B” and the others with a lower case “b”. A pair-wise comparison of the twenty items regarding the implementation of leadership skills is provided in Tables 6.39 and 6.40.

Paired items		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	B1 mean Is able to maintain a purposeful interaction among the school’s stakeholders.	4.2500	116	.58792	.05459
	b1 mean Is able to maintain a purposeful interaction among the school’s stakeholders.	3.8409	116	.45824	.04255
Pair 2	B2 mean Use different leadership strategies to get the best teaching and learning results from the staff.	4.2261	115	.57827	.05392
	b2 Use different leadership strategies to get the best teaching and learning results from the staff	3.7291	115	.59262	.05526
Pair 7	B7 mean Obtain feedback from the stakeholders about his/her leadership of the school.	4.0965	114	.60921	.05706

	b7 Obtain feedback from the stakeholders about his/her leadership of the school.	3.9148	114	.60900	.05704
Pair 13	B13 mean Ensure that the school timetable provides for an equitable workload for all educators.	4.2435	115	.52300	.04877
	b13 Ensure that the school timetable provides for an equitable workload for all educators.	3.9081	115	.52652	.04910
Pair 17	B17 mean Develop organisational structures to facilitate the management of school funds.	4.3304	115	.60294	.05622
	b17 Develop organisational structures to facilitate the management of school funds.	3.9536	115	.59061	.05507
Pair 18	B18 mean Involve all stakeholders in managing the financial objectives of the school (Finance Committee/School Governing Body/CS/PS Staff).	4.3043	115	.60949	.05683
	b18 Involve all stakeholders in managing the financial objectives of the school (Finance Committee/School Governing Body/CS/PS Staff).	3.8512	115	.60337	.05626

Table 6.39 Mean scores of principals and “others” regarding the implementation of leadership practices

The next section presents the paired samples t-test for principals and “others” mean scores regarding the implementation of principals’ leadership practices from the perspectives of the principals and the “others”. A discussion of the paired differences is presented thereafter.

Paired items	Paired Differences			T	Df	Sig. (2-tailed)
	Mean	Std.	Std. Error			

			Deviation	Mean			
Pair 1	B1 mean Is able to maintain a purposeful interaction among the school's stakeholders. - b1	.4090 5	.69140	.06419	6.372	115	.000**
Pair 2	B2 mean Use different leadership strategies to get the best teaching and learning results from the staff. – b2	.4969 6	.78978	.07365	6.748	114	.000**
Pair 7	B7 mean Obtain feedback from the stakeholders about his/her leadership of the school. - b7	.1817 3	.85241	.07984	2.276	113	.025*
Pair 13	B13 mean Ensure that the school timetable provides for an equitable workload for all educators. - b13	.3353 6	.71435	.06661	5.034	114	.000**
Pair 17	B17 mean Develop organisational structures to facilitate the management of school funds. - b17	.3768 1	.79628	.07425	5.075	114	.000**

Pair 18	B18 mean Involve all stakeholders in managing the financial objectives of the school (Finance Committee/School Governing Body/CS/PS Staff). - b18	.45319	.85172	.07942	5.706	114	.000**
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Table 6.40 Paired samples t-test for principals and “others” mean scores regarding the implementation of leadership practices

** = Statistically significantly different at the 1% level ($p \leq 0.005$)

* = Statistically significant at the 5% level ($p \geq 0.005$ but $p \leq 0.005$)

Table 6.35 indicates that there is a statistically significant difference between all the comparisons at the 1% level, with the exception of pair seven where the difference is at the 5% level. The data in Table 4.7 indicates that *in each item the principals' rate their implementation practices higher than the others rate them*. A direct comparison can be made between the pairs if the effect sizes are calculated.

Items with the largest t-test values (Pair two, Pair one, Pair eighteen, Pair seventeen and Pair thirteen) provide the following effect sizes according to the formula $[t_{(p-o)} = \sqrt{\frac{t^2}{t^2 + df}}]$ where df = degrees of freedom:

Pair two ($r = 0.53$); pair one ($r = 0.52$); pair eighteen ($r = 0.47$); pair seventeen ($r = 0.42$); pair thirteen ($r = 0.41$). The largest effect with respect to the difference in mean scores is thus for item B2 “Use different leadership strategies to get the best teaching and learning results from the staff” and item B1 “Is able to maintain a purposeful interaction among the school’s stakeholders”. In both items the effect size is large, indicating the importance of the effect.

Item eighteen ($r = 0.47$), seventeen ($r = 0.42$) and Item thirteen ($r = 0.42$) all have medium effect sizes. Items seventeen and eighteen are about effective financial management, while item thirteen

refers to equitable workloads. The item with the smallest effect size ($r = 0.21$) is item B7 “Obtain feedback from the stakeholders about his/her leadership of the school”.

6.14.2 Comparing three or more independent groups

The three age groups differ in a statistically significant way from one another [$F(2,594) = 6.253$; $p = 0.002$; $r = 0.14$]. The 51+ age group agree to the largest extent with the factor and differ in a statistically significant manner from both the ≤ 40 year and the 41-50 year age groups. The differences are indicated in figure 6.27.

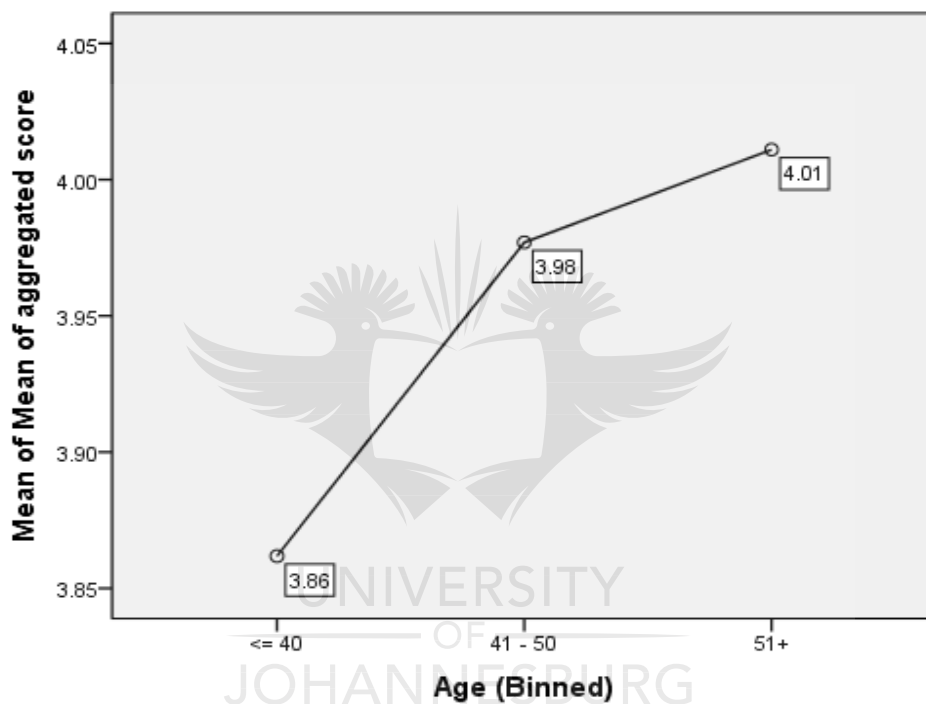


Figure 6.27 Line graph - mean scores of the three age groups regarding the aggregated implementation factor

The three recoded home language groups also have significant differences between the mean scores of the English/Afrikaans and the Nguni home language groups. These are shown in figure 6.28

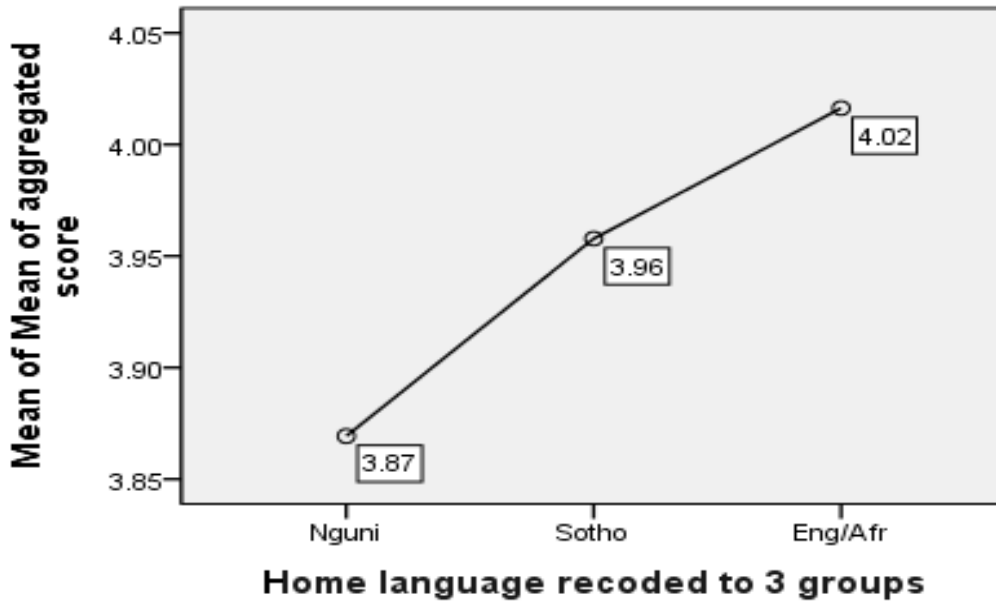


Figure 6.28 Line Graph of the mean scores of the three home language groups regarding the aggregated implementation factor

6.15 Comparison of data from section C of Q1 and Q2

In both questionnaires the items in Section C asked respondents to indicate the extent of their belief that certain aspects compromise or prevent the principal from implementing leadership skills. The PFA with $KMO=0.935$ and Bartlett's sphericity $p<0.005$ indicate that the procedure would result in a more parsimonious grouping of variables. However, as Item C 22 has a communality <0.3 it was removed. Two factors resulted, which explain 69.8% of the variance present.

A second-order procedure resulted in one factor being formed that explain 81.64% of the variance present. It is named "belief that the principals' leadership skills were compromised". It contains nineteen items and has a Cronbach reliability of 0.957. The distribution of the data is shown in figure 6.29.

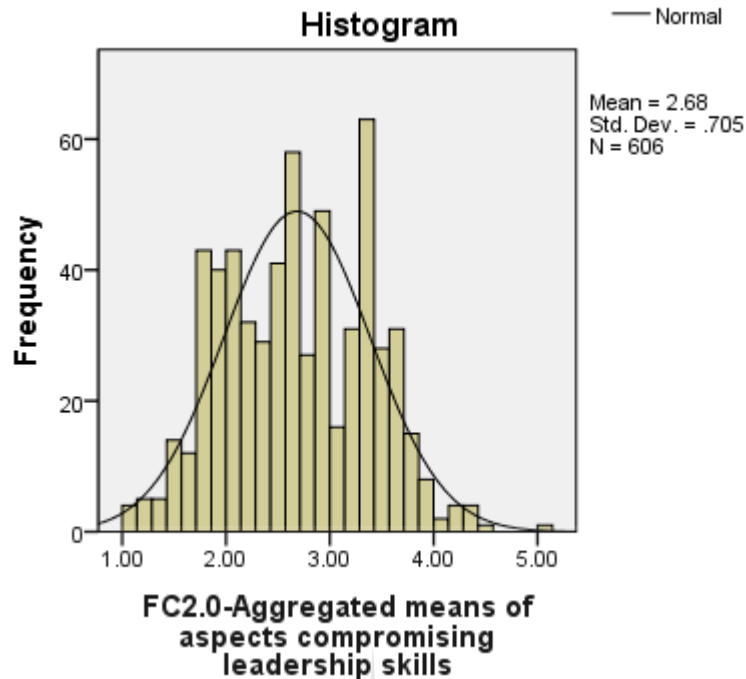


Figure 6.29 Histogram of the aggregated means of the aspects compromising leadership skills

The mean score of 2.68 indicates that the respondents agree to a moderate extent regarding the aspects that compromise the principals from practicing leadership skills.

6.15.1 Comparison of two independent groups regarding the aspects that compromise leadership skills

In a comparison of the various independent groups, the school type groups are the only group in which that there are statistically significant differences present [$t(344) = -11.28$; $p=0.000$; $r=0.52$]. The large effect size indicates the importance of this effect. Respondents from primary schools have a significantly lower factor mean score than the secondary school respondents ($\bar{X}_P = 2.48$; $\bar{X}_S = 3.13$). This difference indicates that respondents in secondary schools believe that their principals compromise their leadership skills to a greater extent than respondents from primary schools believe this. Secondary schools normally have more disciplinary problems regarding learners and the management and leadership skills are more complex and differentiated than primary schools. This could also indicate that primary and secondary school principals need to be exposed to different development programmes.

6.15.2 Comparison of three or more independent groups regarding the aspects that compromise leadership skills

The three age groups differ in a statistically significant way from one another with respect to the extent to which principals have to compromise their leadership skills [$F(2,476)=7.36$; $p=0.001$; $r=0.16$]. When compared pair-wise the ≤ 40 year age group differed from both the 41-50 year and the 51+ year age group. The graph in figure 6.30 indicates an inverse proportion between the age groups with respect to the “compromising of leadership skills”. The older the respondents are the less they agree that the principals’ leadership skills are compromised.

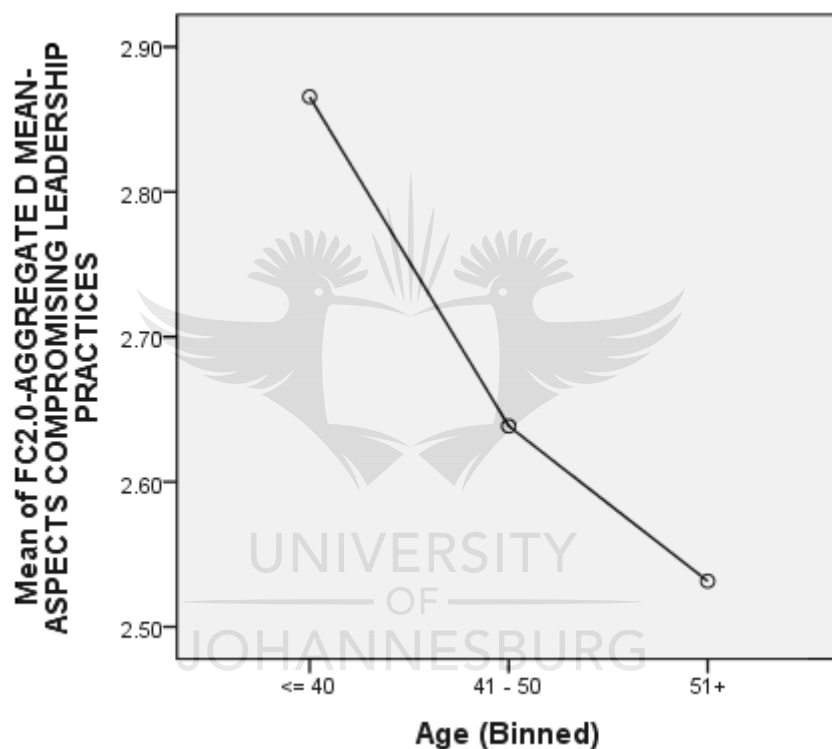


Figure 6.30 Line graph of the factor means of the extent to which principals’ compromise their leadership skills

The three language groups also differ in a statistically significant manner regarding the extent to which principals compromise their leadership skills, with the Nguni and Sotho home language groups differing from the English/Afrikaans home language group [$F(2,482) = 6.52$; $p = 0.002$; $r = 0.16$; $\bar{X}_{Nguni} = 2.81$; $\bar{X}_{Sotho} = 2.84$; $\bar{X}_{Eng./Afr.} = 2.59$]. A pair-wise comparison indicates that the Nguni group differ from the English/Afrikaans group ($p=0.014$) and the Sotho group differs from the English/Afrikaans group ($p=0.003$).

6.15.3 Paired differences between principals and “others” regarding the aspects that prevent the principals from practicing leadership skills

In order to compare the principals’ perceptions with those of the deputy principals, HODs and Educators (“others”) it was necessary to aggregate and merge the data obtained from Q1 and Q2. In order to facilitate significant pair-wise comparison, only pairs two, five, six, nine, ten, twelve, fourteen and fifteen are presented in Tables 6.41 and 6.42, which are followed by a discussion. The principals mean scores are designated with an upper case “C” and the others with a lower case “c”. A pair-wise comparison of the eighteen items regarding “the aspects preventing the school principals from practicing the leadership skills” is provided in Tables 6.41 and 6.42.

The mean scores comparison is given in Table 6.41 and the paired differences in Table 6.42.

Paired items		Mean	N	Std. Deviation
Pair 2	C22 mean Staff's affiliation to teacher unions.	3.4138	116	1.11954
	c22 Staff's affiliation to teacher unions	3.2806	116	.75860
Pair 5	C25 mean Ineffective mentoring programmes in place.	2.0345	116	1.01237
	c25 Ineffective mentoring programmes in place	2.7981	116	.80772
Pair 6	C26 mean Inadequate support from the staff members.	1.9741	116	1.00832
	c26 Inadequate support from the staff members.	2.8019	116	.88288
Pair 9	C29 mean An absence of assertive action from you as the school principal.	1.7826	115	1.09049
	c29 An absence of assertive action from you as the school principal.	2.7690	115	.86343
Pair 10	C30 mean Ineffective communication between you as the principal and your staff members.	1.7788	113	1.00654

	c30 Ineffective communication between you as the principal and your staff members	2.7448	113	.80028
Pair 12	C32 mean Inappropriate use of your leadership style to suit the situation or context.	1.8870	115	1.04096
	c32 Inappropriate use of your leadership style to suit the situation or context.	2.8436	115	.88838
Pair 14	C34 mean Recruitment of unsuitable staff.	3.0435	115	1.30714
	c34 Recruitment of unsuitable staff.	2.5526	115	.76068
Pair 15	C35 mean Challenges in the appointment process of staff.	3.3913	115	1.34227
	c35 Challenges in the appointment process of staff.	2.7970	115	.79746

Table 6. 41 Paired mean scores of principals and “others” regarding the aspects preventing the practicing of leadership practices.

The next section presents the paired samples t-test for principals and others mean scores regarding the compromising or hindering of principals’ leadership practices. A discussion of the paired differences is presented thereafter.

Paired differences		Paired Differences			T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 2	C22 mean Staff’s affiliation to teacher unions. - c22	.13319	1.40750	.13068	1.019	115	.310
Pair 5	C25 mean Ineffective mentoring programmes in place. - c25	-.76365	1.16398	.10807	-7.066	115	.000**
Pair 6	C26 mean Inadequate support from the staff members. - c26	-.82773	1.31166	.12178	-6.797	115	.000**

Pair 9	C29 mean An absence of assertive action from you as the school principal. - c29	-.98638	1.34198	.12514	-7.882	114	.000**
Pair 10	C30 mean Ineffective communication between you as the principal and your staff members. - c30	-.96608	1.25803	.11835	-8.163	112	.000**
Pair 12	C32 mean Inappropriate use of your leadership style to suit the situation or context. - c32	-.95667	1.31111	.12226	-7.825	114	.000**
Pair 14	C34 mean Recruitment of unsuitable staff. - c34	.49087	1.39277	.12988	3.780	114	.000**
Pair 15	C35 mean Challenges in the appointment process of staff. - c35	.59435	1.40732	.13123	4.529	114	.000**

Table 6.42: Paired samples t-test for principals and “others” mean scores regarding the compromising or hindering of leadership skills.

** = Statistically significantly different at the 1% level ($p \leq 0.005$)

* = Statistically significant at the 5% level ($p \geq 0.005$ but $p \leq 0.05$)

The effect sizes allow for a direct comparison of the differences in mean scores. Pair ten has the largest effect size ($r=0.61$), followed by Pair nine ($r=0.59$). Pair ten is a comparison of “ineffective communication” and pair nine relates to an “absence of assertiveness” by the principal. Both pairs have large effect sizes and indicate the importance of this effect. As both refer to a deficiency in leadership skills, it is worth noting that principals believe that their communication with staff and their assertiveness is better than the staff believe it to be. It would seem that principals are subject to the “halo effect” when evaluating their own leadership skills and their ratings of themselves regarding a lack of certain leadership skills will cause an inflated rating.

Pair twelve deals with the “inappropriate use of a leadership style to suit the situation or context” and the effect size is $r = 0.59$, which is also large. This statement is also a reflection on the personal

aspects of an individual's leadership skills and such a question may also encourage an inflated score by principals.

Pair five asked about "ineffective mentoring programmes being in place" as being a possible cause for practicing ineffective leadership skills and could also reflect on the principal as an individual and as such could also cause an inflated rating ($r = 0.55$). The same may be said about pair six ($r = 0.54$), which asked respondents to provide their perceptions about the "inadequate support from the staff members".

In all items, with the exception of items C34 and C35, principals rated themselves lower than the "others" rated them. Both these items involve appointment and recruitment of suitable staff and are the only items where the principals rated themselves lower than the staff rated them. These items do not refer to a deficiency of a personal skill but are directed at something outside the personal self.

The aggregated data thus gives a similar result to the separate questionnaires but it is more useful in the sense that one can compare the individual items with one another. In the vast majority of comparisons the problem of inflated self-ratings is evident and this is especially so when items refer to individual leadership skills that are inadequate on the part of the principal.

This difference in perceptions also lends itself to the theory of dynamic equilibrium, where principals' leadership skills are compared to the organisational demands placed on them. If the organisational demands are greater than the individual leadership skills that the leader has, then a feeling of dissonance can lead to an inflated or unrealistic rating by the principal (Loock, Grobler & Mestry 2006: 5).

6.16 Summary

The analysis and interpretation of the quantitative empirical data was executed in this chapter. An investigation of items in Sections A, B, and C of questionnaires, Q1 and Q2 was performed and then discussed with supporting data. The factor and reliability analysis was used for structure. The Independent t-test, Independent –Samples Kruskal-Wallis test and Mann Whitney U-Test was used for pair-wise comparison.

The construct validity of the two structured questionnaires was investigated by means of successive first-order and second-order analytic procedures performed on the twenty items in Section B of both

questionnaires. These procedures were performed using the SPSS18.0 programme (PASW, 2009-SPSS, inc.) to identify a number of factors that facilitated the processing of the statistics.

The items in the three categories in Section B of Q1 are:

- The importance of leadership practices with twenty items and an Alpha Cronbach Reliability coefficient of 0.950, named “importance of leaders practices”.
- The implementation of leadership practices with fifteen items and an Alpha Cronbach Reliability coefficient of 0.860, named “implementation of leadership practices”.
- The sustainability of leadership practices with nineteen items and an Alpha Cronbach Reliability coefficient of 0.901, named “sustainability of leadership practices”.

The item in the implementation category of Section B of Q2 is:

- The implementation of leadership practices with twenty items with an Alpha Cronbach Reliability coefficient of 0.951, named “educator perceptions of leadership practices”.

The item in the factors that possibly hinder or compromise principals from implementing and sustaining leadership practices, Section C of Q1 is:

- One factor containing fourteen items with an Alpha Cronbach Reliability coefficient of 0.910, named “aspects that compromise the ability to implement and sustain leadership practices”.

The item in the factors that possibly hinder or compromise principals from the perspectives of “others” Section C of Q2 is:

- One factor containing seventeen items with an Alpha Cronbach Reliability coefficient of 0.952, named “educator perceptions of aspects that compromise the principal from practicing leadership skills”.

When a comparison between the data in Section B, obtained from the principals and “others”, was made, it was found that in each of the implementation items, the principals rated themselves higher than the “others”. The three age groups differed significantly from one another when all groups were compared with one another. The three recoded home language groups also had significant

differences between the mean scores of the English/ Afrikaans and the Nguni home language groups.

When a comparison between the data in Section C, obtained from the principals and “others” was made, it was found that participants from primary schools had a significant lower factor mean score than the secondary school respondents. This difference indicates that respondents in secondary schools believe that their principals compromise their leadership skills to a greater extent than participants from primary schools. An assumption could be made that secondary schools experience more disciplinary challenges and teaching and learning is far more complex in secondary schools.

Whilst the analysis of data has been interpreted and concluded in chapter six, the next chapter seeks to offer a review of the entire study, its findings, and proposes possible recommendations and finally, other topics that could be researched further.



CHAPTER SEVEN

Summary, findings, recommendations and concluding remarks

7.1 Introduction

The previous chapter presented and discussed the analysis and interpretation of the data which was collected during the quantitative paradigm of this investigation. The purpose of this concluding chapter is to summarise the study. To this end, the current chapter presents a general overview of the preceding chapters, which is followed by a summary of the key findings of the entire study. This is followed by recommendations based on the findings, thereafter, recommendations for further research in this field of study. The concluding remarks are stated next.

A summary of the entire research study ensues in the following section.

7.2 Summary of the study

Chapter one began with an overview of the thesis followed by an explication of the background, and the motivation for the study. The overarching research problem was stated as the endeavour to establish what fundamental factors and conditions should be included in a leadership development programme to maximise the possibility of sustained improvement in school leadership practices. The aims and objectives were outlined and the study was framed within a pragmatic paradigm. A mixed methods research design was selected where the exploratory sequential strategy was used where the qualitative phase of the data collection and analysis preceded the quantitative phase. In addition, the researcher's assumptions were noted regarding what factors and conditions should be present in a leadership development programme and the role played by school principals in change management. The discussion then shifted to clarification of concepts related to the study, followed by the rationale for the study. The ethical considerations that were observed throughout the study preceded the division of chapters.

Chapter two explored the literature pertaining to leadership in general, and thereafter the focus narrowed to school leadership and leadership development programmes in schools. The "funnel technique" (Hofstee 2006: 91) was utilised to examine leadership development programmes, firstly on an international basis and thereafter in a South African context. Areas pertinent to this study that received attention in this chapter were:

The importance of leadership in an organisation was followed by a discussion of the importance of leadership in an educational school environment. The rationale for leadership development programmes for school principals was stated. A detailed description of leadership development programmes for school principals internationally with a comparison made to the South African context was presented next. The discussion of educational changes in South Africa preceded the challenges facing South African principals. Lastly, this chapter highlighted the conceptualisation of the common factors and conditions that should be prevalent in leadership development programmes for South African principals.

Chapter three dealt with the theoretical framework that underpinned this investigation. An important aspect of the study's focus was on sustained change in school leadership practices of school principals, the study was therefore grounded in Kurt Lewin's Theory of Social Change, which defines organisations as having a balance of forces, some driving forces and others hindering forces which oppose each other resulting in the organisations undergoing transient changes at all times (Lewin 1951: 80).

In **Chapter four**, the research design and methodology were discussed. The rationale for the choice of the mixed methods design was explained and the sequential exploratory design strategy, which was selected for this investigation, was outlined. The advantages and disadvantages of the sequential exploratory design strategy were presented. The discussion then shifted to the two phases of data collection in the sequential exploratory design strategy. The literature review that was explored in chapter two was revisited and used to interrogate the concept of leadership and leadership development programmes for school principals. From the literature review, the qualitative phase of data collection was brought into focus and a structured, in-depth interview conducted with one ACESLM graduate for pilot purposes was thoroughly examined. Through purposive sampling, five ACESLM graduates were selected and interviewed individually after a process of refinement and modification of the interview schedule and protocol took place. The quantitative phase was informed by literature and the qualitative phase. This led to the formulation of two structured survey questionnaires. Q1 was administered to 120 ACESLM graduates and Q2 was administered to 500 of the colleagues of ACESLM graduates who worked with the graduates for two or more years. An explanation of the concepts of trustworthiness, reliability and validity of the data collected concluded this chapter.

In **Chapter five**, the analysis and interpretation of the empirical data from the first, qualitative phase, was presented. Seven themes emerged from the qualitative study. The first theme, leadership qualities and practices had five sub-themes, namely: leading and managing people; instructional leadership; collaborative leadership; visionary leadership; and knowledge and effective communication among stakeholders. This theme and its five sub-themes demonstrated that schools today require principals who develop leadership in others, thereby strengthening school leadership beyond themselves. Hence principals need to become instructional leaders and visionaries, it is essential they collaborate with other principals and schools and possess the knowledge and skill to effectively communicate, lead and manage schools.

The second theme, management of stakeholders' relations, had two sub themes, the first being, relationship building and the second being, networking, twinning and creating partnerships among schools. This theme with its sub-themes, underscores the strong support for building relationships within schools and among different schools. This study has established that the ACESLM programme encouraged principals to network and twin with other schools to gain knowledge and skill.

The third theme, policies governing education in South Africa, revealed that by acquiring the ACESLM qualification, principals empowered themselves in the development and implementation of policies in their schools in the areas of financial management, school governance etcetera.

The fourth theme, the advancement of teaching and learning, identified the role played by principals as imparting academic content, knowledge and pedagogical techniques to enhance staff development and student learning.

The fifth theme, recruitment and appointment of school principals, recognised two shortfalls in the ACESLM programme. Firstly, there is a need for leadership development programmes to include human resource matters such as recruitment, selection and appointment of staff into schools. Secondly, principals emphasised the lack of a satisfactory recruitment, selection and appointment process for school principals. The existing requirement for appointment to post of principal in South Africa is for incumbents to have seven years of teaching experience, and this requirement is inadequate. UJ lecturers corroborated this shortfall, claiming that leadership and management experience would certainly be a more appropriate prerequisite.

The sixth theme, benefits of the ACESLM from the perspectives of the ACESLM graduates as well as the UJ lecturers, revealed that training in the area of succession planning of school staff and school management teams (SMT) was seen as a positive result of participation in the programme. Both categories of respondents claim that the ACESLM qualification is a benefit to school management teams.

The challenge facing the ACESLM graduates and the UJ lecturers who design and deliver the programme was identified as the seventh theme. The school principals listed attendance to lectures and cohort sessions during the school vacation as a major difficulty because it interfered with their personal and school vacation time. UJ lecturers expressed discontentment with the long intervals between lectures and cohort sessions. The participants' lack of adhering to formalised time frames in their assessment submissions posed another challenge.

Lastly an exposition of the ACESLM programme content was presented followed by the limitations that emerged during this phase of the study, which concluded this chapter.

The themes and sub-themes identified from the qualitative phase supported the development of two questionnaires which were administered in the quantitative phase of the investigation. An analysis and interpretation of the quantitative data was presented in **Chapter Six**. Purposive sampling was used to identify 120 principals who completed the ACESLM programme. Q1 was administered to the 120 principals. Purposive sampling was used to select the second sample of 500 who held positions of deputy principals, heads of department and post level-one teachers who taught in the same 120 schools for two or more years with the current ACESLM graduate. Q2 was administered to the 500 in the second sample. The quantitative data was subjected to descriptive and inferential numeric analysis. A theoretical factor analysis was conducted to measure the construct validity of the structured questionnaires as research instruments for the investigation.

In Q1, Section B, in the importance category, the factor analytic procedure (PFA) reduced the twenty items into meaningful factors.

A second-order analysis indicated that only one factor ($KMO=0.73$; $p<0.05$) would be suitable. The one factor which contained twenty items had a Cronbach Reliability of 0.950 and explained 82.65% of the variance present. It was named "the importance of leadership practices".

In Q1, Section B, in the implementation category, the twenty leadership practices items were also subjected to a first and second order procedure, resulting in fifteen items with an Alpha Cronbach Reliability coefficient of 0.860. This factor was named the “implementation of leadership practices”. In Q1, Section B, in the sustainability category the 20 items asked principals as to the extent that they believed that these leadership practices were sustainable. First and second order factor analytical procedures resulted in one factor containing 19 items with an Alpha Cronbach Reliability coefficient of 0.901; this factor was named “sustainability of leadership practices”.

In Q2, Section B, there was only one category – implementation of leadership practices from the perspectives of the “others”. A PFA procedure was followed by a second-order procedure with KMO=0.500 and $p=0.000$ resulted in one factor, containing twenty items with an Alpha Cronbach Reliability coefficient of 0.951, which was named “educator perceptions of principal’s implementation of leadership practices”.

In Q1, section C, a second-order procedure containing fourteen items with an Alpha Cronbach Reliability coefficient of 0.910, explaining 83.54 % of the variance presented one factor, which was named “aspects that compromise the ability to implement and sustain leadership practices”.

In Q2, Section C, the eighteen questions were the same as those asked of principals. C22 was removed and the remaining seventeen items had a Cronbach reliability coefficient of 0.952 and explained 88.51% of the variance present and it was named “educator’s perceptions of aspects that compromised principals’ ability to implement leadership practices”.

The next section provides a description of the important findings that emerged from the literature review.

7.3 Research findings from the literature review

This section presents the research findings emanating from the key literature in relation to the research aims and objectives of the study.

7.3.1 Finding one – The factors and conditions that should be prevalent in school leadership development programmes

In order to address the main aim of this inquiry which is to: establish the factors and conditions that should be present in school leadership development programmes to maximise the possibility of

sustained change in school leadership practices, this study examined literature on school leadership development programmes internationally and ACESLM in the South African context. It is concluded that good school leadership development programmes in the South African context should constitute the following: an integration of the educational goals of the organisation that improve education in terms of school improvement and learner outcomes with a long term plan in place; a clear focus on managerial and leadership skills development; opportunities for experiential learning for the participants; entrance standards to be aligned with the realities of principal duties, role and function; the programme must be developed within schools' vision and mission reflecting transformation; the programme has to be linked to DoE initiatives and be aligned to legal legislation and programme policies etcetera as outlined. (See 2.6.1).

7.3.2 Finding two – The curriculum and delivery of school leadership development programmes

Another objective of this investigation is to: ascertain how the curriculum and delivery of the ACESLM may be strengthened to maximise sustained improvement regarding school leadership practice. International literature reveals that leadership development programmes reflect the following in terms of curriculum and delivery of the programme: the programme include skills training in management functions such as human resource management (selection of staff), finance management (delegated budgetary powers) and curriculum management (practice instructional leadership); there are functional networking forums for support and guidance to principals; there is coaching and mentoring of the participants before they are appointed into principal positions and the coaching and mentoring continues post appointment; there is a robust induction programme in place for new appointees; the programmes remain as practice and competency based; a pre-requisite leadership and management qualification be valid for all first time principals; and lastly, the duration of the programmes varies from one year, full time, to two years, part time (See 2.6.1 and 2.4.6). In the South African context, school leadership development programmes should encapsulate all the above features to strengthen (where deficiencies exist, for example, coaching, mentoring and induction) the current ACESLM which is utilised for school leadership development.

7.3.3 Finding three – The influence of leadership development on the co-existence of various stakeholders in school environment

Leadership development programmes are crucial to addressing significant problems and challenges that relate to the roles and responsibilities executed by school principals. There is a need for school principals to embark on leadership development so that they are able to link their individual development and aspirations to the organisation's goals (See 2.3 and 2.4.6). Literature indicates that leadership engage three important variables in schools and these variables are interrelated, firstly the human element referring to principals and other stakeholders involved in education process, secondly, the task to be executed, for example leadership practices of leading and managing the schools and lastly, the environment in which the humans and tasks co-exist, namely the school/s. School principals specifically promote self-growth, encourage collaborative learning and work within a continuum of personal and collective experience in schools. The various ACESLM modules taught in the ACESLM programme provides integration of the three variables, namely, people, environment and task components (See 2.5.4, 2.5.5 and 2.5.6).

7.3.4 Finding four – The sustained improvement of principals' leadership practices in schools

Through leadership development programmes such as ACESLM, principals can build and maximise sustained improvement of their leadership practices. Fullan's (2003b: 5), thematic approach of five interrelated themes, when applied in combination, create the conditions that promote leadership sustainability in schools (see 2.6.2). The five themes are deep learning, which encompasses ample opportunities for learning (through leadership development programmes); presence of policies that facilitate individual learning (DoE policies and legislation); presence of "system-ness", individual in context needs; leadership succession and the improvement of teaching profession by quality principals. The simultaneous use of the five interrelated themes enhances the chances of leadership sustainability in schools. Furthermore continued support to principals in the form of coaching and mentoring serve as means to maximise sustained improvement in leadership practices.

7.4 Research findings from the empirical study

This section presents the research findings resulting from the empirical study in relation to the research aims and objectives of the study.

7.4.1 Finding five – Importance, implementation and sustainability of leadership practices of school principals

The overarching theme of “leadership qualities and practices” that emerged from the qualitative phase of the study was strengthened in the quantitative phase, where school principals highlighted the importance of the various items in the three factors “importance of leadership practices”, “implementation of leadership practices” and “sustainability of leadership practices”. The high mean scores ranging from 4.10 to 4.83 out of a maximum of 5, in the importance, implementation and sustainability category are promising as they indicate the ACESLM programme has value as a leadership development programme for school principals.

The school principals were in support of the ACESLM programme because it capacitated them to work in partnership with other stakeholders, it strengthened their leadership and management skills and it also enhanced them in the area of instructional and visionary leadership. It also addressed the gaps in knowledge that existed in the area of management of school finance and shared school governance, which are considered to be important functions of school principals. 87.1% of the school principals perceived the acquisition of the ACESLM qualification had resulted in them improving their leadership practices. The “others” (deputy principals, heads of department and post level-one teachers) who answered Q2 in the implementation category, confirmed that their school principals are implementing the leadership practices to a large extent, which is demonstrated by recording a mean score of 3.88.

In order to compare the principals’ perceptions with those of the “others”, in the implementation of leadership practices category, the data were merged and a pair-wise comparison was undertaken. Items B1, “use different leadership strategies to get the best teaching and learning results from the staff”, and B2, “is able to maintain a purposeful interaction among the schools’ stakeholders” had the largest effect size, indicating the importance of these items. The importance of using different leadership styles as well as maintaining a purposeful interaction among stakeholders was seen as a contributory factor in getting the best teaching and learning results.

7.4.2 Finding six – The management of stakeholder relationships in schools

The theme, “management of stakeholder relations” identified in the qualitative phase of the study, posits relationship building, networking and twinning of schools as an important function of school principals. There is strong support for executing leadership and management tasks/functions through teamwork in building relationships in schools and among different schools. The benefits of teamwork are empowerment, collaboration, co-operation and consultation and all of the above is crucial to the smooth running of schools. Teams can solve problems more creatively than individual leaders; team members need to be involved and they need to contribute to the overall social interaction of the team. This is of critical importance to the school principal. Creating ownership of a school and its activities is significant to all stakeholders in a school. The UJ staff who presents the ACESLM programme utilise the cohort model in delivering the programme. According to the UJ staff, this model encapsulates a pedagogical approach for adult participants. Relationship building, the twinning of schools and networking ensures that school principals do not work in isolation. This model, which supports networking, is encouraged and used by Msila (2010: 180) who, in his study of ten rural schools where the school principals who were enrolled with the ACESML programme, points out that the one culture that appears to have been learnt through the ACESLM experience is networking. Through peer learning, the participants were able to consult, reduce tensions and surpass challenges in the school environment.

7.4.3 Finding seven – DoE criteria for the appointment of school principals

The theme “recruitment and appointment of school principals”, dealing with hiring effective and appropriately skilled and committed principals, was identified in the qualitative phase. Both the ACESLM graduates and the UJ lecturers underscored the lack of personal leadership skills and the lack of content knowledge in respect of leadership and management on the part of some participants who enrolled for the programme. UJ lecturers attributed this lack of knowledge to the unacceptably casual approach to appointing persons into school principal positions. In addition, respondents of both questionnaires expressed their dissatisfaction in this regard. The lack of a stringent selection process for the appointment of school principals creates weaknesses in the system according to the respondents. The criteria of having seven years of teaching experience, as stated in the Government Gazette (DoE), which advertises vacant principal posts, is inadequate for the appointment of school principals. The respondents and UJ lecturers were in favour of a more stringent set of criteria being in place for the appointment of school principals.

When examining the paired differences in the quantitative data, Q1 and Q2, section C, items C34 and C35 were found to be relevant to this discussion. In items C34 and C35, school principals (Q1) rated higher (to a large extent), whereas the “others” (Q2) rated lower (to small extent). Both these items involved appointment and recruitment of suitable principals/staff. In these items principals rated themselves higher (to a large extent) than the staff rated them. These items did not refer to a deficiency of a personal skill but they were directed at something outside the personal self. Hence school principals indicated these as factors that possibly hinder them from practicing good leadership practices.

7.4.4 Finding eight – Benefits of the ACESLM as a professional leadership development programme.

The ACESLM programme has many benefits (identified as a theme in the Qualitative phase of the investigation). The presenters of the programme are all ex-principals whose collective experience in leadership and management spans over sixty years and their experience in presenting the programme spans over twenty years. The UJ staff therefore provided a rich background in both theory and practice for the participants.

In the quantitative phase of data collection, three open questions were asked in Q1. The first question – what are ACESLM’s most effective features? – elicited positive responses. The school principals declared that ACESLM is an excellent leadership development programme for all principals as well as school management teams. The assessments that they were required to complete enhanced their ability to transfer knowledge and skill into their workplaces. The appropriateness of the different module content helped improve the control mechanisms that they introduced in their schools. The principals alluded to becoming better instructional leaders and visionary leaders and that they developed better, more effective teachers in their schools.

In addition, the respondents favoured an additional module on how to teach in diverse schools as a potential benefit of the ACESLM programme.

7.4.5 Finding nine – Differentiated professional school leadership development programmes.

A theme that was identified in the qualitative phase of the study that the ACESLM alluded to was “challenges facing school principals”. Principals’ daily tasks involve a multitude of different roles and

responsibilities in primary and secondary schools thus requiring that principals manage their time effectively in leading and managing their schools. The principals stated that the ACESLM put additional pressure on them; hence adhering to stipulated time frames for assessment submissions was not always possible.

In addition, the study indicates that primary and secondary school principals be exposed to different types of professional leadership development programmes. When comparing respondents (principals) from primary schools to respondents from secondary schools, the secondary school respondents perceive that their principals compromise their leadership skills to a larger extent than their primary school counterparts. It is believed that secondary schools experience more disciplinary problems; curriculum needs are different and a complex and differentiated leadership development is required in secondary schools.

The findings that emerged from both the literature review and the qualitative and quantitative data collection and analysis phases were expounded in the sections 7.3 and 7.4. In light of these findings, the next section offers some possible recommendations with a view to enhancing leadership development programmes.

7.5 Recommendations

“High-performing principals are not born, but can be made, and those who are prepared to engage in innovative, high quality programmes are more likely to become effective instructional leaders, who are committed to their jobs and also efficacious in their work” (Stanford School Leadership Study 2007). The main aim of this research was to investigate the fundamental factors and conditions that should be present in a leadership development programme to maximise the possibility of sustained improvement in school leadership practice.

The empirical investigation was supported by the literature review. The findings from the qualitative and quantitative data are incorporated in the following recommendations.

7.5.1 Recommendation one

It is recommended that in the South African education context, firstly, all aspiring school principals embark on leadership development programmes such as the ACESLM qualification. Secondly all newly appointed school principals within the first two to three years of appointment, commence with

the programme and thirdly, school principals who are already part of the educational system should study towards attaining the ACESLM qualification to improve and add value to their leadership and management skills and practices. (See 7.4.4)

7.5.2 Recommendation two

For forthcoming endeavours, as a mandate from DoE, in regards to leadership development programmes for school principals, this study proposes that policy makers include the factors and conditions that are reflective of effective leadership development programmes stipulated in finding one (7.3.1) into future programmes. In addition, the module content structure of a leadership development programme encapsulate the following additional elements: provision must be made to include information and strategies on how to teach in diverse schools, which is in line with the vision of democratic transformation and the theory taught in lectures and cohort sessions must align with the reinforcements of practical examples in the workplace. This must be consistent in all modules. (See 7.3.1)

7.5.3 Recommendation three

The study advises that ACESLM graduates' progress be tracked on site (at their workplaces) in order to monitor, evaluate and support them. On-site visits must be conducted by either UJ lecturers or Education Department officials for a period of two years after acquisition of the qualification. Progress made by the participants can be monitored and any challenges experienced by the participants can be identified and addressed. Upon completion of the programme, there must be a follow up service offered by the University. Close monitoring, evaluation and support of the ACESLM graduates must be offered in order to enhance the leadership skills and practices of the school principals upon returning to their work sites. This will add value to their leadership skills. From the participants own admission, continuity, feedback, assistance and support is vital to the evaluation of the programme. (See 7.3.2)

7.5.4 Recommendation four

The investigation proposes that ACESLM be made accessible for all school management teams and teachers as a full qualification to support school leadership development. There is constant migration of school staff seeking better opportunities and prospects, the acquisition of the ACESLM qualification will therefore assist and improve succession planning of staff in schools. Ultimately, as

a long term goal, the Department of Basic Education should consider making the ACESLM an entry level qualification for new principals.

7.5.5 Recommendation five

It is recommended that the ACESLM programme include a formalised approach in delivery in regard to induction process at schools, and coaching and mentoring of participants to enhance school leadership development. School principals expressed their overwhelming encounters when entering a school as a newly appointed principal for the first time (see 7.3.2). The school principals as well as the “others” emphasised the role played by their mentors during crisis situations at their schools. The coaching and mentoring of participants led to networking taking place. Networking resulted in sharing of information among the participants, leading to the enhancement of good leadership practices in many schools. (See 7.3.2)

7.6 Recommendations for further research

The study of leadership development programmes is crucial to the field of educational leadership and management in South Africa. Although there has been a satisfactory amount of research conducted on leadership development programmes, specifically the ACESLM in South Africa, no research could be found on the fundamental factors and conditions that should be present in leadership development programmes to maximise the possibility of sustained change in school leadership practices in this country. Therefore there is scope for further research into this crucial area of leadership development.

The following areas may be considered for future research:

- A comparative case study could be conducted in two secondary or two primary schools, where the school principals are ACESLM graduates, who completed the programme five or more years ago. Two schools with principals who are not ACESLM certified will be used as control schools. The study will explore the extent to which the ACESLM programme impacted on the certified ACESLM principals as instructional leaders and it would be worth investigating.
- A longitudinal study could be conducted over a period of four to five years in schools where most of the school management teams are ACESLM qualified.

- An ethnographic study of an ACESLM graduate in an under-resourced school in a rural area would be of great interest to explore the challenges, limitations and achievements in this specific workplace.
- An impact study of an ACESLM participant from the first year of study to the final year of study, tracking the impact of ACESLM on leadership and management issues could also be a valid and interesting research topic.

7.7 Concluding remarks

Leadership development for principals is crucial to successful educational institutions in order for effective teaching and learning to take place. Lambert asserts that “leadership capacity” (2002: 37) is broad based and requires skilful participation of the relevant stakeholders and where there is high leadership capacity, learning and instructional leadership becomes infused into sound professional leadership practices.

In summary, this research investigation resulted in achieving the following results, which would be of assistance in examining leadership development programmes for the future:

- The research addressed the fundamental factors and conditions that should be present in a leadership development programme to maximise the possibility of sustained improvement in school leadership practices of school principals.
- ACESLM graduates offered intuitive information regarding their experiences as leaders and managers in their respective work sites.
- The perceptions of the ACESLM graduates as school principals, other staff members, namely the deputy principals, heads of department and post level-one teachers was elicited through the administration of the two questionnaires.
- The main foci of the ACESLM curriculum was extrapolated with a view to strengthening the curriculum offered in the programme.
- UJ lecturers outlined the current delivery mode of the programme and offered further avenues to strengthen the programme delivery in the future.

Finally, as the current ACESLM programme was devised by the Department of Education, South Africa (DoE: 2008 Course outline for ACELSM), it is envisaged that this study will create an interest regarding the importance of school leadership development programmes to researchers, policy makers and educational practitioners in South Africa and abroad.



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APPENDICES

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2010 – 10 – 01

For Attention: The Principal

School Governing Body

Dear Sir/Madam

Re: Research Interviews to be conducted by Mrs. P. Naidoo

I am currently pursuing my PHD (Doctoral) study at the University of Johannesburg in the field of Educational Leadership and Management in the Faculty of education. I am investigating the Advanced Certificate in Education- School Leadership and Management (ACESLM) to identify possible factors and conditions that should be present in leadership development programmes to enhance principals' leadership practices in our schools. I am optimistic that this investigation will add to the body of knowledge in regards to principals' leadership development in the 21st century. We are all aware of the multitude of functions/task/activities that principals execute on a daily basis. I anticipate in making a contribution to the field of educational leadership and management.

Please be informed that permission has been granted from the Gauteng Department of Education as well the University of Johannesburg Higher Degrees Committee (see attached documents). I hereby seek permission to conduct this research in your school. Kindly note that I will NOT divulge any names of persons or schools that are part of this research study and all information collected will be treated in strict confidence.

The interview schedule is as follows:

Date: _____

Time: _____

Approximate Duration: _____

Venue: _____

Research Method: In-depth Individual Interview

The findings of this research study will be made available to you and the school upon its completion. I appreciate you and your school's participation in this investigation and I thank you.

Mrs. Parvathy Naidoo (Researcher)

Contact Details: 011 5595243/0823147925

Permission is granted to Mrs. P. Naidoo to conduct research at the school.

Name of school: _____

Contact Details: _____

Principal

School Governing Body

Please send confirmation via email to pnaidoo@uj.ac.za or via fax to 011 5592262 or alternatively confirm telephonically on the above numbers



30 January 2012

For Attention: The Principal/School Governing Body

_____ Primary/Secondary School

Dear Sir/Madam

The Faculty of Education at the University of Johannesburg has delivered the Advanced Certificate in Education School Management and Leadership (ACESML) to approximately 500 students since 2007. Anecdotal evidence suggests that the programme has impacted positively on change in *leadership* practices in schools. However, the validity of this evidence has not been verified via research. This research therefore wishes to establish whether your participation /or your principals' participation in the ACESML programme has equipped you/or your principal with good/effective sustainable leadership practices. The research also aims to identify and highlight the factors and conditions that should be included in professional leadership development programmes for school principals. It is against this background that these questionnaires were designed.

Through completing the questionnaire you will also be assisting us to improve the ACESML programme. Also – the findings of the research will be made available to you to enrich your own leadership skills and expertise. Kindly note that all information provided is confidential and you are at liberty to withdraw without penalty from this research study at any point. Kindly complete this questionnaire. It will require about 20 minutes of your time.

Please take note of the following:

- You may remain anonymous, so do not write your name on the questionnaire.
- There is no right or wrong answers in Sections B/C
- We want your honest opinion.
- Your first reaction is most valid; do not ponder too long over any question.
- Please answer all questions.
- Please return the questionnaire to the person from whom you received it.

Thank you for your time and co-operation.

P.Naidoo (Researcher)

Dr. Lloyd Conley (Supervisor) and Prof. Sarah Gravett (Co-Supervisor)

Work 011 559 4759 /011 559 2681/011 559 5234

The findings of this research study will be made available to you and the school upon its completion. I appreciate your participation in this investigation and I thank you.

Mrs. Parvathy Naidoo (Researcher)

Contact Details: 011 5595243/0823147925

Permission is granted to Mrs. P. Naidoo to distribute and collect research questionnaires to the principal and selected staff members at the school.

Name of school: _____

Contact Details: _____

Principal

School Governing Body

Please send confirmation via email to pnaidoo@uj.ac.za or via fax to 011 5592262 or alternatively confirm telephonically on the above numbers



INTERVIEW SCHEDULE

A Principals

Interview questions, sub-questions and probes

Opening: Thank you for participating in this research project. I am a PHD student at the University of Johannesburg. I have a list of questions to guide this interview and remember you have the right to withdraw from this interview at any point. Please inform me, should you require a comfort break.

1. Being a leader and manager in your school, how has the acquisition of the Advanced Certificate in Education- Leadership and Management (ACEL) equipped you in improving your skills, knowledge, attitudes and values?

Has this led to the improvement of your leadership practices in school?
From your understanding, what do you regard as "good leadership practices"?

2. Briefly discuss modules and the assessments of the ACEL programme?

Comment on the structure, content, design, delivery of the programme.

3. Comment on the lectures that you attended at the University of Johannesburg and the cohort sessions at Matthew Goniwe School of Leadership and Governance?

Did you find the structure and content of the programme useful?
What about the design and the delivery of the programme?

4. You have given me lots of useful information and I am really grateful. Would you like to add anything else that I may have left out?

Thank you



INTERVIEW SCHEDULE

B University of Johannesburg (UJ) Lecturers

Interview questions, sub-questions and probes

Opening: Thank you for participating in this research project. I am a PHD student at the University of Johannesburg. I have a list of questions to guide this interview and remember you have the right to withdraw from this interview at any point. Please inform me, should you require a comfort break.

Interview questions and sub-questions

1. How long have you been involved in the ACEL programme?

Were you involved in any other Leadership Development Programme such as the ACEL? Briefly explain.

2. Briefly explain the curriculum content of the ACEL programme?

Would the students be able to demonstrate a basic understanding of what is involved in school management and leadership after they have acquired the qualification?
Strengths, weaknesses, limitations

3. Kindly comment on the lecture sessions with the ACEL students at the University of Johannesburg?

Attendance, atmosphere, growth, involvement.
Improvement, understanding

4. Please comment on the various assessments that the students were required to submit to achieve “competence” in the programme

Portfolio of evidence, support structures.
Challenges in regard to the assignments/assessments that were submitted?
Time frames stipulated for the assessments.

5. From your understanding, will the ACEL qualification/ programme be appropriate to serve as a mandatory qualification for all first-time principals? Please elaborate.

6. You have given me lots of useful information and I am really grateful. Would you like to add anything else that I may have left out? Thank you.

1 **School A 16 November 2010 Quintile five.**

2 **Time: 12:30-13:45**

3 **Place: Principal's Office**

4 **A Interviewer**

5 B Interviewee

6 **A: Thank you very much for participating in this research project. Good**
7 **morning to you. I am a PhD student at the University of Johannesburg and I**
8 **have few questions to ask you and if you can please respond to them. You**
9 **can withdraw from this interview at any time, should you feel the need to**
10 **do so. My research involves the ACE Leadership & Management programme.**

11 B: Good morning and welcome to our school.

12 **A: My first question is having been a manager and leader in your school, how**
13 **has the acquisition of the Advanced Certificate in Educational Leadership and**
14 **Management equipped you in improving your leadership skills, knowledge,**
15 **attitudes and values?**

16 B: Good morning to you, thank you for visiting me. The first question that you have
17 posed, I would just like to mention the ACE course was excellent. It helped me
18 tremendously I must say, closed a lot of gaps. There were gaps in various aspects
19 for example at school regarding finance, school governance, leadership and school
20 governance where the changes have been made. I acquired the necessary skills
21 and expertise to be able to feel more confident and basically to motivate my staff,
22 school governance and the community as well as the learners. This has shown
23 tremendous improvement in my leadership styles as well and the school has benefit
24 from this course through my expertise, where we have won a lot of achievements
25 such as in the academic with E learning, with sports, with public speaking etc.
26 Thank you.

27 **A: Has the acquisition of the ACE programme, led to the improvement of your**
28 **leadership practices in school and secondly what would you regard as good**
29 **leadership practices in a school of this nature?**

30 B: In this nature, actually to become a good leader you have to set number one an
31 example and you have to lead by example that I forgot to mention but looking at the

32 different styles we have to keep in mind especially we have learnt through the
33 ACE programme is the basic leadership styles, the various styles. You have to
34 basically weigh the pros and cons, which leadership style you will be utilising. Some
35 of them for example Democratic leadership's where basically you make your staff
36 ownership of what you have discussed so they can be accountable as well and
37 become part and parcel of this decision. For the Autocratic Style as well that I utilise
38 is basically where I have given the mandate from the district where we have to meet
39 timeframes, deadlines and I have to be Autocratic to tell the staff on this day that I
40 need the schedules for example to be completed and they have to stick by those
41 dates, monitoring has to be done. Thank you.

42 **A: Explain the modules and the assessments that you were required to**
43 **complete in order to become competent for the ACE programme?**

44 B: The modules were lead and manage. Lead and manage is basically how to lead
45 the school and manage the school and how to basically lead and manage myself.
46 Basically working out management plans, following procedures, keeping to time
47 frames and doing monitoring as well. Looking at finance, I managed to close a lot of
48 gaps in finance, this has helped me basically to keep what we have basically
49 budgeted for, the accountability as well, proper records, and a no zone for example
50 utilising our money where it is ring fenced as well, it means where it is specifically
51 mentioned for LTSM, we have got to utilise money for LTSM, we cannot use this
52 money for example to maintenance etc. school governance, this was also
53 important. The theory part was really fantastic but when you looking at the practical
54 presentation at the schools, it was in our instance in many of our schools, it was not
55 80% practical because to be on a school governing body you are chosen by the
56 parents but because it is not a paid job parents are a bit reluctant and do not attend
57 many of the meetings, so this is something to look into, more the practicality part as
58 well, changes has to be made. The other module was also part of the leadership
59 that also plays an important role regarding the curriculum as well where basically as
60 a principal you have to lead as a curriculum organiser, the your deputies and your
61 HOD'S together with the teachers and this is basically all your leadership styles that
62 explained in this manner and how to overcome and fill the gaps where we were

63 basically lacking. This was really enjoyable that we enjoyed through the ACE
64 We have implemented all the study material in the assignments that we completed
65 and also with other schools that collaborate with us. I have been basically working
66 the principal forum as well, trying to implement what I have learnt through the ACE
67 modules. Thank you.

68 **A: You mentioned one assessment specifically working on projects with other**
69 **stakeholders and other principals in the area – enlighten me on what the**
70 **project entailed.**

71 B: The project entails was for example was twinning with the schools it was also
72 my expertise, it was part of revolution, the change that we have been facing, for
73 example the E learning- the technology. The technology is there but what's been
74 happening with most of our schools with Gauteng online is basically offline, I have
75 been trying to implement this E learning through various matters with your planning
76 A, B and C come into place although we don't have Gauteng online programmes
77 is offline but there are various ways to implement the computer programmes
78 for example we are using computer kits etc where schools can utilise these
79 effectively and this is also in the SA SAMS programme through the district, so I
80 have become a foondie (expert) in this as well where basically you can work out
81 timetables etc. and also the change is that the elderly people are quite scared to
82 use computers and I had to break the ice to motivate them as well that these are
83 challenges but once you get used to them, it saves you time, you won't be working
84 hard but you will be working smart. Thank you.

85 **A: Being a principal for a long period of time at this school, how have you**
86 **encouraged or motivated your staff to have the same vision as yourself?**

87 B: The vision is my key factor, the motivation with the teachers I must mention, I'm
88 probably most likely the only school in the area in Heidelberg, generally if you have
89 to look at provincial level, I've got a team that is excellent. Basically where I also
90 create ownership and motivate them to bear the structure, do staff development and
91 also with intrinsic/extrinsic rewards as well sometimes with time off or having for
92 example extra prize or presents or having teachers' day, giving the ladies that love
93 some flowers as well and the extra hours that they spend I basically utilise these as

94 part of my strengths. The teamwork comes as part of them giving off themselves,
95 making sacrifices after hours as well to make sure that our vision is reached. It's not
96 only with the teachers reaching the vision, we create awareness before we
97 commence every lesson that we outline our vision and what we are aiming for and
98 this is briefly promoting. We also do a follow up where we basically monitor how far
99 we are with our vision and if we have reached our vision as well. We try and monitor
100 this process wherever there are gaps we try and fill them and not only through the
101 learners and through the teachers, we include the parents as well to reach this.
102 We have tremendous support with our stakeholders and the community as well
103 together with the district. Thank you.

104 **A: The next question has two parts, firstly I'd like you to tell me about the**
105 **lectures that you attended at the University of Johannesburg, secondly you**
106 **attended cohort sessions at the Mathew Goniwe school of Leadership and**
107 **Governance, comment on these aspects.**

108 B: The lecture with the ACE leadership and management, to me it was excellent, on
109 every lecture that we had I must say the way these lecturers ran these sessions
110 it was not only a one way communication from the lecturer to us but it was two way.
111 We were part and parcel of the discussion, giving feedback and learning from the
112 other schools where they experienced difficulties and with the support that we
113 received together with schools that basically like you taking some of the x model c
114 schools. They were working very well and sharing their ideas of how they have
115 overcome some of the problems and how we can utilise these ideas to implement
116 them at our schools. So the lectures were excellent with follow ups the
117 tasks which we completed went very well and I must also mention that I was one of
118 the cum laude students, which has promoted me and I have really given it my best
119 and my thanks goes out to these lecturers, a job well done. Thank you.

120 **A: Coming back to the cohort sessions that you've attended, have you built**
121 **any relationships with the other students who attended the cohort sessions**
122 **and if you did, explain.**

123 B: I must mention that during the time of the cohort session, I became one of the
124 group leaders I have been highlighted as one of the top students where I try

125 to assist with the . . . And up till now we are exchanging ideas. I've also brought in
126 partnership in education for example Cannon, Promotions for example
127 with E learning technology, interactive boards, smart boards, computers
128 etc and I've also been identified by Matthew Goniwe as well to come and assist in
129 the cohort sessions that is for Benoni as well. We've been meeting up regularly with
130 some of the students from the cohort sessions that we've for the past two years and
131 we meet regular and there is definitely a change at almost every school where
132 principals or deputy principals have completed the course. They have advanced
133 through the learning through the management and leadership courses that was
134 implemented through the ACE and at Matthew Goniwe cohort sessions.

135 **A: The ACE programme is a relatively new one that students have completed**
136 **through the University of Johannesburg. Has there been any challenge that**
137 **you were faced with? If so briefly tell us about these challenges and how did**
138 **you handle this challenge?**

139 B: Being a principal for the past 21 years I have a lot of experience, new experience
140 with the change also coming, the pre-apartheid now as well seeing that farm school
141 is being into a big school, there's other schools as well. The changes have been
142 tremendous, coming back to the ACE programme as well, as a principal what was
143 very important to me. I had the ideas or I had the knowledge of some leadership
144 qualities but that's truly reinforced me to complete and to enforce where I basically
145 forgot to reinforce some of the leadership qualities. The curriculum as well or my
146 style of management together with my management plans as well and this has
147 helped me tremendously to overcome these obstacles or challenges faced. The
148 transformation with new teachers coming from different groups as well, to see the
149 different styles of their teaching, their communication and sometimes a break in
150 communication as well but what was very important the ACE course helped me to
151 overcome these by basically understanding the problem and working towards
152 resolving the problem where decisions had to be taken. It's been shared decisions
153 by the SMT altogether that helped me to overcome these obstacles or challenges
154 that we faced. Although there are still some contextual factors at school example,
155 service delivery from department or head office for example providing of libraries

156 providing of class rooms, teacher pupil ratio but we are working slowly to overcome
157 these and hopefully we achieve these. Thank you.

158 **A: From your understanding, will the ACE programme be appropriate to serve**
159 **as a mandatory qualification for first time principals?**

160 B: Actually I must mention that I was one of the very few principals that requested
161 previously to do the ACE but I was not selected due to the affirmative action but
162 finally I was selected and I mentioned I would have did this course few years ago
163 when it commenced, actually it has helped me tremendously and this course is
164 basically a prerequisite to become a principal or is already a principal
165 to have that ACE leadership and management course, for me now that I am doing
166 my honours as well, I've realised it should be a prerequisite, forming a base for
167 leadership, a basis and . . . that is good . . .

168 **A: Please clarify what you mean.**

169 B: I need to complete my honours two years part time and looking at the first
170 year that I've completed my honours, the ACE has actually even uplifted me and I
171 have learnt so much in my ACE that formed a basis for my honours. I need to uplift
172 and improve my qualification number one and to give off to the department, the
173 teachers to the community as well and I'm feeding my brain throughout. So
174 prerequisite of the ACE is excellent I must be honest as a follow up for principals
175 if you are staying long in the profession. Thank you.

176 **A: We are almost to the end of the interview, and the next question is “do**
177 **you see any weaknesses in the ACE programme?**

178 B: The ACE programme works very well, it's more basically all round regarding the
179 schools but what I mentioned previously is that you've got to really close up on the
180 school governance part of it. The theory, the laws, the legislations are there, the
181 practicality is that we have to really work at it and the leadership part is basically
182 excellent and we really have to look at leadership basically what we are learning is
183 to put action into the leadership that we carry out at schools. The words are not
184 enough but translating into action is more important and to see the goods or to see
185 the light at the end of the tunnel.

186 **A: Thank you very much for your time, you've given me lots of useful**

187 **information and for that I'm truly grateful, is there anything that you would like**
188 **to add, maybe something that I have left out?**

189 B: Yes I would like also to add, UJ has started off a principals forum where they
190 basically give you feedback having workshops etc. Its basically these are all leaders
191 even with our leadership course although it a ACE its basically to keep us abreast
192 with what's happening regarding education, even the journals on education that is
193 compulsory of principals and I would also mention one of the key factors. The deputy
194 principal must also come on board that is very important cause the deputy principal
195 takes the place of the principal when he is not there so he has got to know how the
196 schools got to run or function effectively so we have to bring all deputy principals on
197 board and thereafter basically our SMT'S and our HOD'S as well because they are
198 part of team. We must get integrated for effective learning and teaching to take place
199 and although many deputies have been attending the course but I think we should
200 bring onto board all deputies not only principals. We will definitely see the difference
201 because I have looked at; I have encouraged a lot of the deputy principals to do the
202 course and you can see the changes and currently I am also running the principals
203 forum. We are including the deputies as well that's part of the teamwork and we are
204 finding the schools are functioning much better compared to previously. Thank you.

205 **A: Thank you very, very much for your time and once the research is complete, I 206**
will give you feedback.

207 B: Thank you very much.

1 **School B** **17 November 2010 Quintile one**

2 **Time:** **13:00-14:30**

3 **Place:** **School Staffroom**

4 **A: Interviewer**

5 B: Interviewee

6 **A: A very good morning to you. Thank you for this opportunity to interview**
7 **you. I am a PhD student at the University of Johannesburg and I'm currently**
8 **busy with research. I chose your school as you are a graduate of the ACE**
9 **qualification. I have a few questions that I would like to pose to you, if you could**
10 **please respond to them. At any time of the interview if you feel you need a**
11 **break or if you want to stop we can. You have the right to withdraw from the**
12 **interview at any point that would be fine as well. Thank you once again, if you**
13 **could tell me the quintile ranking of the school.**

14 B: Good morning, the quintile ranking of the school is quintile one, it's a no fees
15 school.

16 **A: Thank you very much. The first question is, being a leader and manager in**
17 **your school and having acquired the ACE certificate in educational leadership**
18 **and management, how has this qualification equipped you in improving your**
19 **skills, knowledge, attitudes and values?**

20 B: What I would like to say or start off by saying before I became a student for the
21 ACE, I had some reservations because I thought I know everything about managing
22 and leading. But being part of the studies, it made me realise that there are a lot of
23 things that I really needed to learn and I learnt a lot about managing and leading.
24 Because one to start with, some of us get a promotion and you have never been
25 orientated and taught, you just get thrown in the deep end and swim on your own.
26 But the course made me realise, there are a lot of thing that you need to learn if you
27 are a new principal and about leadership and management and getting information

28 from different colleagues also make you better person because you realise the
29 styles of leadership that are applied by your colleagues, what is expected from
30 you as a manager and as a leader through the course. So it changed my
31 management and leadership style a lot.

32 **A: Thank you, in your view what do you think good leadership practices are. If**
33 **you can outline for me how you do manage and lead your school with regards**
34 **to the staff, curriculum delivery and district expectations?**

35 B: Let me say our core business is teaching and learning so as a principal
36 and as a leader or manager of a school what you are expected is to produce good
37 results. What I have learnt from the course is that it's important to especially SMT
38 leaders and principals instructional leadership where you need to know what is
39 happening in the class room and be an expert, but you are expected to
40 lead and you can even have beautiful buildings and infrastructure but
41 instructional leadership is important, that's what I learnt.

42 **A: What about staff development?**

43 B: I became more involved in curriculum issues than before the programme
44 and it has helped and motivated the staff to see me leading from the front and as a
45 principal I also submit like any other, I plan, I understand the work schedules, I
46 understand the programmes it makes things easier you are able to go to the staff
47 and say you are expected to do this I'm an example also here is my file, you can
48 see that, instructional leadership is very important.

49 **A: What other types of leadership have you learnt?**

50 B: Secondly I also learn about collaborative leadership where you have to work with
51 everybody, all the stakeholders. For a school to succeed it's not about the principal,
52 it's about us – both the staff and the parents so it has helped us as a school as
53 through collaborative leadership the school has achieved a lot because we are
54 behind each other, we support each other and so the school succeeds. Also when it
55 comes to leadership and managing the people, it's important that the management

56 style it's not . . . It can be democratic but when situation comes where there are
57 issues that are non-negotiable, they are non-negotiable especially when it comes to
58 curriculum delivery so we work on that. Basically what I will say when it comes to
59 leadership, you as a leader that's what I've learnt you need to have a vision and
60 a buy in from people. If you lead without a vision the organisation does not go
61 anywhere, even the school so if you've got a vision you have a buy in by people
62 the people become the decision makers they don't impose, they become part of
63 it and they take ownership of it, so it helps the school to grow so those are most of
64 the things I've learnt. Thank you

65 **A: Thank you, that brings me to my next question. Discuss the modules that**
66 **you had done in the ACE course and how did some of the content of those**
67 **modules contribute to your individual development and school improvement?**

68 B: The modules are one of the physical resources in governance that was one of
69 modules that we did, lead and manage people that are also another one. Those are
70 some of the modules that make us as a school to succeed because one in terms of
71 your relationship with your governing body, it's important the functions of the
72 governing body but because to my experience I have noticed that there is
73 a problem between governance and management because of this line where
74 both of us overlap into each other's terrain. Through the course it makes you realise
75 what are the functions of governance, what are the roles of governing bodies at the
76 school, what are the functions of the school management teams.

77 **A: How did your school improve?**

78 B: So if you are able to improve the relationship between the two then it makes it
79 easier for your school because of the conflict between the governing body and the
80 school management team it will affect the school because I always believe that if I
81 make an example of pillars, you've got the SMT is a pillar, you've got the SGB
82 as a pillar and the both pillars they are holding parents, they are holding learners,
83 the community and teachers. If one of them is not working it collapses so
84 you need strong two pillars. I benefited from that and with this relationship the

85 school benefits, the learners benefit and curriculum delivery also become important.
86 Leading and managing people is also important because we normally make a
87 mistake is not to recognise people, so you learn there that you need to give
88 recognition to people and if you really give recognition people end up doing better
89 because they can see that they are being recognised at the end of the day the
90 learners benefit because if governance and people in the school are not happy they
91 will be less productivity and if it is less productivity then it will be poor results for the
92 learners. Thank you.

93 **A: You spoke of motivation earlier, how do you motivate your teachers, your**
94 **staff in general?**

95 B: I think I motivate one extrinsically and I also encourage intrinsic motivation from
96 them because we can give them everything but if it does not come from within I try
97 to sit and listen to them and when you listen to them they also feel that they are
98 important and you try to understand what their needs are also and the way you are
99 able to assist and encourage because at the end of the day I need to be able to
100 mentor, to coach them and to listen to their needs. Extrinsically we've got teachers
101 awards where we award teachers who have performed very well, not only teachers
102 even the personal staff, we award them, we award learners so that they could do
103 much more from what they've been doing. We award the school and we motivate
104 them intrinsically and extrinsically, I also encourage them to continue studying
105 because what I normally do is run around trying to get bursaries for educators... 106
improve it's also a benefit of the learners because education is dynamic not static
107 there are lot of challenges, lot of changes and if you empower them you are able to
108 empower the school through them and the learners.

109 **A: Thank you, that brings me to the next question – tell me about the**
110 **assessments that you were required to submit to gain competence for the**
111 **ACE qualification and how have these assessments contributed to your**
112 **development?**

113 B: We had to do assignments and when you are doing those assignments you do
114 research and when you do research you gain knowledge that you bring back to
115 where you are working, so that is one through the assignments that we've been
116 given because they are practical, yes they are theory you write them but most of the
117 things you come and implement them practically at our work place and also the
118 portfolios, we had so submit portfolios and a project and form that assignment- the
119 portfolio we are able to start a library at our school which is functional we never had
120 any administration block, teachers were using their cars to mark and do their work,
121 we never had a library but now from the portfolio we are able to make a library for
122 school which is fully utilised by the learners and the teachers. We have all our
123 meetings there, we make development sessions there also the communities around
124 especially the crèches in the area because there is no library in the area, I think the
125 nearest library is 15km away from us so the crèches around bring their children
126 to our school, to our library so that we can read for them, to see how a library looks.
127 It was not only the assignment to pass the course but the community, the school,
128 the learners have benefited from it.

129 **A: Thank you, you attended lectures at the University of Johannesburg and**
130 **you attended cohort sessions at Matthew Goniwe. If you can tell me about**
131 **how the lectures and the cohort sessions benefitted you in any way?**

132 B: Thank you, starting with the lectures I know that some of us sometimes we feel
133 like I don't want to go to that class anymore because you think you know everything
134 but when you attended the class they were so interesting that you wanted to go
135 for many days. The lecturers they knew what they were talking about, most of them
136 have experience they've been principals because they were talking the language
137 we understand. They had information on how the school is being run, the school
138 situation they know it so it makes it easy for us because we were talking to people
139 who were there, they knew what was happening and we benefited. They were
140 interesting. The cohorts were very much interesting because sometimes when you
141 are alone you think I've problems and challenges at the school but when you share
142 with other people you think no I think my problems are not as much as other people.

143 Then you listen how did those people solve the problems and sometimes we
144 exchange ideas and what I've learnt is it equips you even if you can encounter the
145 same problem in future, you already know about the problem and how was it being
146 solved. So the issue of networking with other schools, exchanging ideas it
147 empowers one because you know exactly if you've got problems you can phone,
148 talk to one of your colleagues who has been there and say I'm having this problem.
149 The cohorts are very good; they help to make you understand the context of where
150 we are working. Thank you.

151 **A: Have you built any relationships with the other students at the cohort**
152 **sessions and if you did how have those relationships benefited you in the**
153 **school situation?**

154 B: I have, one I'm an introvert person but through those cohorts I built a lot of
155 relationships where we exchange ideas with some of the principals, some of the
156 principals we even share the sponsors when I've got a sponsor I just refer them
157 cause for partnership and the twinning of schools use so it was not only a social
158 relationship but it was a relationship based on improving academic excellence so
159 that's what we need. We share ideas sometimes strategies on how to make the
160 school better. Thank you.

161 **A: In your opinion are there any weaknesses, limitations or challenges that**
162 **you were faced with during the course?**

163 B: I think I will say not exactly the weaknesses but a challenge because especially
164 when it comes to identify projects so you are on your own and you need to make it
165 good and those become a challenge because you are worried it has to be perfect
166 and you know getting the sponsors, involving a number of people that is one
167 challenge that one has experienced but other than that there were not much
168 challenges that one has experienced regarding this instead it was more excitement
169 than any just to ensure that the project becomes complete, I complete the course, I
170 learnt a lot and what I was worried about is implementation of what I've learnt into
171 real situation.

172 **A: This question is arising from one of your previous responses, you said you**
173 **had to submit a project as an assessment – what is your view on the ACE**
174 **qualification not having an examination component?**

175 B: I think it's too . . . because you know it's better if you become practical because
176 there are people who can go and write an exam, its theory, and after that exam that
177 person has forgotten there's nothing that the person can show and prove that this is
178 what I've done because that is one problem, with a portfolio you are able to point
179 I've done this, this is what I've done and there is something that people benefited
180 from it because with an exam I will write and get a certificate and nobody will know
181 about it. But with the portfolios and the projects that we got it makes you always see
182 a bigger picture about the school, the needs of where you are. It might be building,
183 it might be improving teaching in the classroom but the results will be there for
184 everyone to see and benefit out of it.

185 **A: There is some evidence according to other research that has been done on**
186 **the ACE, that it could be made a mandatory qualification for all first time**
187 **principals. Do you think that ACE is well structured for a person to acquire**
188 **before he/she becomes a principal?**

189 B: Let me be honest and frank about this, our department before never had a very
190 good structure of appointing principals because you take a person from the
191 classroom an educator you make this person an HOD without proper training, and
192 then be the principal some of them they just become principals, so if it can be a
193 requirement it means you are empowering people when they go to the schools.
194 They are equipped because it covers almost everything that we do governance,
195 physical resources, the finances of the school, how to lead people school like I
196 indicated instructional leadership, you know curriculum issues so you go there fully
197 equip to face what is needed there at the school level. That's why I say some of us,
198 we became principals without being mentored or anything so you realise with this
199 course and say it will be better for other people to have this ACE certificate before
200 they become principals and I'm 100% sure that there will be better principals
201 because they will be fully equipped.

202 **A: You have given me lots of useful information and the information will**
203 **provide a very rich base from which I can start my research. Is there anything**
204 **that I've have left out or is there anything else that you would like to say**
205 **regarding the ACE programme?**

206 B: All that I would like to say is that I would recommend even after, it might be
207 difficult, even after completion of the course you know there should be some follow
208 ups maybe once a year just to see "are people still on track", if people they need to
209 be empowered because it's so important that there is continuity and the feedback
210 either from the student side give us a feedback, how far have you gone now since
211 you have been an ACE student, what have you done, what assistance do you need
212 so that there is this continuity. It should not be, after just getting a certificate then it's
213 over between the lecturers and the students that's what I would like to say.

214 **A: A follow up to that response, who do you think should do the follow up?**
215 **The GDE, the Districts Offices, or is it the University or is it a principal body**
216 **that should do that follow- up?**

217 B: I think it can be both the GDE and the university so that whatever comments will
218 be made, the GDE will know what they have to do and also the university will know
219 how to take the course further. Thanks.

220 **A: I must say it's been a great pleasure interacting with you and thank you**
221 **very much for giving me the opportunity of interviewing you. At a later stage I**
222 **will give you feedback and a report back of the entire study and if there is**
223 **anything that you feel would add value to my data collection at a later stage,**
224 **you're more than welcome to bring it to my attention. Thank you once again.**

1 **School C** **18 November 2010 Quintile two**

2 **Time:** **12:00-13:45**

3 **Place:** **School Staffroom**

4 **A: Interviewer**

5 B: Interviewee

6 **A: Thank you very much for participating in this research project, a very good**
7 **morning to you, and thank you for your time. I am a PhD student at the**
8 **University of Johannesburg, I'm busy with research on graduates that have**
9 **completed the ACE school leadership programme. We are going to talk about**
10 **how did the ACE leadership programme assist you or empower you in making**
11 **your school a better school for learners and for staff. Remember this is an**
12 **interview for research purposes and you may withdraw at any time of the**
13 **interview.**

14 B: Good morning.

15 **A: My first question is, being a manager and leader in your school, how has**
16 **the acquisition of the ACE leadership and management programme equipped**
17 **you in improving your skills, knowledge, attitudes and values?**

18 B: Thank you, I think it has helped me to improve my management and my
19 leadership skills. Having the theory with the honours that I have from the University
20 of Johannesburg, it's a theory but it needs also one to put it in practice. Analysing
21 these has helped me in leadership and also in management for hands on method.
22 Practically there were activities which were given to us, some activities were done
23 in a group work while we were at the University sessions and then some were done
24 individually by means of assignments, by means of research projects, plans and
25 as principals around here coming together and discussing some issues which
26 we thought we didn't get it clear and then after discussing that we went
27 back to the University as well as UJ, sorry Matthew Goniwe applying the very same

28 method of once we go home and then discuss it as a practical, hands on method.
29 It helped me also to develop some policies because if we have policies they are like
30 legislations but on a school level, for instant we have a guide where everybody
31 participates, it's not a principal's thing, it's a all stakeholders, it involves them.
32 when you have this whole school development plan, in the olden days or
33 some managers you sat alone in the office and trying to draft. They had to say I
34 want my school to be like A, B, C, and D. It becomes difficult when it comes to
35 practical but if you take all the stakeholders and you share with them
36 practically you develop some sense of ownership to them, they feel this is their
37 thing it's not the principal's thing.

38 **A: Do you believe in teamwork?**

39 B: Oh yes, for an example there is a project that I have done for two years which is
40 team building, I haven't received my results up till now but I am waiting for my
41 results. I think I am going to use that to be profitable to me because I involved all
42 stakeholders to say guys I don't want to lead alone, I don't want to drive this thing, I
43 want us all to drive this thing. If I am not here now or if I am not around in the future,
44 everyone should know exactly what is his position, how do we do this thing and
45 you know as a principal there are duties that are delegated to you but also there are
46 too many so have to delegate people whom you trust, to whom you know the job
47 be done and if the job is done all of us becomes happy because around here we
48 have a problem of number going down, there are a lot of primary schools around
49 here. It's only 3km from one school to another so if you don't form a team, your
50 number (learner enrolment) will decrease. Thank you.

51 **A: A question arising from your response. You said that, you work as a team.**
52 **Did you learn teamwork by doing the ACE leadership programme or were you**
53 **a team player previously?**

54 B: Not exactly a team player, I thought I was a team player but realising after UJ
55 project of a team, team building. I find that I didn't know what a team building was
56 because one thing didn't know what is this thing because if one asks you explain

57 what is a budget, a budget is a what . . . and all those things you can
58 mention, putting also fundraising in those budgets but in a practical way you are not
59 going to buy all those things, it's an estimate, you are estimating so for me
60 teambuilding I thought I knew it but I didn't know it. It's only now that I'm involved,
61 directly involved in this stage. Teambuilding is necessary for one to reach his goal.
62 Thank you.

63 **A: From your understanding, what do you regard as good leadership**
64 **practices in a school?**

65 B: Good leadership its involving all the stakeholders, if you are a team then you are
66 going to have a good leader because all of us we going to integrate and work in an
67 harmonious relationship but if you don't follow the team building everyone will do as
68 he likes but at the same time you will be looking at the problem thinking that
69 whatever he is doing with the purpose of looking at the vision and the mission of the
70 school but not understanding it very clear to say what is clear, what is x, y. Now you
71 will find that if you have to lead firstly you have to be humble and you have to trust
72 yourself and then secondly you have to trust everyone and then you must be
73 transparent and then you must also be honest and then you must a role model,
74 people must see you as an example at school because it comes easy to follow the
75 leader but if you don't do that then you are going to experience many problems.
76 Thank you.

77 **A: Thank you, discuss the modules that you have done in the programme. Did**
78 **the content in the modules develop you as a principal?**

79 B: There are series of modules; the modules are the leadership and management. It
80 guides you how to lead and also to manage and also indicating to you that you are
81 not an island and also you have to read everyday, we are learning. Life is a learning
82 it's a lifelong learning. We have to learn everyday and also there are challenges that
83 one has to face. Looking at the policies of the department and even the policies of
84 the schools that are run by the governing body and by yourself. If we agree to the
85 policies being part and parcel of all stakeholders taking part in the policies then you

86 will see it helps you in a leadership and also in a management and also regarding a
87 management your SMT must be close to you. They must understand the vision and
88 the mission of the school. You as the principal you must not dictate to the people
89 what you want them to do, it must come from them we must say this is the vision of
90 the school and this are the mission of the school. Mission is a drive way to those
91 goals that you have set at the beginning of the year and then you come to
92 managing teaching and learning.

93 **A: How do you manage teaching and learning?**

94 B: It involves a lot of activities in it because you managing teaching, to manage
95 teaching it need educators and learners to commit themselves. They must have a
96 sense of humour and a sense of learning, learners must learn and managers must
97 manage. With the sense that all of us at the same time want to put our school on
98 map, so when we look back at the end of the year to say yes what have we done to
99 achieve this. There are lot of things like for instant culture of the school, it's very
100 important that we follow the culture of the school. We must also by culture of the
101 school we involve many things, everything must be done in time, there must be a
102 school management plan.

103 **A: How do you draw up the school management plan, who do you involve?**

104 B: From the school management plan vice versa the SMT management plan so the
105 SMTs must do their lesson plans and give it over to the principal and the principal
106 must also draw from that management plan; he must draw the whole school
107 management plan and also its very imperative and very important if there is any
108 activity that they've hammered you to go on with like for instant our teacher strike,
109 that was a lot there it took a lot of time and it disturbed the whole plan and one has 110 sit
down and review the whole plan and be flexible to see which one do we follow,
111 which one do we leave out. Time was very short. Thank you.

112 **A: Talk about the assessments that you were required to complete in order to**
113 **achieve competence in the ACE programme.**

114 B: The different assessments, we have a group assessment especially for the
115 Matthew Goniwe side where we sit down and reflect on whatever that was done in
116 the class and thereafter you will have to do a reflection writing and then send it back
117 to Matthew Goniwe. With UJ you write assignments to show how you understand
118 how do you reflect how do you according to your own understanding how you are
119 going to implement what you have learnt at the University, you write assignments.
120 There were no tests, there were assignments, it was projects and it was also group
121 work it was also done at UJ. They will divide us in groups and have one that is the
122 scribe, the speaker and one who will stand there and will cascade some of our
123 findings and some of our points to the other groups and they will ask us questions
124 and then they will also ask comments and clarity seeking questions so that is how it
125 was done.

126 **A: You attended lectures at the University of Johannesburg and you already**
127 **mentioned that you attended cohort sessions at Matthew Goniwe, how**
128 **beneficial were these lectures and the cohort sessions? Did you build any**
129 **relationships with the other students?**

130 B- Yes, cohort session was done at Matthew Goniwe. Yes we formed relationships.
131 We in Orange Farm there are three of us, the other one is a lady who's teaching at
132 . . . she's a deputy principal and the other one was . . . and then I have the other
133 lady who is the principal at . . . , that is . . . is a principal. We tune together to
134 study together, especially activities that needed to go out there and make a mini
135 research and come back and sit together to discuss, it has helped us a lot because
136 you think you understand when they give you an assignment but when you are
137 alone in your cocoon there, you reread it and reread it then you find you don't
138 understand what is it that is wanted, but if you mix with these colleagues that you
139 form a team with it becomes better and you understand it better. Also at the cohort
140 session, not only with us being around here, we also formed good relationships with
141 other principals who are somewhere in the other district. I had a friend who used to
142 phone me when his having a problem. The ladies mummy . . . who will phone
143 me even she understand just to say . . . do you understand this, we would

144 laugh over the phone then we would discuss it until such time that both of us
145 understand what it is. We were even at a conference on Cape Town, we enjoyed
146 and even after these conferences we will sit down and discuss how this ACE, are is
147 you benefiting from this ACE and all that and most of us people who are not
148 enrolled with ACE they were admiring us and saying they are going to enrol with
149 ACE, it a very nice course that one can enrol just to develop his leadership skills
150 and experience.

151 **A: You have outlined many strengths of the ACE programme, are there any**
152 **weaknesses or limitations to the programme and explain how we could**
153 **possibly overcome these weaknesses?**

154 B: Yes, I think anything has weaknesses . . . even my personal life, my life, if one
155 asks you what the weaknesses are. I think the first weakness that I found is that you
156 are not actually told here is a gender; here is a management course, which one do
157 you want to follow. The district elected the course for me although at the end of the
158 day I am happy because I was going to management and leadership. We must be
159 given a choice.

160 **A: Are there any other weaknesses?**

161 B: No, don't think so.

162 **A: There was timeframes stipulated for the submissions of your assessments**
163 **did you find those timeframes suitable? Were they user friendly? Were you**
164 **able to keep to the timeframes?**

165 B: I think should also mention that because we are working for the department and
166 we are a principal that is one thing that is very hectic, you are a teacher at the same
167 time. Teachers are looking for daily assessments when they have to write some
168 reports at the end of the term. Right now I was from the class and on Monday they
169 are writing my learning area which is NS and because of those unions strike one is
170 behind and then we have to always be in class to make sure that learners
171 understand what you have taught them. Roughing the syllabus for the last of 15

172 days, that was very terrible. I have never seen for the past 24 years, I have never
173 experienced a nature of this strike before. Assignments were affected because
174 having a lot of work that one has to do, sometimes I knock off and 17:00pm and
175 sometimes at 17:30pm and when you come home your wife is looking at you to say
176 are you still doing the assignment . . . then you need a very strong support from
177 your family even when you come home you are still a teacher. You have to teach
178 those, questions at there from your children and all that. Some of them are fun
179 taking information form the internet, you have to intervene they are not going to
180 swallow it as it is then you have to intervene. So sometimes we were under
181 pressure, pressurised with these assignments. I think time framing must also be
182 looked at and the department it must come back since we waited and waited to say
183 principals must go out of class. I'm strongly supporting that principals must go out of
184 class, if I am here for office work and management and leadership I can be very
185 happy. I enjoy teaching, I enjoy teaching but I think it is rather too heavy for me
186 because I once run workshops, I was once a . . . to the former DET running signs for
187 all primary school teachers but I was given areas like Orange Farm was my area,
188 that is . . . And 39 farm schools. The farm schools were doing, I was only
189 during the . . . I bring them together and teachers and run these workshops so I still
190 love it but I cannot do it because my hands are full.

191 **A: Having done the ACE programme, do you think it is appropriate**
192 **to serve as a mandatory qualification for first time principals, should**
193 **they acquire the qualification before they become principals and why?**

194 B: I'm sure to say yes they should have the qualification, because some of the
195 principals they think that they are well qualified to do their job. But I'm telling you
196 ACE will give them hands on approach. I will recommend that they in time to come,
197 like the department is encouraging the principals and the deputy principals to go for
198 this course, although there is going to limit somewhere, it means if somebody was
199 not a principal or not a deputy principal did not have the chance of going for this
200 course but I'm looking at teachers also are going for this course. I think they should
201 like that the department is giving them a chance to go, let it not be the SMT's and

202 deputy principals only, let everyone enjoy the ACE course so that we can be well
203 equipped even if he is an HOD in his department.

204 **A: Comment on the deputy principal acquiring the ACE qualification before**
205 **he/she becomes a principal, what's your view on that?**

206 B: I think its good. You will be resourceful to the principal; you will be helpful to the
207 principal because if you are not there he is the principal. We as principals usually go
208 for conferences for meetings and for other educational activities. If he is left there in
209 cocoon he is exposed to the staff, he might make the wrong decision, if he is
210 equipped with the ACE course he is alert on how to respond to these questions.

212 **A: Thank you so much for your time, you have given me lots of useful**
213 **information. Is there something that you would like to add, maybe something**
214 **that I have left out about the ACE programme?**

215 B: I enjoyed this project plan but for me it's the timing. They have given me time let
216 me be honest about it because they said we started last year when we were first
217 years and then we submitted it this year sometime last month. It was enough time
218 but for research purposes one needs a little bit more time, not being too much
219 involved. Looking at the department as well there is a lot of pressure, there are due
220 dates that one has to submit there are also meetings that are not on a planned
221 programme by the department, they just come and then we have to be there. There
222 also cluster meetings for principals and IDSOs (institutional development support
223 officers) that is also at the district directors meeting also. Every term there is those
224 meetings, I don't say there are many but I think when one is committed somewhere
225 you have to be flexible somehow to challenge because for me this project plan was
226 mini research. When you have a mini research you have to come out with
227 something that you have researched. For me this encouraged me to go for PhD,
228 masters knowing that I have at least got a basic of research so that if you know you
229 will become a master of research be it until such time you are well equip for it.

230 **A: Are you then alluding to the ACE programme having taught you how to**
231 **conduct research?**

232 B: Yes, I have learnt a lot.

233 **A: Thank you very, very much again, it has been a pleasure. Thank you for the**
234 **useful information that you have given me. I will report to you on the findings**
235 **of the research at a later stage. Thank you very much for your time.**

236 B: Thank you.



1 **School D** **21 November 2010 Quintile four**

2 **Time:** **11:45 -12:55**

3 **Place:** **Principal's Office**

4 **A: Interviewer**

5 B: Interviewee

6 **A: A very good morning to you, thank you for participating in this research**
7 **project. I am a PhD student at the University of Johannesburg. I'm busy with**
8 **research in regards to the ACE leadership programme. The questions that I'm**
9 **going to pose to you would basically require information regarding the ACE**
10 **leadership programme. This is a research interview and you have the right to**
11 **withdraw from the interview at any point. The first question that I would like to**
12 **pose to you . . .**

13 B: Good morning to you.

14 **A: Being a leader and manager in your school, how has the acquisition of the**
15 **ACE leadership programme equipped you or empowered you in leading and**
16 **managing your school?**

17 B: Look, what had happened was doing the course had actually brushed up on what
18 we were doing, it was nothing new to me, it was just a matter of putting things into
19 order. We knew things that was to have done we have overlooked it. I think we
20 became in a comfort zone where we forget the basics and this course remained us
21 of the basics that we needed to keep in place all the time.

22 **A: Has the ACE leadership programme taught you anything new in terms of**
23 **empowering you as a principal?**

24 B: Unfortunately no, it hasn't taught me anything new and the empowerment was
25 there to be taken all the time.

26 **A: As principal of a large school, what leadership practices do you exercise in**
27 **a school of this nature? How would you motivate your staff and your learners**
28 **to achieve the best they possibly could?**

29 B: I'm in a strong belief that I need not motivate anybody, the teachers are getting
30 paid for a job, they are trained, they study and they should be doing their job.

31 Motivating children yes, but not teachers, teachers have a role function which they
32 are reminded about, continuity and where I don't see myself as an adult and as a
33 professional going around telling people, look do this do that when you were trained
34 do it. In a big school like this, we don't have the time, we don't have the capacity to
35 be looking after adults but with children yes the continuous motivation of them
36 and getting them going is important to us and I still believe if teacher does what is
37 profession asks him there will be no need to motivate the children because they
38 will come prepared, he'll come to class, children will want to come to class, children
39 will want to learn.

40 **A: If I may ask how you did get selected to do the ACE programme?**

41 B: I have no idea how we got selected but I was told two days before that we need
42 to register.

43 **A: Briefly discuss the modules and assessments that you were required to**
44 **submit to gain competence for the qualification?**

45 B: Look the assessments and projects and assignments were day
46 to day functions of a school and it didn't take too much of effort to do those
47 assignments and stuff like that it was only the research that was additional to our
48 daily functions and that was there. The rest was things that you did or things that
49 you were supposed to have been doing continuously at school.

50 **A: You attended lectures at the University of Johannesburg, briefly comment**
51 **on how those lectures were structured and did you benefit from the lectures?**

52 B: Not much benefit, the only person that put in some substance in class was....
53 I felt my time was wasted. Very little new stuff was done and being honest here

54 there was a person there as well and that cheesed off a number of us. You
55 could actually see it in the assessments that did for us. In my personal view, I
56 scored 70's and 90's in all my other assignments and in her assignments we scored
57 50 or less than 60 in other words 50 and we couldn't get an answer as to tell us
58 what happened, whygave us 50. So the assessments and going for lecture
59 things like that was of very little benefit for me personally. Besides and I come again
60 and I've got a video on one of my phones of one of the
61 our time.

62 **A: You attended cohort sessions at Matthew Goniwe, talk about that.**

63 B: The cohort sessions, people who were running these things were there to
64 information from us, it's not something that they taught us, and in fact we had to run
65 They put up topics on the board and that was it, the cohort
66 sessions could have been more productive.

67 **A: Do you find the structure and the content of the modules applicable to
68 your day to day functioning?**

69 B: Yes, the course itself and the contents that's there, is applicable to the day to day
70 functioning of a school, it will help people, novices to get a footing in schools.

71 **A: As an experienced principal, did you foster any relationships at the cohort
72 sessions or did you add value to other students that were attending the
73 cohort sessions or the lecture sessions?**

74 B: The course itself led us to form a group that was not in existence before we
75 now are acquaintances with people that we didn't know, now that we meet at
76 principals functions and stuff like that we know who we talking to. There was a
77 relationship that came out of this session. I think everybody else had
78 the opportunity to contribute to discussions to contribute to things that were being
79 done or discussed, I had my equal share of it, not that I kept myself back. I
80 did make myself heard in whatever was being discussed.

81 **A: The ACE programme does not have an examination component; you were**
82 **only required to submit assessments, what's your view on that?**

83 B: Based on what was the course itself, I don't think an exam was necessary
84 it's more of a practical nature, how to run a school, that's what they tried to teach
85 guys, how to run a school effectively so writing an exam may not be the best thing
86 the practice that the course is asking you for if it's put into work you'll have an
87 effective school.

88 **A: Ok thank you for your time is there anything more that you would like to**
89 **mention, something that I have forgotten about the ACE programme; your**
90 **attendance, other students, delivery, design and so on?**

91 B: I think that this entire course should be given to all prospective teachers from the
92 beginning. Doesn't matter if they are first years or principal or not but as part of their
93 teaching programme or course, most of these things should be done so that people
94 understand when they get into the school situation, what is and can be expected at
95 management level so you won't get confused if somebody is trying to do things. It's
96 because they have to do it, so if they are trained as teachers then they know
97 exactly what is expected of them.

98 **A: That brings me to the next question, would you regard the ACE leadership**
99 **programme as a mandatory qualification for first time principals and what**
100 **about deputy principals? Do you think they should also do the course?**

101 B: For first time principals and deputy principals there is value in this course
102 and I think I wouldn't say mandatory but if a person is feeling left out or feeling
103 inexperienced then they should opt to do it.

104 **A: Thank you very much. I will provide feedback once the study is complete.**

105 B: Ok, thanks, it was my pleasure

1 **School E** **22 November 2010 Quintile three**

2 **Time:** **12:00-13:00**

3 **Place:** **Principal's Office**

4 **A: Interviewer**

5 B: Interviewee

6 **A: Good morning. I am a PhD student at the University of Johannesburg**
7 **and I'm currently doing research on the ACE management programme which**
8 **you've completed already, I'm here to pose a few questions to you and my**
9 **intention is to find out as much as possible about how the ACE leadership**
10 **programme empowered you or equipped you to become a better manager and**
11 **leader in your school.**

12 **The first question is having acquired the ACE leadership programme, how**
13 **has that helped r empowered you to become a better leader in your school?**

14 B: My name is . . . a graduate from the ACE programme. My response to your
15 question is that the ACE programme has helped me to improve my skills in
16 leadership management, financial and project management.

17 **A: Arising from your response how did your leadership practices improve**
18 **after you acquired the ACE leadership programme?**

19 B: It has improved in terms of the new knowledge that I've gained. I've discovered
20 that one has to consult, one has to involve people, and one has to have trust in
21 people's skills. It has improved me a lot in terms of other things that I used to
22 overlook.

23 **A: From your understanding of good leadership practices in a school; name a**
24 **few good leadership practices that you practice in your school?**

25 B: I will start with consultation then communication is very important
26 because it assists you to involve and you are able to tap on what other people have

27 gained or the knowledge that they have we are able to or by involving them and
28 consulting those people come out and they are able to say I'm good at this, I'm..
29 at that. In a way it shows that they are also leaders in their own terms, so that has
30 assisted me around that management skill that I've gained.

31 **A: Comment on the modules that you completed for the programme. How did**
32 **you find them, how did they empower you, were they useful in empowering**
33 **you to manage the school on a day to day basis?**

34 B: They are quite a lot because there is also a programme that we did that is strictly
35 the school governing bodies which has opened our eyes to say those people are
36 very important and it is quiet intensive, it involves a lot of things in management so
37 has assisted me a lot in terms of as a module that we have done thoroughly and we
38 have debated a lot because of the thin line between the issue of management and
39 governance. It has assisted us really in dividing everything up to date and so that
40 everything is ok.

41 **A: Thank you. You attended lectures at the University of Johannesburg and**
42 **cohort sessions at the Matthew Goniwe School. Comment on that**
43 **and explain how did those lectures and cohort sessions empower you?**

44 B: With the cohort sessions it's more practical you are even able to express your
45 personal view and how you see things because things have changed now. You see
46 what you learn from the documents that are given you, it's not the same as you
47 begin to discuss because it becomes open and you discuss openly – it has assisted
48 us a lot and it even improves on the modules given because it doesn't cover almost
49 everything.

50 **A: The lectures at the University, how did you find that in terms of the content**
51 **and delivery?**

52 B: There's a lot that still needs to be done which is more practical, when people who
53 are not practically part of what happens it becomes difficult for the modules to really
54 cover and I'm sure with our contributions within our classes has made things better

55 and we hope that the modules will be changed in such a way that the pilot project
56 will assist the University to really do the right thing.

57 **A: Research is being done and some still in the process of being completed**
58 **on whether the ACE should become a mandatory qualification for first time**
59 **principals. What is your view on that?**

60 B: It has to be mandatory; could you repeat the question again?

61 **A: There is research being done on the ACE programme and researchers**
62 **of many studies have found that the ACE qualification could become a**
63 **mandatory qualification for all first time principals. Do you think that is a**
64 **good idea and what about deputy principals do you think they should also**
65 **acquire the qualification before they become principals?**

66 B: I think it has to be a requirement and I'm glad that it has been endorsed at ANC
67 conferences to say every person who becomes a principal must go through that
68 because it questions a lot of skills, it seeks to know whether you are ready or they
69 cannot be a bible or a book that really translate to say from day one what you need
70 to do from day. But just merely meeting with other principals and you know it also
71 assists us because we come from different backgrounds, we manage differently but
72 the more we meet it becomes easier for everyone to understand even to get
73 the issue off the previously disadvantaged and the advantaged even when both
74 we will never agree on everything. It must be mandatory; I really commend the ANC
75 government.

76 **A: In your opinion are there weaknesses in terms of design or delivery of the**
77 **programme?**

78 B: I think for everything that first they will always be pit falls, there will always be
79 challenges, and there will always be those differences. But there is lot needs to
80 be done like I've hinted to you I said to you before when these modules were
81 designed I think not much research was done, it was just a situation whereby
82 because we were pressed by time and everybody has to have an ACE programme

83 qualification, that's what happened. You see things have changed, times have
84 changed managing in the old systems and in the new system you must combine the
85 two that's where the problem is but a lot of practicals needs to be done and it's also
86 important for the deputies to do that it's very important especially when it comes to
87 involving the deputies when it comes to matters of school governing bodies
88 committees. Mostly its principals who deal directly with the governors they just deal
89 with the curriculum part but you find out there is a loop hole where the deputies are
90 not involved with that part.

91 **A: That brings me to the second last question; the ACE programme does not**
92 **have an examination component. You were only required to submit**
93 **assessments, portfolios and so on what's your view on that?**

94 B: I think there has to be exams just writing assignments does not guarantee that
95 you can do things over I know with Matthew Goniwe what they do it's an open
96 examination but it's very important for everyone to feel the part even if I've
97 cause what you can do is you can just take another assignment from another
98 and just change here and there and then steal but if you have written an
99 examination, it really assists us in terms of even yourself you are sure that you
100 passed, I've done well and practically I can prove something.

101 **A: You've given me lots of useful information that I'm going to use in my**
102 **research, is there anything that I might have left out that you would like to talk**
103 **about, about the ACE programme, maybe the future of the ACE leadership**
104 **programme?**

105 B: You've got me I've really got to think very hard with that one but I think I've
106 covered all that I think is correct I didn't prepare well for the interview but I have to
107 be natural but I always believed that even during lectures we used to differ a lot
108 amongst ourselves I just hope that those views are going to be used usefully. My
109 take is that I would feel I would be happy if the modules can be redone, it should
110 really come down to the people I mean research such as this, research like this
111 would really help us to give input on what needs to be written down there.

112 **A: Thank you very, very much.**

113 B: You're welcome. Thank you very much.



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1 **Interview F** **14 March 2011**

2 **Lecturer:** **ACESLM**

3 **Time:** **11:00-12:30**

4 **Venue:** **University of Johannesburg, Office**

5 **X: Interviewer**

6 **Y: Interviewee**

7 **X: A very good morning to you. Thank you for participating in this research**
8 **project, it is very much appreciated. I am a PhD student at the University of**
9 **Johannesburg and I am currently researching the ACE School Management**
10 **and Leadership programme. I have a list of questions that I'd like to pose to**
11 **you and if you could please respond to them.**

12 **Y: Good morning and thank you.**

13 **X: First question, how long have you been involved in the ACE programme?**

14 **Y: Seven years**

15 **X: Were you involved in any other leadership development programmes?**

16 **Y: Prior to that I was school principal. I wasn't involved in any others.**

17 **X: Explain the curriculum content of the ACE programme?**

18 **Y: It consists of 5 modules in the first year where they had leadership in schooling**
19 **context, and leading and managing people, teaching and learning. Then we had the**
20 **management of finances in the school and we look at the 5th one is the policy**
21 **development in schools in the first year. Then 4 modules done in the second**
22 **as well where the schooling context will then fall away.**

23 **X: Thank you. Are students able to demonstrate a basic understanding of**
24 **leadership and management after the ACE programme?**

25 Y: I think after 2 years they should, they should have not a basic but a better
26 idea of what is happening in schools because you remember they never get this
27 type of training in their original training as teachers. This is the first time they do
28 finances, policies and how to take a big staff and lead and manage them so I think
29 we've seen the development of the principals and during cohort meetings where we
30 a lot of discussions with them, we could see some growth in many areas as
31 principals even with deputy principals who came to the training.

32 **X: Thank you for that, in your opinion are there any strengths, weaknesses or**
33 **limitations of the ACE programme?**

34 Y: I think I've mentioned one strength already because we could have seen a lot of
35 improvement after 2 years and the feedback that we had from principals was very,
36 positive. They made changes and when we spoke to some of the teachers at that
37 specific school, their response was always that our principal is now a better
38 principal in some ways ok. Not all of them, I think the biggest limitation is that we
39 don't have a good follow up after 2 years to go to those schools and maybe sit
40 and do a basic baseline research with the principals and ask them or even the
41 teachers. Listen have you seen any improvement with your principal because
42 it's hear say. Then you hear from the principal there's an improvement but
43 would like to see if there's really improvement when you go after 2 years and visit
44 the schools and talk to the teachers because they need to respond because the
45 principal went through the training.

46 **X: A follow-up question, as an ex-principal, you've engaged and interacted**
47 **with the participants most of whom are principals. Do you find there's a**
48 **change in the principal leadership in the context of the ACE programme?**

49 Y: A percentage, yes. I will not say in all departments because I've spoken to them
50 some of them are very negative. I've seen some negative principals come into the
51 last training session in the second year especially just before they must submit their
52 portfolio's with a lot of excuses. I do have my doubts if there was any development, 53
attitudes correlates not with the improvement I'd like to see after the 2 years of

54 training. Let me say in about 60 to 65% of principals I could see a positive turn
55 are looking forward to go back to the schools and make these type of changes,
56 you must remember in our training and our sessions in class are interactive session
57 where we, they come with ideas and learn from colleagues, take back
58 and they take back from us as lecturers and fortunately our lecturers were principals
59 so we do have a lot of experience in that field.

60 **X: You mentioned cohort sessions earlier, how did the cohort structure work?**

61 Y- Remember the majority of the students were contracted by Matthew Goniwe and
62 Matthew Goniwe was responsible for the cohort sessions. Where they will go on a
63 monthly or 2 monthly basis, to Matthew Goniwe where they will support them on
64 our assignments and maybe problems at schools they experienced during that time
65 where they could not speak to us. Toward the end I thought that the cohort was not
66 successful and I must bring in another weakness I would like to suggest the cohort
67 coming to us at UJ to do the cohort follow up . . .

68 **X: As well as the lectures . . . ?**

69 Y: As well yes, then we are hands on what is happening and they can come up, we
70 can talk about assignments and problems at school. There are so many things that
71 really can come up with during a cohort meeting. During that cohort they had
72 do computer training and some language training. Language
73 training is now part of our syllabus and curriculum. Curriculum is now not elective
74 anymore it's a core module. So the computer stays elective but we are normally
75 responsible for doing that on campus as well so there's actually a 6th module that
76 in as from last year as a core module. The English part as well...

77 **X: Comment on the lectures that the participants attended at UJ.**

78 Y: I think the lecturing, the lecturers were very well prepared in their lectures and
79 the attendance of students apart from the last year, in my first six years
80 was very, very close to a 95 or 96% which is actually very good, first and second
81 year group. There was a positive vibe in class I think they were looking forward to

82 the interaction with people from their own maybe district and with the lecturers.
83 There is a lot of, there's lack of knowledge with our principals when they come to
84 class, you can pick it up, you can pick it up when you ask about policy, you can ask
85 about finance and things like that, you can pick it up immediately that they don't
86 know anything about that and you know with some of our dysfunctional SGBs we
87 cannot put this responsibility back to our SGBs. Principals need to take up the
88 that actions at schools at the end of the day. So I think if you looking at the overall
89 attendance and classes and things I must give it a thumbs up and it was a good
90 interaction with students.

91 **X: Talk about the assessments that they were required to submit to prove**
92 **competence. How many were they, how frequently?**

93 Y: In the first year when we started originally with the ACE programme we had 3
94 assignments per module. That worked out to 15 assignments plus a project plan
95 I will just elaborate on the project plan just now. But the 15 assignments was
96 spread throughout the year from March up to about October and in the first year at
97 end of October they had to actually submit a portfolio, not a portfolio sorry, a project
98 plan. That is the problem that they identify at their specific schools which is really a
99 problem after they had maybe a meeting with the staff as well, after a SWOT
100 analysis they take that problem and they develop that into their second year as a
101 portfolio. In their second year they had 4 modules with 3 assignments which means
102 assignments and then a portfolio of evidence that they had to submit. Then we as
103 department sat down and thought the assignments are too many so we decided
104 only two assignments per module, first year and second year. Which actually
105 worked but still principals are very reluctant to keep to timelines. We've picked that
106 time management is not an option for them because there's a lack because we
107 normally are very lenient, we give them a week extra- say for example they submit the,
108 the date of submission is the 21st of March we'll give them till the 28th and still we had
109 problems. The past year, in 2010 we had the biggest challenge, in terms of assessments
110 ...if I can put it that way because we are, as we sit here in March 2011 we are still
111 battling to get portfolios in from some of the principals where they had all kinds of
112 the excuses of why they could not submit on time. Some of the reasons forwarded were

113 the World Cup soccer and the union strike and things like that and I thought the strike
114 was a very good opportunity to do their work. So they come up with a lot of
115 excuses and then I said in the beginning all the positive things about ACE, this makes it
116 negative because the principal is actually the role model in schools and they cannot
117 complete assignments on time then I am concerned about what is happening at their
118 specific schools.

119 X: In other words, should the principal lead by example?

120 Y: Oh yes, yes...all the time

**121 X: Yes, you mentioned that the students do not submit their assessments on
122 time. How does that affect them receiving the qualification/certification?**

123 Y: In the past we had problems where we had late submissions of assignments, where
124 we waited and then we had the cut-off date unfortunately and then the marks submitted
125 up to say the 1st of December. It was captured and the final will be worked out,
126 they will then graduate in March or May the next year.

127 X: Oh, I see, does that happen every year.....

128 X: How does it affect the pass rate?

129 Y: This year for example myself I had a problem with the submission of portfolios for
130 example. We normally penalise them after two weeks with 10% and 20% progressively.
131 This has a big impact on their marks. And the portfolio is compiled with guidelines,
132 we check and if it's not according to our criteria we have meetings and consultation
133 meetings with them on how to compile that portfolio of evidence. We hand it back to them
134 and they must resubmit. It's like a supplementary exam and then if we not satisfied,
135 they fail. or if they then submit the portfolios then we force them to register for the next
136 year and resubmit the portfolio of evidence so we can mark them. So they not going to
137 be graduate maybe March they might be able to graduate later on in the year in
138 September. So they penalise themselves actually by not doing their work.

**139 X: Do you think that the ACE Leadership Programme should become a mandatory
140 qualification for first time principal?**

141 Y: I would think so, because I would think so because you know. I think many of us can
142 take ourselves back to when we were principals, first time principals going to an office
143 you don't know where, what to touch and I think the qualification brings some information
144 to the principal that he/she needs when they go into the office. In many cases I couldn't
145 pick up in schools that there are mentorship from district level anymore, to tell the
146 principal this is a file, this is this, this is this . . . This is your manual, according to this,
147 this, this, this must be filled in. So I think there's a lack there and with the ACE
148 programme we can bring that closer to the principals so that they can into the
149 school the first day, have more or less have an idea what to look for, what is this file for
150 that file for. That's why we allowed some HODs and deputy principals on the programme
151 as well so that they know when they get into the principals' position they do have that
152 background definitely I think that the ACE should be a prerequisite for principals.

153 **X: Thank you for that, what would, what's your view on deputy principals. Do you**
154 **think that there's a need for them to acquire the qualification?**

155 Y: Yes I would say that the entire SMT must come on board because then you are
156 proactive and they do have that qualification. I think that it must be compulsory for the
157 entire SMT to do this qualification.

158 **X: Will I be correct in saying that then it would add to proper succession planning?**

159 Y: Oh yes definitely because I mean the HOD will go to deputy, deputy will go to principal
160 and we will have to my mind proper trained persons when they get to the principal
161 post.

162 **X: The last question, the two year programme that the participants were expected**
163 **to do, is it sufficient time or do you think we should increase the two years?**
164 **What's your view on that?**

165 Y: I think we, I think if I could have it longer I think 2 and a half years to 3 years might be
166 a better option because with the module that are increasing in the first year there's a
167 need to really give them more contact time if we to take them through all the info that we
168 need to give them. I would like to see in their 3rd year they work on a portfolio only,

169 where they really work on the problem they identified at school and work out a plan
170 then I think we will see that problem they identified in their first year they really worked on
171 it on a continuous basis to solve it. At the end but they must be honest as well if it didn't
172 work they must come up with a new plan or something else but I would like to see it over
173 maybe 3 years.

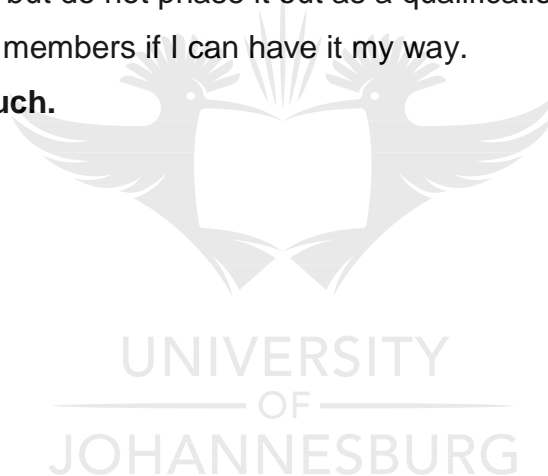
174 **X: My final follow-up question, do you actually enjoy delivering the ACE
175 programme?**

176 Y: Very much, yes, yes I like it very much.

177 **X: You've given me lots of useful information. Is there something that I left out that
178 you would like to talk about?**

179 Y: No I think, I think to add and maybe end off to say that the ACE programme should
180 stay as a qualification. It can be given a new name, a national diploma or something,
181 whatever they think of, but do not phase it out as a qualification and it should be
182 compulsory to all SMT members if I can have it my way.

183 **X: Thank you very much.**



1 **Interview G** **15 March 2011**
2 **Lecturer:** **ACESLM**
3 **Time:** **13:00-14:15**
4 **Venue:** **University of Johannesburg**
5 **X: Interviewer**
6 Y: Interviewee

7 **X: A very good morning to you. Thank you for giving me the opportunity of**
8 **interviewing you. This is a professor that delivers the ACE Leadership programme**
9 **at the University of Johannesburg and I am a PhD student the at the University**
10 **of Johannesburg. I'm currently researching the ACE School Leadership**
11 **Programme as a school leadership development programme. I would like to pose a**
12 **few questions to you, if you could please respond in an honest, open way.**

13 Y: Good morning, yes I would be prepared to. You haven't told me anything about
14 confidentiality and anonymity.

15 **X: That's my next point. All information arising out of this interview is highly**
16 **confidential and your identity will not be revealed. You are at liberty to**
17 **withdraw from this interview at any time. The research information will be made**
18 **available to you once the study has been completed.**

19 Y: Okay, thanks.

20 **X: My first question is, how long have you been involved in the delivery of ACE**
21 **programme at the University of Johannesburg?**

22 Y: It should be about 6 years, 7 years.

23 **X: Thank you. Please explain to me the curriculum content of the ACE**
24 **Leadership and Management programme that is being delivered to principals,**
25 **aspiring principals and members of the School Management Team (SMT).**

26 Y: Ok, if you want to look at the structure of the ACE Leadership programme, firstly, that
27 it is on a part time basis for 2 years. It's a practice based model. In the first year we
28 have 5 modules. It "understands leadership in a South African context, then we have
29 managing people, managing teaching and learning, financial management and law
30 and policy. That's in the first year, in the first year we deal with the project plan and
31 I'll talk about that a little bit more just now. In the second year we, it only comprises of
32 4 modules. That is managing people, teaching and learning, financial management
33 and law and policy. So those are the modules, but in the second year what is very
34 very important is a portfolio of evidence which must be compiled by the students and
35 it is based on the project plan which I alluded to earlier. In addition to that we also
36 look at competencies of these students in respect of computer literacy and language,
37 so the competence of language. So that is then the structure of the ACE Leadership
38 and Management programme over 2 years.

39 **X: Thank you. In terms of this leadership programme as being developmental,**
40 **what are the strengths with regards to capacitating principals?**

41 **What is your view?**

42 Y: Well, firstly this is a . . . Professional development programme. It's something that
43 was initiated by the Matthew Goniwe School for Leadership and Governance
44 together with the University of Johannesburg and because of the merits of this
45 programme, the Department of National education saw fit to introduce it nationally to,
46 throughout all the provinces and certain universities where they selected SMT
47 members to deliver the course to.

48 **X: In terms of...**

49 Y: Sorry, sorry I should just talk a little bit more about the strengths because that's
50 the question so I think firstly we need to take the context in which principals are
51 appointed. There are no stringent criteria, it's based on the nomination by school
52 governing bodies and the appointment is made by the education department. Usually
53 school governing bodies are well qualified to undertake this responsibility of
54 nominating principals of schools and sometimes we see through . . . reports nepotism,

55 favouritism and those kinds of things emerging from the appointment of principals. So
56 it's against this background that we see this programme as a strong, strong programme
57 that will give principals the opportunity of managing their schools effectively and
58 efficiently. Now I must add that this programme is a practice based programme which I
59 alluded to earlier on and therefore provides opportunities for principals firstly to go
60 through the content of each of the modules that I've mentioned that covers most of
61 the work that we do and tools, another important thing that come up with this is also
62 networking. They are able to discuss major problems, minor problems, whatever it is
63 with their colleagues and this is a forum which provides for that. So there that's
64 strength. There's other opportunity, the project that I just talked about is one where in
65 which we assess our principal's leadership skills and we use this portfolio evidence
66 as a means of identifying strong leadership in principals. So that is the position that
67 we are in. Alright I think that covers it then.

68 **X: Thank you. In terms of the curriculum, is it reflective of the new educational**
69 **changes which we are undergoing in South Africa? Is it user friendly to**
70 **principals when they go back into their schools?**

71 Y: I think there's so many ways of answering that question. The reason is firstly it's
72 the kind of institutions that prepare these modules, uh sorry the learning content. It is
73 also of how the department of national education had envisaged this programme, and
74 they've also provided learning support material for principals. So that question is then
75 dependant on the type of institution the student is registered with, so let me explain
76 that. If you look at the Matthew Goniwe partnership with the University of
77 Johannesburg there we had experienced people, qualified people from the university
78 and from other external sources that prepared these modules, the learning content.
79 So in this regard we believe that the materials cater for the management of change.
80 National education the same thing applied, I know that there's this Mark Shuttleworth
81 foundation that funded lots of money for the preparation of this learning materials and
82 therefore I think that they were also well done. In fact, at the University of
83 Johannesburg, we do make use of their material. It's freely accessible in any case.
84 However, the second point to that question is then the implementation and how these

85 programmes are delivered. Now you have situations where institutions have been
86 buying in lecturers with very little experience. Does this have an impact on whether
87 this course is going to be effective for principals when they are going to be able to
88 use what they've learnt in their school situation,

89 **X: Do you think that's going to impact on the programme?**

90 Y: I don't know. However at the University of Johannesburg one of our strong points
91 in the department was that many of us were principals of schools and they
92 themselves had personal experiences in managing schools. So in engaging with that
93 study guide the people that delivered the modules here were able to do it from a very
94 practical perspective rather than theoretical. This gave the opportunity for the
95 students or principals in studying the ACE the opportunity of applying what was then
96 explained or taught to them during the contact sessions. But added to that was also
97 the cohort sessions there were, that provided the necessary support for these
98 students so that where they was still uncertainty, the cohort sessions would then help
99 in understanding some of the content and have a better understanding, a better
100 picture of what is being discussed so that they can then apply this in schools
101 effectively.

102 **X: Ok, in terms of the lecture sessions that the lecturers conducted with the**
103 **participants, comment on the frequency of the lectures and also how the**
104 **content was delivered to the students/participants.**

105 Y: I think from all this discussion I have only then concentrated on our partnership
106 with Matthew Goniwe and the way we had delivered this programme. But we also have,
107 the University having its own programme so if we looking at the contact sessions and
108 the regular meeting with the students then there's two sides to this situation. The first
109 one, let's look at the university programme there we have 8 contact sessions of 2 hours
110 per module and what happens here is because it's done throughout the year there is
111 an advantage in that there's continuity in discussion and deliberations. The problem
112 with the Matthew Goniwe, the Goniwe programme that I allude to here, that's the

113 partnership between Matthew Goniwe and the University of Johannesburg, there was
114 a serious problem with that and I think we were unable to resolve that reasonably.

115 **X: What was the problem?**

116 Y: What happened here was that we only met them on block mode and that was two
117 full weeks during school holidays and on two days towards the end as closing
118 session? Oh my problem here was when it came to tasks that the principals had to do
119 that we had to, we would see them only in April and then only in June so what
120 happens is whatever we discuss in April, by the time it comes to June some of the
121 things are even forgotten. I had a serious problem with the structure of that but
122 unfortunately that there were practicing principals, that there's was no other way of
123 getting them to classes because our workload was in terms of our University programme
124 catered for all the Saturdays so we could not accommodate them on Saturdays. So I
125 think that's a problem in terms of delivering the programme in that there's too much of
126 intervals, long intervals before we meet students, before we can engage on some of
127 the tasks that they have undertaken, some of the problems that they have
128 experienced.

129 **X: Oh I see, in terms of the duration of the ACE programme do you think 2 years is**
130 **sufficient in which to capacitate the participants?**

131 Y: What I didn't explain just now in the previous question I think is very necessary as
132 well however although we had the block mode . . . To the block mode we also had a
133 cohort support system on Saturdays and that used to take place once a month so I
134 think we thought that that may be a way of solving the problem but the cohort
135 sessions was not done by the University lecturers, they were done by Matthew
136 Goniwe. Maybe, coordination could have been a little bit difficult here. In terms of
137 whether the programme for two years is sufficient – I think it is sufficient but remember
138 this study is such that we talk about life long learning so what you learn doesn't mean
139 that it ends there we encourage our students who take the project that if you didn't
140 complete the project you continue until you succeed with that project. It was about
141 your leadership qualities so basically while our contact sessions and our

142 assessments were based on two years, the project could continue and the work
143 could continue. However I must mention now in the new, in the light of our new vision
144 that we have now the Education Leadership Institute which will then also allow for
145 continuity. So that yes, the formal programme should be 2 years not longer than 2 years
146 and that there should be continual support for the principals' career.

147 **X: In terms of support, monitoring and evaluation when the principals have**
148 **completed the course, is there something in the pipeline in that regard?**

149 Y: I think that's a problem, because there's so many principals that need to be
150 developed in terms of professional development that sometimes we don't provide an
151 after service, but however now as I mentioned the new vision is that, the fact that we
152 are now located in Soweto, the fact that we have what is called ELI, the education
153 leadership institute and we also have what is called principals networking we now
154 cater for continuous professional development for principals.

155 **X: Lastly, Professor, would you recommend the ACE as a mandatory**
156 **qualification for first time principals or those that are aspiring to become**
157 **principals?**

158 Y: It's not an easy question because I have thoughts about this whole process.
159 Firstly I have a serious problem with the appointment of principals and because
160 there's a back log there and there's a back log in teacher training, there is a back log
161 in principal competence. There's a problem with leadership, sorry, principal
162 leadership styles etc. Ya, so that's the first part there is no sufficient programmes that
163 cater for principals to get, to improve their leadership styles or their leadership skills
164 and competence. So that's the first issue, against this background that we have a
165 back log. The second thing is that there are some principals who have completed
166 their Masters in Education or B.Ed honours and I don't see why the ACE should
167 become mandatory because those qualifications would have then been sufficient for
168 principals to be able to handle their management of their schools. However, there's a
169 third thing that I want to talk about and that is the criteria for selecting principals, that
170 should change first before we even decide on any mandatory qualifications. There

171 has to be stringent criteria for that and then the fourth thing is I think in the way it,
172 where the department has undertaken this process is that they should have structures
173 in place that would allow for principals to move in form of study that is different from
174 the actually teaching because there's a difference between management and
175 teaching. So there's a whole host of problems that one needs to consider so making
176 this mandatory may not be a good idea because, but what will then help solve this
177 problem is the principals, to become principals there must be a stringent process for
178 them to be appointed so that the truth of the matter is some of the ACE programmes that
179 are being offered by different institutions, the qualities are not really good as well. So
180 it's something that needs serious thinking and the way I've given you actually I
181 haven't structured it very well because what I was trying to point out is that over time,
182 and I think the department thought of this what this new thing is that they..... They
183 introduced career pathing . . . There's a dispensation, which will allow for people to
184 progress in their careers, Ag I can't now remember, but it's just something new now
185 as well that needs to be considered. Ok thank you very much.

186 **X: Thank you professor, is there anything else that you would like to tell me
187 about the ACE, something that I may have left out?**

188 Y: No, I think we're okay. Thank you.

189 **X: Thank you for your time, much appreciated.**





QUESTIONNAIRE

Dear Colleague

The Faculty of Education at the University of Johannesburg has delivered the Advanced Certificate in Education School Leadership and Management (ACESLM) to approximately 500 students since 2007. Anecdotal evidence suggests that the programme has impacted positively on change in *leadership* practices in schools. However, the validity of this evidence has not been verified via research. This research therefore wishes to establish whether your participation in the ACESLM programme has equipped you with good sustainable leadership practices. The research also aims to identify and highlight the factors, pre-requisites and conditions that should be included in educational leadership development programmes. It is against this background that this questionnaire was designed.

Through completing the questionnaire you will also be assisting us to improve the ACESLM programme. Also – the findings of the research will be made available to you to use to enrich your own leadership skills and expertise. Kindly note that all information provided is confidential and you are at liberty to withdraw without penalty from this research study at any point. Kindly complete this questionnaire. It will require about 20 minutes of your time.

Please take note of the following:

- You may remain anonymous, so do not write your name on the questionnaire.
- There is no right or wrong answers in Sections B/C
- We want your honest opinion.
- Your first reaction is most valid; do not ponder too long over any question.
- Please answer all questions.
- Please return the questionnaire to the person from whom you received it.

Thank you for your time and co-operation.

P.Naidoo (Researcher)

Dr. Lloyd Conley (Supervisor)

Prof. Sarah Gravett (Co- Supervisor)

Work 011 559 4759

Work 011 559 2681

Work 011 559 5234

SECTION A: BIOGRAPHICAL INFORMATION

CROSS THE APPLICABLE BOX OR FILL IN THE NUMBER WHERE NECESSARY.

EXAMPLE FOR COMPLETING SECTION A	
QUESTION 1: Your gender?	
If you are a male then mark 1 as follows:	
Male-----	1
Female-----	2

SECTION A

1. Your gender

Male _____	1
Female _____	2

2. How old are you (in completed years)

E.g. if you are thirty five years old, then enter

3	5		
---	---	--	--

3. What is your home language? (Mark one option only)

isiZulu _____	1
isiXhosa _____	2
Afrikaans _____	3
Setswana _____	4
North Sotho _____	5
English _____	6
South Sotho _____	7
Xitsonga _____	8
Ndebele _____	9
Tshivenda _____	10
Swahili _____	11
Other (specify) _____	12

4. Your Highest Educational Qualification

Teacher's diploma/certificate plus further educational diploma/certificate	1
Bachelor's degree without teacher's diploma/certificate	2
Bachelor's degree plus a teachers diploma/certificate	3
Honour's degree	4
Honour's degree plus a teachers diploma/certificate	5
Master's degree or Doctorate	6

Master's degree or Doctorate plus a teachers diploma/certificate

7

5. Total experience as a school principal (in completed years)

E.g. if you have five years' experience

0 5

--	--

6. Your school is a:

Primary school (grade 0 or 1 to grade 7) _____

1

Secondary school (grade 8 to grade 12) _____

2

Combined school – Primary and Secondary (grade 0 or 1 to grade 12) _____

3

Special school _____

4

Other (specify) _____

5

7. To which of the following educator organisations' do you belong? (Mark only the one you support by attending regular meetings)

SADTU _____

1

TUATA _____

2

NATU _____

3

NUE _____

4

SAOU _____

5

NAPTOSA _____

6

SAVBO _____

7

Others (please specify) _____

8

8. Indicate the union affiliation of the majority of staff members in your school

SADTU _____

1

TUATA _____

2

NATU _____

3

NUE _____

4

SAOU _____

5

NAPTOSA _____

6

SAVBO _____

7

Others (please specify) _____

8

9. How many workshops (longer than 1 day) related to professional leadership/ management development arranged by the Department of Education have you attended in the last 2 years?

5 and more _____

4

3 to 4 _____

3

1 to 2 _____

2

None _____

1

10. To what extent do you believe the workshops on professional leadership/management development mentioned in (No. 9) have benefitted you in terms of your leadership/management practices?

To a very large extent	_____	5
To a large extent	_____	4
To a moderate extent	_____	3
To a small extent	_____	2
To no extent	_____	1

11. To what extent do you believe that your leadership in the management of teaching and learning improved as a result of your ACESLM qualification?

To a very large extent	_____	5
To a large extent	_____	4
To a moderate extent	_____	3
To a small extent	_____	2
To no extent	_____	1

12. ACESLM should become a mandatory qualification for all practicing and aspiring school principals.

Yes _____	1
No _____	2

SECTION B

This section consists of statements reflecting leadership practices undertaken by school principals. You are required to examine each statement in the following manner namely as to its:

- Importance – the level of importance of the leadership practice to your current task as a principal.
- Implementation – the extent to which you believe you are able to implement the leadership practice
- Sustainability – the extent to which you believe, you are able to sustain the leadership practice.

<u>Importance</u>	<u>Implementation</u>	<u>Sustainability</u>
Answer all the questions by using the interval scale provided where: 1 = Not important at all 2 = Slightly important 3 = Moderately important 4 = Important 5 = Very Important	Answer all the questions by using the interval scale provided where: 1= To no extent 2= To a small extent 3= To a moderate extent 4= To a large extent 5= To a very large extent	Answer all the questions by using the interval scale provided where: 1= To no extent 2= To a small extent 3= To a moderate extent 4= To a large extent 5= To a very large extent

EXAMPLE:

As a graduate of ACESLM and a school principal, rate the statement below:

- Firstly, as a level of importance to your current work routine,
- Secondly, the extent to which you believe, you are able to implement the leadership practice and skill.
- Lastly, the extent to which you believe, you have been able to sustain the leadership practice and skill.

Delegate duties to all members of my staff in a fair manner.

Importance (If you believe it is important, then mark 4 as shown)

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	--------------	---	----------------

Implementation (If you believe that you have managed to implement it to a moderate extent, then mark 3 as shown)

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	--------------	---	---	------------------------

Sustainability (If you believe that you have only been able to sustain it to a small extent then mark 2 as shown)

To no extent	1	2	3	4	5	To a very large extent
--------------	---	--------------	---	---	---	------------------------

1. Exhibit qualities of an educational leader who is able to maintain a purposeful interaction among the school's stakeholders.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

2. Use different leadership strategies to get the best teaching and learning efforts from my staff.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

3. Advance the school's goals by using control mechanisms.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

4. Delegate leadership tasks to educators in an equitable manner.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

5. Ensure that all stakeholders understand that I am responsible for the professional management of the school.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

6. Obtain feedback from all stakeholders about my leadership of the school.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

7. Form a network of relationships between schools and the district in which my school is situated.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

8. Demonstrate that I can resolve conflict among staff.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

9. Implement measures to ensure the safety of learners.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

10. Adopt an open door policy in managing the school.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

11. Ensure that all staff members are responsible for creating a positive learning climate in the school.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

12. Ensure that CS staff familiarises themselves with the relevant prescribed curricula.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

13. Ensure that the school timetable provides for an equitable workload for all educators.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

14. Mentor staff to achieve better teaching and learning results.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

15. Apply knowledge of the various laws which govern the education system.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

16. Develop procedures to effectively control the school's resources.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

17. Develop organizational structures to facilitate the management of school funds.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

18. Involve all stakeholders in managing the financial objectives of the school (Finance Committee/School Governing Body/CS/PS Staff).

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

19. Ensure that the school finance committee is familiar with the legal framework required to formulate the financial school policy.

Importance

Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

20. Ensure that my staff executes their duties within the parameters of the Employment of Educator Act

Importance

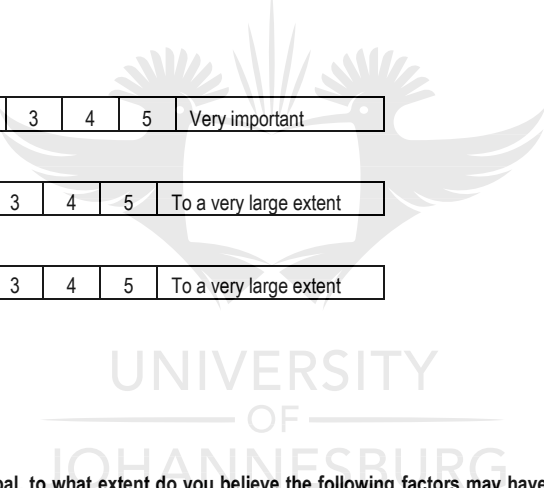
Not important at all	1	2	3	4	5	Very important
----------------------	---	---	---	---	---	----------------

Implementation

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

Sustainability

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------



SECTION C

As a graduate of the ACESLM and a school principal, to what extent do you believe the following factors may have compromised your ability to implement and sustain leadership practices and actions in your school?

21. Staff's resistance to change.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

22. Staff's affiliation to teacher unions.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

23. Staff's lack of commitment to the school's mission.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

24. Insufficient support from the school management team.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

25. Ineffective mentoring programmes in place.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

26. Inadequate support from the staff members.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

As a graduate of the ACESLM and a school principal, to what extent do you believe the following factors may have compromised your ability to *implement and sustain* the leadership practices and actions in your school?

27. Unsatisfactory working relationships among staff.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

28. Insubordination of staff members.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

29. An absence of assertive action from you as the school principal.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

30. Ineffective communication between you as the principal and your staff members.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

31. Presence of an abundance of administrative work (paper work).

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

32. Inappropriate use of your leadership style to suit the situation or context.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

33. Support from the District Office.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

34. Recruitment of unsuitable staff.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

35. Challenges in the appointment process of staff.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

36. Inadequate infra-structure in the school.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

37. Absence of a common vision between the SGB and the School Management Team.)

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

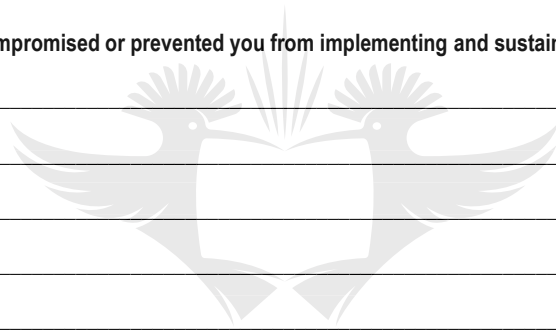
38. Ineffective principal's networking committee in the area (cluster of schools).

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

What are the ACESLM programme's MOST effective features?

What are the ACESLM programme's LEAST effective features?

List any other factors that may have also compromised or prevented you from implementing and sustaining the leadership practices and actions in your school.



UNIVERSITY
JOHANNESBURG

Thank you for your time and expert opinion. We need to obtain your opinion as it will assist us in improving the ACESLM programme.



QUESTIONNAIRE

Dear Colleague

The Faculty of Education at the University of Johannesburg has delivered the Advanced Certificate in Education School Management and Leadership (ACESLM) to approximately 500 students since 2007. Anecdotal evidence suggests that the programme has impacted positively on change in leadership practices in schools. However, the validity of this evidence has not been verified via research. This research therefore wishes to establish whether the participation in the ACEML programme equips principals with good sustainable leadership practices. The research would also highlight the factors, pre-requisites and conditions that should be included in educational leadership programmes, such as the ACESLM. Furthermore, your perception of how your principal is conducting his/her leadership roles since the acquisition of the qualification is vital in determining how successful the ACESLM programme is, in terms of equipping him/her with the necessary knowledge, skills, values and attitudes. We believe that the truth lies in the eyes of the beholder and thus need your honest opinion.

It is against this background that this questionnaire was designed as it is one of the effective ways of eliciting teachers', heads of department and deputy principals' opinions regarding school leadership practices and the ACESLM Programme. We are committed to the fact that your opinion will contribute towards a better understanding of leadership school practices and the ACESLM programme.

Kindly note that all information provided is confidential and you are at liberty to withdraw from this research study at any point. Kindly complete this questionnaire. It will require about 20 minutes of your time. Please take note of the following: You may remain anonymous, so do not write your name on the questionnaire.

- There is no right or wrong answers in Section B and C.
- We want your honest opinion.
- Your first re-action is most valid; do not ponder too long over any question.
- Please answer all questions.
- Please return the questionnaire to the person from whom you received it as soon as possible.

Thank you for your time and co-operation.

P.Naidoo (Researcher)

Dr. Lloyd Conley (Supervisor)

Prof Sarah Gravett (Co- Supervisor)

Work 011 559 4759

Work 011 559 2681

Work 011 559 523

SECTION A: BIOGRAPHICAL INFORMATION

CIRCLE THE APPLICABLE CODE OR FILL IN THE NUMBER WHERE NECESSARY.

EXAMPLE FOR COMPLETING SECTION A

QUESTION 1: Your gender?

If you are a male then mark 1 as follows:

Male-----	1
Female-----	2

SECTION A

1. Your gender

Male	_____	1
Female	_____	2

2. How old are you (in completed years)

E.g. if you are thirty five years old, enter

3	5	-----		
---	---	-------	--	--

3. Your Highest Educational Qualification

Matric or lower	1
Post School Diploma/Certificate	2
Teacher's Diploma/Certificate plus further educational diploma/certificate	3
Bachelor's Degree without teacher's qualification	4
Bachelor's Degree plus teacher's diploma/certificate	5
Honour's Degree	6
Honour's Degree plus a teacher's diploma/certificate	7
Master's Degree or Doctorate plus a teacher's diploma/certificate	8

4. What is your home language? (Mark one option only)

isiZulu	_____	1
isiXhosa	_____	2
Afrikaans	_____	3
Setswana	_____	4
North Sotho	_____	5
English	_____	6
South Sotho	_____	7
Xitsonga	_____	8
Ndebele	_____	9

Tshivenda	_____	10
Swahili	_____	11
Other (specify)	_____	12

5. To which of the following educator organisations do you belong? (Mark only the one you support by attending regular meetings)

SADTU	_____	1
TUATA	_____	2
NATU	_____	3
NUE	_____	4
SAOU	_____	5
NAPTOSA	_____	6
SAVBO	_____	7
Others (please specify)	_____	8

6. Indicate the union affiliation of the majority of staff members in your school.

SADTU	_____	1
TUATA	_____	2
NATU	_____	3
NUE	_____	4
SAOU	_____	5
NAPTOSA	_____	6
SAVBO	_____	7
Others (percentage)	_____	8

7. Which of the following best describes your present post?

Teacher	_____	1
Head of Department	_____	2
Deputy Principal	_____	3

8. Teaching experience working with the current principal (in complete years)

E.g. if you have five years' experience

0	5
---	---

--	--

9. Your school is a:

Primary school (grade 0 or 1 to grade 7)	_____	1
Secondary school (grade 8 to grade 12)	_____	2
Combined school – Primary and Secondary (grade 0 or 1 to grade 12)	_____	3
Special school	_____	4

SECTION B

Answer all the questions in Section B by using the interval scale provided where:

- 1 = To no extent 2 = To a small extent
 3 = To a moderate extent 4 = To a large extent
 5 = To a very large extent

EXAMPLE:

Your principal is a graduate of the ACESLM qualification. Having worked with your principal for two or more years, to what extent do you believe your principal is implementing the leadership practices and/ or actions listed in the items that follow.

Delegates duties to all staff members in a fair manner.

(If you believe this practice to a small extent, then mark 2 as shown)

To no extent	1	2	3	4	5	To a very large extent
--------------	---	--------------	---	---	---	------------------------

Your principal is a graduate of the ACESLM qualification. Having worked with your principal for two or more years, to what extent do you believe your principal is implementing the leadership practices and/ or actions listed in the items that follow?

1. Is able to maintain a purposeful interaction among the school's stakeholders.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

2. Use different leadership strategies to get the best teaching and learning results from the staff.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

3. Advance the school's goals by using control mechanisms.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

4. Delegate leadership tasks to educators in an equitable manner.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

5. Ensure that all stakeholders understand that the principal is responsible for the professional management of the school.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

6. Obtain feedback from the stakeholders about his/her leadership of the school.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

7. Form a network of relationships between schools and the district in which the school is situated.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

8. Demonstrate the ability to resolve conflict among staff.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

9. Implement measures to ensure the safety of learners.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

10. Adopt an open door policy in managing the school.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

11. Ensure that all staff members are responsible for creating a positive learning climate in the school.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

12. Ensure that CS staff familiarizes themselves with the relevant prescribed curriculum.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

13. Ensure that the school timetable provides for an equitable workload for all educators.)

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

14. Mentor staff in order to achieve better teaching and learning results.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

15. Apply knowledge of the various laws that govern the education system.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

16. Develop procedures to effectively control the school's resources.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

17. Develop organizational structures to facilitate the management of school funds.

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

18. Involve all stakeholders in managing the financial objectives of the school (Finance Committee, School Governing Body, PS/CS Staff).

To no extent	1	2	3	4	5	To a very large extent
--------------	---	---	---	---	---	------------------------

19. Ensure that the school finance committee is familiar with the legal framework required to formulate the financial school policy.

To no extent	1	2	3	4	5	To a very large extent
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20. Ensure that staff members execute their duties within the parameters of the Employment of Educator Act.

To no extent	1	2	3	4	5	To a very large extent
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SECTION C

Having worked with your principal for two or more years, to what extent do you believe that the following factors may have compromised/prevented him/her from practicing his/her leadership skills?

21. Staff's resistance to change.

To no extent	1	2	3	4	5	To a very large extent
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22. Staff's affiliation to teacher unions.

To no extent	1	2	3	4	5	To a very large extent
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23. Staff's lack of commitment to school's mission.

To no extent	1	2	3	4	5	To a very large extent
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24. Insufficient support from the school management team.

To no extent	1	2	3	4	5	To a very large extent
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25. Ineffective mentoring programmes in place.

To no extent	1	2	3	4	5	To a very large extent
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26. Inadequate support from the staff members.

To no extent	1	2	3	4	5	To a very large extent
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27. Unsatisfactory working relationships among staff.

To no extent	1	2	3	4	5	To a very large extent
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28. Insubordination of staff members.

To no extent	1	2	3	4	5	To a very large extent
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29. Absence of assertive action on the part of the principal.

To no extent	1	2	3	4	5	To a very large extent
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30. Ineffective communication between the principal and the staff members.

To no extent	1	2	3	4	5	To a very large extent
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31. Presence of an abundance of administrative work (paper work).

To no extent	1	2	3	4	5	To a very large extent
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32. Inappropriate use of leadership style on the part of the principal.

To no extent	1	2	3	4	5	To a very large extent
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33. Support from the District Office.

To no extent	1	2	3	4	5	To a very large extent
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34. Recruitment of unsuitable staff.

To no extent	1	2	3	4	5	To a very large extent
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35. Challenges in the appointment process of staff.

To no extent	1	2	3	4	5	To a very large extent
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36. Inadequate infrastructure in the school.

To no extent	1	2	3	4	5	To a very large extent
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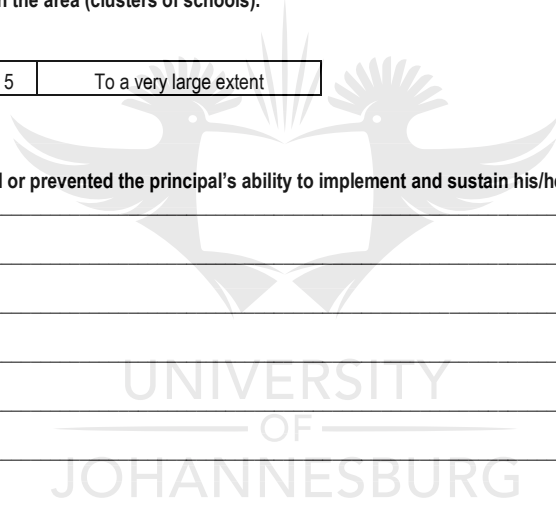
37. Absence of a common vision between the SGB and the School Management Team.

To no extent	1	2	3	4	5	To a very large extent
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38. Ineffective principal's networking committee in the area (clusters of schools).

To no extent	1	2	3	4	5	To a very large extent
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List any other factors that may have compromised or prevented the principal's ability to implement and sustain his/her leadership practices and actions in your school.



Thank you for your time and expert opinion. We need to obtain your opinion as you are the persons who work directly with the school principals.



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